

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 Tuesday, September 8, 2026, beginning at Executive Session 5:30pm; Open Session 6:30pm 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
3. Pledge of Allegiance to the American and Texas Flags
Pledge Leader: Emersyn Robinson, LES
4. Invocation
5. Public Comment: Agenda Items
6. Open Forum: Non agenda Items
7. Recognitions
 - 7.A. Teacher Incentive Allotment Recipients
8. Action on Closed Executive Session Items
 - 8.A. Consider Approval of Resignations, Retirements, New Hires
9. Written Reports
 - 9.A. Human Capital Assessment & Retention Report
 - 9.B. 2026 Summer School Programs Report
 - 9.C. Summer 2026 Professional Development Report
 - 9.D. CTE Certifications and Program Planning Report
 - 9.E. Tax Report for July 2026 and Year to Date

10. 2025-26 Accountability Presentation
11. District and Campus Improvement Plan Summaries
12. Resolution Identifying Hazardous Conditions within Two Mile School
13. Public Hearing—Seat Belts on School Buses
14. Approval of Proposals Received #26-08-1194
15. Optional Flex School Day Program for Dickinson Continuation Center
16. Recruiting Calendar 2026-2027
17. Action Items
 - 17.A. Consent Agenda Items
 - Approval of Proposals Received #26-08-1195 Contracted Services
 - Donation to DHS c/o 2027-Assoc. Steel Fabricators Inc.
 - Donation to Special Program-Houston Lodge 151
 - Campus Fundraising Request MJHS Dance
18. Adjournment

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on Tuesday, September 1, 2026 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 8, 2026

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 DOCUMENT

Meeting Date: September 8, 2026

Item Title: Recognitions

Background Information:

1. Teacher Incentive Allotment Recipients

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

Meeting Date: September 8, 2026

Item Title: Teacher Incentive Allotment recipients

Agenda Item: Jenna Simsen

Background Information:

The Teacher Incentive Allotment (TIA), created by House Bill 3 in 2019, rewards high-performing teachers with state stipends ranging from \$900 to over \$20,000 depending on designation and campus assignment.

Dickinson ISD began working toward this opportunity in 2021, and after earning Phase One approval from the Texas Education Agency, the number of designated teachers continues to grow. This year, 56 DISD teachers were awarded the TIA designation and state-funded stipend. 10 teachers reached a higher distinction this year.

The designation (Recognized, Exemplary, or Master) remains valid for five years and counts toward the Teacher Retirement System. Beyond financial reward, the TIA strengthens recruitment and retention by honoring excellence in teaching.

Tonight, we proudly recognize and celebrate our 2026 cohort of TIA-designated teachers.

NEW DESIGNATIONS

RECOGNIZED

Irene Abercrombie – BCES

Haylee Anderson – LES

Allison Boaz – JSES

Brandi Bryan – KJHS

Elizabeth Bueno – DHS

Sandra Cortez Perez – BCES

Grace Delboccio – KJHS

Elizabeth Fonseca – KJHS

Benita Garza – BMS
Dana Johnson – LES
Ashlyn Jordan – MJHS
Courtney Junemann – KELES
Sarah Lam – LES
Belva Marsh – HRES
Elisa Martinez – JSES
Teresa Mason / Challenger – BMS
Adrian Moy – KJHS
Ilse Ortiz – JSES
Bailey Penny – CRES
Stephanie Pinegar – DMS
Travis Smith – KJHS
Natalie Valerio – DMS
Heather Wellman – DHS
Abigail Wilson – CRES

EXEMPLARY

Melissa Aguirre – BCES
Irene Alhamra – DMS
Patricia Allen – BMS
Brandi Bergeron – JSES
Jenny Cady – LES
Laura Dorsett – DHS
Brianne Followell – DHS
Blanca Lara Nieto – CRES
Sommerlyn Paschal – DMS
Kimberly Poche – DJHS
Tisha Pyle – LES
Yalitza Reyes – KJHS
Laurie Richard – KJHS
Toni Rowe – BCES
Chrystal Smith – DHS
Breanna Stevens / Brudisil – KELES
Thomas Wellman – DHS

MASTER

Chase Fenner — LES
Darlene Lira — LES
Lucero Marcciano — CRES
Sandro Morales — JSES
Xiomara Van Fleteren — DMS

HIGHER DESIGNATIONS

The following TIA teachers received higher designations this year.

EXEMPLARY

Kayla Courtright — LES
Amy Diehl / Palermo — LES
Shelby Hollen — KJHS
Madelyn St Germain — LES
Devin Tarver — HRES

MASTER

Christi Cossey-Wallace — BMS
Marisa Johnson — MJHS
Aurora Valdez — CRES
Kassandra Vargas — KJHS
Tammy Verstrate — JSES

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: September 8, 2026

Item Title: Personnel Action

- Employment
- Resignations/Retirement

Agenda Item: Kimberly Rich

- We have three (3) resignations: one (1) Nurse at Dunbar Middle school, one (1) Teacher at Dickinson Junior High School and one (1) Teacher at Juvenile Justice Alternative Education Program.

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 8, 2026

Item Title: Written Reports

If a request to pull a Written Report is not received by the afternoon of the Board meeting, the report writer will not be in attendance and President Magliolo will move to the next item.

Background Information:

Written Reports

- Human Capital Assessment & Retention Report
- 2026 Summer School Programs Report
- Summer 2026 Professional Development Report
- CTE Certifications and Program Planning Report
- Tax Report for July 2026 and Year to Date

Recommendation:

Information only

Action Item: _____ Yes ☒ No

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: September 8, 2026

Item Title: Human Capital Assessment & Retention Report

Agenda Item: Kimberly Rich

Background Information:

Human Capital Assessment & Retention Report attached

Recommendation:

Information only

Action Item: _____Yes √ No

HUMAN CAPITAL ASSESSMENT & RETENTION REPORT

Dickinson Independent School District 2025-2026 School Year

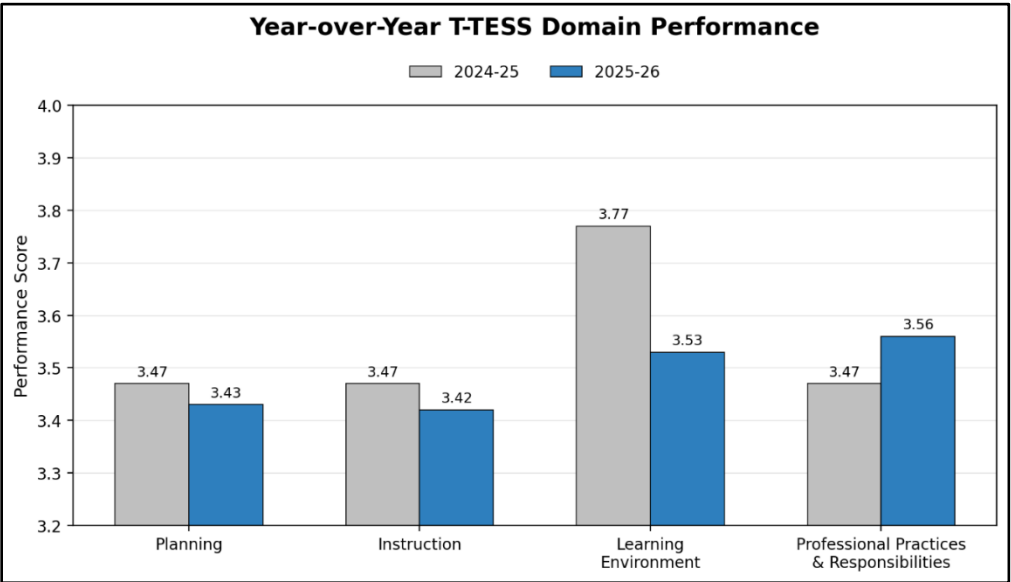
SUMMARY

Dickinson ISD continues to experience growth, having increased over 2,000 students in the past five years and now serving 12,612 students across 13 traditional campuses and one alternative campus. The district maintains a diverse student body, comprising 53.08% Hispanic-Latino students and 62.41% economically disadvantaged students.

The district employs 1,971 staff members, including 878 teachers, with an average of 11 years of teaching experience and a district tenure of 6 years. Although the district's retention rate shows signs of improvement, significant challenges remain in recruiting and retaining teachers. Nearly half (49%) of new hires over the past three years come from alternative certification programs, reflecting a nationwide decline in graduates from traditional university teaching programs. High turnover persists in critical subject areas, particularly in Special Education, Mathematics, and Science. The successful implementation of the TIA program, with 56 new designations and 110 total teachers receiving designations, marks a positive step in retention efforts.

T-TESS SUMMATIVE ANALYSIS

Overall District Performance: The district's overall T-TESS summative average for 2025-2026 is 3.49 across all domains, a slight decline from 3.55 in 2024-2025. Three of the four domains saw modest decreases, while Professional Practices & Responsibilities improved and is now the district's strongest domain, having overtaken Learning Environment — last year's top performer, which saw the largest year-over-year decline of any domain.



These results suggest continued strong professional conduct district-wide, with Learning Environment now representing the area of greatest opportunity for targeted support. Sustained investment in

Planning and Instruction — both essentially flat year-over-year — will help maintain consistency in high-quality teaching practices heading into the 2026-2027 academic year.

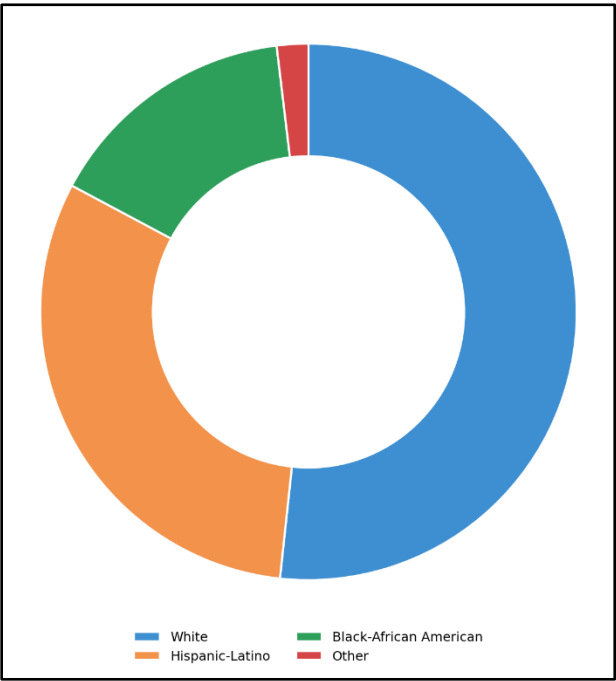
STAFFING OVERVIEW

Current Staffing Levels (2025-2026)

Dickinson ISD has a total of 1,971 staff members serving 12,612 students. The professional teaching team includes 933 teachers, nurses, and librarians, or 955 when counselors are included (48.4% of the total staff). The staffing details are as follows:

Teachers/Nurses/Librarians/Counselors	48.4%
Auxiliary Staff	23.2%
Clerical/Instructional Para	18.4%
Admin/Professional Support	10.0%

Dickinson ISD's workforce reflects the rich cultural diversity of our community, with 48.3% of our staff representing various ethnic and racial backgrounds. The staff is primarily female (81.5%) with 18.5% male representation. This diversity enhances our ability to connect with and serve our student population, fostering an inclusive environment where all perspectives are appreciated and celebrated.



Teacher Experience and Compensation Profile

The teaching workforce averages 11 years of experience with an average district tenure of 6 years. Beginning teachers earn \$62,000, with compensation increasing through experience levels: 1-5 years (\$62,914.60 average), 6-10 years (\$64,651.40 average), 11-20 years (\$67,257.40 average), and over 20 years (\$75,493.05 average). This structured progression supports both the recruitment of new teachers and the retention of experienced educators.

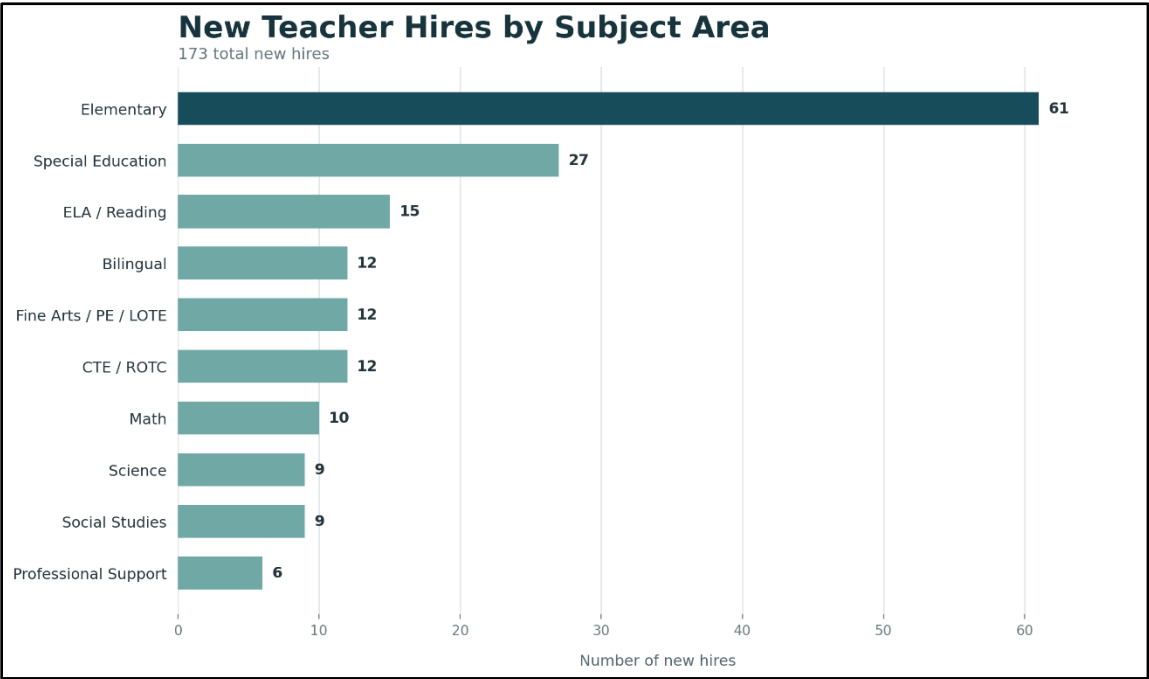
Staffing Increases Related to New Campus Openings (2026-2027)

The net staffing changes for 2026-2027 reflect the direct staffing needs generated by the opening of Laird Elementary (new PreK-5 campus) and the new CTE Center:

- **Total Teachers: +11.5 positions** — Reflects instructional staffing required to launch Laird Elementary's PreK-5 program and staff CTE Center course offerings.
- **Paraprofessionals: +21.5 positions** — The largest increase, driven primarily by PreK and early elementary support staffing ratios at Laird Elementary, along with Special Programs support needs.
- **Auxiliary Staff: +6.0 positions** — Custodial, cafeteria, and campus operations support required to open and maintain two additional facilities.
- **Professional Support: +0.5 positions** — Counseling/support services staffing adjusted to reflect the additional campus.
- **Administrative/Tech Support: -5.5 positions** — This net decrease reflects consolidation and reallocation efficiencies realized through the broader campus restructuring (including the K.E. Little repurposing), offsetting new administrative needs at Laird and the CTE Center.

Net Effect: The overall staffing growth (+34.0 net positions across teacher, auxiliary, paraprofessional, and professional support categories, offset by a -5.5 reduction in administrative/tech support) is consistent with — and directly attributable to — the operational requirements of opening two new campuses rather than growth in existing campus staffing levels.

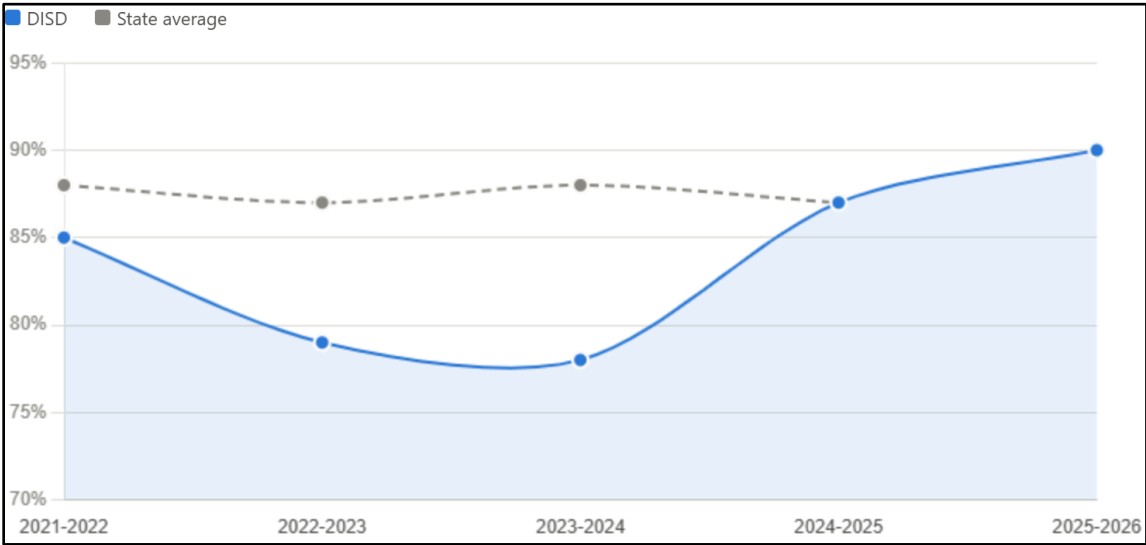
New Teacher Hires by Assignment (as of 08/01/2026)



RETENTION ANALYSIS

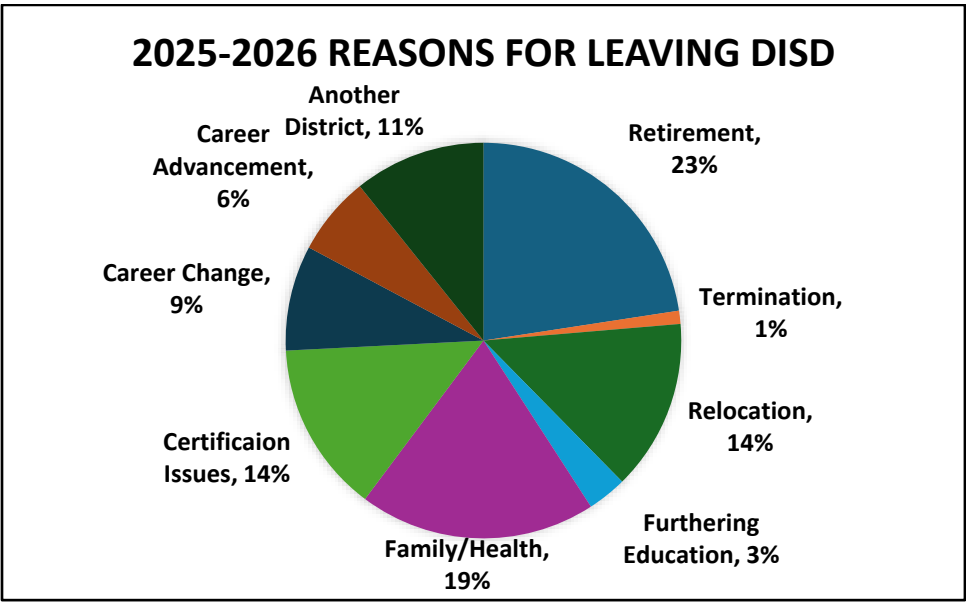
Teacher retention has rebounded strongly over the past two years, rising from a five-year low of 78% in 2023-2024 to 90% in 2025-2026 — a 12-percentage-point recovery and the district's strongest retention rate in the period reviewed. This improvement is largely attributable to strategic compensation adjustments and a sustained focus on building a positive district culture, and is

particularly notable against the state average, which held steady between 87% and 88% throughout the period: DISD trailed the state by as much as 10 points during 2022-2024 but closed that gap entirely by 2024-2025, reaching equivalence with the state average (87%). With 2025-2026 retention now at 90%, DISD is positioned to exceed the state average once 2025-2026 state figures are released in August 2027. This upward trend comes at a critical time, as the district manages significant workforce transitions tied to the opening of Laird Elementary and the CTE Center — sustained retention gains provide a stable foundation of experienced staff to support these transitions and reduce the recruitment burden associated with the district's expanding footprint.



