

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 Monday, September 9, 2024, beginning at 5:30 PM in the Education Support Center, 2218 FM 517, Dickinson, TX 77539.

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

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

1. Roll Call, Establish Quorum, Welcome Visitors
2. Closed Executive Session
 - 2.A. Section 551.074 – Resignations, Retirements, New Hires
 - 2.B. Section 551.074 - Consider Appointment of Principal at Kranz Junior High School
3. Pledge of Allegiance to the American and Texas Flags
Presenter: Lily Snyder, San Leon Elementary School
4. Invocation
5. Public Comment: Agenda Items
6. Open Forum: Non Agenda Items
7. Special Recognitions
 - 7.A. Head Building Keepers
 - 7.B. Teacher Incentive Allotment Recipients
8. TNMP and CLEAResult Score and Load Shed Program
9. Action on Closed Executive Session Items
 - 9.A. Consider Approval of Resignations, Retirements, New Hires
 - 9.B. Consider Appointment of Principal at Kranz Junior High School
10. Written Reports

- 10.A. Human Resources Report
- 10.B. Bilingual/ESL Summer School Programs Report
- 10.C. Summer Professional Development Report
- 10.D. CTE Certifications and Program Planning Report
- 10.E. Advanced Placement and Dual Credit Longitudinal Data
- 10.F. Tax Report for July, 2024 and Year to Date
11. 2024-2025 District and Campus Improvement Plan Summaries
12. Guaranteed Maximum Price #1 Elementary #8
13. Seat Belts on School Buses
14. FMG(LOCAL) Policy Update
STUDENT ACTIVITIES
TRAVEL
15. Certified District Appraisers
16. Recruiting Calendar
17. Action Items
 - 17.A. Consent Agenda Items
 - Donation to DHS Band-Band Booster
 - Donation to Special Olympics-CiCi's Pizza League City
 - Campus Fundraising Request-BMS Art
 - June 4, 2024 Minutes
 - July 22, 2024 Minutes
 - Out of State Travel-Kim Rich, Exec. Director Human Resources
 - Budget Amendments/Adjustments for September 5, 2024
 - Donation to Transportation-Kyrish Truck Centers
 - Interlocal Participation Agreement for the GoodBuy Purchasing Cooperative
18. Adjournment

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on Friday, September 6, 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.



*Dr. Rebecca Brown
Superintendent of Schools*

DICKINSON INDEPENDENT SCHOOL DISTRICT

EXECUTIVE BOARD AGENDA DOCUMENT

Meeting Date: September 9, 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: _____

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA DOCUMENT

Item Title: Public Comment: Agenda Items

Agenda Item: Dr. Rebecca Brown

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: Dr. Rebecca Brown

Background Information:

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

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

Meeting Date: September 9, 2024

Item Title: DISD Head Building Keeper Recognition

Agenda Item: Tammy Dowdy

Background Information:

There is an important group of employees working behind the scenes each day to make sure our buildings are clean and ready for students, teachers, support staff, and visitors. Whether it is cleaning and maintaining restrooms, picking up trash, dusting, mopping and so much more, the district's 16 Head Building Keepers have an eye for details and lead the custodians at each facility to make sure the 2.65 million square feet of district facilities are cleaned and sanitized.

We would like to thank our Head Building Keepers for their dedication and perseverance as they provide leadership to our approximately 100 custodians throughout the district. Your continued dedication to DISD is an inspiration to us all. You are a true blessing and are making a difference every day. You are CHANGEMAKERS!

Dickinson ISD's Head Building Keepers include:

Kassandra Aviles, *Bay Colony Elementary*

Maria Pena, *Calder Road Elementary*

Lupe Olguin, *Hughes Road Elementary*

Perla Padilla, *K.E. Little Elementary*

Lupita Garcia, *Lobit Education Village*

Raquel Pelico, *San Leon Elementary*

Abraham Morales, *Silbernagel Elementary*

Bernadino Romero, *Barber Middle School*

Susana Castillo, *Dunbar Middle School*

Juan Pelico, *Dickinson Junior High*

Maria Coreno, *Kranz Junior High*

Alex Flores, *McAdams Junior High*

Gloria Gomez, *Dickinson High School*

Maribel Cuadra, *DCC/DALC*

Nina Flores, *ESC and Gator Academy*

Esther Lopez, *Facility Services*

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

Meeting Date: September 9, 2024

Item Title: Teacher Incentive Allotment recipients

Agenda Item: Tammy Dowdy

Background Information:

The Teacher Incentive Allotment was created in 2019 as part of House Bill 3, and the goal of the program is to recruit, retain, and reward high-quality teachers by providing a state stipend based on performance. To receive a designation, a teacher must be National Board Certified or identified as a top-performing teacher per the standards provided by the Texas Education Agency as well as meet district criteria. The three designation levels are Recognized, Exemplary, and Master, and the stipend amount varies from \$903 - \$20,060 based on the designation level and current campus assignment.

Dickinson ISD has been working since 2021 to get this additional funding for teachers, and we are very happy to announce that Dickinson ISD's submission for Phase One of the Teacher Incentive Allotment was approved by the state. The data the district submitted from the 2022-2023 school year for validation, reliability, and review passed critical data tests performed by Texas Tech University and the Texas Education Agency, and this means 35 DISD teachers were eligible to receive a state stipend last month.

The TIA is intended as a pathway for high-performing teachers to earn higher salaries, to attract promising new teachers, and to retain effective educators. This accomplishment for DISD highlights our efforts to recognize and support our educators as they strive for excellence in teaching, and we are proud of the first cohort of TIA designated teachers and extremely pleased they will receive the state-funded stipend. This is a life changing opportunity for teachers as this designation stands for five years with the monetary allotment, and the allotment will count for the Teacher Retirement System. It is anticipated the number of DISD teachers receiving the Teacher Incentive Allotment will increase each year.

Tonight, we would like to recognize the following teachers for qualifying for the Teacher Incentive Allotment in Dickinson ISD for the August 2024 distribution. They include:

Ashley Anderson	Master
Cintha Angeles	Exemplary
Andrea Bright	Exemplary
Creacy Brown	Master
Sarah Carr	Exemplary
Barbara Erdberg	Recognized
Diane Fernandez	Exemplary
Anna Flores	Exemplary
Victoria Graves	Exemplary
Francesca Grice	Master
Alexandria Hernandez	Exemplary
Shelby Hollen	Recognized
Juliann Ivory	Recognized
Ryan Janak	Exemplary
Marisa Johnson	Exemplary
Carol Leggio	Master
Diana Lobato	Recognized
Li Lu	Master
Melanie Macias	Exemplary
Alexis N’Ganga	Exemplary
Karly Provoyeur	Recognized
Monica Rickerl	Exemplary
William Seidensticker	Recognized
Yadira Seshar	Master
Michael-Ann Shumate	Recognized
Stephanie Smothers	Recognized
Devin Tarver	Recognized
Emily Tracy	Exemplary
Janet Tuttle	Recognized
Jessica Van Horn	Exemplary
Christie Verdun	Recognized
Hannah Westerlage	Recognized

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: September 9, 2024

Item Title: TNMP and CLEAResult Score and Load Shed Program

Agenda Item: Ryan Boone

Background Information:

Texas New-Mexico and CLEAResult would like to present a ceremonial check to the District reflecting energy incentives we have received for our participation.

Recommendation:

Information Only

Action Item: _____ Yes X No

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: September 9, 2024

Item Title: Personnel Action

- Employment
- Resignations/Retirement

Agenda Item: Kimberly Rich

- We have zero (0) new hires
- We have two (2) resignations: one (1) Teacher at San Leon Elementary, one (1) Teacher at Barber Middle School.

Recommendation:

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

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: September 9, 2024

Item Title: Appointment of the Principal at Kranz Junior High School.

Agenda Item: Dr. Rebecca Brown

Administration discussed with the Board of Trustees the appointment of the Principal at Kranz Junior High School.

Recommendation:

The Superintendent and the Executive Director of Human Resources recommend the appointment of Patrick Spies as the Principal at Kranz Junior High School.

Action Item: Yes No

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: September 9, 2024

Item Title: Human Resources Annual Report

Agenda Item: Kimberly Rich

Background Information:

Human Resources Annual Report attached.

Recommendation:

Information only

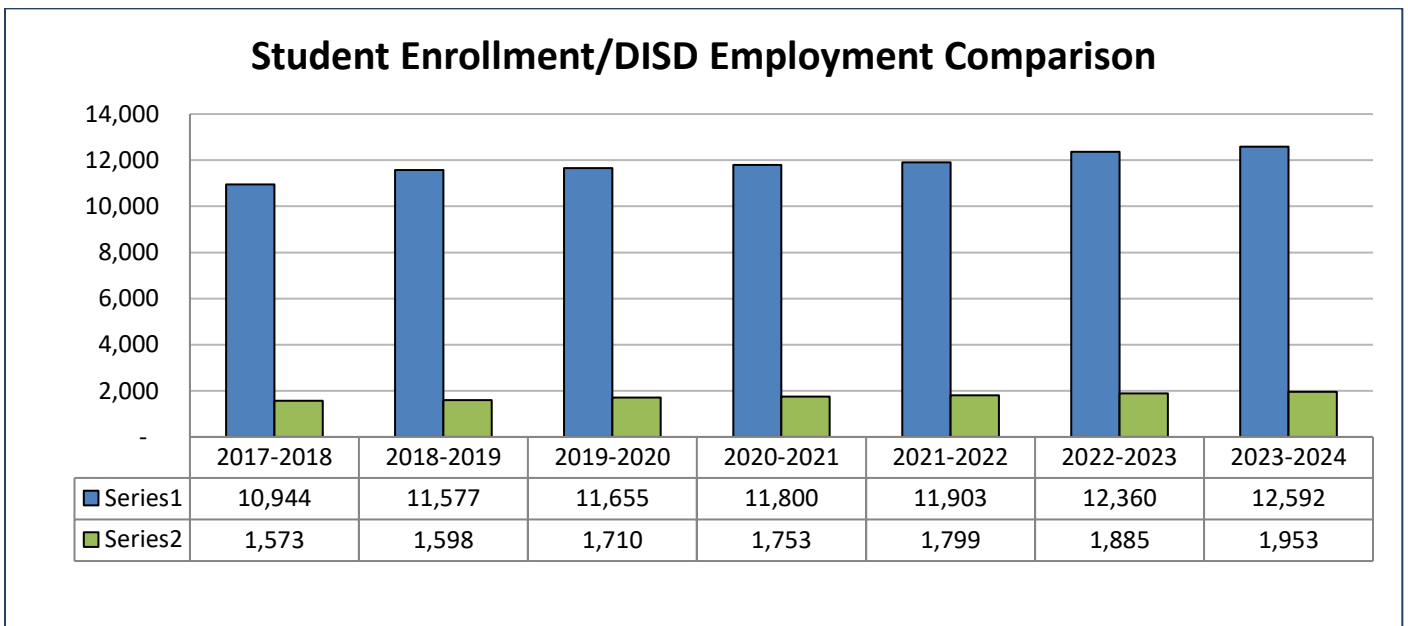
Action Item: _____ Yes No

DICKINSON INDEPENDENT SCHOOL DISTRICT
Department of Human Resources Report to the Board of Trustees
September 9, 2024

INTRODUCTION

Dickinson ISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth and focusing on student success. The mission of the DISD Human Resources Department is to provide the highest degree of service and support so that all employees can fulfill their responsibilities to Dickinson ISD students.

For the 2023-2024 school year, DISD employed approximately 1,953 full-time qualified staff members committed to providing quality services to 12,592 students. Using PEIMS data from the final submission report, the chart below reflects student enrollment and the number of employees (not positions) since 2016.



DISTRICT STAFFING

District administrators continuously monitor student enrollment and class size to ensure staffing efficiency. The Superintendent, Deputy Superintendent for Educational Services, Executive Director of Human Resources, campus principals, and other district directors meet in early spring to make staffing projections for the next school year. Positions are based on campus and department needs, demographic information, and district initiatives so that each area will be adequately staffed. Below is an overview of the 2023-2024 school year staffing decisions. A full report (Summary of Staffing), available upon request, provides detailed information for each eliminated and/or additional position.

Total Teachers		-23.0	Dickinson HS	-1.00
Regular	-25.0		Alternative	0.00
CTE	0.0		McAdams JH	10.50
Acad.Coach	0.0		Kranz JH	-5.50
BIL/ESL	2.0		Dickinson JH	-1.00
SpEd	0.0		Barber MS	-2.00
Total Admin/Tech Support		-5.0	Dunbar MS	-4.00
Campus	0.0		Lobit MS	0.00
District	-5.0		Bay Colony	-5.00
Total Auxiliary		-2.0	Calder Road	-4.00
Custodial	0.0		Hughes Road	-3.00
FNS	0.0		K.E.Little	-2.00
Gator Academy	0.0		Lobit Elementary	2.00
Maintenance	-2.0		San Leon	-5.00
Transportation	0.0		Silbernagel	0.00
Total Paraprofessionals		-18.0	ESC	-6.00
Regular	-13.0		Technology	0.00
BIL/ESL	0.0		Auxiliary	-2.00
SpEd	-4.0		Total	49.00
District	-1.0			
Total Professional Support		-1.0		
Counselor	0.0			
Curr.Spec.	-1.0			
District	0.0			
Librarian	-1.0			
Nurse	0.0			
SpEd	0.0			
Technology	1.0			
Total Positions		-49.0		

Calendar/Pay Grade/Stipends

As the district grows, we analyze duties and responsibilities and adjust employee work calendars and pay grades to reflect current trends accurately. In addition, the District reviews stipend requests and the need for additional or special assignments.

Additional Staffing

During the summer and as the school year begins, priority objectives – safety, student success, teacher retention, class size enrollment, etc. – are monitored to determine if additional staff or changes to the current assignments are needed. Decisions to add or reassign staff are made to provide quality educational opportunities for all students throughout the district.

RECRUITMENT AND SELECTION

The Human Resources Department aims to attract, hire, and retain well-trained, certified, highly qualified teachers and support personnel who will positively impact DISD students. Assisting each campus and department in meeting their staffing needs is the primary focus of our department. The HR Department works closely with the Superintendent, Deputy and Assistant Superintendents, campus principals, directors, and budget managers to effectively hire and retain quality personnel.

Number of New/New to DISD Teacher Hires by Assignment (as of 08/20/2024)

Assignment	Number
ECSE/Pre-K	4
Kindergarten	8
Grade 1	9
Grade 2	5
Grade 3	11
Grade 4	13
Grade 5	2
ELA/Reading	11
Math	15
Science	13
Social Studies/History	8
Bilingual/ESL (any grade level)	9
Dyslexia	1
CTE	9
Art/Theater Arts	4
Band/Choir	2
LOTE	3
PE/Dance/ISS	4
Special Education/InClass Support/Behavior	21
Instructional/Behavior Coach	6
Other Electives (AVID/Athletic Trainer/ROTC)	2
Total	160

Number of Applicants Available for Each Professional Position

For the 2024-2025 school year, job vacancies were posted by March 1, 2024. From 3/1/2024 through 08/20/2024, approximately 2,270 applications were submitted for positions associated with the teacher salary schedule and professional support positions. The generic teacher count is an overall grouping of the teacher postings for each elementary and middle school campus. Professional Support associated with the teacher salary schedule includes nurses and librarians. Counselors, school psychologists, diagnosticians, OT/PT, and speech professionals are on the administrative pay grade. In addition, the HR Department processed 277 new hires and 646 Personnel Action (PA) items based on funding/ budget changes.

Number of New Teachers Hired Not Fully Certified for Assignment

Approximately 57% of the new/new DISD teacher hires are fully certified to teach in Texas. Most teachers who are not fully certified are in an Alternative Certification Program (ACP). Adjunct teachers have a bachelor's degree and are pursuing a teaching certification by joining an alternative certification program during the fall semester of 2024.

Out-of-State	5
Alternative Certification Program	32
District of Innovation	9
Adjunct	24

NEW HIRES

To increase efficiency, the hiring process is conducted virtually. New employees must complete the application, new employee orientation, I-9 verification, W-2, direct deposit, etc., online.

Teachers

When the Superintendent approves new positions, vacancies are posted on the DISD website, district job board, Region 4, and each campus. Campus administrators can view applications and résumés through an online system. Interviews are scheduled with applicants considered the most talented based on the following criteria:

- appropriate certification for the position
- education and training in the field
- acceptable references, including previous supervisors
- assessment of quality, as well as quantity, of previous experience in a related assignment
- availability for employment

After a suitable candidate is identified, an employee recommendation form is electronically submitted to the HR office. The applicant's file is reviewed for the required certification, effective teaching criteria, criminal background check, and acceptable reference and supervisory checks. A list of newly contracted employees is presented to the Board each month for final approval.

Paraprofessionals

When new positions are approved, or vacancies occur, job opportunities are posted on the DISD website, district job board, and each campus. All paraprofessionals with instructional duties in the classroom must meet a rigorous standard, which may be demonstrated through a formal assessment of skills or postsecondary training. Clerical applicants must complete a computer competency exam to be eligible for hire.

Newly employed paraprofessionals are to meet these requirements before employment or recommendation. Campus and department administrators arrange interviews and perform reference checks. An electronic recommendation form is submitted to HR, and then the applicant's file is reviewed for the required paraprofessional certification, criminal background check, and acceptable reference and

supervisory checks.

Auxiliary Departments (FNS/Transportation/Operations & Facilities)

The auxiliary departments utilize the online application system. The HR Department posts vacant positions; each department is responsible for scheduling interviews and performing reference checks. After an auxiliary position is recommended for hire, the HR Department processes the necessary paperwork and forwards compensation information to the Business Department. Non-certified employees hired by the District on or after January 1, 2008, are required by Senate Bill 9 to submit fingerprint information to the Texas Department of Public Safety before they may begin employment with the District.

DICKINSON TEACHER APPRAISAL SYSTEM

DISD uses the Texas Teacher Evaluation and Support System (T-TESS), the state-adopted appraisal system. The appraisal process promotes continuous professional growth through ongoing feedback and support, refining knowledge, skills, and practices that impact student performance.

Teach for Texas, sponsored by the Texas Education Agency, houses multiple training and teacher resources for successfully implementing T-TESS. All new teachers must attend a three-hour district-led T-TESS orientation, and returning teachers must attend a campus-based refresher annually.

Administrators and teachers complete self-reports, walk-through forms, and conference summaries using an online system. Immediate feedback to the teachers will improve the appraisal process for all stakeholders.

The Teacher Incentive Allotment (TIA) is a vital part of House Bill 3, dedicated to recruiting, supporting, and retaining highly effective teachers in all schools, with particular emphasis on high-needs and rural schools. During the 2021-2022 school year, stakeholder committees were developed at the administrative and district levels, in which we created a local teacher designation system specific to Dickinson ISD. During the fall semester of 23-24, DISD submitted active teachers for a TIA designation. DISD had 32 teachers approved for a designation, and they will receive supplemental income on their August 30 payday.

STATE AND FEDERAL CERTIFICATION

DISD professionals must meet state and federal certification requirements. Campus administrators, teachers, counselors, and librarians who maintain certification through TEA/SBEC are eligible for a contract.

ESSA Requirements

The HR Department monitors the teachers' and paraprofessionals' effective teaching status to ensure each is appropriately assigned to their respective positions. Monitoring each professional and paraprofessional employee's (teachers, counselors, librarians, LSSP/Diagnosticians, principals, etc.) certification is critical to this process. Not only is the certification verified before employment, but the HR Department annually reviews all certifications for expiration and notifies employees of their status. Certifications are monitored monthly to ensure employees are completing the required renewal process.

Continuing Professional Education (CPE) Requirements

Dickinson ISD is committed to ensuring that all personnel have the relevant knowledge, skills, and expertise

to perform their work consistently to meet high standards and increase student achievement. The district recognizes that training and development are fundamental to ensuring the quality of its services to students. The district supports a culture of lifelong learning and encourages employees to take ownership of their professional development.

District Requirements for Professional Development

The district embeds four days or 24 hours of professional development within the teacher calendar. The teacher must complete at least 24 hours of professional learning in exchange for paid time. The district provides multiple learning opportunities throughout the summer and outlines acceptable professional learning opportunities, guidelines, deadlines, and norms. Employees can select professional development, workshops, conferences, and college courses that address priority objectives in their campus improvement plans.

SBEC Requirements for Professional Development (Certification Renewal):

All classroom teachers must complete at least 150 clock hours of Continuing Professional Education (CPE) during each five-year renewal period. Administrators are required to complete at least 200 clock hours of CPE credit during each five-year renewal period. Professional employees are encouraged to complete at least 30-50 clock hours of CPE each year of the renewal period.

STATE AND FEDERAL REQUIREMENTS

Since the 2019-2020 school year, the Texas Education Agency requires two additional layers of safety regarding an employee's criminal history status: *Do Not Hire Registry* and *Drug and Alcohol Clearinghouse*.

Do Not Hire Registry

The 86th Texas Legislature passed House Bill 3 to further protect the safety and welfare of Texas students by requiring schools to report to TEA when there is evidence that a non-certified employee abused or was involved in an inappropriate relationship with a student or minor and creating a registry of individuals who are not eligible for hire in a Texas public school based on misconduct or criminal history. School districts must run a query on all new hires to the district upon recommendation. School districts must also run an annual query on all current employees, usually in January, for a yearly review.

Drug and Alcohol Clearinghouse

Beginning January 6, 2020, all school districts and CDL holders (including school bus drivers and white fleet drivers holding a CDL) must register in the Drug and Alcohol Clearinghouse. The Clearinghouse is a secure online database that provides employers, The Federal Motor Carrier Safety Administration (FMCSA), state driver licensing agencies, and state law enforcement personnel real-time information about commercial driver's license (CDL) and commercial learner's permit (CLP) holders' drug and alcohol program violations. The Clearinghouse contains records of violation of drug and alcohol prohibitions, including positive drug or alcohol test results and test refusals. When a driver completes the return-to-duty process and follow-up testing plan, this information is recorded in the Clearinghouse. School districts must run a query on all new hires who either have a CDL or are applying for a CLP to get a CDL. School districts must also run an annual query on all existing CDL holders.

NEW TEACHER ORIENTATION

All new teachers receive four days of professional development designed to help them successfully integrate into DISD. Campus and district instructional leaders and departmental directors provide training. In addition to the four days of new-to-the-district training, all professional staff, new and returning, will receive additional district and campus professional development.

INTERNS

DISD receives many requests from university programs and college students who need to fulfill internship hours in the classroom and those seeking a diagnostic license. The HR Department coordinates with university programs and campus/department administrators to ensure these students receive the proper background check before securing a supportive education placement.

BENEFITS AND RISK MANAGEMENT

The Benefits/Risk Management Coordinator manages employee benefits programs such as group health insurance, supplemental benefits, and various leave programs, including, but not limited to, Family Medical Leave and Temporary Disability, according to federal, state, and local guidelines.

Dickinson ISD created the Catastrophic Leave Program titled Gators Helping Gators, which the board approved on June 6, 2022, and remains in effect for each school year after that. This voluntary program is designed to aid employees who experience a catastrophic medical condition for themselves or an immediate family member and have insufficient leave to meet those circumstances extending beyond five (5) consecutive workdays. However, the District may consider any extenuating circumstances if the catastrophic medical condition lasts five consecutive workdays.

The HR Department processes employee leave requests and maintains the required documentation that must accompany them. Many factors are involved in determining leave eligibility. The Benefits/Risk Management Coordinator, the DISD Lead Nurse, and the Executive Director of Human Resources work collaboratively to establish employee procedures and protocols.

Worker's Compensation and unemployment claims are processed and monitored through the HR Department. The state regulates the Texas Workers' Compensation program to provide a medical and financial safety net if an employee is injured at work or suffers a work-related illness. Communication is critical, and a collaboration is formed between Claims Administrative Services (CAS), our TPA, the campus or department supervisor, and the HR Department. The HR Department works tirelessly to ensure that all unemployment claims received by the Texas Workforce Commission (TWC) are valid.

The HR Department continues to enhance SWAMP (Staff Wellness and Mindfulness Program). The HR Department is partnering with the Gator Hope Clinic, Gator Wellness Center, and district nursing staff to provide various programs and resources for our employees. We will run fitness challenges through SWAMP, the annual flu shot clinic, The Rose Mobile Mammography sessions, the semi-annual District Baby Shower, and more. Through our Employee Assistance Program, staff has SIX (6) face-to-face sessions per family member per issue per year to seek counseling and unlimited phone calls and web resources for various other things (legal services, financial planning, childcare resources, elder care resources, etc.).

