

Agenda of Regular Action Meeting/First Intergrity Rating System of Texas (FIRST) Public Hearing

The Board of Trustees Dickinson Independent School District

A Regular Action Meeting/First Intergrity Rating System of Texas (FIRST) Public Hearing of the Board of Trustees of Dickinson Independent School District will be held Monday, November 2, 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: Bethany Spies & Avery Anderson, Kranz Junior High School
4. Invocation
5. Recognitions
 - 5.A. TETA Distinction
 - 5.B. CTE Distinction
6. Public Comment: Agenda Items
7. Open Forum: Non agenda Items
8. Action on Closed Executive Session Items
 - 8.A. Consider Approval of Resignations, Retirements, New Hires
9. Annual Delinquent Tax Collection Report
10. Financial Integrity Rating System of Texas (FIRST) Public Hearing
11. Written Reports

- 11.A. Student Attendance Report for 1st Six Weeks
- 11.B. Tax Report for September 2026 and Year to Date
- 11.C. Grants Report
- 11.D. Energy Conservation Program Board Report
- 11.E. FNS Board Report
- 11.F. Facility Services Board Report
- 11.G. Transportation Board Report
- 11.H. MAP & mClass BOY
12. Local Improvement Plan (LIP) for Hughes Road Elementary School
13. Library Book Review and Purchase
14. Action Items
 - 14.A. Consent Agenda Items
 - Budget Amendments/Adjustments for October 15, 22, 2026
 - Campus Fundraising -MJHS Life Skills, MJHS Chess Club & Pokemon Club, MJHS Fearless and Flawless
 - Donation to DHS c/o 2027, DHS Reveliers
 - Approval of Proposals Received 26-08-1195 Contracted Services, 26-08-1196 Misc. Hardware, and 26-08-1197 Misc. Goods and Supplies
15. Level Three Grievance Appeal Hearing
16. Closed Executive Session
 - 16.A. Section 551.071 - Consultation with Attorney
17. Reconvene in Open Meeting
18. Consider and Take Possible Action in Response to Level Three Grievance Appeal
19. Adjournment

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on October 27, 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: November 2, 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

Meeting Date: November 2, 2026

Item Title: Recognitions

Background Information:

1. TETA Distinction
2. CTE Distinction

**DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM**

Meeting Date: November 2, 2026

Item Title: Texas Educational Theatre Association Distinction

Agenda Item: Jenna Simsen

Background Information:

Dickinson ISD will recognize the district's theatre programs for earning top honors from the Texas Educational Theatre Association (TETA). Each year, TETA honors outstanding theatre programs and districts that demonstrate excellence and raise the standards of theatre education in Texas.

Kranz Junior High and McAdams Junior High have each been named Schools of Distinction at the exemplary level for their achievement and commitment to excellence in theatre education.

In addition, Dickinson ISD received the District of Distinction Award at the exemplary level for its dedication to supporting high-quality theatre programs across the district.

These honors reflect the creativity, collaboration and dedication of our theatre educators and students, as well as the district's continued commitment to excellence in fine arts education.

RECOGNITION:

Congratulations to our Theatre Programs and Fine Arts Department!

- **Kranz Junior High:** Kyle Crawford
- **McAdams Junior High:** Tara Jones
- **Dickinson ISD:** Dr. Paul Trahan

**DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM**

Meeting Date: November 2, 2026

Item Title: CTE Distinction

Agenda Item: Jenna Simsen

Background Information: The Dickinson ISD Board of Trustees will recognize the district for earning the 2026 Career and Technical Education (CTE) District of Distinction designation from the Career and Technical Association of Texas (CTAT). This prestigious honor recognizes school districts across Texas for their leadership, innovation and commitment to preparing students for college and career success.

The CTE District of Distinction designation highlights districts that demonstrate excellence in workforce readiness, innovative programming and meaningful community and industry partnerships. Dickinson ISD continues to expand opportunities for students to gain real-world skills, earn industry-based certifications and explore pathways to successful careers.

This recognition reflects the dedication of CTE Director Dr. Lauren Calderaro, the district's CTE educators and campus leadership.

Accepting this recognition are:

- Dr. Lauren Calderaro, Director of Career and Technical Education
- Courtney Ramirez, Dickinson High School Principal
- Dickinson ISD Career and Technical Education Teaching Staff

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: November 2, 2026

Item Title: Personnel Action

- Employment
- Resignations/Retirement

Agenda Item: Kimberly Rich

- We have one (1) retirement: We have one (1) Executive Director of Human Resources.

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: November 2, 2026

Item Title: Annual Delinquent Tax Collection Report

Agenda Item: Ryan Boone

Background Information:

Mike Darlow, DISD delinquent tax attorney has prepared the Dickinson ISD Annual Delinquent Tax Collection Report under separate cover. Yolanda Humphrey, Perdue, Brandon, Fielder, Collins & Mott L.L.P., will give a brief report to the Board concerning the status of delinquent tax collections.

Recommendation:

Information only

Action Item: _____ Yes X No

WHEN EXPERIENCE, REPUTATION AND PERFORMANCE MATTER



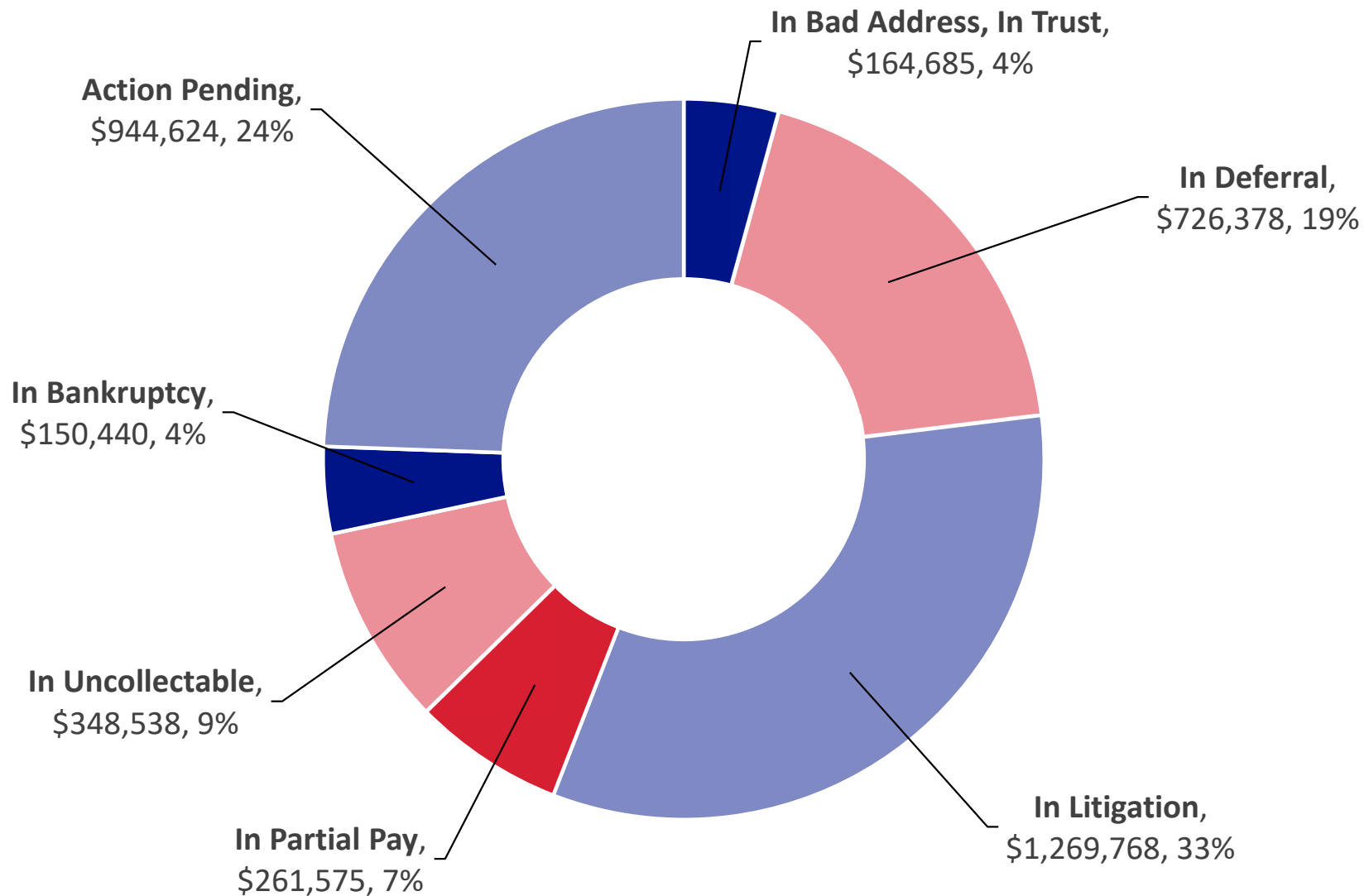
COLLECTION REPORT TO DICKINSON ISD

Submitted by: *Yolanda Humphrey & Damion Millington*
November 2026
www.pbfcml.com



ACCOUNT BREAKDOWN CHART FOR DICKINSON ISD

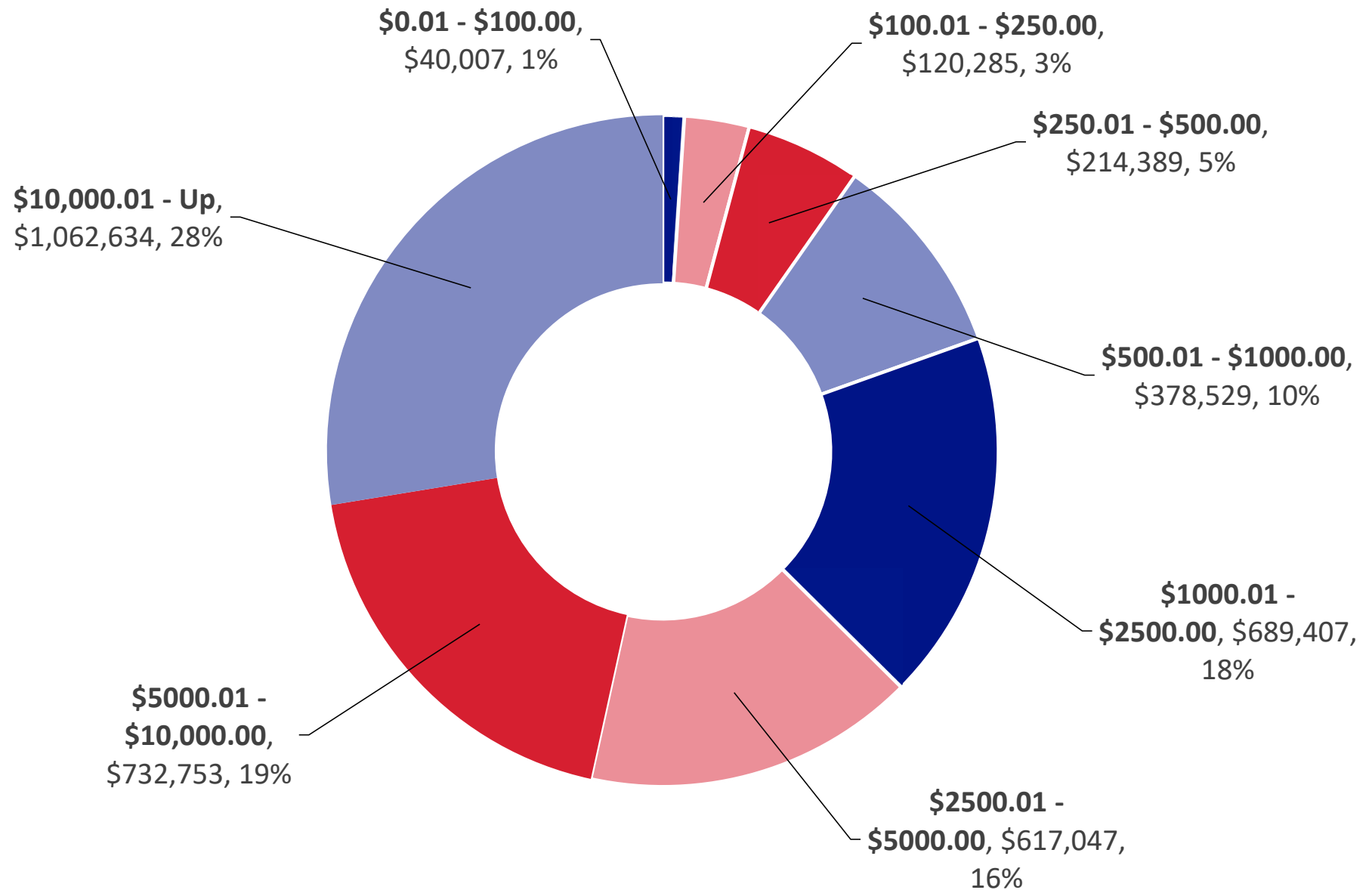
As of 10/19/2026 - Total Base Tax: \$3,855,052





DOLLAR RANGE CHART FOR DICKINSON ISD

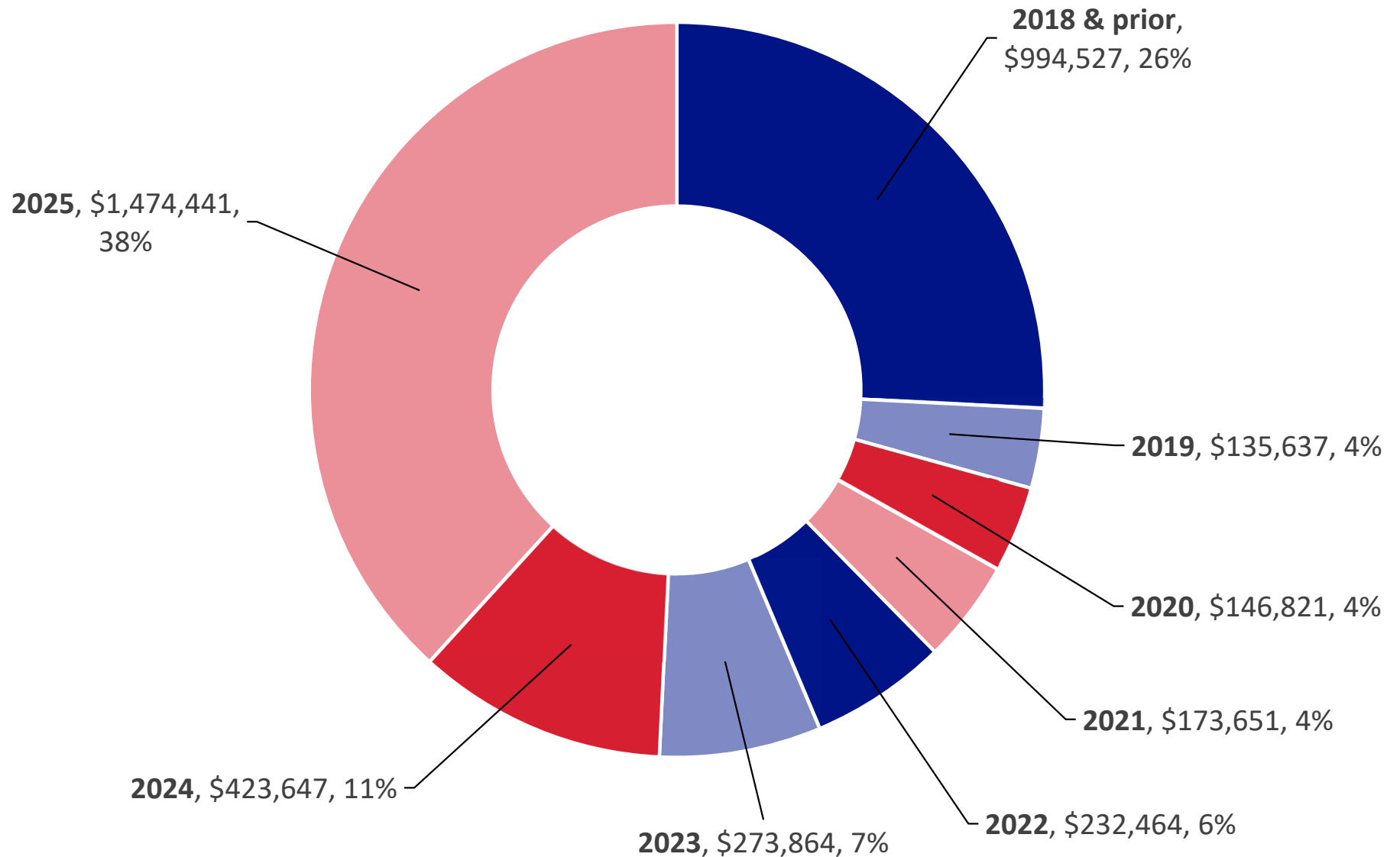
As of 10/19/2026 - Total Base Tax: \$3,855,052





TAX YEAR CHART FOR DICKINSON ISD

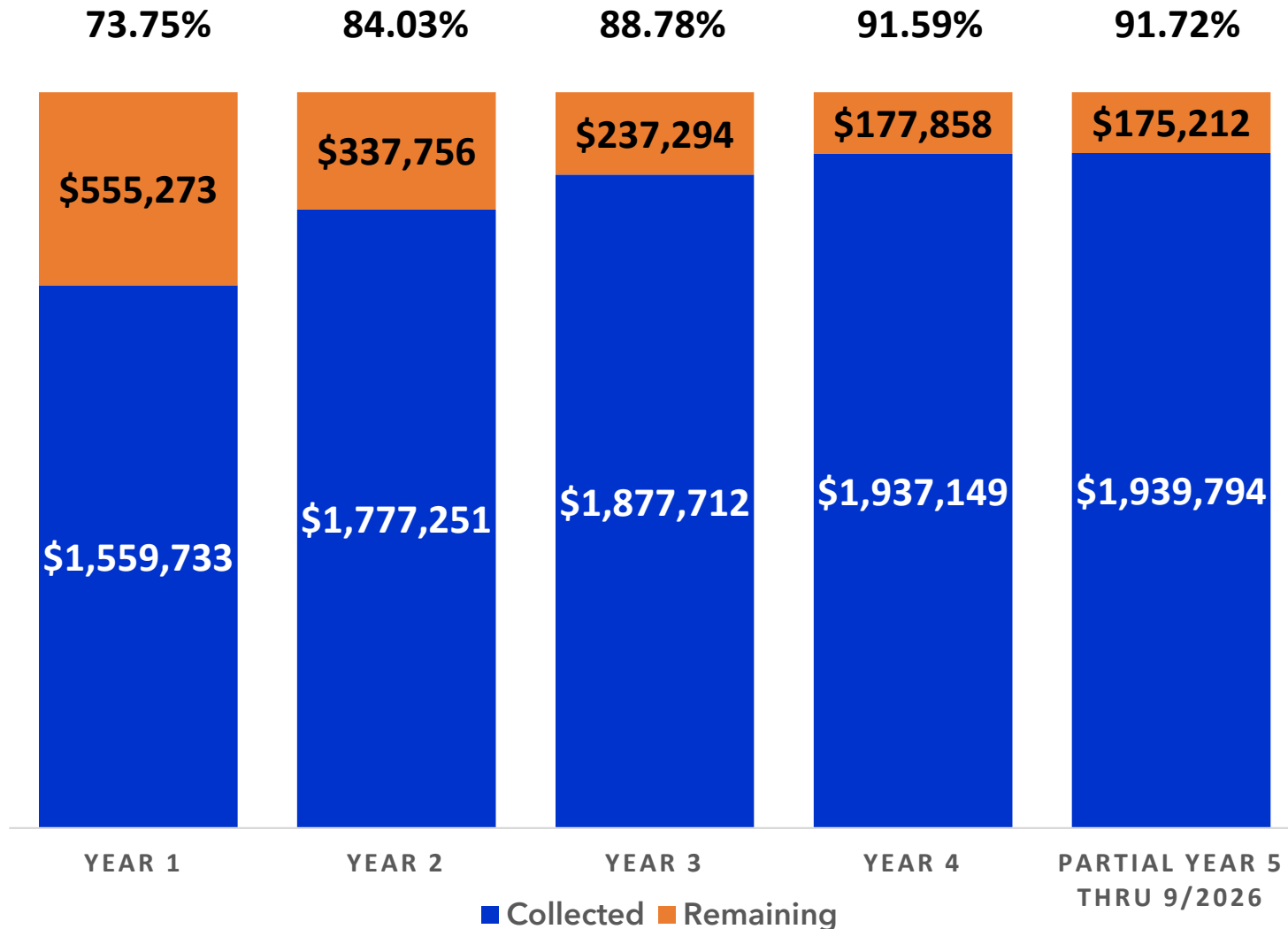
As of 10/19/2026 - Total Base Tax: \$3,855,052





2021 PERCENTAGE OF COLLECTION FOR DICKINSON ISD

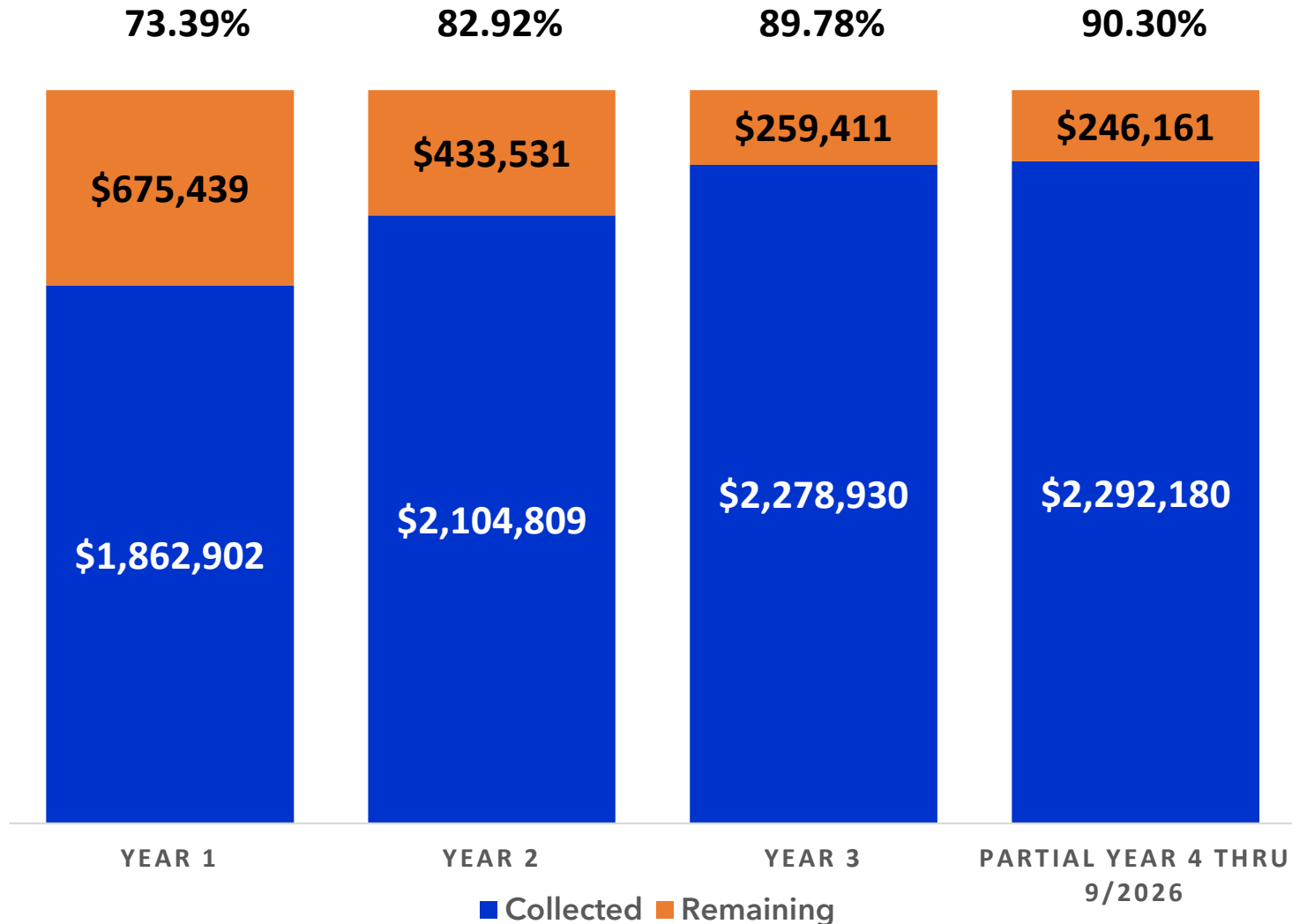
As of 07/01 - 6/30 for each year - Initial Outstanding Base Tax \$2,115,006





2022 PERCENTAGE OF COLLECTION FOR DICKINSON ISD

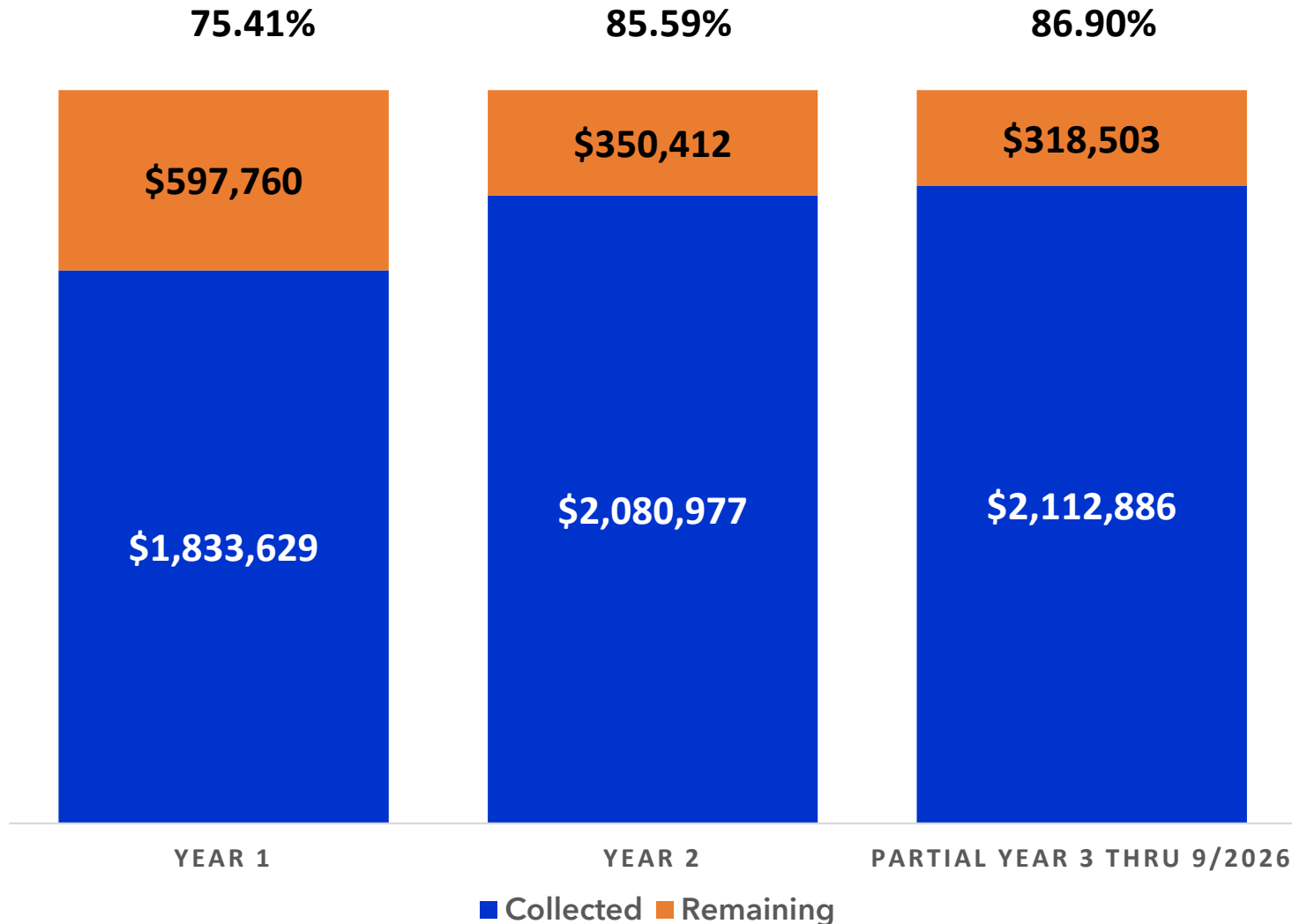
As of 07/01 - 6/30 for each year - Initial Outstanding Base Tax \$2,538,341