Reasons for Leaving DISD (2025-2026)

The largest drivers of separation continue to be Retirement (23%) and Family/Health (19%), together accounting for over 40% of departures — both largely outside the district's direct influence. Relocation and Certification Issues tie for the next-largest share at 14% each. Notably, Termination represents just 1% of separations, indicating that involuntary turnover remains minimal, and the majority of staff exits are voluntary or life-driven rather than performance-related.



TEACHER INCENTIVE ALLOTMENT (TIA)

The Teacher Incentive Allotment (TIA) aims to recruit, retain, and reward highly effective teachers, particularly in high-needs schools and hard-to-staff positions. It provides a pathway for teachers to earn higher salaries by achieving designations based on student growth and classroom observations. This system incentivizes teachers to excel in their roles and improve student outcomes.

2025-2026 Eligible Teachers/Student Growth Measure

TIA Eligible Teachers	Growth Measure
PreK Teachers	Circle (CLI) Math and Reading
K-3 Teachers (RLA)	NWEA MAP Growth
K-3 Teachers (Math)	NWEA MAP Growth
4 – 8 RLA Teachers	STAAR Growth Transition Table
4 – 8 Math Teachers	STAAR Growth Transition Table
English I – English II Teachers	STAAR Growth Transition Table
Algebra Teachers	STAAR Growth Transition Table

2026-2027 Eligible Teachers/Student Growth Measure

TIA Eligible Teachers	Growth Measure
PreK Teachers	Circle (CLI) Math and Reading
K-3 Teachers (RLA)	NWEA MAP Growth
K-3 Teachers (Math)	NWEA MAP Growth
4 – 8 RLA Teachers	STAAR Growth Transition Table
4 – 8 Math Teachers	STAAR Growth Transition Table
5-7 Science Teachers	NWEA MAP Science
8 Science Teachers	District created pre-test / STAAR
Biology	District created pre-test / STAAR EOC
English I – English II Teachers	STAAR Growth Transition Table
Algebra Teachers	STAAR Growth Transition Table

DISD TIA Payout Overview



The district continues to seek opportunities to improve and modify its TIA efforts to include more eligible teachers.

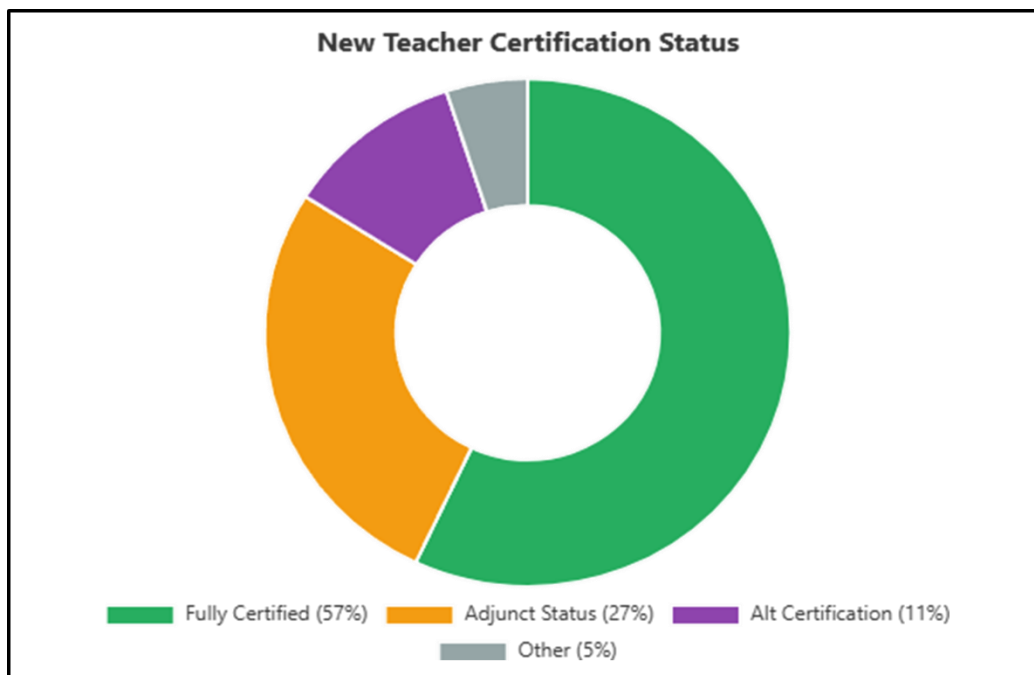
RECRUITMENT EFFECTIVENESS

Application Review

- **Total Applications Received:** 5,624 (March 1 - August 13, 2026)
- **New Hires Processed:**
 - 191 Teachers
 - 99 Paraprofessionals
 - 114 Auxiliary
 - 16 Administrative/Professional
- **Teacher Reassignments/Transfers Processed: 348**

Certification Status

The district faces significant recruitment challenges due to the nationwide decline in qualified applicants from traditional university teaching programs.



PROFESSIONAL DEVELOPMENT

Dickinson ISD demonstrates its commitment to educational excellence by providing high-quality professional learning that strengthens instruction, supports educator growth, and improves student outcomes. Professional development is an essential component of the district's recruitment and retention efforts, ensuring employees receive meaningful support throughout their careers.

District professional learning is grounded in research, student and staff data, and identified instructional needs. This ensures that staff time and district resources are focused on relevant, practical strategies that can be implemented effectively in classrooms and across campuses.

Through shared learning experiences, Dickinson ISD intentionally builds consistency, coherence, and a sense of belonging among staff. These experiences establish common expectations, strengthen

connections across campuses and departments, and reinforce that every employee is a valued member of the Dickinson ISD team.

Campus professional learning communities provide ongoing opportunities for educators to collaborate, internalize curriculum, analyze evidence of student learning, refine instructional practices, and respond to student needs. This job-embedded learning supports districtwide consistency and coherence while allowing campuses to address their specific priorities.

Gator University and Instructional Pillars

Gator University continues to provide a districtwide foundation for instructional excellence and employee connection. Each year, the learning is refreshed and strengthened to reinforce shared expectations, respond to current district and student needs, and cultivate a strong sense of belonging among staff.

The district's instructional priorities remain focused on four core practices:

1. **Providing Access to Daily Grade-Level Work:** Ensuring every student engages in rigorous, standards-aligned learning with the appropriate scaffolds and support.
2. **Promoting High Student Engagement:** Using purposeful, research-based strategies that actively involve students in thinking, discussing, collaborating, and applying their learning.
3. **Collecting Evidence of Student Learning:** Frequently checking for understanding and using formative and summative evidence to adjust instruction and support student mastery.
4. **Writing a Little...a Lot:** Embedding frequent, purposeful writing across content areas to deepen understanding, strengthen communication, and build academic language.

These priorities are reinforced throughout the year through district training, campus professional learning communities, curriculum internalization, instructional coaching, collaborative planning, and other job-embedded learning opportunities.

Required Professional Learning

- **Annual Requirement:** 18 hours of professional learning, completed through three required six-hour professional development days
- **Embedded Professional Development Days:** Three required days are built into the district calendar to provide focused district, campus, and job-embedded professional learning
- **New Teacher Orientation:** Three required days for new teachers, with additional differentiated support provided through the First Year Teacher Academy and NaviGators programs
- **Ongoing Support:** Additional district and campus learning opportunities are offered throughout the year based on employee roles, student data, instructional priorities, and identified needs

Through this coordinated approach, Dickinson ISD provides professional learning that is relevant, sustained, and connected to daily practice. These shared learning experiences create consistency and coherence across the district, foster a sense of belonging among staff, support educator effectiveness and retention, and improve outcomes for all students.

COMPENSATION AND BENEFITS

Compensation Analysis

Dickinson ISD's 2026-2027 salary schedule reflects targeted investment to close market gaps identified in the 2025-26 Region 4 salary comparison. Note: this compares the new DISD schedule against 2025-26 market data, as 2026-27 regional comps are not yet available; actual competitive positioning may differ once updated market data is released.

Salary Schedule

Level	DISD 2025-26	DISD 2026-27	Market 2025-26	Comparison	Gap
0-Year	\$62,000	\$63,500	\$63,000	100.80%	\$500
5-Year	\$66,976	\$69,146	\$69,100	100.10%	\$46
10-Year	\$68,918	\$71,088	\$71,110	99.97%	(\$22)
15-Year	\$70,595	\$72,765	\$73,200	99.40%	(\$435)
20-Year	\$72,372	\$74,542	\$75,775	98.40%	(\$1,233)
Highest on Schedule	\$84,800	\$86,970	\$81,740	106.40%	\$5,230

The 2026-27 adjustments substantially close the mid-career compensation gap, moving the 10- and 15-year marks to near parity with the regional market while maintaining a strong advantage at the top of the schedule.

Stipend

Stipend	2025-26	2026-27	Market 2025-26	Comparison
Bilingual	\$3,000	\$4,000	\$4,500	88.90%
Foreign Language	\$1,000	\$2,500	\$3,000	83.30%
Secondary Math	\$1,000	\$2,500	\$3,000	83.30%
Secondary Science	\$1,000	\$2,500	\$3,000	83.30%
Special Education – High Needs	\$2,500	\$3,500	\$3,000	116.70%
Special Education – General	\$1,500	Eliminated	\$2,000	—

The General Special Education stipend was eliminated for 2026-27, as those duties are reflective of a general education classroom teacher's role. Resources were redirected to increase the High Needs Special Education stipend above the regional market median.

Benefits Strategy

The district currently contributes \$300 monthly toward employee TRS-ActiveCare premiums. This contribution has not increased since 2020.

District Contribution History

- 2002: \$138 → \$225
- 2018: \$225 → \$250
- 2020: \$250 → \$300
- No increase since 2020 (6 years)

Peer District Comparison

District	Employer Contribution	Employee Pays (EE Only)
La Porte ISD	\$400.00	\$107.00
Montgomery ISD	\$370.00	\$137.00
Spring Branch	\$337.50	\$169.50
Pearland ISD	\$337.00	\$170.00
Galena Park ISD	\$325.00	\$182.00
Clear Creek ISD	\$324.00	\$183.00
Deer Park ISD	\$300.00	\$207.00
Dickinson ISD	\$300.00	\$207.00
Galveston ISD	\$300.00	\$207.00
Texas City ISD	\$252.16	\$254.84
Friendswood	\$225.00	\$282.00
Santa Fe ISD	\$225.00	\$282.00

DISD's contribution ranks in the middle of the peer group: six comparison districts contribute more (resulting in lower employee premiums), two contribute the same amount, and three contribute less.

Recommendation: Increase the district's monthly TRS-ActiveCare contribution from \$300 to at least \$350 to reduce employee out-of-pocket costs amid rising premiums, and to strengthen DISD's competitive position among Region 4 peer districts.

Teacher Leave/Absence Information

- **School Business:** 20.4% or 1,776
- **Personal/State:** 26.2% or 2,284.5
- **Sick/Local:** 52.5% or 4,573.5
- **Jury Duty:** 0.8% or 71.5

EMPLOYEE ENGAGEMENT

Dickinson ISD maintains a strategic approach to employee engagement focused on meaningful recognition and transparent communication. This organized effort helps create a positive workplace culture, contributing to a retention rate that has climbed from a five-year low of 78% to 90% in 2025-2026.

The district recognizes outstanding employees through board meeting acknowledgments, the "Gator Bytes" electronic newsletter, targeted special events, and community media partnerships. This multi-channel approach ensures broad visibility for staff achievements while positioning Dickinson ISD educators as community leaders and strengthening the district's reputation as a top employer.

The Public Relations Department highlights success stories through professional news releases, photography, and multimedia content that showcase staff expertise. This multi-channel approach maintains ongoing visibility for employee accomplishments while building public trust and supporting district recruitment efforts.

By consistently highlighting staff achievements across multiple platforms, Dickinson ISD creates an environment where employees feel valued and connected to the broader mission of educational excellence, directly supporting retention goals and organizational success — a foundation that supports the district's continued growth as it welcomes new staff to Laird Elementary and the CTE Center this year.

LOOKING FORWARD: PURPOSE, PLAN, FUTURE IN EVERY GATOR

As Dickinson ISD closes the 2025-2026 academic year, we celebrate not only our achievements but also the foundation we have built for ongoing excellence. Our continued retention recovery—from a low of 78% to 90%, our strongest rate in five years—shows that when we invest in our people, they invest in our students' futures.

The ***Every Gator: Purpose, Plan, Future*** theme for 2026-2027 showcases our dedication to intentional growth through every educator, staff member, and student in our district. As we open Laird Elementary and the CTE Center, our staffing investments reflect a clear plan—one built with purpose and designed with the future of every Gator in mind.

Purpose, Plan, Future means understanding that today's decisions become tomorrow's foundation. Every teacher who chooses to stay, every new hire who joins us to serve a growing district, and every community member who advocates for our schools contributes to a future of excellence that will benefit students for years to come.

The data in this report tells a story of resilience, growth, and promise. Behind every statistic is a teacher who chooses to stay, a student who achieves beyond expectations, and a community that believes in the power of public education.

