

Regular Action Meeting
Tuesday, June 6, 2023 6:30 PM

Education Support Center
2218 FM 517
Dickinson, TX 77539

Agenda

1. Roll Call, Establish Quorum, Welcome Visitors
2. Pledge of Allegiance to the American and Texas Flags
3. Recognitions
 - 3.A. Big Impact Award
 - 3.B. Solution Tree National Model PLC at Work Campus
 - 3.C. Softball All District
 - 3.D. DHS Track
4. Public Comment: Agenda Items
5. Open Forum: Non agenda Items
6. Closed Executive Session
 - 6.A. Section 551.074 - Resignations, Retirements, New Hires
 - 6.B. Section 551.074 - Consider Appointment of Assistant Principal at Barber Middle School
 - 6.C. Section 551.074 - Consider Appointment of Assistant Principal at Dunbar Middle School
 - 6.D. Section 551.074 - Consider Appointment of Assistant Principals at Dickinson Junior High School
 - 6.E. Section 551.074 - Consider Appointment of Assistant Principal at Kranz Junior High School
 - 6.F. Section 551.074 - Consider Appointment of Assistant Principal at McAdams Junior High School
 - 6.G. Section 551.074 - Consider Appointment of Assistant Principal at Dickinson High School
 - 6.H. Section 551.076 - Security
Section 551.089 - Deliberation Regarding Security Devices or Security Audits Access
7. Action on Closed Executive Session Items
 - 7.A. Consider Approval of Resignations, Retirements, New Hires
 - 7.B. Consider Appointment of Assistant Principal at Barber Middle School
 - 7.C. Consider Appointment of Assistant Principal at Dunbar Middle School
 - 7.D. Consider Appointment of Assistant Principals at Dickinson Junior High School
 - 7.E. Consider Appointment of Assistant Principal at Kranz Junior High School
 - 7.F. Consider Appointment of Assistant Principal at McAdams Junior High School
 - 7.G. Consider Appointment of Assistant Principal at Dickinson High School
8. Safety Audit Report
9. HVAC Replacement
10. Written Reports
 - 10.A. 2023 mClass (K-1) and MAP (2-8), and STAAR Raw Scores

- 10.B. Spring Professional Development Report & Summer Professional Development Plan
- 10.C. Curriculum Update
- 10.D. Career and Technical Education Report
- 10.E. Fine Arts & Performing Arts Report
- 10.F. Special Programs Report
- 10.G. Athletic Report
- 10.H. Human Capital Assessment & Retention Report (Obj. 2)
- 10.I. Tax Report for April 2023 and Year to Date
11. Public Notice of Intent to Apply for Federal Grants
12. DIP Summative Review
13. UIL Course Exemptions
14. 2023-2024 Board Goals
15. Depository Contract
16. Personnel Compensation Plan
17. Resolution House Bill 547
18. Action Items
 - 18.A. Consent Agenda Items
 - Budget Amendments/Adjustments for May 11, 18, 25, and June 1, 2023
 - Donation to c/o 2023-Jennifer Klein, AMOCOFCU
 - MOU Between BACODA and DISD
 - Agreement Between UTMB Galveston and DISD
 - Donation to BCES-HEB
 - New Hires Week of May 15, 2023
 - May 8, 2023 Minutes
 - May 11, 2023 Minutes
 - New Hires Week of May 22, 2023
 - Approval of Proposals Received Contracted Services 23-04-1159
19. Level Three Grievance Appeal Hearing
20. Closed Executive Session
 - 20.A. Section 551.071 - Consultation with Attorney; Section 551.074 - Personnel matters; Section 551.0821 - Student Discipline
21. Reconvene in Open Meeting
22. Consider and Take Possible Action in Response to Level Three Parent Grievance Appeal
23. Adjournment

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

Meeting Date: June 6, 2023

Item Title: Big Impact Award

Agenda Item: Kimberly Rich

Background Information:

The Big Impact Award is an employee recognition award given once per month to individuals who make an impact by going above and beyond the call of duty. Honorees are nominated by peers, supervisors, or community members.

Big Impact Award Honorees exemplify the following attributes:

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

Laura Batson, DISD Special Programs Compliance Coordinator

- Laura Batson is an integral part of the Special Programs Department. She has returned to DISD this year. Her leadership and willingness to jump in is very much appreciated. Having a supervisor that is readily available to assist you, with compassion and understanding is refreshing.
- Laura is a fantastic coordinator, and never hesitates to help when needed. Even if it is after hours, or a weekend, she will assist us in our task at hand and she is always looking for ways to streamline our procedures. She is truly an asset to DISD.

Stacey Sciba, DISD Technology Department Help Desk Specialist

- Stacey provides exceptional customer service as the Help Desk Specialist. She is willing to work through any problem, no matter how big or small to make sure the job is done. Stacey’s genuineness to assist and professionalism is truly commendable.
- Stacey took the time to assist in the rollout of the new employee evaluation tool. She helped HR in developing the final product and provided outstanding support when principals required further assistance. She even took it upon herself to create detailed directions and provided feedback on how to improve the process for next year.

Rashad See, DCC/DALC Assistant Principal

- Aesop said, “No act of kindness, no matter how small is ever wasted.” This exemplifies Rashad See’s character and work ethic. Rashad believes in modeling servant leadership every day and does that through love, compassion, and kindness to all. He is an outstanding administrator who believes that “what is best for kids” is the backbone behind every decision that needs to be made. Every day Rashad continues to think outside the box, determined to find whatever resources and supports are needed to help every student who walks through our doors. This year he scheduled two college fairs for our DCC/DALC/Esmond students. These opportunities provided many students who often do not attend these events, with the chance to see what was available in college and the workforce upon graduation. Rashad continues to speak up for the needs of all students. He communicates well with home campuses and provides them with information they can use to further support students returning to campus.
- We are truly blessed to work alongside a person of such high character, morals, and love for our kids. Everyday Rashad is making a positive impact on the lives of both students and staff. His acts of kindness are immeasurable, and the difference he makes every day is inspiring to all!

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: June 6, 2023

Item Title: Solution Tree National Model PLC at Work campus

Agenda Item: Tammy Dowdy

Background Information:

Kranz Junior High has been selected by Solution Tree as a National Model Professional Learning Community at Work campus. They are one of 200 schools and districts in the United States and Canada to receive this honor. They were selected for successful implementation of the PLC at Work process and its sustained success in raising student achievement.

We would like to recognize the Kranz Junior High Leadership Team for their efforts in the implementation of this program at Kranz and having their efforts recognized by Solution Tree. They include Principal Kim Kelley, Assistant Principal, Laura Breaux, Assistant Principal Pat Spies, Assistant Principal Brendan Fitzpatrick, Instructional Coach Erika Peugeot, Instructional Coach Aislinn Clinch, RLA Interventionist Kaitlyn Breese, Math Interventionist Kirsten Westbrook, Science Interventionist Justin Faith, and Social Studies Interventionist Jeri Joslin.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: June 6, 2023
Item Title: DHS Softball All-District
Agenda Item: Tammy Dowdy

Background Information:

The Dickinson High School Softball Team had several players earn All-District honors for their performance during the 2022-2023 school year. They include:

Gavi Baecker	Academic All-District
Seally Davis	All-District Honorable Mention
Alayna Edison	Academic All-District
Jalyn Garcia	Academic All-District
Kayden Henry	First-Team All-District Outfielder and Academic All-District
Lilly McCafferty	Second Team All-District Outfielder
Sammie Paukert	All-District Honorable Mention
Mia Traugott	Second Team All-District At Large and Academic All-District
Kadence Williams	First Team All-District Pitcher and Academic All-District

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

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

Meeting Date: June 6, 2023
Item Title: DHS Track State Meet
Agenda Item: Tammy Dowdy

Background Information:

The Dickinson High School Track Teams had successful seasons with both the girls' and boys' teams ending the school year as UIL 24-6A 2023 District Champions. Five athletes advanced to the UIL 6A Track and Field State Meet. We would like to congratulate the following athletes on their successful season.

DHS Boys Track:

Rodney Bimage	District second place in long jump, first place in 4x100 meter run, District third place in 4x200 meter relay, District third place in 4x400 meter relay, Regional fourth place in 4x100 meter relay
Navian Brown	District third place in 4x200 meter relay, District third place in 4x400 meter relay
Leonard Browne	District first place in 4x100 meter relay, District third place in 4x200 meter relay, Regional fourth place in 4x100 meter relay
Jose Caldron	District fourth place in pole vault
DeRion Crooms	District third place in the long jump, District second place in the triple jump, District first place in the 4x100 meter relay team, Regional fourth place in 4x100 meter relay, Regional sixth place in long jump
Camryn Grimaldo	District fourth place in high jump, District fourth place in 110 hurdles
J'Quan Henningan	District third place in 4x200 meter relay, District third place in 4x400 meter relay
Marzellus Hunter	District third place in 4x400 meter relay, District third place in 4x200 meter relay
Marquis Johnson	District first place in long jump, District first place in the 100-meter dash, District first place in 200-meter dash, District first place in the 4x100 meter relay team, Regional fourth place in 4x100 meter relay, Regional first place in long jump, Regional second place in 100-meter dash, Regional first place in 200-meter dash, State first place in 100-meter dash, State second place in 200-meter dash, State second place in long jump
William King, IV	District second place in 110 hurdles, District third place in 300 hurdles

DHS Girls Track:

Maia Crump-Warner	District fifth place in 4x400 meter relay
Mauri Day	District fifth place in 4x400 meter relay
Naomi Galvan	District first place in 100 hurdles (district champion), District fourth place in 300 hurdles, Area third place in 100 hurdles, Area sixth place in 300 hurdles

Jalyn Green
 District third place in 200-meter dash,
 District first place in 4x100 meter relay (district champion)
 District first place in 4x200 meter relay (district champion)
 District second place in long jump
 Area fourth place in long jump
 Area second place in 4x100 meter relay
 Area first place in 4x200 meter relay (area champion)
 Regional first place in 4x100 meter relay (regional champion)
 Regional first place in 4x200 meter relay (regional champion)
 State fourth place 4x100 meter relay (new school record, 10th in the nation)
 State fifth place 4x200 meter relay (new school record, 8th in the nation)

Kayden Henry
 District first place in 200-meter run (district champion)
 District first place in 4x100 meter relay (district champion)
 District first place in 4x200 meter relay (district champion)
 Area first place in 200-meter run (new school record and area champion)
 Area second place in 4x100 meter relay
 Area first place in 4x200 meter relay (area champion)
 Regional third place in 200-meter run
 Regional first place in 4x100 meter relay (regional champion)
 Regional first place in 4x200 meter relay (regional champion)
 State sixth place in 200-meter run (18th in the nation)
 State fourth place 4x100 meter relay (new school record, 10th in the nation)
 State fifth place 4x200 meter relay (new school record, 8th in the nation)

Essence Hines
 District third place in 100 hurdles, Area fifth place in 100 hurdles

Payton Howard
 District fifth place in 4x400 meter relay

Raelyn Jackson
 District fourth place in long jump, District sixth place in triple jump
 Area second place in long jump

Anaya Jones
 District second place in 100-meter dash
 District first place in 4x100 meter relay (district champion)
 District first place in 4x200 meter relay (district champion)
 Area third place in 100-meter dash
 Area second place in 4x100 meter relay
 Area first place in 4x200 meter relay (area champion)
 Regional first place in 4x100 meter relay (regional champion)
 Regional first place in 4x200 meter relay (regional champion)
 State fourth place 4x100 meter relay (new school record, 10th in the nation)
 State fifth place 4x200 meter relay (new school record, 8th in the nation)

Emma Kidder
 District first place in pole vault (new school record and district champion)
 Area first place in pole vault (area champion)
 Regional fifth place in pole vault

Jada Lee
 District first place in 100-meter dash (district champion)
 District first place in 4x100 meter relay (district champion)
 District first place in 4x200 meter relay (district champion)
 Area second place in 100-meter dash
 Area second place in 4x100 meter relay
 Area first place in 4x200 meter relay (area champion)
 Regional fourth place in 100-meter dash (new school record)
 Regional first place in 4x100 meter relay (regional champion)
 Regional first place in 4x200 meter relay (regional champion)
 State fourth place 4x100 meter relay (new school record, 10th in the nation)
 State fifth place 4x200 meter relay (new school record, 8th in the nation)

Cailyn Riley District third place in discus, District second place in shot put
Area fourth place in discus, Area third place in shot put
Regional fifth place in shot put

Ko'Real Williams District fifth place in 4x400 meter relay

C'Niyah Williams District third place in shot put

DHS Boys Track Team is led by Head Coach **Alexander Crooms** and assistant coaches **Johnny Sierra** and **Kevin Mullenax**. The DHS Girls Track Team is led Head Coach **Marvin Welch** and assistant coaches **Glady Sonnier** and **Henry Coleman**.