2023 PERCENTAGE OF COLLECTION FOR DICKINSON ISD

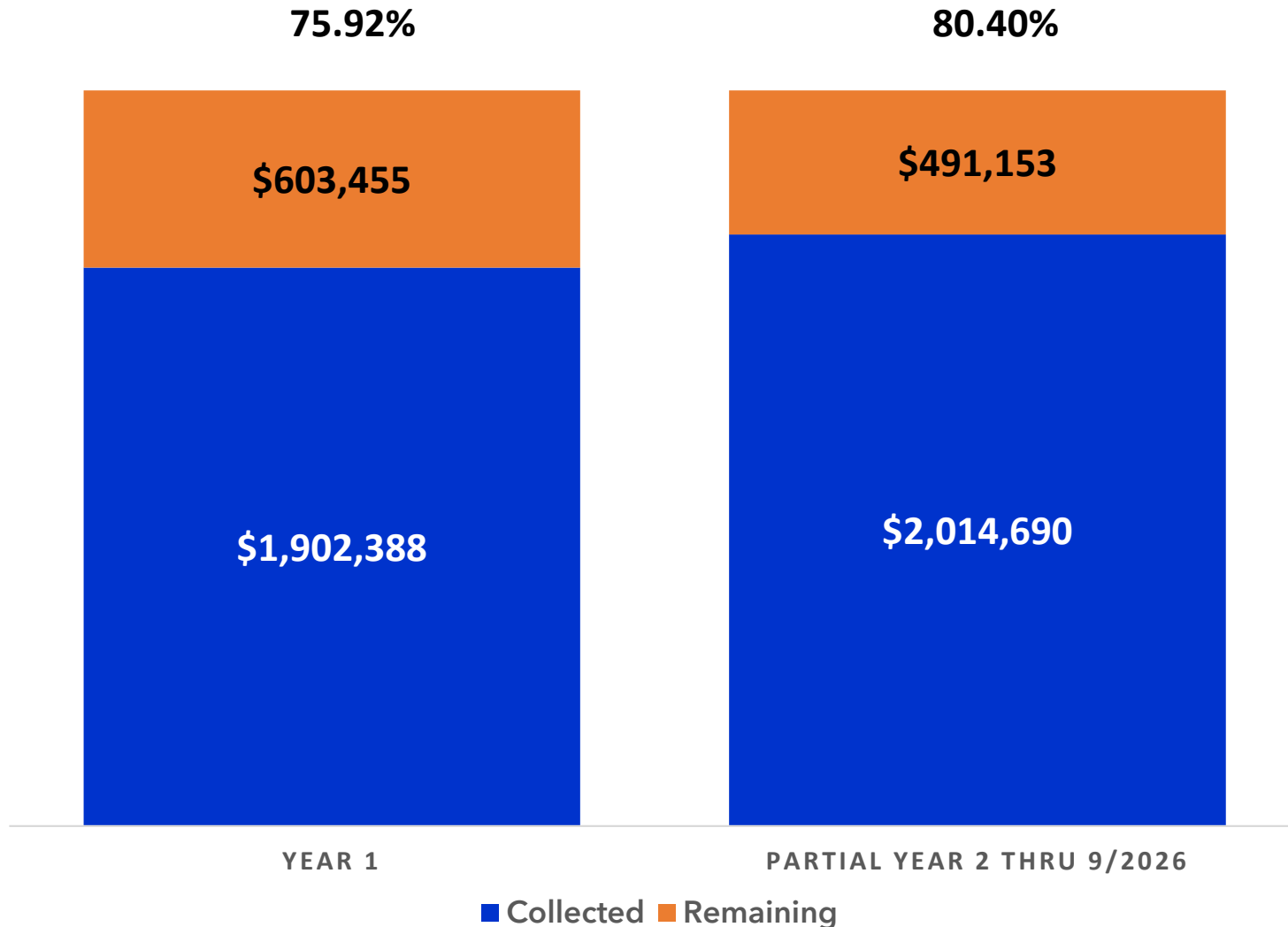
As of 07/01 - 6/30 for each year - Initial Outstanding Base Tax \$2,431,389





2024 PERCENTAGE OF COLLECTION FOR DICKINSON ISD

As of 07/01 - 6/30 for each year - Initial Outstanding Base Tax \$2,505,842

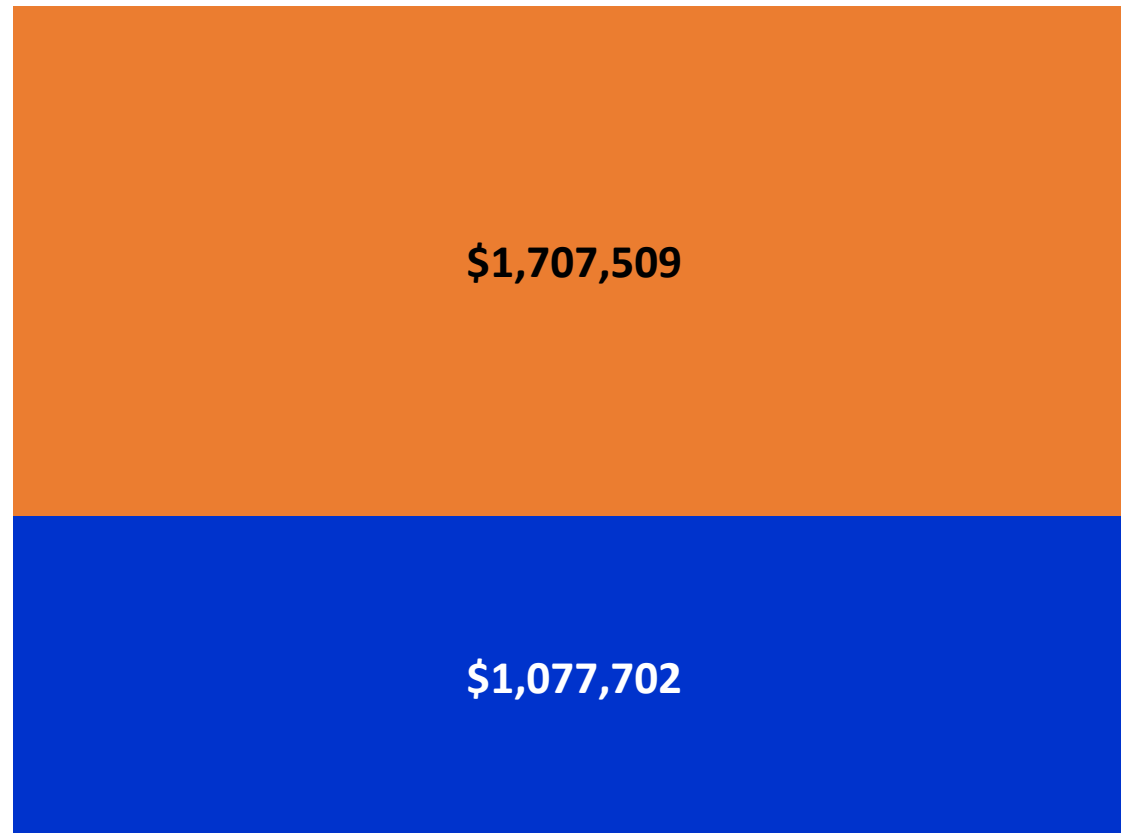




2025 PERCENTAGE OF COLLECTION FOR DICKINSON ISD

As of 07/01 - 6/30 for each year - Initial Outstanding Base Tax \$2,785,211

38.69%



PARTIAL YEAR 1 THRU 9/2026

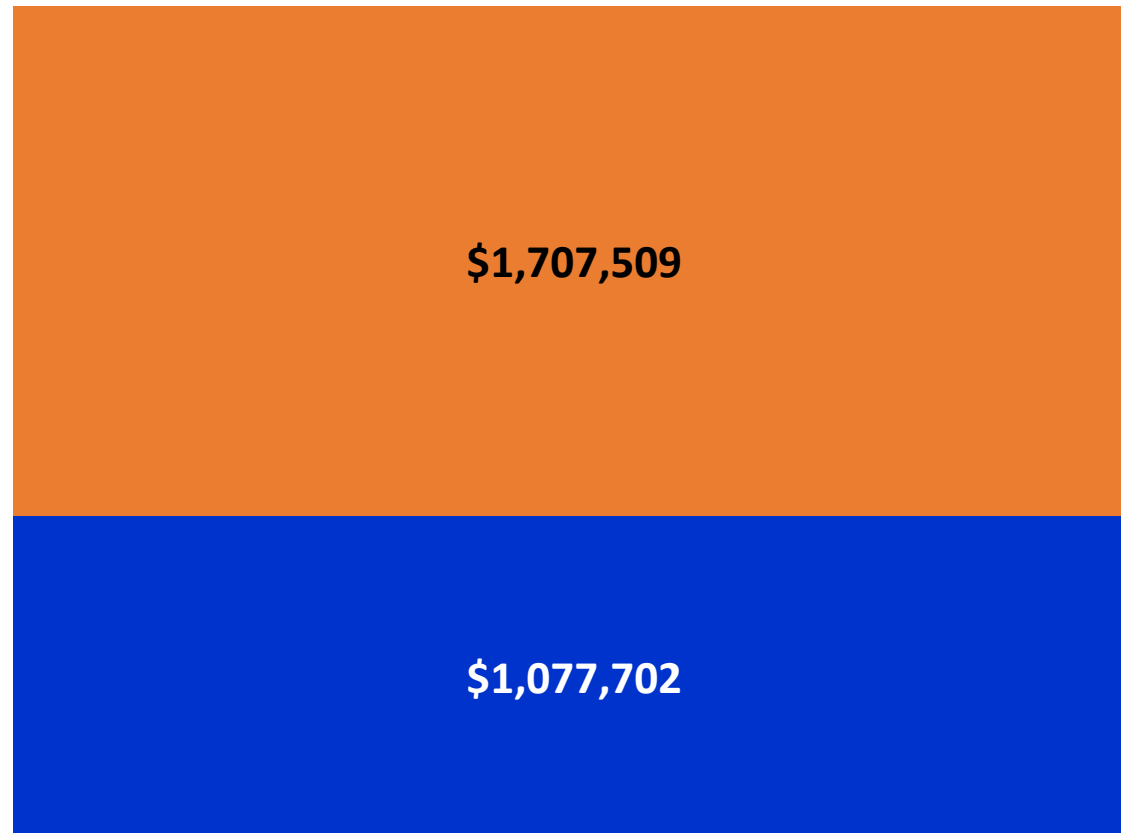
■ Collected ■ Remaining



2025 PERCENTAGE OF COLLECTION FOR DICKINSON ISD

As of 07/01 - 6/30 for each year - Initial Outstanding Base Tax \$2,785,211

38.69%



PARTIAL YEAR 1 THRU 9/2026

■ Collected ■ Remaining

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: November 2, 2026

Item Title: Public Hearing Regarding Financial Integrity Rating System of Texas (FIRST)

Agenda Item: Ryan Boone/Kelly Logsdon/Leslie Hudson

Background Information:

In a public hearing format, administration will present the District's Financial Integrity Rating System of Texas (FIRST) report as issued by the Texas Education Agency.

Recommendation:

Information only.

Action Item: _____ Yes √ No

SCHOOLS FIRST REPORT

2025-2026



— DICKINSON ISD —

EVERY GATOR.

PURPOSE. PLAN. FUTURE.





FINANCIAL MANAGEMENT PERFORMANCE REPORT

TABLE OF CONTENTS

Description

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F.I.R.S.T. District Status Details & Scores/Indicator Test	4
Management Report.....	14
• Reimbursements received by the Superintendent and Board Members • Outside compensation and/or fees received by the Superintendent for professional consulting and/or other personal services • Gifts received by Executive Officers and Board Members (and first-degree relatives, if any) • Business transactions between School District and Board Members • Summary schedule of the data submitted to the Texas Education Agency for the financial solvency provisions of the Texas Education Code 39.0822	



Introduction

The 77th Legislature (2001) enacted SB 218, which requires the implementation of a financial accountability rating system. The financial accountability rating system will be officially referred to as “Schools FIRST” (Financial Integrity Rating System of Texas). The state's school financial accountability rating system ensures that Texas public schools are held accountable for the quality of their financial management practices and that they improve those practices. The system is designed to encourage Texas public schools to better manage their financial resources to provide the maximum allocation possible for direct instructional purposes. After full implementation of the rating system, the districts’ ratings will be openly reported to the public and to other interested persons and entities.

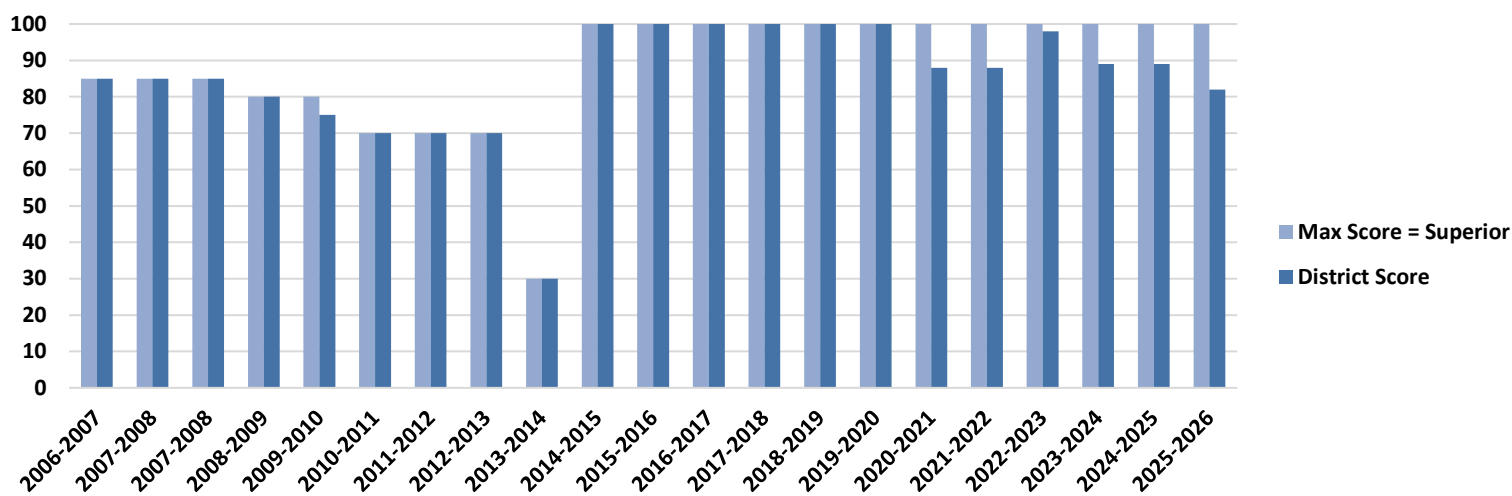
School Districts are required to prepare an annual financial management report within two months of issuing the final Schools FIRST ratings. School Districts are rated on various performance “indicators” relating to financial management. These indicator ratings inform the District of how well they are doing financially, and where the District should focus efforts for improvement. In addition to the rating of each indicator, Districts receive an overall status “superior, above standard, meets standard or substandard achievement” rating. These ratings are based on an analysis of staff and student data reported for the school year and budgetary and actual financial data for the same school fiscal year. The information that determines the Schools FIRST rating is submitted to the Texas Education Agency (TEA) via the Public Education Information Management System (PEIMS) and the Annual Financial Report (AFR).

The Schools FIRST accountability rating system has four different ratings. A financial accountability rating of “Superior” is scoring 90-100, with a perfect score equaling 100. The “Above Standard” rating is a score of 80-89, and “Meets Standard” rating is a score of 70-79. A financial accountability rating of “Substandard Achievement” is scoring less than 70. Any District answering “No” to the critical indicators 1, 2, 3, or 4 also qualifies for a financial accountability rating of “Substandard Achievement” regardless of points earned. Districts receiving the “Substandard Achievement” ratings must file a corrective action plan with the Texas Education Agency.

For several years, Dickinson ISD received the highest financial accountability rating of Superior Achievement with a perfect score of 100 under the Schools FIRST. This year the district received a passing score of 82 with an **Above Standard Achievement** rating, the second highest financial accountability rating.

Dickinson ISD’s status detail is included in the report.

FIRST Rating Scores for Dickinson ISD



User: Kelly Logsdon

User Role: District

Assigned District: 084901

RATING YEAR 2025-2026

DISTRICT NUMBER

district #

Appeal Summary

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Financial Integrity Rating System of Texas

2025-2026 RATINGS BASED ON SCHOOL YEAR 2024-2025 DATA - DISTRICT STATUS DETAIL

Name: **DICKINSON ISD(084901)**

Publication Level 1: 8/6/2026 3:21:50 PM

Status: **Passed**

Publication Level 2: 8/7/2026 3:50:39 PM

Rating: B = Above Standard Achievement

Last Updated: 8/7/2026 3:50:39 PM

District Score: 82

Passing Score: 70

#	Indicator Description	Updated	Score
1	<u>Was the complete annual financial report (AFR) and data submitted to the TEA on or before February 27, 2026?</u>	6/4/2026 6:18:42 PM	Yes
2	<u>Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)</u>	6/4/2026 6:18:42 PM	Yes

3	<u>Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)</u>	6/4/2026 6:18:42 PM	Yes
4	<u>Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)</u>	6/4/2026 6:18:42 PM	Yes Ceiling Passed
			1 Multiplier Sum
5	<u>Was the total net position in the governmental activities column in the Statement of Net Position (net of accretion of interest and premiums for capital appreciation bonds, net pension liability, and other post-employment benefits) greater than zero? (If it is not, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement, unless the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership. If the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	6/4/2026 6:18:42 PM	Ceiling Passed
6	<u>Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails</u>	6/4/2026 6:18:42 PM	Ceiling Passed

	<u>indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>		
7	<u>Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.</u>	6/4/2026 6:18:42 PM	4
8	<u>Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.</u>	6/4/2026 6:18:42 PM	10
9	<u>Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.</u>	6/4/2026 6:18:42 PM	0
10	<u>Did the school district average less than a 10 percent variance (90% to 110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years?</u>	6/4/2026 6:18:42 PM	10
11	<u>Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's increase of students in membership over 5 years was 7 percent or more or 1,000 or more students in membership, then the school district passes this indicator.)</u>	6/4/2026 6:18:42 PM	10
12	<u>What is the correlation between future debt requirements and the district's assessed property value?</u>	6/4/2026 6:18:42 PM	8
13	This indicator is not being evaluated.		10
14	<u>Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.</u>	6/4/2026 6:18:42 PM	10
15	<u>Was the school district's actual average daily attendance (ADA) within the allotted range of the district's biennial ADA projection submitted to TEA by the school district? If the school district did not submit ADA projections to TEA, it must certify TEA's projections to pass this indicator. See ranges below in the Determination of Points section.</u>	6/4/2026 6:18:42 PM	5

16	<u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	6/4/2026 6:18:42 PM	Ceiling Passed
17	<u>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds and free from substantial doubt about the school district's ability to continue as a going concern? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)</u>	6/4/2026 6:18:42 PM	Ceiling Passed
18	<u>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</u>	6/4/2026 6:18:42 PM	10
19	<u>Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?</u>	6/4/2026 6:18:42 PM	5
20	<u>Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?</u>	6/4/2026 6:18:42 PM	Ceiling Passed
21	<u>Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of Foundation School Program (FSP) funds because of a financial hardship?</u>	6/4/2026 6:18:42 PM	Ceiling Passed
			82 Weighted Sum
			1 Multiplier Sum

10/21/26, 2:02 PM

District Status Detail

			(100 Ceiling)
			82 Score

DETERMINATION OF RATING

- A. Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is **F for Substandard Achievement** regardless of points earned.
- B. Determine the rating by the applicable number of points.

A = Superior Achievement	90-100
B = Above Standard Achievement	80-89
C = Meets Standard Achievement	70-79
F = Substandard Achievement	<70

No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.

The school district receives an **F** if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.

CEILING INDICATORS

Did the school district meet the criteria for any of the following **ceiling indicators** 4, 5, 6, 16, 17, 20, or 21? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.

Determination of rating based on meeting ceiling criteria.	Maximum Points	Maximum Rating
Indicator 4 (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
Indicator 5 (Total Net Position) - Negative total net position and do not have 7% or more or 1,000 or more increase in growth in students in membership over 5 years.	79	C = Meets Standard Achievement

Indicator 6 (Average Change in Fund Balance) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
Indicator 16 (PEIMS to AFR) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
Indicator 17 (Material Weaknesses) - Response to indicator is <i>No</i> .	79	C = Meets Standard Achievement
Indicator 20 (Property Values and Tax Discussion) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
Indicator 21 (FSP Repayment Plan) - Response to indicator is <i>Yes</i> .	70	C = Meets Standard Achievement

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THE [TEXAS EDUCATION AGENCY](#)
 1701 NORTH CONGRESS AVENUE • AUSTIN, TEXAS, 78701 • (512) 463-9734

FIRST 5.16.0.7

User: Kelly Logsdon
 User Role: District
 Assigned District: 084901

DISTRICT NUMBER

district #

Appeal Summary

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Financial Integrity Rating System of Texas

2025-2026 RATINGS BASED ON 2024-2025 SCHOOL YEAR DATA INDICATOR TEST 7

Name:	DICKINSON ISD (084901)
Indicator:	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.
Result/Points	4
Last Updated:	6/4/2026 6:18:42 PM

FORMULA

Field	Value
(	
(	
Cash and Equivalents	15,238,715
+ Current Investments	5,867,612
)	
/	
(	
Total Expenditures	141,338,545
- Facilities Acquisition and Construction	5,769
- Excess Local Revenue	0
)	
)	
*	
365	
Mathematical Breakdown: 54.5083	

RESULT DETERMINATION REFERENCE

DETERMINATION OF POINTS					
10	8	6	4	2	0
>=90	<90 >=75	<75 >=60	<60 >=45	<45 >=30	<30

User: Kelly Logsdon
 User Role: District
 Assigned District: 084901

DISTRICT NUMBER

district #

Appeal Summary

Select An Option

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Financial Integrity Rating System of Texas

2025-2026 RATINGS BASED ON 2024-2025 SCHOOL YEAR DATA INDICATOR TEST 9

Name:	DICKINSON ISD (084901)
Indicator:	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.
Result/Points	0
Last Updated:	6/4/2026 6:18:42 PM

FORMULA

Field	Value	
(		
(		
Total Revenue	139,942,951	?
- Excess Local Revenue	0	?
)		
/		
(		
Total Expenditures	141,338,545	?
- Facilities Acquisition and Construction	5,769	?
- Excess Local Revenue	0	?
)		
- 1		
)		
>=	0	
Or		
(		
(		
Cash and Equivalents	15,238,715	?
+ Current Investments	5,867,612	?
)		
/		
(		
Total Expenditures	141,338,545	?
- Facilities Acquisition and Construction	5,769	?
- Excess Local Revenue	0	?
)		
)		
*	365	
>=	Acceptable Days Cash on Hand	60

Mathematical Breakdown: $-0.0098 \geq 0$ Or $54.5083 \geq 60$

RESULT DETERMINATION REFERENCE

DETERMINATION OF POINTS

10	0
$\geq 0\%$	$< 0\%$

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1701 NORTH CONGRESS AVENUE • AUSTIN, TEXAS, 78701 • (512) 463-9734

FIRST 5.16.0.7

User: Kelly Logsdon
 User Role: District
 Assigned District: 084901

DISTRICT NUMBER



Financial Integrity Rating System of Texas

2025-2026 RATINGS BASED ON 2024-2025 SCHOOL YEAR DATA INDICATOR TEST 12

Name: **DICKINSON ISD (084901)**

Indicator: **What is the correlation between future debt requirements and the district's assessed property value?**

Result/Points 8

Last Updated: 6/4/2026 6:18:42 PM

FORMULA

Field	Value
(	
Total Local and Intermediate Sources	27,995,292
/ Total Revenue	32,703,210
)	
* Long Term Liabilities	447,657,903
* 100	
/ Assessed Property Value	6,946,718,839
Mathematical Breakdown: 5.5165	

RESULT DETERMINATION REFERENCE

DETERMINATION OF POINTS					
10	8	6	4	2	0
<= 4	> 4 <= 7	> 7 <= 10	> 10 <= 11.5	> 11.5 <= 13.5	> 13.5

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FIRST 5.16.0.7

Title 19 Texas Administrative Code Chapter 109, Budgeting, Accounting and Auditing Subchapter AA, Commissioner's Rules Concerning Financial Accountability Rating System, 109.1001(o). Effective 8/6/2015

A copy of the superintendent's current employment contract at the time of the Schools FIRST hearing is to be provided. In lieu of publication in the Schools FIRST financial management report, the school district may choose to publish the superintendent's employment contract on the school district's internet site. If published on the internet, the contract is to remain accessible for twelve months.

Attached

For the Twelve-Month Period Ended August 31, 2025

Note - The spirit of the rule is to capture all "reimbursements" for the fiscal year, regardless of the manner of payment, including direct pay, credit card, cash and purchase orders. Items to be reported per category include:

- Meals** - Meals consumed off of the school district's premises, and in-district meals at area restaurants (excludes catered meals for board meetings).
- Lodging** - Hotel charges.
- Transportation** - Airfare, car rental (can include fuel on rental), taxis, mileage reimbursements, leased cars, parking and tolls.
- Motor Fuel** - Gasoline.
- Other** - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.

For the Twelve-Month Period Ended August 31, 2025

Note - Compensation does not include business revenues generated from a family business (farming, ranching, etc.) that has no relation to school district business.

(gifts that had an economic value of \$250 or more in the aggregate in the fiscal year)
For the Twelve-Month Period Ended August 31, 2025

Note - An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification for local officials.

For the Twelve-Month Period Ended August 31, 2025

Note - The summary amounts reported under this disclosure are not to duplicate the items disclosed in the summary schedule of reimbursements received by board members.

SCHOOL FIRST ANNUAL MANAGEMENT REPORT 2024/2025 FISCAL YEAR DETAIL

REIMBURSEMENTS TO SUPERINTENDENT AND BOARD OF TRUSTEE MEMBERS

For the Twelve- Month Period Ending August 31, 2025

Description of Reimbursement	Superintendent Dr. Rebecca Brown	President Corey Magliolo	Vice-President Jessica Rodriguez	Secretary Veanna Veasey	Member Kenna Cotton	Member Jonathan Mills	Member Mike Mackey	Member Mary Anthamatten	Total
MEALS									
Total Meals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
LODGING									
THSAC Leadership Summit- Arlington	\$146.59								\$146.59
Total Lodging	\$146.59	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$146.59
TRANSPORTATION									
Total Transportation - Airfare, car rental, parking	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
MOTOR FUEL-MILEAGE REIMB									
TASB- Governance Camp-Mileage		\$42.30	\$21.15	\$42.30	\$63.45		\$42.30		\$211.50
THSAC Leadership Summit-Mileage	\$266.24								\$266.24
Total Motor Fuel/Mileage Reimbursement	\$266.24	\$42.30	\$21.15	\$42.30	\$63.45	\$0.00	\$42.30	\$0.00	\$477.74
OTHER-Registration fees									
TASB- Governance Camp		\$497.00	\$497.00	\$497.00	\$497.00	\$497.00	\$497.00	\$497.00	\$3,479.00
TASB- Mind The Gap Webinar	\$100.00								\$100.00
Total-Registration fees, tips, other	\$100.00	\$497.00	\$497.00	\$497.00	\$497.00	\$497.00	\$497.00	\$497.00	\$3,579.00
BUSINESS MEETINGS / LUNCHEONS									
Galveston County Superintendent's Luncheon	\$15.95								\$15.95
TCLM Chamber-Swearing In Ceremony	\$85.00								\$85.00
TCLM Chamber-State of Industry Mixer	\$35.00								\$35.00
TCLM Chamber-First Responders Luncheon	\$35.00								\$35.00
TCLM Chamber-State of the Cities Luncheon	\$35.00								\$35.00
Total Business Meetings / Luncheons	\$205.95	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$205.95
Total	\$718.78	\$539.30	\$518.15	\$539.30	\$560.45	\$497.00	\$539.30	\$497.00	\$4,409.28

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: November 2, 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

- Student Attendance Report for 1st Six Weeks
- Tax Report for September 2026 and Year to Date
- Grants Report
- Energy Conservation Report
- FNS Board Report
- Facility Services Board Report
- Transportation Board Report
- MAP & mClass BOY

Recommendation:

Information only

Action Item: _____ Yes ☒ _____ No

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: November 02, 2026

Item Title: Student Attendance Report for 1st Six Weeks

Agenda Item: Kim Kelley/Dr. Angie Estes

Background Information:

Attached is data from the first six-week reporting period for 2026-2027 and comparison data from the 2022-23, 2023-24, 2024-25, 2025-2026 school years.

Recommendation:

Information only.