Together, we are Dickinson ISD. Together, we are building purpose, plan, and future in every Gator.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: September 8, 2026

Item Title: 2026 Summer School Programs Report

Agenda Item: Jaime Williams, Coordinator of State and Federal Programs
Nicole Fleming, Coordinator of Emergent Bilingual

Background Information:

The 2026 Summer School Program Report is attached. It includes:

- Bilingual/ESL Summer School
- Initial Credit and Credit Recovery
- DHS ESL Academy
- EOC Bootcamp

Recommendation:

Information only

Action Item: _____ Yes √ No

Dickinson High School 2025-2026 Extended Year Summary Report

INITIAL CREDIT & CREDIT RECOVERY PROGRAM SUMMARY

Administrator: Cara Reyes, Dickinson High School Associate Principal

Session Dates: June 3rd-25th

Cost to Student: Initial Credit/Credit Recovery \$50 per semester course (Free & Reduced reduced rate of \$25 per semester course) & Attendance Credit Denial \$25 per semester

Initial Credit & Credit Recovery Program Summary

Course	Student Audience	Format Of Course	Total # of Courses Completed	Total # of Credits Awarded
Attendance Spring	Students recovering credits due to attendance issues	Edgenuity Computer-based	*92 students earned back their spring credits	
Art I A Initial Credit .5	All students	Edgenuity Computer-based	4	2
Art I B Initial Credit .5	All students	Edgenuity Computer-based	3	1.5
Econ Initial Credit .5	All students	Edgenuity Computer-based	13	6.5
Government Initial Credit .5	All students	Edgenuity Computer-based	15	7.5

Dickinson High School 2025-2026 Extended Year Summary Report

PE A Initial Credit .5	All students	Edgenuity Computer-based	8	4
PE B Initial Credit .5	All students	Edgenuity Computer-based	8	4
Prin Heal Sci A Initial Credit .5	All students	Edgenuity Computer-based	3	1.5
Prin Heal Sci B Initial Credit .5	All students	Edgenuity Computer-based	2	1
Span 1A Initial Credit .5	All students	Edgenuity Computer-based	21	11.5
Span 1B Initial Credit .5	All students	Edgenuity Computer-based	19	9.5
Span 2A Initial Credit .5	All students	Edgenuity Computer-based	23	12.5
Span 2B Initial Credit .5	All students	Edgenuity Computer-based	22	11.5

Dickinson High School 2025-2026 Extended Year Summary Report

W Hist A Initial Credit .5	All students	Edgenuity Computer-based	1	.5
Alg 1 A Credit Recovery .5	All students	Edgenuity Computer-based	6	3.0
Alg 1 B Credit Recovery .5	All students	Edgenuity Computer-based	1	.5
Alg 2A Credit Recovery .5	All students	Edgenuity Computer-based	4	2.0
Alg 2 B Credit Recovery .5	All students	Edgenuity Computer-based	5	2.5
Art 1 A Credit Recovery .5	All students	Edgenuity Computer-based	1	.5
Art 1 B Credit Recovery .5	All students	Edgenuity Computer-based	2	1.0
Bio A Credit Recovery .5	All students	Edgenuity Computer-based	5	2.5

Dickinson High School 2025-2026 Extended Year Summary Report

Bio B Credit Recovery .5	All students	Edgenuity Computer-based	1	.5
CHEM A Credit Recovery .5	All students	Edgenuity Computer-based	5	2.5
CHEM B Credit Recovery .5	All students	Edgenuity Computer-based	8	4
English 1A Credit Recovery .5	All students	Edgenuity Computer-based	9	4.5
English 1 B Credit Recovery .5	All students	Edgenuity Computer-based	8	4
English 2 A Credit Recovery .5	All students	Edgenuity Computer-based	4	2
English 2 B Credit Recovery .5	All students	Edgenuity Computer-based	2	1
Eng 3 A Credit Recovery .5	All students	Edgenuity Computer-based	3	1.5

Dickinson High School 2025-2026 Extended Year Summary Report

Eng 3 B Credit Recovery .5	All students	Edgenuity Computer-based	1	.5
Geom A Credit Recovery .5	All students	Edgenuity Computer-based	1	.5
Geom B Credit Recovery .5	All students	Edgenuity Computer-based	5	2.5
Government Credit Recovery .5	All students	Edgenuity Computer-based	1	.5
IPC A Credit Recovery	All students	Edgenuity Computer-based	2	1
Span 1 A Credit Recovery	All students	Edgenuity Computer-based	1	.5
Span 1 B Credit Recovery	All students	Edgenuity Computer-based	2	1
Span 2A Credit Recovery	All students	Edgenuity Computer-based	4	2.0

Dickinson High School 2025-2026 Extended Year Summary Report

Span 2B Credit Recovery	All students	Edgenuity Computer-based	4	2.0
US Hist A Credit Recovery	All students	Edgenuity Computer-based	3	1.5
World Hist A Credit Recovery	All students	Edgenuity Computer-based	1	.5
World Hist B Credit Recovery	All students	Edgenuity Computer-based	2	1
W Geo A Credit Recovery	All students	Edgenuity Computer-based	1	.5
TOTAL *Excluding students recovering credits due to attendance issues			227	113.5

Total credits earned: 113.5

Total tuition collected:\$27,800.00

Dickinson High School 2025-2026 Extended Year Summary Report

Dickinson High School 2026 Extended Year Program: Initial Credit/Credit Recovery Total Costs

Tuition Billed Students	\$28150.00
Tuition Refunded to students	-\$350
Credit Recovery/ Initial Credit: Payroll <u>not</u> including Medicare and TRS *Teachers only/does not include administrator	-\$17955.59
Program Cost to the District * Does not include: administrator/secretary payroll costs, utilities, or food service * Cost for EOC Retests is included in the DISD Testing Administrator's budget	-9844.41

ESL ACADEMY PROGRAM

Administrator: Cara Reyes, Dickinson High School Associate Principal

Session Dates: June 2nd - June 19th

Cost to Student: \$0 cost to student

Components of the Summer Acceleration/Remediation Program:

- EB BEG or INT level students completing 8th-12th grades 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/R,W,S,L 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.



Purposeful support. Impact that matters daily.

2026 Summer School Report Dual Language/ESL

Pertinent Statistics:

Number of bilingual students who responded to the invitation: 78

Number of ESL students who responded to the invitation: 15

Total of Bilingual/ESL students registered to attend Summer School: 93

Total of Bilingual/ESL students that attended Summer School: 89

Average daily attendance: 63%

Attendance Record:

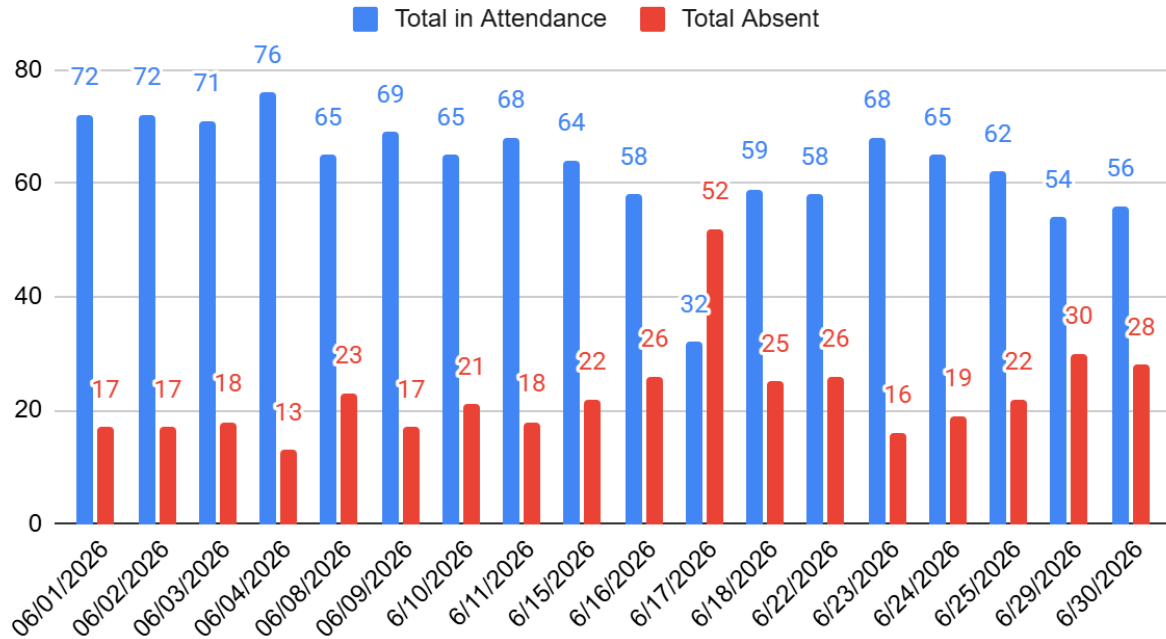
Total students enrolled: 93 students enrolled for Bilingual/ ESL Summer School.

Total students that attended: 89 students attended Summer School.

Date	Total in Attendance	Total Absent
6/01/2026 (89)	72	17
6/02/2026 (89)	72	17
6/03/2026 (89)	71	18
6/04/2026 (89)	76	13
6/08/2026 (88)	65	23
6/09/2026 (86)	69	17
6/10/2026 (86)	65	21
6/11/2026 (86)	68	18
6/15/2026 (86)	64	22
6/16/2026 (84)	58	26
6/17/2026 (84) Heavy Rains/Flooding	32	52
6/18/2026 (84)	59	25
6/22/2026 (84)	58	26
6/23/2026 (84)	68	16
6/24/2026 (84)	65	19
6/25/2026 (84)	62	22
6/29/2026 (84)	54	30
6/30/2026 (84)	56	28

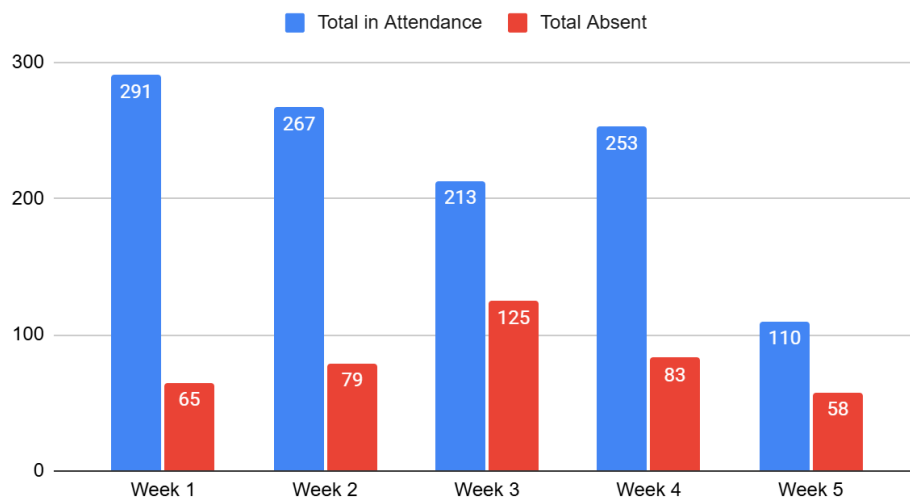
Detailed Attendance Information:

Total in Attendance and Total Absent



The high number of absences on **June 17, 2026**, was due to severe weather conditions. Our area experienced heavy rain and was under a flood watch, which significantly impacted student attendance.

Weekly Attendance



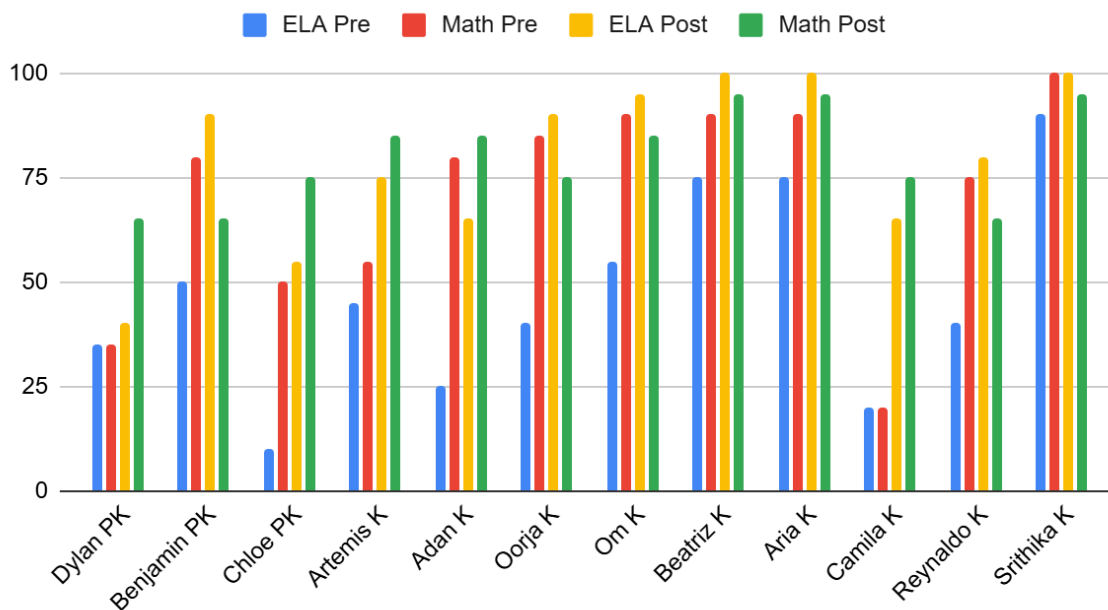
Evidence of Student Success

Pre-K and Kindergarten Data: Pre/Post Assessment Average

Test	Pre-Assessment Average	Post-Assessment Average
ESL Pre-K (3)	44	65
ESL Kindergarten (9)	64	85
Dual Language Pre-K (40)	64	83
Dual Language Kinder (32)	63	91

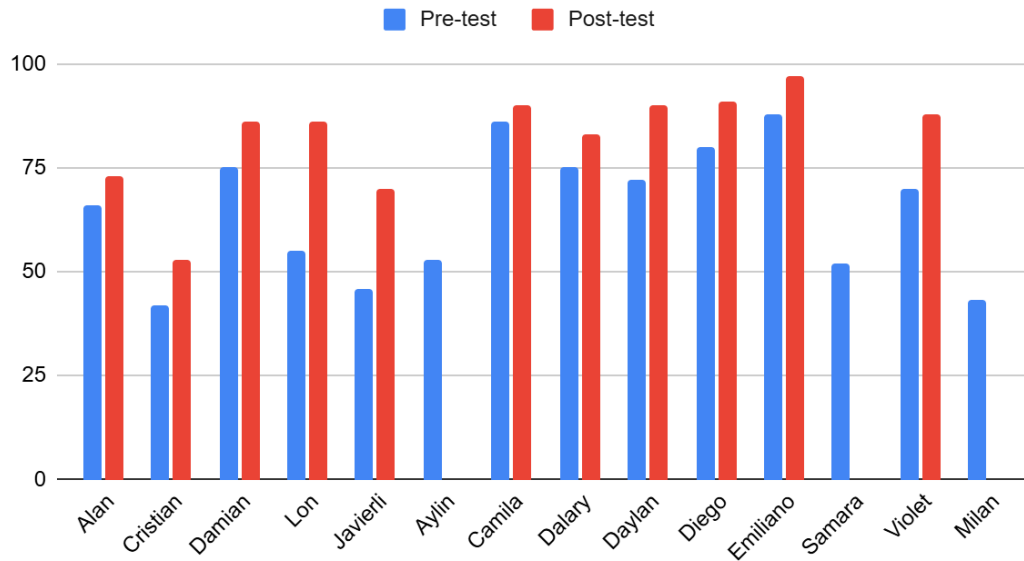
ESL Pre-K and Kinder Data: Student performance by classroom