EMPLOYEE PERSONNEL RECORDS

The HR Department creates and maintains a file for each new employee, which includes a hiring recommendation form from the principal or director, employment application, signed job description, appropriate certificates and licenses, service records from all educational agencies, contracts, highly qualified verification form(s), pay sheets and evaluations. Criminal History Release, I-9 Employment Eligibility, and E-Verify forms are maintained in a separate file according to state and federal guidelines. Ensuring that all employee files are accurate and complete is an essential aspect of our department. Records are reviewed periodically by the department for accuracy and made available to the Superintendent for an annual audit.

The HR Department continues to move toward paperless personnel folders and electronic folders. All new district employees have an electronic folder that mirrors the information in the paper version.

Personnel records for employees who have resigned or retired from DISD are scanned and archived. This system stores and organizes employee files and provides a means of accessing district information.

SALARY INFORMATION

After the DISD Board of Trustees approves the budget, wages, and salaries are communicated to employees through the Employee Access Center. Employees' questions about their compensation are directed to the HR Department using a salary inquiry form. The concern is reviewed by the HR Department and forwarded to other departments if necessary. A written response addressing the salary or benefit concern is sent to the employee. All employees can review their demographic information, payroll records, leave bank, benefits, and compensation data through the Employee Access Center.

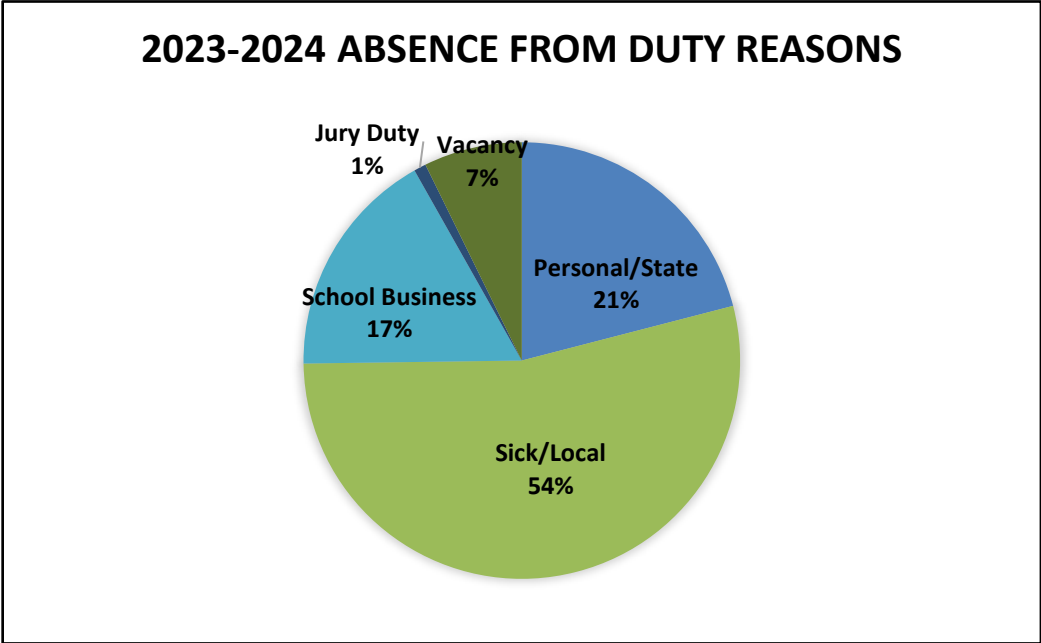
EMPLOYEE CONTRACTS

Contract proposals are initiated through the HR Department and sent to the campus principals and directors for recommendations. All contracts are distributed to employees electronically after Board approval. DISD currently has THREE (3) employees on a continuing contract.

SUBSTITUTE TEACHERS

The HR Department hires and trains substitute teacher/paraprofessional candidates. Substitutes are entered into an automated substitute placement and management system called Frontline Substitute Management. Once a substitute completes the new hire paperwork, attends online training, and completes the fingerprinting process, they are cleared to begin working. Teachers and paraprofessionals request substitutes by registering an upcoming absence in the Frontline system via the Internet. Substitutes can access Frontline by phone, mobile app, or the internet to check the availability of substitute assignments and to get a description of a particular assignment.

The chart below reflects the Absence from Duty Reasons information for teachers in the 2023-2024 school year.



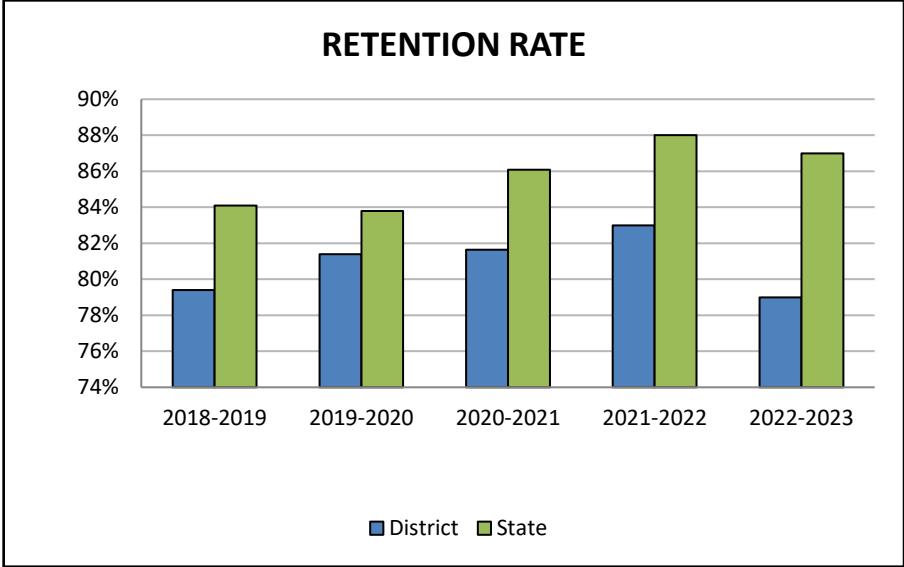
PLANS FOR IMPROVEMENT

Nothing is more important to our district's future and our schools' success than securing and retaining highly effective, top-quality teachers in every classroom and creating an environment where professional educators collaborate for the success of all students.

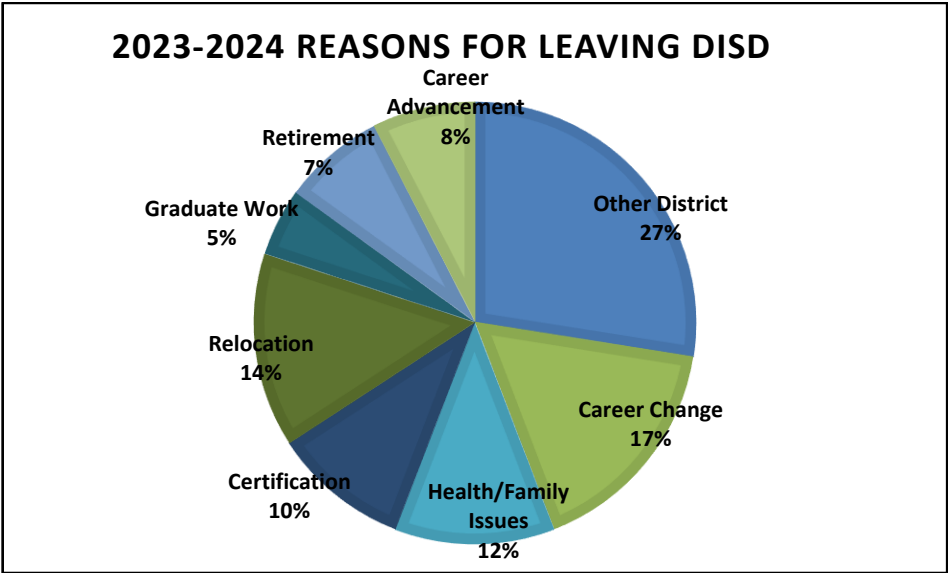
Teacher Retention

Recruiting and hiring quality teachers are essential priorities for the HR Department. However, the key to achieving the District's goal of having highly effective teachers in every classroom is retaining our best teachers who help create professional learning communities on their campuses. These teachers reflect on their practice, assess their effectiveness, collectively study areas needing attention, and make decisions about becoming more effective in the classroom. Competitive salaries, a supportive administration, good benefits, quality mentoring, and a campus climate that supports professional learning communities will help to maintain the district's turnover rate.

The chart below reflects the district retention rate compared to the state retention rate for the last five years. DISD is still below the state retention rate but has increased steadily since the 2018-2019 school year.



As our district grows, it is essential to utilize DISD resources by reducing paperwork and handling data more efficiently. Dickinson ISD uses an online employee exit survey to monitor the strengths and areas for growth perceived by our employees leaving the district. This district survey will allow the HR Department and the administrative leadership team to review exit responses, analyze the feedback received, and implement changes when appropriate. Reasons charted below from the DISD exit survey reflect the 108 responses received from the 2023-2024 school year.



CUSTOMER SERVICE

The mission of the DISD HR Department is to provide PRICEless customer service - Positive, Responsive, Intercommunicative, Courteous, and Empathetic! The HR Department also continues to partner with community members to foster a work environment that attracts and inspires excellence in people, so the district is successful in its mission. We provide quality HR services to attract, develop, motivate, and retain a diverse workforce within a supportive work environment. We do this with an emphasis on customer service based on mutual respect, courteousness, responsiveness, and positive communication with the community.

The first edition of the monthly HR newsletter, *Gator Pulse*, was released in January 2020. The newsletter provides helpful information regarding benefits, wellness and safety, healthy recipe ideas, and a different customer service tip every month.

COMMUNICATION & RECOGNITION

Continuous efforts are made throughout the year to recognize employees who make an extra effort to contribute to the district's success. The HR Department collaborates with the Communications and Public Information Departments in organizing and publicizing events and recognitions. Employees are recognized at board meetings, in the district newsletter, and through special events and activities. Recognition and appreciation activities also include:

- 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 and recognized at the monthly board meetings. Since February 2019, DISD has honored and recognized over 50 employees.
- Gator Heart is an opportunity to recognize and celebrate volunteers' impact on Dickinson Independent School District. Service organizations, student organizations, parent groups, and individuals in the community willingly and graciously offer their time, talent, voice, and hearts to impact the district.
- The HR Department annually organizes service awards/employee recognition, *Blue & White Night*. The Board recognizes the men and women who have contributed many years of service to the Dickinson school system each year. Awards are presented to those individuals celebrating their 10, 15, 20, 25, 30, 35, 40, 45, and 50 years of service with DISD. Special recognition is given to DISD employees who have retired during the past year. Employees with five years of service are recognized by their campus or department. The Blue and White Night is a collaborative effort between HR and the Communications Department, honoring DISD employees for their service to the district.

RELATED DUTIES

- The DISD Employee Handbook, which provides information concerning district policies and procedures related to employment, is reviewed, updated, and distributed by the HR Department. Employees may elect to receive an electronic or paper version.
- The Personnel Compensation Plan is the official pay policy of DISD and is used for all personnel compensation questions, decisions, and actions. After Board approval, the official copy is maintained and updated in the HR office and published on the DISD website.
- Employee badges are made and distributed through the HR office. With new technology, we can merge the

information from our District data files to create the badges.

DEPARTMENT INITIATIVES

- The HR Department will continue to work collaboratively with the Business Department to assist with annual budget preparation, coordination of employee absence management, and implementation of position control.
- The HR Department will work collaboratively with campus and department leaders to review, revise, and update job descriptions.
- The HR Department will continue to work collaboratively with principals and directors to utilize a universal evaluation tool for employees not assigned to TTESS (teachers), TPESS (campus administrators), TEMPSC (counselors)
- The HR Department will continue to partner with local credit unions and apartment locators to secure loan opportunities and potential residence locations for first-year teachers, helping them establish themselves financially at the beginning of the school year.
- The HR Department will continue to collaborate with the Education Foundation to reach out to the Dickinson community in support of teacher and student grants and scholarships.

EVIDENCE OF SUCCESS

The measure of success for the HR department continues to be as follows:

- Dickinson ISD will remain an “employer of choice” in the Gulf Coast and Region 4 areas.
- All teachers will be considered effective by ESSA requirements and meet Texas teaching certification requirements.
- The District’s teacher attrition rate will be at or lower than the state average.
- The District will have an abundance of qualified and trained substitute teachers.
- The district will support “growing our own” teachers through recruiting from our substitutes, paraprofessionals, college interns, and DISD returning graduates.
- The Human Resource administrators will be active collaborative partners within the DISD school community.
- District employees receive quality customer service and feel that the Human Resources Department is here to support them throughout their DISD employment experience.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: September 9, 2024

Item Title: 2024 Bilingual/ESL Summer School Programs Report

Agenda Item: Jaime Williams

Background Information:

Attached is the 2024 Bilingual/ESL Summer School Programs report.

Recommendation:

Information only.

Action Item: _____ Yes _____ No

2023-2024 Summer School Program Report

Pre-Kindergarten and Kindergarten Bilingual/ESL Summer School:

1. Summary:

The Dickinson ISD Bilingual/ESL Summer School Program is a state mandated 120 hours required for identified Pre-K and/or Kindergarten bilingual and ESL students served during the 2023-2024 school year. This year's full-day program was held face-to-face at Bay Colony Elementary. Classes were held Monday - Thursday, June 3– June 27. Students did not attend June 19 due to a severe weather day.

The program's design included

- literacy groups
- whole and small group instruction, with emphasis on intensive English-as-a-Second- language instruction
- digital platform for reading and math support programs
- interactive lessons
- one-on-one individualized support for students and parents to increase English language acquisition

Sandra Gomez served as the Pre-K/Kindergarten Program Coordinator. Parental involvement continued to be a priority. English language strategies and resources were provided to parents to reinforce with their child at home.

2. Pertinent statistics:

Number of eligible students, based on state criteria:	339
Number who responded to invitation:	121
Number who participated:	100
Average daily attendance:	78%
Student/Teacher ratio:	1/11
Number of Teachers:	11
Number of Instructional Aides:	4
Receptionist:	1

3. Evidence of success/student performance:

Student achievement, in English and Spanish, is listed below. During the regular school year, a Bilingual Pre-K and Kindergarten dual language student receives 90% of instruction in Spanish and 10% of instruction in English per day.

Test	Pre-Test Average	Post-Test Average
Dual Language Pre-K	70%	84%
Dual Language Kindergarten (Spanish)	69%	90%
Dual Language Kindergarten (English)	51%	76%
ESL Pre-K (English)	24%	41%
ESL Kindergarten (English)	60%	71%

2023-2024 Summer School Program Report

4. Evaluation statement regarding current program and potential for near and long-term future: Program will continue to place emphasis on acquisition of the English language, hosting the program at a centralized location, and early spring recruitment of teachers.

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

The Bilingual/ESL Summer Program is a state mandated program that is primarily funded with local funds. DISD does receive reimbursement from the state for the previous year's program. Students were provided breakfast and lunch. Although DISD provides transportation for all students to this program, transportation is not required. The cost of the program for 2024: Payroll: \$47,422.67; Materials: \$705.38; and Transportation: \$22,891.95. Total cost of the program: \$71,020.00

2023-2024 Summer School Program Report

Newcomer Academy Summer Program for DISD Bilingual/ESL Students in Grades 1 - 5

Summary:

The Newcomer Summer School Program is for 1st to 5th grade students who have been in the United States for 1 to 2 years. This is a four-week program designed for Emergent Bilinguals, who have little to no education in the United States. The program focuses on teaching students using the Dual Language One-way Program framework. Students were taught in both Spanish and English. The goal for the Newcomer program is to reinforce concepts taught during the school year and to expose students to English. The lessons were taught using the Preview, View, and Review components from the Dual Language One-Way Program. Students engaged in hands-on activities and discourse to reinforce newly acquired vocabulary. The cost of the program for 2024: Payroll: 10,709.75.

Summer Bridge for DHS At-Risk Students'

Summary:

The Ninth Grade Summer Bridge Program is a free summer enrichment program designed to help incoming 9th grade at-risk students make connections with future teachers and classmates while preparing them academically for the transition into high school.

The program:

- Introduces students to technology, college readiness, and career pathways offered by DHS
- Provides 1/2 high school credit toward graduation for General Employability Skills
- Ensures students' familiarity with the high school campus
- Builds leadership and collaboration
- Enhances student confidence, self-esteem, and motivation
- Eases the transition from junior high school to high school

Summer Bridge classes were held June 3 through June 20, Monday through Thursday, from 8:00am through 12:30pm. Breakfast and lunch were provided free of charge. Students must attend 11 of the 12 days to earn their ½ credit. The students attended three field trips including Texas A&M University at Galveston, Houston Museum of Natural Science, and the Minute Maid Park. The cost of the program for 2024: Payroll: \$28,215.23 and Transportation: \$16,168.79. Total cost of the program: \$44,384.02.

2023-2024 Summer School Program Report

Closing the Gap:

National Graduation Rate= 88%

Texas Graduation Rate= 90%

DHS Graduation Rate= 86.3 %

Grade Promotion:

Based on data for the class of 2027, the students that received credit from Summer Bridge had a 100% promotion rate from 9th to 10th grade.

EOC Data:

EOC Rates Class of 2027 Summer Bridge			
	English STAAR	Algebra 1 STAAR	Biology STAAR
Failed	27%	11%	4%
Approaches	23%	33%	29%
Meets	40%	27%	45%
Masters	10%	27%	22%

Program Growth:

2021 was the program's inception year and had a total of 63 students with 55 students receiving credit. In 2022 there were 65 students with 56 students receiving credit and 6 leaders. In 2023 the program grew to 60 kids, 6 leaders and a one leadership mentor. In 2024, the program was opened up to all incoming 9th graders. There were 86 attendees and 6 student leaders for the 2024 Summer Bridge Program.

Leadership Opportunities:

In 2022, previous Summer Bridge students were encouraged to apply to be Leaders, a group mentor for the current cohort of Summer Bridge students through an application process. A total of 6 students are selected every year, and six students did serve in that role for the summer of 2024.

CTE Program Exposure:

Students are exposed to 8 of the CTE programs offered here at Dickinson High School, many of which are joined throughout the student's high school years including Barbering, Cosmetology, Ag, Robotics, Pharmacology, Imaging, Dental and more.

2023-2024 Summer School Program Report

INITIAL CREDIT PROGRAM SUMMARY

Administrator: Matt Cooper, Dickinson High School Associate Principal
Secretary: Andrea Edwards, Dickinson High School Associate Principal Secretary

Session Dates: June 3-20, 2024

Cost to Student: \$100.00 for 12 days of access to Edgenuity for initial credit

Table 1: *Initial Credit Program Summary*

Course	Student Audience	Format Of Course	Total # of Courses Completed	Total # of Credits Awarded
Spanish I-Full Year Initial Credit 1.0 credit course	All students	Edgenuity Computer-based	7	7
Spanish II-Full Year Initial Credit 1.0 credit course	All students w/ Spanish I credit	Edgenuity Computer-based	6	6
Art I-A Initial credit .5 credit course	All students	Edgenuity Computer-based	2	1
Art I-B Initial Credit .5 credit course	All students w/ Art I credit	Edgenuity Computer-based	3	1.5

2023-2024 Summer School Program Report

Algebra I-A Initial Credit .5 credit course	All students	Edgenuity Computer-based	1	.5
Biology-A Initial Credit .5 credit course	All students	Edgenuity Computer-based	1	.5
English I-A Initial Credit .5 credit course	All students	Edgenuity Computer-based	1	.5
English III-A Initial Credit .5 credit course	All students	Edgenuity Computer-based	1	.5
English III-B Initial Credit .5 credit course	All students w/ Eng III-A credit	Edgenuity Computer-based	1	.5
IPC-A Initial Credit .5 credit course	All students	Edgenuity Computer-based	1	.5
Economics Initial Credit .5 credit course	All students	Edgenuity Computer-based	9	4.5
US Government Initial Credit .5 credit course	All students	Edgenuity Computer-based	8	4

2023-2024 Summer School Program Report

TOTAL			41	27
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2023-2024 Summer School Program Report

Total # of students enrolled: 27

Total credits earned: 27

Total tuition collected: \$2700

2023-2024 Summer School Program Report

CREDIT RECOVERY PROGRAM SUMMARY

Administrator: Matt Cooper, Dickinson High School Associate Principal

Secretary: Andrea Edwards, Dickinson High School Associate Principal Secretary

Session Dates: June 3-20, 2024

Cost to Student: \$100.00 for 8 days of access to Edgenuity for Credit Recovery

Table 2: *Credit Recovery Program Summary*

Course	Student Audience	Format of Course	Total # of Courses Completed	Total # of Credits Awarded
Eng 1 A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	3	1.5
Eng 1 B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	7	3.5
Eng 2 A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	5	2.5
Eng 2 B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	9	4.5
Eng 3 A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	7	3.5

2023-2024 Summer School Program Report

Course	Student Audience	Format of Course	Total # of Courses Completed	Total # of Credits Awarded
Eng 3 B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	8	4
Alg 1 A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	4	2
Alg 1 B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	2	1
Alg 2 A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	1	.5
Alg 2 B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	2	1

2023-2024 Summer School Program Report

Course	Student Audience	Format of Course	Total # of Courses Completed	Total # of Credits Awarded
Geom A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	6	3
Geom B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	10	5
Algebraic Reasoning B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	1	.5
World Geo A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	6	3
World Geo B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	3	1.5

2023-2024 Summer School Program Report

Course	Student Audience	Format of Course	Total # of Courses Completed	Total # of Credits Awarded
World Hist A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	6	3
World Hist B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	12	6
US Hist A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	3	1.5
US Hist B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	2	1
Span I A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	2	1
Span I B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	3	1.5
Span II B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	1	.5

2023-2024 Summer School Program Report

Course	Student Audience	Format of Course	Total # of Courses Completed	Total # of Credits Awarded
Bio A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	9	4.5
Bio B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	9	4.5
Chem A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	12	6
Chem B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	14	7
Environmental Systems B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	1	.5
Foundations of Personal Fitness A .5 credit course	All students	Edgenuity Computer-based	3	1.5
Foundations of Personal Fitness B .5 credit course	All students	Edgenuity Computer-based	1	.5

2023-2024 Summer School Program Report

IPC A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	2	1
IPC B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	3	1.5
Art I A .5 credit course	All students Grades 9-12	Edgenuity Computer-based	1	.5
Art I B .5 credit course	All students Grades 9-12	Edgenuity Computer-based	2	1
TOTAL			158	79

2023-2024 Summer School Program Report

Total # of students enrolled in program: 57
Total credits earned: 79
Total tuition collected: \$5,500 (2 students had both IC and CR courses- Those fees were accounted for in the IC.)

The total number of credits earned in the Initial Credit session was 27. Combined with the credit recovery session, the total credits earned for summer school was 106 credits.

2023-2024 Summer School Program Report

ESL ACADEMY PROGRAM

Administrator: Matt Cooper, Dickinson High School Associate Principal

Secretary: Andrea Edwards, Dickinson High School Associate Principal Secretary

Session Dates: June 3rd - June 20th

Cost to Student: \$0 cost to student

Table 6: *Participation in the ESL Academy Program*

Daily Participation	June 3 6	June 4 6	June 5 5	June 6 6	Teacher	Tuition Collected
	June 10 4	June 11 6	June 12 5	June 13 7	Dockery	0.00
	June 17 4	June 18 6	June 19 Cancelled	June 20 4	Dockery	0.00
Average Participation By Day	5.36					

Components of the Summer Acceleration/Remediation Program:

- Students enrolled in the ESOL 1 and 2 courses were invited to attend. The program was 12 days this year. Transportation was provided.
- Program targets: reviewed and reinforced prior school language acquisition (vocabulary/sentence structure/pronunciation/reading skills) while also working on acclimating ELL students to DHS, addressing possible challenges they may face in their process of learning a new language and a new system.