Action Item: _____ Yes X No

ADA Percentages by Campus

Campus	2022-23		2023-2024		2024-2025		2025-2026		2026-2027	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
Little Elementary School										
First six weeks	553.03	93.40%	446.98	94.3%	434.67	94.9%	414.63	94.4%		
Second six weeks	542.76	89.71%	445.22	93.3%	442.98	94.1%	420.28	94.8%		
Third six weeks	561.30	92.18%	444.74	92.7%	435.62	92.3%	407.65	92.8%		
Fourth six weeks	560.39	93.75%	448.41	93.9%	440.44	92.6%	409.62	94.1%		
Fifth six weeks	550.93	92.83%	453.06	94.5%	440.59	93.2%	408.48	93.8%		
Sixth six weeks	556.99	93.30%	445.72	92.5%	438.11	93.0%	394.13	91.0%		
Yearly Average	554.23	92.53%	447.36	93.5%	438.73	93.4%	409.13	93.5%		
Lobit Elementary School										
First six weeks	777.56	94.78%	684.91	95.6%	688.17	95.6%	1448.65	96.1%	782.52	95.7%
Second six weeks	749.23	90.64%	685.94	94.8%	694.67	95.5%	1453.46	95.8%		
Third six weeks	775.30	92.65%	679.86	94.0%	685.92	94.3%	1413.22	93.3%		
Fourth six weeks	807.93	94.69%	682.71	94.3%	704.25	95.1%	1451.27	95.2%		
Fifth six weeks	814.20	94.85%	685.07	94.5%	706.14	94.2%	1451.77	94.8%		
Sixth six weeks	819.29	94.41%	679.82	94.4%	716.24	94.9%	1438.54	94.0%		
Yearly Average	790.58	93.67%	683.05	94.6%	699.23	94.9%	1442.82	94.9%	782.52	95.7%
Silbernagel Elementary School										
First six weeks	569.11	95.33%	450.17	95.2%	434.52	95.6%	413.90	94.6%	598.04	94.1%
Second six weeks	548.63	91.40%	452.33	93.3%	440.22	94.8%	421.94	95.6%		
Third six weeks	561.06	93.13%	449.90	91.8%	442.90	94.3%	411.93	93.9%		
Fourth six weeks	575.54	94.19%	460.05	92.6%	437.94	93.0%	404.85	94.6%		
Fifth six weeks	581.36	94.52%	466.50	94.3%	447.23	94.5%	400.54	94.6%		
Sixth six weeks	579.73	93.85%	458.80	93.7%	443.42	93.5%	400.82	94.8%		
Yearly Average	569.24	93.74%	456.29	93.5%	441.04	94.3%	409.00	94.7%	598.04	94.1%
Hughes Road Elementary School										
First six weeks	640.11	94.75%	539.80	95.2%	519.15	95.5%	522.39	96.0%	467.70	95.0%
Second six weeks	629.59	92.54%	534.89	93.8%	521.44	94.4%	517.79	95.1%		
Third six weeks	629.90	92.94%	530.12	91.8%	513.57	92.9%	509.16	92.6%		
Fourth six weeks	645.06	94.16%	527.95	93.0%	517.21	94.7%	524.11	94.6%		
Fifth six weeks	662.61	94.27%	533.50	94.1%	520.09	94.4%	525.83	94.5%		
Sixth six weeks	657.15	93.04%	523.17	92.8%	521.88	94.8%	521.77	94.1%		
Yearly Average	644.07	93.62%	531.57	93.5%	518.89	94.5%	520.18	94.5%	77.95	15.8%
Bay Colony Elementary School										
First six weeks	581.18	94.68%	475.02	95.4%	445.54	96.2%	474.23	95.7%	462.25	95.6%
Second six weeks	574.71	92.03%	469.85	93.5%	452.89	95.5%	473.98	95.7%		
Third six weeks	581.36	93.35%	471.42	93.7%	451.52	94.5%	468.92	93.3%		
Fourth six weeks	590.65	94.94%	479.29	94.1%	455.71	94.7%	482.13	95.3%		
Fifth six weeks	596.46	95.28%	485.44	94.8%	454.48	94.4%	482.51	95.5%		
Sixth six weeks	597.96	94.91%	476.01	93.6%	458.26	95.0%	478.01	94.2%		
Yearly Average	587.05	94.20%	476.17	94.2%	453.07	95.1%	476.63	95.0%	462.25	95.6%
San Leon Elementary School										
First six weeks	580.10	94.50%	428.02	94.6%	447.46	93.8%	484.44	94.2%	601.89	93.6%
Second six weeks	561.59	90.36%	442.70	92.0%	455.74	92.6%	479.20	92.7%		
Third six weeks	579.88	92.92%	451.24	93.1%	465.97	93.2%	468.55	90.5%		
Fourth six weeks	580.91	92.49%	445.39	92.2%	460.69	92.1%	479.95	93.3%		
Fifth six weeks	594.25	93.69%	459.56	93.9%	467.54	92.8%	476.43	92.6%		
Sixth six weeks	592.32	93.93%	455.16	92.7%	467.47	92.7%	471.18	92.8%		
Yearly Average	581.51	92.98%	447.01	93.1%	460.81	92.9%	476.62	92.7%	601.89	93.6%
Calder Road Elementary										
First six weeks	642.85	95.00%	474.24	95.1%	480.08	95.9%	462.40	96.4%	454.02	95.2%
Second six weeks	632.91	92.36%	498.85	94.6%	476.82	95.2%	458.00	94.7%		
Third six weeks	620.46	91.45%	503.68	93.6%	472.85	95.0%	456.82	93.7%		
Fourth six weeks	618.63	93.84%	516.04	94.3%	459.52	93.6%	456.76	95.0%		
Fifth six weeks	620.71	94.41%	524.91	95.3%	453.71	93.5%	455.10	94.7%		
Sixth six weeks	605.86	93.74%	517.80	93.9%	456.49	94.3%	454.01	93.9%		
Yearly Average	623.57	93.47%	505.92	94.5%	466.58	94.6%	457.18	94.7%	454.02	95.2%

ADA Percentages by Campus

		2022-23		2023-2024		2024-2025		2025-2026		2026-2027	
Ruth Laird Elementary											
First six weeks										800.67	95.3%
Second six weeks											
Third six weeks											
Fourth six weeks											
Fifth six weeks											
Sixth six weeks											
Yearly Average										800.67	95.3%
Dunbar Middle School											
First six weeks	619.10	95.03%	543.78	95.3%	526.12	95.4%	506.17	95.2%	508.58	94.6%	
Second six weeks	604.00	92.40%	545.91	94.8%	529.26	94.6%	501.83	94.6%			
Third six weeks	614.68	93.96%	545.16	94.4%	525.80	93.7%	486.74	91.9%			
Fourth six weeks	611.44	94.25%	548.43	94.5%	517.50	92.6%	499.68	94.1%			
Fifth six weeks	609.29	94.21%	554.04	95.3%	522.32	93.4%	497.86	93.6%			
Sixth six weeks	612.46	93.88%	539.68	93.8%	519.18	93.0%	495.27	92.9%			
Yearly Average	611.83	93.96%	546.17	94.7%	523.36	93.8%	497.92	93.7%	508.58	94.6%	
Barber Middle School											
First six weeks	535.87	95.83%	579.70	95.3%	571.69	94.8%	547.07	95.7%	529.39	95.2%	
Second six weeks	527.38	92.83%	576.87	93.6%	576.48	93.9%	543.22	95.0%			
Third six weeks	533.40	93.66%	574.36	92.9%	572.03	93.3%	533.03	93.7%			
Fourth six weeks	537.30	94.15%	578.32	93.3%	571.23	92.5%	536.29	94.7%			
Fifth six weeks	544.68	94.41%	581.93	94.3%	579.00	93.5%	537.39	95.2%			
Sixth six weeks	543.58	94.01%	575.37	93.1%	576.76	93.6%	530.31	93.9%			
Yearly Average	537.03	94.15%	577.76	93.8%	574.53	93.6%	537.88	94.7%	529.39	95.2%	
Lobit Middle School											
First six weeks	558.87	95.96%	596.22	96.4%	625.69	96.4%					
Second six weeks	544.83	93.57%	588.35	95.6%	637.67	95.9%					
Third six weeks	541.96	92.92%	578.92	94.4%	638.33	95.6%					
Fourth six weeks	557.89	95.00%	587.25	94.9%	634.04	95.0%					
Fifth six weeks	549.71	94.57%	593.52	95.6%	630.21	94.7%					
Sixth six weeks	544.24	94.31%	588.84	94.7%	630.85	95.1%					
Yearly Average	549.58	94.39%	588.85	95.3%	632.80	95.5%					
McAdams Junior High School											
First six weeks	893.40	95.42%	800.93	94.9%	834.81	95.1%	844.47	95.2%	839.00	94.1%	
Second six weeks	872.92	92.12%	801.91	94.3%	842.37	94.5%	845.48	94.6%			
Third six weeks	874.04	92.47%	788.60	92.5%	840.93	93.8%	828.63	93.0%			
Fourth six weeks	874.19	93.25%	793.50	92.4%	830.12	92.9%	837.77	93.9%			
Fifth six weeks	880.11	93.13%	806.26	93.0%	837.46	93.5%	832.74	93.7%			
Sixth six weeks	882.69	92.57%	785.40	91.3%	835.82	93.6%	824.32	93.0%			
Yearly Average	879.56	93.16%	796.10	93.1%	836.92	93.9%	835.57	93.9%	839.00	94.1%	
Kranz Junior High School											
First six weeks	919.93	95.33%	942.48	95.4%	821.58	95.5%	825.70	95.2%	755.73	93.8%	
Second six weeks	906.04	92.64%	937.39	94.6%	830.15	94.7%	826.78	94.7%			
Third six weeks	914.80	93.34%	938.28	93.7%	823.07	93.8%	812.83	92.9%			
Fourth six weeks	925.33	93.68%	931.82	93.2%	818.73	93.0%	819.62	93.5%			
Fifth six weeks	928.34	93.90%	937.48	94.3%	825.79	93.1%	811.43	93.4%			
Sixth six weeks	917.42	92.90%	919.58	92.5%	825.69	92.7%	791.79	91.9%			
Yearly Average	918.64	93.63%	934.51	94.0%	824.17	93.8%	814.69	93.6%	755.73	93.8%	
Dickinson Junior High School											
First six weeks			960.63	95.6%	999.38	95.9%	1088.10	95.7%	1161.82	95.3%	
Second six weeks			954.78	94.2%	1007.22	95.2%	1096.30	96.0%			
Third six weeks			950.64	93.8%	1005.73	94.8%	1067.53	93.4%			
Fourth six weeks			944.68	93.3%	1006.17	94.4%	1093.42	94.3%			
Fifth six weeks			949.59	94.4%	1009.23	94.5%	1088.29	94.1%			
Sixth six weeks			931.74	93.1%	1010.94	94.4%	1077.79	93.2%			
Yearly Average			948.68	94.1%	1006.45	94.9%	1085.24	94.5%	1161.82	95.3%	

ADA Percentages by Campus

		2022-23		2023-2024		2024-2025		2025-2026		2026-2027	
Dickinson High School											
First six weeks		3403.82	93.78%	3534.48	94.4%	3581.29	94.5%	3553.99	94.7%	3565.22	94.2%
Second six weeks		3320.80	91.32%	3498.83	93.4%	3571.83	93.5%	3511.26	93.4%		
Third six weeks		3328.97	93.25%	3476.92	93.4%	3523.14	93.1%	3479.62	93.3%		
Fourth six weeks		3246.65	92.93%	3370.39	92.3%	3428.00	92.2%	3401.66	93.2%		
Fifth six weeks		3227.29	93.21%	3352.09	92.9%	3419.90	92.4%	3351.98	92.6%		
Sixth six weeks		3215.91	93.32%	3299.17	92.0%	3344.90	92.6%	3330.02	92.5%		
Yearly Average		3290.57	92.97%	3421.98	93.1%	3478.18	93.1%	3438.09	93.3%	3565.22	94.2%
Dickinson Continuation Center											
First six weeks		78.10	94.32%	81.56	95.2%	56.81	92.3%	69.33	88.1%	72.92	81.9%
Second six weeks		72.88	92.30%	78.83	93.3%	62.33	87.6%	64.13	85.5%		
Third six weeks		58.00	93.79%	69.32	94.3%	61.07	86.6%	50.57	80.9%		
Fourth six weeks		71.48	90.95%	67.11	90.7%	63.58	84.3%	75.31	82.9%		
Fifth six weeks		54.86	90.62%	51.96	89.7%	57.11	82.8%	66.50	84.0%		
Sixth six weeks		37.67	87.11%	35.08	88.6%	35.18	84.3%	44.09	82.2%		
Yearly Average		62.16	91.52%	63.98	92.0%	56.01	86.3%	61.65	83.9%	72.92	81.9%
Transforming Lives Cooperative											
First six weeks		6.43	99.48%	7.93	100.0%	6.65	100.0%	7.87	100.0%	7.54	100.0%
Second six weeks		8.00	100.00%	8.83	100.0%	8.48	100.0%	5.39	100.0%		
Third six weeks		7.24	100.00%	8.72	100.0%	8.10	100.0%	5.73	100.0%		
Fourth six weeks		7.74	100.00%	5.61	100.0%	6.85	100.0%	4.65	100.0%		
Fifth six weeks		9.54	98.52%	5.15	100.0%	7.93	100.0%	5.43	100.0%		
Sixth six weeks		6.97	100.00%	5.50	100.0%	8.82	100.0%	6.77	100.0%		
Yearly Average		7.65	99.67%	6.96	100.0%	7.80	100.0%	5.97	100.0%	7.54	100.0%
Galveston County Detention Facility											
First six weeks		17.53	99.81%	15.11	100.0%	17.39	100.0%	26.77	100.0%	20.19	99.2%
Second six weeks		19.08	100.00%	17.96	100.0%	23.93	99.4%	26.04	100.0%		
Third six weeks		17.64	100.00%	18.32	100.0%	21.93	99.8%	22.37	98.4%		
Fourth six weeks		17.22	99.79%	19.96	100.0%	22.00	100.0%	24.50	100.0%		
Fifth six weeks		15.21	100.00%	17.11	100.0%	19.96	100.0%	22.79	99.2%		
Sixth six weeks		19.36	100.00%	20.53	100.0%	15.15	100.0%	26.91	97.9%		
Yearly Average		17.67	99.93%	18.17	100.0%	20.06	99.9%	24.90	99.3%	20.19	99.2%
Coastal Alternative Program											
First six weeks		1.40	95.45%	2.73	79.8%	3.86	87.8%	5.14	74.2%	5.96	70.1%
Second six weeks		2.52	66.25%	3.07	80.6%	5.04	82.9%	3.78	69.9%		
Third six weeks		11.08	72.48%	2.89	69.2%	6.67	74.6%	3.33	65.4%		
Fourth six weeks		11.12	66.90%	4.50	82.4%	7.84	66.4%	0.59	45.9%		
Fifth six weeks		9.41	63.50%	6.62	72.9%	9.00	64.3%	3.22	71.8%		
Sixth six weeks		6.38	73.33%	5.35	60.7%	8.44	61.5%	6.36	73.2%		
Yearly Average		6.99	72.99%	4.19	74.3%	6.81	72.9%	3.74	66.7%	5.96	70.1%
DISTRICT TOTAL											
First six weeks		11378.39	94.65%	11564.69	94.9%	11494.86	95.3%	11695.20	95.2%	11633.43	94.5%
Second six weeks		11111.87	91.72%	11542.49	93.9%	11579.52	94.1%	11648.84	94.5%		
Third six weeks		11211.07	93.00%	11483.09	92.7%	11495.14	93.1%	11426.65	93.0%		
Fourth six weeks		11239.45	93.64%	11411.41	93.4%	11381.81	92.2%	11502.17	94.0%		
Fifth six weeks		11248.94	93.83%	11463.78	93.5%	11407.69	92.2%	11418.21	93.7%		
Sixth six weeks		11195.98	93.54%	11262.72	91.9%	11313.59	92.2%	11292.10	93.0%		
Actual ADA for School Year		11230.95	93.40%	11454.70	93.4%	11445.44	93.2%	11497.20	93.9%	11633.43	94.5%
Projected ADA for School Year		*11200		*11800		*11900		*11900			

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: November 2, 2026

Item Title: Monthly Tax Collection Report

Agenda Item: Kelly Logsdon

Background Information:

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

Recommendation:

Information only.

Action Item: _____ Yes √ No

Tax Year	Adjusted Taxable Values	Tax Rate	Tax Levy	Current Year Taxes Collected	Current Year % Collected	Dickinson Independent School District Monthly Tax Collections Report Maintenance Operations and Interest Sinking									
2026	\$6,602,303,485	\$1.130	\$74,606,029	\$0	0.00%										
2025	\$6,532,927,266	\$1.142	\$74,606,029	\$72,407,263	97.05%										
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%										
2026 Tax Year	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Jul-27	Aug-27	Totals:	% To Total	
Current Year Tax	Pending Billing												\$0		
YTD % Collected	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Prior Years Tax	\$188,002												\$188,002		
Subtotal Taxes	\$188,002	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$188,002	0.25%	
Penalty & Interest	\$35,539												\$35,539		
Total Taxes & P&I	\$223,541	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$223,541	0.30%	
Attorney Fees	\$32,684												\$32,684		
Total Collections	\$256,225	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$256,225	N/A	
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	\$298,001	\$72,407,263		
YTD % Collected	0.00%	0.38%	5.00%	44.95%	72.89%	92.08%	93.30%	94.43%	94.98%	95.99%	96.65%	97.05%	97.05%	97.05%	
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	\$69,508	\$1,011,856		
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	\$367,509	\$73,419,119	98.41%	
Penalty & Interest	\$45,093	\$101,800	\$19,311	\$28,771	\$31,480	\$132,308	\$106,456	\$154,845	\$71,932	\$102,964	\$102,063	\$73,009	\$970,031		
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	\$440,518	\$74,389,151	99.71%	
Attorney Fees	\$39,667	\$88,844	\$14,547	\$22,409	\$20,689	\$52,532	\$14,896	\$62,658	\$19,578	\$18,281	\$94,990	\$59,597	\$508,687		
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	\$500,115	\$74,897,838	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	

DICKINSON INDEPENDENT SCHOOL DISTRICT AGENDA DOCUMENT

Meeting Date: November 2, 2026

Item Title: 2025-2026 Grants Report

Agenda Item: Jaime Williams, Director of State and Federal Programs

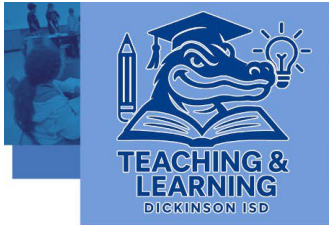
Background Information:

Attached is the 2025-26 Grants report.

Recommendation:

Information only

Action Item: _____ Yes ✓ No



2026-2027 Grants Report

	2025-2026	2026-2027
<i>Career and Technology</i>		
Carl Perkins Vocational Education Grant	\$135,842	\$140,267
<i>ESSA (Every Student Succeeds Act)</i>		
ESSA Title I, Part A (Improving Basic Programs)	\$2,763,873	\$2,885,347
ESSA Title I, Part D (Prevention/Intervention for Neglected, Delinquent, and At-Risk)	Did not Take	\$147,084
ESSA Title II, Part A (Supporting Effective Instruction)	\$454,828	\$479,838
ESSA Title III, Part A (Academic Achievement for LEP & Immigrant Students)	\$217,545	\$231,033
Title IV, Part A (Student Support & Academic Enrichment)	\$207,865	\$205,561
<i>Special Programs</i>		
IDEA Part B-Formula	\$2,142,401	\$2,180,556
IDEA Part B-Preschool	\$28,290	\$28,460

Evaluation Statement:

DISD students, teachers, and the community greatly benefit from the additional programs provided by our current grant funds. DISD will continue to seek out grants that fit and supplement the district's programs/goals/vision. Special attention is always given to assuring that deadlines are met and funds available are spent according to grant applications. As new grant opportunities are found, special attention on acquiring input and discussion will be sought from appropriate personnel.

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: November 2, 2026

Item Title: Energy Conservation Report

Agenda Item: Ryan Boone and Aaron Whitener

Background Information:

Energy Conservation Report attached.

Recommendation:

Information only

Action Item: _____ Yes √ No



DICKINSON INDEPENDENT SCHOOL DISTRICT

Energy Conservation Program | Board Report 25-26

2025–2026 Board Report • Prepared by Aaron Whitener

Reporting note: The report provides cumulative results through August 2026 and detailed FY 2025–2026 figures. The data for Ruth Laird Elementary and The Carrer and Technical Education Center are not included in this year’s report as we are building the baseline for those campuses.

Program Foundation and Measurement

The District launched its energy program in June 2011 with technical support and training from Cenergistic under a four-year contract spanning October 2011 through September 2015. Although the original fee-based contract ended the District maintains dedicated energy management personnel that enters and tracks utility billing information through EnergyCap.

EnergyCap compares actual performance with a 2010–2011 baseline and adjusts cost-avoidance calculations for weather, utility rates, and other relevant variables. These adjusted comparisons provide a consistent measure of program performance.

Long-Term Results | June 2011–August 2026

Electricity avoided	103,064,207 kWh
Natural gas avoided	1,631,094 therms
Water avoided	428,646,000 gallons

Executive Summary

Dickinson ISD’s Energy Conservation Program protects operating funds by reducing avoidable utility consumption, managing peak electric demand, and securing favorable long-term electricity rates. Since the program began in 2011, the District has documented more than \$14 million in savings and cost avoidance through August 2026. The most recent complete annual results in this report are for FY 2025–2026.

Cumulative savings and cost avoidance	\$14,266,580 June 2011–August 2026
Cumulative savings cost avoidance rate	29.5%
Cumulative avoided utility use	33.4%
FY 2025–2026 total savings cost avoidance	\$1,184,418 27.3%
FY 2025–2026 electricity avoided	7,340,613 kWh
FY 2025–2026 natural gas avoided	134,397 therms
FY 2025–2026 Water Sewer Irrigation avoided	141,188,000 gallons

FY 2025–2026 Performance

The District reported \$1,184,418 in annual savings and cost avoidance, equivalent to 27.3% against its adjusted baseline.

Electricity	\$947,128 reported savings
Natural gas	\$140,562 reported savings
Water / Sewer & Irrigation	\$96,727 reported savings

Electricity Procurement and Financial Protection

Current Electricity Contract: Dickinson ISD’s secured rate of \$0.04725 per kWh through May 31, 2030, provides an estimated \$455,000 in annual cost avoidance, protecting district funds from rising electricity market prices.

Future Electricity Contract: By securing a rate of \$0.05487 per kWh for June 1, 2030, through December 31, 2034, the district proactively mitigated future market risks and could avoid more than \$1 million in additional annual electricity costs compared to projected market rates. These strategic contracts help control operating expenses and preserve funding for student programs and educational priorities.

Operational Strategies and Incentives

Building automation systems and the demand-control dashboard support targeted load reductions during ERCOT summer peak periods. The report shows more than \$200,000 in avoided summer 4CP demand charges and more than \$150,000 earned from the TNMP summer and winter load-shed programs during FY 2025–2026. The District also participates in utility incentive initiatives, including SCORE.

Water management remains an operational priority. Leak-alert services from Dickinson WCID #1, League City, and Texas City help staff identify abnormal consumption and respond to leaks promptly.

Building Performance

Dickinson ISD buildings average an Energy Star score of 87, significantly exceeding the national average of 68 and demonstrating the district’s commitment to energy efficiency and operational excellence.

Priorities for 2025–2026 and Beyond

- Continue peak-demand management, load-shed participation, and building automation optimization.
- Expand leak detection, meter review, and water-use accountability.
- Reinforce energy-conscious operating practices with new and returning employees.
- Integrate lifecycle energy performance into facility upgrades and new construction.

Closing

Dickinson ISD’s Energy Management Program remains a vital component of the district’s commitment to operational efficiency, fiscal responsibility, and student success. Through continued energy conservation, proactive utility procurement, and strategic building management, the district reduces operating expenses and preserves valuable resources for classroom instruction and student learning.

Maintaining this success requires the continued commitment of all staff, students, and departments to incorporate energy-efficient practices into daily operations. As the district grows, ongoing attention to building performance, employee awareness, and energy-efficient design will be essential to maximizing long-term savings.

Through responsible energy management and strategic planning, Dickinson ISD will continue to strengthen its financial position, improve operational efficiency, and direct more resources toward its educational mission.

Every dollar saved through energy conservation is an opportunity to invest in students, staff, and the future of Gator Nation.

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: November 2, 2026

Item Title: FNS Report

Agenda Item: Ryan Boone and Laura Peck

Background Information:

FNS Report attached.

Recommendation:

Information only

Action Item: _____ Yes √ No



FOOD & NUTRITION SERVICES

2025-2026 BOARD REPORT

Universal Free Breakfast and National School Lunch Program

For the 2025-2026 school year, breakfast continued to be offered at no cost to all students through the Universal Free Breakfast provision, regardless of household income.

Student Meal Debt

- Total student meal debt: \$2,053.37
- Covered by Feed All Kids account: \$1,806.67

The Feed All Kids account is supported by generous donations from parents, students, and community organizations.

STAFF CHANGES

The Food and Nutrition Services department welcomed one new staff member, and one current staff member received a promotion and change in her title and responsibilities.

Austin Machacek

Site Supervisor

Margaret Reader

Manager - Bay Colony Elementary School



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FOOD & NUTRITION SERVICES 2025-2026 ANNUAL REPORT

Valuable Numbers

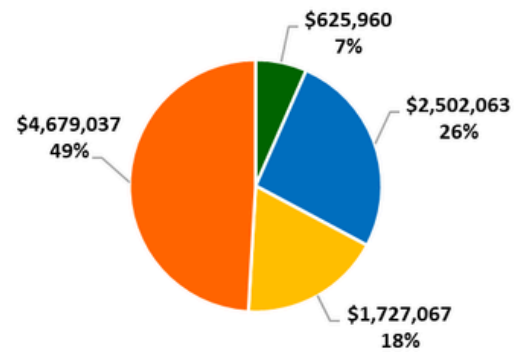
USDA Commodities: \$625,960

FNS Excess Net Cash Resource: \$2,502,063

Breakfast Reimbursement: \$1,727,067

Lunch Reimbursement: \$4,679,037

VALUABLE DEPARTMENT NUMBERS



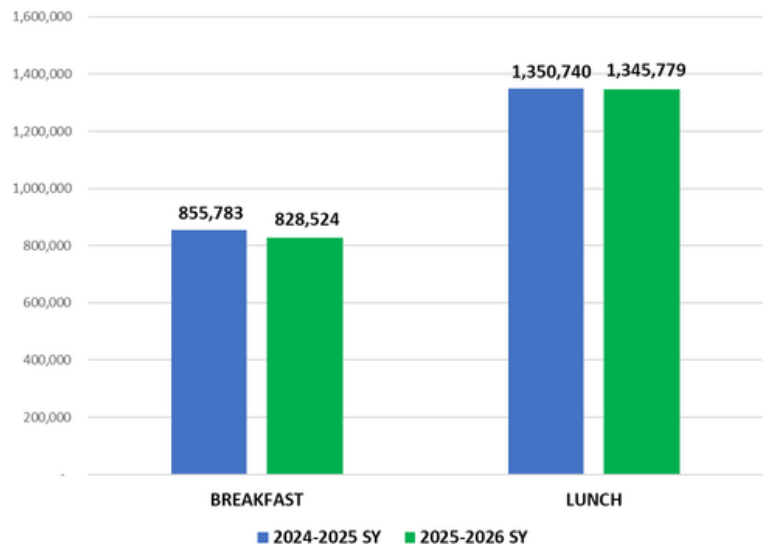
■ USDA Commodities ■ FNS Excess Net Cash Resource
■ Breakfast Reimbursement ■ Lunch Reimbursement

NUMBER OF MEALS SERVED

2025 - 2026 School Year

1,345,779 LUNCH
828,524 BREAKFAST

DICKINSON ISD MEALS SERVED





DICKINSON ISD

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FOOD & NUTRITION SERVICES PROFESSIONAL DEVELOPMENT & TRAINING

Alexis McLain, Dietitian and Nutrition Coordinator, attended Region 4 workshops, TASN conference and several food shows during the 2025-2026 school year.

Dena Mayfield, Accountant, participated in Region 4, TDA, and ICN workshops and conferences throughout the 2025-2026 school year.

FNS office staff attended TDA's MegaCon workshops and conferences in April 2026. These conferences provided our office staff with valuable training sessions and updates on key TDA and USDA updates as well as Policy updates for the 2025-2026 program year.

August 2026 - Back to School In-Service Training

Food and Nutrition Services staff are required to complete at least eight hours of professional development training annually. During the Back to School In-Service, all FNS staff successfully met this requirement.

Throughout the school year, our office staff and managers lead various training sessions to enhance our team's knowledge and skills across a wide range of topics related to the successful operation of the FNS program.

PROJECTS

High School Freezer Replacement

During the summer of 2026, the high school freezer was replaced due to issues related to the previous installation. These issues resulted in excessive condensation, which contributed to moisture and mold concerns on the walls of adjacent classrooms. In addition, water leaking from the ceiling into the freezer caused ice to form on the floor.

The freezer replacement was completed to address these concerns and provide a safer, more reliable, and properly functioning food storage environment.

FNS Test Kitchen Remodel

During the 2025-2026 school year, the Test Kitchen at the Food and Nutrition Services building received a new serving line. The new serving line was installed to improve efficiency when serving meals during staff trainings, meetings, and other department activities. While this upgrade has improved the functionality of the Test Kitchen, the facility is still in need of a new walk-in cooler to further support food storage and operational needs.

McAdams High School Kitchen Remodel

McAdams Junior High School service lines need to be reconfigured to be more efficient for serving students.



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FOOD & NUTRITION SERVICES
RUTH E. LAIR ELEMENTARY SCHOOL





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FOOD & NUTRITION SERVICES AWARDS & RECOGNITIONS



2025 Farm Fresh Challenge

The Texas Department of Agriculture recognized Dickinson ISD with the **Cream of the Crop** recognition for demonstrating leadership in serving local foods in their school cafeterias, connecting young Texans with Texas agriculture, and promoting good nutrition using social media.



USDA Foods Challenge

The Texas Department of Agriculture recognized Food and Nutrition Services with the **USDA Foods Challenge**, for maximizing the impact of their USDA Foods entitlement through strategic menu planning and superior meal service.





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FOOD & NUTRITION SERVICES AWARDS & RECOGNITIONS

USDA Turnip the Beet Silver Award



Dickinson ISD Food and Nutrition Services has earned the prestigious USDA **Turnip the Beet Silver Award**, recognizing its commitment to providing high-quality, nutritious, and appealing meals to children during the summer months.

Presented by the U.S. Department of Agriculture's (USDA) Food and Nutrition Service, the Turnip the Beet Award recognizes Summer Meal Program sponsors nationwide who go above and beyond to serve appetizing, nutritious, and well-balanced meals that help children stay healthy and ready to learn when they return to school in the fall.

To earn this recognition, Dickinson ISD FNS demonstrated its commitment to serving a variety of fruits, vegetables, whole grains, low-fat or fat-free dairy products, and culturally appropriate meals while incorporating locally sourced foods.