Corbin-PK and Kinder ESL

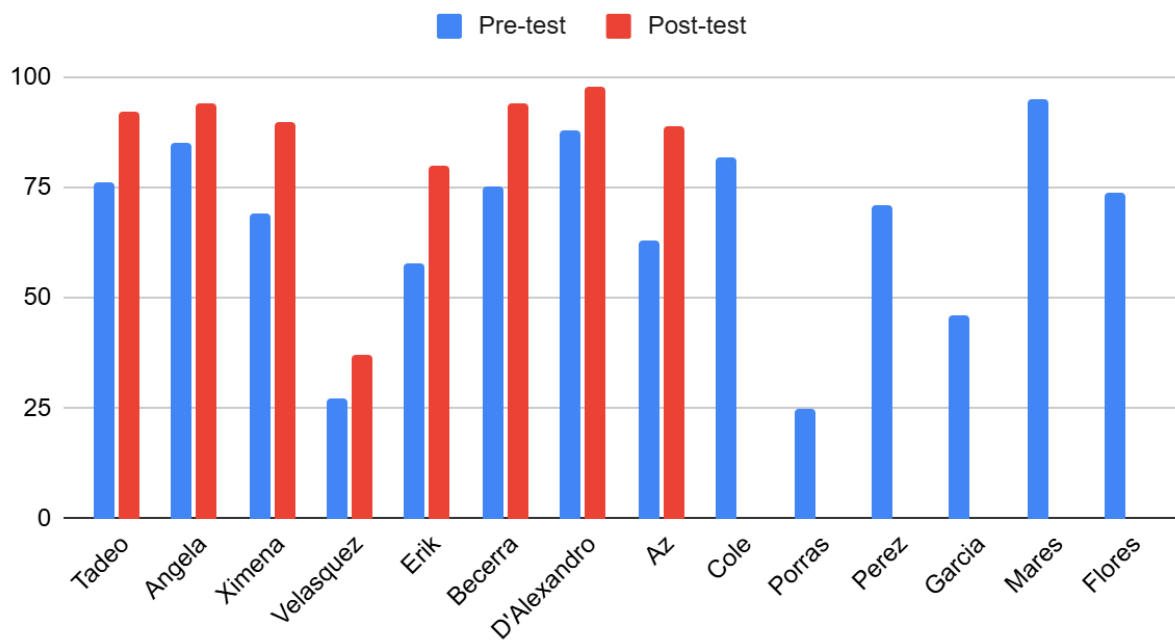


Dual Language Pre-K Data: Student performance by Classroom

Lara-DL Pre-K

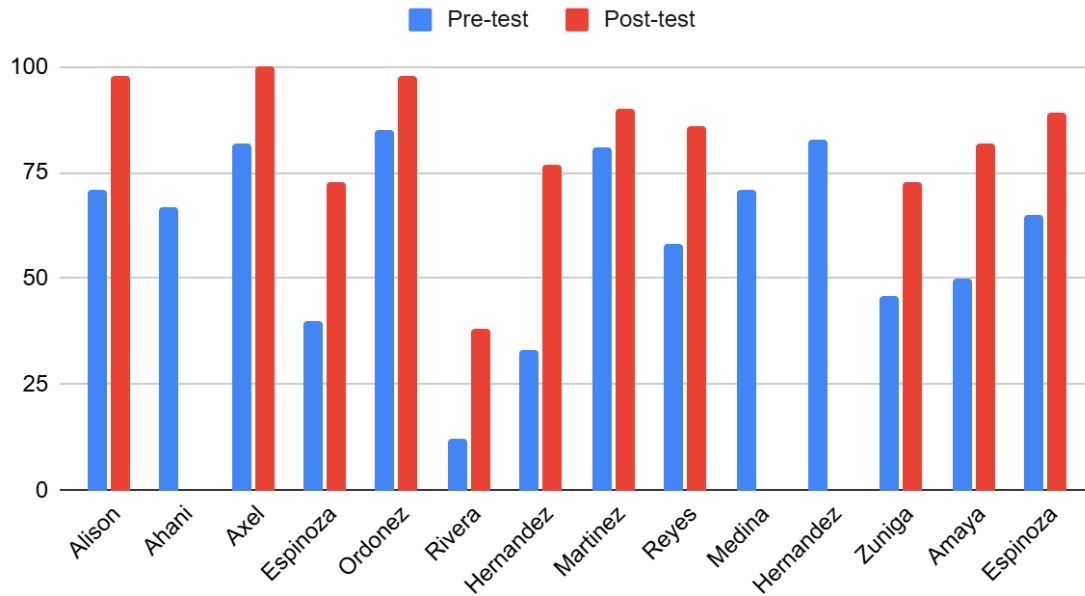


Marcciano-DL Pre-K



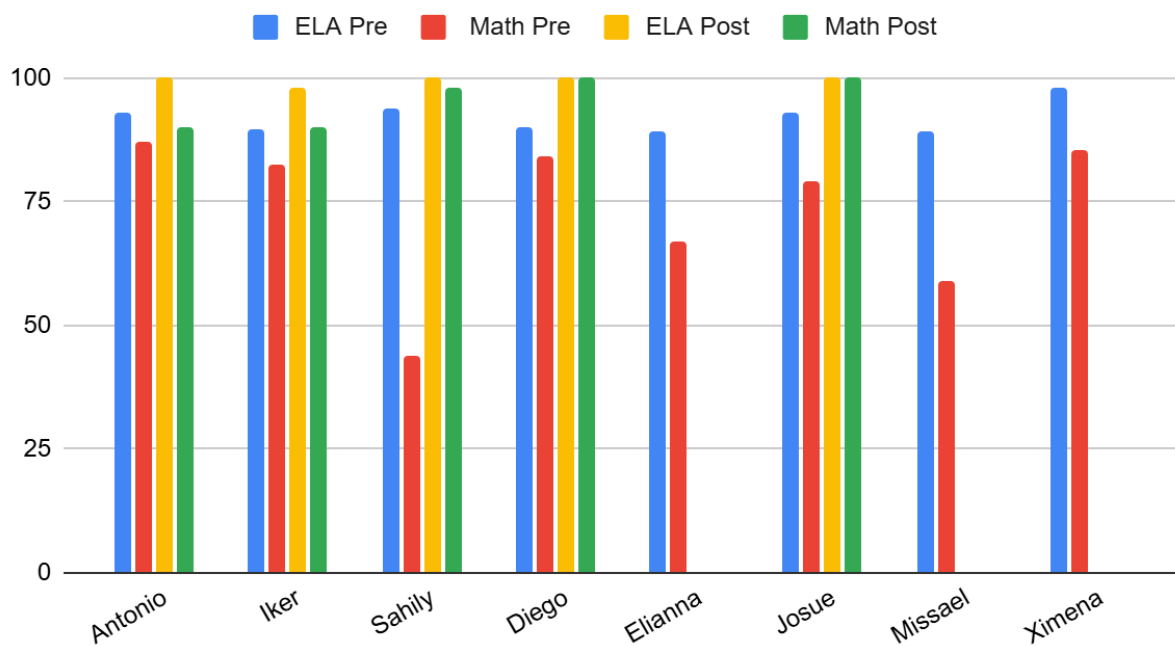
Dual

Tuttle-DL Pre-K

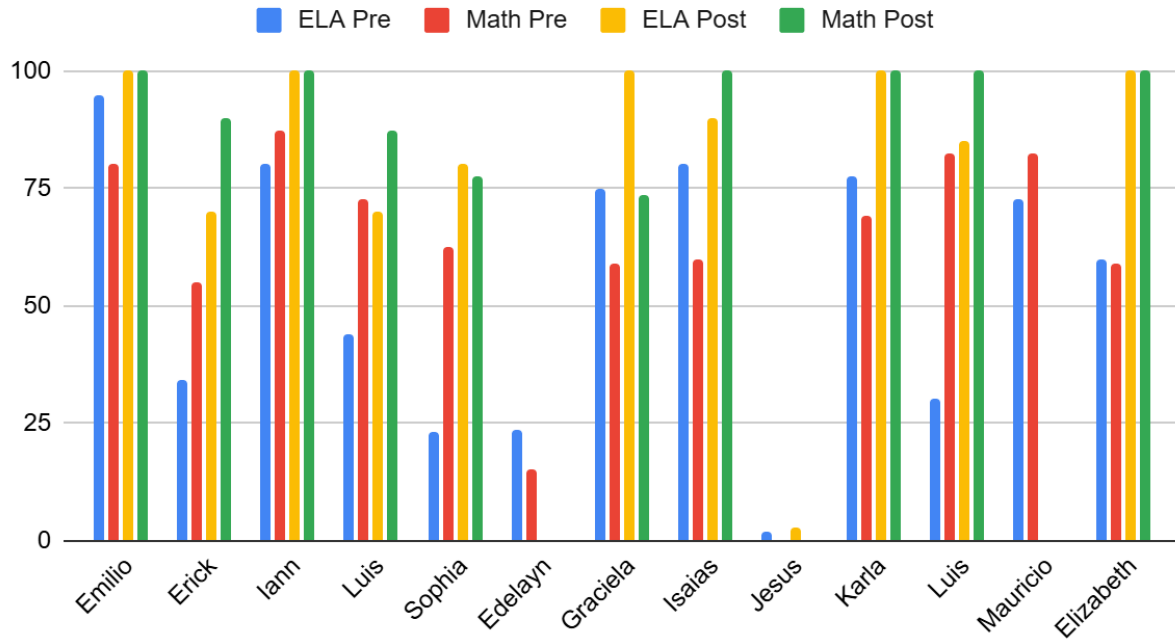


Language Kindergarten Data: Student performance by classroom

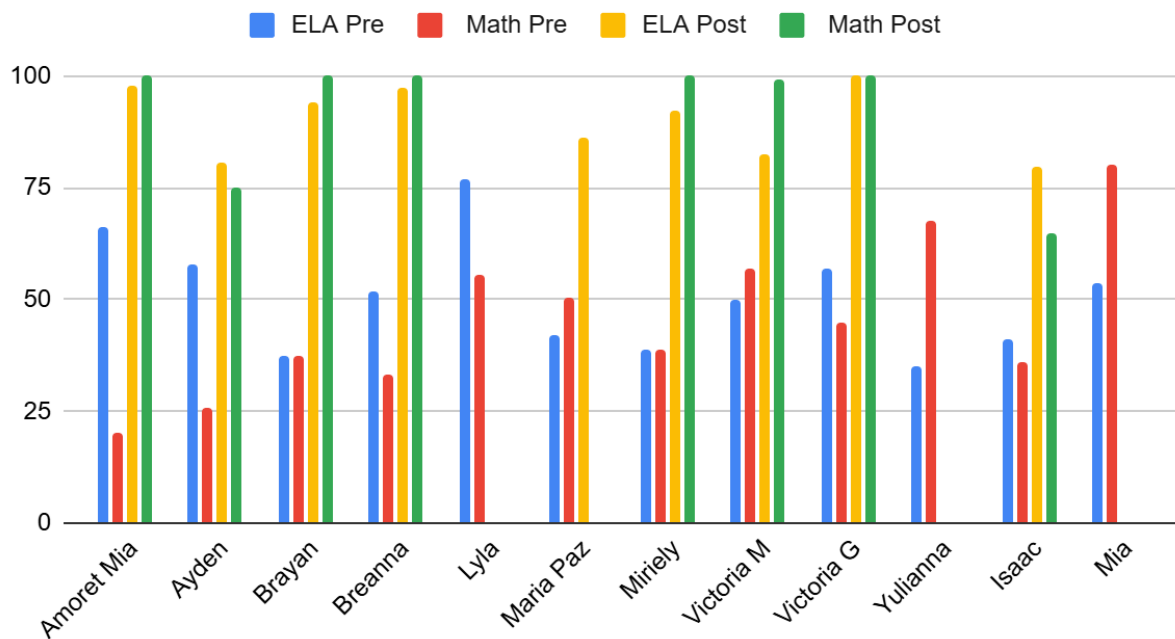
Flores-DL Kinder



Garcia-DL Kinder



Marquez-DL Kinder



**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: September 8, 2026

Item Title: Summer 2026 Professional Development Report

Agenda Item: Lindsey Suarez, Executive Director of Teaching and Learning
Stephanie Williams, Director of Early Learning and Professional
Development

Background Information:

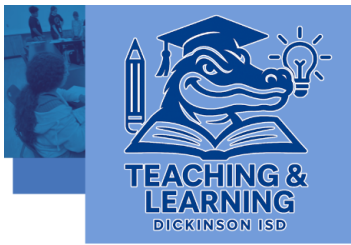
The following written reports are attached:

- Summer 2026 PD Summary

Recommendation:

Information only

Action Item: _____Yes √ No



Dickinson ISD Professional Development Summary Summer 2026

Summer Professional Learning Requirements

All professional staff members on a 187-day calendar completed three Professional Learning Exchange Days during the summer. These opportunities were designed to strengthen professional knowledge, expand instructional practices, and prepare staff for a successful 2026–2027 school year.

Gator University

Because Gator University served as a districtwide initiative for all employees during the previous summer, all employees new to Dickinson ISD attended a Gator University session as part of the district's onboarding process. The training introduced new staff members to DISD's instructional priorities and shared commitment to grade-level instruction, high student engagement, evidence of student mastery, writing across all content areas, and creating a sense of belonging for students and staff.

Bluebonnet Learning—Reading Language Arts

All Kindergarten–Grade 5 Reading Language Arts teachers participated in RBIS training to strengthen their knowledge of research-based instructional practices. Teachers also completed a Bluebonnet Learning Product Academy and participated in both foundational skills and reading internalization training provided in partnership with Region 4.

These professional learning opportunities prepared teachers to implement the district's new Bluebonnet Learning Reading Language Arts curriculum with consistency and confidence. Ongoing support will continue throughout the school year through collaborative planning, curriculum internalization, coaching, and additional professional learning.

Bluebonnet Learning—Math

Mathematics teachers continued building their knowledge and implementation of Bluebonnet Learning Math. This high-quality instructional material is aligned with grade-level standards and provides teachers with comprehensive lessons and instructional resources. Professional learning opportunities supported both teachers who were new to the curriculum and those continuing to strengthen their implementation. Ongoing training and coaching will be provided throughout the school year.

Summer Professional Learning Participation

During summer 2026:

- Professional staff earned more than 15,960 hours of professional learning.
- More than 215 professional learning sessions were offered.
- Course offerings covered a wide range of areas, including:
 - Assessment
 - Career and Technical Education
 - Curriculum Development
 - Emergent Bilingual Education
 - Fine Arts
 - Gifted and Talented Education
 - Leadership
 - Math
 - Physical Education
 - Prekindergarten
 - Reading Language Arts
 - Response to Intervention
 - Science
 - Social Studies
 - Special Programs
 - Technology

2026–2027 Back-to-School Learning

Dickinson ISD hosted a two-day back-to-school training and welcome experience for all employees new to the district. Approximately 175 teachers and 25 professional support staff participated in sessions highlighting district practices, resources, expectations, and instructional priorities.

Among the new employees were 52 first-year teachers entering the profession. These teachers participated in targeted professional learning focused on classroom preparation, systems and procedures, student relationships, effective instruction, and T-TESS. They will continue to receive support throughout the school year through the First Year Teacher Academy and the district's mentoring program.

All employees returned on Wednesday, August 5, 2026, for a combination of campus-based professional learning and district curriculum training. Time was also intentionally built into the back-to-school schedule for employees to complete required online professional development courses. These learning experiences helped establish a consistent and coherent start to the 2026–2027 school year across the district.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: September 8, 2026

Item Title: 2026 CTE Certifications and Program Planning Report

Agenda Item: Lindsey Suarez, Executive Director of Teaching and Learning
Dr. Lauren Calderaro, Director of CTE

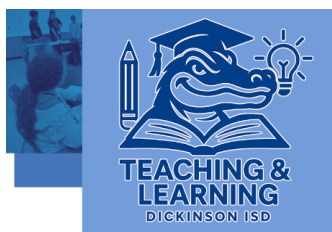
Background Information:

The 2026 CTE Certifications and Program Planning Report is attached.

Recommendation:

Information only

Action Item: _____ Yes √ No



September 2026 Board Report CTE Certifications and Program Update Summary



The data from this report demonstrates four years of remarkable growth and progress in Dickinson ISD's Career & Technical Education (CTE) programs. Certification opportunities have expanded year over year, with student participation and success steadily increasing. In 2022–2023, students earned 469 certifications, and by 2025–2026, that number has risen to 1154 certifications with an 88.7% pass rate.

This consistent upward trend reflects both the dedication of our students and staff, as well as the impact of innovative programming, strong industry partnerships, and expanded dual credit opportunities. The data clearly shows that Dickinson ISD CTE is not only preparing students for college, careers, and military pathways—it is building a robust pipeline of workforce-ready graduates and positioning our district as a leader across Texas.

4 Year CTE Certification Summary

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) Students test at 18	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

[“From the Classroom to the Workforce-Career-Ready Gators Start Here”](#)



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
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

“From the Classroom to the Workforce-Career-Ready Gators Start Here”



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
Coppola	Elenco Veterinary Medical Application Certification	22	2	24
Coppola	TVMA	1	1	2
Powers	Certified Entry-Level Python Programmer	2	4	6
Flynn	Accounting Foundations	2	9	11
Coughlin/Pruitt	Stukent	57	9	66
Valderramos/Chiles	TEA Educational Aide 1	10	0	10
	Totals	734	135	869

2024-2025 Certifications

Instructor	Certification Offered	Certifications Passed	Certifications Failed	Total Certifications Taken
Alexandra Rocha Lauren Murphy	BASF Plant Science Certification	162	0	162
Angelica Valderramos Annlyn Gunn	Educational Aide 1	12	0	12
Ashley Mirles Alyssa Bergeron	Certified EKG Assistant	57	3	60
Ashley Mirles Alyssa Bergeron	Patient Care Technician	61	0	61
Carrie Flynn	Intuit QuickBooks Certified User	8	7	15
Carrie Flynn	Accounting Foundations	8	26	34
Chad Pruitt Elizabeth Coughlin	Stukent Social Media Marketing Certification	110	3	113
Elizabeth Coughlin	Real Estate License	1	0	1
Christina Strickland	Registered Dental Assistant X-Ray Certification	11	0	11

"From the Classroom to the Workforce-Career-Ready Gators Start Here"



Christina Strickland	Nitrous Oxide for Dental Hygienist	11	0	11
Ericka Brown	Adobe Certified Associate (ACA) In-Design	3	0	3
Ifran Saood	Pharmacy Technician	0	4	4
Isaac Benavidez Azzie Beagnyam	Emergency Medical Technician - Basic	1	0	1
Isaac Benavidez Azzie Beagnyam	Emergency Medical Responder	4	2	6
Jaime Alexander	Adobe Certified Professional in Graphic Design and Illustration Using Adobe Illustrator	9	6	15
Jaime Alexander	CodeHS Python Level 1 Certification	4	23	27
Jamie Alexander Ericka Brown	Adobe Certified Professional in Visual Design Using Adobe Photoshop	16	3	19
John Barkmann	International Academy of Emergency Dispatch Emergency Telecommunicator	20	1	21
Jordyn Cook Kaylee Coppola Alyson Sizemore	Principles of Floral Design Certification	200	17	217
Justin Dorsett	ASE Entry Level Automobile Engine Repair (A1)	1	0	1
Justin Dorsett	ASE Entry-Level Automobile Electronic/Electrical Systems (EE)	2	1	3
Justin Dorsett	ASE Entry Level Automobile Maintenance and Light Repair (MR)	5	0	5
Justin Dorsett	ASE Entry-Level Automobile Suspension and Steering (SS)	6	6	12
Justin Dorsett	ASE Entry-Level Automobile Automatic Transmission/Transaxle (AT)	1	0	1
Justin Dorsett	ASE Entry Level Automobile Engine Repair (A1)	1	0	1
Justin Dorsett	ASE Entry-Level Automobile Heating and Air Conditioning (AC)	4	0	4
Justin Dorsett Ralph Dorsett	ASE Entry-Level Automobile Brakes (BR)	44	26	70
Kaylee Coppola	Certified Veterinary Assistant, Level 1	2	1	3
Kaylee Coppola	Elanco Veterinary Medical Application Certification	23	5	28
Kaylee Coppola Mitch Robinson	Equine Management & Evaluation Certification	48	38	86
Krystal Clay	Cosmetology Operators License	7	3	10



Mark Sales	Autodesk Associate (Certified User) Fusion 360 / Autodesk Certified User Fusion 360	9	14	23
Matt Koby	Adobe Certified Professional in Digital Video Using Adobe Premier Pro	5	3	8
Tammy Gonzalez	Welby Teller Certification	15	0	15
Taylor Harp Clay Menotti Mitch Robinson	AWS D9.1 Sheet Metal	41	26	67
Victoria Young	Barber Operator License	1	1	2
	Total	913	219	1132

2025-2026 Certifications

Instructor	Certification Offered	Certifications Passed	Certifications Failed	Total Certifications Taken
Alexandra Rocha Lauren Murphy	BASF Plant Science Certification	148	4	152
Angelica Valderramos Annlyn Gunn	Educational Aide 1	10	0	10
Alyssa Bergeron	Certified EKG Assistant	59	1	60
Ashley Mirles Alyssa Bergeron	Patient Care Technician	59	0	59
Elizabeth Coughlin	Intuit QuickBooks Certified User	27	18	45
Carrie Flynn	Accounting Foundations	10	0	10
Chad Pruitt Elizabeth Coughlin	Stukent Social Media Marketing Certification	115	17	132
Elizabeth Coughlin	Intuit Certified Bookkeeping Professional	24	3	27
Christina Strickland	Registered Dental Assistant X-Ray Certification	18	0	18
Christina Strickland	Nitrous Oxide for Dental Hygienist	18	0	18
Ericka Brown	Adobe Certified Associate (ACA) In-Design	10	0	10
Cassi Beal	Pharmacy Technician	6	4	10
Joe Carranza	Emergency Medical Responder	4	6	10
Jaime Alexander	Adobe Certified Professional in Graphic Design and Illustration Using Adobe Illustrator	1	5	6

“From the Classroom to the Workforce-Career-Ready Gators Start Here”



Jaime Alexander	CodeHS Python Programmer	5	16	21
Matt Koby	Adobe Certified Professional in Digital Video Using Adobe Premier Pro	7	2	9
John Barkmann	International Academy of Emergency Dispatch Emergency Telecommunicator	28	1	29
Jordyn Cook Kaylee Coppola Alyson Sizemore	Principles of Floral Design Certification	287	2	289
Justin Dorsett	ASE Entry Level Automobile Engine Repair (A1)	1	0	1
Justin Dorsett	ASE Entry-Level Automobile Electronic/Electrical Systems (EE)	13	10	23
Justin Dorsett	ASE Entry Level Automobile Maintenance and Light Repair (MR)	3	0	3
Justin Dorsett	ASE Entry-Level Automobile Suspension and Steering (SS)	21	20	41
Justin Dorsett	ASE Entry-Level Automobile Automatic Transmission/Transaxle (AT)	1	0	1
Justin Dorsett	ASE Entry Level Automobile Engine Repair (A1)	2	0	2
Justin Dorsett	ASE Entry Level Engine Performance	2	0	2
Justin Dorsett Ralph Dorsett	ASE Entry-Level Automobile Brakes (BR)	13	14	27
Kaylee Coppola	Certified Veterinary Assistant, Level 1	3	1	4
Kaylee Coppola	Elanco Veterinary Medical Application Certification	38	2	40
Kaylee Coppola Jodryn Cook	Equine Management & Evaluation Certification	91	7	98
Krystal Clay	Cosmetology Operators License	10	0	10
Mark Sales	Autodesk Associate (Certified User) Fusion 360 / Autodesk Certified User Fusion 360	21	5	26
Hoffpauir	Elanco Fundamentals of Animal Science	12	0	12
Clay Menotti Taylor Harp Scott Fugett	AWS D9.1 Sheet Metal	86	8	94
Victoria Young	Barber Operator License	1	0	1
	Total	1154	146	1300



CTE Highlights

Auto

Auto Tech students participated in the Universal Technical Institute Top Tech Challenge, competing against 40 teams across Texas. Joe Silva and David Villalobos took 1st place, and Genesis Urbina and Kayleigh Gallaway placed 6th. Through their performance, students earned \$24,000 in scholarships. In addition, the 1st place team was awarded a Snap-On toolbox and professional grade tools.