2023-2024 Summer School Program Report

Dickinson High School 2024 Extended Year Program Total Costs

Tuition Billed Students	\$8,400
Paid but did not attend	\$500
Tuition Refunded to students	\$0
<u>Credit Recovery/ Initial Credit/ DALC Credit Recovery</u> : Payroll <u>not</u> including Medicare and TRS *Teachers only/does not include administrator or secretary	-\$30,678.66
<u>ESL Academy</u> : Payroll <u>not</u> including Medicare and TRS *Teachers only/does not include administrator or secretary	-\$2,863.00
Program Cost to the District * Does not include: administrator/secretary payroll costs, utilities, or food service * Cost for EOC Retests are included in the DISD Testing Administrator’s budget	-\$24,641.66

Payroll Explanation

- Teachers are paid \$35.00 per hour for instruction.
- Teachers for initial credit and credit recovery are paid 7 hours per day for 8 days of instruction @ \$35.00 per hour.
- Teachers for ESL Academy are paid 6 hours per day for 12 days of instruction @ \$35.00 per hours.

Recommendations:

1. Restructure Summer School-We currently require students to attend Summer School in-person. They sit in a room and complete courses while monitored by a staff member. Rather than requiring in-person attendance, move to an all online model. This would result in a significant cost-savings for the district (decreased payroll). One person could be paid a stipend to monitor Edgenuity.
2. Change Fees for Summer School/Summer School Now-Currently, Summer School costs \$100. Summer School Now costs \$20. The \$100 fee for Summer School allows a student to take/complete as many courses as they can in a 2-week period. Change fee structure to be \$50 per class taken (Summer School and Summer School Now). This will increase revenue and indirectly provide incentive for the student to perform during the school year.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: September 9, 2024

Item Title: 2024 Summer Professional Development Report

Agenda Item: Lindsey Suarez

Background Information:

The following written reports are attached:

- Summer 2024 PD Summary
- Summer PD Course Enrollment Summary
- Gator CHOMP Conference Program
- Solution Tree RTI at Work Conference Agenda

Recommendation:

Information only

Action Item: _____ Yes √ No



Dickinson ISD Professional Development Summary Summer 2024

Gator CHOMP Conference

On June 3, 2024, 200 professional staff members attended the CHOMP Conference and engaged in learning with their colleagues. This home-grown event featured a keynote address by a national Artificial Intelligence expert, Holley Clark, who spoke about the integration of AI into education to improve student outcomes. Participants then attended three breakout sessions geared towards every grade level, content area, and professional speciality including STEAM, Fine Arts, classroom management, Special Programs, and more. Breakout sessions were taught by DISD experts and practitioners and highlighted the immense level of instructional talent in our district. Giving participants voice and choice in their breakout sessions allowed them to have autonomy and attend professional learning that met their diverse needs.

RTI@Work

DISD hosted the RTI@Work Wired conference on June 12-13, 2024 at MJHS for over 160 professionals. This event package played recorded keynotes and sessions from nationally recognized speakers and RTI experts including Mike Mattos, Luis Cruz, Nicole Dimich, and Paula Maeker. Every campus was represented with a guiding team of professionals that attended sessions together, and then had campus planning time to create systems to support the implementation and improvement of RTI on their campuses. Action plans were turned into and will be monitored by the Deputy Superintendent of Educational Services.

Individual PD Events

In addition to the two large events hosted by DISD, we held over 150 professional learning sessions that counted toward Teacher Exchange Days. A host of topics were covered and sessions were geared towards all grade levels, content areas, and specialties. All core contents and grade levels had "Curriculum Preview" days where they reviewed and planned for the upcoming curriculum.

Summer PD Participation Statistics

- Over 150 Professional Development Sessions were offered during the summer of 2024.
- Over 2000 sign-ins of participants.
- All teachers had numerous opportunities to satisfy their Exchange Day requirements over the summer and most took advantage of these opportunities.
- Approximately 12,000 hours of professional development hours were earned by DISD staff through district Summer PD.

24-25 Back to School

DISD welcomed approximately 150 new hires to a 3-day Back to School training event on August 2-6, 2024 that highlighted district practices and priorities, as well as provided campus time for professional staff with prior teaching experience. Approximately 60 First Year Teachers were given one full day of professional learning targeted for teachers new to the profession and will be provided ongoing professional learning throughout the year.

On August 8-12, 2024, all DISD teachers participated in Gator Learning Communities, one day of collaborative curriculum and instruction professional learning led by Curriculum Specialists.

Enrollment Data

Enrollment data from June 3, 2024 to August 6, 2024



All Courses

Course Title	Date	Max Seats	Active	Pending	Absent	Attendance %
(Alvin ISD) Orff Training for Elementary Music Teachers	6/3/2024	30	7	0	0	100
KJHS: 2024 DISD CHOMP Conference	6/3/2024	196	174	0	0	100
DHS N105 and Gym: PE and Health Boot Camp for PK-12 (3 DAYS)	6/3/2024	30	29	0	0	100
GT Update: Houston Meseum of Natural Science - Differentiating with the Museum Questioning and Creativity	6/3/2024	30	7	0	0	100
ESC 230 SDI Foundational Reading Instruction (UFLI) AM session	6/3/2024	20	8	0	0	100
ESC 230 Handwriting and Processing Deficits	6/3/2024	30	11	0	0	100
ESC 230: Empowering Educators: Engaging Strategies for Classroom Success	6/4/2024	35	27	0	0	100
#6 Rtl Task Force Administrators EOY Meeting	6/4/2024	30	11	0	0	100
ESC 232: From Data Spreadsheets to Data Systems - Making data work for your campus	6/4/2024	30	3	0	0	100
DCC Team Planning Day	6/4/2024	30	5	0	0	100
DALC HS Individual Planning Day- June 4th	6/4/2024	30	7	0	0	100
LES A123: LES 3rd Grade RLA Planning Day	6/4/2024	30	5	0	0	100
ESC 230 Handwriting and Processing Deficits	6/4/2024	30	2	0	0	100
MJHS B101: Get Well With Gator Wellness	6/4/2024	30	8	0	0	100
DHS N125: Discover DISD's NEW 6-8 Chemistry and IPC Science Resource-McGraw Hill	6/4/2024	30	14	0	0	100
DHS N105: Integrating Science Tech Tools in Schoology (1/2 Day for 6-12 Science Teachers)	6/4/2024	30	11	0	0	100
DHS N125: Chemistry Curriculum Preview and Planning	6/5/2024	30	5	0	0	100
ESC Conference Room 202: G5 Science Summer Curriculum Leadership Team (Invite Only)	6/5/2024	10	5	0	0	100
TECH C104: Schoology and Littles (PK-3)	6/5/2024	20	10	0	0	100
ESMOND Individual Planning Day- June 5th	6/5/2024	30	4	0	0	100
ESC 251: Heron PD	6/6/2024	75	49	0	0	100
ESC 251: Assessment Overview with Solution Tree's Cassie Erkens for Grades 3-12	6/10/2024	100	34	0	0	100
ESC 202: Special Topics in Social Studies: Project Based Learning	6/10/2024	10	5	0	0	100

ESC 230/231 RbD Zero Early Fundamental intervention	6/11/2024	30	6	0	0	100
DHS N120: Algebra 2 Honors Curriculum Preview	6/11/2024	30	2	0	0	100
ESC 251: Standards Based Grading Assessment Overview with Solution Tree's Cassie Erkens for Grades K-2	6/11/2024	100	27	0	0	100
DHS N105: Secondary Tech Lab for Grades 6-8	6/11/2024	30	2	0	0	100
Reading by Design Foundations	6/11/2024	30	11	0	0	100
DHS N105: Secondary Tech Lab for Grades 9-12	6/11/2024	30	2	0	0	100
MJHS Auditorium: RTI@Work Wired (INVITATION ONLY - 2 DAYS)	6/12/2024	200	159	0	0	100
CRES Meet in Cafeteria: Sped Training for Sped Staff	6/12/2024	75	40	0	0	100
MJHS - Spanish Curriculum & Planning	6/12/2024	30	2	0	0	100
D-LITE DHS (Library) Lifeskills Instructional Team of Educators	6/12/2024	30	7	0	0	100
ESC Boardroom: 8th Grade Science Curriculum Preview and Planning	6/17/2024	30	11	0	0	100
Virtual Reading by Design Foundations 6/17	6/17/2024	30	2	0	0	100
ESC 251: STAAR4ward Items to Action - RLA (Grades 3-EOC)	6/17/2024	50	13	0	0	100
ESC 230: Classroom Management & Culture: The 7 Powers of Conscious Adults	6/18/2024	32	22	0	0	100
BMS Library: Grade 5 RLA Curriculum Preview and Planning	6/18/2024	45	7	0	0	100
TECH C104: TeacherMade Basics	6/18/2024	21	15	0	1	94
DHS N105: Creating Digital Reveals in Google Sheets for Self-Assessment	6/18/2024	20	4	0	0	100
ESC 251: STAAR4ward Items to Action - Science (Grades 3-12)	6/18/2024	50	8	0	0	100
ESC Boardroom: Discover DISD's NEW K-2 Science Resource - McGraw Hill + Curriculum Preview	6/19/2024	50	16	0	1	94
ESC 251: 7th Gr. Science Curriculum Preview and Planning	6/19/2024	30	9	0	2	82
ESC 230/231: The Engagement Game: One-Up Your Teaching Strategies and Win Big with Active Learning!	6/19/2024	35	8	0	2	80
BMS Library: Grade 4 RLA Curriculum Preview and Planning	6/19/2024	45	7	0	0	100
DHS N124: Advanced Strategies for Behavior Coaches	6/19/2024	30	15	0	0	100
DHS N120: College Prep Curriculum Preview	6/19/2024	30	2	0	0	100
ESC 230/231: Going Deeper with the PLC Process	6/20/2024	32	9	0	0	100
ESC Boardroom: Discover DISD's NEW 3-5 Science Resource-McGraw Hill + Curriculum Preview	6/20/2024	50	19	0	0	100
DHS N120: 6th gr. Science and 6th gr. STEAM Science Curriculum Preview and Planning	6/20/2024	30	8	0	0	100
ESC 251: Differentiated Curriculum (GT Update)	6/20/2024	50	44	0	0	100
ESC 251: Connect the Dots: High Quality Instructional Materials and	6/24/2024	50	19	0	0	100

Lead4ward MATH (K-8)							
ESC 230 Word Study Part 1- Phonological Awareness, Alphabetic Principle, Phonics, and Six Syllable Types	6/25/2024	30	17	0	0	100	
ESC 232: Moving Beyond Classroom Management (PK-5)	6/25/2024	30	7	0	0	100	
DHS N105: Schoology 101 Grades 6-12 CORE Teachers	6/25/2024	30	9	0	0	100	
BMS Library: Eureka: It's Mathtastic! (2 DAYS)	6/25/2024	45	25	0	0	100	
ESC 251: INVITE ONLY - STEAM Program BOY Meeting	6/25/2024	60	39	0	0	100	
DHS N120: Algebra 1 and Algebra 1 Honors Curriculum Preview	6/26/2024	30	16	0	0	100	
TECH C104: Discovery Education	6/26/2024	25	4	0	0	100	
DHS N105: Schoology 101 Grades 6-12 Elective/LOTE/CTE Teachers	6/26/2024	30	7	0	0	100	
ESC 230: The Art of the Parent Conference 3.0	6/26/2024	30	3	0	0	100	
DALC HS Individual Planning Day- June 26th	6/26/2024	30	3	0	0	100	
ESC 251: Lead4ward Classroom Management: Addressing Apathy and Anxiety	6/26/2024	50	34	0	0	100	
ESC 232: INVITE ONLY - STEAM 5th & 6th Grade BOY Planning	6/26/2024	30	16	0	0	100	
ESC 230/231 Word Study 2	6/27/2024	30	9	0	0	100	
ESC 251: Lead4ward STAAR4ward Items to Action - Math (3-EOC)	6/27/2024	100	19	0	0	100	
ESC 232: INVITE ONLY - STEAM 7th & 8th Grade BOY Planning	6/27/2024	30	22	0	0	100	
SLES Special Education Planning Day	7/1/2024	30	7	0	0	100	
Disability Assessment and Educational Support Strategies	7/1/2024	30	1	0	0	100	
Virtual Reading by Design Foundations 6/17	7/8/2024	30	0	0	0	0	
DHS N124: Math G6 Curriculum Preview and Planning	7/9/2024	30	9	0	0	100	
DHS TBD: Mexican American Studies Curriculum Planning	7/9/2024	30	1	0	0	100	
Dickinson Junior High F101: Eureka: It's Mathtastic! (2 DAYS)	7/10/2024	75	15	0	0	100	
DHS N124: Math G7 Curriculum Preview	7/11/2024	30	8	0	0	100	
DHS Gym: Boys Basketball Systems Training	7/11/2024	30	15	0	0	100	
MJHS C1021: Small Moves Big Gains	7/16/2024	30	25	0	0	100	
DHS N124: Math G8 Curriculum Preview	7/16/2024	30	10	0	1	91	
MJHS C101: 6th Grade RLA Curriculum Preview and Planning	7/16/2024	30	15	0	0	100	
MJHS Library: STAAR4ward Items to Action - Social Studies (5-12)	7/16/2024	50	16	0	0	100	
MJHS C101: 7th Grade RLA Curriculum Preview and Planning	7/17/2024	30	8	0	0	100	
TECH C104: Advanced TeacherMade	7/17/2024	20	7	0	1	88	
BMS Cafe: Diverse Learner "Flipbook": A User Friendly Guide for Meeting the Needs of All Students (GT Update)	7/17/2024	150	99	0	0	100	

MJHS C102: Taking Action: Data and Goal Setting for EOC Social Studies Success	7/17/2024	30	4	0	0	100
MJHS C102: The Effectiveness of Linguistic Scaffolds-w/ Planning Implementation	7/18/2024	30	16	0	0	100
MJHS C101: 8th Grade RLA Curriculum Preview and Planning	7/18/2024	30	9	0	0	100
MJHS Library: Busy Brains (GT Update)	7/18/2024	65	60	0	0	100
ESC 232: Grade 3 RLA Curriculum Preview and Planning	7/22/2024	30	16	0	0	100
DHS N124: World History: Curriculum Updates & Instructional Design	7/22/2024	30	3	0	0	100
ESC 251: GT CORE Nature and Needs of GT Learners	7/22/2024	30	17	0	0	100
ESC 230: Taking Action: Data and Goal Setting for Grade 8 Social Studies Success	7/23/2024	30	4	0	0	100
ESC 230: SDI Foundational Reading Instruction (UFLI) AM session	7/23/2024	30	7	0	0	100
ESC 251: GT CORE Social & Emotional Needs of GT Students	7/23/2024	30	16	0	0	100
ESC Boardroom: Pre-K Literacy Best Practices	7/23/2024	30	18	0	0	100
ESC 230 Handwriting and Processing Deficits	7/23/2024	30	5	0	0	100
DHS LGI: WeWrite - Integrating Writing Across All Content Areas (Grades 3-EOC - 2 DAYS)	7/24/2024	75	20	0	0	100
ESC 251: GT CORE ID & Assessment of GT Learners	7/24/2024	30	14	0	0	100
ESC BR: Mathematics in the Pre-K Classroom Make-and-Take Training	7/24/2024	30	20	0	0	100
ESC 230 Adapting to create Specially Designed Reading Instruction	7/25/2024	30	22	0	0	100
ESC 251: GT CORE Creativity and Instructional Strategies	7/25/2024	30	14	0	0	100
ESC Boardroom: Road Map to Rigorous Assessment (3-EOC)	7/25/2024	50	19	0	0	100
ESC 251: GT CORE Differentiation	7/26/2024	30	15	0	0	100
DHS N124: Geometry and Algebra 2 Curriculum Preview	7/29/2024	30	13	0	0	100
ESC 232: Kindergarten RLA Curriculum Preview and Planning	7/29/2024	30	16	0	0	100
Aligned! 2024: From Child Find to IEP Implementation [VIRTUAL] facilitated on the WHOVA Conference Platform	7/29/2024	30	3	0	0	100
BCES Library: Eureka: It's Mathtastic! (2 DAYS)	7/29/2024	45	22	0	0	100
DHS Biology and Physics Savvas Resource Training	7/29/2024	30	9	0	0	100
DHS 9GC R124 Biology and Physics Technology Intergration with Schoology	7/29/2024	30	9	0	0	100
ESC 231 Word Study Part 1- Phonological Awareness, Alphabetic Principle, Phonics, and Six Syllable Types	7/30/2024	30	12	0	0	100
DHS N120: Biology Curriculum Preview and Planning	7/30/2024	30	7	0	0	100
DHS N125: English 1 Curriculum Preview and Planning	7/30/2024	30	6	0	0	100

ESC 232: Grade 1 RLA Curriculum Preview and Planning	7/30/2024	30	18	0	0	100
ESC Boardroom: Components of Language	7/30/2024	30	2	0	0	100
DHS LGI: DISD Coaches PD (2 DAYS) Pre-season planning and preparation in season management DAY 1	7/30/2024	50	31	0	0	100
KELE: Spec Programs Instructional Support	7/30/2024	60	48	0	0	100
JH Dance Camp - July 30, July 31 and August 1st	7/30/2024	30	3	0	0	100
CRES TBD Kinder Summer Planning Day	7/30/2024	30	6	0	0	100
ESC 202: Word Study 2	7/31/2024	30	7	0	0	100
ESC 232: Grade 2 RLA Curriculum Preview and Planning	7/31/2024	30	21	0	0	100
DHS N120: English 3 Curriculum Preview and Planning	7/31/2024	30	6	0	0	100
ESC 230 Navigating the Standards-Based IEP Process for a Student with Dyslexia (exchange hours)	7/31/2024	30	5	0	0	100
KJHS E232: Kranz Social Studies: Campus Planning Day - Grades 6 & 7	7/31/2024	30	5	0	0	100
LES B104: LES 2nd Gr. Math Planning Day	7/31/2024	30	6	0	0	100
ESC 230 Navigating the Standards-Based IEP Process for a Student with Dyslexia (Extra Duty)	7/31/2024	10	8	0	0	100
DHS N120: English 2 Curriculum Preview and Planning	8/1/2024	30	8	0	0	100
DHS N124: Statistics Curriculum Preview & Planning	8/1/2024	30	1	0	0	100
Out of District: ART PD - DAY 1 (Museum Field Trip)	8/1/2024	30	16	0	0	100
DHS N118: High School ESL Curriculum Planning and Preview	8/1/2024	30	3	0	0	100
MJHS Core Content Grade Level Planning	8/1/2024	100	35	0	0	100
KJHS: KJHS 7th gr. RLA Planning Day	8/1/2024	30	4	0	0	100
LES A123: LES 2nd Gr. RLA Planning Day	8/1/2024	30	4	0	0	100
DHS LGI: DISD Coaches PD (2 DAYS) Pre-season planning and preparation in season management DAY 2	8/1/2024	50	29	0	0	100
CPI Course (Calder & Dunbar)	8/1/2024	25	11	0	0	100
KJHS: New to DISD PD Day 1	8/2/2024	250	151	0	3	98
ESC Boardroom: CTE Port of Galveston Tour (CTE Day 1)	8/2/2024	100	18	0	0	100
KJHS E232: Kranz Social Studies: Campus Planning Day – Grade 8	8/2/2024	30	3	0	0	100
KJHS: KJHS 6th gr. RLA Planning Day	8/2/2024	30	5	0	0	100
KJH Cafeteria: Mentor Training	8/2/2024	30	26	0	0	100
ESC Boardroom: How to Strategically Plan for the Future of CTE in DISD: Principal Economist Harvey Parker (CTE Day 2)	8/5/2024	100	14	0	0	100
DHS I202: Art PD Day 2	8/5/2024	30	17	0	0	100
CRES Grade Level Planning Meetings - Kindergarten	8/5/2024	30	5	0	0	100

DALC JH Team Planning Day	8/5/2024	30	2	0	0	100
CRES Grade Level Planning Meetings - PK	8/5/2024	30	3	0	0	100
CRES Grade Level Planning Meetings - Third Grade	8/5/2024	30	6	0	0	100
KJHS: KJHS 6th Gr. Math Planning	8/5/2024	30	4	0	0	100
CAP Staff Development	8/5/2024	30	3	0	0	100
DHS: New to DISD PD Day 2	8/5/2024	250	144	0	1	99
TR251: Mandatory Discipline Training for Administrators	8/5/2024	60	45	0	0	100

GATOR
CHOMP
CONFERENCE

JUNE 3, 2024

KRANZ JUNIOR HIGH

DICKINSON
INDEPENDENT SCHOOL DISTRICT

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CONFERENCE SCHEDULE

8:00 - 9:15 - Keynote
9:15 - 9:30 - Break
9:30 - 10:40 - Session 1
10:40 - 10:50 - Break
10:50 - 12:00 - Session 2
12:00 - 1:30 - Lunch
1:40 - 2:50 - Session 3
2:50 - 3:00 - Break
3:00 - 4:00 - Closing Keynote

PRESENTER RESOURCES

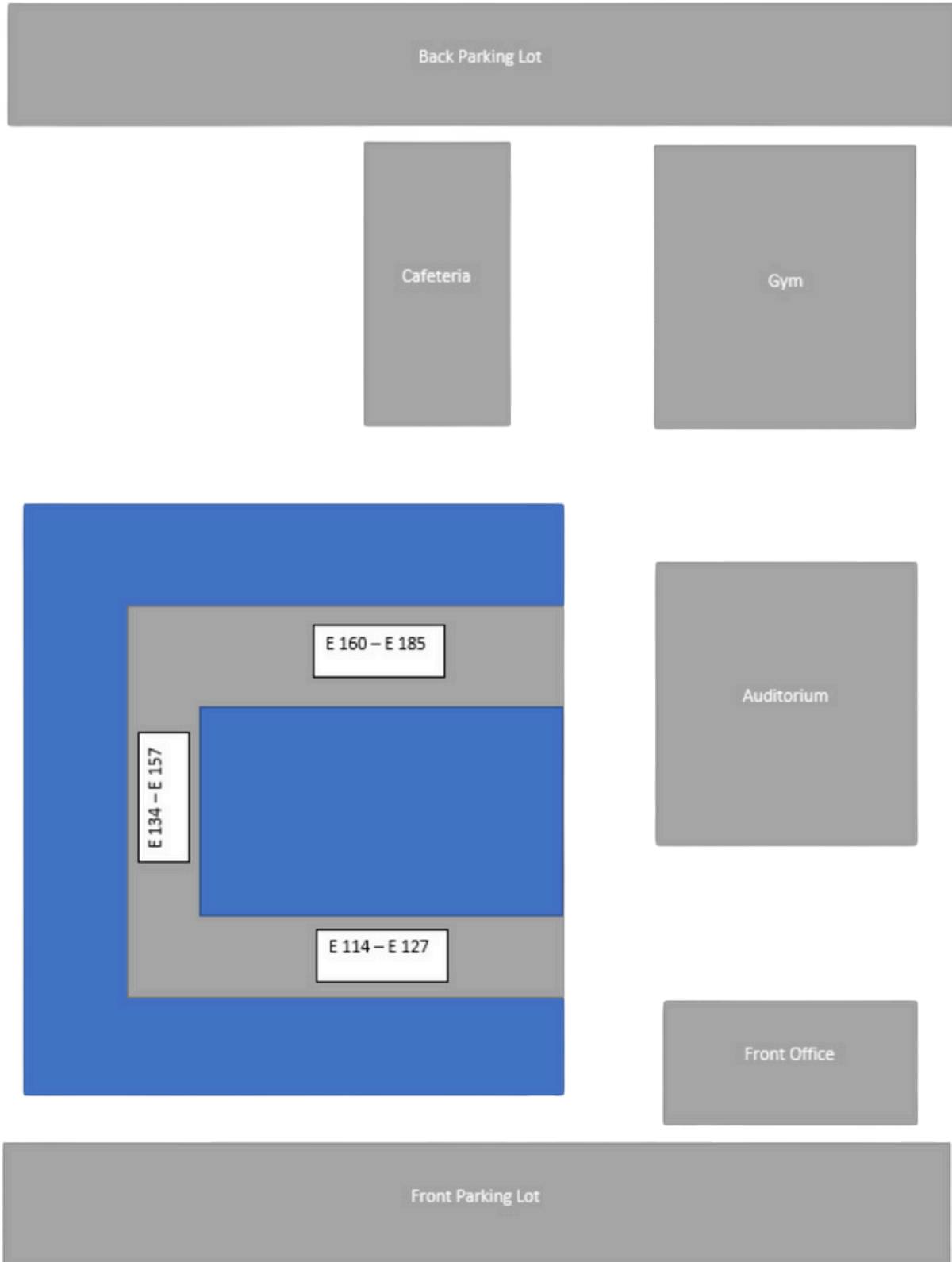


Presentations and presenter resources will be available for you to download/view by scanning the QR code below or by visiting the DISD Gator Chomp webpage. Resources are organized by breakout time and title of session.