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA DOCUMENT

Item Title: Public Comment: Agenda Items

Agenda Item: Carla Voelkel

Background Information:

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Item Title: Open Forum

Agenda Item: Carla Voelkel

Background Information:

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

DICKINSON INDEPENDENT SCHOOL DISTRICT

EXECUTIVE BOARD AGENDA DOCUMENT

Meeting Date: June 6, 2023

Item Title: Executive Session

Agenda Item: President of the Board

The Board President will reconvene the Board to meet in Executive Session. If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed or executive meeting or session of the Board of Trustees is required, then such closed or executive meeting or session as authorized by **the Texas Open Meetings Act**, Texas Government Code **Section 551.001** et seq., will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including but not limited to the following section(s) and purpose(s): Texas Government Code **Section 551.071 Consultation with attorney** - Consultation with District's attorney regarding potential claim to be asserted by the District and concerning matters on which the attorney's duty to the District under the Texas Disciplinary Rules of Professional Conduct clearly conflicts with the Texas Open Meetings Laws; **Section 551.072 Real Property** – To deliberate the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the board's position in negotiations with a third person; **Section 551.073 Prospective Gifts** – To deliberate a negotiated contract for a prospective gift to the district if deliberation in an open meeting would have a detrimental effect on the board's position in negotiations with a third person; **Section 551.074 Personnel Matters** - for the purpose of considering the appointment, resignations, reassignment, evaluation, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against public officers or employees; **Section 551.076 Security** – To deliberate the deployment, or specific occasions for implementation, of security personnel or devices or a security audit; **Section 551.082 Student discipline** - school children; school district employees; disciplinary matter or complaint, and **Section 551.0821 Student Information** - for the purpose of considering a matter regarding a public school student where personally identifiable information about the student will necessarily be revealed by the deliberation; **Section 551.087 Economic development.**

Time To Executive Session: _____

Time Out of Executive Session: _____

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: June 6, 2023

Item Title: Personnel Action
• Employment
• Resignations/Retirement

Agenda Item: Kimberly Rich

- We have fifty-seven (57) new hires
We have forty (40) resignations: three (3) Teachers at K. E. Little Elementary, three (3) Teachers at Silbernagel Elementary, one (1) Teachers at Hughes Road Elementary, one (1) Teachers at San Leon Elementary, one (1) Teacher at Calder Road Elementary, three (3) Teachers at Dunbar Middle School, four (4) Teachers at Lobit Middle School, nine (9) Teachers McAdams Junior High, two (2) Teacher at Kranz Junior High, nine (9) Teachers at Dickinson High School, one (1) teacher at JJAEP, two (2) in Special Programs, and one (1) in Educational Services.
We have one (1) retirement: one (1) Teacher at Lobit Elementary.

Recommendation:

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

Action Item: [checked] Yes _____ No

Motion made by _____ seconded by _____ vote _____

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 6, 2023

Item Title: Appointment of Barber Middle School Assistant Principal

Agenda Item: Carla Voelkel

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

Recommendation:

The Superintendent and the Executive Director of Human Resources recommend the appointment of Chelsea Winters as the Assistant Principal at Barber Middle School.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 6, 2023

Item Title: Appointment of Dunbar Middle School Assistant Principal

Agenda Item: Carla Voelkel

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

Recommendation:

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

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 6, 2023

Item Title: Appointment of Dickinson Junior High School Assistant Principals

Agenda Item: Carla Voelkel

Administration discussed with the Board of Trustees the appointment of the Assistant Principals at Dickinson Junior High School.

Recommendation:

The Superintendent and the Executive Director of Human Resources recommend the appointment of Jose Molina, Tiffany Mumford-Guyton, and Clara Snelson as the Assistant Principals at Dickinson Junior High School.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 6, 2023

Item Title: Appointment of Kranz Junior High School Assistant Principal

Agenda Item: Carla Voelkel

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

Recommendation:

The Superintendent and the Executive Director of Human Resources recommend the appointment of Justin Faith as the Assistant Principal at Kranz Junior High School.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 6, 2023

Item Title: Appointment of McAdams Junior High School Assistant Principal

Agenda Item: Carla Voelkel

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

Recommendation:

The Superintendent and the Executive Director of Human Resources recommend the appointment of Michael Herdman as the Assistant Principal at McAdams Junior High School.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 6, 2023

Item Title: Appointment of Dickinson High School Assistant Principal

Agenda Item: Carla Voelkel

Administration discussed with the Board of Trustees the appointment of the Assistant Principal at Dickinson High School.

Recommendation:

The Superintendent and the Executive Director of Human Resources recommend the appointment of Donnie Brown as the Assistant Principal at Dickinson High School.

Action Item: Yes No

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 6, 2023

Item Title: Districtwide Intruder Detection Audit Report Findings

Agenda Item: Robert Cobb

Background Information:

The top priority of District Name and the State of Texas is keeping students and staff safe every day. The Texas School Safety Center recently conducted an Intruder Detection Audit at one or more of our campuses. The audits test whether a campus is accessible to an unauthorized individual. This audit, conducted as part of Governor Abbott’s school safety directives for all school systems following the tragedy in Uvalde, seeks to help districts identify how campuses can improve safety for students, such as ensuring exterior doors are locked. The audit provides us with an opportunity to create a safer learning environment for our students and staff.

We are working closely with our district's School Safety & Security Committee to ensure that we are training all our staff and securing our doors for the protection of everyone at our campuses. The support from the state in conducting the Intruder Detection Audits is just one of the many actions we are taking to ensure our schools are safe. We know that this work does not end, and we appreciate the Board’s support.

We acknowledge that parents and community members are likely very interested in the details of the audit results; however, it is in the best interest of the students that we do not share this information to the broader public as it could lead to compromising important campus security information. Specific details of the Intruder Detection Audit will be discussed in the executive session and with the Safety and Security Committee. Dickinson ISD is committed to providing a safe and secure learning environment for our students and staff.

Recommendation:

Information only

Action Item: _____ Yes _____ No

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 6, 2023
Item Title: HVAC replacement
Agenda Item: Ryan Boone

Background Information:

We advertised for competitive sealed proposals for the replacement of HVAC systems at Barber MS, DHS (multiple locations), Dunbar MS, Hughes Rd, San Leon, McAdams JH, Calder Rd, DHS FH and DHS science wing. We are in the process of ranking the proposals and will have a recommendation for the board at the meeting. The funding source would be the SECO loan.

Recommendation:

The Superintendent, Deputy Superintendent for Business and Operations and the Executive Director of Facility Construction will have a recommendation at the board meeting.

Action Item: X Yes No

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 6, 2023

Item Title: Written Reports

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

Background Information:

Written Reports

- 2023 mClass (K-1) and MAP (2-8), and STAAR Raw Scores
- Spring Professional Development Report & Summer Professional Development Plan
- Curriculum Update
- CTE Report
- Fine Arts/Performing Arts Report
- Special Programs
- Athletic Report
- Human Capital Assessment & Retention Report
- Tax Report for April, 2023 and Year to Date

Recommendation:

Information only

Action Item: _____ Yes _____ No

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 6, 2023

Item Title: 2023 End-of-Year Data for mCLASS (K-1), MAP (2-8), and raw STAAR scores

Agenda Item: Dr. Debby Noffsinger

Background Information:

The end-of-year data for the mCLASS (K-1) and MAP (2-8) assessments will be presented along with raw STAAR scores without performance levels. STAAR performance levels for grades 3-8 will not be available until August. The delay is due to the standard setting process because new item types were included this year.

Recommendation:

Information only

Action Item: _____ Yes No



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

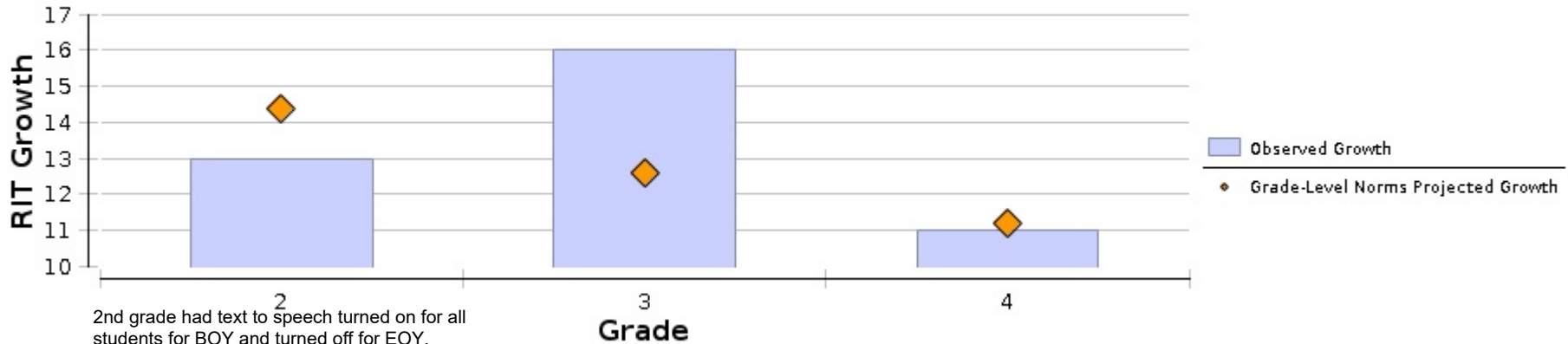
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2022 - Spring 2023
 Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

Bay Colony Road Elementary School

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	122	176.8	9.7	62	189.5	10.6	51	13	0.6	14.4	-0.75	23	122	59	48	45
3	103	188.3	13.5	49	204.4	14.1	69	16	0.7	12.6	1.67	95	103	79	77	74
4	122	203.4	14.4	72	214.6	15.5	71	11	0.6	11.2	0.00	50	122	67	55	55

Math: Math K-12



2nd grade had text to speech turned on for all students for BOY and turned off for EOY. This may have affected the growth between the BOY and EOY. For 23-24 all campuses have agreed to test BOY with text to speech turned off.

Explanatory Notes

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



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

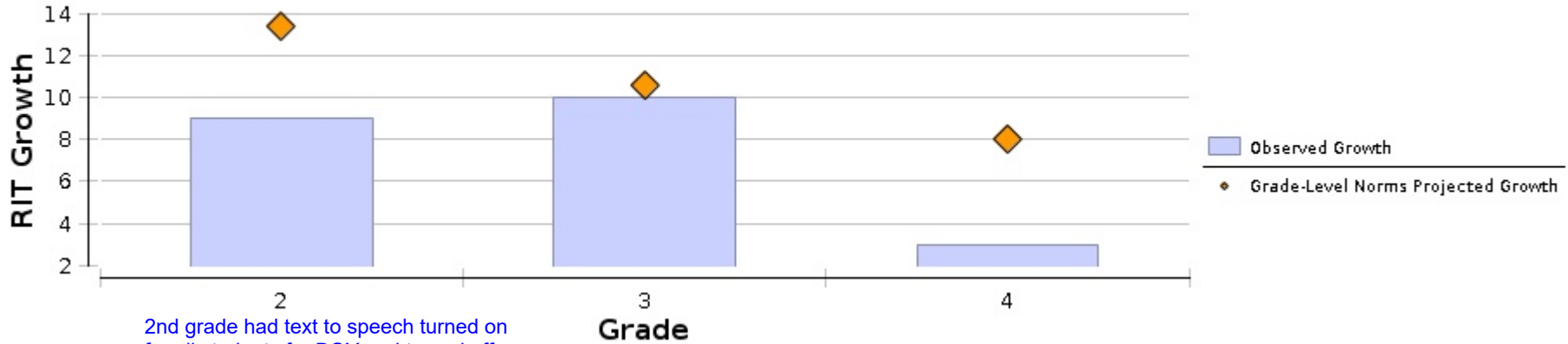
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2022 - Spring 2023
 Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

Bay Colony Road Elementary School

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against									
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
2	97	177.0	12.9	76	185.8	15.5	51	9	1.0	13.4	-1.82	3	97	32	33	29	
3	84	184.7	16.4	39	195.1	16.5	39	10	1.0	10.6	-0.09	46	84	45	54	51	
4	114	199.2	14.9	64	201.9	16.9	34	3	0.9	8.0	-2.56	1	114	35	31	30	

Language Arts: Reading



2nd grade had text to speech turned on for all students for BOY and turned off for EOY. This may have affected the growth between the BOY and EOY. For 23-24 all campuses have agreed to test BOY with text to speech turned off.