Dickinson ISD FNS is proud to be among just 170 award-winning Summer Meal Program sponsors nationwide, highlighting the department's continued dedication to excellence in child nutrition and ensuring students have access to healthy meals throughout the summer.

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: November 2, 2026

Item Title: Facility Services Report

Agenda Item: Ryan Boone and Zeke Contreras

Background Information:

Facility Services Report attached.

Recommendation:

Information only

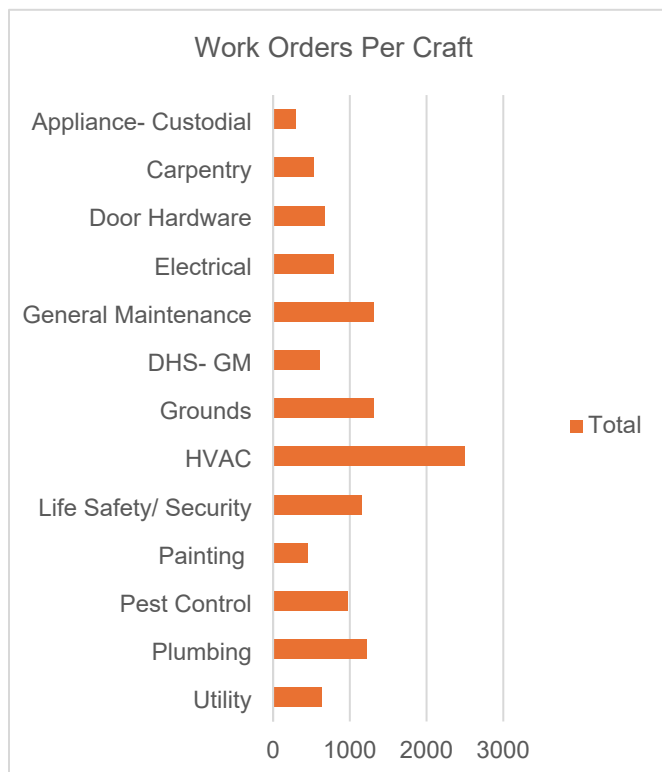
Action Item: _____ Yes √ No



**Dickinson Independent School District
Facility Services Department
Report to the Board of Trustees
November 2, 2026**

Facility Services uses a computerized maintenance management system to track employee labor hours, material cost, inventory and specific craft data. Work orders are generated and assigned to specific trades to perform the requested maintenance or repairs needed at district facilities. Work orders are classified in one of the three major categories: General Maintenance, Preventative Maintenance, or Vandalism.

The following data reflects all work orders recorded from fiscal year **September 1, 2025 – August 31, 2026**. A total of 10,316 work orders were assigned to the category of General Maintenance. A total of 2,023 work orders were generated to perform scheduled Preventative Maintenance. A total of 57 work orders were required to address Vandalism to district facilities. The total cost of repairs to district facilities as a result of vandalism was \$4,072.95. The cost for General and Preventative Maintenance work orders is listed by facility in the chart below.



District Maintenance Cost			
Facility	Completed Work Orders	Total Work Orders	Total Costs
BCES	418	453	39,690.74
CRES	412	439	76,322.72
DCC/DALC	169	183	13,844.46
DHS/9 TH /AG	2152	2288	228,908.63
DJHS	638	682	66,994.71
DMS	583	624	62,909.06
ESC	573	609	80,801.96
FNS	47	57	3,358.30
GATOR AC.	129	148	8,660.61
HRES	676	720	102,692.88
J&S BMS	505	552	47,194.25
KELES/Annex	459	508	49,898.96
KJHS	721	766	81,692.39
RELE	91	99	9,097.64
LEV	701	748	132,675.87
MJHS	803	860	117,409.09
FAC SERV	406	454	99,019.46
SES	358	403	39,069.62
SLES	539	598	41,122.95
SVS/Athletic Complex	663	706	162,796.46
TECH	167	193	20,764.11
TRAN	275	306	33,111.18
TOTAL	11485	12396	1,518,036.05

<i>Year over Year Comparison</i>			
	2024	2025	2026
Total Work Orders	11189	12723	12396
Total Completed Work Orders	9790	11708	11485
Completion Rate	88%	92%	92%
Total Costs to DISD	\$1,817,742.00	\$2,411,709.60	\$1,518,036.05

Facility Services is currently 98% staffed with two Posted Positions available.

Routine training of maintenance employees is a priority. Employees attend seminars, webinars, workshops, and manufacturer's classes related to their specific craft or job assignment. The State of Texas requires yearly training of license holders in the areas of HVAC, plumbing, electrical, pest control, asbestos, and irrigation.

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: November 2, 2026

Item Title: Transportation Report

Agenda Item: Ryan Boone and Shirley Miller

Background Information:

Transportation Report attached.

Recommendation:

Information only

Action Item: _____ Yes √ No

2025-2026 Transportation Board Report

I. Events/Activities:

Dickinson ISD Bus Drivers did a great job transporting the public to and from the Festival of Lights. Approximately 39,898 people visited the Festival this year which is approximately slightly less than last year. Dickinson ISD transported over 10,294 people to and from the event which is slightly less than transported in 2024. Festival of Lights is looking forward to working with us again next year.

I. Pertinent Statistics:

A. The Transportation Fleet consists of the following vehicles:

Transportation Fleet	
Regular Ed Buses	105
Special Need Buses	29
14 – Passenger Buses	6
Administration Vans	3
Shop Trucks	2

B. Age of fleet (buses only):

Number of School Buses by Age:

	Regular	Special	14 - Passenger
0 to 5 Years	29	6	6
6 to 10 Years	20	5	0
11 to 19 Years	56	18	0

C. The operation cost per mile, as reported to the state has increased from \$5.15 per mile to \$5.37 per mile. The cost per mile fluctuates due to changes in factors such as operating costs (i.e., fuel, bus parts), cost of new buses, and payroll adjustments.

D. For 2025 - 2026 we transported:

Regular Education averaged 6,289 students per day for an annual total of 998,703 miles.
Special Programs averaged 311 students per day for an annual total of 348,559 miles.

E. Extra-Curricular/Co-Curricular trips are other areas that the transportation department concentrates on. These trips require additional time to coordinate planning. Some of these activities associated with Extra-Curricular/Co-Curricular trips include:

1) coordinating and planning for the trip, 2) receiving and entering trip information, 3) posting the trip, 4) obtaining a driver, 5) covering a route for the trip driver (if needed), 6) preparation of the trip buses, and 7) billing of the trips. We transported students 60,489 miles for 2025-2026 for Extra-Curricular/Co-Curricular activities on regular buses and 4,747 miles for 2025-2026 for Extra-Curricular/Co-Curricular on special needs buses.

2025-2026 Transportation Board Report

F. We currently do not have any late runs transporting students to extended learning opportunities.

II. Current Program Near and Long-Term Future:

The bus replacement schedule allows us to maintain school buses on routes for 10-12 years and then by 15 years consider retiring them from service. However, with the amount of student growth within our district we are having to utilize our buses longer than expected. The replacement schedule for buses helps decrease maintenance cost/repair. We have inspected and rated our vehicles on the condition of the body, engine, brake system, frame, steering, etc.

Condition	Reg. Rt. Buses	Special Need Buses	14 - Passenger Buses
Good	60	12	6
Fair	27	6	0
Poor	18	11	0
Retirement	4	0	0

Any buses rated poor have over 200,000 miles and are primarily used as sub/spare buses when possible. These buses are utilized when buses are in the shop, when a breakdown occurs during routes, and when the newer buses are being utilized on extra-curricular activities. Buses rated in fair condition have over 150,000 miles of service on them. The retirement buses would be stripped for parts and will be auctioned or sold for scrap metal.

Below are the Condition Reports Special Need Buses Condition Report:

Year	Veh #	W/C	A/C	Mileage	Type	Condition
2005	242	Yes	Yes	180,007	Special	Fair
2006	263	Yes	Yes	315,895	Special	Poor
2008	281	Yes	Yes	257,955	Special	Poor
2009	291	Yes	Yes	276,011	Special	Poor
2009	292	Yes	Yes	255,388	Special	Poor
2010	101	Yes	Yes	254,416	Special	Poor
2010	102	Yes	Yes	202,161	Special	Poor
2010	103	Yes	Yes	161,448	Special	Fair
2011	104	Yes	Yes	31,428	Special	Good
2012	121	No	Yes	204,160	Special	Poor
2012	122	No	Yes	234,147	Special	Poor
2012	123	Yes	Yes	204,617	Special	Poor
2012	124	Yes	Yes	227,396	Special	Poor
2012	125	Yes	Yes	174,576	Special	Fair
2012	126	Yes	Yes	195,456	Special	Fair
2012	127	Yes	Yes	186,622	Special	Fair
2012	128	Yes	Yes	246,057	Special	Poor

2025-2026 Transportation Board Report

2015	150	Yes	Yes	189,441	Special	Fair
2018	181	Yes	Yes	137,778	Special	Good
2018	182	Yes	Yes	125,817	Special	Good
2020	191	Yes	Yes	128,927	Special	Good
2020	192	Yes	Yes	123,416	Special	Good
2020	193	Yes	Yes	94,367	Special	Good
2022	211	Yes	Yes	92,344	Special	Good
2022	212	Yes	Yes	65,315	Special	Good
2022	213	Yes	Yes	82,190	Special	Good
2023	222	Yes	Yes	76,475	Special	Good
2025	243	Yes	Yes	21,672	Special	Good
2025	244	Yes	Yes	17,227	Special	Good

14 – Passenger Buses Condition Report:

Year	Veh #	A/C	Mileage	Type	Condition
2025	001	Yes	9,597	14 Passenger	Good
2025	002	Yes	33,337	14 Passenger	Good
2025	003	Yes	18,020	14 Passenger	Good
2025	004	Yes	13,223	14 Passenger	Good
2025	005	Yes	11,396	14 Passenger	Good
2025	006	Yes	12,791	14 Passenger	Good

Conventional Buses Condition Report:

Year	Veh #	A/C	Mileage	Type	Condition
2006	2602	Yes	159,972	Regular	Fair
2006	2604	Yes	173,759	Regular	Fair
2006	2605	Yes	187,566	Regular	Fair
2006	2610	Yes	179,794	Regular	Fair
2006	2611	Yes	181,450	Regular	Fair
2006	2612	Yes	202,303	Regular	Poor
2006	2614	Yes	202,836	Regular	Poor
2008	2802	Yes	208,033	Regular	Poor
2008	2803	Yes	208,771	Regular	Poor
2008	2804	Yes	195,784	Regular	Fair
2009	2901	Yes	213,798	Regular	Poor
2009	2902	Yes	210,240	Regular	Poor
2009	2903	Yes	206,176	Regular	Poor
2009	2904	Yes	220,291	Regular	Poor
2009	2905	Yes	226,125	Regular	Poor

2025-2026 Transportation Board Report

2009	2906	Yes	213,734	Regular	Poor
2009	2907	Yes	188,954	Regular	Fair
2009	2908	Yes	209,958	Regular	Poor
2009	2909	Yes	243,684	Regular	Poor
2009	2910	Yes	218,645	Regular	Poor
2009	2911	Yes	200,698	Regular	Poor
2009	2912	Yes	198,398	Regular	Fair
2010	1001	Yes	215,850	Regular	Poor
2010	1002	Yes	213,974	Regular	Poor
2010	1003	Yes	198,503	Regular	Fair
2010	1004	Yes	223,485	Regular	Poor
2010	1005	Yes	177,044	Regular	Fair
2010	1006	Yes	237,846	Regular	Poor
2010	1007	Yes	175,627	Regular	Fair
2010	1008	Yes	117,355	Regular	Good
2010	1009	Yes	182,461	Regular	Fair
2010	1010	Yes	191,048	Regular	Fair
2010	1011	Yes	164,692	Regular	Fair
2012	1202	Yes	167,487	Regular	Fair
2012	1203	Yes	144,907	Regular	Good
2012	1204	Yes	149,472	Regular	Good
2012	1205	Yes	127,425	Regular	Good
2012	1207	Yes	162,223	Regular	Fair
2012	1208	Yes	151,694	Regular	Fair
2012	1209	Yes	149,909	Regular	Good
2012	1210	Yes	164,068	Regular	Fair
2012	1211	Yes	137,385	Regular	Good
2012	1212	Yes	176,176	Regular	Fair
2012	1213	Yes	174,305	Regular	Fair
2012	1214	Yes	173,385	Regular	Fair
2012	1215	Yes	163,753	Regular	Fair
2012	1216	Yes	133,498	Regular	Good
2012	1217	Yes	164,922	Regular	Fair
2012	1218	Yes	152,885	Regular	Fair
2013	1301	Yes	152,271	Regular	Fair
2013	1302	Yes	163,861	Regular	Fair
2014	1401	Yes	146,528	Regular	Good
2015	1501	Yes	144,154	Regular	Good
2015	1502	Yes	152,994	Regular	Fair
2015	1503	Yes	148,940	Regular	Good
2015	1504	Yes	123,709	Regular	Good
2016	1601	Yes	110,364	Regular	Good

2025-2026 Transportation Board Report

2016	1602	Yes	120,422	Regular	Good
2016	1603	Yes	127,629	Regular	Good
2016	1604	Yes	98,283	Regular	Good
2016	1605	Yes	106,162	Regular	Good
2017	1701	Yes	110,253	Regular	Good
2017	1703	Yes	142,566	Regular	Good
2017	1704	Yes	112,651	Regular	Good
2017	1705	Yes	117,711	Regular	Good
2018	1801	Yes	113,092	Regular	Good
2018	1802	Yes	98,143	Regular	Good
2018	1803	Yes	121,547	Regular	Good
2018	1804	Yes	114,458	Regular	Good
2018	1805	Yes	96,292	Regular	Good
2018	1806	Yes	137,809	Regular	Good
2018	1807	Yes	125,937	Regular	Good
2018	1808	Yes	135,947	Regular	Good
2018	1809	Yes	94,835	Regular	Good
2020	1901	Yes	80,512	Regular	Good
2020	1902	Yes	64,247	Regular	Good
2021	2001	Yes	93,303	Regular	Good
2021	2002	Yes	84,342	Regular	Good
2021	2003	Yes	64,970	Regular	Good
2021	2004	Yes	86,815	Regular	Good
2021	2005	Yes	66,495	Regular	Good
2021	2006	Yes	64,216	Regular	Good
2021	2007	Yes	61,706	Regular	Good
2021	2008	Yes	72,665	Regular	Good
2021	2009	Yes	75,804	Regular	Good
2021	2010	Yes	75,775	Regular	Good
2022	2101	Yes	69,241	Regular	Good
2022	2102	Yes	68,946	Regular	Good
2023	2201	Yes	49,156	Regular	Good
2023	2202	Yes	55,282	Regular	Good
2023	2203	Yes	52,515	Regular	Good
2023	2204	Yes	58,096	Regular	Good
2024	2301	Yes	45,467	Regular	Good
2024	2302	Yes	40,664	Regular	Good
2024	2303	Yes	37,692	Regular	Good
2024	2304	Yes	35,506	Regular	Good
2024	2305	Yes	38,532	Regular	Good
2025	2401	Yes	12,990	Regular	Good
2025	2402	Yes	17,090	Regular	Good

2025-2026 Transportation Board Report

2025	2403	Yes	14,398	Regular	Good
2025	2501	Yes	14,943	Regular	Good
2025	2502	Yes	12,982	Regular	Good
2025	2503	Yes	16,740	Regular	Good
2025	2504	Yes	14,716	Regular	Good
2025	2505	Yes	20,063	Regular	Good

Remaining Transportation Fleet Condition:

Year	Veh #	Mileage	Type	Condition
2007	26	148,513	Psngr. Van	Good
2007	27	142,923	Psngr. Van	Good
2008	28	41,526	Shop Truck	Good
2008	29	53,080	Shop Truck	Good
2021	30	75,971	Transit	Good

Our department also services and maintains the Operations/Maintenance fleet, Athletics, Ag, Band, Child Nutrition, Technology, and Police, which include:

- Operations and Facilities – 40 Vehicles
- Operations and Facilities – 14 Trailers
- Operations and Facilities – 4 Off Road Vehicles
- Stadium – 1 Off Road Vehicle
- Athletic Department – 3 Off Road Vehicles
- Dickinson High School – 2 Off Road Vehicles
- Ag Department – 5 Trailers
- Band – 2 Trailers
- Food Nutrition Services – 9 Vehicles (1 to go to auction)
- Technology – 10 Vehicles
- Police Vehicles – 17 Vehicles
- Transportation – 5 Vehicles
- Transportation – 3 Off Road Vehicles

III. Fiscal Impact:

- A. Nine buses were ordered during the 2025-2026 school year, with the last expected to be delivered within the last two weeks of October this year. The nine, diesel powered regular buses purchased through a grant awarded by the Texas Commission on Environmental Quality (TCEQ), each cost approximately **\$154,901.00**. The grant provided \$570,294 of the total, with Dickinson ISD providing the remaining \$824,615. To continue to be able to accommodate student growth and replacement schedule, we need to purchase an

2025-2026 Transportation Board Report

average of five buses annually. With the prices of new buses increasing yearly a minimum budget allocation of \$785,000.00 will be required.

- B. The cost of Diesel, Gasoline and Propane compared to prices last year is as follows. At the beginning of June 2026, fuel cost was \$4.37 per gallon versus \$2.15 per gallon in June 2025 for **diesel**, \$2.84 versus \$2.25 for **gasoline**, and \$1.35 versus \$0.87 per gallon for **propane**. At the beginning of October 2026, the cost for **diesel** was \$5.08 per gallon versus \$2.36 per gallon in October 2025, **gasoline** was \$3.13 versus \$2.03 and **propane** was \$1.42 versus \$0.91. No one can predict what the cost will be next month, six months, or a year from now. We are going to have to budget fuel expenditures on what we think it will cost us based on past trends.
- C. Technology purchased 1 new unit, Operations and Facilities purchased 1 vehicle, and 1 new Police unit was purchased for our Resource Officers. The cost of parts for maintenance or repairs is billed to the responsible department.

DICKINSON INDEPENDENT SCHOOL DISTRICT

AGENDA DOCUMENT

Meeting Date: November 2, 2026

Item Title: 2026-27 BOY MAP and MCLASS Data

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

Background Information:

Students in grades Kindergarten, 1st, and 2nd took the Beginning of Year MCLASS test in foundational reading skills. Students in grades Kindergarten, 1st, 2nd, 3rd, 4th, and 5th took the Beginning of Year MAP test in both math and reading.

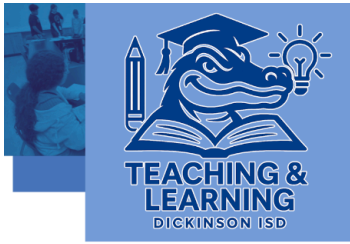
MCLASS is an assessment that uses the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to screen, monitor, and support students' literacy development.

MAP is a computer-adaptive, norm-referenced assessment from NWEA that measures student academic achievement and growth in math and reading.

Recommendation:

Information only

Action Item: _____ Yes √ No



NWEA MAP BOY Growth Assessment Report: Fall 2026–2027

District-Wide Performance Analysis & Combined Dual-Language Benchmark Report

Executive Summary

Key Insights:

- **Strong Elementary Mathematics Performance:** District-wide math percentiles consistently exceed national averages across Kindergarten through Grade 5, ranging from **58.18%** to **60.51%**.
- **Reading Percentile Drop in Grade 2:** While Kindergarten (53.57%) and Grade 1 (54.60%) Reading performance remain above national benchmarks, Grade 2 Reading drops to **46.61%**, signaling a key area for targeted instructional support.
- **Dual-Language Integration:** Spanish-language MAP Growth assessments account for a substantial portion of primary grade test-takers (e.g., 20.2% of Kindergarten Math, 16.2% of Grade 2 Reading). Integrating Spanish and English results ensures an accurate reflection of total campus performance.
- **Targeted Junior High Reading Cohorts:** Junior High Reading metrics (Grades 6–8) represent specialized intervention groups (Screen Reader Compatible / Targeted Reading), while Science assessments reflect full grade-level performance (e.g., Grade 6 Science at 54.75%).

Understanding RIT Scores

A **RIT score (Rasch Unit)** is an equal-interval scale measurement developed by NWEA to evaluate a student's academic growth and achievement over time. Because the RIT scale remains consistent and independent of grade level, it provides a stable metric to track learning progress, pinpoint student instructional needs, and set achievable growth goals across successive academic years.

Understanding Percentile Scores

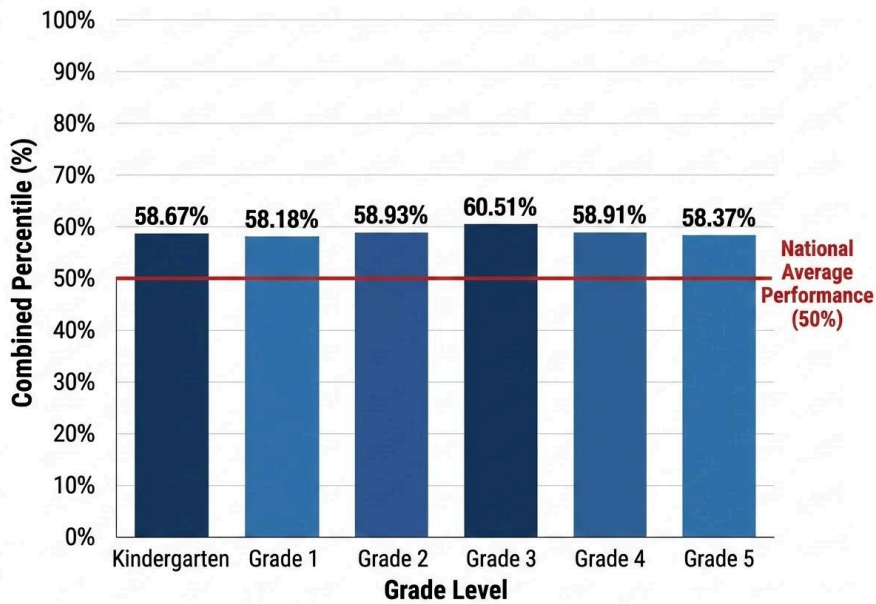
A **percentile score** indicates the percentage of students in the national norm group who scored at or below a student's specific RIT score. For example, a student scoring in the 60th percentile performed equal to or higher than 60% of students nationwide in the same grade and subject. The **50th percentile** represents the national average performance, serving as a key benchmark for evaluating grade-level achievement and district-wide growth relative to national norms.

1. District Summary Table by Grade Level and Subject

- **Elementary Mathematics:** District-wide math percentiles across Kindergarten through Grade 5 consistently exceed national averages, ranging from 58.18% in Grade 1 to 60.51% in Grade 3.
- **Elementary Reading:** Reading performance remains above national benchmarks in Kindergarten (53.57%), Grade 1 (54.60%), Grade 3 (53.00%), and Grade 4 (53.45%), but experiences a dip in Grade 2 (46.61%) and Grade 5 (49.34%).
- **Science Performance:** Science assessments show above-average performance in Grade 4 (67.00%), Grade 5 (53.04%), and Grade 6 (54.75%), with a dip in Grade 7 (42.40%).

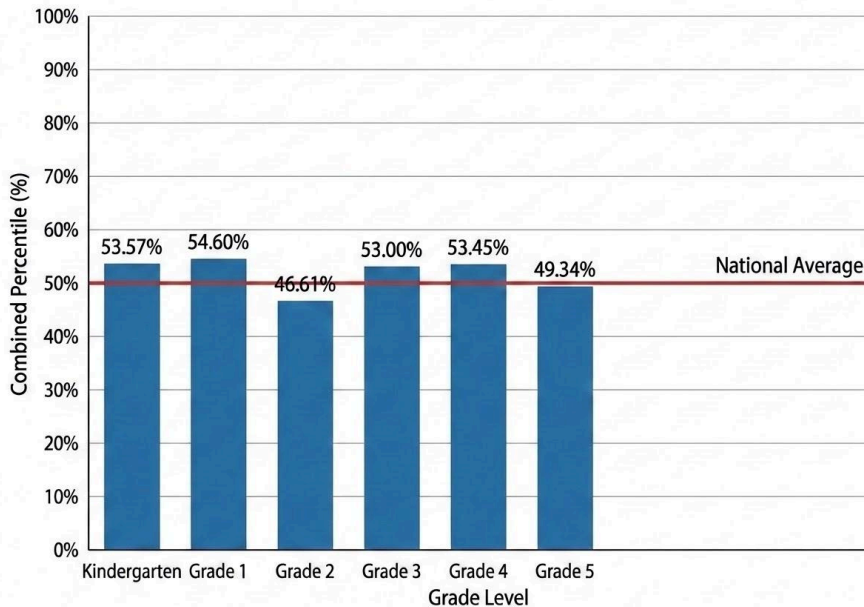
Grade Level	Subject	Total Students	English Testers	Spanish Testers	RIT	Percentile
Kindergarten	Math	796	635	161	142.70	58.67%
Kindergarten	Reading	808	647	161	137.11	53.57%
Grade 1	Math	782	646	136	160.70	58.18%
Grade 1	Reading	843	706	137	154.93	54.60%
Grade 2	Math	859	711	148	175.64	58.93%
Grade 2	Reading	1006	857	149	166.51	46.61%
Grade 3	Math	832	831	1	187.13	60.51%
Grade 3	Reading	983	823	160	184.81	53.00%
Grade 4	Math	775	766	9	199.32	58.91%
Grade 4	Reading	879	767	112	196.09	53.45%
Grade 5	Math	857	855	2	208.93	58.37%
Grade 5	Reading	919	853	66	201.59	49.34%
Grade 5	Science	873	873	0	201.23	53.04%
Grade 6	Science	848	848	0	205.50	54.75%
Grade 7	Science	640	640	0	203.10	42.40%

District Performance by Percentile: Mathematics



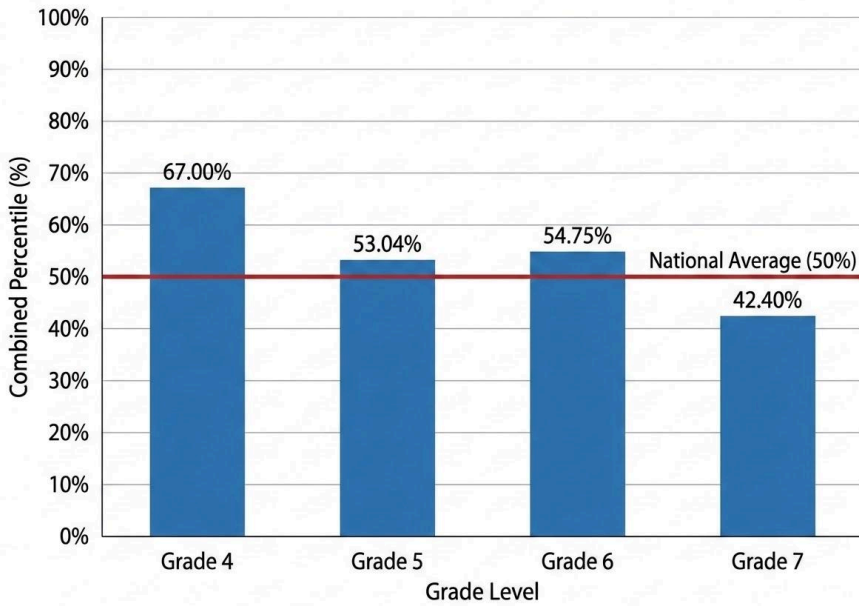
Mathematics Summary: District-wide mathematics performance consistently exceeds national averages (50th percentile) across all elementary grades (Kindergarten through Grade 5), ranging from 58.18% to 60.51% and peaking in Grade 3, demonstrating sustained academic strength in math across the primary levels. Note: The red horizontal reference line at 50% represents average national student performance across MAP Growth assessments.

District Performance by Percentile: Reading



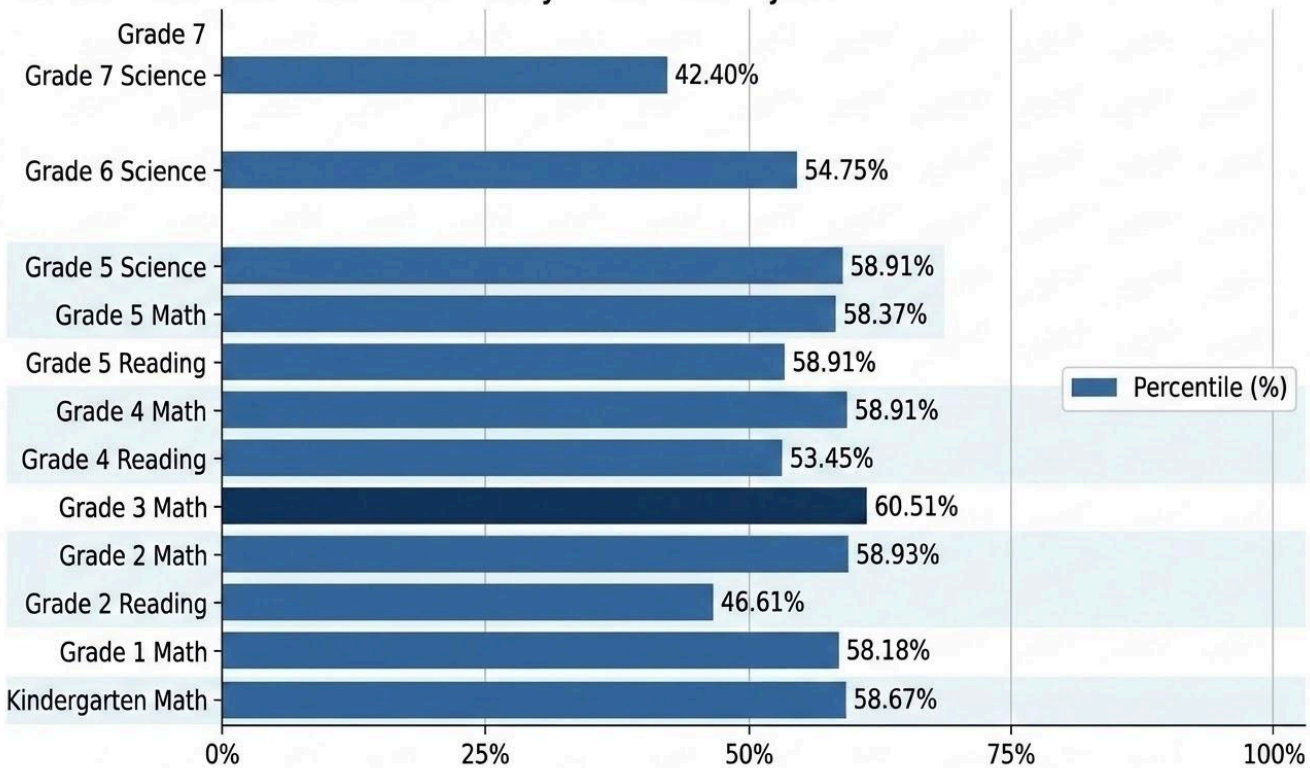
Reading Summary: Reading performance remains generally above or near national benchmarks across elementary grades (K–5), with a notable dip in Grade 2 at 46.61%. In contrast, junior high metrics (Grades 6–8) reflect specialized intervention cohorts rather than general grade-level performance.