VISIT THE CONFERENCE WEBPAGE BY VISITING:
WWW.DICKINSONISD.ORG/GATORCHOMP

VENUE MAP

KRANZ JUNIOR HIGH
12850 FM 3436, TEXAS CITY, TX 77590



KEYNOTE SPEAKERS

HOLLY CLARK

AUTHOR, GLOBAL STRATEGIST FOR AI IN EDUCATION

Holly Clark is the author of "The AI Infused Classroom," and a leading global strategist for AI in education, guiding schools and districts through the integration of AI best practices and policies. As an acclaimed international speaker, bestselling author, and co-host of The Digital Learning Podcast, she draws on her trailblazing experience in one of the first 1:1 classrooms in the nation, to empower educators to adopt AI-enhanced blended learning.

Holly's influence on the educational landscape echoes in her other acclaimed books, "The Google Infused Classroom", "Chromebook Infused Classroom", and "The AI Infused Classroom", which are esteemed resources for educators globally. She is a Google Certified Innovator, a Microsoft Innovative Educator Expert, and a National Board Certified Teacher. Her passion is for helping teachers find their blended learning and AI genius and learn to create and design unforgettable learning experiences. Connect with Holly on all social media via @HollyClarkEdu or visit her blog at hollyclark.org.



HOLLY CLARK

JUAN GONZALEZ JR.

ELEMENTARY TEACHER, DICKINSON ISD

Juan Edgar Gonzalez Jr. is a dedicated elementary school teacher from Dickinson, Texas, where he has spent his entire professional career as a Dickinson Gator. His passion for teaching began in childhood, leading him to earn a B.A. in Interdisciplinary Studies at the University of Houston Clear Lake. With over a decade of experience teaching various elementary grades, Juan prioritizes students' needs to foster their growth and cultivate a love for learning. He uses social media to share his enthusiasm for literacy, allowing him to visit schools worldwide, write for Scholastic Inc., and speak at education conferences. Through social media, Juan aims to highlight the outstanding work of teachers in public education and inspire everyone to read more books.



JUAN GONZALES JR.

CHOMP CONFERENCE AT A GLANCE

Session 1 9:30 - 10:40	Session 2 10:50 - 12:00	Session 3 1:40 - 2:50	Title	Presenter	Room #
✓			Best Practices for an AI Infused Classroom	Holly Clark	Auditorium
✓			If YOU don't know what THEY know, how do YOU know what to teach?	Dr. Leone Clark	E 182
✓			What You Focus On, You Get More Of! The 7 Powers of Conscious Discipline	Jacquelyn Kennedy	E 178
✓			Skyward for Administrators	Angie Estes and Brendan Fitzpatrick	E 185
✓			Blueprints for Behavior: Mastering the Art of Behavior Intervention Plans	Maggie Burk, Dustin Periera, Alexandria Shields, Alayna Anderson	E 177
✓	✓	✓	Discover DISD's NEW Science Resource - McGraw Hill	Stephanie Grimes and Krystal Trevino	E 156
✓			HICUTIC	Danielle Deen	E 174
✓			Boulders and Rocks and Butterflies - Oh My!	Taylor Wolfe	E 164
✓			In the Zone: Empowering Teachers with the Zones of Regulation	Kendall Garton and Lindsay Shelton	E 170
✓			Power Up Your Lessons: AI for Busy Teachers	Jennifer Rushing and Caroline Lightfoot	E 147
✓			Cambium 101 - How to use the Texas Assessment Platform as a Resource	D'Ann Schneider and Amy Link	E236 (upstairs)
	✓		The Ultimate AI Learning Toolbox	Holly Clark	Auditorium
	✓		Lost in Screens: Navigating Behavior Challenges in a Tech Driven World	Holly Casey and Jennefer Bell	E 174
	✓		What the Heck are Syllable Types and Why do We Need to Teach Them?	Rosey Thompson	E 173
	✓		LEGO Robotics for Elementary Classrooms	Nathan Robinson	E 158
	✓		Optimizing Student Success with Skyward	Angie Estes and Haley Jackson	E 185
	✓		Students Strengths and Weaknesses	Laura Batson and Maggie Burk	E 177
	✓		Small Group Instruction Strategies and Tips for Success	Susan Cook	E 182
	✓		Data Wall for All	Erika Peugeot and Deanna Williams	E 147

CHOMP CONFERENCE AT A GLANCE - CONTINUED

	✓		Power-Up Your Teaching with Small Group Magic!	Jennifer Brewer and Jacquelyn Kennedy	E 178
	✓		Clear & Simple: Demystifying Writing Data	Taylor Wolfe	E 164
	✓		Mindful Teaching: Nurturing Mental and Behavioral Health in Schools	Lindsay Shelton, Kendall Garton, and Madalyn Meier	E 170
	✓		Positive Student Relationships=Student Success	Kathy Behrendsen	E 157
		✓	Amazing Lesson Ideas for Student AI Collaboration	Holly Clark	Auditorium
		✓	Using New Aware	Dr. Debby Noffsinger	E 236 (upstairs)
		✓	Understanding Your Students: Thoughtfully Using Trauma-Informed Practices	Amy Cmaidalka and Shannon Clark	E 185
		✓	3D Printing Playground: Unleashing Creativity in Your Classroom	Nathan Robinson	E 158
		✓	Conversational Curiosity using Artificial Intelligence	Laurie Rodriguez	E 177
		✓	Curiosity Quest: Empowering Inquiry with the QFT Method	Shawn Flores	E 174
		✓	Innovative Strategies for Engaging Classroom Management	Alyssa Traywick and Krystal Trevino	E 170
		✓	5 Station Creation Tips for any class	Rebecca Rachel	E 173
		✓	Empowering Student Success: Strategies for Engagement and Motivation	Susan Haynes, Stephanie Grimes, D'Ann Schneider	E 164
		✓	Daily Slides - Making your life easier!	Jazz Kristensen	E 147
		✓	How To Use IXL	Danielle Deen	E 178



GATOR
CHOMP
CONFERENCE

SCHEDULE

MONDAY, JUNE 3

MORNING KEYNOTE

MONDAY, JUNE 3 8:00 A.M. - 9:15 A.M. .

Room: KJHS Auditorium

PLAYFUL PARTNERS: MAKING FRIENDS WITH AI IN THE CLASSROOM

PRESENTED BY: HOLLY CLARK

In the evolving landscape of education, AI is no longer just a tool—it's becoming a companion in the classroom. 'Playful Partners: Making Friends with AI in the Classroom' delves into the innovative ways educators are integrating artificial intelligence into playful learning experiences. This session will highlight the symbiotic relationship between students and AI, showcasing how play can bridge understanding and foster a positive, cooperative interaction with technology. Join us to explore the engaging, interactive, and often surprising ways AI is transforming the dynamics of modern education.

AFTERNOON KEYNOTE

MONDAY, JUNE 3 3:00 - 4:00 P.M.

Room: KJHS Auditorium

CHEERS TO US: THE ULTIMATE TEACHER SUMMER KICKOFF

PRESENTED BY: JUAN GONZALEZ JR.

Educators know how to kick off summer like no one else! Join Dickinson ISD's own Juan Edgar Gonzalez Jr. for a special teacher celebration. This closing session will remind you why teaching is fun and get you excited for our return in August. With prizes, fun, and unforgettable moments, this is the perfect way to start your summer!

BREAKOUT SESSIONS

MONDAY, JUNE 3 9:30 A.M. - 10: 40 A.M.

BEST PRACTICES FOR AN AI INFUSED CLASSROOM

PRESENTED BY: HOLLY CLARK

Room: Auditorium

Target Audience: PK-12 All Content Areas

Join us for an exploration into the new realm of teaching and learning (and lesson planning) with student-facing AI tools. Learn tips and tricks for lesson creation, and student agency. By the end of the session, participants will have a deeper understanding of the role of AI in our classrooms and be equipped to create their first lesson using the power of AI. Don't miss this opportunity to transform education and unleash the true potential of every learner.

BREAKOUT SESSIONS

MONDAY, JUNE 3 **9:30 A.M. - 10:40 A.M.**

IF YOU DON'T KNOW WHAT THEY KNOW, HOW DO YOU KNOW WHAT TO TEACH?

PRESENTED BY: DR. LEONE CLARK

Room: E182 (9:30-10:40 a.m.)

Target Audience: PK-12 All Content Areas

There are loads of engaging and easy ways to find out what's going on inside the brains of your students besides giving a quiz, exit ticket, or test. You'll get a buffet of options you can use with students that will give you a quick measure of whether they really "got it" and to what level of depth of understanding they have. We'll also talk about ways you can use some of these strategies to differentiate for levels of academic strengths you see in your students. In this session, participants will have a toolbox of strategies with guidance on how and where to insert them in lesson planning. Purposefully planning what, how, and when you check for understanding is a critical key to success for teachers who don't want to waste time teaching what they already know OR assuming they know something they really don't!

WHAT YOU FOCUS ON, YOU GET MORE OF! THE 7 POWERS OF CONSCIOUS DISCIPLINE

PRESENTED BY: JACQUELYN KENNEDY

Room: E178 (9:30-10:40 a.m.)

Target Audience: Elementary Teachers

Are you experiencing power struggles, defiance, verbal attacks, or tattling with your young Gators? Join me as we dive into the work of Dr. Becky Bailey focused on the brain state model, seven powers of conscious adults, and the seven skills of discipline needed to transform everyday discipline into teaching moments. What we focus on, we get more of! Participants will leave with a better understanding of the brain state model and how this impacts adult/student behaviors and decision-making, the 7 powers of conscious adults and how we can use these skills to deescalate adult/student behaviors, and the social-emotional and communication skills necessary to help students manage themselves, resolve conflict, prevent bullying and develop pro-social behaviors.

SKYWARD FOR ADMINISTRATORS

PRESENTED BY: DR. ANGIE ESTES AND BRENDAN FITZPATRICK

Room: E185 (9:30-10:40 a.m.)

Target Audience: Administrators and Aspiring Administrators

This workshop is for principals and assistant principals to optimize their school's use of Skyward for efficient attendance monitoring, gradebook tracking, and communication tools leading to improved student success and administrative efficiency within their schools. Campus administrators and aspiring campus administrators will have the knowledge and skills needed to effectively utilize Skyward for communication, monitoring attendance, and gradebook tracking.

BLUEPRINTS FOR BEHAVIOR: MASTERING THE ART OF BEHAVIOR INTERVENTION PLANS

PRESENTED BY: MAGGIE BURK, DUSTIN PERIERA, ALEXANDRIA SHIELDS, ALAYNA ANDERSON

Room: E177 (9:30-10:40 a.m.)

Target Audience: PK-12 All Content Areas

This presentation targets K-12 educators, focusing on the practical aspects of implementing pre-developed Behavior Intervention Plans (BIPs) for students. Participants will gain insights into the steps required for effective application of these plans within the classroom, including strategies for communication, consistency, and collaboration with students, parents, and school staff. The goal is to empower teachers with the knowledge and skills needed to execute BIPs successfully, fostering positive behavioral outcomes for students.

BREAKOUT SESSIONS

MONDAY, JUNE 3 **9:30 A.M. - 10:40 A.M.**

DISCOVER DISD'S NEW SCIENCE RESOURCE – MCGRAW HILL

PRESENTED BY: STEPHANIE GRIMES AND KYSTAL TREVINO

Room: E156 (9:30-10:40 a.m.)

Target Audience: K-12 Science Teachers

Embark on a journey through DISD's latest Science Resource from McGraw Hill in this "phenomenal" session. Learn powerful strategies for integrating this innovative resource into your classroom instruction and gain expertise in navigating its online platform for an enhanced teaching and learning experience.

HICUTIC (HOW CAN I USE THIS IN CLASS)

PRESENTED BY: DANIELLE DEAN

Room: E174 (9:30-10:40 a.m.)

Target Audience: PK-12 All Content Areas

HICUTIC: How I Can Use This In Class. QFT is a structured technique for creating and refining questions. It simplifies complex thinking processes into an easy-to-use method. Participants will demonstrate proficiency in generating and refining questions using the QFT, and apply divergent, convergent, and metacognitive thinking skills to question formulation.

We will utilize the QFT to enhance critical thinking, problem-solving, and decision-making abilities, and we will adapt and apply the QFT in various contexts to gather information, explore ideas, and drive learning.

BOULDERS AND ROCKS AND BUTTERFLIES – OH MY!

PRESENTED BY: TAYLOR WOLFE

Room: E164 (9:30-10:40 a.m.)

Target Audience: 6-12 RLA Teachers

Secondary ELA teachers will learn how to determine TEKS distribution for assessments, create an assessment plan, and select boulders, rocks, and butterflies for learning experiences. This session will help directly answer PLC guiding questions 1 and 2: What do we want students to know? How will we know that they learned it? This session would benefit all secondary ELA teachers. It is aimed at helping teams backwards plan, prioritize standards, and align their content goals.

IN THE ZONE: EMPOWERING TEACHERS WITH THE ZONES OF REGULATION

PRESENTED BY: KENDALL GARTON AND LINDSAY SHELTON

Room: E170 (9:30-10:40 a.m.)

Target Audience: PK-12 All Content Areas

The Zones of Regulation is a framework designed to help individuals, especially children, understand and manage their emotions and behaviors. It categorizes emotions into four color-coded zones – blue (sad, tired), green (calm, focused), yellow (frustrated, anxious), and red (angry, out of control) – providing strategies and tools to move between these zones effectively and promote self-regulation skills.

Participants will identify the 4 zones of regulation and their hallmark characteristics, identify coping strategies to help students move from one zone to another, and understand the role sensory needs play in regulation.

BREAKOUT SESSIONS

MONDAY, JUNE 3 **9:30 A.M. - 10:40 A.M.**

POWER UP YOUR LESSONS: AI FOR BUSY TEACHERS

PRESENTED BY: JENNIFER RUSHING AND CAROLINE LIGHTFOOT

Room: E147 (9:30-10:40 a.m.)

Target Audience: PK-12 All Content Areas

"Power Up Your Lessons: AI for Busy Teachers" is a professional development workshop designed for K-12 educators. This session will explore how artificial intelligence can save teachers time on lesson planning, while also providing tips and tricks for incorporating engaging activities into the classroom using AI tools. Participants will utilize AI to create engaging activities for their students.

CAMBIUM 101 – HOW TO USE THE TEXAS ASSESSMENT PLATFORM AS A RESOURCE

PRESENTED BY: D'ANN SCHNEIDER AND AMY LINK

Room: E236 - upstairs (9:30-10:40 a.m.)

Target Audience: 3-12 (tested subjects)

Navigating the landscape of Texas Assessment? Dive deep into the intricacies of TFAR (Texas Formative Assessment Resources), TDS (Test Delivery System), CRS (Centralized Reporting System), and the innovative Cambium platform. This journey, tailored to "new to the platform" educators, will give invaluable insight into leveraging data-driven instruction and maximizing student learning outcomes. After the training, participants will be able to build their own quick assessments in the platform and know how to analyze the data associated with it.

BREAKOUT SESSIONS

MONDAY, JUNE 3 **10:50 A.M. - 12:00 P.M.**

THE ULTIMATE AI LEARNING TOOLBOX

PRESENTED BY: HOLLY CLARK

Room: Auditorium (10:50 a.m. - 12:00 p.m.)

Target Audience: PK-12 All Content Areas

Transcend the realm of traditional tools like ChatGPT and immerse yourself in the cutting-edge world of Generative AI for education. Join us on an interactive journey as we explore the boundless possibilities of integrating student-facing AI experiences into the classroom. Discover a wide array of AI tools designed to create truly meaningful and personalized learning. In this session, we'll dive deep into the diverse experiences offered by today's AI landscape, equipping you with the knowledge to choose the right tool for the right purpose. Unlock the potential of AI to revolutionize learning and empower every student's success.

LOST IN SCREENS: NAVIGATING BEHAVIOR CHALLENGES IN A TECH DRIVEN WORLD

PRESENTED BY: HOLLY CASEY AND JENNEFER BELL

Room: E174 (10:50 a.m. - 12:00 p.m.)

Target Audience: PK-5 All Content Areas

As the use of technology has risen over the past decade, so have behavioral issues and conduct-related problems both within the school system and in homes. Explore with us as we dive into behavioral challenges linked to screen time use with elementary and middle school aged children. Discover the research behind this topic, enhance your social-emotional understanding, and learn techniques to apply towards classroom behavior interventions. Participants gain understanding and techniques to apply towards classroom behavior interventions.

BREAKOUT SESSIONS

MONDAY, JUNE 3 10:50 A.M. - 12:00 P.M.

WHAT THE HECK ARE SYLLABLE TYPES AND WHY DO WE NEED TO TEACH THEM?

PRESENTED BY: ROSEY THOMPSON

Room: E173 (10:50 a.m. - 12:00 p.m.)

Target Audience: PK-5 All Content Areas

"Power Up Your Lessons: AI for Busy Teachers" is a professional development workshop designed for K-12 educators. This session will explore how artificial intelligence can save teachers time on lesson planning, while also providing tips and tricks for incorporating engaging activities into the classroom using AI tools. Participants will utilize AI to create engaging activities for their students.

LEGO ROBOTICS FOR ELEMENTARY CLASSROOMS

PRESENTED BY: NATHAN ROBINSON

Room: E158 (10:50 a.m. - 12:00 p.m.)

Target Audience: PK-5 All Content Areas

DISD Elementary teachers now have access to LEGO Robotics for students. This training will introduce all elementary teachers to robotics kits and resources available for use in their classrooms. Teachers will gain the knowledge and skills needed to integrate LEGO Robotics into their classrooms throughout the school year.

ORGANIZING STUDENT SUCCESS WITH SKYWARD

PRESENTED BY: ANGIE ESTES AND HALEY JACKSON

Room: E185 (10:50 a.m. - 12:00 p.m.)

Target Audience: PK-12 All Content Areas

Efficiently monitor grades, missing assignments, and attendance for a particular group of students (extracurricular activities, clubs, STEAM, special programs, etc.) using the Activities feature in Skyward. Such a time saver! Participants will learn how to run reports to quickly monitor progress, identify struggling students, or check for eligibility for a specific group of students.

STUDENTS STRENGTHS AND WEAKNESSES

PRESENTED BY: LAURA BATSON AND MAGGIE BURK

Room: E177 (10:50 a.m. - 12:00 p.m.)

Target Audience: PK-12 All Content Areas

This session will focus on the requirements and purpose of creating great PLAAFP statements for both general education and special education teachers. Participants will be able to better complete required documentation for building PLAAFP statements for ARD meetings.

SMALL GROUP INSTRUCTION STRATEGIES AND TIPS FOR SUCCESS

PRESENTED BY: SUSAN COOK

Room: E182 (10:50 a.m. - 12:00 p.m.)

Target Audience: PK-3 All Content Areas

With a tightly-packed teaching schedule, how do you find the time to address the needs of all students? Small-group instruction is a surefire way to carve out time for daily individualized instruction. This session focuses on equipping educators with practical strategies to differentiate instruction within small group settings and how to use data effectively to inform small group instruction. Identify key principles and strategies for differentiating instruction within small group settings.

BREAKOUT SESSIONS

MONDAY, JUNE 3 10:50 A.M. - 12:00 P.M.

DISCOVER DISD'S NEW SCIENCE RESOURCE – MCGRAW HILL

PRESENTED BY: STEPHANIE GRIMES AND KYSTAL TREVINO

Room: E156 (10:50 a.m. - 12:00 p.m.)

Target Audience: K-12 Science Teachers

Embark on a journey through DISD's latest Science Resource from McGraw Hill in this "phenomenal" session. Learn powerful strategies for integrating this innovative resource into your classroom instruction and gain expertise in navigating its online platform for an enhanced teaching and learning experience.

DATA WALL FOR ALL

PRESENTED BY: ERIKA PEUGOT AND DEANNA WILLIAMS

Room: E147 (10:50 a.m. - 12:00 p.m.)

Target Audience: 6-12 All Content Areas

In this session you will learn how to get your students involved with gathering their own data for success in your class. You will gain access to a plethora of tools and samples including Goal Setting Sheets, instructions for campus-wide lessons via Zoom, and individual student digital data trackers. Participants will be able to implement a student-driven data wall, utilize data, and engage students in goal setting.

POWER-UP YOUR TEACHING WITH SMALL GROUP

PRESENTED BY: JENNIFER BREWER AND JACQUELYN KENNEDY

Room: E178 (10:50 a.m. - 12:00 p.m.)

Target Audience: 6-8 All Content Areas

Dive into the dynamic world of small group instruction, designed to unlock each student's full potential. Discover the magic of small-group learning as we guide you through innovative strategies that bring out the best in every learner. Participants will identify key strategies for group formation, learn how to implement classroom management techniques for small groups, engage and motivate upper grade students, and assess and monitor student progress.

CLEAR & SIMPLE: DEMYSTIFYING WRITING DATA

PRESENTED BY: TAYLOR WOLFE

Room: E164 (10:50 a.m. - 12:00 p.m.)

Target Audience: 9-12 RLA Teachers

Secondary ELA teachers will learn how to use one-point rubrics, exemplars, and AI technology to generate specific timely feedback for student writing. This session will answer PLC Questions 1 and 2: What do we want students to be able to do? How will we know that they can do it? It will also give teachers an easy way to monitor data. Participants will be able to create and implement one-point rubrics, create and use exemplar responses/ essays, and use AI technology to score and provide feedback.

MINDFUL TEACHING: NURTURING MENTAL AND BEHAVIORAL HEALTH IN SCHOOLS

PRESENTED BY: LINDSAY SHELTON, KENDALL GARTON, AND MADALYN MEIER

Room: E170 (10:50 a.m. - 12:00 p.m.)

Target Audience: PK-12 All Content Areas

Come learn about all that encompasses mental and behavioral health, to include origins, effects on different populations, what Dickinson ISD is doing to help, and how you can help at any age. At the end of this training session, educators will be able to recognize signs of common mental health disorders among students, implement appropriate strategies for supporting students' mental well-being in the classroom, and effectively collaborate with school counselors and mental health professionals to create a supportive and inclusive learning environment.

BREAKOUT SESSIONS

MONDAY, JUNE 3 10:50 A.M. - 12:00 P.M.

POSITIVE STUDENT RELATIONSHIPS=STUDENT SUCCESS

PRESENTED BY: KATHY BEHRENDSEN

Room: E157 (10:50 a.m. - 12:00 p.m.)

Target Audience: PK-12 All Content Areas

Building relationships with students creates a productive learning environment and decreases behavior issues in the classroom! Happy students, happy parents, happy teachers! We will learn tips and tricks to quickly build relationships with students for the success of all! After this session, you will be able to build positive relationships with students starting on the first day of school!

BREAKOUT SESSIONS

MONDAY, JUNE 3 1:40 P.M. 2:50 P.M.

AMAZING LESSONS IDEAS FOR STUDENT AI COLLABORATION

PRESENTED BY: HOLLY CLARK

Room: Auditorium (1:40 p.m. - 2:50 p.m.)

Target Audience: PK-12 All Content Areas

In this session, we'll delve into fostering student-AI collaboration through interactive tools, ethical usage, and project-based learning. This session is designed to be hands-on and equip educators with strategies for integrating AI to enhance students' critical thinking and creative problem-solving skills.

USING NEW AWARE

PRESENTED BY: DR. DEBBY NOFFSINGER

Room: E236 - upstairs (1:40 p.m. - 2:50 p.m.)

Target Audience: PK-12 All Content Areas

We will learn how to effectively utilize the new Aware report options and create data reports that will benefit instruction and intervention.

UNDERSTANDING YOUR STUDENTS: THOUGHTFULLY USING TRAUMA-INFORMED PRACTICES

PRESENTED BY: AMY CMAIDALKA AND SHANNON CLARK

Room: E185 (1:40 p.m. - 2:50 p.m.)

Target Audience: PK-12 All Content Areas

Learn how students' experiences impact the classroom. This session will share the why behind some behaviors and it will provide techniques and strategies to support the student and yourself. Participants will understand trauma informed practices, techniques, and strategies to support students.