Explanatory Notes

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



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: None
Small Group Display: No

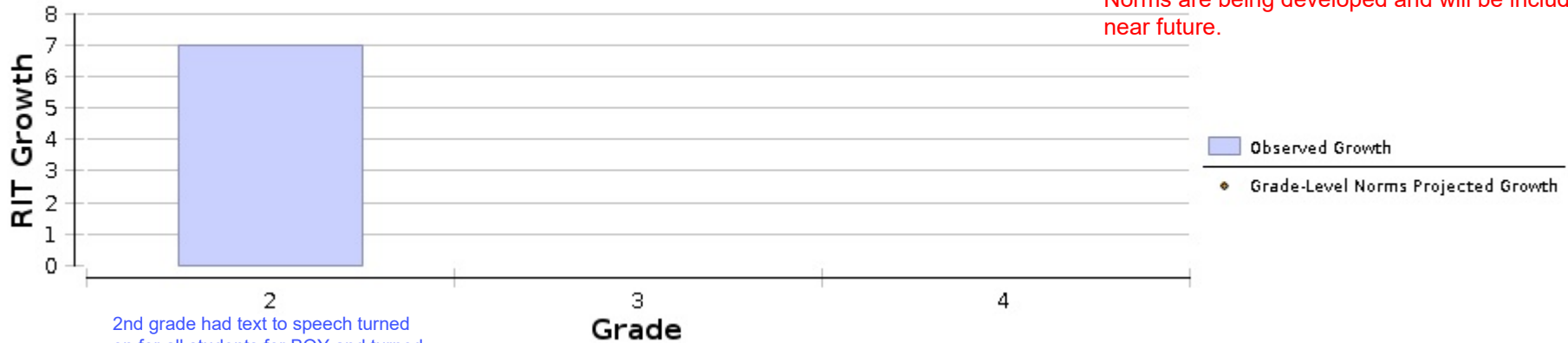
Bay Colony Road Elementary School

Language Arts:
 Reading (Spanish)

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against									
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
2	26	177.4	10.1		184.2	9.0		7	1.6					26	5	19	18
3	4	*			*			*						*			
4	3	*			*			*						*			

Language Arts: Reading (Spanish)

Spanish versions of MAP does not have national Norms set as of today. Norms are being developed and will be included in the near future.



2nd grade had text to speech turned on for all students for BOY and turned off for EOY. This may have affected the growth between the BOY and EOY. For 23-24 all campuses have agreed to test BOY with text to speech turned off.

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

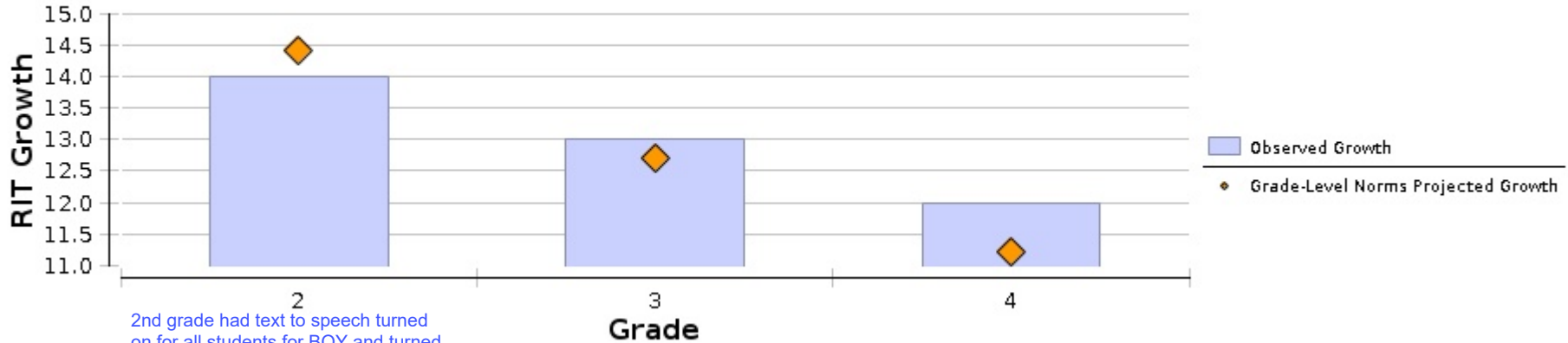
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2022 - Spring 2023
 Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

Calder Road Elementary

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	121	178.5	10.1	72	192.7	10.1	70	14	0.5	14.4	-0.09	47	121	65	54	48
3	116	190.8	12.3	65	203.9	13.3	67	13	0.6	12.7	0.19	57	116	64	55	52
4	82	203.5	13.3	72	215.2	16.4	74	12	0.8	11.2	0.25	60	82	45	55	60

Math: Math K-12



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 For 23-24 all campuses have agreed to test BOY with text to speech turned off.

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

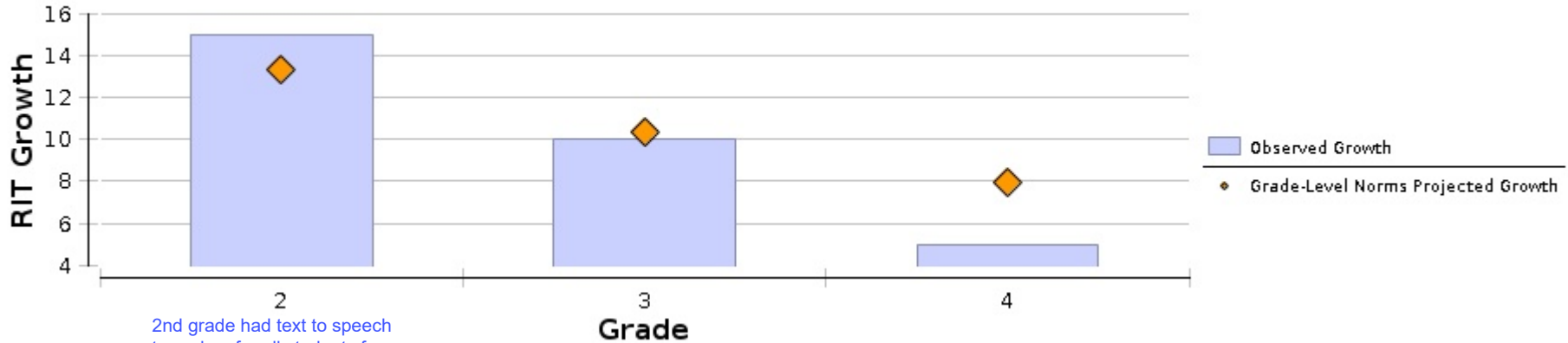
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2022 - Spring 2023
 Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

Calder Road Elementary

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against									
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
2	85	175.5	13.7	69	190.8	12.2	77	15	1.2	13.3	0.79	79	85	58	68	63	
3	102	190.6	14.9	71	200.3	15.1	67	10	0.7	10.3	-0.30	38	102	51	50	47	
4	82	201.0	15.8	73	206.1	17.6	57	5	1.0	7.9	-1.36	9	82	32	39	40	

Language Arts: Reading



2nd grade had text to speech turned on for all students for BOY and turned off for EOY. This may have affected the growth between the BOY and EOY. For 23-24 all campuses have agreed to test BOY with text to speech turned off.

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2022 - Spring 2023
 Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

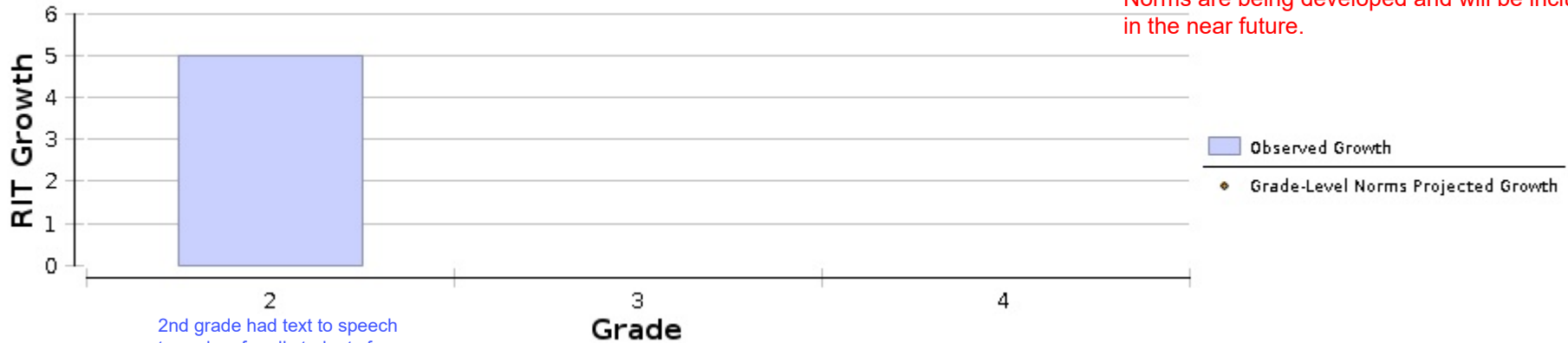
Calder Road Elementary

Language Arts:
 Reading (Spanish)

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	17	190.4	12.0		195.6	10.9		5	1.7				17	2	12	17
3	9	*			*			*					*			
4	0	**			**			**					**			

Language Arts: Reading (Spanish)

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Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

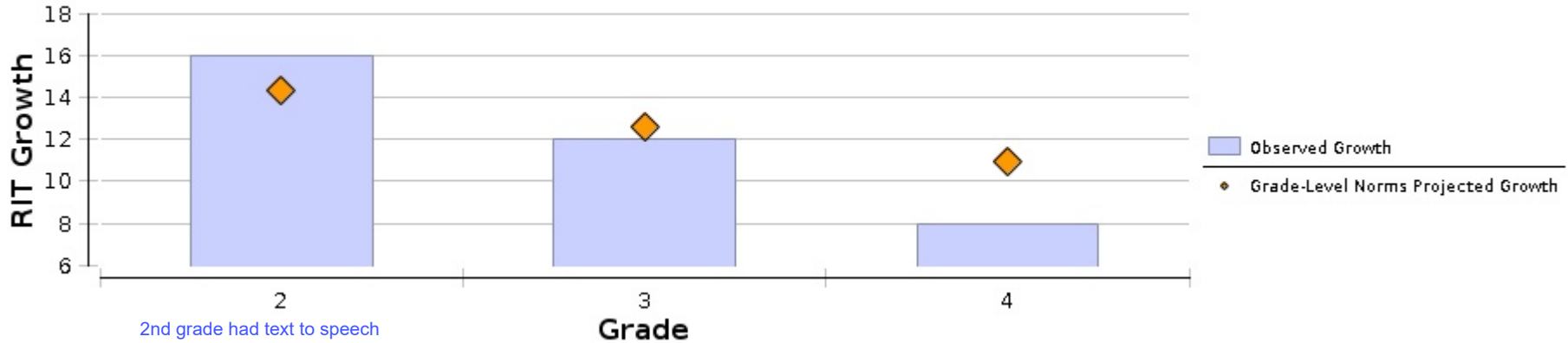
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2022 - Spring 2023
 Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

Hughes Road Elementary School

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
2	125	171.0	10.6	24	186.7	11.3	33	16	0.7	14.4	0.59	72	125	64	51	51	
3	107	188.6	13.7	51	200.7	15.4	48	12	0.7	12.6	-0.24	40	107	55	51	49	
4	146	199.2	15.1	48	207.2	17.4	33	8	0.6	10.9	-1.48	7	146	52	36	33	

Math: Math K-12



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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Dickinson ISD

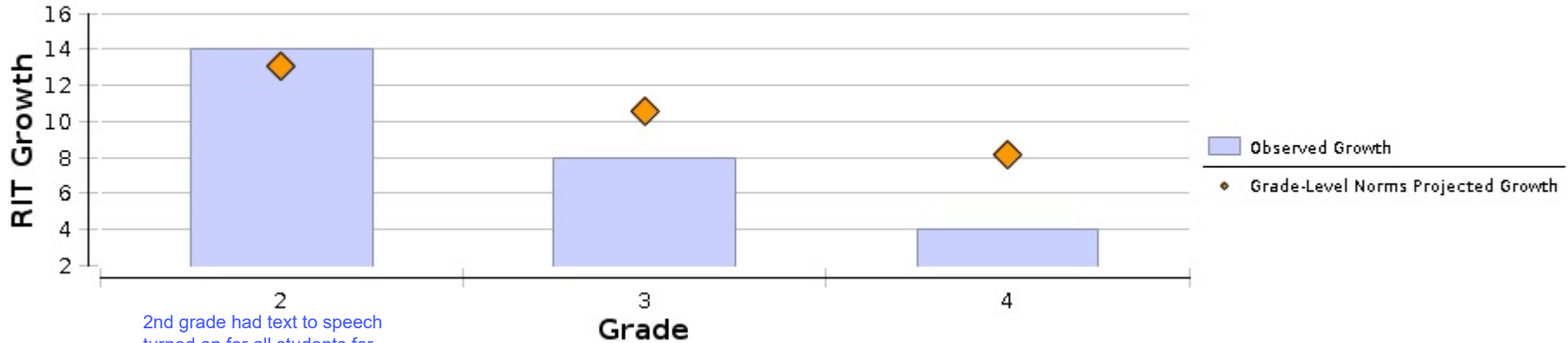
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: None
Small Group Display: No

Hughes Road Elementary School

Language Arts:
Reading

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	117	167.8	16.0	24	181.9	15.2	30	14	0.8	13.1	0.40	66	117	62	53	53
3	100	186.4	16.6	49	194.6	15.7	36	8	0.8	10.5	-1.09	14	100	46	46	42
4	150	197.6	16.6	55	201.7	16.4	33	4	0.7	8.1	-1.93	3	150	53	35	33

Language Arts: Reading



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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