District Performance by Percentile: Science



Science Summary: District-wide science performance exceeds national averages (50th percentile) across Grades 4, 5, and 6 (ranging from 53.04% to 67.00%), while Grade 7 performance dips to 42.40%.

District Performance: Percentile by Grade & Subject



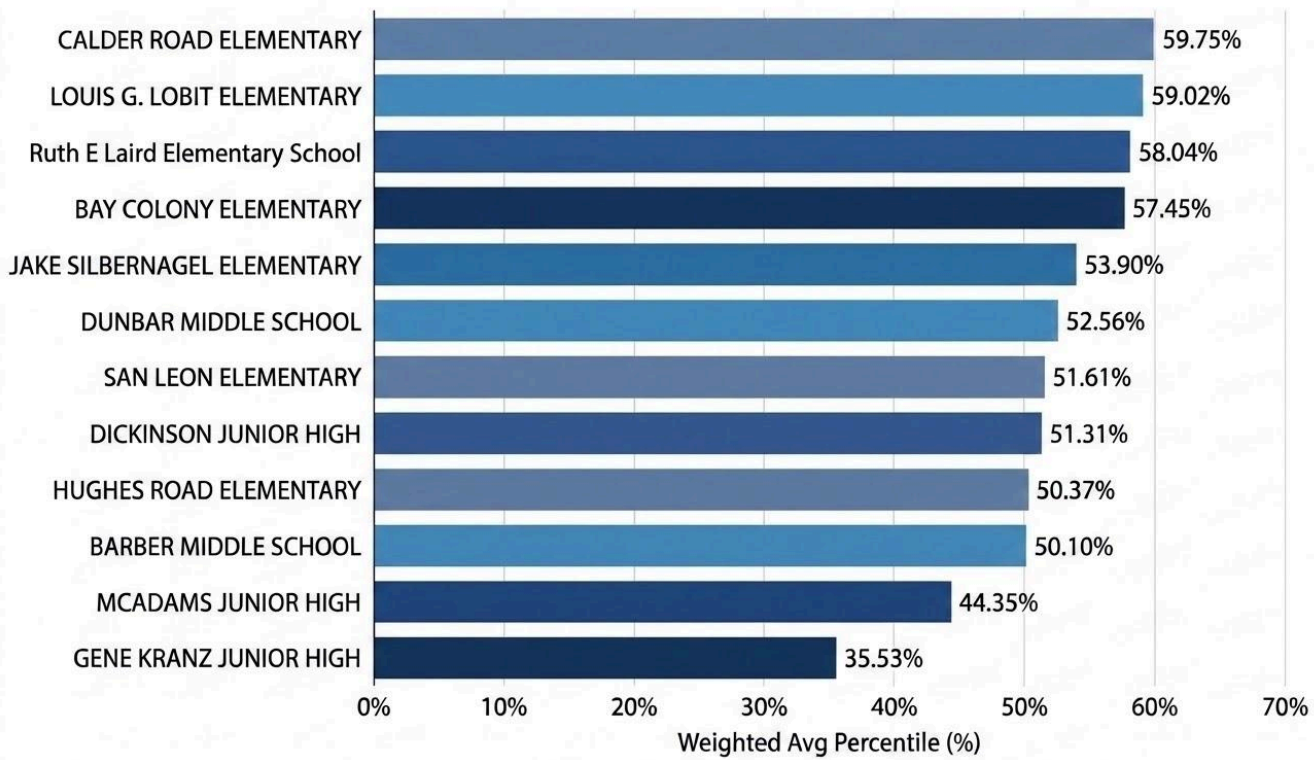
Elementary mathematics and science performance consistently exceed national norms (50th percentile). 50th percentile represents average national student performance across MAP Growth assessments. Elementary reading remains solid overall despite a dip in Grade 2, while Grade 6 and Grade 7 science performance remains competitive.

2. Campus Rankings in Order of Highest Average Percentile

- **Top-Performing Campus:** Calder Road Elementary leads the district with the highest average percentile of 59.75% across 874 tested students.
- **Strong Elementary Performance:** The top five campuses—Calder Road Elementary (59.75%), Louis G. Lobit Elementary (59.02%), Ruth E. Laird Elementary (58.04%), Bay Colony Elementary (57.45%), and Jake Silbernagel Elementary (53.90%)—all exceed a 53% average percentile.
- **National Benchmark Comparison:** Ten of the twelve listed campuses meet or exceed the national average benchmark (50th percentile).
- **Lower-Performing Campuses:** McAdams Junior High (44.35%) and Gene Kranz Junior High (35.53%) fall below the national average benchmark.
- **Participation Scale:** Louis G. Lobit Elementary tested the largest student body with 1,718 students, followed closely by Ruth E. Laird Elementary with 1,678 students.

Rank	Campus Name	Total Students Tested	Percentile
1	CALDER ROAD ELEMENTARY	874	59.75%
2	LOUIS G. LOBIT ELEMENTARY	1718	59.02%
3	RUTH E LAIRD ELEMENTARY	1678	58.04%
4	BAY COLONY ELEMENTARY	962	57.45%
5	DICKINSON JUNIOR HIGH**	623	55.34%
6	JAKE SILBERNAGEL ELEMENTARY	1248	53.90%
7	DUNBAR MIDDLE SCHOOL	1271	52.56%
8	SAN LEON ELEMENTARY	1216	51.61%
9	HUGHES ROAD ELEMENTARY	851	50.37%
10	BARBER MIDDLE SCHOOL	1396	50.10%
11	MCADAMS JUNIOR HIGH**	446	47.13%
12	GENE KRANZ JUNIOR HIGH**	419	43.11%

Campus Rankings by Average Percentile

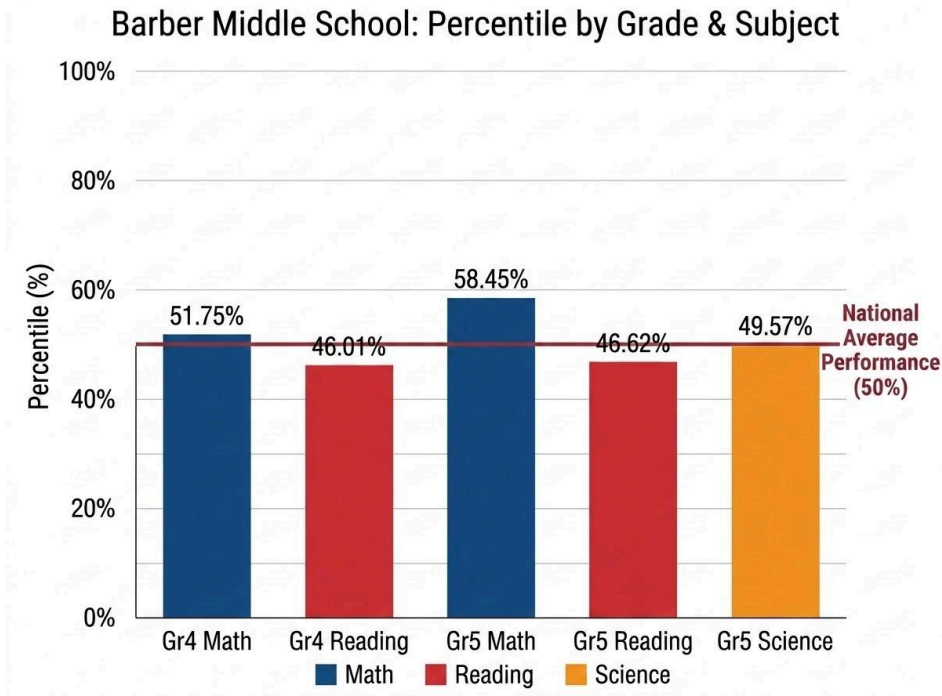


Campus Performance Summary: *Elementary campuses lead overall district achievement, topped by Calder Road Elementary at 59.75%. Ten of the twelve campuses meet or exceed the 50th percentile national benchmark, while junior high campuses lag below national averages.*

3. Detailed Performance Tables by Campus and Grade Level

BARBER MIDDLE SCHOOL

Grade	Subject	Total Students	English Testers	Spanish Testers	RIT	Percentile
Grade 4	Math	228	228	0	195.82	51.75%
Grade 4	Reading	321	256	65	191.52	46.01%
Grade 5	Math	261	259	2	209.53	58.45%
Grade 5	Reading	317	263	54	199.92	46.62%
Grade 5	Science	269	269	0	200.06	49.57%

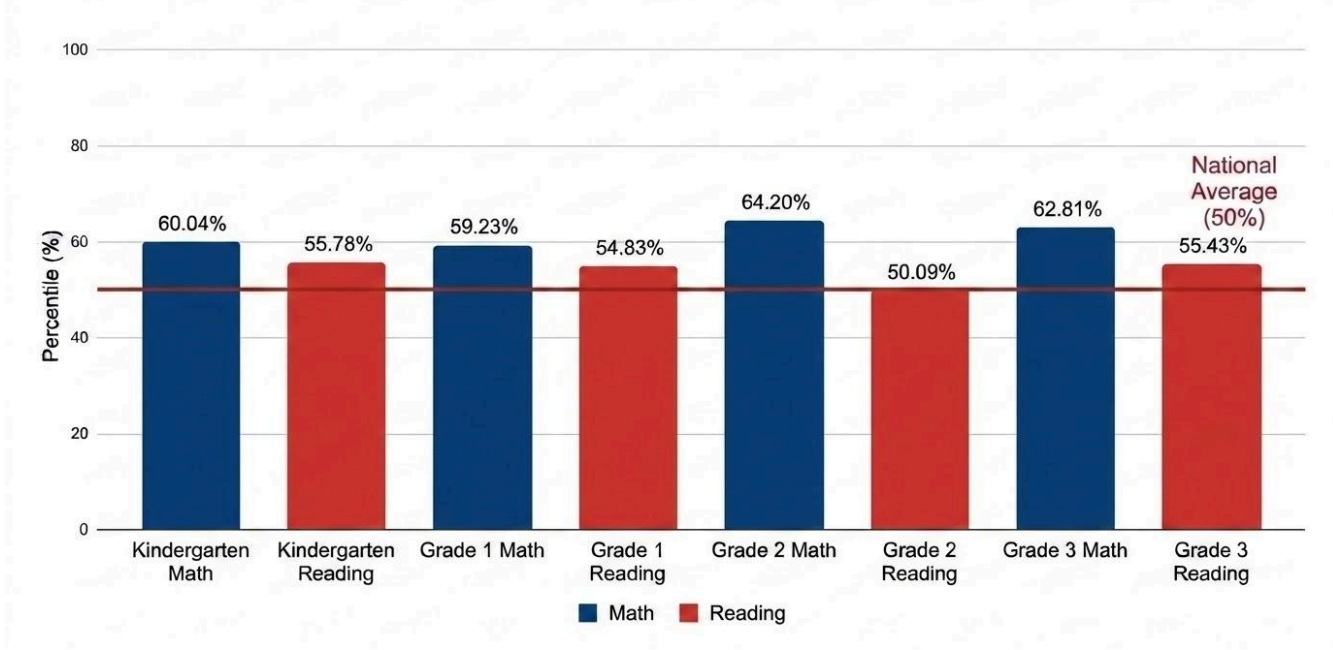


Performance Summary: Barber Middle School shows strong performance in Math across Grades 4 and 5 (reaching 58.45% in Grade 5), while Reading and Science hover slightly below the 50th percentile national benchmark.

BAY COLONY ELEMENTARY

Grade	Subject	Total Students	English Testers	Spanish Testers	RIT	Percentile
Kindergarten	Math	106	79	27	143.16	60.04%
Kindergarten	Reading	106	79	27	138.10	55.78%
Grade 1	Math	109	79	30	160.98	59.23%
Grade 1	Reading	136	106	30	154.63	54.83%
Grade 2	Math	119	96	23	178.42	64.20%
Grade 2	Reading	141	118	23	168.61	50.09%
Grade 3	Math	108	108	0	188.46	62.81%
Grade 3	Reading	137	105	32	186.26	55.43%

Bay Colony Elementary: Percentile by Grade & Subject



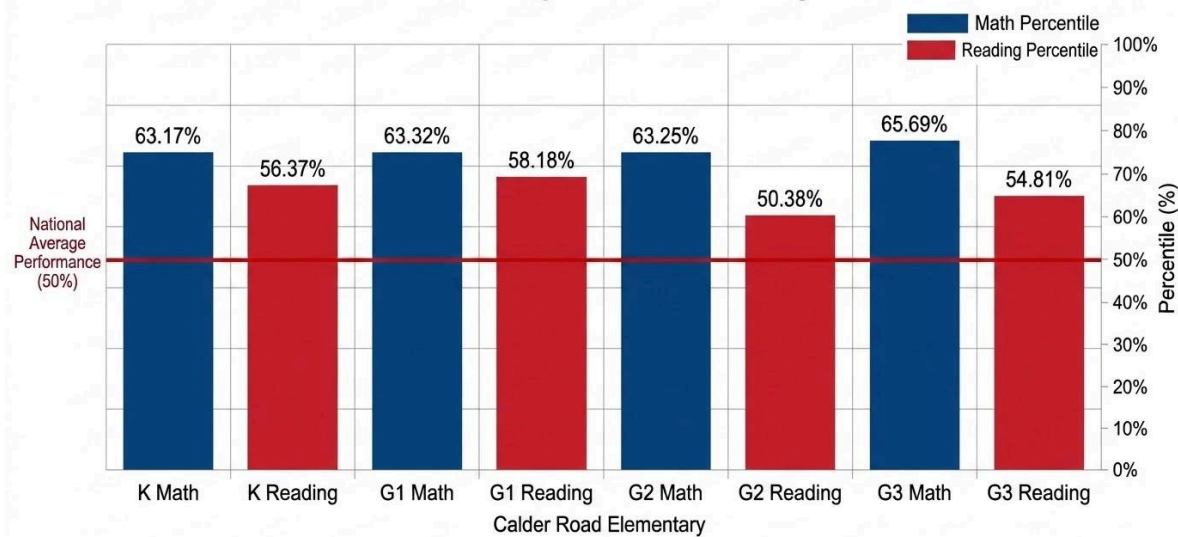
Performance Summary: Bay Colony Elementary exceeds national benchmarks across all tested primary grade levels and subjects, demonstrating particular strength in Mathematics (peaking at 64.20% in Grade 2).

CALDER ROAD ELEMENTARY

Performance Summary: Bay Colony Elementary exceeds national benchmarks across all tested primary grade levels and subjects, demonstrating particular strength in Mathematics (peaking at 64.20% in Grade 2).

Grade	Subject	Total Students	English Testers	Spanish Testers	RIT	Percentile
Kindergarten	Math	99	86	13	144.31	63.17%
Kindergarten	Reading	98	85	13	138.01	56.37%
Grade 1	Math	104	91	13	162.96	63.32%
Grade 1	Reading	120	106	14	156.60	58.18%
Grade 2	Math	109	98	11	177.77	63.25%
Grade 2	Reading	120	109	11	168.97	50.38%
Grade 3	Math	105	105	0	189.99	65.69%
Grade 3	Reading	119	119	0	185.80	54.81%

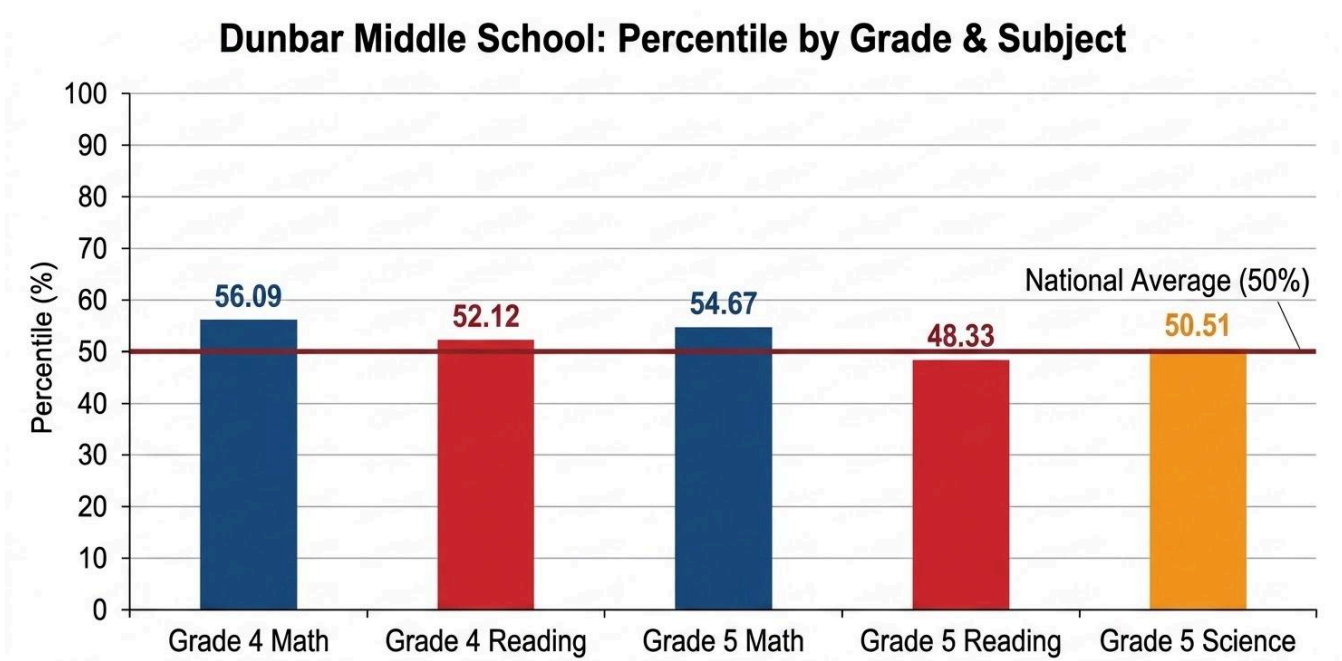
Calder Road Elementary:
Percentile by Grade & Subject



Performance Summary: Calder Road Elementary consistently performs well above national averages across all grade levels (K–3) in both Math and Reading, with Math scores leading up to 65.69% in Grade 3.

DUNBAR MIDDLE SCHOOL

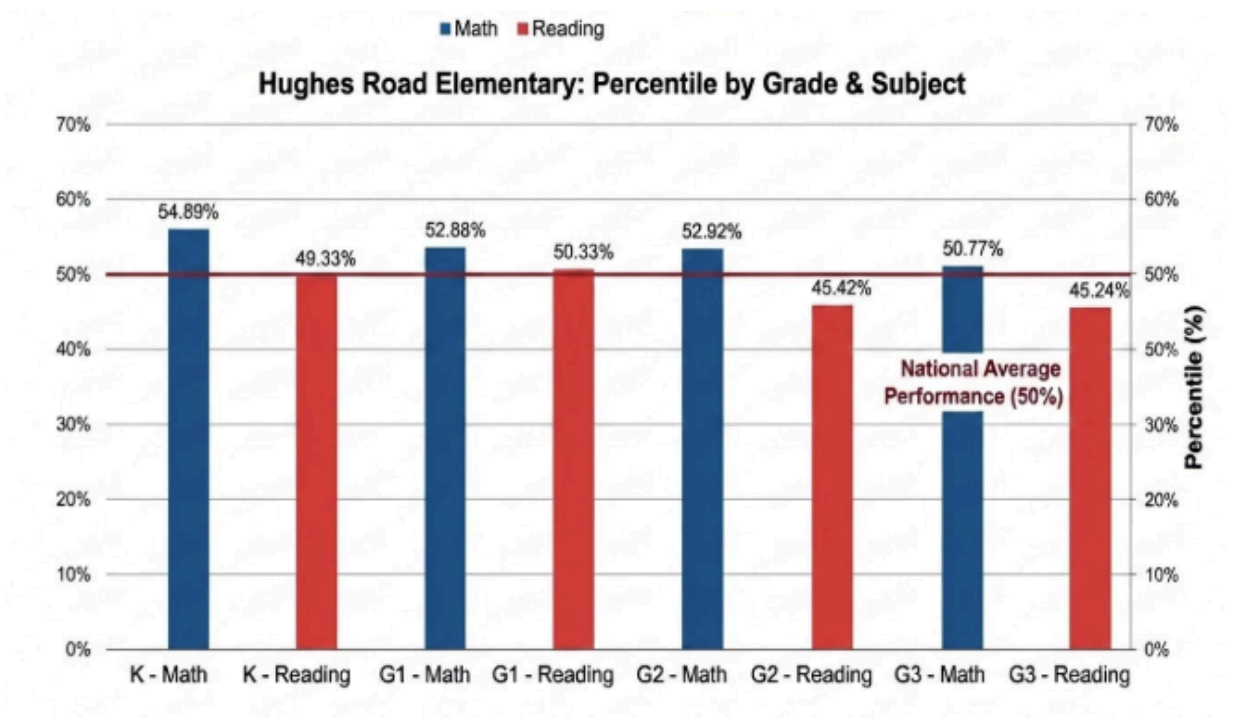
Grade	Subject	Total Students	English Testers	Spanish Testers	RIT	Percentile
Grade 4	Math	265	265	0	198.05	56.09%
Grade 4	Reading	302	255	47	195.62	52.12%
Grade 5	Math	337	337	0	207.28	54.67%
Grade 5	Reading	339	327	12	201.21	48.33%
Grade 5	Science	304	304	0	200.12	50.51%



Performance Summary: *Dunbar Middle School maintains solid performance across Grades 4 and 5, meeting or exceeding national norms in Math and Science, with a minor dip in Grade 5 Reading (48.33%).*

HUGHES ROAD ELEMENTARY

Grade	Subject	Total Students	English Testers	Spanish Testers	RIT	Percentile
Kindergarten	Math	115	85	30	141.65	54.89%
Kindergarten	Reading	115	85	30	135.22	49.33%
Grade 1	Math	135	109	26	158.82	52.88%
Grade 1	Reading	135	109	26	152.91	50.33%
Grade 2	Math	135	107	28	173.20	52.92%
Grade 2	Reading	135	107	28	166.12	45.42%
Grade 3	Math	147	146	1	183.15	50.77%
Grade 3	Reading	147	116	31	181.20	45.24%

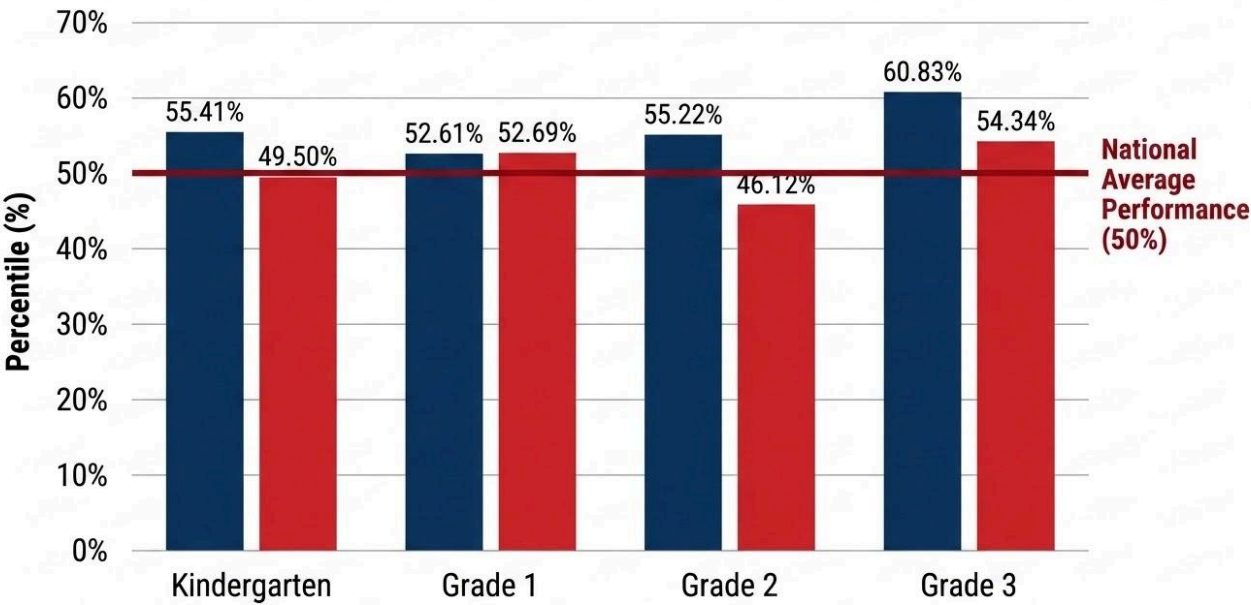


Performance Summary: Hughes Road Elementary performs consistently near or above national averages in Math across Kindergarten through Grade 3, while Reading scores show a mild decline in Grades 2 and 3.