BREAKOUT SESSIONS

MONDAY, JUNE 3

1:40 P.M. 2:50 P.M.

3D PRINTING PLAYGROUND: UNLEASHING CREATIVITY IN YOUR CLASSROOM

PRESENTED BY: NATHAN ROBINSON

Room: E158 (1:40 p.m. - 2:50 p.m.)

Target Audience: 6-8 All Content Areas

The course empowers teachers with the skills to integrate 3D printing into their curriculum. Participants will learn the fundamentals of 3D printing technology, from design software to printer operation, and explore innovative ways to incorporate 3D printing across subjects. Teachers will learn the skills to implement 3D printing in their junior high classrooms as well as locate district resources to assist with printing and curriculum.

CONVERSATIONAL CURIOSITY USING ARTIFICIAL INTELLIGENCE

PRESENTED BY: LAURIE RODRIGUEZ

Room: E177 (1:40 p.m. - 2:50 p.m.)

Target Audience: PK-12 All Content Areas

AI has exploded in the last year and a half. This session will cover ways to use AI to structure conversations that may feel difficult. This session follows the "I do, we do, you do" framework and teachers will need to load ChatGPT or Claude to their device. Participants will learn how to ethically unleash the creative power of using AI within their professional role.

DISCOVER DISD'S NEW SCIENCE RESOURCE – MCGRAW HILL

PRESENTED BY: STEPHANIE GRIMES AND KYSTAL TREVINO

Room: E156 (1:40 p.m. - 2:50 p.m.)

Target Audience: K-12 Science Teachers

Embark on a journey through DISD's latest Science Resource from McGraw Hill in this "phenomenal" session. Learn powerful strategies for integrating this innovative resource into your classroom instruction and gain expertise in navigating its online platform for an enhanced teaching and learning experience.

CURIOSITY QUEST: EMPOWERING INQUIRY WITH THE QFT METHOD

PRESENTED BY: SHAWN FLORES

Room: E174 (1:40 p.m. - 2:50 p.m.)

Target Audience: PK-12 All Content Areas

Are you searching for innovative ways to engage students and cultivate critical thinking? Join this dynamic workshop to explore the Question Formulation Technique (QFT), a powerful tool for nurturing inquiry-driven questions. Learn practical strategies for implementing the QFT across all subjects and grades, from sparking curiosity to promoting deep understanding. Empower your students to become independent thinkers and lifelong learners as we embark on a journey to foster a culture of inquiry in your classroom. Upon completion of this workshop, participants will be equipped with the knowledge and skills to effectively implement the Question Formulation Technique (QFT) across various subjects and grade levels.

INNOVATIVE STRATEGIES FOR ENGAGING CLASSROOM MANAGEMENT

PRESENTED BY: ALYSSA TRAYWICK AND KRystal TREVINO

Room: E170 (1:40 p.m. - 2:50 p.m.)

Target Audience: 2-5 All Content Areas

This session equips educators with strategies for effective classroom management that promote student engagement and a positive learning environment. Participants will delve into foundational principles like clear expectations and proactive communication, alongside engaging strategies. Special focus will be given to inclusive practices catering to diverse student needs. Through interactive discussions and practical resources, attendees will leave prepared to create dynamic and empowering classrooms. By the end of this session, participants will be able to implement innovative strategies for effective classroom management that promote student engagement and establish a positive learning environment.

5 STATION CREATION TIPS FOR ANY CLASS

PRESENTED BY: REBECCA RACHEL

Room: E173 (1:40 p.m. - 2:50 p.m.)

Target Audience: 6-8 All Content Areas

Showing educators how to make quick and easy stations for any subject to create student engaged learning no matter the grade level. Teachers will become students for the day to experience how they are beneficial. Also, a few tips for introducing stations to students and classroom management will be included. Participants should be able to create stations for their classroom for any subject, any grade level, using what they already teach. They will also know of ways to deal with off task behaviors or students with struggles. Participants should be able to create stations for their classroom for any subject, any grade level, using what they already teach. They will also know of ways to deal with off task behaviors or students with struggles.

EMPOWERING STUDENT SUCCESS: STRATEGIES FOR ENGAGEMENT AND MOTIVATION

PRESENTED BY: SUSAN HAYNES, STEPHANIE GRIMES, AND D'ANN SCHNEIDER

Room: E164 (1:40 p.m. - 2:50 p.m.)

Target Audience: PK-12 All Content Areas

Through interactive discussions and practical activities, attendees will gain valuable insights into understanding the factors that influence student motivation and learn effective strategies for cultivating a positive learning environment. From harnessing the power of technology to incorporating experiential learning techniques, this training equips educators with the tools they need to inspire and empower their students to succeed academically and beyond. Join us as we unlock the potential of every learner and create meaningful learning experiences together!

DAILY SLIDES – MAKING YOUR LIFE EASIER!

PRESENTED BY: JAZZ KRISTENSEN

Room: E147 (1:40 p.m. - 2:50 p.m.)

Target Audience: PK-3 All Content Areas

I use my Daily Slides to provide visuals and links that support my teaching and classroom management. Daily slides include station rotations and groups, teaching slides, brain breaks, and more! I will show you how to create (or find) and maintain slides that make your life easier as a teacher. Participants will leave feeling empowered and equipped! Bring a charged device to work on your own slides!

HOW TO USE IXL

PRESENTED BY: DANIELLE DEAN

Room: E178 (1:40 p.m. - 2:50 p.m.)

Target Audience: 3-9 All Content Areas

We will go through an in depth review of what IXL is, how to use IXL in your classroom and the features. We will also discuss ideas on how to use IXL in a variety of classes. Teachers should have at least one idea on how to better implement IXL in their classroom.

CLOSING KEYNOTE & DOOR PRIZES

MONDAY, JUNE 3 3:00 - 4:00 P.M.

Room: KJHS Auditorium

CHEERS TO US: THE ULTIMATE TEACHER SUMMER KICKOFF

PRESENTED BY: JUAN GONZALES

Educators know how to kick off summer like no one else! Join Dickinson ISD's own Juan Edgar Gonzalez Jr. for a special teacher celebration. This closing session will remind you why teaching is fun and get you excited for our return in August. With prizes, fun, and unforgettable moments, this is the perfect way to start your summer!

PRESENTER RESOURCES



Presentations and presenter resources will be available for you to download/view by scanning the QR code below or by visiting the DISD Gator Chomp webpage. Resources are organized by breakout time and title of session.

CHOMP CONFERENCE SURVEY

What did you think of the CHOMP conference?
Do you have feedback for next year's conference? Complete our conference survey.



VISIT THE CONFERENCE WEBPAGE BY VISITING:
WWW.DICKINSONISD.ORG/GATORCHOMP

THANK YOU!



DICKINSON
INDEPENDENT SCHOOL DISTRICT



Dickinson RTI at Work Model Agenda

Day 1

7:30–7:50 a.m.	Registration
7:50–8:00 a.m.	Introduction and Overview —Host and Bob Sonju (Associate)
8:00–9:30 a.m.	Session —Luis F. Cruz <i>Utilizing the Necessary Context to Understand and Embrace the RTI at Work Process</i>
9:30–9:45 a.m.	Directed Q&A Session —RTI Associate - Bob Sonju
9:45–10:00 a.m.	Break
10:00–11:30 a.m.	Session —Paula Maeker <i>Essential Learning: Our Promise of Equity, Purpose, and Practice</i>
11:30 a.m.–12:30 p.m.	Lunch
12:30–2:00 p.m.	Session —Nicole M. Dimich <i>Assessment: Powerful Information to Increase Student Learning</i>
2:00–2:15 p.m.	Directed Q&A Session —RTI Associate - Bob Sonju
2:15–2:30 p.m.	Inspiration and Comments —Host and RTI Associate - Bob Sonju
2:40–4:00 p.m.	Team Time

Day 2

7:30–7:50 a.m.	Registration
7:50–8:00 a.m.	Reconnection —Host and RTI Associate - Bob Sonju
8:00–9:30 a.m.	Session —Mike Mattos <i>Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports</i>
9:30–9:45 a.m.	Directed Q&A Session —RTI Associate
9:45–10:00 a.m.	Break
10:00–11:30 a.m.	Session —Paula Maeker <i>Finding Solutions: A Systemwide Response to Behavior Interventions</i>
11:30 a.m.–12:30 p.m.	Lunch
12:30–2:30 p.m.	Paula Maeker & Mike Mattos — <i>Putting It All Together: Creating a Multitiered System of Supports—Elementary</i> Luis F. Cruz — <i>Putting It All Together: Creating a Multitiered System of Supports—Secondary</i>
2:30–2:45 p.m.	Break
2:45–3:00 p.m.	Inspiration and Closing Comments —Host and RTI Associate - Bob Sonju
3:00–4:00 p.m.	Team Time

Session Descriptions

Luis F. Cruz

Putting It All Together: Creating a Multitiered System of Supports—Secondary

Participants in this session learn to create a multitiered intervention system for secondary schools. Based on the guiding principles of RTI at Work, the process includes embedded Tier 1 core support, targeted Tier 2 supplemental help, and intensive Tier 3 interventions.

Participants in this session:

- Complete the RTI at Work inverted pyramid as a team.
- Review essential elements of the RTI process.
- Identify current strengths, areas for improvement, and immediate action steps to address both.

Time for Change: Creating a Culture of Accountability Amid Irrational Resistance to Change

When we build a case on why RTI at Work is the right course, some resistance is natural. Typically, leaders deal with rational educators who eventually embrace the process. Yet occasionally, they cannot sway some staff members.

Dealing with irrational resistance is a challenge. Despite best practices and generous support, some staff members refuse to participate. As a result, failure to hold individuals accountable stifles RTI at Work implementation.

Participants in this session learn how to:

- Create a culture of accountability.
- Manage irrational resistance to the RTI at Work process.
- Practice the RESIST protocol to address and prepare for accountability.

Utilizing the Necessary Context to Understand and Embrace the RTI at Work Process

We depend on today's schools to help all students learn at grade level or higher. But what if schools were never established with that purpose in mind? What if the desire to "go back to normal" after the pandemic is not what schools need to ensure equitable learning for all students?

Luis F. Cruz shares a new way of thinking. Educators today must redesign schools structurally and culturally, so all students learn at high levels.

Nicole M. Dimich

Assessment: Powerful Information to Increase Student Learning

Assessment is a process teams use to analyze student learning and instructional practices to collectively respond to each student's unique needs. Participants review critical understandings and strategies that collaborative teams use to improve student results, not merely measuring and recording them.

Creating and analyzing assessment evidence guides teams as they strive to improve instruction, invest students in their learning, and inform targeted and specific interventions and extensions. Assessment is critical to an effective RTI process that ensures high achievement for all students.

Paula Maeker

Essential Learning: Our Promise of Equity, Purpose, and Practice

The traditional education system was never built to ensure equitable learning outcomes for all students. Suppose we truly embrace the mission of guaranteeing all students learning at high levels. In that case, we have to redesign our approach to teaching and learning and relentlessly focus on what matters most. Teacher teams become architects of intentional outcomes and collaborate to identify essential learning. This guaranteed and viable curriculum ensures access and equity for every student.

Paula Maeker helps teams build a learning pathway that establishes a framework for prevention, intervention, and acceleration. In this way, educators can systematically respond by name, standard, target, strength, and need when students do not learn.

Finding Solutions: A Systemwide Response to Behavior Interventions

Teachers often agonize over students whose behaviors don't support learning. How do teachers collectively ensure learning occurs at high levels when students haven't cultivated scholarly dispositions? If we have high expectations, we must provide high support.

Teacher teams and campus leaders learn to create systemwide responses to help students monitor their progress in academic and behavior targets at tiers 1, 2, and 3. Participants learn to develop structures to implement positive behavior intervention and supports. The session focuses on helping teacher teams and students reach academic and social behavior goals in the classroom and beyond.

It's About Time: Planning Interventions and Extensions in Elementary School

What does an effective elementary school intervention process look like? Paula Maeker offers proven intervention strategies, including creating a schoolwide process that identifies students for extra help and makes time for intervention and extension within the master schedule.

Paula Maeker & Mike Mattos

Putting It All Together: Creating a Multitiered System of Supports—Elementary

Participants learn to create a multitiered system of intervention for secondary schools. Based on the guiding principles of RTI at Work, this process includes embedded Tier 1 core support, targeted Tier 2 supplemental help, and intensive Tier 3 interventions.

Participants in this session:

- Complete the RTI at Work inverted pyramid as a team.
- Review essential elements of the RTI process.
- Identify current strengths, areas for improvement, and immediate action steps to address both.

Mike Mattos

Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports

Mike Mattos and the RTI at Work faculty discuss the essential elements to systematically provide supplemental Tier 2 and intensive Tier 3 interventions for academics and behavior. He shares how to employ teacher teams and support staff to make this work doable.

Participants in this session:

- Learn how to create a system of supplemental and intensive interventions.
- Identify students in need of extra help.
- Explore options for resource allocation and staff responsibilities.
- Create processes for quality problem solving.
- Determine when special education identification is appropriate.

Eating the Elephant: Transforming Ideas Into Action

How do you eat an elephant? One bite at a time. Implementing RTI can be daunting. The key is to break the process into meaningful steps. Mike Mattos assists participants in creating practical action steps to implement the four Cs of RTI: collective responsibility, concentrated instruction, convergent assessment, and certain access. Participants leave with a workable implementation plan and the inspiration to get started.

It's About Time: Planning Interventions and Extensions in Secondary School

What does an effective secondary school intervention process look like? Mike Mattos offers proven intervention strategies, including creating a schoolwide process that identifies students for extra help and makes time for intervention and extension within the master schedule.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: September 9, 2024

Item Title: 2024 CTE Certifications and Program Planning Report

Agenda Item: Dr. Melissa Everett

Background Information:

The 2024 CTE Certifications and Program Planning Report is attached.

Recommendation:

Information only

Action Item: Yes No

DICKINSON INDEPENDENT SCHOOL DISTRICT

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



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

September 2024 Board Report CTE Certification and Program Updates

3 Year CTE Certification Summary

2021-2022 Certifications

Instructor	Class	Certifications Offered	Certifications Passed	Certifications Failed	Total Certifications Taken
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
Menotti	Welding 2	OSHA 30	1*Piloted OSHA 30	16	17
Jackson	Pharmacy Technician	Certified Pharmacy Technician	7	4	11
Jackson	Pharmacy Technician	BLS/CPR	12	0	12
Pulkinen/ Begnaud/ Spies	Health Science	Patient Care Technician	34	0	34
Pulkinen/ Begnaud/ Spies	Health Science	EKG Technician	34	0	34
Ryder	Dental	Registered Dental Assistant (RDA)	14	0	14
Ryder	Dental	Nitrous Oxide	14	0	14
Ryder	Dental	BLS/CPR	14	0	14
Thomas	EMT	Emergency Medical Technician	1 *New Program	2	3
Parker	Cosmetology	Texas Cosmetology Operators License	12	0	12
Bruysschaard	Engineering	Certified SolidWorks Associate	8	13	21
Dorsett	Auto Tech	Automotive Service Excellence (ASE)	0 *Teacher started March 21st	0	0
Cook	Agriculture	Texas State Floral Association	0 *Providing additional training to teacher	0	0
Koby	Audio Video Production	Adobe Certified Associate (Digital Video)	6	6	12
Koby	Audio Video Production	Adobe Photoshop	10	0	10

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Booth	Graphic Design	Adobe Certified Associate (In Design)	0 *Piloted Adobe In-Design	9	0
Barkmann	Law Enforcement	International Academies of Emergency Dispatch 911	37	9	46
Flores	Education & Training	Educational Aide I	15	0	15
Flynn	Business	Microsoft	3	3	6
		Totals	291	58	349

2022-2023 Certifications

Instructor	Class	Certifications Offered	Certifications Passed	Certifications Failed	Total Certifications Taken
Rose / Menotti	Intro to Welding	AWS D9.1 Sheet Metal Welding	22	24	46
Jackson	Pharmacy Technician	Certified Pharmacy Technician	11	1	12
Pulkinen/Begnaud	Health Science	Patient Care Technician	59	0	59
Pulkinen/Begnaud	Health Science	EKG Technician	55	2	57
Ryder	Dental	Registered Dental Assistant (RDA)	9	0	9
Thomas	EMT	Emergency Medical Technician	0	0	0
Parker	Cosmetology	Texas Cosmetology Operators License	22	0	22
Young	Barbering	Barber Operator License	2	0	2
Dorsett	Auto Tech	Automotive Service Excellence (ASE)	6 (new)	6	12
Cook/Phillips	Agriculture	Texas State Floral Association	90 (New)	24	114
Phillips	Agriculture	Elanco Veterinary Medical Application Certification	11 (new)	0	11
Koby	Audio Video Production	Adobe Certified Associate (Digital Video)	5	4	9
Brown	Audio Video Production	Adobe Photoshop	14	4	18
Brown	Graphic Design	Adobe Certified Associate (Graphic Design & Illustration)	1	0	1
Barkmann	Law Enforcement	International Academies of Emergency Dispatch 911	24	10	34
Elena Flores	Education & Training	Educational Aide I	16	0	16

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Flynn/ Coughlin	Business	Microsoft Office Specialist	4	0	4
Pruitt	Marketing	Stukent	7 (new)	0	3
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
Benavides	EMT Basic	0	0	0
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
Young	Barbering Operators License	1	0	1
Clay	Cosmetology License	9	0	9
Edenfield/Menotti	AWS	45	19	64
Cook/Sizemore/Coppola	Benz School of Floral Design Principles of Floral Design Certification	168	46	214
Rocha/Murphy	BASF Plant and Soil Science	133	9	142

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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	14	0	14
	Totals	738	135	873

CTE Updates

Engineering

After a Bay Area Houston Economic Partnership (BAHEP) Education and Workforce Development Committee meeting in the fall of 2023, **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, 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 met on August 21st to establish a roadmap regarding a **project students will present to judges at the BAYTRAN luncheon in May for awards and scholarships.**

Health Science & Agriculture Engineering

DISD CTE received two **Jobs and Education for Texans (JET) grants in the amount of nearly 1.3 million dollars** for our Health Science and Agriculture Engineering programs in the 2023-2024 school year. Both programs began offering courses in the fall of 2023.

Community College Partners in Workforce, a **consortium of community colleges** along the Gulf Coast invited **DISD CTE to speak about our imaging program and dual credit opportunities at their Annual CTE Fall Seminar on October 11th** at Houston Community College Southeast as we are the **first in the state and nation** to embark in a partnership involving imaging at the high school level.

The CTE department signed hospital **affiliation agreements 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 also continue to work with UTMB, Methodist, and Memorial Hermann. **Ally Medical Emergency Room is a new partner as of August 24th.**

On August 23rd, our CTE Practicum in **Agriculture Engineering students** learned about the industrial skid project they'll be tasked with building for an **upcoming Houston Livestock Show & Rodeo (HLS&R) competition.** HLS&R provides a unique opportunity to **gain hands-on experience through the Industrial Craft Competition as students prepare to join the workforce.** In this contest, students work together to build

DICKINSON INDEPENDENT SCHOOL DISTRICT

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



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

and execute an industrial skid. Students must comply with daily industrial safety expectations, including the proper use of PPE and daily safety task analysis. DISD is thankful for the opportunity to work alongside **business partners such as Turner Industries, Performance Contractors, S&B Engineers and Constructors, and Grainger** who will serve as mentors and safety officers throughout the entirety of this project.

Education & Training

Education & Training students **competed at Nationals and earned a record number of certifications** in the 2023-2024 school year. **7 Texas Association of Future Educators (TAFE) Career & Technical Education (CTE)** students traveled to Washington D.C. in July 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, and an **additional 4 students** completed requirements over the summer. As part of our **Grow Your Own** initiative, once students secure their Educational Aide I certification, they are **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. Several of our Education & Training students have **used their certifications to gain employment at local preschools, and here in DISD as a substitute or paraprofessional** while seeking a teaching degree.

Cosmetology and Barbering

The Cosmetology program certified 8 students as of May 24th and **1 more** in July bringing the **total to 9**. In addition, our newly implemented Barbering program is gaining momentum, we had a student certify in June (they were waiting to turn 18).

Business, Marketing, and Finance

CTE is offering a Real Estate Program of Study (POS) where students have an opportunity to **earn their Real Estate Sales Agent License**. Financial Analysis and Fundamentals of Real Estate are new courses for the 2024-2025 school which satisfy the course requirements for the new certification.

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

After interview sessions in May of 2024, 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.

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. The building is also slated to feature a 5,000 sq. ft. event center to host special events and banquets. **Maritime, IT/Cyber Security, Culinary Arts, and Firefighting are all new programs slated to be implemented when the Center opens.**

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CTE Summary

CTE Students earned **738 Industry Based Certifications (IBCs)** with a **pass rate of 85%** during 2023-2024, **almost double** the number of certifications students earned the previous year. We continue to hold Advisory meetings with business and industry to gain insight as to which certifications will give DISD students a competitive edge.

Collaboration, strategic planning, and unconventional thinking continue to drive innovation in our department. We were announced as the **largest FFA Chapter in the state of Texas** at State Convention last month. Districts from across the state are **inquiring about our new imaging program and requesting tours.**

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.** The CTE department **uses feedback from students and advisory boards to continuously improving programing** each year. 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 INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: September 9, 2024

Item Title: Advanced Programs and Dual Credit Longitudinal Data

Agenda Item: Dr. Leone Clark

Background Information:

This report identifies and compares student results from Advanced Placement assessments, dual credit, and dual enrollment.