CTE Named CTAT District of Distinction

DISD was named a Career & Technical Association of Texas (CTAT) District of Distinction for the ability to meet rigorous criteria that included innovative programming, Industry-Based Certification success, alignment with workforce needs, and exceptional student outcomes.

DECA Earns Medals

13 CTE Business, Marketing and Finance students competed at the state DECA competition in February. Abby Barnes earned an Accounting Applications medal, and Syed Harper earned a medal in Apparel and Accessories Marketing.

Education & Training Heads to Nationals

7 Texas Association of Future Educators (TAFE) students advanced to nationals, and four traveled to Portland, Oregon. Zaryel Ruiz Calderon was named a semifinalist and earned 4th place in JV Children's Literature, Spanish K-3. Sofia Aguilera and Jumeihda Reyna were also named national semifinalists, placing 8th in Varsity PSA Teacher Recruitment.

Mock Interviews Lead to Interviews and Signing Day

After interview sessions in May of 2026, several health science, auto, cosmetology, and education & training students were offered jobs from Memorial Hermann, UTMB, HCA, CVS, Walgreens, Kroger, New Teeth, Cycle Paint, Sterling McCall Lexus of Clear Lake, DC PowerSports, Fantastic Sam's, Vanayes Salon & Spa, Sassy Layers Salon, Genesis Boutique & Salon, Tease Hair Salon, and Strawberry Fields of Learning.

CTE Program of Study (POS) Updates

Agriculture: Our ag program launched a clay shooting team in the spring with twelve members. They attended their first competition over the summer. Additionally, the Swamp Cookers BBQ Team competed in several cook offs, receiving 10th place in the Ribeye Competition.

Culinary: 145 culinary students are currently enrolled in the program, earning dual credit hours through College of the Mainland. Students will earn their ServSafe Manager certification.

Cybersecurity: The district launched a first-of-its-kind pathway in Cybersecurity and Computer Information Systems in a partnership with Sam Houston State University. This innovative program will allow students to



earn a Level 1 Computer Support Specialist Certificate, while earning dual credit college hours in high school. Forty-five students are enrolled in the program.

HVAC: Nine students are participating in the dual credit HVAC program at COM, with the last 2 levels encompassing opportunities for students to participate in work-based learning experiences that combine classroom instruction with business and industry unpaid internships and paid employment experiences when available.

Health Science: DISD CTE is continuing the Health Science Bridge Program with Galveston College and our EMT program at College of the Mainland (COM).

Imaging Technology: In May, the first Dual Credit Limited Medical Radiologic Technologist students in Texas walked the stage to receive their Level 1 Certificate through our partnership with Galveston College. These students successfully met the rigorous college-level standards of the program and rose to the challenge through hard work, dedication, and perseverance. All 10 students are now eligible to sit for the Texas LMRT State Certification Exam, taking the next step toward careers in medical imaging and healthcare.

CTE Summary

The Career & Technical Education (CTE) department continues to expand opportunities for students each year through innovative programming, dual credit pathways, and industry-recognized certifications. This year alone, students earned 1154 certifications with an impressive 88.7% overall pass rate.

CTE Student Competitions – Wins at a Glance

- **FFA Swamp Cooker BBQ Team:** 10th place in the Ribeye Competition
- **Business, Marketing & Finance (DECA):** Two state medalists at DECA
- **Education & Training (TAFE):** 7 national qualifiers, students competed at nationals, resulting in 3 semifinalists
- **Auto Tech Universal Technical Institute Top Tech Challenge:** Two winning teams, placing 1st and 6th place

Strategic Partnerships

- Early discussions with College of the Mainland are underway to explore Medical Coding and Accounting programs. Our partnership with Sam Houston State University has also opened discussions for a dual credit program in real estate.
- Our Imaging program is drawing statewide attention, with districts requesting tours and insights into replicating its success.

Leadership & Advocacy

- Career & Technical Student Organizations (CTSOs) are elevating programming by offering leadership, community service, and competitive opportunities at the local, state, and national level.



Program Growth

- **CTE Center:** Our new CTE Center is set to open in October, with state-of-the-art facilities, equipment, and technology, offering one-of-a-kind programs and innovative opportunities to ensure our students are prepared for high-wage, high-demand jobs.
- **Dual Credit Expansion:** New opportunities across program areas continue to save families time and money while accelerating career and college pathways.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: September 8, 2026

Item Title: Monthly Tax Collection Report

Agenda Item: Kelly Logsdon

Background Information:

The Monthly Tax Collection Report for July 2026 and year to date is attached.

Recommendation:

Information only.

Action Item: _____ Yes √ No

	Adjusted			Current Year	Current Year										
Tax Year	Taxable Values	Tax Rate	Tax Levy	Taxes Collected	% Collected	Dickinson Independent School District Monthly Tax Collections Report Maintenance Operations and Interest Sinking									
2025	\$6,502,946,349	\$1.142	\$74,263,647	\$72,109,262	97.10%										
2024	\$6,717,687,426	\$1.136	\$76,312,929	\$74,848,126	98.08%										
2023	\$6,192,588,390	\$1.178	\$72,948,691	\$71,429,308	97.92%										
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%										
2025 Tax Year	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Jul-26	Aug-26	Totals:	% To Total	
Current Year Tax	Pending Billing	\$283,661	\$3,443,748	\$29,805,043	\$20,848,770	\$14,312,706	\$916,201	\$837,171	\$415,031	\$750,399	\$496,533		\$72,109,262		
YTD % Collected	0.00%	0.38%	5.02%	45.15%	73.23%	92.50%	93.73%	94.86%	95.42%	96.43%	97.10%	97.10%	97.10%	97.10%	
Prior Years Tax	\$76,670	\$295,000	\$71,816	\$104,540	-\$45,451	\$194,532	-\$44,394	\$134,082	\$58,407	\$57,618	\$39,528		\$942,348		
Subtotal Taxes	\$76,670	\$578,662	\$3,515,564	\$29,909,583	\$20,803,319	\$14,507,237	\$871,807	\$971,252	\$473,437	\$808,017	\$536,060	\$0	\$73,051,610	98.37%	
Penalty & Interest	\$45,093	\$101,800	\$19,311	\$28,771	\$31,480	\$132,308	\$106,456	\$154,845	\$71,932	\$102,964	\$102,063		\$897,023		
Total Taxes & P&I	\$121,763	\$680,462	\$3,534,875	\$29,938,354	\$20,834,798	\$14,639,545	\$978,264	\$1,126,098	\$545,370	\$910,981	\$638,123	\$0	\$73,948,633	99.58%	
Attorney Fees	\$39,667	\$88,844	\$14,547	\$22,409	\$20,689	\$52,532	\$14,896	\$62,658	\$19,578	\$18,281	\$94,990		\$449,089		
Total Collections	\$161,429	\$769,306	\$3,549,422	\$29,960,762	\$20,855,487	\$14,692,077	\$993,160	\$1,188,755	\$564,948	\$929,262	\$733,113	\$0	\$74,397,722	N/A	
2024 Tax Year	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Jul-25	Aug-25	Totals:	% To Total	
Current Year Tax	Pending Billing	\$1,008,961	\$4,160,211	\$30,273,360	\$25,182,086	\$10,298,945	\$1,020,459	\$1,089,228	\$543,641	\$469,157	\$453,478	\$348,601	\$74,848,126		
YTD % Collected	0.00%	1.32%	6.77%	46.44%	79.44%	92.94%	94.28%	95.70%	96.41%	97.03%	97.62%	98.08%	98.08%	98.08%	
Prior Years Tax	\$308,143	\$42,975	\$255,418	\$92,092	\$93,948	\$22,642	\$8,352	\$61,996	-\$48,917	\$21,128	\$77,918	\$42,489	\$978,184		
Subtotal Taxes	\$308,143	\$1,051,936	\$4,415,629	\$30,365,452	\$25,276,034	\$10,321,586	\$1,028,811	\$1,151,224	\$494,724	\$490,285	\$531,397	\$391,090	\$75,826,310	99.36%	
Penalty & Interest	\$80,787	\$50,584	\$36,820	\$28,243	\$39,685	\$81,267	\$82,171	\$99,039	\$53,617	\$51,187	\$105,858	\$56,890	\$766,149		
Total Taxes & P&I	\$388,930	\$1,102,520	\$4,452,449	\$30,393,695	\$25,315,719	\$10,402,854	\$1,110,981	\$1,250,263	\$548,341	\$541,472	\$637,254	\$447,981	\$76,592,459	100.37%	
Attorney Fees	\$82,803	\$46,296	\$30,428	\$25,275	\$25,696	\$19,053	\$19,912	\$24,641	\$18,992	\$12,694	\$76,489	\$50,672	\$432,953		
Total Collections	\$471,734	\$1,148,816	\$4,482,877	\$30,418,970	\$25,341,415	\$10,421,907	\$1,130,894	\$1,274,904	\$567,333	\$554,167	\$713,744	\$498,653	\$77,025,412	N/A	
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	\$216,247	\$71,429,308		
YTD % Collected	0.00%	0.48%	6.23%	20.89%	80.80%	93.46%	94.59%	95.54%	96.11%	97.02%	97.62%	97.92%	97.92%	97.92%	
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	\$24,711	\$470,948		
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	\$240,958	\$71,900,255	98.56%	
Penalty & Interest	\$29,785	\$49,310	\$33,568	\$23,906	\$37,414	\$65,942	\$78,589	\$62,681	\$61,992	\$93,847	\$66,719	\$54,699	\$658,452		
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	\$295,657	\$72,558,708	99.47%	
Attorney Fees	\$24,342	\$40,901	\$19,529	\$20,430	\$18,526	\$26,759	\$24,840	\$18,574	\$15,472	\$25,671	\$46,337	\$44,769	\$326,150		
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	\$340,426	\$72,884,857	N/A	
2022 Tax Year	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23	Aug-23	Totals:	% To Total	
Current Year Tax	Pending Billing	\$596,358	\$4,347,285	\$14,001,873	\$45,222,484	\$12,213,284	\$1,302,975	\$728,414	\$799,984	\$1,089,117	\$484,760	\$469,356	\$81,255,889		
YTD % Collected	0.00%	0.72%	5.95%	22.78%	77.17%	91.86%	93.43%	94.30%	95.26%	96.57%	97.16%	97.72%	97.72%	97.72%	
Prior Years Tax	\$153,260	\$29,557	\$47,929	\$75,934	\$99,395	\$100,283	\$71,407	\$51,012	\$21,329	\$55,885	\$34,958	\$39,149	\$780,098		
Subtotal Taxes	\$153,260	\$625,915	\$4,395,215	\$14,077,806	\$45,321,879	\$12,313,567	\$1,374,382	\$779,426	\$821,313	\$1,145,002	\$519,718	\$508,505	\$82,035,987	98.66%	
Penalty & Interest	\$38,472	\$32,224	\$19,037	\$19,655	\$25,336	\$145,626	\$101,723	\$67,653	\$64,845	\$70,246	\$47,543	\$60,367	\$692,728		
Total Taxes & P&I	\$191,732	\$658,140	\$4,414,252	\$14,097,461	\$45,347,215	\$12,459,193	\$1,476,105	\$847,079	\$886,158	\$1,215,248	\$567,260	\$568,873	\$82,728,715	99.49%	
Attorney Fees	\$30,498	\$24,692	\$13,336	\$14,523	\$20,326	\$16,952	\$25,855	\$11,129	\$12,193	\$19,202	\$36,317	\$56,533	\$281,555		
Total Collections	\$222,229	\$682,832	\$4,427,588	\$14,111,984	\$45,367,541	\$12,476,145	\$1,501,960	\$858,208	\$898,350	\$1,234,450	\$603,577	\$625,406	\$83,010,271	N/A	
2021 Tax Year	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	Totals:	% To Total	
Current Year Tax	Pending Billing	\$1,088,340	\$3,747,145	\$31,980,110	\$22,328,154	\$10,529,093	\$939,131	\$675,619	\$544,593	\$936,072	\$399,801	\$341,977	\$73,510,035		
YTD % Collected	0.00%	1.45%	6.45%	49.10%	78.88%	92.92%	94.17%	95.07%	95.80%	97.05%	97.58%	98.04%	98.04%	98.04%	
Prior Years Tax	\$62,609	\$122,577	\$73,266	\$68,898	-\$73,715	\$36,019	-\$162,238	\$69,695	\$54,029	\$80,337	\$23,741	\$116,144	\$471,363		
Subtotal Taxes	\$62,609	\$1,210,917	\$3,820,410	\$32,049,008	\$22,254,439	\$10,565,113	\$776,893	\$745,315	\$598,622	\$1,016,409	\$423,542	\$458,121	\$73,981,398	98.67%	
Penalty & Interest	\$35,037	\$47,711	\$23,970	\$21,093	\$30,931	\$99,484	\$102,498	\$80,760	\$63,253	\$83,954	\$45,385	\$57,409	\$691,483		
Total Taxes & P&I	\$97,645	\$1,258,628	\$3,844,380	\$32,070,101	\$22,285,370	\$10,664,596	\$879,391	\$826,074	\$661,875	\$1,100,363	\$468,927	\$515,530	\$74,672,881	99.59%	
Attorney Fees	\$18,740	\$40,603	\$19,699	\$12,771	\$22,513	\$18,718	\$20,894	\$19,397	\$18,459	\$16,588	\$36,275	\$50,519	\$295,177		
Total Collections	\$116,385	\$1,299,231	\$3,864,080	\$32,082,872	\$22,307,883	\$10,683,314	\$900,285	\$845,471	\$680,334	\$1,116,952	\$505,202	\$566,049	\$74,968,058	N/A	

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: September 8, 2026

Item Title: 2025-26 Accountability Presentation

Agenda Item: Dr. Veonda Emholtz, Director of Research and Accountability
Lindsey Suarez, Executive Director of Teaching and Learning

Background Information:

An overview of the district's 2025-2026 accountability ratings will be presented.

Recommendation:

Information only

Action Item: _____ Yes √ No

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: September 8, 2026

Item Title: 2025-2026 District and Campus Improvement Plan Summaries

Agenda Item: Lindsey Suarez, Executive Director of Teaching and Learning
Jaime Williams, Director of Federal and State Programs

Background Information:

A summary of the 2025-2026 Dickinson ISD District Improvement Plan and each Campus Improvement Plan will be presented.

Recommendation:

Information only

Action Item: _____ Yes √ No

Dickinson ISD

GOAL ONE

DISD will provide effective, high-quality teaching and learning experiences for all students.

PERFORMANCE OBJECTIVES

- DISD will strengthen instructional effectiveness by implementing high-functioning Content Teams across all campuses.
- DISD will provide teachers and staff with instructional resources, professional learning, and support systems that promote aligned, grade-level instruction that includes differentiation to meet the needs of all learners.
- DISD will develop and implement well-rounded programs of instruction to meet the unique needs of all students.
- Strengthen systems of support for all student groups by implementing targeted programs and instructional opportunities that promote academic growth for emergent bilingual students, special education students, economically disadvantaged students, students at risk of academic failure, and students needing accelerated instruction.
- Increase academic achievement, successful transition, graduation, and postsecondary readiness for students served through Title I, Part D, Subpart 2.

GOAL TWO

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

PERFORMANCE OBJECTIVES

- Maintain and improve comprehensive safety, security, and emergency management practices to ensure a safe and orderly learning environment across all district facilities.
- Ensure students' emotional safety by strengthening positive relationships, promoting a supportive school culture, and improving campus climate so that all students feel safe, connected, respected, and ready to learn.
- Enhance students' physical health through instruction and district health services.
- Support the emotional health of students and staff through coordinated/streamlined services.
- Ensure students experiencing homelessness have equitable access to educational opportunities, support services, and resources that promote academic success.

GOAL THREE

Dickinson ISD will cultivate strong family and community partnerships that promote student achievement and enhance communication.

PERFORMANCE OBJECTIVES

- Enhance school-home communication through consistent, effective, and accessible communication.
- Expand partnerships with colleges, universities, and other postsecondary institutions to increase student access to college readiness, dual credit, career pathways, and postsecondary opportunities.
- Increase family capacity to support student learning by providing resources, training, and educational opportunities that reinforce 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

- High-Quality Teaching & Learning: Strong implementation of HQIM, collaborative planning, structured literacy, increased instructional rigor, and expanded targeted interventions continue to strengthen student learning.
- College, Career & Postsecondary Readiness: Expanded CTE programs, dual credit, industry certifications, TSI testing, transition supports, and higher education partnerships provide students with more pathways for success after

graduation.