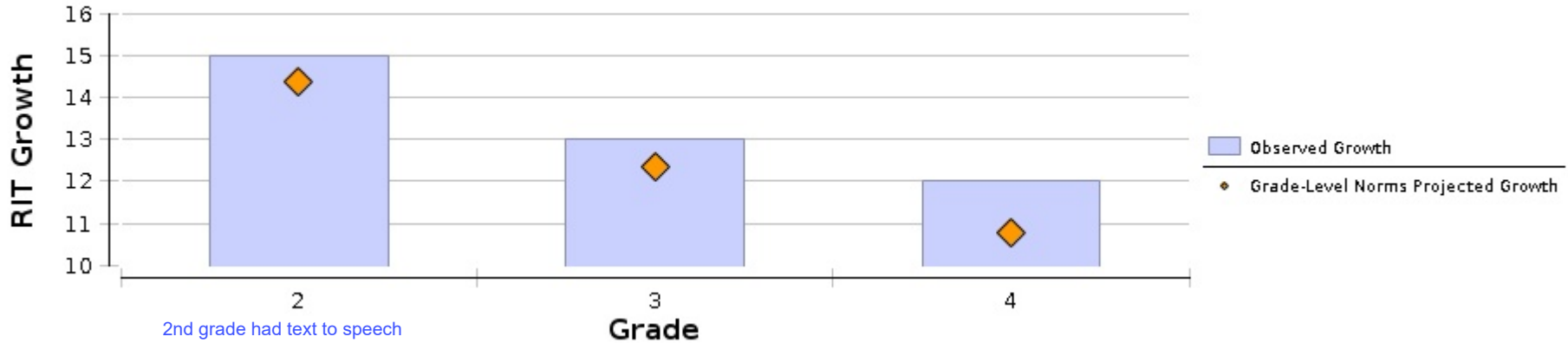
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2022 - Spring 2023
 Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

KE Little Elementary School

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	96	174.2	12.9	44	189.0	13.2	47	15	0.7	14.4	0.19	57	96	56	58	52
3	108	182.9	14.8	17	195.4	15.5	19	13	0.7	12.3	0.07	53	108	46	43	41
4	103	196.3	14.0	31	208.2	15.2	38	12	0.8	10.8	0.58	72	103	61	59	57

Math: Math K-12



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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

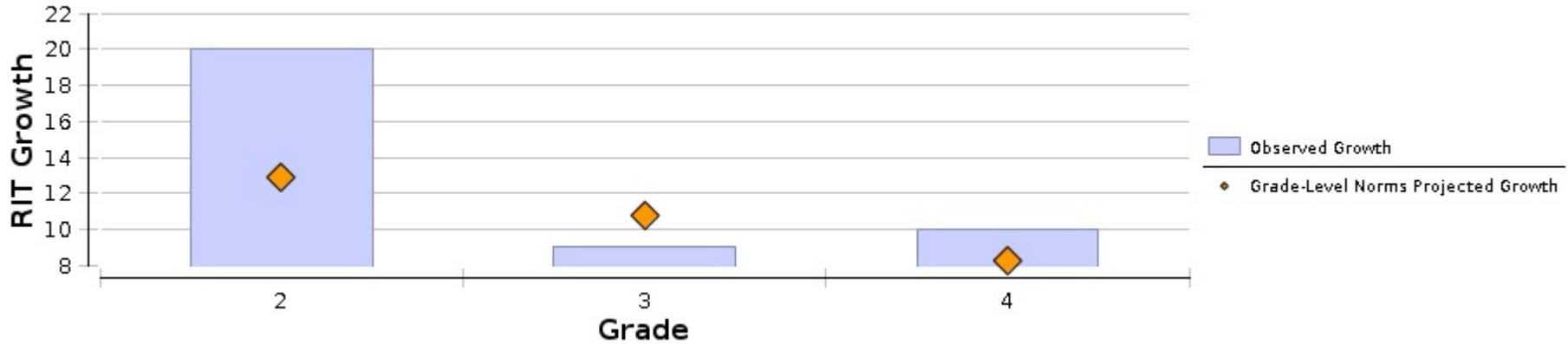
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2022 - Spring 2023
 Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

KE Little Elementary School

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	64	162.0	15.1	6	182.1	12.4	31	20	1.6	12.9	2.86	99	64	44	69	75
3	68	181.0	14.3	22	189.5	13.8	14	9	1.1	10.7	-1.06	14	68	27	40	38
4	92	194.3	14.0	37	204.6	14.0	49	10	1.0	8.3	0.97	83	92	59	64	54

Language Arts: Reading



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2022 - Spring 2023
 Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

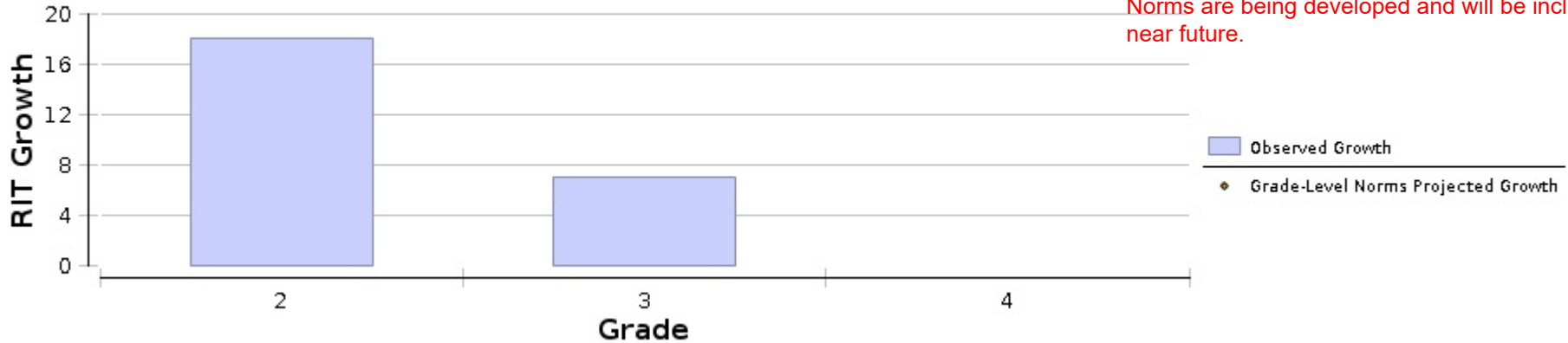
KE Little Elementary School

Language Arts:
 Reading (Spanish)

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	34	171.5	13.4		189.6	17.4		18	1.9				34	24	71	63
3	26	177.1	12.6		184.4	13.4		7	1.5				26	14	54	53
4	7	*			*			*					*			

Language Arts: Reading (Spanish)

Spanish versions of MAP does not have national Norms set as of today. Norms are being developed and will be included in the near future.



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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

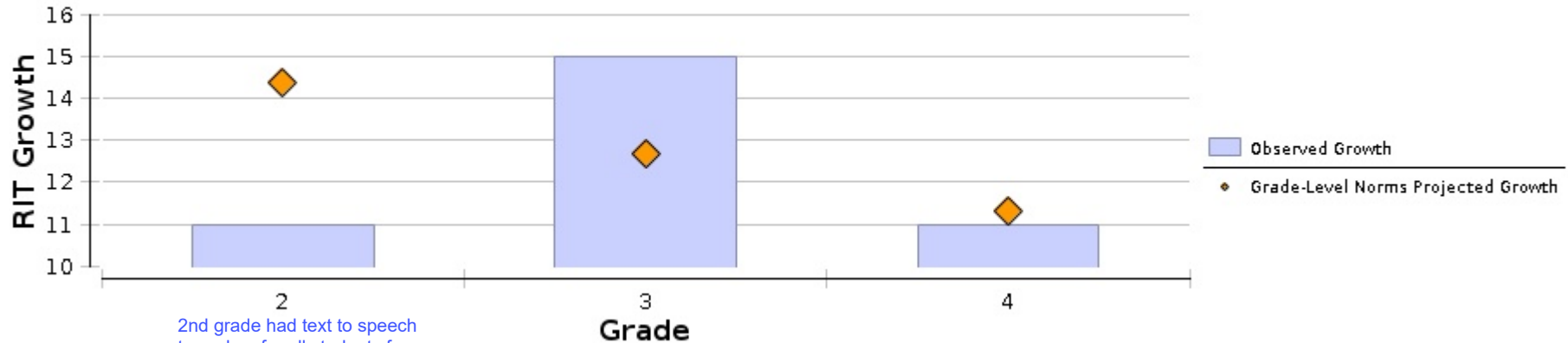
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2022 - Spring 2023
 Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

Lobit Elementary School

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	143	177.0	11.0	63	188.2	11.6	42	11	0.7	14.4	-1.41	8	143	52	36	29
3	141	190.1	10.6	61	205.5	11.7	75	15	0.5	12.7	1.29	90	141	101	72	65
4	137	204.9	11.8	79	215.5	13.1	75	11	0.5	11.3	-0.35	36	137	78	57	53

Math: Math K-12



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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

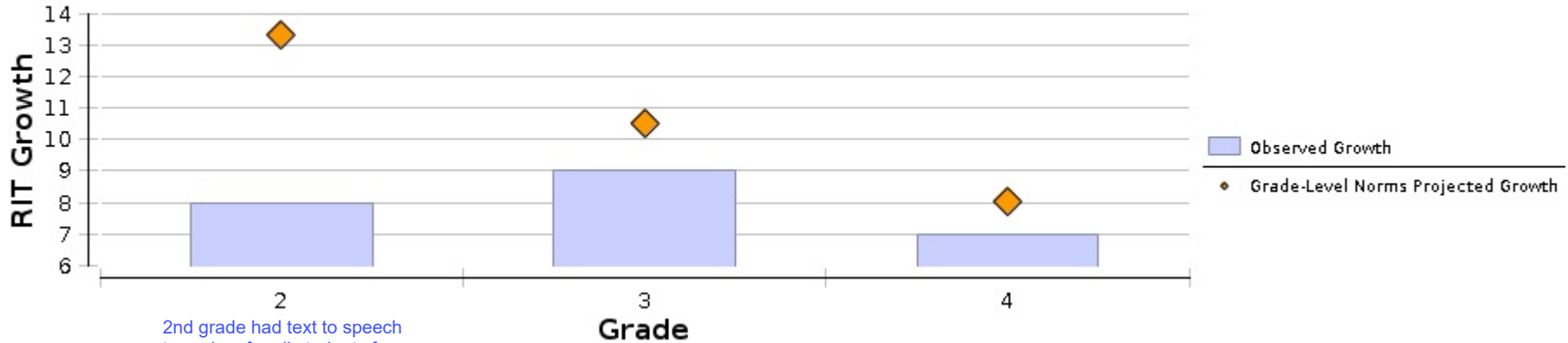
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 End - 32 (Spring 2023)
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 Small Group Display: No

Lobit Elementary School

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	118	175.5	12.8	69	182.9	13.1	35	8	1.0	13.3	-2.36	1	118	37	31	27
3	118	186.4	15.5	49	195.1	15.4	39	9	0.8	10.5	-0.85	20	118	52	44	39
4	143	199.3	15.3	64	205.9	14.8	56	7	0.8	8.0	-0.68	25	143	68	48	44

Language Arts: Reading



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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

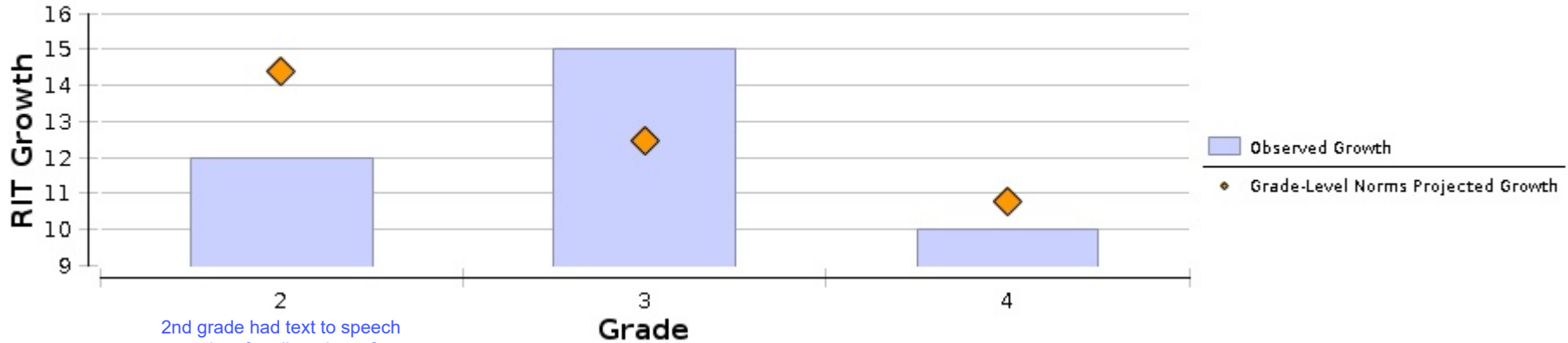
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 Growth Comparison Period: Fall 2022 - Spring 2023
 Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