Recommendation:

Information only

Action Item: _____ Yes _____[√] No

AP, Dual Credit, OnRamps Summary: 23-24 Report

	Scores	2018	2019	2020	2021	2022	2023	2024
Biology	1	0	0	2	2	0	0	2
	2	3	11	2	3	6	4	14
	3	2	8	8	3	5	9	14
	4	1	2	2	0	8	3	4
	5	0	1	0	0	3	0	4
	# exams	6	22	14	8	22	16	38
	% pass	50%	50%	71%	38%	72%	75%	58%
	Mean	2.67	2.68	2.71	2.1	3.36	2.94	2.84
Calculus AB	1	11	6	7	19	14	7	3
	2	11	13	12	22	18	18	16
	3	11	13	6	16	11	10	11
	4	6	9	9	6	3	7	10
	5	5	4	4	3	4	4	4
	# exams	44	45	38	66	50	46	44
	% pass	50%	58%	50%	38%	36%	46%	57%
	Mean	2.61	2.82	2.76	2.3	2.3	2.63	2.91
Calculus BC	1	0						
	2	0						
	3	0						
	4	1						
	5	0						
	# exams	1						
	% pass	100%						
	Mean	4						
Calculus BC: AB Subscore	1	0						
	2	0						
	3	0						
	4	0						
	5	1						
	# exams	1						
	% pass	100%						
	Mean	5						
Chemistry	1	8		1	0	0	0	1
	2	13	4	8	5	7	7	2
	3	11	9	6	11	13	14	11
	4	6	1	3	0	5	5	5
	5	1	1	0	2	0	3	1
	# exams	39	15	18	18	25	29	20
	% pass	46%	73%	50%	72%	72%	76%	85%
	Mean	2.46	2.93	2.61	2.9	2.92	3.14	3.15
Human Geography	1	5	12	4	16	33	38	36
	2	4	3	3	12	30	20	26
	3	14	11	5	28	30	17	20
	4	6	8	3	11	23	6	13
	5	0	3	4	8	3	5	1
	# exams	29	37	19	75	119	86	96
	% pass	69%	59%	63%	63%	47%	33%	35%
	Mean	2.72	2.65	3	2.8	2.44	2.07	2.14
Macroeconomics	1	5	11	18	16	24	14	30
	2	3	7	5	2	2	20	33
	3	1	4	0	2	3	9	11
	4	0	1	2	0	2	2	5
	5	0	0	0	0	0	0	0
	# exams	9	23	25	20	31	45	79
	% pass	11%	22%	8%	10%	16%	24%	
	Mean	1.56	1.78	1.44	1.3	1.45	1.98	1.89
Music Theory	1			2	0	1	0	1
	2			1	2	3	1	2
	3			3	2	0	2	4
	4			0	0	0	1	1
	5			1	0	0	2	0
	# exams			7	4	4	6	8
	% pass			57%	50%	0%	83%	63%
	Mean			2.57	2.5	1.75	3.67	2.63
Physics 1	1	7	6	12	3	1	4	6
	2	3	8	7	2	8	11	10
	3	2	4	5	2	1	3	1
	4	2	3	6	0	5	2	2
	5	1	0	0	0	3	0	1
	# exams	15	21	30	7	18	20	20

	Scores	2018	2019	2020	2021	2022	2023	2024
English Language and Composition	1	18	16	6	7	16	15	25
	2	32	20	15	18	13	35	38
	3	18	10	14	8	2	15	10
	4	5	3	4	4	3	2	2
	5	2	1	0	1	2	2	1
	# exams	75	50	39	28	36	69	76
	% pass	33%	28%	46%	34%	19%	28%	17%
	Mean	2.21	2.06	2.41	2.3	1.94	2.14	1.89
English Literature and Composition	1	5	1	1	2	0	2	6
	2	11	10	8	13	3	6	8
	3	8	10	5	4	9	6	20
	4	2	2	1	1	5	1	14
	5	0	1	1	0	3	2	4
	# exams	26	24	16	20	20	17	52
	% pass	38%	54%	44%	24%	85%	53%	67%
	Mean	2.27	2.67	2.56	2.2	3.4	2.71	3.04
Environmental Science	1	11	19	10	9	5	24	24
	2	15	12	2	23	25	23	45
	3	4	6	4	15	9	20	16
	4	2	4	6	8	16	25	19
	5	1	0	1	1	1	3	1
	# exams	33	41	20	56	56	95	105
	% pass	21%	24%	40%	43%	46%	51%	34%
	Mean	2	1.88	2.15	2.4	2.7	2.58	2.31
European History	1					0		
	2					0		
	3					0		
	4					1		
	5					0		
	# exams					1		
	% pass					100%		
	Mean					4		
French Language	1	0	0	0		1		
	2	0	1	0		0		
	3	1	1	3		0		
	4	0	0	0		0		
	5	0	0	0		0		
	# exams	1	2	3		1		
	% pass	100%	50%	100%		0%		
	Mean	3	2.5	3		1		
Psychology	1		12	3	7	5	5	4
	2		7	3	5	2	0	1
	3		2	2	2	1	0	0
	4		0	1	1	1	0	1
	5		0	0	1	0	0	0
	# exams		21	9	16	9	5	6
	% pass		10%	33%	25%	22%	0%	17%
	Mean		1.52	2.11	2	1.78	1	1.67
Microeconomics	1						0	
	2						1	
	3						0	
	4						0	
	5						0	
	# exams						1	
	% pass						0%	
	Mean						2	
Seminar (Capstone)	1						0	0
	2						2	0
	3						22	8
	4						4	1
	5						2	0
	# exams						30	8
	% pass						93%	100%
	Mean						3.2	3.38
Spanish Language and Culture	1	0	0	0	0	0	0	0
	2	1	0	1	0	0	0	0
	3	0	1	2	4	2	1	0
	4	0	3	5	10	10	1	2
	5	1	1	5	5	4	0	1
	# exams	2	5	13	19	16	2	3

	% pass	33%	33%	37%	29%	50%	25%	20%
Mean	2.13	2.19	2.17	2.1	3.06	2.15	2.1	
	Scores	2018	2019	2020	2021	2022	2023	2024
Physics 2	1	2	0	0	0	0	0	0
	2	1	0	2	1	0	0	1
	3	2	0	2	2	0	0	3
	4	1	1	2	0	0	0	2
	5	0	0	0	1	1	1	0
	# exams	6	1	6	4	1	1	6
	% pass	50%	100%	67%	75%	100%	100%	83%
Mean	2.33	4	3	3.3	5	5	3.17	
Studio Art: Drawing Portfolio	1		0	0				
	2		0	0				
	3		3	0				
	4		1	1				
	5		2	0				
	# exams		6	1				
	% pass		100%	100%				
Mean		3.83	4					
US Government and Politics	1	8	6	4	4	6	4	8
	2	6	9	4	8	5	2	12
	3	6	8	5	6	5	4	10
	4	2	1	3	0	2	1	6
	5	0	1	2	0	3	1	0
	# exams	22	25	18	18	21	12	36
	% pass	36%	40%	56%	33%	48%	50%	44%
Mean	2.09	2.28	2.72	2.1	2.57	2.42	2.39	
World History	1	16	24	31	17	13	25	9
	2	23	20	21	29	40	31	44
	3	15	12	15	8	28	34	25
	4	7	1	3	5	14	6	13
	5	4	2	1	1	1	3	1
	# exams	65	59	71	60	96	99	92
	% pass	40%	25%	27%	23%	45%	43%	42%
Mean	2.38	1.93	1.9	2.1	2.48	2.3	2.49	
United States History	1	1	1	19	24	35	59	31
	2	16	14	37	16	14	14	43
	3	12	9	13	7	4	10	14
	4	5	1	7	2	3	3	0
	5	1	0	0	3	1	0	0
	# exams	35	25	76	52	57	86	88
	% pass	51%	40%	26%	23%	14%	15%	16%
Mean	2.69	2.4	2.11	1.9	1.61	1.5	1.81	
Comparative Government and	1					0		
	2					0		
	3					1		
	4					0		
	5					0		
	# exams					1		
	% pass					100%		
Mean					3			

Growth / Excellence - Indicates SIGNIFICANT growth or maintained excellence from previous year

Dual Credit Program
 The COM / DISD partnership has resulted in thousands of credit hours for DHS students via the Dual Credit and Collegiate High School programs. For the 23-24 school year:
 * 334 students in grades 10-12 received a total of 4,487 college hours
 * Number of hours earned individually by a student ranged from 6 to 33

Span	% pass	50%	100%	92%	100%	100%	100%	100%
Mean	3.5	4	4.08	4.1	4.13	3.5	4.33	
	Scores	2018	2019	2020	2021	2022	2023	2024
Statistics	1	1	9	18	12	3	5	28
	2	1	5	9	6	4	3	19
	3	5	5	7	5	4	9	24
	4	2	1	6	1	2	3	18
	5	0	0	1	0	3	0	6
	# exams	9	20	41	24	16	20	95
	% pass	78%	30%	34%	25%	56%	60%	51%
Mean	2.89	1.9	2.1	1.8	2.88	2.5	2.53	
Studio Art: 2-D Design Portfolio	1	0						
	2	0						
	3	1						
	4	0						
	5	0						
	# exams	1						
	% pass	100%						
Mean	3							
Studio Art: 3-D	1	0			0		0	
	2	1			0		0	
	3	0			0		0	
	4	0			1		1	
	5	0			0		0	
	# exams	1			1		1	
	% pass	0%			100%		100%	
Mean	2			4		4		
Music Aural	1				2	1	0	1
	2				1	1	3	3
	3				1	2	0	3
	4				0	0	1	0
	5				0	0	2	1
	# exams				4	4	6	8
	% pass				50%	50%	50%	50%
Mean				2.8	2.25	3.33	2.63	
Music Non-Aural Subscore	1				0	1	0	1
	2				2	2	0	2
	3				2	1	2	2
	4				0	0	3	3
	5				0	0	1	0
	# exams				4	4	6	8
	% pass				50%	25%	100%	38%
Mean				2.5	2	3.83	2.88	
Research (Capstone)	1							0
	2							0
	3							5
	4							3
	5							0
	# exams							8
	% pass							100%
Mean							3.38	

Dual Enrollment Program
 DHS has learned to better target students as it completes the fifth year of offering the UT OnRamps Dual enrollment program where students can earn separate high school and college credits. The rate of success has grown significantly. The plan is to continue to grow the program incrementally in coming years.

	UT OnRamps Enrolled	Earned HS Credit	Earned 3 Hrs College Credit
2020	34	34	2
2021	9	9	6
2022	92	92	47
2023	71	71	46
2024	72	72	36

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: September 9, 2024

Item Title: Monthly Tax Collection Report

Agenda Item: Kelly Logsdon

Background Information:

The Monthly Tax Collection Report for June & July 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	\$6,214,372,412	\$1.178	\$73,205,307	\$70,773,918	96.68%
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	\$417,791	\$660,870			\$70,773,918	
YTD % Collected	0.00%	0.47%	6.21%	20.82%	80.52%	93.14%	94.26%	95.21%	95.78%	96.68%	96.68%	96.68%	\$70,773,918	96.68%
Prior Years Tax	\$142,604	\$124,455	\$79,328	\$99,097	\$117,632	-\$317,660	\$5,285	\$37,637	\$36,518	\$59,955			\$384,852	
Subtotal Taxes	\$142,604	\$471,103	\$4,280,476	\$10,789,431	\$43,822,048	\$8,919,621	\$826,923	\$731,429	\$454,310	\$720,826	\$0	\$0	\$71,158,771	97.20%
Penalty & Interest	\$29,785	\$49,310	\$33,568	\$23,906	\$37,414	\$65,942	\$78,589	\$62,681	\$61,992	\$93,847			\$537,034	
Total Taxes & P&I	\$172,390	\$520,413	\$4,314,043	\$10,813,336	\$43,859,463	\$8,985,563	\$905,511	\$794,111	\$516,302	\$814,673	\$0	\$0	\$71,695,805	97.94%
Attorney Fees	\$24,342	\$40,901	\$19,529	\$20,430	\$18,526	\$26,759	\$24,840	\$18,574	\$15,472	\$25,671			\$235,044	
Total Collections	\$196,731	\$561,314	\$4,333,573	\$10,833,766	\$43,877,989	\$9,012,322	\$930,351	\$812,685	\$531,774	\$840,344	\$0	\$0	\$71,930,849	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%	\$81,255,889	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%	\$73,510,035	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%	\$63,813,518	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%	\$59,423,702	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
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	\$6,204,150,445	\$1.178	\$73,084,892	\$71,213,061	97.44%
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	\$417,791	\$660,870	\$439,143		\$71,213,061	
YTD % Collected	0.00%	0.47%	6.22%	20.85%	80.65%	93.29%	94.41%	95.36%	95.93%	96.84%	97.44%	97.44%	\$71,213,061	97.44%
Prior Years Tax	\$142,604	\$124,455	\$79,328	\$99,097	\$117,632	-\$317,660	\$5,285	\$37,637	\$36,518	\$59,955	\$61,384		\$446,237	
Subtotal Taxes	\$142,604	\$471,103	\$4,280,476	\$10,789,431	\$43,822,048	\$8,919,621	\$826,923	\$731,429	\$454,310	\$720,826	\$500,527	\$0	\$71,659,298	98.05%
Penalty & Interest	\$29,785	\$49,310	\$33,568	\$23,906	\$37,414	\$65,942	\$78,589	\$62,681	\$61,992	\$93,847	\$66,719		\$603,753	
Total Taxes & P&I	\$172,390	\$520,413	\$4,314,043	\$10,813,336	\$43,859,463	\$8,985,563	\$905,511	\$794,111	\$516,302	\$814,673	\$567,246	\$0	\$72,263,051	98.88%
Attorney Fees	\$24,342	\$40,901	\$19,529	\$20,430	\$18,526	\$26,759	\$24,840	\$18,574	\$15,472	\$25,671	\$46,337		\$281,381	
Total Collections	\$196,731	\$561,314	\$4,333,573	\$10,833,766	\$43,877,989	\$9,012,322	\$930,351	\$812,685	\$531,774	\$840,344	\$613,583	\$0	\$72,544,432	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%	\$81,255,889	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%	\$73,510,035	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

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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%	\$63,813,518	97.88%
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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%	\$59,423,702	98.35%
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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%
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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: September 9, 2024

Item Title: 2024-2025 District and Campus Improvement Plan Summaries

Agenda Item: Dr. Jeff Pack/Campus Principals

Background Information

A summary of the 2024-2025 Dickinson ISD District Improvement Plan and each Campus Improvement Plan will be presented.

Recommendation

Information Only

Action Item: _____Yes √ _____No

GOAL ONE

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

PERFORMANCE OBJECTIVES

- Maintain effective Professional Learning Communities on all campuses in all grade levels.
- Provide resources for teachers/staff that address differentiated, targeted instruction to build a strong foundation in all core content areas.
- Develop and implement well-rounded programs of instruction to meet the unique needs of all students.
- Implement programs providing opportunities to achieve academic growth for students at risk for academic failure and those with limited English.

GOAL TWO

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

PERFORMANCE OBJECTIVES

- Implement various safety measures throughout the district.
- Ensure students' emotional safety through the development of positive relationships and school culture/climate.
- Enhance students' physical health through instruction and district health services.
- Support the emotional health of students and staff through coordinated/streamlined services.
- Provide extra support for students identified as homeless.

GOAL THREE

DISD will make family and community partnerships a priority.

PERFORMANCE OBJECTIVES

- Improve communication between school and home.
- Expand partnerships with area colleges and universities.
- Equip families with tools to enhance and extend learning at home.

GOAL FOUR

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

PERFORMANCE OBJECTIVES

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

GOAL FIVE

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

PERFORMANCE OBJECTIVES

- Build and maintain infrastructure connectivity for the district.

STRENGTHS

- RLA: Above the state for Approaches or better G3, G3 Spanish, Grade 7, E1
- RLA: Above the state for Masters in E1
- Math: Above the state for Approaches or better G3, G3 Spanish, G5, A1
- Math: Above the state for Masters in G3 Spanish, A1
- Science: Above the state for Approaches or better G8, Biology
- Science: Above the state for Masters in Biology
- Social Studies: Above the state for Approaches or better G8
- Social Studies: Above the state for Masters in G8

OPPORTUNITIES

- RLA: G4, G4 Spanish, G5, G5 Spanish, G6, G8, E2
- Math: G4, G4 Spanish, G5 Spanish, G6, G7, G8
- Science: G5, G5 Spanish
- Social Studies: US History

MEASURES AND INDICATORS OF SUCCESS

- STAAR/STAAR Alternate
- TELPAS/TELPAS Alternate
- MAP
- mCLASS
- CLI Circle

Dickinson High School

GOAL ONE

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

PERFORMANCE OBJECTIVES

- Increase the performance of all student groups across all subjects on the STAAR EOC exams by 5%. This will be achieved by improving Tier 1 instruction through the implementation of effective questioning techniques and the consistent application of Aggressive Monitoring strategies.
- Teachers will effectively utilize collaborative team time to develop and evaluate scope and sequence documents, units of study, learning targets, and common assessments, resulting in a 5% increase in student achievement as measured by standardized assessments.
- Ensure all students grow by 1 year in RLA & Math, by providing intervention and extension.
- Interventions will be implemented with fidelity across all grade levels, with student progress monitored bi-monthly, resulting in at least 80% of students identified for intervention demonstrating measurable growth in targeted areas by the end of the academic year.
- Increase the percentage of students achieving Meets and Masters levels on STAAR EOC exams across all subjects by 5%. This will be accomplished through the implementation of rigorous instruction and the integration of student self-data tracking practices, with 90% of students regularly monitoring their progress and setting goals, leading to improved academic outcomes and higher performance on state assessments.
- Special education services and support will be provided to 100% of students with disabilities as outlined in their Individualized Education Programs (IEPs), ensuring that these students make progress toward their academic and developmental goals by the end of the school year.

GOAL TWO

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

PERFORMANCE OBJECTIVES

- Dickinson High School will enhance the safety and inclusivity of the campus by providing 100% of students and staff with District-directed instruction on topics related to safe and inclusive environments.
- Enhance the PBIS focus on campus designed to promote a positive school climate, fostering a safe environment and reducing the dropout rate by 5%.

Dickinson High School

- Weekly Navigator lessons will focus on DHS campus activities and clubs, mental health support, Black History Month, Women's History, financial literacy, and college and career options. The goal is to increase student attendance from 93% to 95% and enhance overall student satisfaction with the school climate, as measured by end-of-year surveys.

GOAL THREE

DISD will make family and community partnerships a priority.

PERFORMANCE OBJECTIVES

- Increase parent participation in informational meetings by 10% compared to the previous year. This will be achieved through targeted outreach and engagement strategies, ensuring that more parents are actively involved in their child's educational experience.
- The DHS campus website will be regularly maintained with weekly updates throughout the school year, ensuring that parents have timely and easy access to important information and resources related to school activities and their child's education.
- Increase parent awareness and usage Skyward systems for accessing student data (grades, transcripts, schedules, attendance, etc.) by providing detailed information during the September and January Parent University (Open House) nights and through monthly Newsletters with a goal of 80% of parents utilizing these tools by the end of the school year.

GOAL FOUR

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

PERFORMANCE OBJECTIVES

- Implement a strong Mentor Program with Instructional Coaches, including professional development, classroom observations, and regular meetings. Ensure 100% participation from new teachers and mentors, with monthly district and campus meetings, and demonstrate improved teacher effectiveness and satisfaction through feedback surveys.
- Provide teachers and staff with regular input opportunities through representation on key committees and extra-curricular programs (Campus Improvement, District Improvement, PLC Guiding Coalition, CTE, Fine Arts, Athletics, and PBIS) and foster leadership roles across the campus (administrator, department chair, team leads). Aim for at least 90% of teachers and staff to be actively involved, promoting a collaborative and inclusive decision-making environment.
- Implement a monthly after-school professional development program with self-selected breakout sessions based on teacher survey data. Aim for 85%

Dickinson High School

teacher participation, with success measured by 90% satisfaction and improved teaching effectiveness as reported in follow-up surveys and observations.

GOAL FIVE

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

PERFORMANCE OBJECTIVES

- Integrate technology into every course to support personalized and differentiated learning.
- Ensure 100% transparency in the development and management of the DHS budget by providing all DHS stakeholders with regular updates through department head meetings.
- Through the collaborative efforts of campus personnel, custodial staff, and district operations and facilities teams, ensure that the condition of the Dickinson High School campus is consistently maintained at a high standard. This objective will involve regular inspections and maintenance routines to address any issues promptly, coordination of cleaning schedules, and proactive facility management. Additionally, feedback from students, staff, and community members on campus conditions will be collected and reviewed quarterly to identify and address any areas for improvement.

STRENGTHS

- **Diverse Academic and Extracurricular Programs:** Dickinson High School offers a wide range of academic and extracurricular programs designed to meet the needs of its diverse student population. This includes ample opportunities for additional support and tutoring during the school day.
- **Effective Instructional Strategies:** Teachers at DHS utilize the PLC process and effective instructional strategies to address the varied needs of students, including those who are ESL, special education, or economically disadvantaged.
- **Ongoing Professional Development:** The school provides ongoing training for teachers to enhance their ability to address individual student needs through timely interventions, appropriate modifications, accommodations, and differentiated instruction. Teachers use frequent formative assessments to monitor student achievement and adjust their teaching strategies accordingly.
- **Focused Response to Intervention (RtI):** DHS has a robust plan for implementing Response to Intervention (RtI) and Common Formative Assessments for students who did not meet state standards on the STAAR/EOC. This plan includes meaningful, timely, and focused interventions to ensure that all students achieve at least one year's growth.
- **Positive Behavior Incentive System (PBIS) and Enriching Lessons:** The school-wide Positive Behavior Incentive System (PBIS) is designed to help

Dickinson High School

students achieve their Gator BEST by promoting a safe and productive learning environment. Monthly themes integrated into Navigator lessons address important social and community issues, such as National Hispanic Heritage Month, Black History Month, Women in History Month, and Financial Literacy, enhancing students' awareness and engagement.

OPPORTUNITIES

- **Increase Participation and Success:** Enhance participation and success rates in AP, TSI, SAT, and ACT exams through expanded and improved college readiness programs.
- **Expand Program Reach:** Build on existing college readiness programs like Dual Credit, Early College High School, AVID, CTE classes, PAP/AP classes, and the College and Career center by exploring new strategies to broaden their impact.
- **Address Attendance Issues:** Improve student attendance to positively impact academic achievement across STAAR, AP, SAT, and CTE certifications.
- **Close Performance Gaps:** Work to close the performance gap by increasing Meets and Mastery level scores to align with or surpass state and Region IV averages.

MEASURES AND INDICATORS OF SUCCESS

- We will improve Tier 1 instruction through effective questioning and Aggressive Monitoring.
- We will ensure all students make at least one year of growth in Reading/Language Arts (RLA) and Math by providing targeted interventions and extensions.
- We will increase our Meets and Masters levels on STAAR for all EOC subjects by utilizing student self-data tracking.
- We will implement a comprehensive tracking system for College, Career, and Military Readiness (CCMR) to ensure all students are prepared for college, career, or the adult world upon graduation.
- We will become a PLC Model school by analyzing data to ensure high levels of learning for all students.
- We will retain and recruit highly effective educators to enhance our instructional quality and support student success.

DICKINSON JUNIOR HIGH

GOAL ONE

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

PERFORMANCE OBJECTIVES

- For the 2024-2025 school year, every DJHS student will achieve at least one year of growth in both reading and math through high-quality tier one instruction and targeted interventions and extensions.
- Increase the performance of all 6th-8th grade student groups in all subjects on the 2024-2025 STAAR assessments to 90% at Approaches Grade Level, 60% at Meets Grade Level, and 30% at Masters Grade Level
- Administrators and teachers will use collaborative team time to develop and refine scope and sequence documents, units of study, learning targets, and common assessments, leading to improved student outcomes on standardized assessments.
- DJHS will ensure that 100% of students receive a comprehensive education, fostering well-rounded citizens through diverse academic and elective courses, extracurricular activities, and social/emotional support.

GOAL TWO

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

PERFORMANCE OBJECTIVES

- Referrals for noncompliance, disrespect and class disruptions will decrease by 15%.
- Student daily attendance will average 96% for the 2024-25 school year.
- During the 2024-2025 school year, 100% of students and staff will receive required instruction in areas such as Standard Response Protocol and safety measures, bullying prevention, conflict resolution, drug and violence prevention, character building, etc.
- Strengthen the PBIS initiative on campus to promote a positive school climate, create a safer environment.

GOAL THREE

DISD will make family and community partnerships a priority.

PERFORMANCE OBJECTIVES

DICKINSON JUNIOR HIGH

- Increase parent engagement with Skyward systems for accessing student data (grades, schedules, attendance, etc.) by offering detailed information during Back to School Blitz, Open House, and through monthly Principal's Parent Notifications. The goal is to have 90% of parents actively using these tools by the end of the school year.
- Teachers will use Schoology and Skyward to regularly communicate with students and parents during the year.
- DJHS will regularly update its website and social media platforms to provide parents with timely information and resources to stay engaged in their child's education.

GOAL FOUR

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

PERFORMANCE OBJECTIVES

- All new DJHS teachers will be paired with a mentor or buddy teacher.
- Every DJHS teacher will engage in professional development at both the campus and district levels to enhance their effectiveness in delivering first-time instruction and targeted interventions and extensions..
- Teachers instructing Gifted and Talented, Emergent Bilingual, and Special Education students will complete all required training or obtain necessary certifications.
- A monthly professional development program will be implemented, offering self-selected breakout sessions aligned with teacher survey data and campus priorities. Teachers will choose two of four sessions to attend each month.
- Teachers will have opportunities each semester to complete a survey, providing feedback on campus strengths and areas for improvement.

GOAL FIVE

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

PERFORMANCE OBJECTIVES

- All funds will be responsibly allocated through efficient and effective management of resources and operations.
- The condition of the DJHS campus will be upheld through the collaborative efforts of campus personnel, custodial staff, and district operations and facilities teams.

DICKINSON JUNIOR HIGH

STRENGTHS

- DJH successfully opened its doors to over 100+ staff members and 1020+ students. The year was spent setting a strong foundation.
- RLA approaches and meets above state in all 3 grade levels; 7th grade masters above state
- Math approaches above state in all 3 grade levels;
- Science approaches & meets is above state
- RLA received 75% of the possible points in domain 3 for academic growth and academic achievement.
- 75% of students made growth on TELPAS (Received all 4 points for reaching the 2038 target)
- 24 EB students reclassified
- Survey data indicated campus culture was positive

OPPORTUNITIES

- Increase the percentage of meets to 60% from 40% and masters from 15% to 30%
- Large growth opportunities in the area of mathematics in all grade levels. Math growth data is much lower than RLA data.
- Social Studies performance needs significant improvement across the board-below the state and district
- Prioritize TIER 1 instruction with a focus on engaging students and creating impactful lessons in reading and math with all of the necessary components of a highly effective lesson.
- Strengthen our intervention block on campus to ensure growth for all students
- Retain and recruit highly effective educators to enhance our instructional quality and support student success.
- Strengthen behavior management for teachers through professional development and training to decrease office referrals by 15%.
- Boost attendance rates for both staff and students to 96% through initiatives led by the attendance committee

MEASURES AND INDICATORS OF SUCCESS

2024-2025 Campus Goals

- We will ensure student ownership of learning through a campus-wide system of student goal setting and tracking progress toward mastery of essential learning outcomes.