JAKE SILBERNAGEL ELEMENTARY

Grade	Subject	Total Students	English Testers	Spanish Testers	RIT	Percentile
Kindergarten	Math	151	123	28	141.80	55.41%
Kindergarten	Reading	151	123	28	135.40	49.50%
Grade 1	Math	172	144	28	158.60	52.61%
Grade 1	Reading	172	144	28	153.80	52.69%
Grade 2	Math	190	159	31	174.10	55.22%
Grade 2	Reading	190	159	31	166.40	46.12%
Grade 3	Math	186	186	0	187.60	60.83%
Grade 3	Reading	186	153	33	185.30	54.34%

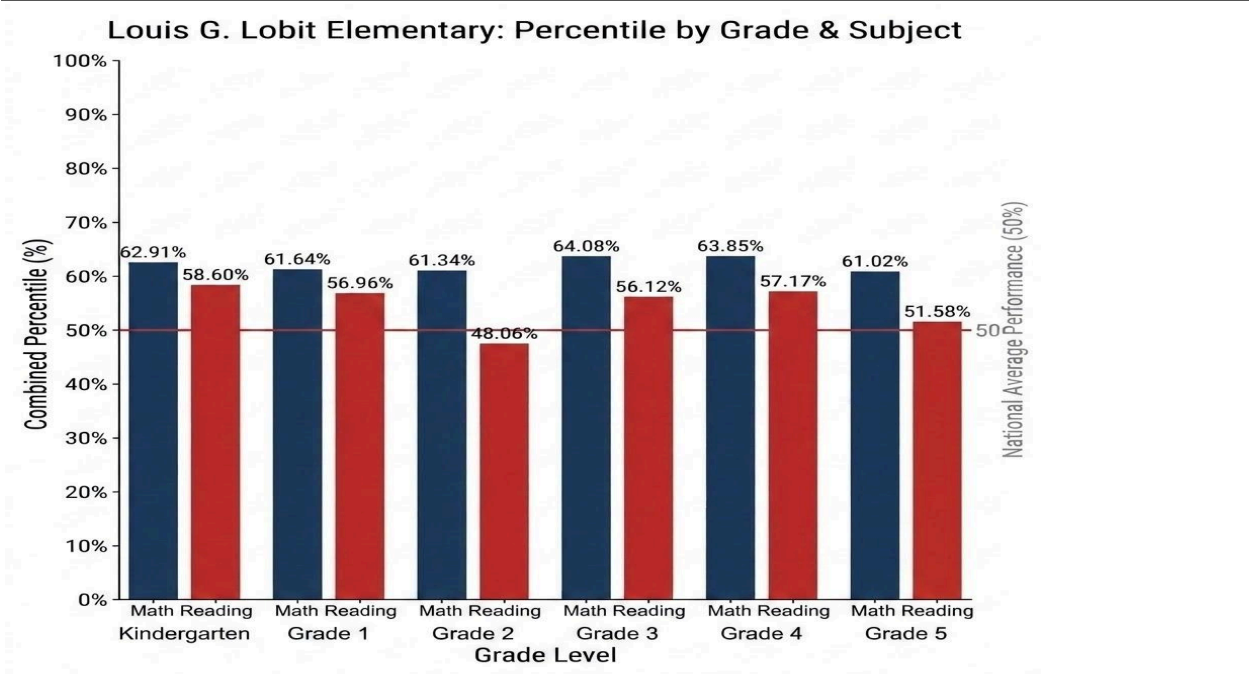
Jake Silbernagel Elementary: Percentile by Grade & Subject



Performance Summary: *Jake Silbernagel Elementary demonstrates strong results in Mathematics across all primary grades (up to 60.83% in Grade 3) and solid performance in Reading, with a slight drop in Grade 2 Reading (46.12%).*

LOUIS G. LOBIT ELEMENTARY

Grade	Subject	Total Students	English Testers	Spanish Testers	RIT	Percentile
Kindergarten	Math	203	182	21	144.18	62.91%
Kindergarten	Reading	203	182	21	138.92	58.60%
Grade 1	Math	271	242	29	162.28	61.64%
Grade 1	Reading	271	242	29	156.12	56.96%
Grade 2	Math	311	282	29	176.80	61.34%
Grade 2	Reading	311	282	29	167.30	48.06%
Grade 3	Math	310	310	0	189.20	64.08%
Grade 3	Reading	310	263	47	186.10	56.12%
Grade 4	Math	308	308	0	201.20	63.85%
Grade 4	Reading	308	308	0	198.40	57.17%
Grade 5	Math	315	315	0	210.10	61.02%
Grade 5	Reading	315	315	0	202.80	51.58%
Grade 5	Science	315	315	0	202.60	56.57%



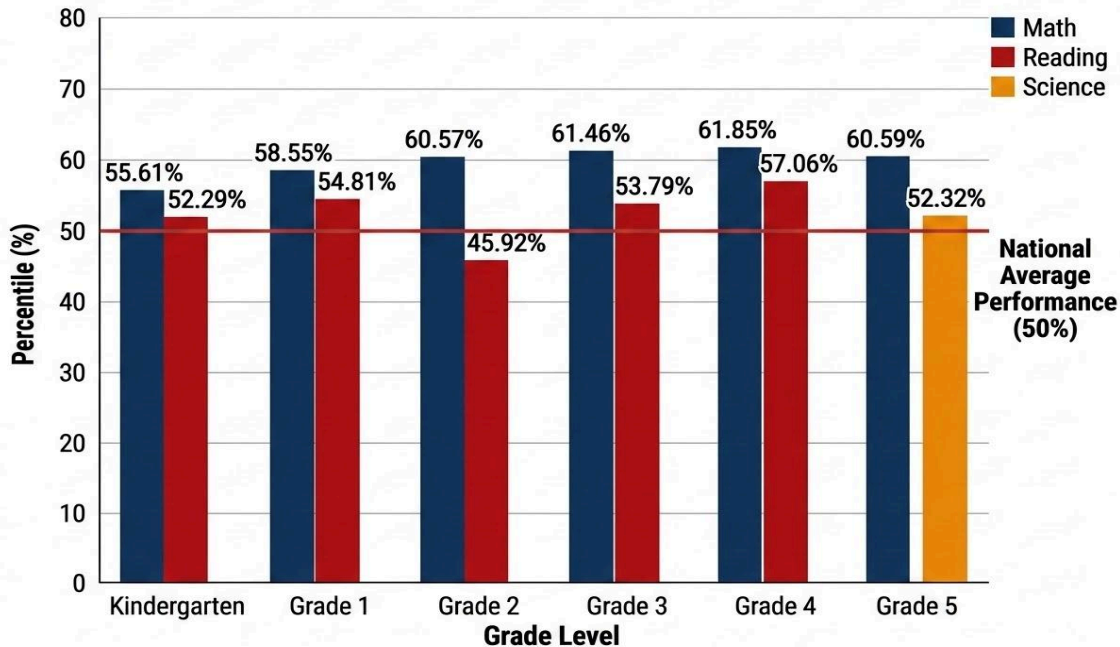
Performance Summary: *Louis G. Lobit Elementary maintains superior achievement across all grades and subjects, with Math scores exceeding 60% across most levels and Reading remaining consistently strong.*

Ruth E Laird Elementary School

Grade	Subject	Total Students	English Testers	Spanish Testers	RIT	Percentile
Kindergarten	Math	192	159	33	141.80	55.61%
Kindergarten	Reading	192	159	33	136.60	52.29%
Grade 1	Math	264	224	40	161.10	58.55%
Grade 1	Reading	264	224	40	155.10	54.81%
Grade 2	Math	303	255	48	176.40	60.57%
Grade 2	Reading	303	255	48	166.30	45.92%
Grade 3	Math	297	297	0	188.10	61.46%
Grade 3	Reading	297	250	47	185.10	53.79%
Grade 4	Math	302	293	9	200.30	61.85%
Grade 4	Reading	302	237	65	198.10	57.06%
Grade 5	Math	320	320	0	209.80	60.59%
Grade 5	Reading	320	320	0	202.30	50.81%
Grade 5	Science	320	320	0	201.00	52.32%

Ruth E Laird Elementary School: Percentile by Grade & Subject

Extracted from 'RUTH E LAIRD ELEMENTARY SCHOOL' detailed performance table within <Image 1>

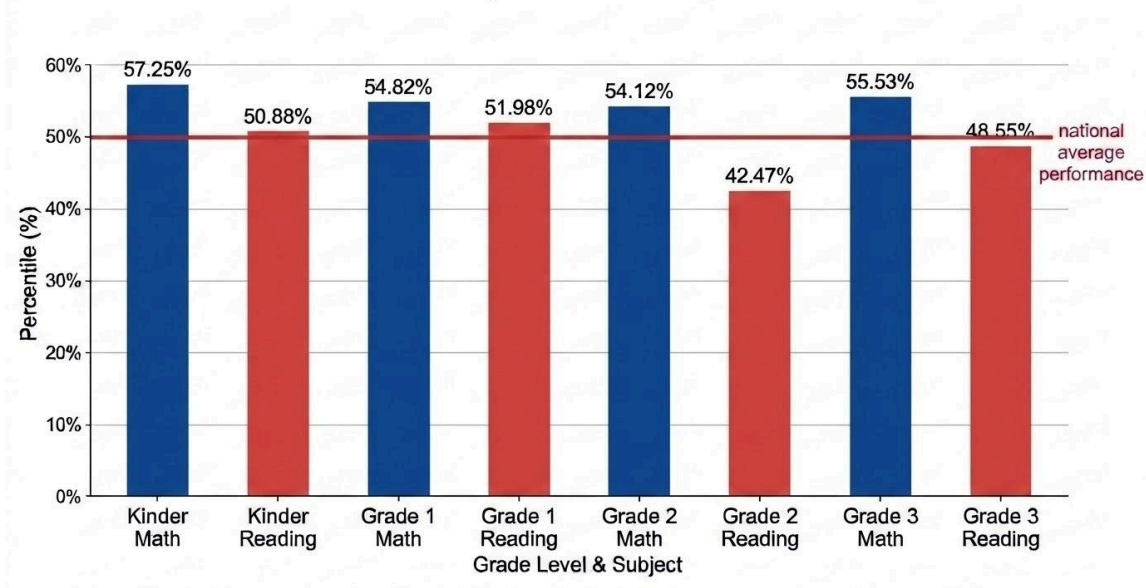


Performance Summary: Ruth E. Laird Elementary consistently exceeds national benchmarks across all tested grades and subjects, highlighted by Mathematics scores surpassing 60% in Grades 2 through 5.

SAN LEON ELEMENTARY

Grade	Subject	Total Students	English Testers	Spanish Testers	RIT	Percentile
Kindergarten	Math	131	98	33	142.30	57.25%
Kindergarten	Reading	131	98	33	135.80	50.88%
Grade 1	Math	145	117	28	159.70	54.82%
Grade 1	Reading	145	117	28	153.60	51.98%
Grade 2	Math	188	161	27	173.80	54.12%
Grade 2	Reading	188	161	27	164.80	42.47%
Grade 3	Math	181	181	0	185.30	55.53%
Grade 3	Reading	181	133	48	182.80	48.55%

San Leon Elementary: Percentile by Grade & Subject

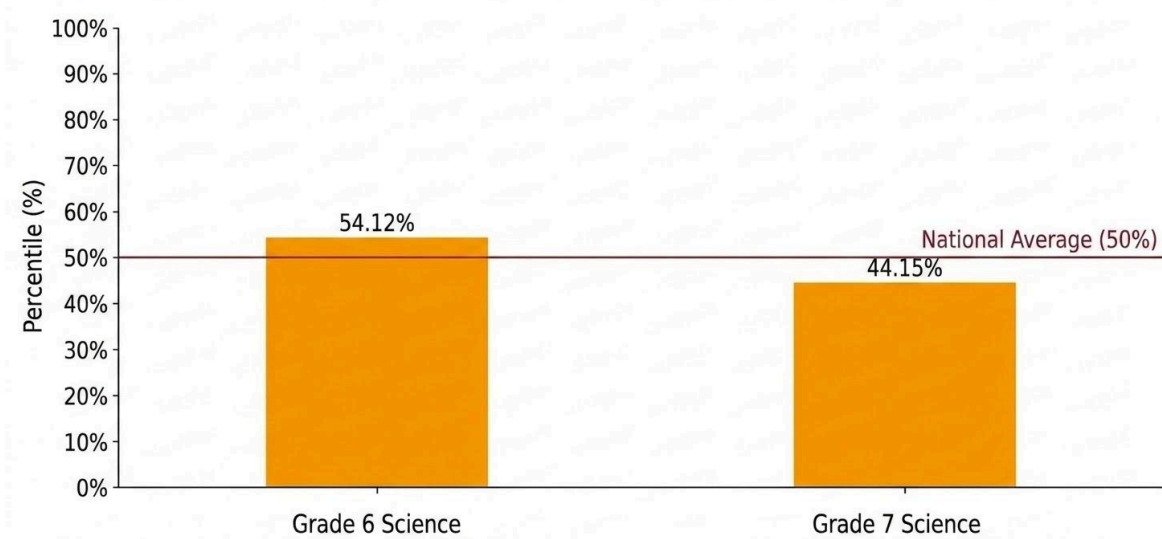


Performance Summary: *San Leon Elementary demonstrates solid Math performance above national averages across Kindergarten through Grade 3, alongside stable Reading results, despite a dip in Grade 2 Reading (42.47%).*

DICKINSON JUNIOR HIGH

Grade	Subject	Total Students	English Testers	Spanish Testers	RIT	Percentile
Grade 6	Science	269	269	0	205.12	54.12%
Grade 7	Science	215	215	0	203.80	44.15%

Dickinson Junior High: Percentile by Grade & Subject

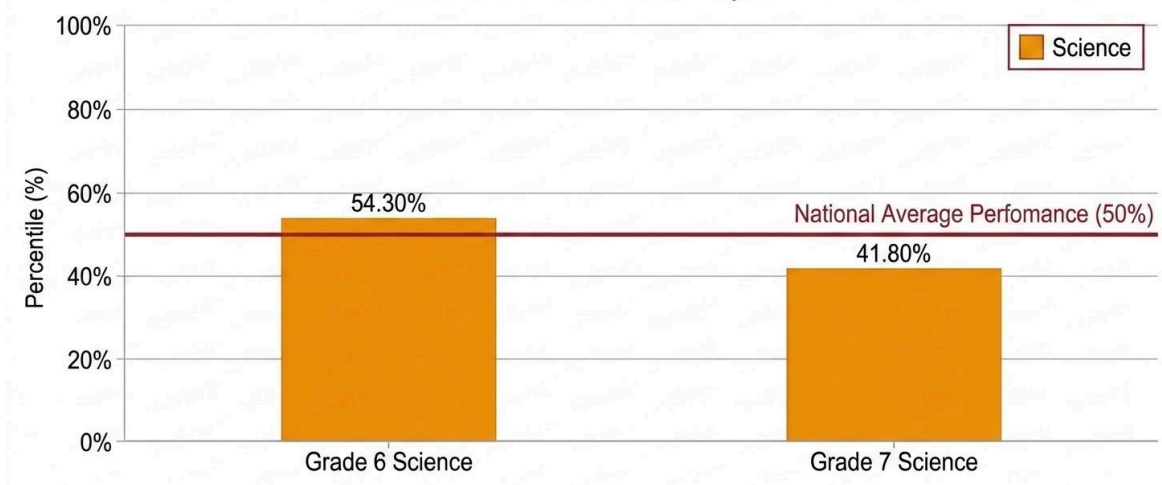


Performance Summary: Dickinson Junior High shows above-average performance in Grade 6 Science (54.12%), while Reading metrics reflect specialized intervention cohorts scoring below the national average.

GENE KRANZ JUNIOR HIGH

Grade	Subject	Total Students	English Testers	Spanish Testers	RIT	Percentile
Grade 6	Science	294	294	0	205.53	54.30%
Grade 7	Science	215	215	0	203.10	41.80%

Gene Kranz Junior High: Percentile by Grade & Subject
Grades 6-8 BOY Growth Analysis

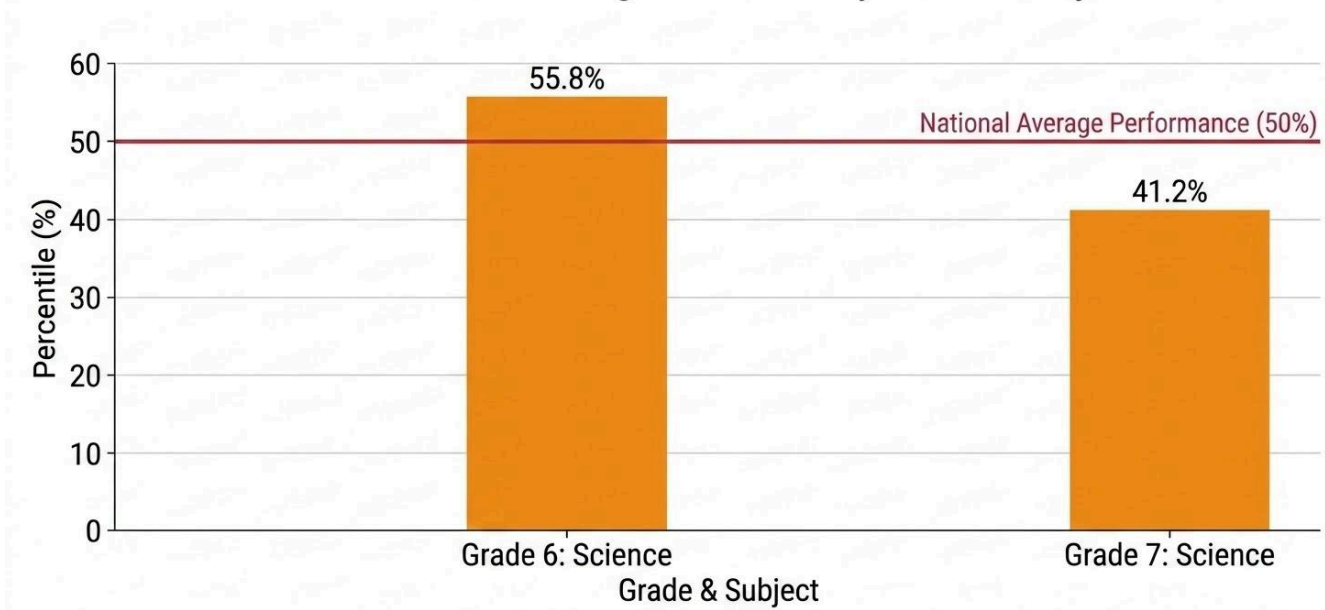


Performance Summary: *Gene Kranz Junior High achieves above-average results in Grade 6 Science (54.30%), while Reading results reflect targeted intervention groups across Grades 6–8.*

MCADAMS JUNIOR HIGH

Grade	Subject	Total Students	English Testers	Spanish Testers	RIT	Percentile
Grade 6	Science	285	285	0	205.85	55.80%
Grade 7	Science	210	210	0	202.40	41.20%

McAdams Junior High: Percentile by Grade & Subject



Performance Summary: *McAdams Junior High displays above-average performance in Grade 6 Science (55.80%), while Grade 7 Science performance scores below the national norm at 41.20%.*

4.Actionable Next Steps & Strategic Recommendations

Note: The 50th percentile horizontal line meets the average national student performance across MAP Growth assessments.

- **Implement Early Literacy Interventions in Grade 2:** Target decoding, fluency, and comprehension strategies to address the dip observed in Grade 2 Reading across multiple campuses.
- **Sustain Dual-Language Transitional Support:** Maintain English language bridge programs for Spanish test-takers moving into upper elementary grades to ensure vocabulary retention.
- **Leverage High-Performing Campus Practices:** Replicate instructional strategies from top-performing campuses like Calder Road Elementary and Louis G. Lobit Elementary in mathematics.



Beginning-of-Year mCLASS Reading Report

District: Dickinson ISD | School Year: 2026–2027 | Grades Included: Kindergarten – Grade 5

At the start of each school year, our district checks students' reading skills using the mCLASS. This helps teachers see which students are on track and who needs extra help with reading skills like letter sounds, word reading, and reading comprehension.

Overall Student Performance Summary

Across all Elementaries in Dickinson ISD:

- 35.3% of students (678 total) started the year reading at or above grade level
- 64.7% of students (1,241 total) are currently performing below benchmark and will receive targeted reading support and extra practice in class.

Kindergarten & Grade 1:

- These grades show the highest proficiency in foundational skills like learning letter names and sounds, with about 36% to 42% of students meeting or exceeding grade-level benchmarks.

Grades 2 & 3:

- Students face greater challenges as reading shifts from basic phonics to full passage reading and comprehension. Around 80% of students in these grades need additional instructional support.

Grades 4 & 5:

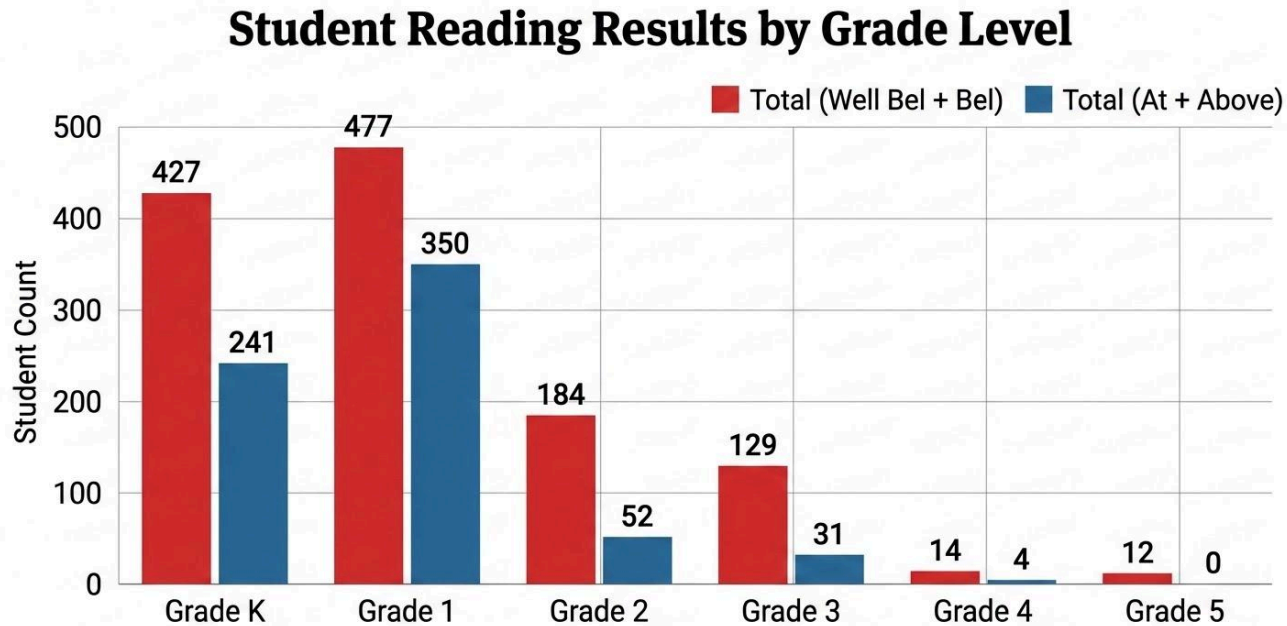
- Small groups of tested upper-elementary students show strong word accuracy but need focused work on reading speed, smooth phrasing, and understanding stories.

Table 1: Student Reading Results by Grade Level

This table shows the number and percentage of students in each category at the beginning of the school year. Students are tested on different reading skills depending on their grade level. Young readers start with foundational skills like recognizing letter names and sounds. As students grow, tests focus on reading full words, reading aloud smoothly, and understanding what they read.

Grade	Total Students	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark	Total (Well Bel+ Bel)	Total (At + Above)
Dickinson ISD	1,919	864 (45%)	377 (20%)	413 (21%)	265 (14%)	1,241 (64.7%)	678 (35.3%)
Grade K	668	280 (42%)	147 (22%)	134 (20%)	107 (16%)	427 (63.9%)	241 (36.1%)
Grade 1	827	324 (39%)	153 (19%)	207 (25%)	143 (17%)	477 (57.7%)	350 (42.3%)
Grade 2	236	148 (63%)	36 (15%)	46 (19%)	6 (3%)	184 (78.0%)	52 (22.0%)
Grade 3	160	96 (60%)	33 (21%)	23 (14%)	8 (5%)	129 (80.6%)	31 (19.4%)
Grade 4	18	10 (56%)	4 (22%)	3 (17%)	1 (5%)	14 (77.8%)	4 (22.2%)
Grade 5	12	8 (67%)	4 (33%)	0 (0%)	0 (0%)	12 (100.0%)	0 (0.0%)

*Note: Results are grouped by reading skill to show where students are succeeding and where extra help is needed.*Includes Kindergarten students who needed to stop the assessment early.*



The graph above shows the total number of students in red who are in need of intervention because they scored **Below or Well Below** the reading proficiency level at each grade level. The students who are represented by the blue bar scored **At or Above** the Reading proficiency level.

Table 2: Reading Skill Breakdown Across Grade Levels

The table below highlights the percentage and number of students reading at or above grade level for each reading skill.

1. **Kindergarten Focus:** Kindergarteners are developing strong initial letter knowledge, but many are still learning to blend individual sounds into words. Early classroom support will focus heavily on letter-sound matching and basic word building.
2. **Grade 1 Focus:** First graders show great strengths in decoding isolated words. Teachers will help students practice applying these skills when reading full sentences and short stories.
3. **Grades 2 & 3 Focus:** Extra reading practice and small-group support will focus on improving word sounding and accuracy, which helps build smoother reading and better comprehension.
4. **Grades 4 & 5 Focus:** Upper-elementary support will target reading fluency, expressive reading, and story comprehension strategies.

Reading Skill	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Composite Score	36.1% (241)	42.3% (350)	22.0% (52)	19.4% (31)	22.2% (4)	0.0% (0)
Letter Names (LNF)	35.9% (240)	36.3% (300)	—	—	—	—
Phonemic Awareness	36.8% (246)	46.2% (382)	—	—	—	—
Letter Sounds	25.6% (171)	45.3% (375)	25.4% (60)	22.5% (36)	—	—
Decoding	7.9% (53)	50.9% (421)	22.0% (52)	19.4% (31)	—	—
Word Reading	12.3% (82)	41.0% (339)	25.8% (61)	27.5% (44)	—	—

Reading Skill	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Reading Accuracy	—	32.6% (270)	22.0% (52)	27.5% (44)	38.9% (7)	83.3% (10)
Reading Fluency	—	38.8% (321)	19.5% (46)	17.5% (28)	22.2% (4)	0.0% (0)
Basic Comprehension	—	—	14.4% (34)	15.6% (25)	11.1% (2)	8.3% (1)

The chart above illustrates how proficiency varies across reading skills and grades. Students demonstrate the strongest proficiency in early foundational skills like letter recognition and phonemic awareness in Kindergarten and Grade 1. However, as expectations shift toward complex decoding, reading fluency, and comprehension in upper grades, fewer students meet benchmark levels, highlighting a clear need for targeted reading intervention and practice as text complexity increases.

Foundational skills like letter naming and phonemic awareness show higher proficiency in early grades (K–1), whereas complex skills such as decoding, reading fluency, and basic comprehension present greater challenges as students advance into upper grades.

School-by-School Reading Performance Summary

Reading scores across our 7 Elementaries show varied performance levels, allowing the district to direct resources and reading specialists where they are needed most:

- **Leading Proficiency Rates:** Bay Colony Elementary (42.3% at/above grade level) and Calder Road Elementary (39.8%) have the highest proportions of proficient readers.
- **Highest Support Need:** San Leon Elementary and Hughes Road Elementary have the largest proportions of students needing extra reading intervention (76.0% and 72.6%, respectively).
- **High Student Volume:** Larger schools like Ruth E. Laird Elementary have a high total number of students receiving small-group support despite good overall proficiency rates.

Table 3: Reading Performance Results by Elementary Campus

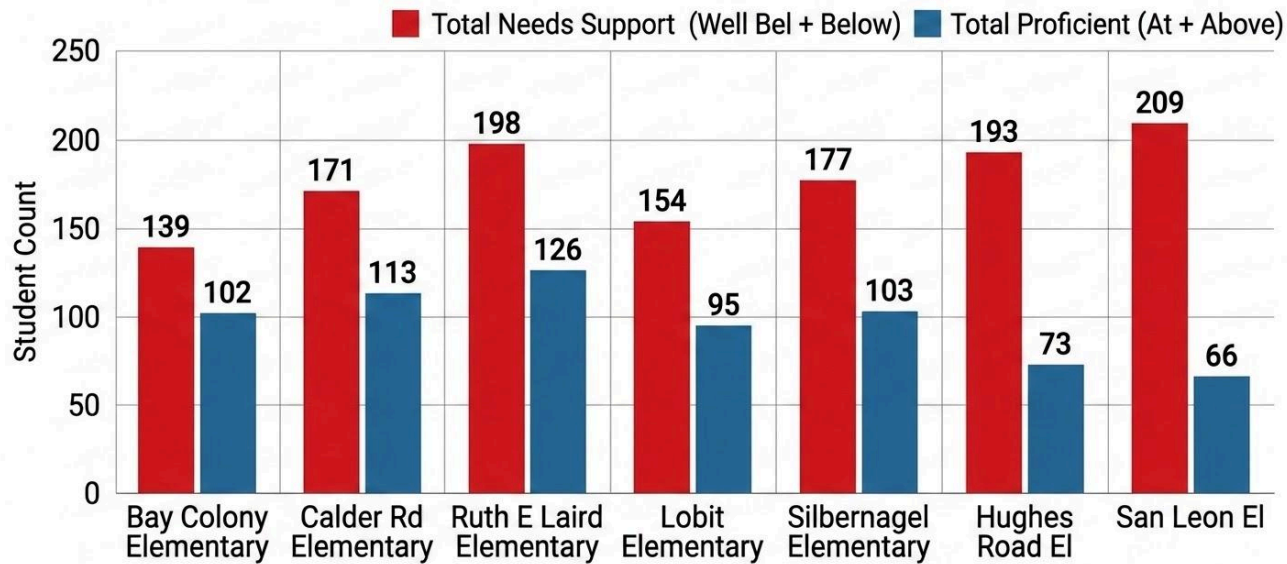
Campuses are listed from highest to lowest proficiency percentage. [How the District is Supporting Students](#)

1. **Directing Reading Specialists:** Additional reading interventionists and support staff are being stationed at campuses with the highest intervention needs, including San Leon Elementary and Hughes Road Elementary.
2. **Targeted Small-Group Instruction:** Teachers across all schools will use daily small-group time to provide explicit reading practice based on each student's specific assessment results.

Campus	Total Students	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark	Total Needs Support (Well Bel + Below)	Total Proficient (At + Above)
DISD	1,919	864 (45%)	377 (20%)	413 (21%)	265 (14%)	1,241 (64.7%)	678 (35.3%)

Campus	Total Students	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark	Total Needs Support (Well Bel + Below)	Total Proficient (At + Above)
Bay Colony	241	84 (35%)	55 (23%)	54 (22%)	48 (20%)	139 (57.7%)	102 (42.3%)
Calder Rd	284	111 (39%)	60 (21%)	73 (26%)	40 (14%)	171 (60.2%)	113 (39.8%)
Ruth E Laird	324	134 (41%)	64 (20%)	72 (22%)	54 (17%)	198 (61.1%)	126 (38.9%)
Lobit	249	101 (41%)	53 (21%)	55 (22%)	40 (16%)	154 (61.8%)	95 (38.2%)
Silbernagel	280	134 (48%)	43 (15%)	67 (24%)	36 (13%)	177 (63.2%)	103 (36.8%)
Hughes Road	266	132 (50%)	61 (23%)	46 (17%)	27 (10%)	193 (72.6%)	73 (27.4%)
San Leon	275	168 (61%)	41 (15%)	46 (17%)	20 (7%)	209 (76.0%)	66 (24.0%)

Reading Performance Results by Elementary Campus



Leverage Strong Practices from Bay Colony El & Calder Rd El: Bay Colony El has the lowest Well Below rate (**34.9%**) and highest Above Benchmark rate (**19.9%**), while Calder Rd El leads in the At Benchmark tier (**25.7%**). Collaborative PLC sharing across campuses can help scale effective early literacy routines district-wide.

DICKINSON INDEPENDENT SCHOOL DISTRICT

AGENDA DOCUMENT

Meeting Date: November 2, 2026

Item Title: Local Improvement Plan (LIP) for Hughes Road Elementary School

Agenda Item: Lindsey Suarez, Executive Director of Teaching and Learning

Background Information:

Hughes Road Elementary School met criteria for Targeted Support and Improvement by missing performance targets in federal accountability ratings. They are required to create and implement a Local Improvement Plan (LIP).