San Leon Elementary School

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
2	102	173.9	12.9	42	186.3	13.1	31	12	0.6	14.4	-0.87	19	102	42	41	43	
3	115	185.6	12.5	31	200.2	12.7	45	15	0.6	12.5	1.01	84	115	72	63	62	
4	115	196.5	15.4	32	206.0	18.4	27	10	0.7	10.8	-0.64	26	115	51	44	39	

Math: Math K-12



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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

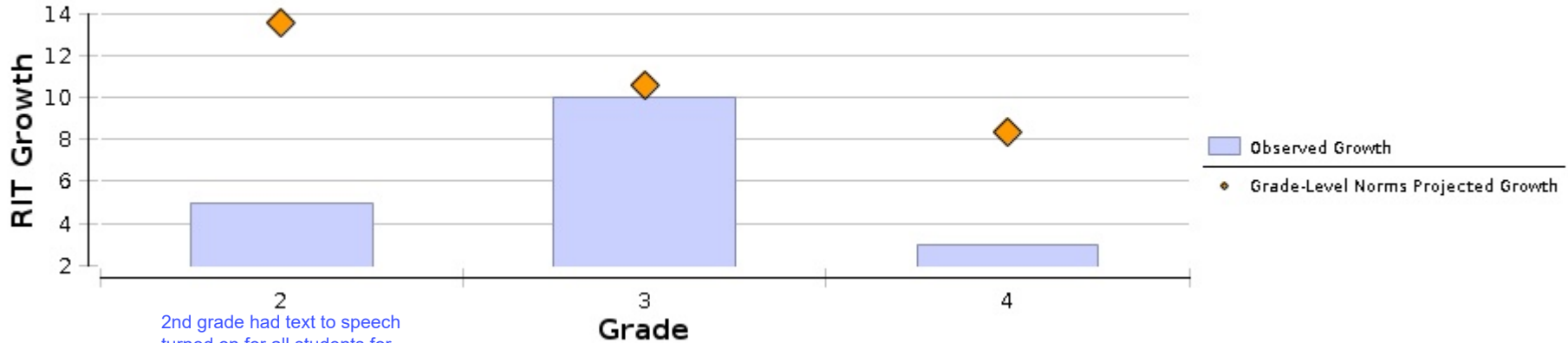
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2022 - Spring 2023
 Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

San Leon Elementary School

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	63	182.4	15.4	94	186.9	17.6	57	5	1.3	13.5	-3.59	1	63	14	22	19
3	75	185.8	16.9	45	196.1	16.4	44	10	1.1	10.5	-0.11	46	75	40	53	49
4	89	193.7	17.3	34	197.1	18.0	14	3	0.9	8.3	-2.38	1	89	25	28	28

Language Arts: Reading



2nd grade had text to speech turned on for all students for BOY and turned off for EOY. This may have affected the growth between the BOY and EOY.
 For 23-24 all campuses have agreed to test BOY with text to speech turned off.

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

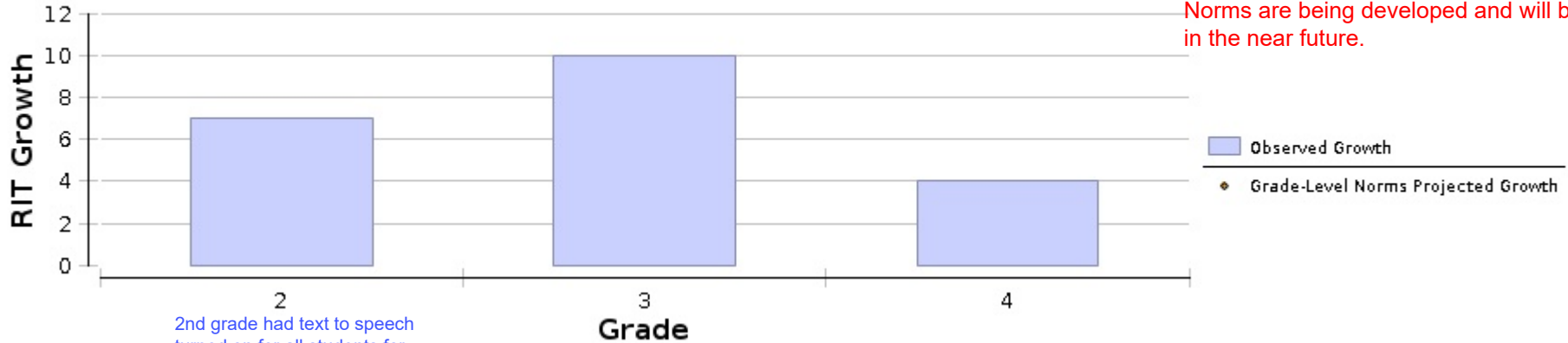
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2022 - Spring 2023
 Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

San Leon Elementary School

Language Arts:
 Reading (Spanish)

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against										
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms					
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile		
2	37	179.9	12.0		187.2	11.7		7	1.2						37	7	19	22
3	37	181.0	11.2		191.0	9.5		10	1.5						37	24	65	66
4	17	197.1	13.0		201.3	11.2		4	2.0						17	10	59	51

Language Arts: Reading (Spanish)



Spanish versions of MAP does not have national Norms set as of today. Norms are being developed and will be included in the near future.

2nd grade had text to speech turned on for all students for BOY and turned off for EOY. This may have affected the growth between the BOY and EOY.
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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

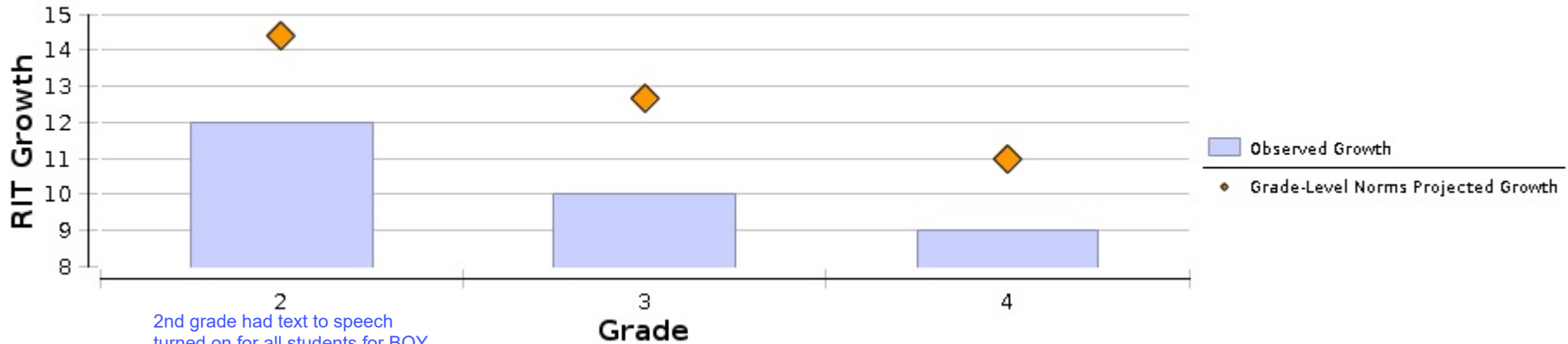
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2022 - Spring 2023
 Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

Silbernagel Elementary School

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	98	175.4	11.0	52	187.2	12.0	36	12	0.6	14.4	-1.14	13	98	36	37	32
3	120	189.8	12.6	59	200.2	13.5	45	10	0.6	12.7	-1.07	14	120	47	39	38
4	110	199.6	11.5	50	208.4	12.9	39	9	0.6	11.0	-1.09	14	110	48	44	39

Math: Math K-12



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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

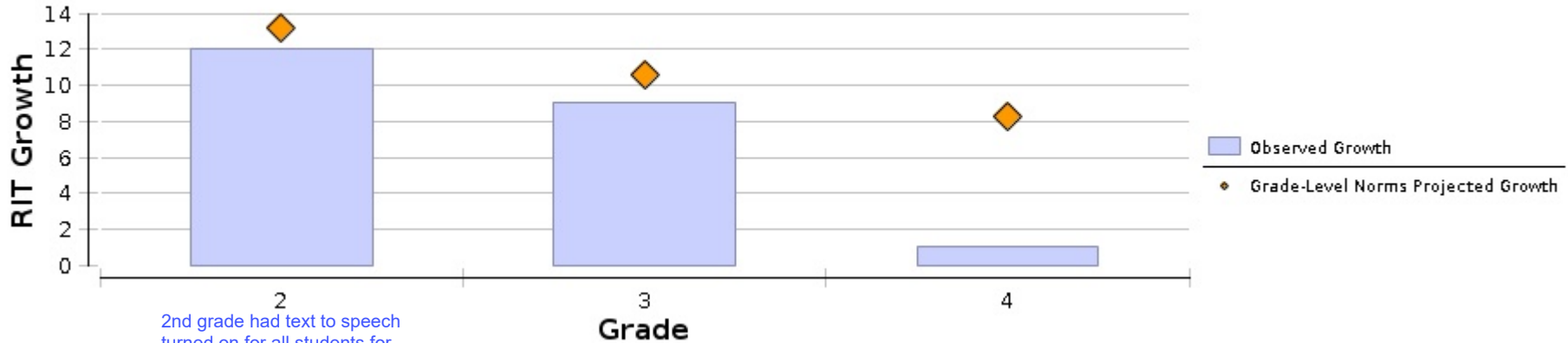
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2022 - Spring 2023
 Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

Silbernagel Elementary School

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against									
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
2	71	170.2	14.6	37	182.6	14.5	34	12	1.1	13.2	-0.30	38	71	32	45	44	
3	86	184.8	16.8	40	193.8	14.7	32	9	0.9	10.6	-0.75	23	86	42	49	45	
4	96	195.3	14.2	42	196.2	14.8	11	1	0.9	8.2	-3.54	1	96	19	20	19	

Language Arts: Reading



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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2022 - Spring 2023
 Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

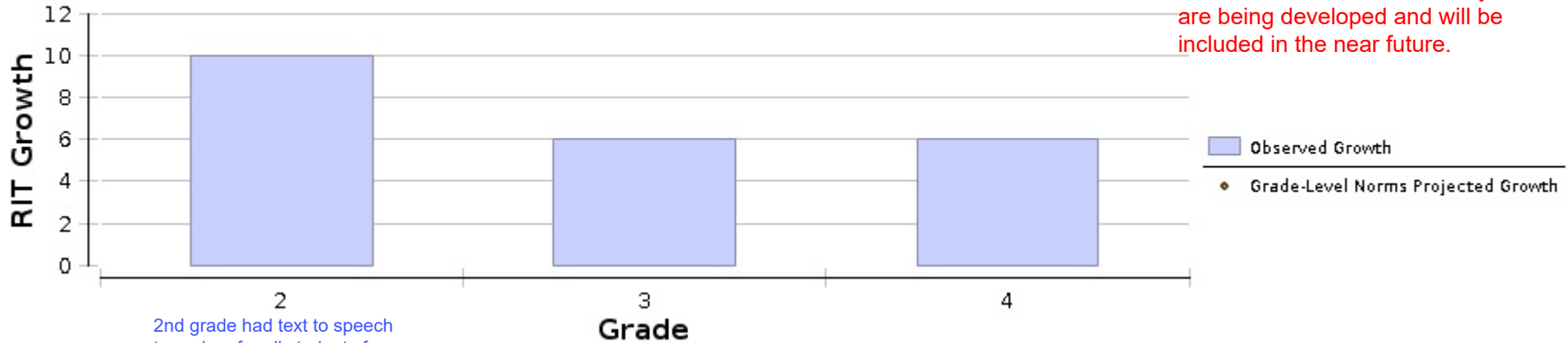
Silbernagel Elementary School

Language Arts:
 Reading (Spanish)

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
2	31	177.9	8.7		188.2	8.8		10	1.4					31	9	29	26
3	35	187.2	12.6		192.9	12.7		6	1.0					35	16	46	44
4	17	184.4	6.6		190.3	7.6		6	1.5					17	4	24	31

Language Arts: Reading (Spanish)

Spanish versions of MAP does not have national Norms set as of today. Norms are being developed and will be included in the near future.