DICKINSON JUNIOR HIGH

- We will ensure that every student makes at least one year of progress as demonstrated on STAAR 2025.
- We will increase the attendance rate of students and staff to 96% or higher by monitoring attendance rates, communicating with stakeholders, and implementing attendance incentives each grading period.
- We will recognize and reinforce student behavior through our positive behavior intervention system. (PBIS)

Indicators of Success

- STAAR results
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Common Assessments-CBAs and unit assessments
- Attendance data-students and staff
- Discipline Data
- Walkthrough/Observation Data
- Survey Data-staff, student, and parent

Kranz Junior High School

GOAL ONE

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

PERFORMANCE OBJECTIVES

- All KJHS students, including EL and SE students, will make at least one year of progress in reading and math.
- EB students will increase their individual performance on TELPAS.
- Special Education students will meet or exceed the goals in their IEP.

GOAL TWO

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

PERFORMANCE OBJECTIVES

- Student attendance will average 96%.
- The days of lost instruction due to discipline placements will be reduced by 10% from the prior year.
- 100% of students will receive required instruction in areas such as bully prevention, conflict resolution, drug and violence prevention, etc.
- KJHS will participate in a school health program through collaboration with physical education teachers at the elementary, middle, and junior high schools.

GOAL THREE

DISD will make family and community partnerships a priority.

PERFORMANCE OBJECTIVES

- Teachers will use Schoology and Skyward to regularly communicate with students and parents during the year.
- Campus will encourage parent attendance at events/activities on topics such as College and Career, curriculum and instruction, adolescence, social media, and transition.

GOAL FOUR

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

PERFORMANCE OBJECTIVES

- Once each semester, the staff will have an opportunity to complete an

Kranz Junior High School

anonymous survey to give their views on school climate, operation, and needs.

- 100% of teachers who are new to teaching will be assigned a mentor and those new to the campus will be assigned a buddy teacher to provide support and assistance with campus procedures and expectations.
- All teachers providing instruction to GT and/or EB students, will have the required training or certification.
- 100% of teachers will participate in a minimum of three researched-based professional development classes (18 hours) addressing their students' needs in any of the following areas: the PLC process, reading, math, science, social studies, EB strategies, GT, Lead4ward, PBIS, Rtl, data analysis or planning.

GOAL FIVE

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

PERFORMANCE OBJECTIVES

- Schoology and other technology resources will be used to enhance instruction in every classroom.
- Through the efforts of campus personnel, campus custodial staff and district operations and facilities, the condition of the KJHS campus will be maintained.

STRENGTHS

- RLA approaches and meets above state; 8th grade masters above state
- Math approaches above state; 6th and 8th meets is at or above state
- Social Studies performance exceeds state
- Science approaches & meets is above state
- KJH received 100% of the available points (4) on Domain 3 for EB performance on Telpas
- Survey data indicated campus culture was positive
- Fine Arts continued to earn awards and add positively to community
- KJH successfully onboarded new 6th grade staff and large student population that had not previously attended Kranz; we had only 85 regular program 8th graders return to us

OPPORTUNITIES

- Overall academic growth is low, especially in math where only 3 points were earned in domain 3 for academic growth
- 6th & 7th grade RLA masters percentage lower than state
- Math - 6th grade trend down from 5th grade & masters lower than state; 7th grade meets/masters lower than state for 2nd consecutive year; 8th masters lower than state

Kranz Junior High School

- Social Studies meets is above state; lower than goal
- Science masters percentage lower than state
- Campus-wide student data tracking system was used inconsistently

MEASURES AND INDICATORS OF SUCCESS

2024-25 Campus Goals

- We will ensure student ownership of learning through a campus-wide system of student goal setting and tracking progress toward mastery of essential learning outcomes.
- We will ensure that every student makes at least one year of progress as demonstrated on STAAR 2025.
- We will increase the attendance rate of students and staff to 95% or higher by monitoring attendance rates, communicating with stakeholders, and implementing attendance incentives each grading period.

Data to indicate success

- Common Assessments
- STAAR
- Attendance data (both staff and student)
- Telpas data
- STAAR Alt 2
- Discipline data

McAdams Junior High School

GOAL ONE

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

PERFORMANCE OBJECTIVES

- All MJHS students will show at least one year of progress in Reading & Math.
- EB students will increase their individual performance on TELPAS.
- Special Education students will meet or exceed their goals in their IEP.

GOAL TWO

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

PERFORMANCE OBJECTIVES

- The days of lost instruction due to discipline placements will be decrease by 10% from the previous year.
- Promote a positive school climate and safe environment through the ongoing work of the campus PBIS committee.
- Student attendance will average 96% or above for the current school year.
- All of MJHS students will receive instruction in areas such as Standard Response Protocol and safety measures, bullying prevention, drug prevention, conflict resolution, etc.
- MJHS will participate in a school health program through collaboration with physical education teachers.

GOAL THREE

DISD will make family and community partnerships a priority.

PERFORMANCE OBJECTIVES

- Increase parent engagement through the establishment and ongoing partnership of a MJHS PTO.
- MJHS will use Schoology, Skyward and School Messenger to regularly communicate with students and parents during the year.
- MJHS will consistently update its website and social media platforms (ie: Facebook, Instagram) to keep parents informed with timely information and resources, helping them stay actively involved in their child's education.
- MJHS will engage with parents and develop community partnerships at annual and recurring events such as Back to School Blitz, Open House events, monthly Coffee with the Principal events, and monthly parent newsletters.

McAdams Junior High School

GOAL FOUR

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

PERFORMANCE OBJECTIVES

- All first year teachers, new to the profession, will be assigned a mentor and supported at the campus and district level.
- At a minimum, once each semester, the staff will have an opportunity to complete an anonymous survey to give their views on school climate, operation, and needs.
- All MJHS teachers will participate in a minimum of three researched-based professional development classes (18 hours exchange hours) to address student needs and improve their effectiveness in Tier 1 instruction and their ability to provide effective targeted intervention.
- All teachers providing instruction to GT and/or EB students, will have the required training or certification.
- Teachers will participate in campus-based professional development aligned with campus needs and instructional focus areas.

GOAL FIVE

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

PERFORMANCE OBJECTIVES

- The MJHS campus will be maintained through the combined efforts of campus personnel, custodial staff, and district operations and facilities.
- Various technology resources (ie: online programs, chromebooks and projectors, document cameras, etc) will be acquired and maintained to enhance instruction in classrooms during the school year.

STRENGTHS

- RLA met or exceeded the State standard 23-27 Interim in all demographics
- MJHS successfully onboarded new 6th grade staff and large student population that had not previously attended McAdams
- 91% of Algebra students made growth
- 88% of 6th RLA STEAM students made growth
- Fine Arts continues to earn awards (ie: First place in District UIL OAP) and add positively to the community.

McAdams Junior High School

OPPORTUNITIES

- Significant opportunities for growth in the area of mathematics in all grade levels. Math data is much lower than other content areas.
- Campus-wide student data tracking system was used inconsistently.
- Student attendance rate was below 96%. Our goal is to boost attendance rates for both staff and students through initiatives led by the attendance committee.
- Strengthen behavior management for teachers through professional development and training to decrease office referrals by 10%.
- Retain and recruit highly effective educators to enhance our instructional quality and support student success.
- Strengthen our intervention block on campus to ensure growth for all students

MEASURES AND INDICATORS OF SUCCESS

2024-2025 Campus Goals

- We will ensure all students make at least one year of growth as demonstrated on STAAR 2025.
- We will increase the attendance rate of students and staff to 96% or higher by monitoring attendance rates, communicating with stakeholders, and implementing attendance incentives each grading period.
- We will recognize and reinforce student behavior through our positive behavior intervention system. (PBIS)

Data to indicate success

- Common Assessments
- STAAR
- Attendance data (both staff and student)
- Telpas data
- STAAR Alt 2
- Discipline data

BARBER MIDDLE SCHOOL

GOAL ONE

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

PERFORMANCE OBJECTIVES

- In reading and math, all students will increase their STAAR performance by 1 level, or maintain their masters grade level performance.
- 100% of EL students will improve their scores toward meeting standard on the reading, math, and science STAAR, and will make at least one year's progress on TELPAS.
- 100% of students in Special Education will improve their scores toward meeting standard on the reading, math, and science STAAR, and make at least one year's growth.
- BMS will provide multiple and continuous opportunities for students to become well-rounded citizens. 100% of BMS students will receive a well-rounded education through academic and elective course offerings, extra curricular activities, and social/emotional support.

GOAL TWO

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

PERFORMANCE OBJECTIVES

- The average daily attendance for students will be 95% or higher for each 6-week reporting period.
- The total number of discipline referrals will decrease by 10%, with physical aggression/fighting offenses decreasing by 50%.
- 100% of students and staff will receive required instruction in areas such as Standard Response Protocol and safety measures, bullying prevention, conflict resolution, drug and violence prevention, character building, etc.

GOAL THREE

DISD will make family and community partnerships a priority.

PERFORMANCE OBJECTIVES

- Increase levels of participation and communication between school and parents and community members by communicating school engagement activities to 100% of parents.
- Campus will engage 100% of parents in supporting student learning and awareness of career and college readiness.

BARBER MIDDLE SCHOOL

- BMS will establish a PTO and grow the membership in order to raise funds for staff and students, while also building a connection between the community and the campus.

GOAL FOUR

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

PERFORMANCE OBJECTIVES

- In the spring, 100% of the staff will have an opportunity to complete an anonymous survey to give their views on school climate as well as support from mentor teachers, team members, department members and administration.
- 100% of teachers who are new to the campus (but not necessarily new to the profession) will be assigned a mentor to provide support and assistance with campus procedures and expectations.
- The number of BMS teachers who are ESL and GT certified will increase by 10%; all teachers who are currently GT certified will update their certification.
- 100% of teachers will seek and participate in a minimum of two researched-based professional development areas addressing an area of their students needs in any of the following areas: improvement of student achievement, balanced literacy, increase student language proficiency, improve student critical thinking skills in all core content areas, improve student expository writing, meet the needs of special education students in a fully inclusive setting, writing across the curriculum, effective use of instructional time, strategies for ELL students, data analysis to improve student achievement, active student engagement, effective planning, PBIS, RTI, PLC, or creating formative assessments.

GOAL FIVE

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

PERFORMANCE OBJECTIVES

- Technology will be incorporated into instruction in 100% of the classrooms.
- Through the efforts of all campus personnel, campus custodial staff and district operations and facilities, the condition of the BMS campus will be maintained. 100% of work orders will be completed.

STRENGTHS

- 54% of 5th grade math students earned a STAAR proficiency level of Approaches Grade Level or higher after receiving a proficiency level of Did Not

BARBER MIDDLE SCHOOL

Meet the year prior.

- 24% of 5th grade reading students earned a STAAR proficiency level of Approaches Grade Level or higher after receiving a proficiency level of Did Not Meet the year prior.
- Students were consistently recognized for achievement, growth, and attendance
- The dual language program made its debut in 4th grade
- The Safe & Civil Committee ensured schoolwide procedures and policies were effective and staff concerns were addressed promptly
- A PTO was formed to build the connection between school and our community
- All students participate in a 30-minute intervention block 4 times per week to intervene or extend learning in reading and math
- Content team meetings were aligned to the PLC planning process
- High retention of core instruction teachers for the 24-25 school year
- Interventionists and coaches consistently provide support to student and teachers across the campus
- Automated processes increase the speed and efficiency of communication for enrollment and discipline

OPPORTUNITIES

- Increase the average daily attendance rate to 95% or higher for each 6-week reporting period.
- In reading and math, increase the number of students who increase their STAAR performance by 1 level.
- In reading, math, and science, increase the percentage of students who earned Meets Grade Level or higher.
- Ensure all students earn 70% or higher on team-identified essential standards.
- Provide additional time and resources for Tier II and III intervention.
- Increase the percentage of students improving their TELPAS performance by 1 or more levels

MEASURES AND INDICATORS OF SUCCESS

24-25 Campus Goals:

- In reading and math, all students will increase their STAAR performance by 1 level or maintain their masters grade level performance.
- All students will score a 70% or higher on all team-identified essential standards (not to exceed 3).
- Receive a rating of Developing or higher on all indicators within the PLC at Work Continuum by Solution Tree
- The average daily attendance for students will be 95% or higher for each 6-week reporting period.
- The total number of discipline referrals will decrease by 10%, with physical

BARBER MIDDLE SCHOOL

aggression/fighting offenses decreasing by 50%.

Indicators of Success

- STAAR, with an emphasis on growth and achieving Meets Grade Level or Masters Grade Level
- MAP growth on BOY, MOY, and EOY administrations
- TELPAS achievement and growth
- District end-of-unit tests and CBAs
- Attendance data
- Walkthroughs and formal observations
- Discipline data

DUNBAR MIDDLE SCHOOL

GOAL ONE

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

PERFORMANCE OBJECTIVES

- All student groups (all students, African-American, Hispanic, White, Economically disadvantaged, EL, and Special Ed.) will show one year or more growth in reading and math and increase academic achievement in each student group to the meets grade level performance standard in order to align with state targets.
- English Learners will show one year or more growth in STAAR subject areas and 45% of the EL students will achieve Meets or better performance standards on STAAR Reading and Math.
- Special Education students will show one year or more growth in reading and math STAAR.

GOAL TWO

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

PERFORMANCE OBJECTIVES

- The campus leadership team will collaborate with the campus and the district attendance officers to improve attendance rates to reach 95% daily.
- Teachers and staff will provide instruction in areas such as bully prevention, restorative practices, conflict resolution, and drug and violence prevention during the school day.
- DMS will provide a safe and healthy learning and working environment for students, employees, and parents in accordance with the guidelines set forth by the Safety Response Protocol (SRP).
- All DMS students will participate in the school health program and show individual growth on FitnessGram.

GOAL THREE

DISD will make family and community partnerships a priority.

PERFORMANCE OBJECTIVES

- DMS will increase parental involvement by providing structured opportunities for parental involvement monthly to support student learning.
- DMS will improve communication with all stakeholders to promote supportive partnerships throughout the community.

GOAL FOUR

DISD will recruit, develop, and retain a diverse and effective staff committed to personal and

DUNBAR MIDDLE SCHOOL

professional growth focusing on student success.

PERFORMANCE OBJECTIVES

- 100% of new teachers to the campus will be assigned to a mentor teacher in order to provide support and assistance with campus procedures and expectations.
- The number of teachers who are GT and ESL certified will increase by 10%
- The instructional leadership team will provide monthly professional development on instructional strategies such as 7-Steps, Lead4ward, Visible Learning, PLC@work protocols, and participation will be documented on sign-in sheets.

GOAL FIVE

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

PERFORMANCE OBJECTIVES

- Collaboration with the Campus Improvement Committee will include financial transparency by following all state, federal, and local funding policies quarterly in compliance with measures set forth by the DISD Director of Federal Programs.
- The upkeep and management of our building will include efforts of all campus personnel, custodial staff, district operations, and facilities, by adhering to district shut down procedures and making poster reminders visible for restrooms, teacher lounges, kitchens, workrooms, cafeteria, clinic, hallways, and independent teacher classrooms.

STRENGTHS

- **Strong Focus on Student Growth:** Emphasis on ensuring all student groups, particularly ELs and Special Ed students, show significant growth in STAAR assessments.
- **Dedicated Professional Development:** Commitment to enhancing teacher quality through targeted professional development and mentoring programs for new teachers.
- **Community Engagement:** Robust efforts to increase parental involvement and improve communication with stakeholders.
- **Safe Learning Environment:** A well-structured approach to ensure a safe and supportive learning environment through programs like bullying prevention and restorative practices.

OPPORTUNITIES

- **Improving EL and Special Ed Performance:** Continued focus on closing achievement gaps for EL and Special Education students through targeted interventions.
- **Increased Attendance Rates:** Opportunity to boost daily attendance rates to 95%, which could positively impact student performance and engagement.

DUNBAR MIDDLE SCHOOL

- **Parental Involvement:** Expanding and diversifying parental involvement opportunities to foster stronger home-school connections and support student success.
- **Resource Utilization:** Leveraging district resources and community partnerships to enhance educational programs and support services for students.

MEASURES AND INDICATORS OF SUCCESS

- **STAAR Performance:** Increase in the percentage of students meeting or exceeding grade-level standards across all student groups, with a specific focus on EL and Special Ed students.
- **Attendance Rates:** Achievement of a 95% daily attendance rate as a reflection of improved student engagement and campus environment.
- **Parental Involvement:** Documented increase in parental involvement and participation in school events and activities, tracked through attendance at monthly events.
- **Teacher Certification:** Growth in the number of teachers obtaining GT and ESL certifications, contributing to improved instructional quality.
- **Safe and Healthy Environment:** Reduction in discipline referrals and incidents, alongside documented student growth on FitnessGram assessments, indicating a positive campus culture.

Lobit Middle School

GOAL ONE

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

PERFORMANCE OBJECTIVES

- All students will make one year's progress in math and reading.
- High focus/2 subpopulations will be at or above the state targets for math and reading. (Domain 3)
- All EB students will show one year's growth on TELPAS

GOAL TWO

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

PERFORMANCE OBJECTIVES

- Student removal from class due to in-school or out of school suspension will decrease by 10%.
- Student attendance will average 96% for the 24-25 school year.
- Maintain our Positive Behavior Intervention System to recognize student and staff behavior.

GOAL THREE

DISD will make family and community partnerships a priority.

PERFORMANCE OBJECTIVES

- LMS will provide multiple opportunities for parent engagement throughout the school year.
- LMS staff will utilize Schoology as well as other platforms to provide ongoing communication with families.

Lobit Middle School

GOAL FOUR

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

PERFORMANCE OBJECTIVES

- Teachers will have opportunities each semester to complete a survey to provide feedback about campus strengths and areas for improvement.
- All New to LMS teachers will be assigned a buddy teacher and all protege teachers will be assigned a mentor teacher.
- Teachers will participate in ongoing professional learning throughout the school year to continually improve.

GOAL FIVE

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

PERFORMANCE OBJECTIVES

- Through efficient and effective management of resources and operations, all monies will be appropriately spent.

STRENGTHS

- 3 point increase in Overall Score (2023 Overall 70)
- 5 point increase in Domain 2A Academic Growth
- 17 point increase in Domain 3 Closing the GAPS
- 67% of students made growth on TELPAS (Received all 4 points for reaching the 2038 target) compared to 41% in 2023 and 21% in 2022
- 17 EB students reclassified
- At state level for approaches in 4th grade Math (2% below in meets and 4% below in masters)
- At state level for approaches in 5th Science
- Within 5 points of the state in meets and masters for all assessments
- Attendance increased to 95.3% for the school year (94.4% in 2022-2023)
- Over 90% of core content teachers are returning to LMS for the 24-25 school year (3 new teachers, 6 new paraprofessionals)

OPPORTUNITIES

- Below the state in meets and masters in all assessments
- 40% of students made limited progress in math (34% 2023)

Lobit Middle School

- 37% of students made limited progress in reading (46% 2023)
- 58% of students approached in 5th Science with only 13% scoring meets and 7% scoring masters (Science counts for 20% of domain 1 which brought our student achievement domain down 3 points from 2023)
- Tier 2 intervention in the classroom to ensure student understanding as well as ensure that ALL tier 2 intervention is ON GRADE LEVEL
- Respond appropriately and effectively to Common Formative Assessments to meet the needs of all students and ensure academic growth.
- 50% of 5th graders received 0 points on the extended constructed response (10 points possible)
- 33% of 4th graders received 0 points on the extended constructed response (10 points possible)

MEASURES AND INDICATORS OF SUCCESS

2024-2025 Campus Goals

- **All** Students will make at least **1 year's growth** in the 2024-2025 school year.
- Maintain a strong and supportive school culture that will support the collaborative processes of Professional Learning Communities.
- We will increase our effectiveness within assessment and tier 2 interventions to ensure all students are making academic progress.
- We will recognize and reinforce student behavior through our positive behavior intervention system. (PBIS)

Indicators of Success

- STAAR
- TELPAS
- Common Assessments-CBAs-PreSTAAR
- Increased student and staff attendance
- Discipline data

BAY COLONY ELEMENTARY

GOAL ONE

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

PERFORMANCE OBJECTIVES

- All students will make one year's growth in math and reading
- All EB students will show one year's growth on TELPAS
- High focus groups (EB, Migrant, SPED) will be at, or above, state targets for math and reading.

GOAL TWO

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

PERFORMANCE OBJECTIVES

- Bay Colony will teach students about character values through character education and restorative practices. Students will be taught about healthy living, and students will be taught anti-bullying strategies, how to identify bullying, and how to report it.
- Student attendance will increase by 1% for the 2024-2025 school year.
- Bay Colony will meet the needs of students in regard to suicide prevention and eliminating self-harming behaviors.

GOAL THREE

DISD will make family and community partnerships a priority.

PERFORMANCE OBJECTIVES

- Bay Colony will present information and support programs that teach students about college and career opportunities.
- Bay Colony will provide opportunities throughout the year to involve parents in the campus events (Programs, Math/Literacy Night, Gator Games, Donuts with Dear Ones, etc.)
- Bay Colony will use various methods to keep open communication with parents, such as parent/teacher conferences, social media, campus website, campus calendar of events, campus newsletter, and classroom Peeks of the Week.

BAY COLONY ELEMENTARY

GOAL FOUR

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

PERFORMANCE OBJECTIVES

- Teachers will participate in ongoing professional learning throughout the year to continue improving their craft for a greater impact on student learning.
- Teachers will have an opportunity to complete surveys throughout the year to provide feedback about the strengths and opportunities for improvement on the campus.

GOAL FIVE

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

PERFORMANCE OBJECTIVES

- Bay Colony will work with other district departments to maintain all aspects of our campus such as maintenance, technology, transportation, nutrition services, etc.

STRENGTHS

- 4 point increase in our overall score (2023 overall score was an 80, 2024 overall score was an 84).
- 61% of students made growth in TELPAS.
- 7 EB students reclassified.
- Earned 100% of available points in the English Language Proficiency Category (Domain 3)
- Met Reading target in All Students student group, African American student group, and Hispanic student group in the Academic Achievement Category of Domain 3.
- Met Math target in All Student student group, Hispanic student group, and High Focus student group of Domain 3.
- Met target in all student groups in Domain 1, Student Success.
- 95% retention of teachers on campus (3 new teachers- 2 of whom were previously paras on campus and 4 new paras)

OPPORTUNITIES

BAY COLONY ELEMENTARY

- 31% of 3rd graders scored 0 points out of a possible 10 on their extended constructed response on RLA STAAR.
- Strengthen our RTI process using data consistently to drive T2 and T3 interventions.
- Use MAP Reading screener and phonics screener to plan T2 and T3 Reading interventions.
- Use MAP Math screener to plan T2 and T3 math interventions.
- Use CA and CBA data to identify areas where teachers can improve their craft.

MEASURES AND INDICATORS OF SUCCESS

2024-2025 Campus Goals

- Every student will read on, or above, grade level phonics expectations. (Based on grade level screeners: district-made, mCLASS, MAP)
- All students will show a year's growth in math.
- We will increase our average daily attendance by 1%. (2022=92.9%; 2023=94.3%; 2024=94.2%)

Indicators of Success

- STAAR
- TELPAS
- Common Assessments-CBAs-PSBM
- Increased student attendance
- MAP/mCLASS
- SBG reports

CALDER ROAD ELEMENTARY

GOAL ONE

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

PERFORMANCE OBJECTIVES

- Every student, including those in specific student group areas such as students at risk and high achieving, will show at least one year's growth in MAP and MCLASS.
- CRES Domain 1 will increase to 90 or above in the 2024-2025 school year. Students at the MASTERY LEVEL will be at 30% in all areas.