Recommendation:

The Superintendent and Executive Director for Teaching and Learning recommend approval.

Action Item: ☒ Yes ☐ No

Hughes Road Elementary Local Improvement Plan: 2026-2027

District Needs Assessment from LIFT Action Plan:

The Dickinson ISD LIFT Needs Assessment evaluated district and campus instructional readiness across three core areas: Vision, Expectations, and Systems, Observation/Feedback & Schoolwide Routines (SWR), and High-Quality Instructional Materials (HQIM) Adoption & Implementation. While the district demonstrated strong foundations with T-TESS evaluations, active TIA participation, centralized assessment tracking, and fully scheduled HQIM instructional time with daily intervention blocks across campuses, the assessment identified key areas requiring development. Specifically, Dickinson ISD needs to establish Math RBIS 2.0 training for leaders and teachers, expand secondary-level RLA RBIS training, formalize consistent teacher action-step tracking across campuses, and strengthen schoolwide non-instructional routines and PLC collaboration for Special Education and Emergent Bilingual educators.

Campus Needs Assessment:

- *Initial Campus Needs Assessments (CNA) meetings were held last year in the spring and included required stake holders*
- *Campus needs were addressed and plans for the next year drafted*
- *Campus needs were revisited at the beginning of the school year and changed based on summer data*

Evidence-based improvement strategies and implementation

When teachers prepare and deliver rigorous Bluebonnet lessons, more students will reach Meets/Masters and student-group growth gaps will narrow.

These coordinated practices aim to sustain a rating above C and resolve any applicable ATS/TSI designation:

- Protected Professional Learning Communities (PLC) time each week attended by the principal, assistant principal, reading coach, all grade level teachers, district curriculum specialists as needed, LIFT Grant support personnel, district leadership

- Pre-Planned PLC Agendas which include:
 - Data Analysis and Student Work Analysis
 - Review of Pacing Guides, Planning Calendars
 - Assessments items and plans
 - Standards Review and planned Checks for Understanding
 - Lesson Internalization and instructional planning
 - At-Bats
- PLC roles and responsibilities:
 - Principal Role- Prepares coaches for the upcoming PLC—including the agenda planning and At-Bats attend PLC
 - Coaches Role: Prepare the teachers: create agenda, provide pre-work for teachers, lead the meeting
- Instructional Strategies
 - Planned frequent checks for understanding
 - Targeted interventions planned for Tier 2 including WIN time, small groups
 - Tier 3 interventions planned and provided by campus intervention staff
 - Student data tracking across all grade levels
- Classroom walks with leadership team, LIFT support and district leadership; feedback loops; and, tiered teacher support

Bluebonnet Reading and LIFT-supported instructional leadership

- LIFT District Coordinator, Lindsey Suarez, and Principal Supervisor, Kimberly Kelley will oversee strategy implementation at the district level. Kathy Behrendsen, HRES Principal, and Jacquelyn Kennedy, HRES Assistant Principal, will oversee strategy implementation at the campus level.
- Implement grade-level Bluebonnet Reading and Math lessons with attention to lesson internalization, text-based questioning/problem solving, foundational skills/numerical fluency, and student thinking and discourse. Maintain grade-level expectations while providing planned scaffolds.
- Through LIFT, administrators conduct classroom walks focused on evidence of lesson implementation and student learning; provide teachers specific, actionable coaching feedback; and return to classrooms to check whether the feedback was applied effectively.
- Administrators observe PLC and provide direct feedback to the coach facilitating PLC: task selection, quality of At-Bats, anticipation of misconceptions, planned checks for understanding, and teacher readiness. The coach uses feedback to improve subsequent PLC sessions.

- Use a closed feedback loop: PLC At-Bat → classroom walkthrough → teacher coaching → coach feedback on PLC support → follow-up observation and student-work review. Retain agendas, walkthrough notes, coaching logs, and revised plans as evidence.

Capacity Building: Campus Process for Tiering Teachers and Differentiating Support

- *Data-Driven Identification and Review:* The campus leadership team will use multiple measures to identify teacher support needs, including T-TESS observations, walkthrough data, student growth and achievement, collaborative practices and implementation, lesson internalization, and student work. Student performance will be disaggregated by grade level and student groups, including students receiving special education services, emergent bilingual students, ESL students, and economically disadvantaged students.
 - **Tier 1 - (5+ years of experience and/or proficient or beyond)** Foundational Support for All Teachers: Teachers will receive ongoing professional learning, collaborative planning, curriculum internalization support, and feedback aligned with campus instructional priorities. Professional learning will emphasize strong Tier 1 instruction, checks for understanding, student discourse, differentiation, and responsive instruction that provides all students access to grade-level content.
 - **Tier 2 (3-5 years of experience and/or developing)** Targeted Support for Teachers Requiring Additional Development: Teachers who demonstrate specific instructional needs through observations, student performance data, or implementation checks will receive targeted coaching, modeling, co-planning, and follow-up feedback. Support will be aligned with identified student learning gaps and may include strengthening small-group instruction, scaffolding academic language, implementing accommodations, and using formative assessment to adjust instruction.
 - **Tier 3 (1-2 years of experience and/or improvement needed)** Intensive, Individualized Support: Teachers requiring more intensive assistance will receive individualized coaching cycles, frequent classroom visits, explicit action steps, modeling, and progress monitoring. Campus leadership will collaborate with district instructional support personnel, as appropriate, to ensure teachers have the resources and guidance needed to improve instructional practice and student outcomes.
- Differentiated Support for New Teachers and Administrators: Teachers, administrators, and principal managers in their first two years in their roles will receive additional

onboarding, mentoring, training, and opportunities to observe effective practices. Support will focus on curriculum implementation, classroom management, lesson internalization, assessment practices, and the use of student data to guide instructional decisions.

Specific Needs of Hughes Road Elementary's Student Population

- *Special Education and Diverse Learner Supports:* Campus leaders will collaborate with special education staff, ESL personnel, and other instructional specialists to ensure teachers understand and implement IEP accommodations, language supports, scaffolding, and differentiated instructional strategies. PLCs and coaching conversations will examine whether students are accessing grade-level standards, receiving appropriate support, and demonstrating progress toward individual and grade-level learning goals.
- *Emergent Bilingual and ESL Supports:* Teachers will receive targeted guidance in integrating language objectives, explicit vocabulary instruction, visual supports, structured academic conversations, and opportunities for students to practice listening, speaking, reading, and writing within core instruction. Campus leaders will monitor student Summit K-12, TELPAS progress, and classroom performance to identify language-development needs and adjust support accordingly.

Using Student Achievement Data to Guide Teacher Support: Hughes Road Elementary's 2026 Closing the Gaps report identifies mathematics as a significant area for improvement. Overall, 33% of students achieved Meets Grade Level or above in mathematics, compared with 52% in reading. Mathematics performance was 22% for African American students, 32% for Hispanic students, and 29% for the report's High Focus group. Additionally, 33% of the evaluated emergent bilingual students met the TELPAS progress measure, compared with the 40% target. These results will inform professional learning, coaching priorities, and targeted support for teachers serving these student populations.

- *Ongoing Progress Monitoring and Adjustment:* Teacher support tiers will be reviewed regularly using updated walkthrough evidence, student work, formative assessments, curriculum assessments, MAP data, STAAR projections, and other relevant student-group data. The leadership team will evaluate whether coaching and professional learning are improving instructional practice and student outcomes, adjusting support intensity as needed.
- *Commitment to Equitable Student Outcomes:* Teacher tiering will be a responsive process focused on professional growth rather than a fixed label. The goal is to ensure

every teacher receives the level of support needed to deliver effective instruction and that every student—including students receiving special education services and students developing English proficiency—has meaningful access to grade-level learning and opportunities for academic growth.

Collaborative Team Time (PLC): At-Bats and lesson internalization

- Teachers complete upcoming tasks as students would; unpack TEKS, success criteria and expected rigor; anticipate misconceptions; and rehearse student responses and instructional moves.
- Teams plan checks for understanding requiring all students to respond and explain their thinking, not simply volunteer answers. Identify what teachers will do when evidence shows partial understanding.
- Coaches and campus leaders examine PLC agendas, completed At-Bats, and student work; compare plans with observed instruction and revise the next PLC cycle.

Tier 1 Instructional Minutes Requirements

- Kinder-Grade 1
 - Reading: 130 minutes
 - Mathematics: 85 minutes
- Grades 2 and 3
 - Reading: 120 minutes
 - Mathematics: 100 minutes

Tier 1 checks for understanding and responsive instruction

- During lessons, teachers gather evidence from all students through written responses, response boards, explanations, and independent work; respond immediately through clarification, reteaching, or extension.
- Walkthroughs examine whether the teacher acts on evidence and whether students explain, self-correct, and engage in productive struggle. Teacher coaching targets one observable next step at a time.

Foundational literacy and targeted intervention

- Prioritize K–1 foundational reading based on BOY mCLASS: 41% of kindergarten and 48% of Grade 1 scored Well Below. Use explicit skills instruction, differentiated groups, and mCLASS progress monitoring.
- Protect WIN and responsive small-group time. The intervention paraprofessional provides Tier 3 lessons to G1–G2, supports G3

during WIN using teacher-provided materials, and pushes into G1–G3 for targeted small groups.

- Grade 3 WIN also uses the reading coach, librarian, and assistant principal/math coach. Teachers regroup students from progress-monitoring evidence rather than leaving intervention groups static.

Assessment cycles and accountable student groups

- Use Bluebonnet EOM/EoU, MAP, mCLASS, STAAR-aligned tasks, and student trackers to identify the precise standards and skills requiring reteaching or enrichment. Grade 3 Math EOM 1 exceeded district results on all TEKS; Grade 3 RLA EoU 1 led district campuses on reported measures.
- Disaggregate achievement and growth by accountable student groups, especially White students and students receiving special education services; document named instructional responses in secure campus trackers, not in the public LIP.
- Monitor English learner outcomes and TELPAS progress; campus reports TELPAS points improved from 0 to 2 and no ESL waivers anticipated for 2026–27.

Milestones for Continuous Improvement

Timeline outlines a systematic approach to improving student outcomes through data-driven decision-making, high-quality instruction, and differentiated support for teachers based on experience and demonstrated effectiveness. Each milestone includes measurable evidence of progress and recommended adjustments to ensure timely implementation, responsive support, and continuous improvement throughout the 2026–2027 school year.

Timeline/Milestone	Key Action Items	Evidence of Completion/Success	If Off Track
Aug.–Sept. 2026 1. Analyze Campus Data and Establish Baselines	• Analyze STAAR, MAP, mCLASS, classroom assessment, walkthrough, and student growth data. • Identify achievement gaps and instructional needs. • Review teacher experience, effectiveness evidence, and student outcomes to identify support needs.	Campus data analysis; identified instructional priorities; baseline student achievement and instructional performance measures.	Convene the campus leadership team to identify missing or inconsistent data, assign responsibility for completing the analysis, and establish a firm deadline before moving forward with goal setting.
Sept. 2026 2. Establish Measurable Goals	• Identify the primary instructional problem affecting student outcomes.	Establish problem of practice; measurable goals; success indicators;	Revisit the data to narrow the problem of practice, clarify measurable

and Identify the Problem of Practice	• Establish measurable campus and student-group achievement goals. • Define observable instructional practices aligned with the goals. • Identify staff requiring additional support.	identified staff development needs.	outcomes, and revise goals or progress indicators so they are specific, realistic, and aligned to student needs.
Sept.–Oct. 2026 3. Develop and Communicate the LIP	• Develop action steps, timelines, responsible personnel, and success criteria. • Align professional learning, coaching, intervention, and walkthroughs with campus priorities. • Communicate goals and expectations to campus staff. • Establish recurring leadership team reviews.	Completed LIP; communication documentation; assigned responsibilities; scheduled progress reviews.	Schedule a focused leadership team working session to clarify action steps, responsible personnel, deadlines, and success criteria. Recommunicate expectations and establish more frequent progress checks.
Sept.–Oct. 2026 4. Establish Teacher Tiers and Differentiate Support	• Collaborate with Region 4 to establish teacher-tiering criteria based on experience, effectiveness, walkthrough evidence, and student outcomes. • Identify teachers in their first two years who need onboarding, mentoring, or coaching. • Identify teachers without a demonstrated track record of success who need increased support. • Establish differentiated support plans.	Documented tiering criteria; teacher support assignments; individualized or group-based support plans.	Collaborate with Region 4 and campus leaders to review tiering criteria, validate staff support assignments using multiple sources of evidence, and establish individualized support plans with clear expectations and timelines.
Sept.–Nov. 2026; ongoing 5. Implement Differentiated Training, Mentoring, and Onboarding	• Provide additional training, mentoring, coaching, and observation for staff in their first two years in a role. • Collaborate with Region 4 to access additional training and coaching resources. • Provide targeted professional learning	Training and mentoring records; professional learning participation; certification progress checks; documented follow-up supports.	Identify barriers to participation or implementation, provide targeted make-up training or additional mentoring, and establish more frequent check-ins to verify that staff can apply the learning in practice.

	aligned to instructional priorities. • Monitor alternative-certification progress, ESL certification requirements, and applicable TIA eligibility milestones.		
Oct. 2026–Apr. 2027 6. Strengthen Tier 1 Instruction and Curriculum Implementation	• Conduct walkthroughs to monitor implementation of high-quality instructional materials. • Use RLA and Math Action Guides to support lesson internalization and implementation. • Provide feedback on student thinking, checks for understanding, academic discourse, and responsive instruction. • Use collaborative team meetings and student work analysis to address instructional gaps.	Walkthrough trends; feedback records; lesson-planning artifacts; student work samples; evidence of instructional adjustments.	Conduct focused walkthroughs and lesson internalization sessions, provide actionable feedback, model effective instructional practices, and schedule follow-up observations to determine whether implementation improves.
Oct. 2026–Apr. 2027 7. Strengthen Intervention and Student Progress Monitoring	• Use assessment data to identify students needing additional support. • Support teachers in developing targeted intervention plans. • Monitor intervention schedules, participation, and student response. • Coach teachers on data-driven instructional adjustments. • Adjust supports when students are not making expected progress.	Intervention rosters; progress-monitoring data; assessment comparisons; documented instructional adjustments.	Review intervention fidelity, scheduling, attendance, and student grouping. Adjust intervention intensity, instructional strategies, or student placement based on progress-monitoring data and provide additional coaching as needed.
Oct. 2026–Apr. 2027 8. Monitor Implementation Through Differentiated Walkthroughs and Coaching	• Conduct weekly Tier 3, biweekly Tier 2, and monthly Tier 1 walkthroughs, adjusting frequency based on need. • Provide timely, actionable feedback and follow-up	Walkthrough records; coaching logs; follow-up observations; documented feedback; updated teacher support assignments.	Increase walkthrough and coaching frequency for staff who are not demonstrating progress, narrow feedback to one or two high-leverage practices, and establish

	coaching. • Collaborate with Region 4 when additional support is needed. • Review implementation evidence and adjust teacher support tiers as appropriate.		specific follow-up dates and observable success criteria.
Jan.–Feb. 2027 9. Conduct a Midyear Review and Adjust the LIP	• Review MOY MAP, mCLASS, classroom assessment, intervention, and walkthrough data. • Evaluate the effectiveness of differentiated teacher supports. • Identify teachers and student groups needing additional support. • Revise coaching plans, professional learning, and intervention strategies based on evidence.	Midyear LIP review; updated data analysis; revised support plans; documented adjustments and next steps.	Convene the leadership team to conduct a root-cause analysis, identify ineffective or inconsistently implemented strategies, revise action steps, reallocate resources, and establish short-cycle progress checks.
May–June 2027 10. Evaluate Outcomes and Plan for Continuous Improvement	• Compare end-of-year results with baseline data and established goals. • Evaluate the impact of differentiated support on instructional practices and student outcomes. • Identify effective strategies to sustain. • Determine ongoing teacher development needs. • Establish recommendations for the next improvement cycle.	End-of-year LIP evaluation; goal attainment analysis; documented impact of support strategies; recommendations for 2027–2028.	Identify unmet goals and contributing factors, document lessons learned, retain effective practices, and carry unresolved needs into the next improvement cycle with revised strategies, assigned owners, and measurable checkpoints.

Campus leadership actions: Schedule and conduct walks, deliver teacher feedback, observe PLC, coach the coaches, verify intervention delivery, and keep dated evidence.

District leadership actions: Participate in scheduled reviews and calibrated walks, verify LIFT implementation and resource deployment, provide feedback to the principal, and document decisions and follow-up ownership.

Additional Actions if Plan is Not Successfully Implemented

PLC At-Bats or CFUs inconsistently implemented	Within 10 school days: model, co-plan, coach teacher and coach; repeat walk	Join calibration walkthrough; review coaching quality and subsequent evidence
Students not progressing across two monitoring checks	Re-diagnose skill, revise intervention grouping/materials/frequency, contact relevant support staff	Review intervention fidelity and schedule; deploy curriculum/specialist assistance within existing capacity
Grade or subgroup below MOY trajectory	Create 30-day action plan with standard-specific targets and weekly checks	Lead 30-day review; adjust coaching coverage and time allocations
Persistent lack of progress after intensified cycle	Document root cause and revised strategy in CIP/LIP evidence file	District executive review, resource redeployment and board reporting as appropriate

Reallocation of existing resources

- **Instructional Time:** Protected instructional time using one hour PLCs instead of 90 minutes. Improved efficiency of PLC time using the Lift Model focusing on exact campus needs and additional At-Bats as needed
- **Staffing:** Intervention paraprofessional targets G1–G3 Tier 3, and G1–G3 push-in. G3 WIN supported by reading coach, librarian, AP/math coach
- **District Support:** Curriculum specialists serve HRES in a support capacity by assisting in the planning, preparation, and facilitation of PLC, the analyzation and disaggregation of data, and the instructional coaching of teachers and coaches.
- **Campus Leadership:** Principal, Kathy Behrendsen, was assigned to HRES for her history of leading successful elementary campuses, and Assistant Principal, Jacquelyn Kenneddy, was assigned to support based on her knowledge of teacher coaching and curriculum and instruction
- **Leadership Time:** Weekly leadership meeting including classroom walks and teacher feedback each Monday instead of bi-weekly in previous year.

- **Instructional Materials:** Adopted Bluebonnet Reading and use of the LIFT supported implementation as compared to previous district adoption.

Associated Costs

LASO LIFT Funds (420-math)	Allocated	Spent as of 10/26/26
Subs	13,916	502
Region 4	28,004	28,004
General Supplies	3,023	0
LASO LIFT Funds (421-RLA)		
Subs	10,347	898
Region 4	24,142	24,142
IMA		
Math	—	19,530
RLA	—	32,924

The district's contingency plan is to transition from grant-funded internalization to a financially sustainable, district-supported model without eliminating the instructional practice.

This transition will focus on four priorities:

1. Protect the most essential internalization opportunities for teachers.
2. Identify alternative funding sources within existing district resources.
3. Reduce recurring costs through strategic scheduling, internal expertise, and shared planning structures.
4. Establish a multiyear financial plan that gradually reduces dependence on external grant funding.

Potential funding source	Proposed use	Considerations
General Fund — Fund 199	Pay for substitutes, teacher stipends, extended planning time, and internalization training	Most flexible long-term option, subject to available budget

Title II, Part A	Support eligible professional development, teacher training, instructional leadership, and associated costs	Must meet federal program requirements and supplement-not-supplant rules
Title I, Part A	Support internalization activities connected to improving instruction at eligible campuses	Must align with campus plans, schoolwide or targeted assistance requirements, and approved expenditures
State Compensatory Education (SCE)	Fund eligible instructional supports targeting students identified as at risk	Requires documented connection to the SCE program and allowable expenditures
Existing professional development budget	Redirect a portion of district PD funds to curriculum internalization	May reduce spending on other professional development
Existing instructional coaching and curriculum positions	Provide training and internalization facilitation using current personnel	Can reduce dependence on external providers and additional stipends

Student performance goals: current and projected

- **Grade 3 Math STAAR:** Approaches 57% → 85%; Meets 33% → 55%; Masters 11% → 30%.
- **Grade 3 RLA STAAR:** Approaches 73% → 85%; Meets 52% → 55%; Masters 24% → 30%.
- **Closing the Gaps:**
 - **2026 Minimal Growth:** All: 33%, African American: 22%; Hispanic 32%; White: 43%
 - **2027 Growth Goal:** All: 45.5%; African American: 33%; Hispanic: 42.5%; White: 55%
- **Foundational literacy: Reduce number of Well Below**
 - 2026 BOY mCLASS: Well Below — Kindergarten 41%; Grade 1 48%. Reduce both by EOY
 - EOY mClass Goal: Less than 20% of Kindergarten and Grade 1 Well Below

DICKINSON INDEPENDENT SCHOOL DISTRICT

AGENDA DOCUMENT

Meeting Date: November 2, 2026

Item Title: Library Book Review and Purchase

Agenda Item: Lindsey Suarez, Executive Director of Teaching and Learning

Background Information:

All new library purchases must be board approved. All requested books have been posted on the DISD website for 30 days.

Librarians and the Coordinator of Digital Materials and Libraries have ensured the following:

- Materials must have a high degree of potential user appeal and interest to serve the individual needs of learners and must foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
- The collection must represent diverse viewpoints and cultural groups of the state, the nation, and the world, ensuring the collection embodies the background of all students.
- Materials enrich and support the TEKS (state curriculum) and local curriculum, considering students' varied interests, maturity levels, abilities, and learning styles.
- Administrative procedures for material review must include extensive vetting, such as:
 - Consider district teachers, staff, students, and residents.
 - An extensive review of the literary material by using at least 2 sources like professional journals, book reviews, and national/state award recognition lists.

Recommendation:

The Superintendent and Executive Director for Teaching and Learning recommend approval.

Action Item: ✓ Yes No

PK-3		
Title	Author	ISBN
The new kid (Alien Next Door, Book 1)	A.I. Newton	978-1-49980-559-8
Aliens for dinner?! (Alien Next Door, Book 2)	A.I. Newton	978-1-49980-562-8
Alien scout (Alien Next Door, Book 3)	A.I. Newton	978-1-49980-581-9
Centaurs	Gail Terp	978-1-64582-608-8
Dragons	Gail Terp	978-1-64582-609-5
Fairies	Gail Terp	978-1-64582-610-1
Griffins	Gail Terp	978-1-64582-611-8
Mermaids	Gail Terp	978-1-64582-612-5
Pegasus	Gail Terp	978-1-64582-613-2
Phoenix	Gail Terp	978-1-64582-614-9
Unicorns	Gail Terp	978-1-64582-615-6
Good morning, Crayons	Drew Daywalt	978-0-593-69484-8
Curious about Cyclopes	Gina Kammer	979-8-89200-095-6
Curious about Dragons	Gina Kammer	978-1-64549-126-2
Curious about Giants	Gina Kammer	979-8-89200-096-3
Curious about Goblins	Gina Kammer	979-8-89200-097-0
Curious about Griffins	Gina Kammer	979-8-89200-098-7
Curious about Mermaids	Gina Kammer	978-1-64549-129-3
Curious about Pegasus	Gina Kammer	979-8-89200-099-4
Curious about Phoenix	Gina Kammer	979-8-89200-100-7
Curious about Unicorns	Gina Kammer	978-1-64549-130-9
Frankenkitty	Maudie Powell-Tuck	978-1-6643-0097-2
I am Murphy and I am Waiting	Dan Yaccarino	978-1-250-42428-0
Weather or Not	John Patrick Green	978-1-250-35791-5
Yarn in Everything	Aaron Reynolds	978-1-6659-6114-1
This Book is Seriously Silly	Ben Clayton	978-1-77488-658-8
What will we Find in this Box?	Mo Willems	978-1-4549-6678-4
This is Not a Christmas Book	Jory John	978-0-374-39401-1
Dog Vs. Unicorn	Chang, Maggie	9798318949920 9781546182955 9798225037086
The Toast of the Town	John, Jory	9780063589834
Erling Haaland	Cucini, Sara	9798874534233 9798874534240 9798874534271
Kylian Mbappe	Cucini, Sara	9798874534370 9798874534349 9798874534332

I survived wildlife adventure the night of the lions, 2025	Tarshis, Lauren	9798318945076 9798225066789 9798225066772 9798225066796
A unicorn on a unicycle : a counting book of wheels	Graham-Barber, Lynda	9798368754208 9781682637906
Uni and the dolphin	Ransom, Candice F	9798368777245 9780593901922 9780593901946
Un hamster con hambre y una luna inalcanzable	Oro, Begona	9798318953156 9788448871840 9788448872298
Karen's Prize	Grant, Shauna	9781546110071
Lionel Messi: All Access	Emma Carlson Berne	9798225017163
Taylor Swift: All Access	Emma Carlson Berne	9798225017149
Giannis Antetokounmpo: All Access	Emma Carlson Berne	9798225017187
Olivia Rodrigo: All Access	Emma Carlson Berne	9798225017156
Animal Homes: Nests	Jay Leslie	9781546177364
Animal Homes: Dens	Claire Caprioli	9781546177241
Animal Homes: Burrows	Claire Caprioli	9781546177012
Animal Homes: Reefs	Jay Leslie	9781546177425
Travis Kelce: All Access	K. C. Kelley	9798225017170
Furriest Animals: Worlds Top 10	Brenna Maloney	9781546177487
Loudest Animals: Worlds Top 10	Brenna Maloney	9781546177807
Animals at Risk: Worlds Top 10	Brenna Maloney	9781546177517
Poisonous Animals: Worlds Top 10	Brenna Maloney	9781546177456
Mammals: Fast and Slow Animals	Eric Geron	9781668836585
Amphibians: Fast and Slow Animals	Eric Geron	9781338836462
Reptiles: Fast and Slow Animals	Brenna Maloney	978133836615
Pete the Cat and the Cookie Catastrophe	J. Dean	9780063350588
Millie Fleur's Worst day ever	C. Mandin	9781546160182
Knitting for dogs	Laurel Molk	978-0-593-43458-1
Clovis Keeps his cool	K. Aronson	978-1-64567-213-5
There Was an Old Lady Who Swallowed a Truck	L. Colondro	9781338859010
There Was an Old Lady Who Swallowed a Dragon	L. Colondro	9781339021287
The Rescue Mission (Scholastic Reader Level 2: Pokemon)	M. Barbo	9781546142485
Unicorn and Yeti Razzle Dazzle	H. Burnell	9781338897074
Pizza and Taco Dare to be Scared	S. Shaskan	9780593481288
Pizza and Taco Go Viral	S. Shaskan	9780593814543
Pets Rule! The night of the chipmunk	S. Tan	9781546119753
Love from the very hungry caterpillar	E. Carle	9780448489322
Who Would Win? Underwater Battles	J. Pallotta	9781546159223
Baby-Sitters Little Sister Karen's Prize	S. Grant	9781546110071

Ember the Fire Dragon	T. West	9781546193159
Here Comes the Valentine Cat	D. Underwood	9780525429159
A Unicorn named Sparkle and the Perfect Valentine	A. Young	9780374314224
Hap-pea Valentine's Day	K. Baker	9781665940221
Pokemon 5-Minute Stories	C. Webster	9781546163596
Alma's Great idea=La gran idea de Alma	S. Manzano	9781338896848
Look to the skies: The magical migration of the monarch butterfly	N. Edwards	9781680102741
Click, clack, moo: I love you	D. Cronin	97814814444965
Someboddy loves you, Mr. Hatch	E. Spinelli	9781665907460
Turkey's Valentine Surprise	W. Silvano	9781542023665
Penelope Rex vs the new kid	R. Higgins	9781368108706
The Skeleton and the cat	B. Scott	9780063455887
10 shocking facts about capybaras	Watt, Melanie	9798318949982
A day in Ancient Greece	Havemeyer, Janie	9798892134804
A day in ancient Maya	Havemeyer, Janie	9798892134835
A day in ancient Rome	Havemeyer, Janie	9798892134866
A day in the Inca Empire	Havemeyer, Janie	9798892134897
A Journey Through Sound	Kaid-Sala Ferron, Sheddad	9798318958564
A light for Lucinda : a story from the Cuban Revolution	Herrera, Olga M	9781623547592
Abraham Lincoln	Koestler-Grack, Rachel A	9781644875100
An Elephant & Piggie biggie! Volume 1	Willems, Mo	9781368108980
An Elephant & Piggie biggie! Volume 2	Willems, Mo	9781368108997
An Elephant & Piggie biggie! Volume 3	Willems, Mo	9781368109000
An Elephant & Piggie biggie! Volume 4	Willems, Mo	9781368109017
An Elephant & Piggie biggie! Volume 5	Willems, Mo	9781368109024
Ancient Rome : eat, sleep, and party like an ancient Roman!	Knapman, Timothy	9781836009245
Ash the blaze dragon	Mara, Maddy	9798225017033
Beacons of light : a journey through the world of lighthouses	Koomen, Gemma	9798895090527
Becoming King or Queen	Anderhagen, Anna	9798348057565
Burrows	Caprioli, Claire	9781546177012
California Gold Rush	Wilkins, Veronica B	9781645271291
Capy capy capybara	Harper, Charise Mericle	9781454958383
Capybara disco dreams	Stickley, Frances	9781464293313
Capybaras	Scheffer, Janie	9798893047905
Capybaras in the wild	Pincus, Meeg	9781668980095
Cara the Shimmer Wings Capybara	Young, Emma	9798318949883
Cheers-a-Lo! blows up	Estes, C. W	9780756584382
Civil War ghosts haunting Gettysburg Battlefields, Pennsylvania	Lundgren, Julie K	9798892603645
Colonial Williamsburg	Duling, Kaitlyn	9781620318607
Could the human brain power a light bulb? : discover the science behind neurobiology	Watson, Olivia	9781835691526
Don't eat bees : (life lessons from Chip the Dog)	Petty, Dev	9780593433126