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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

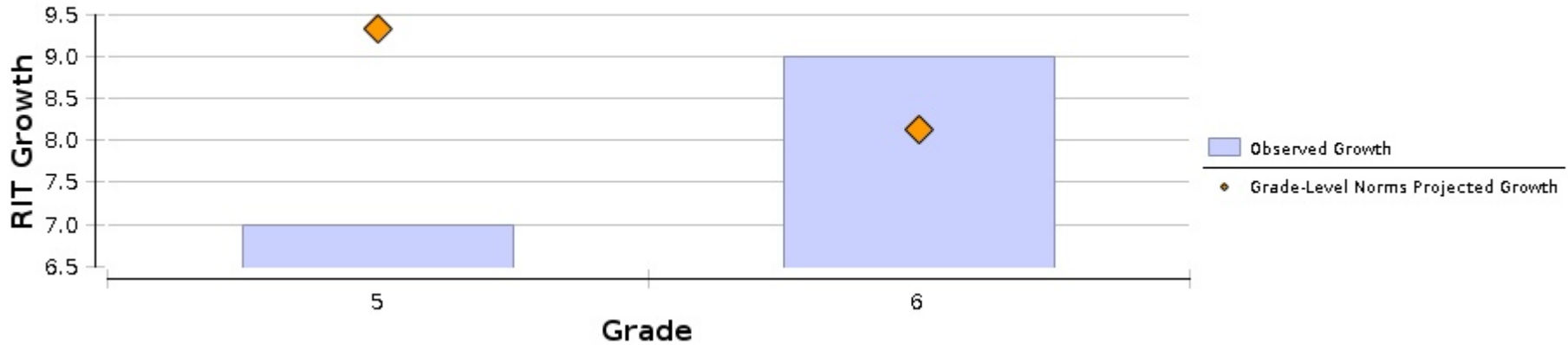
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2022 - Spring 2023
 Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

Barber Middle School

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
5	237	206.1	13.9	34	213.4	15.7	26	7	0.5	9.3	-0.87	19	237	94	40	36
6	242	214.7	12.9	50	223.7	15.8	54	9	0.5	8.1	0.40	65	242	142	59	59

Math: Math K-12



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

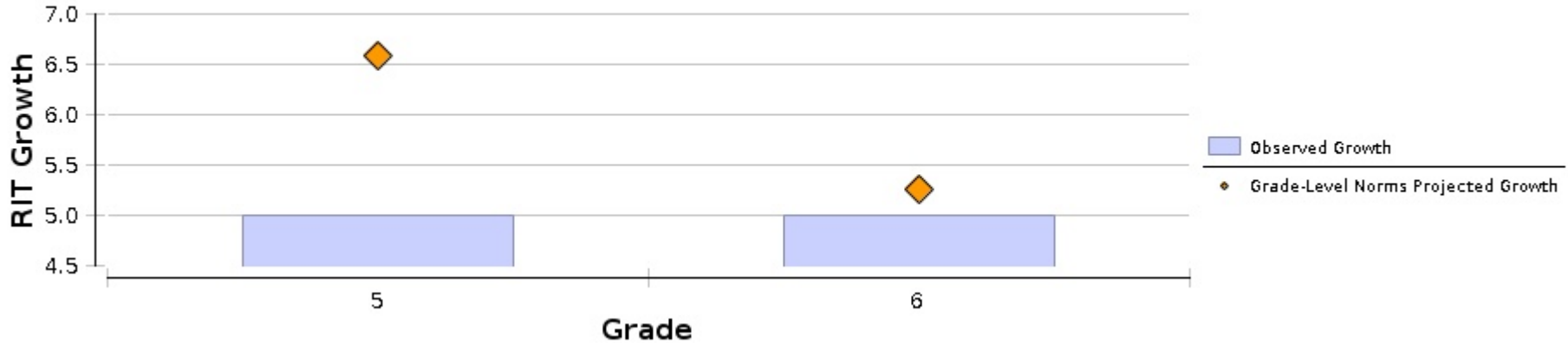
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2022 - Spring 2023
 Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

Barber Middle School

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
5	264	202.9	14.7	41	207.8	14.2	33	5	0.5	6.6	-0.85	20	264	118	45	42
6	244	209.2	14.5	45	214.1	14.6	43	5	0.5	5.3	-0.20	42	244	133	55	53

Language Arts: Reading



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

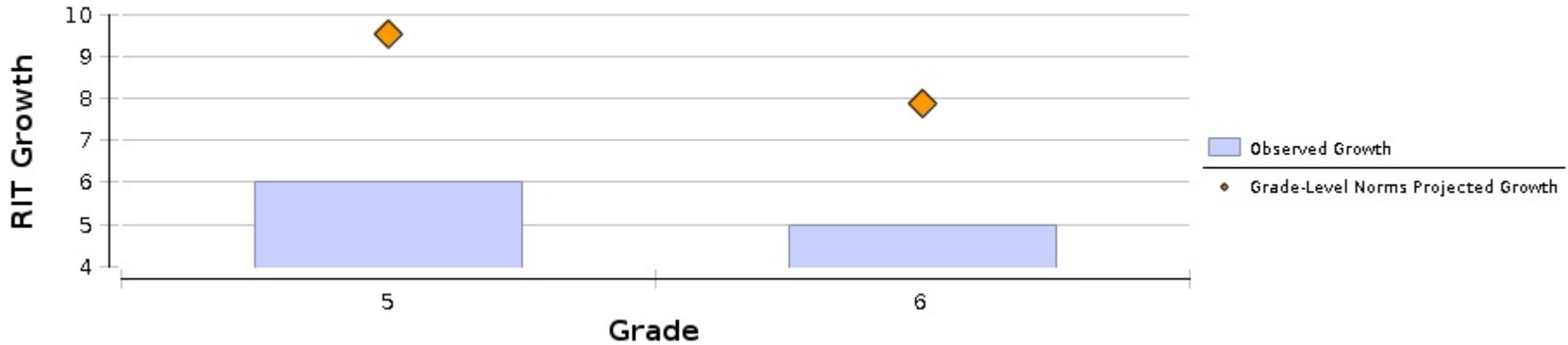
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2022 - Spring 2023
 Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

Dunbar Middle School

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
5	287	208.2	15.7	45	214.7	15.4	31	6	0.5	9.5	-1.30	10	287	97	34	30
6	260	209.9	16.6	27	214.6	17.0	17	5	0.5	7.9	-1.44	8	260	94	36	32

Math: Math K-12



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

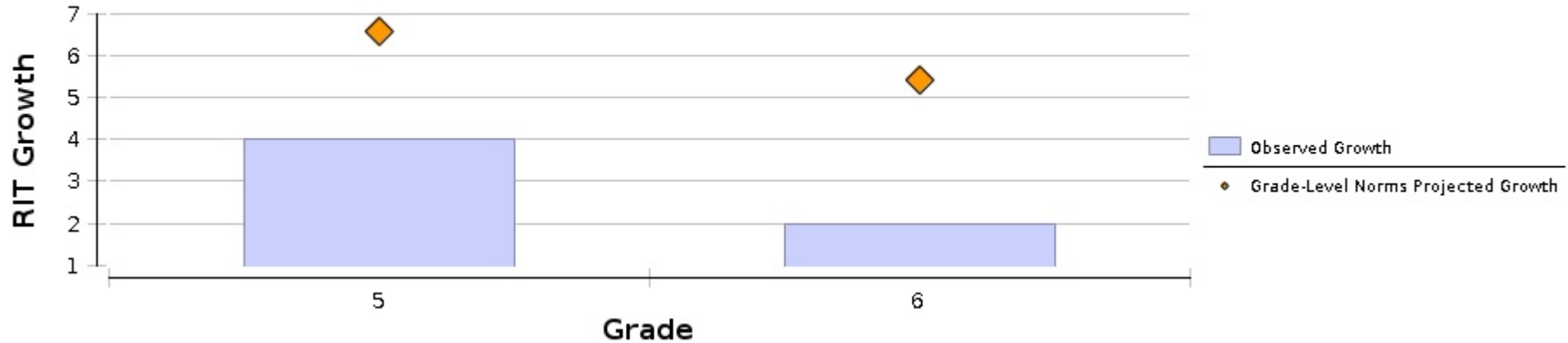
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 Grouping: None
 Small Group Display: No

Dunbar Middle School

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
5	259	202.9	14.1	41	206.6	13.8	27	4	0.5	6.6	-1.46	7	259	97	37	35
6	249	206.5	15.9	30	208.0	16.1	14	2	0.6	5.4	-2.25	1	249	86	35	31

Language Arts: Reading



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

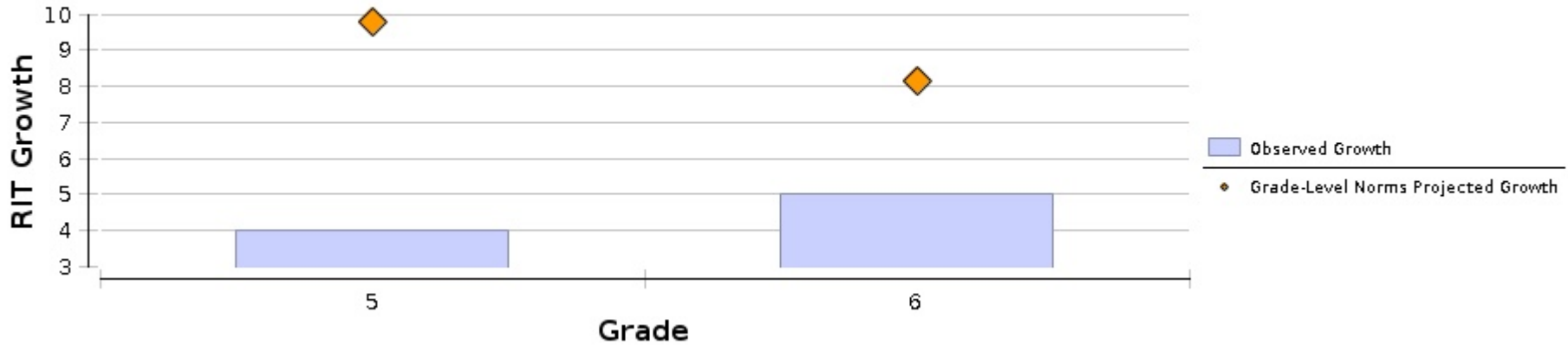
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 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

Lobit Middle School

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
5	278	210.7	13.4	58	214.5	14.8	31	4	0.4	9.8	-2.56	1	278	51	18	21
6	253	215.1	12.2	52	220.1	14.2	37	5	0.4	8.2	-1.44	8	253	86	34	32

Math: Math K-12



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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

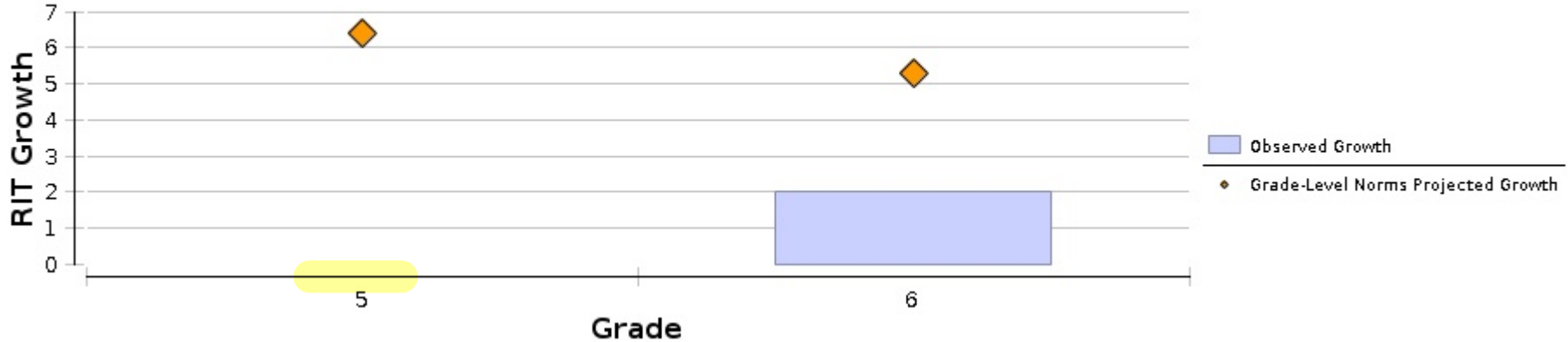
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 Small Group Display: No

Lobit Middle School

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
5	281	206.1	12.9	59	206.4	15.0	26	0	0.5	6.4	-3.09	1	281	83	30	23
6	247	208.9	14.3	43	210.6	15.0	25	2	0.6	5.3	-2.05	2	247	89	36	34

Language Arts: Reading



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

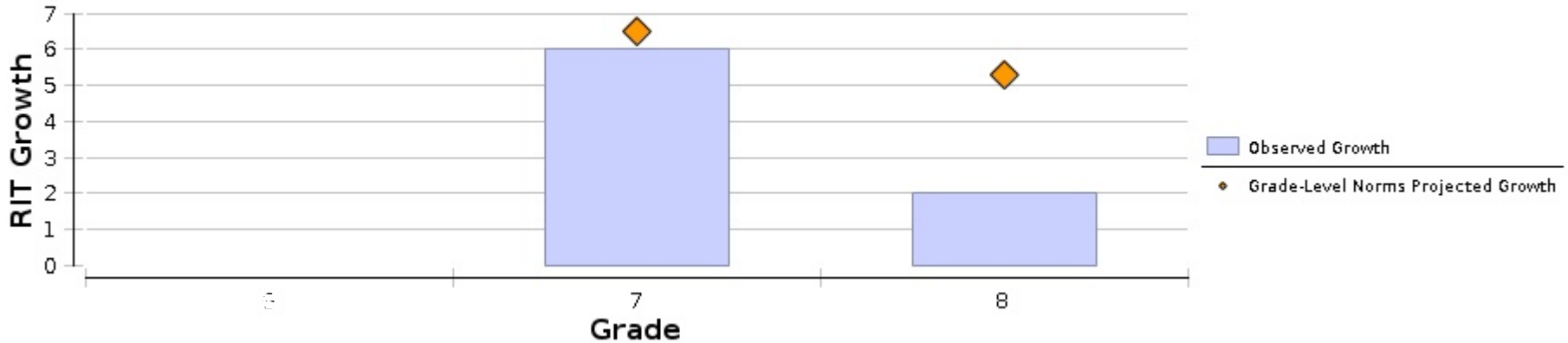
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2022 - Spring 2023
 Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