- Family & Community Engagement: Consistent bilingual communication, multiple digital communication platforms, family engagement events, and academic resources strengthen partnerships between schools and families.
- Safe & Supportive Schools: Dickinson ISD achieved 100% success on Intruder Detection Audits, supported by experienced School Resource Officers and proactive student safety monitoring systems.
- Student Wellness & Support: Districtwide SEL programs, mental health training, and the Gator Wellness Center—which processed 1,007 referrals to outside agencies—provide comprehensive support for students and families.
- Strong Workforce & Leadership Development: Competitive compensation, expanded recruitment partnerships, job-embedded professional development, and structured support for early-career teachers strengthen recruitment, retention, and teacher effectiveness.
- Improved District Systems: Strengthened assessment, intervention, behavior, specialized program, and case review processes continue to improve services and support for all students.
- Technology & Operational Excellence: Strategic infrastructure planning and 80% E-Rate funding for infrastructure equipment are helping modernize the district's technology while reducing the financial impact on the district.

OPPORTUNITIES

- Strengthen Instructional Consistency: Increase fidelity of Tier 1 and Tier 2 instruction across campuses, with continued emphasis on literacy, foundational skills, academic writing, HQIM implementation, and effective intervention practices.
- Enhance Data-Driven Student Support: Improve consistency in progress monitoring, intervention effectiveness, and the use of student data to identify needs and provide timely academic and organizational support.
- Expand Behavioral & Mental Health Supports: Strengthen behavior intervention systems, social-emotional learning, counseling services, and proactive supports to address increasing student behavioral and mental health needs.
- Increase Staffing Capacity & Retention: Continue targeted recruitment and retention efforts for hard-to-fill positions, including paraprofessionals, behavior support staff, School Resource Officers, and other high-need areas.
- Strengthen Teacher Development & Retention: Expand coaching, mentoring, and early-career teacher support while developing “grow-your-own” teacher and paraprofessional pipelines through CTE, dual credit, and higher education partnerships.
- Expand Family Engagement & Accessibility: Increase family participation in academic and postsecondary planning, expand bilingual communication and

translation services, and provide families with additional tools to support learning at home.

- **Broaden College & Career Opportunities:** Continue building partnerships with colleges, universities, and industry leaders to increase access to dual credit, industry certifications, and workforce-ready pathways.
- **Enhance Safety & Student Support Systems:** Maintain strong safety practices by increasing awareness of reporting systems and protocols, strengthening SRO program consistency, and expanding equitable access to resources for students facing barriers to success.
- **Modernize Technology Infrastructure:** Continue replacing aging network equipment, maintaining licensing and cybersecurity systems, and strategically planning for the district's financial investment in technology infrastructure.

MEASURES AND INDICATORS OF SUCCESS

- Increased fidelity of Tier 1 and Tier 2 instruction as measured through walkthroughs, observations, and implementation rubrics.
- Increased student growth and achievement on district assessments, MAP, STAAR/EOC, and other identified growth measures.
- Increased consistency in progress monitoring and documented effectiveness of academic interventions.
- Reduction in disciplinary incidents, repeat referrals, and exclusionary discipline.
- Increased successful implementation of behavior intervention plans and campus support systems.
- Increased student access to counseling, mental health, SEL, and other intervention services.
- Improved student attendance and reductions in chronic absenteeism.
- Maintain successful safety and Intruder Detection Audit results.
- Completion of required safety training, drills, and emergency preparedness activities.
- Increased participation in family engagement, academic support, and college/career readiness events.
- Increased student participation and completion of dual credit courses, industry-based certifications, and CTE programs.
- Increased percentage of students meeting CCMR indicators.
- Increased fill rates and decreased vacancies in high-need and hard-to-fill positions.
- Increased percentage of aging network infrastructure successfully replaced or upgraded.
- Improved network reliability, connectivity, security, and system uptime.

Dickinson High School

GOAL ONE

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

PERFORMANCE OBJECTIVES

- By May 2027, Dickinson High School will improve student achievement and increase the percentage of students performing at the Meets and Masters Grade Level standards on all EOC assessments through high-quality Tier 1 instruction focused on effective questioning, aggressive monitoring with targeted feedback, and embedded writing.
- During the 2026–2027 school year, Dickinson High School will implement a systematic process for intervention, extension, and student-led data tracking to ensure students demonstrate continuous academic growth, with targeted support provided through Gator Time, PLC data analysis, and progress monitoring.

GOAL TWO

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

PERFORMANCE OBJECTIVES

- By May 2027, Dickinson High School will strengthen student belonging, engagement, and school connectedness by maintaining consistent expectations, implementing positive behavior supports, recognizing student success, and providing equitable access to academic and extracurricular opportunities.
- During the 2026–2027 school year, Dickinson High School will improve student attendance and reduce chronic absenteeism through systematic attendance monitoring, early intervention, student and family outreach, incentives, and collaborative support for students demonstrating patterns of absenteeism.

GOAL THREE

DISD will make family and community partnerships a priority.

PERFORMANCE OBJECTIVES

- During the 2026–2027 school year, Dickinson High School will increase meaningful family engagement and two-way communication by providing consistent information regarding student achievement, attendance, behavior, graduation requirements, CCMR progress, and campus opportunities through multiple communication platforms and family engagement events.
- By May 2027, Dickinson High School will strengthen partnerships among students, families, staff, community organizations, and postsecondary partners to ensure students have access to resources and opportunities that support college, career, military, and adult-world readiness.

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

- During the 2026–2027 school year, 100% of instructional staff will participate in ongoing professional learning and collaborative PLC processes focused on Tier 1 instruction, effective questioning, aggressive monitoring, targeted feedback, embedded writing, intervention, and extension.
- By May 2027, Dickinson High School will strengthen staff effectiveness and retention by providing job-embedded professional learning, coaching, mentoring, leadership opportunities, recognition, and collaborative **support**, while reinforcing the campus Collective Commitments of Lifelong Learners, Collaborative Educators, and Instructional Leaders.

GOAL FIVE

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

PERFORMANCE OBJECTIVES

- During the 2026–2027 school year, Dickinson High School will maintain efficient and consistent campus systems for arrival, dismissal, attendance, safety, student supervision, technology, testing, scheduling, facilities, and student services to maximize instructional time and support a safe and effective learning environment.

- By May 2027, Dickinson High School will ensure campus resources—including staffing, technology, instructional materials, intervention supports, and budget allocations—are strategically aligned with student achievement data and identified campus needs to support the success of all students.

STRENGTHS

- Strong collaborative culture grounded in clearly defined Collective Commitments and shared accountability for student success.
- High expectations for ensuring ALL students are college or career and adult-world ready.
- Established PLC structures that emphasize collaboration, data analysis, and student growth.
- Strong systems for intervention and extension through Gator Time.
- Commitment to research-based Tier 1 instructional practices, including effective questioning, aggressive monitoring, targeted feedback, and embedded writing.
- Strong focus on CCMR and individualized postsecondary planning for every graduate.
- Diverse academic, CTE, advanced academic, extracurricular, and student leadership opportunities.
- Staff commitment to continuous professional learning, reflection, collaboration, and instructional improvement.

OPPORTUNITIES

- Increase the percentage of students achieving Masters Grade Level across all EOC-tested subjects and courses.
- Strengthen the consistency and quality of Tier 1 instructional practices across all classrooms and content areas.
- Continue refining intervention and extension during Gator Time based on individual student needs.
- Increase student ownership through consistent student-led data tracking, goal setting, and reflection.
- Improve attendance and reduce chronic absenteeism through earlier identification and targeted family intervention.
- Strengthen student belonging and engagement, particularly for students who are academically or behaviorally at risk.
- Expand meaningful parent and family engagement and increase two-way communication.
- Continue strengthening systems that ensure every graduate earns a CCMR indicator and leaves DHS with an individualized postsecondary plan.

MEASURES AND INDICATORS OF SUCCESS

- Increased Approaches, Meets, and Masters Grade Level performance on EOC assessments, with particular emphasis on growth in Masters.
- Evidence from classroom walkthroughs demonstrating consistent implementation of effective questioning, aggressive monitoring with targeted feedback, and embedded writing.
- PLC documentation demonstrating regular analysis of student learning, identification of students requiring intervention or extension, and instructional responses based on data.
- Student data trackers demonstrating individual goal setting, progress monitoring, reflection, and increased student ownership of learning.
- Maintain over 95% of graduates earning a CCMR indicator and having a documented individualized postsecondary plan.
- Improved overall student attendance and reduced rates of chronic absenteeism.
- Improved student belonging and engagement indicators, along with positive trends in discipline and behavioral data.
- Increased family participation in campus events, parent conferences, academic planning, and postsecondary activities.
- Staff participation in professional learning, PLCs, coaching, and collaborative planning, along with positive staff retention trends.
- Campus walkthrough, survey, academic, attendance, discipline, CCMR, graduation, and other progress-monitoring data demonstrating continuous improvement toward the DHS mission: On Time, On Task, and On a Mission to ensure ALL students become college or career and adult-world ready.

DCC/JJAEP

GOAL ONE

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

PERFORMANCE OBJECTIVES

- EOC Courses: Increase the performance level of all students through weekly remediation of the STAAR EOC courses via a whole class direct teach that addresses the skills that the majority of students were unsuccessful on the previous testing.
- Growth Measure: The school will focus on increasing the number of students that achieve the meets standard and masters standard to 60% in the English I and II and US History EOCs.
- Growth Measure: The school will focus on increasing the number of students that are successful on all 8th grade STAAR tests to 70%.
- Growth Measure: Increase the total number of pathways that are used to provide students college, career and military readiness to include TSIA2, SAT, ACT and College preparation courses.
- Provide support services for all students to meet their multitude of needs.
- Provide students at all campuses the opportunity to pursue credit recovery opportunities in effort to ensure students return or remain on track to graduate with their cohort.
- Utilize the Edgenuity curriculum to support all students who were not successful on the previous year's STAAR through specific preparation focusing on the areas that the student struggled with.

GOAL TWO

Dickinson Alternative Campuses will provide a physically and emotionally safe, healthy, and equitable environment.

PERFORMANCE OBJECTIVES

- Administration will conduct weekly interior and exterior door checks to ensure that all areas are secure to ensure both student and staff safety.
- All students in the TLC and JJAEP programs will be enrolled in the methods of personal success course that is instructed through a hybrid teaching method.
- Every student will receive a mentor which they will meet with weekly.
- House Gulf Coast Center on campus in a dedicated space and provide dedicated spaces to our License Professional Counselors to meet with students on campus.

- Implementation of the Behavior Management Program in DALC which provides access to the student's performance and attendance in real time for the student, parent/guardian and home campus.
- All students and families are provided the ability to complete UTMB TCHAT appointments on campus.
- Work with Gulf Coast Substance Counseling to allow our students to receive treatment for substance abuse concerns.
- Administration will ensure that all campus drills are completed on schedule monthly.
- Ensure that staff members who are assigned to DALC have completed CPI training.
- Provide behavior support to our students on campus daily with dedicated personnel.
- Allow all students the opportunity to participate in physical education daily.
- Develop our CORE program for DCC which will give students access to campus clubs weekly during the academic day.

GOAL THREE

Dickinson Alternative Campuses will make family and community partnerships a priority.

PERFORMANCE OBJECTIVES

- All students will be able to participate in our 6th Annual Fall College Fair.
- All students will be able to participate in our 6th Annual Spring College and Career Fair.
- Continue to work with College of the Mainland to help our students complete their Apply Texas application and FAFSA.
- Visit multiple college campuses including College of the Mainland, University of Houston, Texas Southern, Alvin Community College and University of Houston-Clear Lake.
- In our ACCEL program, teachers will conference with every student's parent/guardian every 9 week grading period.
- Partner with community stakeholders to provide students the opportunity to become certified in High Need Occupations within the community.

GOAL FOUR

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

PERFORMANCE OBJECTIVES

- Provide teachers with monthly staff development or content area CTTs with curriculum specialists involvement.
- Provide instructional paraprofessionals monthly staff development to provide skill growth.
- Meet with staff twice yearly to discuss their aspirations and provide opportunities on campus to support their careers.
- Provide teachers with weekly staff meetings regarding student behaviors and needs in a PLC structure.

GOAL FIVE

Dickinson Alternative Campuses will provide operational services to support the success of student learning.

PERFORMANCE OBJECTIVES

- Ensure that all students have access to various district services that are available through the Gator Wellness, Gator Hope Clinic and MY CHN.
- Work with the DISD Technology Department to ensure that all students and staff have the necessary hardware and software to support student learning.
- All students will have access to chromebooks so that they can be supported in pursuit of their academic achievements leading toward graduation.

STRENGTHS

- 136 students completed their graduation requirements at DCC in the 25-26 school year.
- A student was able to complete his graduation requirements while being a residential student at the Esmond Center.
- 87% of students who were assigned DALC did not return to DALC in the 25-26 school year.
- 75% of ACCEL students scored approaches, meets or masters on their STAAR test in Science, RLA and History.
- Students at Esmond Center were able to complete credit recovery courses.

OPPORTUNITIES

- DCC provides our students with smaller classrooms, fewer distractions, opportunities at remediation with the requirement that students work outside of school so that they can meet their graduation requirements.
- We offer students on all of our campus the opportunity to recover credit through credit recovery opportunities in Edgenuity.
- Every teacher has multiple courses that they teach in their content area including electives.
- We provide all of our students transition services which are linked to returning to their home school or transitioning to post secondary life (college, job training, military, or immediate employment)
- We make connections with the students' home campuses to ensure that as students return to campus they are in the best position to be successful.
- Every teacher will have an opportunity to visit other schools in our area that are similar to the Dickinson Alternative Campuses to evaluate best practices and look for innovative ideas that can be infused in our program.
- DCC students will have the opportunity to engage in our newly created Career Preparation Course which will prepare them for a transition into their next step after graduation whether college, career or military.

MEASURES AND INDICATORS OF SUCCESS

- STAAR End of Course Exams current and longitudinal data
- TELPAS Results
- Local Benchmark Data
- Course Completion Rates
- Graduation Rates
- Recidivism Rates
- Attendance Data
- Discipline Records
- School Safety Data
- Feedback from Galveston County Staff at Esmond Center
- Feedback from other schools in the district
- Feedback from all stakeholders

Dickinson Junior High School

GOAL ONE

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

PERFORMANCE OBJECTIVES

- For the 2026-2027 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 2026-2027 STAAR assessments to 90% at Approaches Grade Level, 60% at Meets Grade Level, and 30% at Masters Grade Level resulting in a TEA accountability rating for Domain 1 as a 90%.
- 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.
- Fifty percent of current & monitored EB students will achieve Advanced High or Basic Fluency on their TELPAS test for the 26-27 school year.

GOAL TWO

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

PERFORMANCE OBJECTIVES

- Referrals for noncompliance, disrespect and class disruptions will decrease by 10%.
- During the 2026-2027 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. Some staff will receive additional training in each of these areas by outside trainers.
- Student daily attendance will average 96% for the 2026-2027 school year.
- Students will demonstrate age-appropriate physical fitness levels, as measured by the state-mandated fitness assessment (FitnessGram), through increased participation in structured physical activity programs.

GOAL THREE

DJHS 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.

GOAL FOUR

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

PERFORMANCE OBJECTIVES

- Keep the turnover rate to below 10% through the use of mentoring, instructional coaching, professional development, teacher feedback and an increased focus on hiring highly qualified personnel.

GOAL FIVE

DJHS 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.
- All students will have one-to-one devices and technology will be incorporated into instruction in 100% of the core content classrooms.

STRENGTHS

- Student Achievement (Component Score = 57 on all administered tests for 25-26)

OPPORTUNITIES

- Intentional focus on addressing the needs of those students who are taking the TELPAS test for 26-27
- Maintain Meets & Masters level students at Meets and Masters. Regression of these students can not occur.

MEASURES AND INDICATORS OF SUCCESS

- Monitoring of Tier 1 instruction through regularly scheduled walkthroughs and feedback.
- Dedicated preparation plan for students taking TELPAS this year
- Inclusion of extension-related conversations and strategies during CTT time. More training in this area will be provided.

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 95%.
- 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.
- Students will demonstrate age-appropriate physical fitness levels, as measured by the state-mandated fitness assessment (FitnessGram), through increased participation in structured physical activity programs.

GOAL THREE

DISD will make family and community partnerships a priority.

PERFORMANCE OBJECTIVES

- Teachers will use Schoology, Skyward, Parent Square, phone calls and emails 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, Literacy night, instruction, adolescence, social media, and transition.
- Campus will develop a PTO and encourage parent participation.

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 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, RtI, 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

- Student Achievement Scaled Score grew five points to 83
- Survey data indicated campus culture was positive
- Fine Arts continued to earn awards and add positively to community
- Student Achievement Relative Performance, and Closing the Gaps were strengths

OPPORTUNITIES

- Domain 3 for EB performance on Telpas
- 7th grade SPED Math
- Academic Growth
- Attendance Rate

MEASURES AND INDICATORS OF SUCCESS

2025-26 Campus Goals

1. By May of 2027, 100% of students will demonstrate at least one year of academic growth as measured by STAAR, with campus Mastery scores increasing by a minimum of 5% across all subject areas.
2. By the end of the 2026–2027 school year, all teachers and students will use campus-wide data trackers to set goals, monitor progress towards mastery of essential standards, and drive continuous improvement.
3. By the end of the 2026–2027 school year, student and staff attendance rates will reach 95% or higher through attendance monitoring, stakeholder communication, and attendance incentives.

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

- For the 2026-2027 school year, every MJHS 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 2026-2027 STAAR assessments to 83% at Approaches Grade Level, 53% at Meets Grade Level, and 23% at Masters Grade Level.
- Develop and implement targeted intervention strategies that meet the unique needs of all students.
- 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.
- MJHS 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 10%.
- During the 2026-2027 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.
- Student daily attendance will average 94.5% for the 2026-2027 school year.

GOAL THREE

DISD will make family and community partnerships a priority.