GOAL TWO

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

PERFORMANCE OBJECTIVES

- 100% of students will participate in various awareness activities including Red Ribbon Week, Unity Day, Say Something Week, Start with Hello Week, etc.
- All students will participate in Social Emotional Learning Class to directly teach problem-solving skills using methods such as Kelso's Choice and Second Step
- The behavior coach, counselor, and administrators will review data each month to determine trends and make coaching and intervention plans accordingly.
- Calder Road's overall attendance rate will increase to 96%

GOAL THREE

DISD will make family and community partnerships a priority.

PERFORMANCE OBJECTIVES

- CRES will provide parents/families with information about school activities through newsletters and information using various social media platforms and digital resources.
- CRES will provide parents with information regarding student attendance.
- After-school activities and programs are being scheduled together to make them more accessible to everyone.

GOAL FOUR

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

CALDER ROAD ELEMENTARY

PERFORMANCE OBJECTIVES

- Retain staff through coaching, offering appropriate staff development based on individual needs, and providing leadership opportunities for interested staff.
- The principals will perform stay interviews to determine how to support our staff best.

GOAL FIVE

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

PERFORMANCE OBJECTIVES

- Comply with 100 % of all financial management policies/practices for state, federal, and local funding.
- Students will have one-to-one district devices and classrooms will use digital resources.

STRENGTHS

- Calder Road has an extremely healthy culture. Our teachers have high expectations while still caring deeply about our students' needs.
- Calder Road has minimal staff turnover. We hired 5 new teachers this year.
- Calder Road is projected to outperform the state and district for students who met or mastered Grade 3 STAAR reading
- Calder Road is projected to outperform the state and district for students who met or mastered Grade 3 STAAR Spanish reading
- Calder Road is projected to outperform the state and district for students who met or mastered Grade 3 STAAR math
- Calder Road's TELPAS growth exceeded the 2038 long-term target for growth.
- Calder was published on the US News and World Report 2024 Best Elementary School list.
- Calder Road made the Educational Results Partnership's "Honor Roll" list of Texas's top-performing schools.

OPPORTUNITIES

- Increase student performance for extended constructed responses in third grade for students scoring 5 or higher.
- Increase performance for students that are high performing in the areas of RLA and Math by providing rigorous Tier 1 instruction
- Increase our subscores in MCLASS in the area of decoding for students in Kindergarten and first grade.

CALDER ROAD ELEMENTARY

MEASURES AND INDICATORS OF SUCCESS

- STAAR, Mclass, MAP, TELPAS, District assessments, BOY screeners, Vertical bridging documents
- Behavioral data (incident reports, office referrals)
- Monthly academic and behavioral progress monitoring meetings.
- Attendance information
- TTESS Walk-through data/feedback

Hughes Road Elementary

GOAL ONE

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

PERFORMANCE OBJECTIVES

- Improve the rigor of Tier I instruction across all grade levels to ensure student growth and success for all students
- Increase the performance of all students identified as Hispanic and African American on all 24-25 STAAR assessments in 3rd grade on Reading and Math
- Increase
- Increase the performance of students in our High Focus groups to Meets and Masters by 10%
- Provide enrichment activities for all students to build capacity and accelerate learning

GOAL TWO

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

PERFORMANCE OBJECTIVES

- Create safe and secure learning environments which promote social emotional learning, physical safety and academic success
- Improve overall student attendance rate to 95%

GOAL THREE

DISD will make family and community partnerships a priority.

PERFORMANCE OBJECTIVES

- Provide parent and family engagement activities throughout the year
- Use multiple forms of media to keep parents and family members informed

GOAL FOUR

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

PERFORMANCE OBJECTIVES

- Foster a high level of faculty/staff morale that promotes positivity, collaboration, high expectations, and continued professional learning
- Provide opportunities for professional development for teachers and

Hughes Road Elementary

paraprofessionals on effective strategies to address varying student needs

GOAL FIVE

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

PERFORMANCE OBJECTIVES

- Technology will be incorporated into instruction in 100% of the classrooms
- Utilize campus personnel, campus custodial staff and district operations and facilities to maintain the operational and aesthetic condition the HRES campus

STRENGTHS

- Percentage of students scoring meets and masters in reading increased
- Percentage of students scoring approaches in math increased
- Met all TELPAS indicators in Domain 3: Closing the Gaps Domain
- Targeted instructional groups met targets and Hughes Road is no longer in Targeted Support in Domain 3: Closing the Gaps

OPPORTUNITIES

- Increase Tier 1 instruction by providing staff with professional development opportunities
- Support our PTO to increase parent engagement and promote a healthy school and home relationship
- Improve instructional practices across all classrooms
- Improvement in STAAR Relative Performance

MEASURES AND INDICATORS OF SUCCESS

- Achievement data: MCLASS, MAP, STAAR, TELPAS and all common assessments
- Parent and staff surveys
- Attendance Data
- Discipline Data
- T-TESS Data

K.E. LITTLE ELEMENTARY

GOAL ONE

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

PERFORMANCE OBJECTIVES

- K.E. Little will guarantee students receive equitable access to grade level curriculum and targeted essential standards through purposeful planning, monitoring and intervention.
- All students will make at least one year's growth in math and reading from BOY to EOY
- All EB students will increase one indicator on TELPAS from 2024 to 2025

GOAL TWO

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

PERFORMANCE OBJECTIVES

- K.E. Little will be thoughtful and purposeful in teaching students pro-social skills and character values using Second Step, Character Strong and Positive Behavior Supports.
- All students will be taught about healthy living and anti-bullying strategies using the No Place for Hate campaign and Kelso's Choices.
- All student attendance will be tracked, celebrated and communicated to parents resulting in an increase of daily attendance for the 2024-2025 school year.

GOAL THREE

DISD will make family and community partnerships a priority.

PERFORMANCE OBJECTIVES

- K.E. Little will build a supportive community atmosphere with students, parents and the community through ongoing communication using platforms such as the district website, Class Dojo, newsletters, call outs, face to face visits and the PTO.
- We will provide opportunities throughout the year to invite and involve parents in campus events (Programs, Math/Literacy Night, Gator Games, Donuts with Grown Ups, and PTO etc.)
- We will continue partnerships with HEB and Lighthouse ministries and extend to the community, as well as share resources to families through the Gator

K.E. LITTLE ELEMENTARY

Wellness and Communities and Schools.

GOAL FOUR

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

PERFORMANCE OBJECTIVES

- K.E. Little will provide intentional and ongoing professional learning throughout the year to continue improving teachers' craft for a greater impact on student learning and success.
- Teachers will have an opportunity to complete surveys throughout the year to provide feedback about the strengths and opportunities for improvement on the campus.
- Teachers and staff will participate in campus celebrations, collaboratives and forums to share support, ideas, concerns and solutions to improve the culture and commitments to the staff.

GOAL FIVE

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

PERFORMANCE OBJECTIVES

- K.E. Little will work with other district departments to maintain all aspects of our campus such as maintenance, technology, transportation, nutrition services, etc.
- We will contribute to the energy conservation initiatives.
- We will contribute to maintaining materials, furniture and facilities.

STRENGTHS

- K.E. Little has established a strong administrative team starting the 2024 school year
- K.E. Little has an active PTO
- K.E. Little has effective, reliable systems that are enhancing the overall culture of the campus
- K.E. Little has community partners that support initiatives and celebrations on campus for students and staff

K.E. LITTLE ELEMENTARY

OPPORTUNITIES

- Strengthen our RTI process using data consistently to drive T2 and T3 interventions.
- Use CLI, mCLASS, MAP, Eureka Math module assessments, phonics screener Summit K 12, and Imagine Learning screeners to plan, monitor, and adjust T1, T2 and T3 reading/math instruction and interventions.
- Use CTT time to identify areas where teachers can improve their craft, through collaboration on the planning, monitoring and intervention cycle to support instruction and student learning outcomes.

MEASURES AND INDICATORS OF SUCCESS

2024-2025 Campus Goals

- Every student will increase their reading by at least 1 grade level (Based on grade level screeners, mCLASS/MAP)
- All students will show a year's growth in math (Based on grade level screeners and progress monitoring)
- EB students will make at least one year's growth on TELPAS
- Meets and Masters % will increase
- We will increase our average daily attendance for the 2024/2025 school year by 1% (2022-2023=92.65% / 2023-2024=93.82%)
- Reduced teacher turnover rate at the end of the year

Indicators of Success

- STAAR results with an emphasis on meets and masters
- TELPAS results
- Common Formative Assessments-district assessments and pre-STAAR benchmarks
- Attendance Records
- CLI/mCLASS/MAP data
- SBG reports
- TIA allotments
- Staff morale and retention rates

LOBIT ELEMENTARY

GOAL ONE

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

PERFORMANCE OBJECTIVES

- 100% of students will make at least one year's growth in reading and math, as measured by CLI, MCLASS, or MAP.
- The TEA Accountability Rating for Domain 1 will increase to 85% or better.
- 85% of all EB students will increase their TELPAS composite score by one or more proficiency levels.

GOAL TWO

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

PERFORMANCE OBJECTIVES

- Student attendance will increase to 97% on average for the school year.
- 100% of staff and students will receive required training and instruction in areas such as emergency response, bullying prevention, conflict resolution, drug and violence prevention, character building, etc.
- 100% of students will participate in physical fitness activities.
- Discipline referrals for code of conduct violations will stay below 5%.

GOAL THREE

DISD will make family and community partnerships a priority.

PERFORMANCE OBJECTIVES

- Increase the home to school connection by communicating important school/district information and parent engagement activities to 100% of all stakeholders through various media outlets.

GOAL FOUR

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

PERFORMANCE OBJECTIVES

- Keep the teacher turnover rate below 5% through mentoring, instructional coaching, staff development, teacher feedback, and hiring highly qualified personnel.

LOBIT ELEMENTARY

GOAL FIVE

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

PERFORMANCE OBJECTIVES

- All students will have one-to-one devices, and technology will be incorporated into instruction in 100% of the classrooms at LES.
- Through the combined efforts of campus staff, district operations and facilities, and district business services, LES will be well maintained and have all necessary resources.
- In coordination with the business office, we will comply with 100% of all financial management policies/practices for federal, state, and local funding.

STRENGTHS

- LES is a Solution Tree Model PLC School.
- LES made the Educational Results Partnership's Honor Roll list of Texas' top-performing schools.
- LES was named on the US News and World Report 2024 Best Elementary Schools list.
- LES has a low staff turnover rate.
- The majority of parents, students, and staff have a positive perception of LES.
- LEV has a very active and supportive PTO.

OPPORTUNITIES

- Increase the number of students that meet or master the 3rd Grade STAAR.
- Increase the percentage of students who score a 5 or higher on the STAAR ECR.
- Increase the reading proficiency levels of all students through the use of direct phonics/phonemic awareness instruction and the use of decodable readers.
- Increase the number of teachers eligible for TIA as measured through T-TESS and CLI/MCLASS/MAP.

MEASURES AND INDICATORS OF SUCCESS

- Achievement Data
 - MAP (2-3)
 - MCLASS (K-1)
 - CLI (PK)
 - STAAR (3)
 - INTERIM STAAR (3)
 - TELPAS (K-3)
 - CA's/CBA's (K-3)
- Attendance Data
- Discipline/PBIS Data
- T-TESS Walkthrough/Observation Data
- Surveys (Parent, Student, Staff)

San Leon Elementary

GOAL ONE

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

PERFORMANCE OBJECTIVES

- Through explicit and specific Tier I instruction, SLES will ensure 100% of students show at least (1) year's growth as evidenced by student results on CLI, mCLASS, and/or MAP by May 2025.
- SLES Domain 1 will increase more than 10 percentage points in the 2024-2025 school year, with at least 50% of students performing at Meets or better and at least 25% of students performing at Masters or better in both RLA and Math.
- Individual performance on 2024 TELPAS will increase for 100% of EB students with a prior year's TELPAS score.

GOAL TWO

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

PERFORMANCE OBJECTIVES

- SLES will ensure positive behavior interventions and supports are systematically implemented to improve the campus culture as evidenced by student and staff surveys, stakeholder feedback, and discipline referrals for the 24-25 school year will remain under 5%.
- SLES will improve the daily attendance average to 95% or higher.

GOAL THREE

DISD will make family and community partnerships a priority.

PERFORMANCE OBJECTIVES

- Through Skyward, ClassDojo, and homeroom specific newsletters, teachers will maintain consistent, clear, and open communication with parents/guardians, improving the home-to-school connection.
- In 2024-2025, SLES will maintain a high percentage of family attendance (75% or higher) at events/activities, especially those events focusing on academic achievement and cultural diversity.

GOAL FOUR

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

San Leon Elementary

PERFORMANCE OBJECTIVES

- In 2024-2025, SLES will retain staff at a 90% rate.

GOAL FIVE

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

PERFORMANCE OBJECTIVES

- SLES will model, practice, and evaluate PLC actions and expectations to become a model PLC campus by the 2026-2027 school year due to overall school improvement and fidelity of practices.

STRENGTHS

- Elementary Teacher of the Year for 2 consecutive years
- Employee retention rate of 85% for the 2023-2024 school year
- Increased positive school culture as evidenced by parent & staff surveys
- STAAR Performance Status at Meets or above increased in the Hispanic population
- TELPAS Performance grew and exceeded the English Language Proficiency interim (2023-2027) target
- No Place for Hate Distinction since 2016

OPPORTUNITIES

- Increase the percentage of students performing at Meets & Masters so that students leave our campus academically prepared for 4th grade and the accountability rating for SLES improves
- Remove the identification of Targeted Support and Improvement
- Improve ECR scores to a score of 6 or better
- Increase the number of teachers eligible for TIA through student growth, certifications, and attendance

MEASURES AND INDICATORS OF SUCCESS

- Student achievement as evidenced by STAAR (3), Interim STAAR (3), Mclass (K-1), MAP (2-3), TELPAS (K-3), CLI (PK), District assessments & screeners (K-3)
- T-TESS Walkthrough data/feedback
- LASO Eureka Learning Walks data/feedback
- Attendance Data from Skyward and OnDataSuite
- Surveys (Parents, Students, Staff)
- Discipline Reports
- Campus/Class data trackers for instruction and intervention progress

SILBERNAGEL ELEMENTARY

GOAL ONE

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

PERFORMANCE OBJECTIVES

- All students will show one year or more growth in reading and math, measured by CLI, MClass and MAP
- Increase the performance of all students and student groups on the 2024-25 STAAR assessments in 3rd grade. The TEA Accountability rating for Domain 1 will increase to 80% or better.
- Writing practice will occur in all subject areas a minimum of 4 days a week.

GOAL TWO

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

PERFORMANCE OBJECTIVES

- Increase student attendance from 93% to 95% by providing various attendance incentives to individual students and classrooms.
- Create and maintain a safe and supportive environment for students and staff.
- Continue to follow our PBIS plan.

GOAL THREE

DISD will make family and community partnerships a priority.

PERFORMANCE OBJECTIVES

- Increase parental involvement by providing various parent and family engagement events throughout the year.
- Communicate campus celebrations, activities, news, etc. through monthly newsletters, social media, campus website and parent letters.

GOAL FOUR

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

PERFORMANCE OBJECTIVES

- Reduce the turnover rate by 5% through mentoring and staff development.
- Provide staff with research based training and materials to enhance instruction for all students in all content areas.

SILBERNAGEL ELEMENTARY

GOAL FIVE

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

PERFORMANCE OBJECTIVES

- Ensure 100% of the allotted budget is spent on activities to improve student achievement and campus environment.
- 100% of students and teachers will utilize technology daily in order to gain 21st century learning experiences.

STRENGTHS

- Overall STAAR rating increased from a 68 to 75 for the 2024 school year.
- Math STAAR increased by 8% in Meets or better for the 2024 school year.
- RLA STAAR increased by 8% in Masters for the 2024 school year.
- Named in the US News and World Report 2024 Best Elementary Schools list.
- Students in 2nd & 3rd grade participated in UIL A+.
- Students in 2nd & 3rd grade participated in choir in the fall.
- Students in need of additional support are provided intervention daily.
- All classrooms have chromebook carts.
- All teachers received new laptops in December.
- TELPAS-Overall Composite Growth
 - ❖ Current 3rd graders - 22% improved by 1 or more levels
 - ❖ Current 2nd graders - 44% improved by 1 level
- MAP Reading BOY to EOY
 - ❖ 2nd grade - 93% of 114 students showed growth
 - ❖ 3rd grade - 91% of 101 students showed growth
- MAP Math BOY to EOY
 - ❖ 2nd grade - 96% of 118 students showed growth
 - ❖ 3rd grade - 98% of 101 students showed growth
- MClass EOY
 - ❖ 78% of Kinder left At or Above grade level

SILBERNAGEL ELEMENTARY

OPPORTUNITIES

- Increase the number of students that receive Meets or higher on the 3rd grade Reading and Math STAAR.
- Increase the percentage of students who score 5 or higher on the STAAR ECR.
- Our Hispanic student group will meet or exceed the target number of 39 in reading and 44 in math.
- Constant monitoring of Tier 1 instruction providing support/professional development.
- Continued support and professional development with the implementation of Eureka Math.
- Current 2nd and 3rd graders need to improve in speaking (TELPAS)
- MClass focus area: Phonemic Awareness - 42% of students performed Below or Well Below
- Our attendance rate for the 23-24 school year was 93.57%. Constant monitoring and incentives will continue in order to improve attendance.
- Increase our membership and parental involvement on PTO.

MEASURES AND INDICATORS OF SUCCESS

- Achievement Data (STAAR, MAP, MClass, CBAs, Interim)
- TELPAS
- Attendance Data
- Parent Sign-In sheets
- Parent Survey
- Stay Interviews (Staff)
- Walkthrough/Observation Data

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: September 9, 2024

Item Title: GMP #1 Elementary #8

Agenda Item: Ryan Boone

Background Information:

Included in the 2023 Bond is Elementary #8. The Guaranteed Maximum Price for package #1 for Elementary #8 includes concrete (not including sidewalks and building pad), earthwork, erosion control and applicable bonds/insurance.

Bartlett Cocke (General Contractor) has evaluated the proposals and the cost for package #1 is \$5,519,521.

Recommendation:

The Superintendent, Executive Director of Facilities and Planning and Deputy Superintendent for Business and Operations recommend approval.

Action Item: X Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: September 9, 2024
Item Title: Seat Belts on School Buses
Agenda Item: Ryan Boone

Background Information:

Transportation Code 547.701 requires all 2018 and newer buses to have three-point seat belts installed unless this creates a hardship with regards to a district's budget.

The approximate cost to add two seat belts per seat is \$8,000 per bus and to add three seat belts per seat the cost would be \$10,000-\$12,000 per bus.

The law states that...if the constraints of a school board's budget limits them to the purchase of school buses, model year 2018 or newer, without three-point seat belts, this law will not affect that purchase so long as the school board votes to make that determination in a public meeting. We are requesting that the School Board opt out of Transportation Code 547.701.

Recommendation:

The Superintendent, Deputy Superintendent for Business and Operations and Director of Transportation recommend the district opt out of Transportation Code 547.701 due to our budget limitations.

Action Item: X Yes No

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: September 9, 2024
Item Title: FMG(LOCAL) Policy Update
Agenda Item: Robert Cobb

Background Information:

The district made a change to our FMG(LOCAL) student travel policy last spring. District administration recommends that we re-adopt the TASB standard policy for student travel. A copy of the TASB standard FMG(LOCAL) is provided for your review.

Recommendation:

The Superintendent and the Assistant Superintendent for Administration recommend approval of changes to FMG(LOCAL) Board Policy.

Action Item: Yes No

STUDENT ACTIVITIES
TRAVEL

FMG
(LOCAL)

**Transportation for
Student Travel**

Students who participate in school-sponsored trips shall be required to use transportation provided by the District to and from the event, except as otherwise permitted in administrative regulations.

**In-State Overnight
Trips**

Any in-state overnight trips taken by student organizations and other student groups shall require approval from the Superintendent.

Out-of-State Trips

Any out-of-state trips taken by student organizations or other student groups shall require approval from the Board.

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: September 9, 2024
Item Title: Certified District Appraisers
Agenda Item: Kimberly Rich

The District list of certified appraisers for the 2024-2025 school year is attached for the Board's review and approval.

Recommendation:

The Superintendent and Executive Director for Human Resources recommends that the list of certified appraisers for the 2024-2025 school year be approved.

Action Item: Yes No

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

**Dickinson Independent School District
Certified Appraisers – 2024-2025**

Dickinson High School

Courtney Ramirez
Matthew Cooper
Kendra Berg
Donnie Brown
Christina Cavness
Kim Fouts
Cara Reyes
Chris Reyes
Valexis Rodriguez
Tara Shetler
Crystal Stinson

DALC/DCC/Esmond

Rashad See
Lisa Herrera

McAdams Junior High

Chad Nuetzmann
Mike Herdman
Megan Titus
Stephany Brown

Dickinson Junior High

Temeka Brown
Tiffany Mumford-Guyton
Jose Molina
Clara Revuelta

CAP

La Donna Pratt

Kranz Junior High

Kim Kelley
Justin Faith
Erika Peugeot
Pat Spies

Dunbar Middle School

Brandi Peterson
Amy Link

Barber Middle School

Brendan Fitzpatrick
Jillian Callaway

Lobit Middle School

Melody Lilley
Meredith Antley

Bay Colony

Julie O'Gea
Christy Littleton

Hughes Road

Kathy Behrendsen
Jacquelyn Kennedy

K. E. Little

Kimberly Davidson
Maryori J. Aceituno

Silbernagel

Leslie Burke
A. J. Lemmon

San Leon

Nici Snyder
Martha White

Calder Road

Jennifer Heard
Jordan Arbuckle

Lobit Elementary

Stephanie Williams
Torie Stewart

ESC

Laura Batson
Dr. Leone Clark
Dr. Melissa Everett
Dr. Robert Pack
Laurie Rodriguez
Lindsey Suarez
Paul Trahan
Jamie Williams

*Trish Andersen
*Kimberly Rich

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: September 9, 2024

Item Title: Proposed Recruiting Schedule for 2024-2025

Agenda Item: Kimberly Rich

The recruiting schedule is included for review and approval.

Recommendation:

The Superintendent recommends the acceptance of the recruiting schedule.

Action Item: Yes No

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

Dickinson Independent School District
Hiring Event Opportunities for 2024-2025

<u>Date</u>	<u>School / Location</u>
October 23, 2024	Sam Houston State University – Huntsville
October 24, 2024	Texas A&M University – Galveston (TAMUG)
November 4, 2024	Texas A&M University - College Station
November 6, 2024	Texas State University - San Marcos
November 14, 2024	University of Houston - Clear Lake (UHCL)
November 8,2024	University of Houston Systems- Houston (Houston Area Teacher Center)
TBA/Spring 2025	Baylor University - Waco
TBA/Spring 2025	Texas A&M University - College station
TBA/Spring 2025	Texas State University - San Marcos
TBA/Spring 2025	Lamar University - Beaumont
TBA/Spring 2025	Sam Houston State University- Huntsville
TBA/Spring 2025	Stephen F. Austin University – Nacogdoches
TBA/Spring 2025	Texas A&M University – Corpus Christi (TAMUCC)
TBA/Spring 2025	Texas A&M University - Kingsville (TAMUK)
TBA/Spring 2025	Texas A&M University - International (TAMUI)
TBA/Spring 2025	Texas A&M University – Prairie View (PVAM)
TBA/Spring 2025	University of Houston - Clear Lake (UHCL)
TBA Spring 2025	University of Houston Systems- Houston (Houston Area Teacher Center)
TBA/Spring 2025	University of Texas – Austin (UT)
TBA/Spring 2025	University of Texas at San Antonio (UTSA)
TBA/Spring 2025	University of Texas at Rio Grande Valley (UTRGV)
TBA/Spring 2025	Gulf Coast Teacher Job Fair - Houston

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: September 9, 2024

Item Title: Consent Agenda Items

Agenda Item: Dr. Rebecca Brown, Superintendent

Background Information:

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

- Donation to DHS Band-Band Booster
- Donation to Special Olympics-CiCi's Pizza League City
- Campus Fundraising Request-BMS Art
- June 4, 2024 Minutes
- July 22, 2024 Minutes
- Out of State Travel-Kim Rich, Exec. Director Human Resources
- Budget Amendments/Adjustments for September 5, 2024
- Donation to Transportation-Kyrish Truck Centers
- Interlocal Participation Agreement for the GoodBuy Purchasing Cooperative

Recommendation:

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

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