Kranz Junior High School

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
					**											
7	413	219.4	17.7	46	225.3	20.3	44	6	0.4	6.5	-0.29	39	413	207	50	47
8	246	220.0	12.2	31	222.4	14.4	22	2	0.7	5.3	-1.20	11	246	93	38	32

Math: Math K-12



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

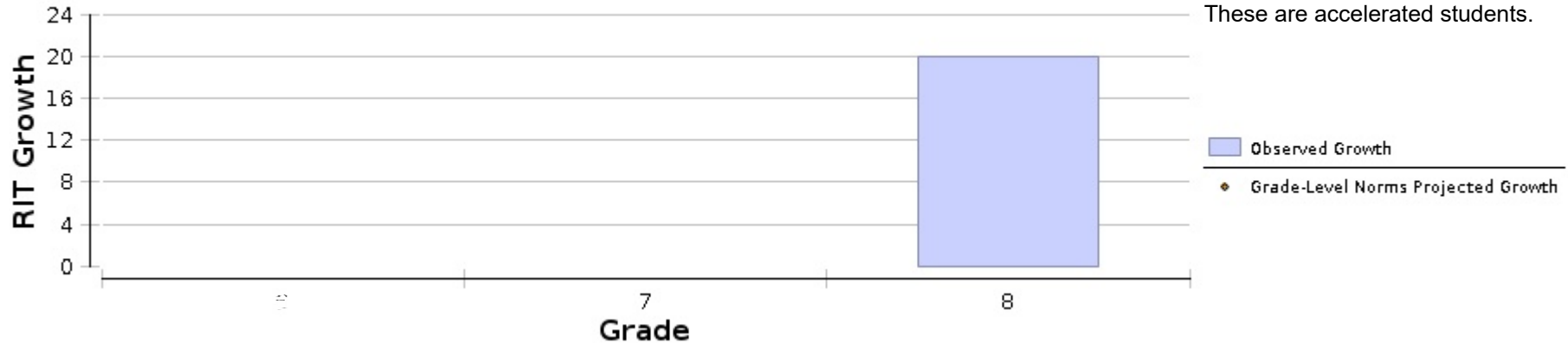
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2022 - Spring 2023
 Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

Kranz Junior High School

Math: Algebra 1

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against									
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
6	0	**			**				**						**		
7	0	**			**				**					**			
8	153	246.4	9.5		266.5	12.7		20	0.9					153	134	88	91

Math: Algebra 1



Explanatory Notes

- ¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
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- ** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
- [‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

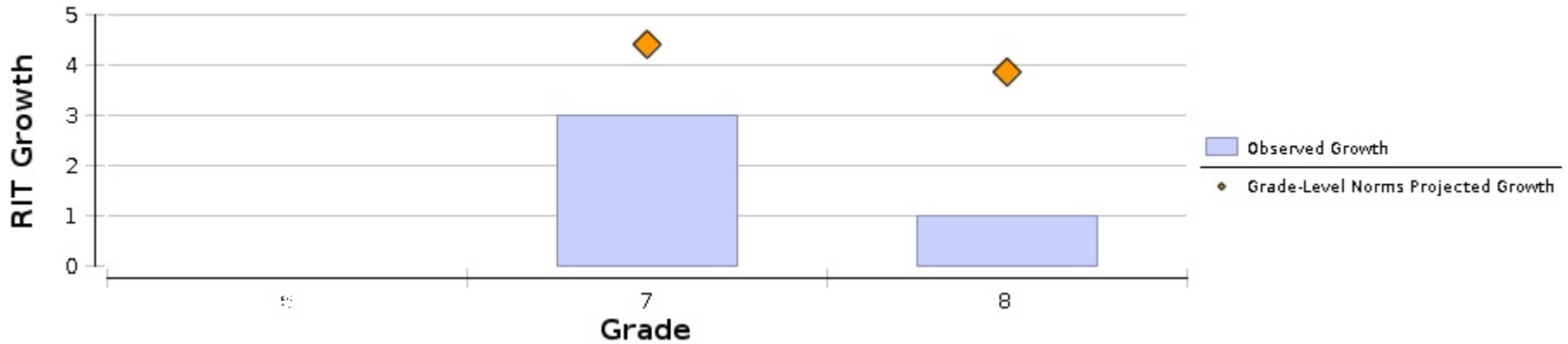
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2022 - Spring 2023
 Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

Kranz Junior High School

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
7	285	209.1	14.0	24	212.3	14.7	20	3	0.6	4.4	-0.68	25	285	145	51	47
8	217	213.9	14.8	30	214.9	15.0	19	1	0.7	3.9	-1.41	8	217	93	43	35

Language Arts: Reading



Explanatory Notes

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



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

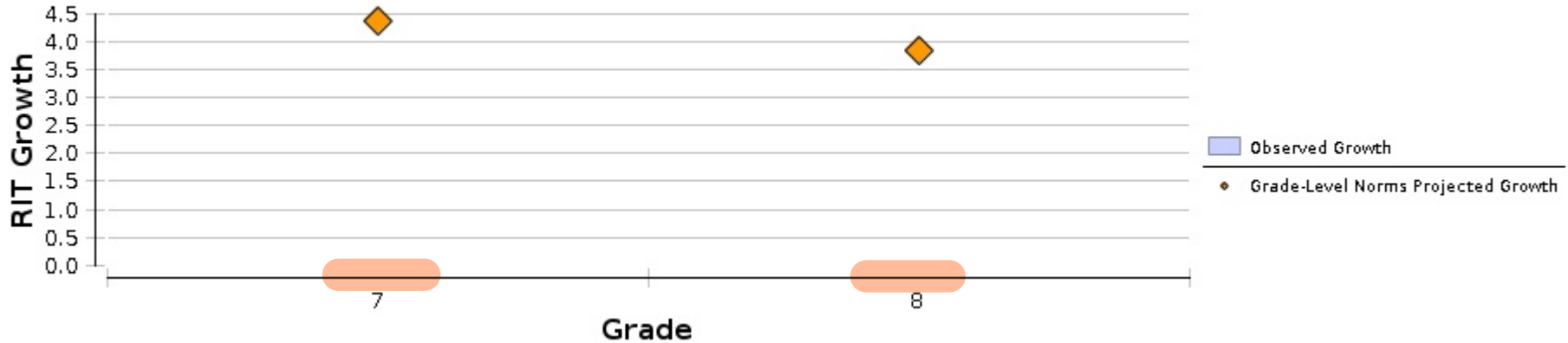
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2022 - Spring 2023
 Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

McAdams Junior High School

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
7	315	209.9	14.2	28	209.9	16.6	12	0	0.6	4.3	-2.48	1	315	121	38	34
8	331	214.2	13.8	31	214.3	16.0	17	0	0.6	3.8	-1.85	3	331	132	40	39

Language Arts: Reading



Explanatory Notes

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



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
 District: Dickinson ISD

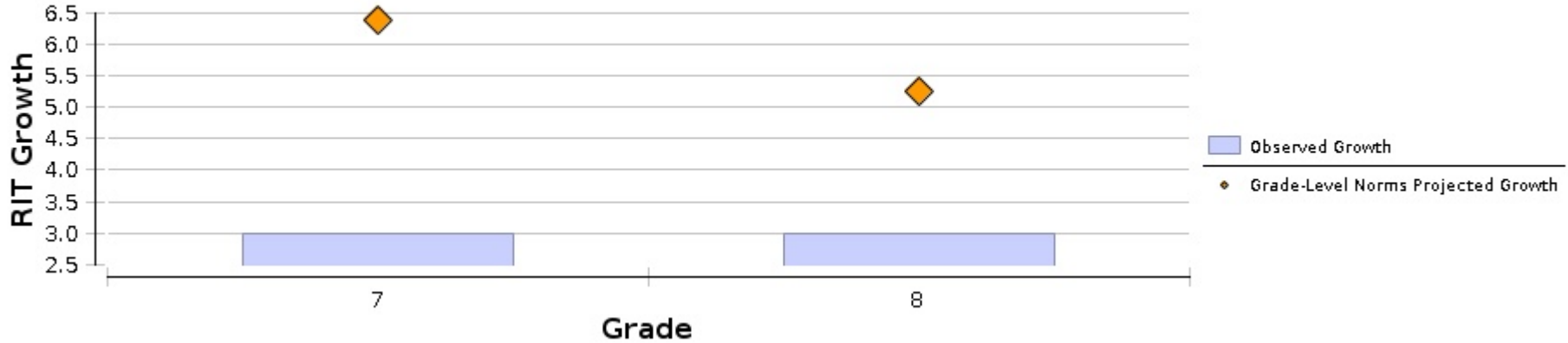
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2022 - Spring 2023
 Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
 Grouping: None
 Small Group Display: No

McAdams Junior High School

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
7	340	216.5	12.8	33	219.6	14.8	22	3	0.4	6.4	-1.59	6	340	119	35	29
8	296	216.8	12.2	20	219.6	13.6	15	3	0.5	5.3	-1.02	15	296	109	37	35

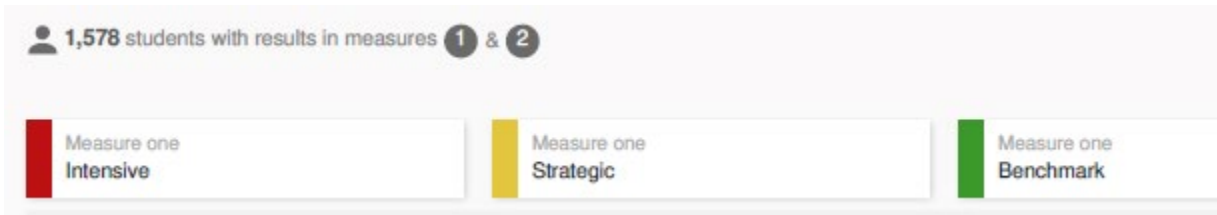
Math: Math K-12



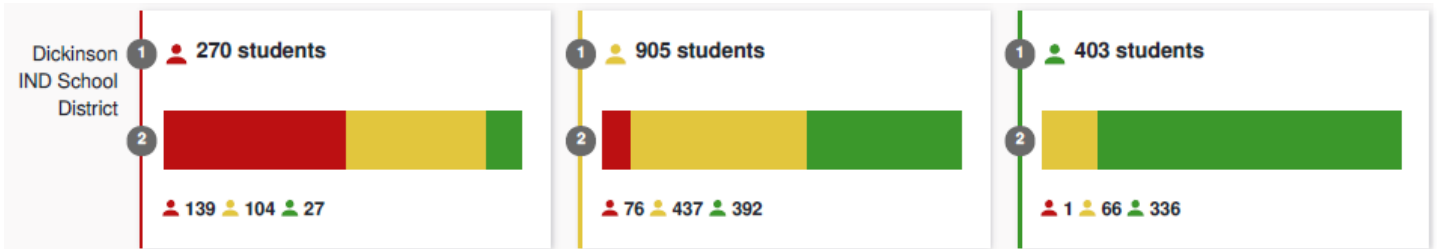
Explanatory Notes

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

Explanation of Interpreting the Amplify Math Charts



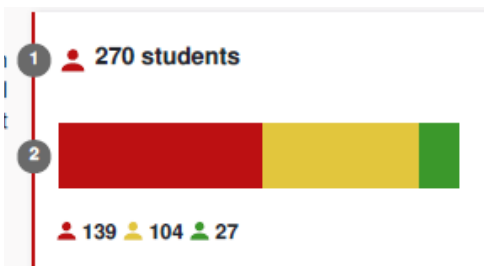
For the Math Benchmark, there are only 3 identified levels.



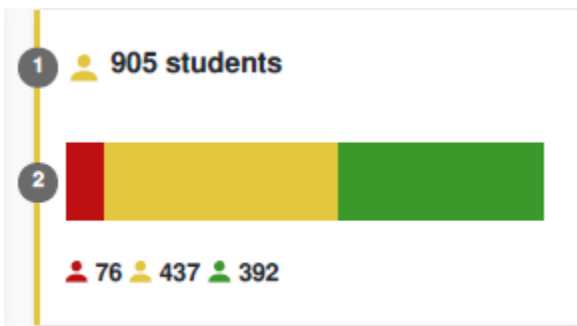
This is a graph of student growth between Beginning of the Year (BOY) Amplify Math and the End of the Year (EOY) Amplify Math.