Explore Ancient Greece	Wagner, Zelda	9798765689271
Explore Ancient Rome	Wagner, Zelda	9798765689288
Explore the Aztec Empire	Ransom, Candice F	9798765689301
Explore the Inca Empire	Ransom, Candice F	9798765689318
Explore the inside of the human body	Hoffman, Tricia	9781978549067
Explore the Maya civilization	Wagner, Zelda	9798765689257
Explorers of the West	Gieseke, Tyler	9798384950363
Gathering the light	Harjo, Joy	9780593901557
How the Bones and Muscles Work	Hess, Debra	9781534572874
How the Brain Works	Hess, Debra	9781534572904
How the Lungs Work	Hess, Debra	9781534572966
How the Skin Works	Hess, Debra	9781534572997
How the Stomach Works	Hess, Debra	9781534573024
How to be an Aztec warrior	Yomtov, Nel	9798875226816
Hugs-a-lot! I can't show the love	Estes, C. W	9780756584221
Human body	Stamps, Caroline	9780593967539
If you were a kid at the Declaration of Independence	Black, Sonia W	9798368731483
Independence day	Gillespie, Katie	9798318920295
Kings and queens	Bennett, L	9798875227042
Kings and Queens Around the World	Anderhagen, Anna	9798348057572
Life as Royalty	Anderhagen, Anna	9798348057596
Light	Howell, Izzi	9781978552692
Light	Williamson-Brundle, Harriet	9781534570351
Light and Sound	O'Daly, Anne	9781835721797
Magic Searchlight - Human Body	Ganeri, Anita	9781836160847
Megalodon : a first look	Gramson, Hannah	9798765669051
Mimi and the cutie catastrophe. 1	Grant, Shauna J	9781338766660
Nests	Leslie, Jay	9781546177241
Pencil & Eraser. 3, New friends rule!	Alvarado, Jenny	9780593699898
Perspectives on colonial America	Rose, Rachel	9798765689080
Perspectives on the US Civil War	Rose, Rachel	9798765689127
Pizza and Taco. 10, Go viral!	Shaskan, Stephen	9780593814543
Plymouth rocks : the stone-cold truth	Yolen, Jane	9781580896856
Q & A about colonial America	Connors, Kathleen	9798368734187
Q & A about the Civil War	Connors, Kathleen	9798368734200
Q & A about the gold rush	Proudfit, Benjamin	9798368734217
Q & a about the Jamestown Colony	Proudfit, Benjamin	9798318902055
Q & a about the Plymouth Colony	Proudfit, Benjamin	9798318902062
Q & A about the Revolutionary War	Connors, Kathleen	9798368734224
Q & a about the War of 1812	Proudfit, Benjamin	9798318902086
Q & a about westward expansion	Connors, Kathleen	9798368734231

Queen Ivy's Coronation Day	Van Oosbree, Ruthie	9798348057503
Ray : how light works	Moon, Emily Kate	9780593857984
Razzle dazzle	Burnell, Heather Ayris	9781338897074
Reefs	Leslie, Jay	9781546177425
Royal Transportation	Anderhagen, Anna	9798348057589
Sassy sloth	Baines, Rebecca	9798368763736
Sloth	Elias, Emma	9781761402999
Sloth	Hansen, Grace	9781098261856
Snacks-a-Lo!l gets the hungries	Estes, C. W	9780756584306
Sound	Howell, Izzi	9781978552753
Sound	Williamson-Brundle, Harriet	9781534570382
The building of the Transcontinental Railroad	Caravantes, Peggy	9781503879331
The California Gold Rush	Gieseke, Tyler	9798384950370
The children of the sun : an Inca legend	Chirif, Micaela	9780802856548
The circulatory system	Accardi, Anne	9781978580961
The digestive system	Accardi, Anne	9781978580992
The great gold rush adventure	Griffith, Kyle	9780986086786
The Indian Removal Act	O'Brien, Bridget	9798384950387
The Louisiana Purchase	Gieseke, Tyler	9798384950394
The muscular system	Accardi, Anne	9781978581029
The nervous system	Accardi, Anne	9781978581050
The respiratory system	Accardi, Anne	9781978581081
The Transcontinental Railroad	O'Brien, Bridget	9798384950400
The transcontinental railroad	Yomtov, Nelson	9798875318962
The Wild West	O'Brien, Bridget	9798384950417
Thinks-a-Lo!l says cheese	Estes, C. W	9780756584467
Tom Cat learns about the 13 original colonies	Hughes, Sloane	9798318954658
Tom Cat Learns About the Boston Tea Party	Hughes, Sloane	9798318954665
Tom Cat learns about the drafting of the U.S. Constitution	Hughes, Sloane	9798318954672
Tom Cat Learns About the Lewis and Clark Expedition	Hughes, Sloane	9798318954689
Tom Cat learns about the Revolutionary War	Hughes, Sloane	9798318954696
Tom Cat Learns About the War of 1812	Hughes, Sloane	9798318954702
What Is Light?	Barnham, Kay	9781725398016
What is sound?	Barnham, Kay	9781725397323
What Is Sound?	Barnham, Kay	9781725398047
What Kings and Queens Wear	Anderhagen, Anna	9798348057602
Where Kings and Queens Live	Anderhagen, Anna	9798348057619
Who was Abraham Lincoln?	Clore, Robert	9781978550452
Wild about capybaras!	McCloskey, Kevin	9781662665776
Would You Rather Be a Sloth or a Quokka?	Davies, Monika	9798896856689
Aisha the Sapphire Treasure Dragon	Mara, Maddy	97982250166982

Dens	Caprioli, Claire	9781546177241
A day off school	Jeffers, Oliver	9798217039999
Baby Dunks-A-Lot	Tatum, Jayson	9781419771460
Be my valenslime!	Tarantino, Kris	9780593579459
Breathe, Bunny, breathe : a book about big feelings	Lavoie, Laura	9780593695463
Candi the candicorn	Wall, Robyn	9781546198338
Collaboration station	Olsen, Shannon	9798368706610
Frank's red hat	Avery, Sean E	9781761600661
Frankenkitty	Powell-Tuck, Maudie	9781664300972
Frankenslime	Keller, Joy	9781250765802
Fritz : a mushroom story	Garrity-Riley, Kelsey	9780735264335
Froggy. A pond full of pals!	Walshe, Paige	9781838742195
Froggy. Autumn antics!	Walshe, Paige	9781838743536
Furious Turtle	Riddiough, Lisa Frenkel	9781368103756
Here a creak, there a shriek!	Conroy, Kelly	9781664300965
Leroy has something to say	Rosenthal, Emily	9781547615834
Nice to eat you	Yin, Karen	9781338851922
Pug goes to Hollywood	May, Kyla	9781546139256
Superman's good guy gang. 1	Justus, Rob	9781799504061
Superman's good guy gang. 2,Follow the leader	Justus, Rob	9781799506782
The day the basketballs stopped bouncing	Tatum, Jayson	9781419771477
The skeleton and the cat	Scott, Brandon James	9780063455887

Gr. 4-5		
Title	Author	ISBN
12 Notorious Ghosts (Scary and Spooky)	Kenya McCullum	978-1-63235-294-1
The Curious Vanishing of Beatrice Willoughby	G.Z. Schmidt	978-0-8234-5073-2
Exit Nowhere	Juliana Brandt	978-1-66594-828-9
The Dragon Hunters	James Russell	978-1-71378-258-2; 978-1-72825-017-5; 978-1-4926-4861-1
Whale in a Fishbowl	Troy Howell	978-1-52-471520-5; 978-1-5247-1518-2
Por un Ratito	Gabriela Orozco Belt	978-0-06-328729-7; 978-0-06328729-7
Crowning Glory	Carole Boston Weatherford	978-0-7636-9794-5
Mousestache Moosestache	Rowboat Watkins	978-1-7972-3391-8
Selma: The Story of a Stellar Spider	Tini Malina	978-0-7358-4607-4
Space Chasers (Book 1)	Leland Melvin	978-1-250-78276-2
Space Chasers To the Moon (Book 2)	Leland Melvin	979-83-18-90769-2 (originally 978-1-25078-279-3)
Troubled Waters: A River's Journey Toward Justice	Carole Boston Weatherford	978-1-68119-818-7
The Mighty	Judd Winick	978-0-593-30530-0 // 978-0-593-30531-7
The Greenies	Emma Mills	979-83-687-8363-5 (originally 978-1-25081-577-4)
The White Raven	Kathryn Otoshi	978-1-63655-194-4
Sleepless	Gordon Korman	978-1-54612-611-9
Remember Me, Daphne	Celia Krampien	978-1-66596-241-4 // 978-8-3471-1258-6
Did you hear what happened in Salem? : the witch trials of 1692	Katie Kennedy	978-1-5235-3004-5 // 979-83-687-9422-8 (originally 978-1-52353-005-2)
RV There Yet?	Suzanne Nelson	978-0-593-56705-0
The Stuffie Stand	Maddie Frost	978-1-6626-4115-2
Wildspeak	Sangma Francis	978-1-46426129-9
Kwesi and Nana Ruby Learn to Swim	Kobina Commeh	979-8-88859-362-2
Viva Valenzuela! Fernandomania Erupts in Los Angeles	Natalie Alonso	978-1-6626-8027-4
Kiki and the Can	Jon Leguizamo	978-1-33878-569-2; 9798225061517
Lil Lizzo Meets Sasha B. Flootin'	Lizzo	978-1-66595-144-9
The Boxcar Children	Meika Hashimoto	979-83-18-95056-8 (originally 979-82-17-11733-8
Sol Goes for Goal!	Julio Anta	978-0-593-65168-1
Miss Camper	Kat Fajardo	978-1-33853-560-0; 9781338535617
The Gingham	T.C. Kemper	979-83-18-96623-1 (originally 978-1-25048-942-5)
Magic Girls: Kira and the (maybe) space princess	Megan Brennan	978-1-51608-521-7 (originally 978-0-593-70989-4)
Magic Girls: Kira vs the (Not So) New Rival	Megan Brennan	9780593177570
Lola	Karla Arenas Valenti	979-83-18-93741-5 (originally 979-82-17-12320-9)
Stella	McCall Hoyle	9763993-055-5
Rex Rocket	John Gallagher	978-0-593-71231-3; 978-0-593-71230-6
Beware the Jacks	Laura Lavoie	978-1-45495-817-8
Sawyer Lee and the Quest to Just Stay Home	Zack Weinersmith	978-0-374-39349-6
TWAS THE NIGHT BEFOER THANKSGIVING	DAV PILKEY	9798225091309
WINGING IT	MEGAN WAGNER LLOYD	9781338818536; 979-83-687-8719-0 (originally 978-1-33881-852-9)
HOW TO CATCH A MONSTER	ADAM WALLACE	9781338221879
THE COOL BEAN PRESENTS: AS COOL AS IT GETS	JORY JOHN	9781339035642
Dare You to Dance	Rebecca Mock	979-83-18-95064-3 (originally 978-0-593-18113-3)
Deepa, M.D.	Priya Swaminathan	978-1-66598-132-3
The Mystery of the Stolen World Cup Trophy	Angela Cervantes	979-83-18-91023-4 (originally 978-1-25041-927-9)
Offside	Christina Diaz Gonzalez	979-83-18-91218-4 (originally 978-1-33902-360-1)
The Do-Over	Rodrigo Vargas & Coni Yovaniniz	978-1-51605-758-0 (originally 978-0-358-39405-1)
The Alphabet War: A Story About Dyslexia	Diane Burton Robb	978-1-54900-054-6 (originally 978-0-8075-0304-1)
My Mad Scientist Mom: Saved by the Smell (Book 1)	Jarrett Lerner	979-83-687-7234-9 (originally 978-1-66594-298-0)
My Mad Scientist Mom: Mr. Mice Guy (Book 2)	Jarrett Lerner	979-83-687-6560-0 (originally 978-1-66594-301-7)
The Gruffalo	Julia Donaldson	978-0-8037-3109-7
The Best Place to Read	Debbie Bertram	978-1-42874-263-5 (originally 978-0-375-83757-9); 0-375-82293-3
Nathan's Song	Leda Schubert	978-1-9848-1578-1
Diary of a Wimpy Kid: Fight or Flight	Jeff Kinney	979-83-18-95047-6 (originally 978-1-41978-270-1); 9781419782701
Junie B Jones Loves Handsome Warren	Barabara Park	978-0-7587-6168-2 (originally 978-0-679-86696-1)

Junie B. Jones has a monster under her bed	Barabara Park	978-0-7587-5336-6 (originally 978-0-679-86697-8)
The First Cat in Space and the Baby Pirate's Revenge	Mac Barnett	978-0-06-341550-8
Stinetinglers 4 : 3 chilling tales by the master of scary stories	R.L. Stine	979-83-18-94159-7 (originally 978-1-25036-793-8)
Witches of Brooklyn, 5 Curse & Reverse	Sophie Escabasse	979-83-687-9245-3 (originally 978-0-593-81343-0)
Witches of Brooklyn, 6 Switch back	Sophie Escabasse	978-0-593-81347-8
The dream builder's blueprint : Dr. King's message to young people	Alice Faye Duncan	978-1-66268-031-1
Taking Flight	Kashmira Sheth	979-82-17-00388-4
Rowley Jefferson's awesome friendly spooky stories. 2	Jeff Kinney	979-83-18-95046-9 (originally 978-1-41978-810-9); 9781419794896
Diary of an Awesome Friendly Kid: Rowley Jefferson's Journal	Jeff Kinney	9781419740350

Gr. 6-8

Title	Title	ISBN
A hero's guide to summer vacation	Cartaya, Pablo	9798318945984
Bad things happened here	Hossain, Moniza	9780823462353
Beast ballerz	King, Wesley	9781774886458
Bonebag	Elliott, E. M	9781662620003
Charmed life	Dumas, Marti	9781419755637
Children of the flying city	Sheehan, Jason	9781665913133
Coach	Reynolds, Jason	9781668882856
Death in the tallgrass	Rogers, Andrea L	9781549088063
Deep secrets : a Titanic novel	Smith, Nikki Shannon	9781646146345
Deephaven	Aldridge, Ethan M	9798368799896
Farther than the moon	Lackey, Lindsay	9798368736914
Gloom	Mackay, Jack	9780063269538
Izzy Wong's drama disaster	Chan, Marty	9781419772733
Keynan Masters and the peerless magic crew	Sanders, DaVaun	9798318949050
Lines of courage	Nielsen, Jennifer A	9798318909832
Lucy in between	Callender, Sarah	9781335458049
Moon madness	Murphy, Julie	9781643753829
Oh brother : a graphic memoir	Chadderton, Georgina	9798318942754
Playing through the turnaround	Larsen, Mylisa	9781669012726
Rayleigh Mann in the company of monsters	Smart, Ciannon	9781668866061
Rise (#A628618), Book 1 - Rise of the School for Good and Evil	Chainani, Soman	9798368738871
Shook	Randall, Julian	9780063081253
So over sharing	Weissman, Elissa Brent	9780063161528
The beat I drum	Bowling, Dusti	9798318949296
The blue dress	Morrison, Rebecca	9781549036743
The city of lost cats	Kyi, Tanya Lloyd	9798368760759
The dream & the hope : the historic rise of Ketanji Brown Jackson to the nation's highest court	Thomas, Garen Eileen	9780374393601
The genie game	Ifueko, Jordan	9798318950599
The Last Ember	Dodd, Lily Berlin	9780063311442
The Night Raven	Rundberg, Johan	9798318941399
The nightmare house	Allen, Sarah Elisabeth	9781725417892
The rent collector : adapted for young readers from the best-selling novel	Wright, Camron Steve	9781516041480
The secrets below	Sten, Camilla	9780374390952
Vision : my story of strength	Perez, Precious	9781629729855
AI Around the World	Tammy Enz	9798875253843
Be AI Savvy	Tammy Enz	9798875253928
Everyday AI	Tammy Enz	9798875254000
What's Next for AI	Tammy Enz	9798875254086
12 Uses for Artificial Intelligence in Education	Marne Ventura	9781645825159
12 Uses for Artificial Intelligence in Entertainment	Mari Bolte	9781645825173
12 Uses for Artificial Intelligence in Space	Mari Bolte	9781645825180
12 Uses for Artificial Intelligence in Transportation	Erin Silver	9781645825197
Breanna Stewart vs. Maya Moore	Kelley Barth	9798765689431
Kylian Mbappé vs. Thierry Henry	Peter Douglas	9798765689479

Lamar Jackson vs. Cam Newton	Kelley Barth	9798765689455
Shohei Ohtani vs. David Ortiz	Peter Douglas	9798765689486
Travis Kelce vs. Rob Gronkowski	Kelley Barth	9798765689448
Trinity Rodman vs. Carli Lloyd	Kelley Barth	9798765689462
Artificial Intelligence	Emma Carlson-Berne	9798765647349
Comic Books	Blake Hoena	9798765647356
Drones	Emma Carlson-Berne	9798765647363
Drums	Jason M. Burns	9798765647387
Prosthetics	Jason M. Burns	9798765647394
Robots	Jason M. Burns	9798765647400
Skateboards	Blake Hoena	9798765647370
Space Vehicles	Jason M. Burns	9798765647417
Iconic March Madness Champions	Charlie Beattie	9781098298166
March Madness Cinderella Stories	Charlie Beattie	9781098298173
March Madness Men's Superstars	Luke Hanlon	9781098298180
March Madness Women's Superstars	Charlie Beattie	9781098298197
Stunning March Madness Upsets	Charlie Beattie	9781098298203
Unforgettable Moments in March Madness	Charlie Beattie	9781098298210
GOATs of College Baseball	Will Graves	9781098298302
GOATs of College Football	Chrös McDougall	9781098298319
GOATs of College Men's Basketball	Will Graves	9781098298333
GOATs of College Softball	Haley Williams	9781098298340
GOATs of College Women's Basketball	Luke Hanlon	9781098298357
GOATs of College Women's Gymnastics	Blythe Lawrence	9781098298364
GOATs of College Women's Volleyball	B. J. Hoepfner Evans	9781098298371
Construction	Sarah Eason	9781917509084
Story of the Houston Astros, The	Jim Whiting	9798895810941
Story of the Texas Rangers, The	Jim Whiting	9798895811115
Be a Computer Programmer	Tammy Gagne	9781678212605
Be a Data Analyst	Tammy Gagne	9781678212629
Be a Data Center Technician	Sue Bradford Edwards	9781678212643
Be a Digital Marketer	Sue Bradford Edwards	9781678212667
Be a Systems Administrator	Tammy Gagne	9781678212681
À La Mode: A Cookbook for Kids Who Love Ice Cream	Teresa Klepinger	9798892008679
Cheesy Noms: A Cookbook for Kids Who Love Cheese	M. M. Eboch	9798892008686
Chocolate Delights: A Cookbook for Kids Who Love Chocolate	M. M. Eboch	9798892008693
Cupcake-opedia: A Cookbook for Kids Who Love Cupcakes	Teresa Klepinger	9798892008709
Noodle-mania: A Cookbook for Kids Who Love Pasta	Teresa Klepinger	9798892008716
Pizza Master: A Cookbook for Kids Who Love Pizza	M. M. Eboch	9798892008723
Legendary Knights of Medieval Europe	Benjamin Harper	9798875240324
Legendary Ninja of Feudal Japan	Benjamin Harper	9798875240409
Legendary Samurai of Medieval Japan	Benjamin Harper	9798875240485
Legendary Vikings of Early Scandinavia	Benjamin Harper	9798875240560
Native American Myths	Don Nardo	9781678212360
Dallas Mavericks	Derek Moon	9798892508995
Houston Rockets	Charlie Beattie	9798892509039

San Antonio Spurs	Derek Moon	9798892509190
Cristiano Ronaldo	Michael E. Goodman	9798895811382
Kylian Mbappé	Jordan Fargo	9798895811399
Lionel Messi	Michael E. Goodman	9798895811405
Neymar	Aidan Whitcomb	9798895811412
Rodri	Aidan Whitcomb	9798895811429
Vinícius Júnior	Aidan Whitcomb	9798895811436
Brock Purdy: NFL Star	Charlie Beattie	9798894690735
Cooper Flagg: NBA Star	Charlie Beattie	9798894690681
Freddie Freeman: MLB Star	Charlie Beattie	9798894690698
Jalen Brunson: NBA Star	Charlie Beattie	9798894690667
Luka Dončić: NBA Star	Charlie Beattie	9798894690674
Travis Hunter: NFL Star	Luke Hanlon	9798894690711
Tyrese Haliburton: NBA Star	Luke Hanlon	9798894690704
Exploring Anime	Mari Bolte	9798765662731
Introduction to Anime and Manga	Mari Bolte	9798765662724
Making of Anime and Manga, The	Mari Bolte	9798765662755
Understanding Manga	Mari Bolte	9798765662748
Using AI	Nancy Dickmann	9781835720462
What is AI?	Nancy Dickmann	9781835720479
A'ja Wilson	India James	9798893048360
Alexander Ovechkin	Thomas K. Adamson	9798893048407
Eileen Gu	India James	9798893048377
Freddie Freeman	Thomas K. Adamson	9798893048384
Jayson Tatum	Thomas K. Adamson	9798893048391
Natalie Spooner	India James	9798893048414
Ultimate Guide to Drawing Adorable Animals!, The	Kathryn Clay	9798875256745
Ultimate Guide to Drawing Amazing Cars!, The	Aaron Sautter	9798875256806
Ultimate Guide to Drawing Beautiful Horses!, The	Kathryn Clay	9798875256868
Ultimate Guide to Drawing Manga Warriors!, The	Asavari Singh	9798875256929
(Unofficial) History of Minecraft, The	Josh Gregory	9781668973479
Build It!: A Minecraft Guide	Josh Gregory	9781668973493
Combat!: A Minecraft Guide	Josh Gregory	9781668973509
Enchanting and Brewing: A Minecraft Guide	Josh Gregory	9781668973462
Mining and Farming: A Minecraft Guide	Josh Gregory	9781668973448
Redstone and Transportation: A Minecraft Guide	Josh Gregory	9781668973455
Taming and Raising Animals: A Minecraft Guide	Josh Gregory	9781668973486
Ultimate (Unofficial) Player's Guide to Minecraft, The	Josh Gregory	9781668973431
Cardi B	Trey Clark	9798889892762
Drake	Casey Jones	9798889892779
Eminem	Aidan Siegel	9798889892786
Kendrick Lamar	Casey Jones	9798889892809
Migos	Maxx Fidalgo	9798889892816
Nicki Minaj	Michael Judson Berry	9798889892823
Travis Scott	Casey Jones	9798889892830
Weird Animals	Emma Kaiser	9781098298463

Weird Experiments	A. W. Buckey	9781098298470
Weird Moments in History	Emma Kaiser	9781098298494
Weird Sports	Charlie Beattie	9781098298500
Weird Structures	Yvette LaPierre	9781098298517
Bang!	Ron Miller	9798765660447
Careers for People Who Learn by Doing	Leanne Currie-McGhee	9781678213305
History of Video Gaming, The	James Roland	9781678212421
Knowledge for All: The History and Mission of the Public Library	Meryl Loonin	9781678213480
Quick Guide to Financial Literacy	Carla Mooney	9781678213503
Shoes!	Anna Davies	9781800660571
Teen Guide to Budgeting, Saving, and Investing	Sara Rowe Mount	9781678212506
Teen Voices from the Holocaust	James Roland	9781678213725
Transformative Technology: Teens and AI	John Allen	9781678212544
When George Washington Bowed to the New Nation	Barbara Roberts	9781568464619

Gr. 9-12		
Title	Author	ISBN
All the tides of fate (All the Stars and Teeth Duology, Book 2)	Grace, Adalyn	978-1-66880-531-2
Holly : a Belladonna novella (Bella Donna Series)	Grace, Adalyn	978-0-316-58685-6
Wisteria (Bella Donna Series)	Grace, Adalyn	979-83-687-9558-4
Be right back (Let's Split Up, Book 2)	Bill Wood	979-83-687-9996-4
Let's split up (Let's Split Up, Book 1)	Bill Wood	979-83-18-96556-2
If anything happens to me	Luanne Rice	978-1-33873-953-4
Beastly beauty	Jennifer Donnelly	978-1-33880-944-2
One last breath	Ginny Myers Sain	979-83-687-6010-0; 978-0-593-62547-7
Bridge of storms	Philip Reeve	978-1-54613-826-6
Burn the Water (Burn the Water, Book 1)	Billy Ray	979-83-18-96564-7;979-82-250-0677-8
Love stories (Taylors Version, Book 1)	Elizabeth Eulberg	979-83-687-8689-6; 978-1-54617-673-2
Cruel summer (Taylors Version, Book 2)	Elizabeth Eulberg	979-83-18-90618-3; 978-1-54617-675-6
A darker mischief	Derek Milman	978-1-33900-993-3
A sky beyond the storm (Ember In The Ashes, Book 4)	Sabaa Tahir	978-1-71378-583-5; 978-0-448-49454-8
The Gravewood (Gravewood, Book 1)	Kelly Andrew	979-83-18-96563-0; 978-1-54617-660-2
Let's split up (Let's Split Up, Book 1)	Bill Wood	979-83-18-96556-2; 979-82-250-0614-3
A curious kind of magic	Mara Rutherford	978-1-25035-988-9
Better than revenge	Kasie West	978-0-593-64329-7
Bingsu for Two	Sujin Witherspoon	978-1-45495-404-0
Cope field	T.L. Simpson	979-83-18-94654-7 (originally 978-1-63583-105-4)
Crashing into you	Rocky Callen	979-83-18-90749-4 (originally 978-1-25037-793-7)
Death in the jungle : murder, betrayal, and the lost dream of Jonestown	Candace Fleming	979-83-18-94606-6 (originally 978-0-593-48006-9)
Every borrowed beat	Erin Stewart	979-83-18-93630-2 (originally 978-0-593-71069-2)
Every time you hear that song	Jenna Voris	978-1-51607-963-6 (originally 978-0-593-62339-8)
Everything I promised you	Katy Upperman	979-83-687-4518-3 (originally 978-1-46421-778-4)
Fake skating	Lynn Painter	979-83-18-95673-7 (originally 978-1-66592-127-5)
Heir of storms (Storm Weaver Trilogy, Book 1)	Laurn Hamilton Murray	979-83-18-91116-3 (originally 978-1-25042-341-2)
Tides of fortune (Storm Weaver Trilogy, Book 2)	Laurn Hamilton Murray	978-1-25034-817-3
Sisters in the wind	Angeline Boulley	979-83-18-94709-4 (originally 978-1-25032-853-3)
Skipshock	Caroline O'Donoghue	978-1-53622-881-6
Such lovely skin	Titiana Schlote-Bonne	979-88-900307-6-4
The executioners three	Susan Dennard	979-83-18-93292-2 (originally 978-1-25033-468-8)
The glass girl	Kathleen Glasgow	979-83-687-9161-6 (originally 978-0-525-70811-7)
The kill factor	Ben Oliver	979-83-687-9098-5 (originally 978-1-33889-185-0)
The scammer	Tiffany D Jackson	978-0-06-327127-2
This is where we die	Cindy R. X. He	979-83-687-7939-3 (originally 978-1-72829-342-4)
This thing of ours	Frederick Joseph	979-83-18-94770-4 (originally 978-1-53625-314-6)
Twenty-four seconds from now... : a love story	Jason Reynolds	979-83-687-7918-8 (originally 978-1-66596-127-1)
The singular life of Aria Patel	Samira Ahmed	978-0-316-54868-7
A study in secrets (Last Chance Academy, Book 1)	Debbi Michiko Florence	979-83-18-92309-8 (originally 978-1-66595-048-0)
Ollie in Between	Jess Callans	979-83-18-94735-3 (originally 978-1-25033-134-2)
A Hero's Guide to Summer Vacation	Pablo Cartaya	979-83-18-94598-4 (originally 978-0-451-47976-1)
Gloam	Jack Mackay	979-83-18-94905-0 (originally 978-0-593-69385-8)
Chronically Dolores	Maya Van Wagenen	979-83-687-5994-4 (originally 978-0-14-751255-0)

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: November 2, 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: November 2, 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:

- Budget Amendments/Adjustments for October 15, 22, 2026
- Campus Fundraising -MJHS Life Skills, MJHS Chess Club & Pokemon Club, MJHS Fearless and Flawless
- Donation to DHS c/o 2027, DHS Reveliers
- Approval of Proposals Received 26-08-1195 Contracted Services, 26-08-1196 Misc. Hardware, and 26-08-1197 Misc. Goods and Supplies

Recommendation:

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

Action Item: √ Yes No

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: November 2, 2026

Item Title: Level Three Grievance Hearing Presentation

Agenda Item: President Magliolo

Background Information:

The Board of Trustees will hear and deliberate regarding a parent grievance appeal filed under Policy DGBA (Local) and consult with legal counsel regarding same. (Tex. Gov't Code 551.071, 551.074, 551.0821). This will take place in closed session.

Recommendation:

Information only

Action Item: _____ Yes √ No

DICKINSON INDEPENDENT SCHOOL DISTRICT
EXECUTIVE BOARD AGENDA DOCUMENT

Meeting Date: November 2, 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

Meeting Date: November 2, 2026

Item Title: Level Three Hearing Decision – Employee Complaint

Agenda Item: President Magliolo

Background Information:

Consider and take possible action in response to parent grievance appeal.

Recommendation:

The floor is open for a motion.

Action Item: X Yes No