PERFORMANCE OBJECTIVES

- 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 use these tools by the end of the school year.
- Teachers will use ParentSquare, Schoology, and Skyward to regularly communicate with students and parents during the year.
- MJHS 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

- Develop a recruitment pipeline using internal networking and purposeful rebranding/marketing of MJHS to attract highly qualified candidates to MJHS.
- Provide high-quality, job embedded professional development for all staff, which results in increased productivity and employee satisfaction.
- A monthly professional development program will be implemented, offering self-selected breakout sessions aligned with teacher survey data and campus
- Priorities. 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 MJHS campus will be upheld through the collaborative efforts of campus personnel, custodial staff, and district operations and facilities teams.

STRENGTHS

- Accountability Rating – Moved from a 79 to a 87, showing remarkable progress in overall performance.
- The campus showed a significant increase in Domain 3-Closing the Gap from a 78 to 91.
- Campus received all 4 TELPAS Points.
- State Distinction Designations – MJHS earned 2 of 7 distinctions: Top 25 Percent: Comparative Closing the Gaps and Postsecondary Readiness

• OPPORTUNITIES

- Deepen Tier 1 Instructional Practices – Prioritize engaging, rigorous lessons in reading and math that contain all the components of highly effective instruction.
- Increase Attendance – Boost attendance rates for both staff and students from 93.9 to 94.5% through initiatives led by the attendance committee.
- Enhance Intervention & Enrichment – Strengthen the intervention block to ensure growth for all students while providing enrichment opportunities.
- invest in Talent – Retain and recruit highly effective educators to enhance instructional quality and support student success.

MEASURES AND 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

Barber Middle School

GOAL ONE

All students will grow by one or more STAAR performance levels; *masters* level percentages will grow by 20% or more across all grades and subjects as measured by STAAR 2027; *meets* level percentages will grow by 20% across all grades and subjects as measured by STAAR 2027; approaches level percentages will grow by 20% across all grades and subjects.

PERFORMANCE OBJECTIVES

- All Barber Middle School students will increase their STAAR achievement by one or more performance levels and/or reach/maintain masters grade level performance in reading, math, and science.
- 100% of Barber Middle School Emergent Bilingual/ESL students will improve their speaking, listening, reading, and writing performance by demonstrating a minimum of one year's progress as measure by TELPAS.
- 100% of Barber Middle School students served by Special Education will improve their achievement in math, reading, and science by demonstrating a minimum of one year's growth as measured by STAAR.
- 100% of Barber Middle School students will receive a well-rounded education through enrollment/participation in academic course offerings (RLA, Mathematics, Science, Social Studies, Art, Music, Character, Technology, Physical Education), by participating in extra-curricular and club activities, and by participating in social/emotional support activities during Gator Grow Time.
- 100% of Barber Middle School students will receive high-quality, grade-level instruction in every class every day.

GOAL TWO

Tier I instruction will include grade-level materials, resources, and assessments that align with the rigor of the state standards (TEKS) and prepare students for mastery level as measured by STAAR.

PERFORMANCE OBJECTIVES

- Administrators, instructional coaches, and district specialists will monitor instruction through daily walk-throughs, formal observations, teacher conferences, and by regular attendance/participation in Collaborative Team Time.
- The District Data Wall and the Formative Daily Data Collection system will be utilized by all teachers to track student achievement progress, to make informed instructional decisions, and to provide just-in-time intervention.

GOAL THREE

Student Average Daily Attendance (ADA) will significantly improve to reflect 95% or higher; student engagement in school will improve, and parent communication will be more effective and will increase to include weekly emails, phone calls, and text messages.

PERFORMANCE OBJECTIVES

- Student attendance will be monitored daily by administrators, teachers, and the counselor.
- The total number of student discipline referrals will decrease by 20% with physical aggression offenses decreasing by 50%.
- 100% of Barber Middle School students and staff will receive the required training in areas such as the Standard Response Protocol, school safety measures, bullying prevention, conflict resolution, drug and violence prevention, and character building through our Character Strong program.

GOAL FOUR

High-quality teacher training, support, and retention are top priority at Barber Middle School.

PERFORMANCE OBJECTIVES

- Recruit and hire highly-qualified teachers, staff, and administrators.
- Provide on-going, monthly professional development opportunities utilizing the following the district pillars of On Grade Level Instruction, Collecting Evidence of Student Learning/Thinking, use of Highly Engaging Strategies, and Writing across all content areas.

GOAL FIVE

All Barber Middle School students, parents, and staff will feel a sense of belonging, connectivity with, and pride in their school.

PERFORMANCE OBJECTIVES

- Technology will be incorporated into the daily operation of Barber Middle School to facilitate the effective delivery of instruction, to ensure just-in-time parent and staff communication, and to provide efficient connectivity to the internet.

- We refined our Barber Middle School HUB so that our teachers have immediate and timely access to resources, calendars, and in-house communication.
- Academic and extra-curricular activities, friendly competitions, school events, student performances, and celebrations will be integrated throughout the school year to provide opportunities for Barber Middle School students, parents, and staff to participate.
- Institutionalize the GATOR Way through on-going messages, activities, and recognition. G=Grit; A=Accountability; T=Teamwork; O=Optimism; R=Respect.
- Launch of a PBIS system around “Gator Bucks” that incorporates an online GatorBucks Bank that allows staff, students, and parents to view how students are rewarded for Positive Behavior.

STRENGTHS

- Barber Middle School maintained the growth achieved during the 2024-2025 school year as reflected by our school’s performance rating of a “B” in the state accountability system. Our systems are well established now and are prepared for greater growth.
- Barber Middle School teachers are ready, willing, and well-prepared to do the hard work to make progress toward our goal of achieving an “A” in the state accountability system.
- Our planning protocol is well-established and expectations for effective and efficient instructional planning have been clearly communicated.
- The lesson internalization process has been institutionalized by our faculty and staff. Starting the year with this process in place and familiar to our faculty promises to yield continued improvement in the delivery of high-quality instruction.
- Our on-going professional development plan for 2026-2027 is predicated on high-impact, trajectory changing, researched-based strategies, and the daily utilization of high-quality instructional materials (HQM).
- The instructional scope and sequence materials and the unit planning guides provided by the District has freed teachers up to internalize the lessons and to ensure coherence and continuity.
- Our technology has been updated across the campus with all teachers receiving a new laptop and a docking station. The laptops facilitate timely access to the internet so that instruction is seamless.
- The Barber Middle School teachers, staff, and administrators are committed to providing access to high-quality Tier I instruction for all students. Excellence in all things drives every decision made.
- Barber Middle School will focus on improving literacy and numeracy skills for all students by implementing strategies, activities, and initiatives that support

grade-level and beyond achievement.

- We have an active PTO that is eager to support our Barber Middle School initiatives.

OPPORTUNITIES

- Barber Middle School's Vision Statement reads, "Barber Middle School will be an *Opportunity-Maker School* where all students have access to high-quality Tier I instruction and the supports needed to achieve at or above-grade level." We have an opportunity through focused determination and unwavering commitment to be an *Opportunity-Maker School* for our students.
- Barber Middle School maintained our previous growth as measured by student success on STAAR. We recognize that our progress was based on student growth which is good news-- *Our Students are Making Progress*. We also recognize that with that progress, we must now focus on student achievement by moving a significant number of students from did not meet to approaches while maintaining our distinctions in through our meets and masters percentages. This is possible through more flexible and targeted use of our Gator Grow Time (Tier 2 Intervention).
- Student attendance must improve. We cannot teach students if they are not present. We have a system in place in which administrators and our counselor are informed each day of student absences. Parent calls are made daily and automated emails are sent.
- Barber has undergone several staffing and leadership changes over the last several years. This has changed the climate of the building while strengthening positive aspects of the culture. To address the climate Barber will make a concerted effort to find ways to connect staff who would otherwise not have the opportunity to engage with each other through staff planned events, partnering with PTO to create opportunities to engage with parents and the community, and through adjustments to the master schedule that bring more groups and teams together.

MEASURES AND INDICATORS OF SUCCESS

- 2026-2027 STAAR Performance
- 2026-2027 TELPAS Performance
- Growth as indicated by MAP
- CBA and Benchmark data
- Student attendance (ADA) >95%
- Teacher attendance >98%
- Teacher participation/demonstration of lesson internalization process

- Student participation in activities, clubs, initiatives
- Ledger of PBIS transactions
- Parent involvement/participation in school activities, performances, meetings
- Parent survey feedback
- Teacher/Staff survey feedback
- Decrease in student discipline referrals
- Increase in library circulation
- Quality of student work

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.
- DMS will provide campus-wide communication to families at least weekly through established communication platforms, with translated/bilingual communication provided as appropriate.

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

- 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, The 4 Pillars, Bluebonnet Learning 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

- **Achievement Capacity:** Despite the overall accountability decline, Dunbar demonstrated areas of academic strength, including increases in Student Achievement and Relative Performance, showing that students can achieve at higher levels when instructional systems are aligned.
- **Data-Informed Structural Response:** DMS has used its 2026 accountability results to redesign the master schedule, Dual Language structures, intervention services, Academic WIN, and student-support systems around identified needs.
- **Commitment to Individual Student Growth:** The campus is shifting from primarily monitoring overall passing rates to identifying each student's starting point, growth target, instructional need, and responsible adult.
- **Established Campus Culture:** CHOMP—Courtesy, Honor, Order, Mindfulness, and Perseverance—provides common language for behavioral expectations, recognition, and student responsibility across campus.
- **Instructional Leadership Capacity:** A redesigned tiered teacher-support system and intentional observation-feedback-follow-up cycle provide a stronger structure for differentiating professional support and monitoring implementation.

OPPORTUNITIES

- **Student Growth/Closing the Gaps:** The greatest opportunity is increasing individual student growth across all accountability groups. Domain 3/Closing the Gaps declined, with Student Growth representing one of the largest areas of lost accountability performance.
- **Emergent Bilingual and Dual Language Performance:** TELPAS/English Language Proficiency and Spanish-tested performance represent significant opportunities for improvement through stronger language-development monitoring, differentiated supports, and the redesigned Dual Language instructional structure.
- **Increased Attendance Rates:** Opportunity to boost daily attendance rates to 95%, which could positively impact student performance and engagement.
- **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.

Bay Colony Elementary School

GOAL ONE

BCES will engage in a collaborative learning culture by providing job-embedded professional development that directly impacts instructional delivery and classroom success.

PERFORMANCE OBJECTIVES

- Teachers will engage in ongoing professional learning based on academic and behavioral data with targeted feedback from walkthroughs, peer walks, and data analysis talks.

GOAL TWO

BCES will continue to focus on the success of student learning.

PERFORMANCE OBJECTIVES

- The campus will continue to improve its systematic approach to Response to Intervention (RTI).
- Students will continue to show an increase in writing success.
- The campus will focus on students' language development through the implementation of the ELPS. BCES will focus on increasing our daily average attendance to 96%, or better.

GOAL THREE

BCES 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.
- Bay Colony will meet the needs of students regarding suicide prevention and eliminating self-harming behaviors.

Bay Colony Elementary School

GOAL FOUR

BCES will continue to 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 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 Peaks of the Week.

GOAL FIVE

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

PERFORMANCE OBJECTIVES

- Teachers and staff will have an opportunity to complete surveys throughout the year to provide feedback about the strengths on the campus, as well as the opportunities for improvement.
- The Leadership Team will conduct coaching rounds to help teachers continue to grow in their craft.

Bay Colony Elementary School

STRENGTHS AND MEASURES & INDICATORS OF SUCCESS

- The campus has established an exceptionally strong early childhood foundation through effective Tier 1 instruction and systematic programming:
 - mCLASS Reading: Kindergarten expanded benchmark proficiency by 47.5%, and 1st Grade grew by 53.2% from beginning- to end-of-year.
 - Pre-K Math: High-quality quantitative instruction moved students from 80% to 87% proficiency on Spring CLI Engage assessments.
 - Writing Breakthrough: Targeted frameworks moved struggling writers into score-earning brackets, slashing STAAR Extended Constructed Response (ECR) "zeroes" by 47% year-over-year.
- Despite serving a high-needs student population (54% Economically Disadvantaged, 30% Emergent Bilingual), the campus excels at driving equitable academic growth:
 - STAAR: Grade 3 earned an overall rating of 89, anchored by an exemplary 91 in Closing the Gaps, proving the success of targeted interventions for EB, SpEd, and low-SES cohorts.
 - National Growth Outpaced: NWEA MAP students beat national average growth rates in 3 out of 4 reading tracks, led by Grade 3 English (+7 percentile points) and Grade 2 English (+4 points).
- Proactive student support systems have structurally transformed the learning environment over a multi-year period.
 - Behavioral Reductions: Consistent execution of Positive Behavior Interventions and Supports (PBIS) led to a 34% permanent decrease in overall discipline referrals (dropping from 32 to 21 incidents).
- The primary success of this campus lies in its proven ability to convert high student demographic needs into high academic growth. Moving forward, leadership will confidently leverage these Tier 1 reading strategies and PBIS frameworks to target secondary growth areas.

OPPORTUNITIES

- There is a continuous need for systematic progress monitoring of interventions.
- The extended constructed response data showed an improvement of student writing. However, 24% of third grade students scored a zero on the ECR in STAAR. It is necessary to continue to place a focus on writing campus wide.
- Teachers implemented a new math HQIM in 25-26, and the district is moving to an RLA HQIM in 26-27, which will be new to teachers and present a challenge in keeping up reading success in the first year. Ongoing training will be necessary, as well as support in the rollout.

Bay Colony Elementary School

- While the campus has achieved a 1:1 device ratio and secured digital program alignment across all core content areas, classroom observation data indicates an over-reliance on passive screen time, resulting in a significant reduction of high-impact, face-to-face collaborative discourse, and purposeful, teacher-led instruction. There will be a focus on technology as a support to learning rather than a replacement for teacher led instruction.
- All elementary students are developing language. Many lack vocabulary, background knowledge, academic language, and sentence structures. When we only focus on content objectives (what students know) without explicitly teaching language objectives (how students express that knowledge), academic achievement gaps widen for all students, regardless of their background. We will focus on implementing the ELPS and related activities to improve students' language development.
- While our average daily attendance held relatively steady at 94.9% in 2025-26 compared to 95% in 2024-25, we have a need to continue to make attendance a priority, as it is imperative for student growth.
- Parent involvement is a necessary partnership to help with student academic and emotional growth. We will continue to provide opportunities for parents to partner with us in the growth and development of our students.

Calder Road Elementary School

GOAL ONE

CRES will provide effective teaching and learning to ensure all students achieve mastery, demonstrate a year's growth, and are prepared for college, career, and military readiness.

PERFORMANCE OBJECTIVES

- All students will demonstrate measurable academic growth and progress toward mastery of grade-level TEKS in reading and math including district and state assessments, curriculum-embedded assessments, and ongoing progress monitoring.
- Teachers will consistently implement high-quality, standards-aligned instruction using data, intentional planning, and effective instructional practices with a focus on academic vocabulary, student discourse, and aggressive monitoring.
- Students will show up ready to learn, step up when challenged, and lift up others while developing the academic skills, perseverance, and responsibility needed for continued success.

GOAL TWO

CRES will provide a physically and emotionally safe, healthy, and equitable environment for all students.

PERFORMANCE OBJECTIVES

- 100% of students will participate in regularly scheduled SEL instruction to develop self-awareness, self-management, relationship skills, and responsible decision-making.
- CRES will implement consistent campus-wide expectations and positive behavior supports to promote a safe, respectful, and inclusive learning environment.
- All students will have opportunities to build positive relationships with peers and trusted adults, increasing students' sense of belonging and connection to school.

GOAL THREE

CRES will make family and community partnerships a priority.

PERFORMANCE OBJECTIVES

- CRES will promote consistent student attendance and engagement by identifying and addressing barriers that prevent students from fully participating in school.
- CRES will utilize ParentSquare and ClassDojo for consistent campus-wide communication with families regarding attendance expectations, concerns, resources, and important school information.

GOAL FOUR

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

PERFORMANCE OBJECTIVES

- CRES will provide teachers with meaningful feedback, coaching, collaboration, and support through classroom observations, CTT, planning, and professional learning opportunities.
- CRES will recruit and retain highly qualified staff by creating a supportive environment where employees feel valued, connected, and equipped to be successful.
- CRES will foster a positive staff culture by recognizing contributions, celebrating growth and success, and providing opportunities for staff voice, leadership, and collaboration.

GOAL FIVE

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

PERFORMANCE OBJECTIVES

- CRES will maintain efficient campus procedures and a safe, organized learning environment that maximizes instructional time and minimizes disruptions to teaching and learning.
- CRES will ensure staff and students are prepared to respond appropriately to emergency situations through established safety procedures, required drills, and ongoing communication.

STRENGTHS

- CRES earned maximum evaluation points (EB) on STAAR for Closing the Gaps, meeting the long-term target and demonstrating strong progress in supporting achievement across student groups.
- CRES demonstrated continued growth in student achievement, reflecting the impact of focused instruction, data-driven practices, and targeted student support.
- Staff demonstrate a willingness to reflect, collaborate, and adjust instructional practices based on student needs and performance data.
- CRES Student achievement has increased from an overall score of 91 in 2024-25 to a 92 in 2025-26, as evidenced by the TEA Accountability ratings.

OPPORTUNITIES

- CRES has an opportunity to strengthen campus-wide progress monitoring practices by consistently collecting and analyzing skill-specific student data to identify learning needs, monitor mastery, and provide timely instructional responses.
- CRES has an opportunity to improve student attendance by strengthening family partnerships, proactively addressing attendance concerns, and recognizing students and families for consistent and improved attendance.
- CRES demonstrated progress by decreasing the number of students receiving a score of 0 on ECRs; however, data continues to indicate significant opportunity for growth in written response performance, with the goal of eliminating 0 scores on ECRs.

MEASURES AND INDICATORS OF SUCCESS

- Implementation of student and family attendance recognition and incentive opportunities.
- Evidence of instructional adjustments based on progress-monitoring data.
- Increased student growth between initial skill checks and subsequent assessments.
- Alignment between Power Skill Check performance, curriculum assessments, district assessments, and STAAR performance.
- Evidence of student growth through ongoing writing samples, curriculum assessments, district assessments, and STAAR.

Hughes Road Elementary School

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 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
- Continue our Dudes at the Door program

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 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

- Hughes Road maintained a C STAAR rating
- **Math:** 81% of 3rd Grade students **maintained or increased** their MAP STAAR projections and 23% **increased** their MAP STAAR projections
- **Reading:** 87% of 3rd Grade students **maintained or increased** their MAP STAAR projections and 37% of students **increased** their MAP STAAR projections
- Evidence of Accelerated instruction evident in all grade levels MAP and mCLASS EOY data in K-2nd Grade
- Increased parent involvement in our PTO, Dudes at the Door and with our community partner, Eastside Community Church

OPPORTUNITIES

- Improve instructional practices across all classrooms
- Improvement in STAAR Relative Performance
- Promote more parent and family involvement
- Continue to support the HRE PTO

MEASURES AND INDICATORS OF SUCCESS

- Achievement data: MCLASS, MAP, STAAR and common assessments
- Parent and staff surveys
- Attendance Data

Lobit Elementary 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 show one year's progress according to CLI/MAP.
- We will increase our student achievement in math, reading, and science to 90% approaches, 65% meets, 35% masters.
- We will increase our student growth percentage to a minimum of 85%.
- 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 attendance will average 96% for the 26-27 school year.
- Maintain our Positive Behavior Intervention System to recognize and reinforce student and staff behavior.
- Students will participate in character lessons at least one time per week through WIN time and character education class.

GOAL THREE

DISD will make family and community partnerships a priority.

PERFORMANCE OBJECTIVES

- LES will provide multiple opportunities for parent engagement throughout the school year.
- LES staff will utilize Parent Square, Skyward, as well as other social media platforms to provide ongoing communication with families.
- LES will provide monthly communication to parents through Parent Square as well as ongoing posts to social media as well as our campus website to highlight student learning, campus/student celebrations, and campus events
- LES will partner with community members to volunteer in our campus library or

other volunteer opportunities

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 LES 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.
- The administrative team will provide ongoing learning surrounding the 4 instructional pillars as well as our instructional priorities. We will focus on clearly defined learning and language objectives, student discourse, aggressive monitoring, and writing across all contents.
- All teachers will have access to an instructional coach as needed to continually improve their instruction and student growth

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

- 3rd Grade RLA maintained 66% meets and increased from 29% masters to 42% masters
- 3rd Grade Math increased from 31% masters to 33% masters
- 4th Grade RLA maintained 87% approaches and increased from 57% meets to 66% meets and 23% masters to 32% masters
- 4th Grade Math maintained 78% approaches and increased from 58% meets to 59% meets and 33% masters to 35% masters
- 5th Grade RLA increased from 78% approaches to 82% approaches, 59% meets to 61% meets, and 30% masters to 37% masters
- 5th Grade Math increased from 73% approaches to 77% approaches, 48% meets to 55% meets, and 19% masters to 28% masters

OPPORTUNITIES

- Teachers are learning a new curriculum and will commit to internalizing all lessons
- 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.
- Utilize exit tickets to respond to student misconceptions quickly and effectively
- Continue to monitor meets/masters students to ensure they are maintaining or growing each year

MEASURES AND INDICATORS OF SUCCESS

- **Campus Goals**
 - All students will show one year's progress according to CLI/MAP.
 - We will increase our student achievement in math, reading, and science to 90% approaches, 65% meets, 35% masters.
 - Intentionally plan daily lessons that will incorporate clearly defined learning and language objectives, student discourse, aggressive monitoring, and opportunities for students to write.
- **Indicators of Success**
 - STAAR
 - TELPAS
 - Common Assessments-CBAs-PreSTAAR
 - Exit Tickets
 - Increased student and staff attendance

Ruth Laird 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.

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.

GOAL THREE

DISD will make family and community partnerships a priority.

PERFORMANCE OBJECTIVES

- RLES will provide parents/families with information about school activities through newsletters and information using various social media platforms and digital resources.

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

- RLES will retain staff by providing individualized coaching, targeted professional development aligned to staff needs, and leadership opportunities for those interested in expanding their roles.

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.

STRENGTHS

- The campus will establish a clear vision, mission, and shared commitment to creating a positive, student-centered culture. Leadership and staff will work together to maintain high expectations, foster collaboration, and ensure every student is supported to achieve success.
- The campus will intentionally build a culture grounded in relationships, respect, accountability, and belonging. Consistent implementation of the LAIRD Way, restorative practices, and character development will create a common language and shared expectations for students and staff.

OPPORTUNITIES

- Staff will collaborate to develop effective instructional practices, analyze student data, and continuously improve teaching and learning. Teams will establish systems that promote professional learning, innovation, and shared responsibility for student achievement.

MEASURES AND INDICATORS OF SUCCESS

- STAAR, Mclass, MAP, TELPAS, District assessments, BOY screeners, Progress Monitoring
- Monthly academic and behavioral progress monitoring meetings.
- Attendance information, follow-up, and feedback cycle
- TTESS Walk-through data/feedback
- Parent Surveys and Staff Feedback

San Leon Elementary School

GOAL ONE

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

PERFORMANCE OBJECTIVES

- At SLES we will **produce consistency** by holding each other accountable for providing grade level instruction, through collaborative planning and internalization, targeted instruction, progress monitoring data and accountability of student growth.
 - Through explicit Tier 1 instruction students will those progress on grade level skills
 - Increase performance at meets and masters
 - Increase language proficiency level in composite score

GOAL TWO

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

PERFORMANCE OBJECTIVES

- At SLES we will **promote belonging** through a commitment to building a positive, collaborative community atmosphere on our campus where students, families, and staff feel supported, safe and welcome.
 - Students and staff will be trained in emergency response, bullying prevention, conflict resolution, drug prevention, and character building.
 - Improve daily attendance

GOAL THREE

DISD will make family and community partnerships a priority.

PERFORMANCE OBJECTIVES

- At SLES we will **provide coherence** to all students, families and staff through clear communication and expectations for attendance, instruction, behavior and growth.
 - Increase home to school connection and communication using district and social media platforms.
 - Increase daily attendance to 94% with communication and accountability with parents as well as incentives and recognitions to students.

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

- San Leon Elementary will provide intentional and ongoing professional learning throughout the year to continue improving teachers' craft for a greater impact on student learning and success targeting teacher retention.
 - Through the use of mentors, instructional coaching, staff development and teacher feedback from observations and surveys we will support and retain staff.
 - Teachers will engage in targeted CTT for reading and math, separately, to allow for collaboration, communication, and collective cohesion to support instruction and promote both student and teacher success.

GOAL FIVE

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

PERFORMANCE OBJECTIVES

- San Leon Elementary will work with other district departments to maintain all aspects of our campus such as maintenance, technology, transportation, nutrition services, etc.
 - Technology will be provided to students and teachers within each classroom
 - The campus will be well maintained through the combined efforts of campus staff, district operations and business services.

STRENGTHS

- KELE overall STAAR rating in 2026 is 82 (*up from 67 in two years*)
- SLES overall STAAR rating in 2026 is 79
- KELE earned all 4 points on TELPAS
- Though we have the highest number of low-SES, we have a staff committed to the work needed to wrap around support and services to our students and families.

OPPORTUNITIES

- Combining K.E. Little Elementary and San Leon Elementary allows for a targeted instructional focus for our students in the Bay Shore communities.
- Use of CTT time to identify areas where teachers can improve T1 instruction (their craft), through collaboration, rehearsal, and student learning outcomes with the internalization process.
- Use of RTI process using data consistently to drive T2 and T3 interventions while monitoring and adjusting based on student progress.

MEASURES AND INDICATORS OF SUCCESS

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

Silbernagel Elementary 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 show one year or more growth in reading. Increase the performance of all students and student groups on the 3rd grade STAAR assessment. The TEA Accountability rating for Domain 1 will increase to an 80 or better.
- All students will show one year or more growth in math. Increase the performance of all students and student groups on the 3rd grade STAAR assessment. The TEA Accountability rating for Domain 1 will increase to an 80 or better.
- All students will show one year or more growth in writing.
- Ensure 100% of students are offered well-rounded educational opportunities.

GOAL TWO

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

PERFORMANCE OBJECTIVES

- Create and maintain a safe and supportive environment for students and staff.
- Increase student attendance from 94% to 95%.
- Students will demonstrate age-appropriate physical fitness levels, as measured by the state-mandated fitness assessment (FitnessGram), through increased participation in structured physical activity programs.

GOAL THREE

DISD will make family and community partnerships a priority.

PERFORMANCE OBJECTIVES

- Increase the number of parent engagement activities.

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 and increase hiring strategies for highly qualified personnel.

GOAL FIVE

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

PERFORMANCE OBJECTIVES

- Ensure 100% of 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 experience.

STRENGTHS

- Maintained an 87 overall accountability rating
- Increased Masters percentage on Math STAAR by 9%
- Increased Approaches, Meets, and Masters percentages in Reading STAAR, with >10% gains in each category on the Spanish Reading STAAR.
- Improved TELPAS growth from the previous year
- Growth percentiles above 50% in nearly all MAP exams
- Reduced the number of students scoring 0/10 on the writing ECR from 45% to 25%
- Increased our student attendance rate
- Implemented the district curriculum with fidelity
- Aligned our instructional practices and professional development to the district's 4 pillars
- Tracked student data to monitor progress over time
- Grew PTO involvement throughout the year

OPPORTUNITIES

- Need to increase the percentage of students earning Approaches and Meets on the Math STAAR
- Improve PK phonological awareness skills
- Moving into 26-27, we need to continue our performance as we significantly grow our student population
- Make rezoned students and families feel welcome at Silbernagel

MEASURES AND INDICATORS OF SUCCESS

- Earn an overall average of 90 or higher on our Accountability Rating from TEA
- 60% of 3rd graders will earn a STAAR Math and Reading proficiency level of Meets Grade Level or higher
- The campus will have 95% attendance or higher for each 6-week reporting period.
- **Engagement:** Lessons will maintain high levels of student engagement by incorporating frequent student discourse and writing in all content areas.
- **Feedback:** Teachers will provide students with frequent, specific, and timely feedback throughout lessons in all content areas.
- **Data Tracking/Intervention:** Teachers will build and maintain a data tracker that identifies specific areas of deficiency by student, along with a plan for intervention to close those gaps and assess the effectiveness of the intervention.

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: September 8, 2026

Item Title: Resolution for Identifying Hazardous Conditions within Two Miles of a School

Agenda Item: Ryan Boone

Background Information:

Policy CNA (local) requires that the Board shall adopt a resolution identifying hazardous conditions within two miles of a school campus. This allows us to receive partial funding for transporting our students who otherwise would endure unsafe conditions traveling to their campus for the 2026-27 school year.

The resolution is attached for your consideration.

Recommendation:

The Superintendent, Chief of Business and Operations and Director of Transportation recommend approval.

Action Item: X Yes No

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

A RESOLUTION TO IDENTIFY HAZARDOUS CONDITIONS WITHIN TWO MILES OF A SCHOOL ZONE

WHEREAS, the Board of Trustees has identified that all Dickinson ISD campuses, except for Ruth Laird Elementary, isolated areas around Lobit Elementary, Dickinson JH, Dickinson HS, Barber Middle School and Bay colony Elementary, have significant safety/travel issues within two miles of each school per Education Code 48.151, and

WHEREAS, each campus has missing or insufficient walkways, and

WHEREAS, each campus has minimal safe places to ride a bike or walk to school, and

WHEREAS, each campus has intersections, roadways and streets that are difficult and/or dangerous to cross, and

WHEREAS, the drop-off and pick-up process creates congestion,

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of Dickinson ISD declares that hazardous conditions exist for students living within two miles of each campus except as listed above.

Adopted the 8th day of September, 2026.

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: September 8, 2026

Item Title: Public Hearing-Seat Belts on School Buses

Agenda Item: Ryan Boone

Background Information:

Transportation Code 547.701 requires all buses to have two or three-point seat belts installed unless this creates a hardship with regards to a district's budget. We currently have the following:

77 passenger no seat belts = 106

Special Ed buses, no seat belts, 2pt seat belts = 9

Special Ed buses, with seat belts, 3pt seat belts = 8

Special Ed buses, no seat belts, 2 & 3 pt seat belts = 12

Minibuses, with seat belts, 3pt seat belts = 6

The approximate cost to add two seat belts per seat is \$22,000 per bus and to add three seat belts per seat the cost would be \$41,000 per bus.

Total cost to retrofit busses without seat belts would be \$4,800,000.

The law states that.... if the board of trustees determines that the district's budget does not permit the district to purchase a bus that is equipped with the seat belts then this transportation code does not apply. We are requesting that the School Board opt out of Transportation Code 547.701 due to budget limitations.

Recommendation:

The Superintendent, Chief Business and Operations Officer 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 8, 2026

Item Title: Approval of Proposals Received

Agenda Item: Ryan Boone, Alyse Howell

Background Information:

An request for Proposals for Food and Nutrition Services Design Consultant (#26-08-1194) was advertised for and responses were received.

Recommendation:

The Superintendent, Chief of Finance and Operations, Director of Food and Nutrition Services, and Coordinator of Purchasing recommend approval of Foodservice Design Professionals.

Action Item: X Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: September 8, 2026

Item Title: Optional Flex School Day Program for Dickinson Continuation Center

Agenda Item: Robert Cobb

Background Information:

The Optional Flexible School Day Program (OFSDP) allows districts to provide flexible hours and days of attendance for students who meet at least one of the requirements of the Texas Education Code §29.0822(a). The goal of the program is to improve graduation rates for students who are in danger of dropping out of school, have dropped out, or are behind in core subject courses.

Districts and Charters must annually submit the most recent version of the OFSDP application, which has been updated as of May 2026, notifying the Texas Education Agency of their plans to participate in the OFSDP. The application requires the following information:

- program description
- schedules
- staff plans
- staff qualification standards
- student attendance accounting security procedures

If OFSDP was in place last year, DCC could have contributed an extra \$30,000 to the budget.

Recommendation:

The Superintendent and Executive Director for Student Support Services recommend approval of the Optional Flexible School Day Program for Dickinson Continuation Center.

Action Item: ☒ Yes ☐ No

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

Optional Flexible School Day Program Agreement

This document must be fully completed and signed by the school system's Board President and Superintendent. The signed document must be uploaded into the OFSDP Smartsheet application. This document is a required component of the OFSDP application submission.

Legal Name of School District or Open-Enrollment Charter School

Physical Address

Board Agreement

All information requested must be included with this form. The school district or open-enrollment charter school hereinafter called "district" does hereby certify and agree to the following conditions of the agreement.

1. The board of trustees of the school district or the governing board of the open-enrollment charter school **agrees to include the OFSDP as an item on the agenda** concerning the proposed application.
2. The board of trustees of the school district or the governing board of the open-enrollment charter school must discuss the progress of the program before applying to operate an OFSDP.

The proposed OFSDP application was on the agenda and discussed at the board meeting conducted on:

Month: _____

Day: _____

Year: _____

Time: _____

Location: _____

The board reviewed the OFSDP program and application and approved the submission on behalf of the school district or open-enrollment charter school by authorized representatives.

Name, Title, and Telephone Number of School Board President

Signature of School Board President

Date

Authorized School System Official

On behalf of the school district or charter school, I hereby certify that the district/charter will implement and operate the OFSDP in accordance with Texas Education Code (TEC) §29.0822, 19 Texas Administrative Code (TAC) §129.1027, the Student Attendance Accounting Handbook, and all applicable guidance, forms, and instructions issued by the Texas Education Agency (TEA) for the applicable school year.

I certify that the information submitted in connection with this application is true and correct and the district/charter will fully comply with all application assurances, applicable laws, rules, and TEA guidance governing the Optional Flexible School Day Program.

Name, Title, and Telephone Number of District Superintendent or Charter School Chief Operations Officer

Signature of Person Authorized to Bind the District or Charter School

Date

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA

Meeting Date: September 8, 2026

Item Title: Proposed Recruiting Schedule for 2026-2027

Agenda Item: Kimberly Rich

Background Information:

The recruiting schedule is included for review and approval.

Recommendation:

The Superintendent recommends approval.

Action Item: ☒ Yes ☐ No

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

Dickinson Independent School District

Hiring Event Opportunities for 2026-2027

<u>Date</u>	<u>School / Location</u>
October 20, 2026	Sam Houston State University – Huntsville
November 2, 2026	Texas A&M University – College Station
November 4, 2026	Texas State University - San Marcos
November 14, 2026	University of Houston -Main Campus
November 5, 2026	University of Houston - Clear Lake (UHCL)
TBA/Fall 2026	Gulf Coast Teacher Job Fair- Houston
March 25, 2027	DISD Professional Hiring Event
TBA/Spring 2027	Sam Houston State University- Huntsville
TBA/Spring 2027	Texas A&M University – College Station
TBA/ Spring 2027	Texas State University - San Marcos
TBA/Spring 2027	University of Houston - Clear Lake (UHCL)
TBA Spring 2027	University of Houston Systems- Houston Main Campus
TBA/Spring 2027	Gulf Coast Teacher Job Fair- Houston

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: September 8, 2026

Item Title: Approval of Agenda Item A

Agenda Item: Dr. Rebecca Brown

Background Information:

Agenda Items:

A. Consent Agenda Items

Recommendation:

The Superintendent recommends approval of Agenda Item A.

Action Item: √ Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: September 8, 2026

Item Title: Consent Agenda Items

Agenda Item: Dr. Rebecca Brown, Superintendent

Background Information:

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

- Approval of Proposals Received #26-08-1195 Contracted Services
- Donation to DHS c/o 2027-Assoc. Steel Fabricators Inc.
- Donation to Special Program-Houston Lodge 151
- Campus Fundraising Request MJHS Dance

Recommendation:

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

Action Item: √ **Yes** **No**