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

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



This graph models that at BOY, DISD had 270 Kindergarten and 1st grade students that required intensive intervention based on the Math benchmark composite score. By EOY:
 139 of those students remained at this level
 104 students progressed one level to yellow
 27 students progressed two levels to green



This graph models that at BOY, DISD had 905 Kindergarten and 1st grade students that required strategic intervention based on the Math benchmark composite score. By EOY:
 76 of those students regressed one level to red
 437 students remained at this level
 392 students progressed one level to green

The Math benchmark tests have the same timing limitation as the reading tests. The students must have full automaticity in numerical values as well as speech. Example: the student is required to count to 60 within 60 seconds. We have students that can fluently count to 120; however, they can not get to 60 within the required time limit. We have to have a standards based program that is nationally normed, which this is. However, I also believe that it is important to note that not all of our student's progress can be modeled within these graphs.

Correlation

View

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

Population

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

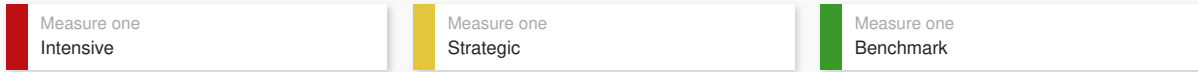
1 Measure 1

Assessment: Math
Measure: Overall
School Year: 2022-2023
Period: 22-23 BOY

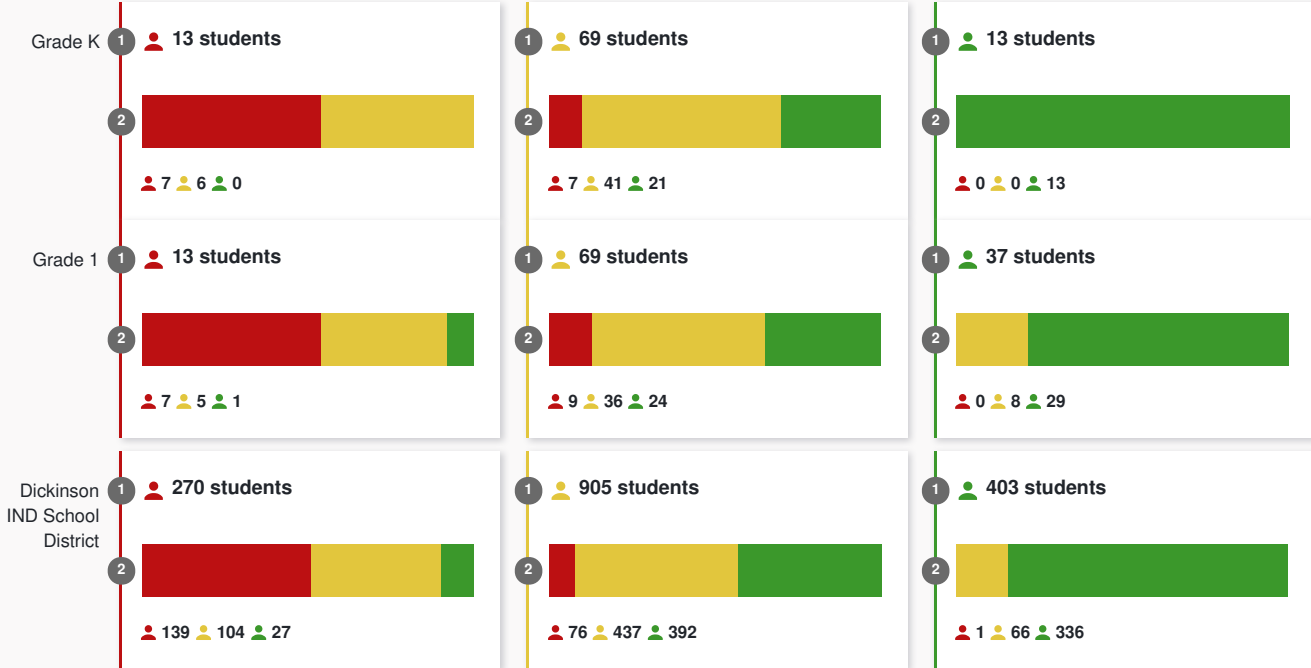
2 Measure 2

Assessment: Math
Measure: Overall
School Year: 2022-2023
Period: 22-23 EOY

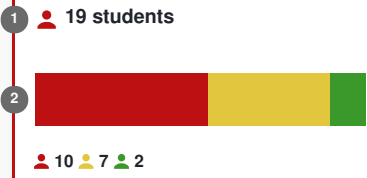
1,578 students with results in measures 1 & 2



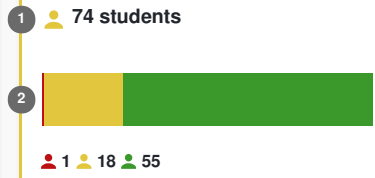
Bay Colony Elementary School



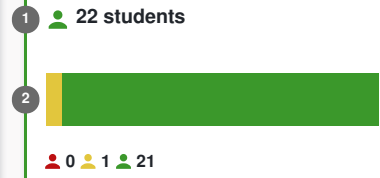
Grade K **19 students**



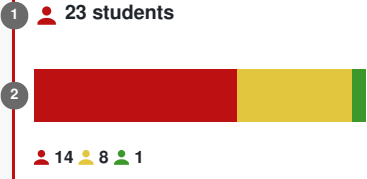
74 students



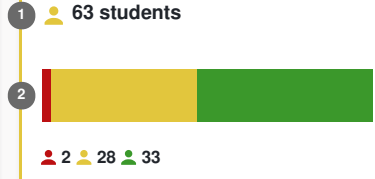
22 students



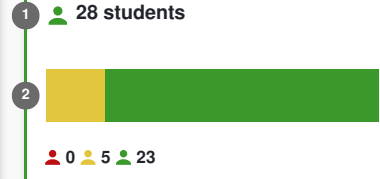
Grade 1 **23 students**



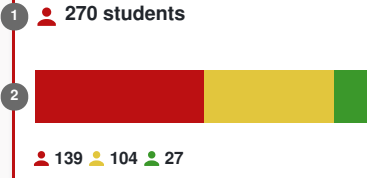
63 students



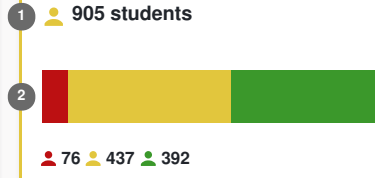
28 students



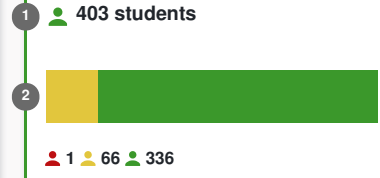
Dickinson
IND School
District



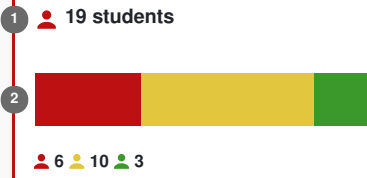
905 students



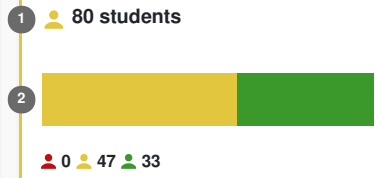
403 students



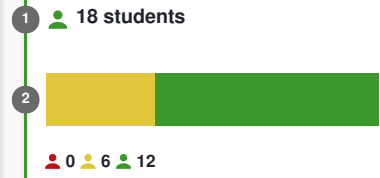
Grade K **19 students**



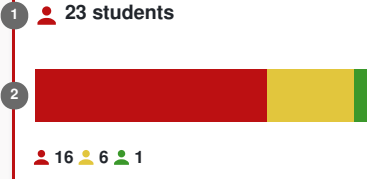
80 students



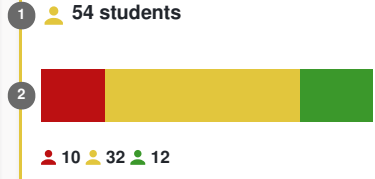
18 students



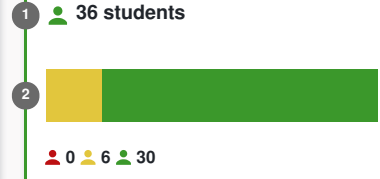
Grade 1 **23 students**



54 students

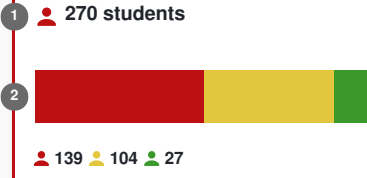


36 students

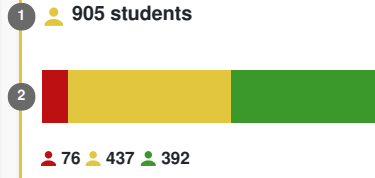


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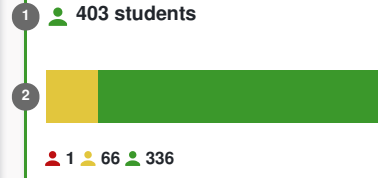
270 students



905 students



403 students



Grade K 1 19 students



9 7 3

1 61 students



4 20 37

1 15 students



0 0 15

Grade 1 1 12 students



8 4 0

1 59 students



1 38 20

1 41 students



0 4 37

Dickinson
IND School
District

1 270 students



139 104 27

1 905 students



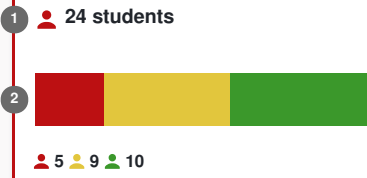
76 437 392

1 403 students

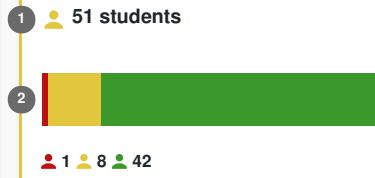


1 66 336

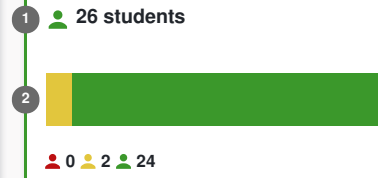
Grade K 1 24 students



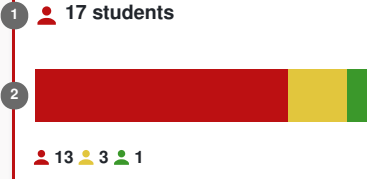
1 51 students



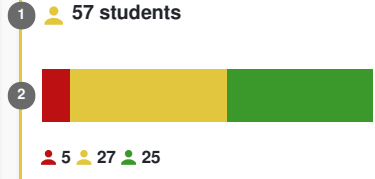
1 26 students



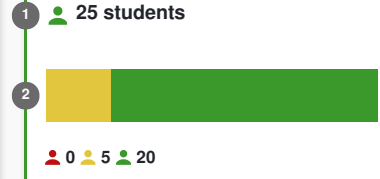
Grade 1 1 17 students



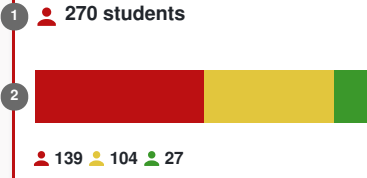
1 57 students



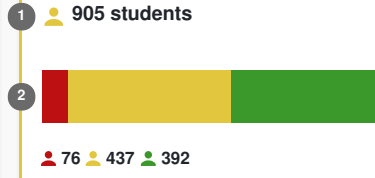
1 25 students



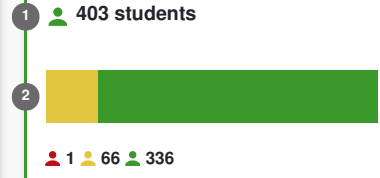
Dickinson
IND School
District



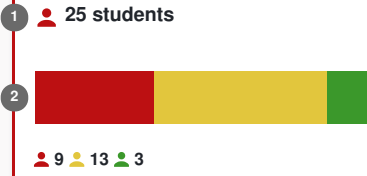
1 905 students



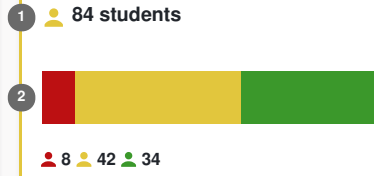
1 403 students



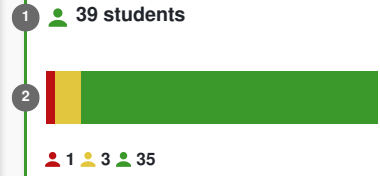
Grade K 1 25 students



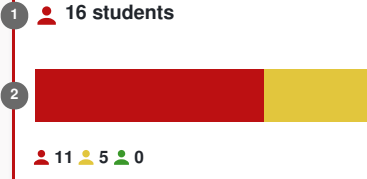
1 84 students



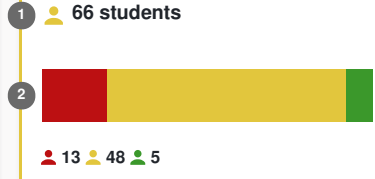
1 39 students



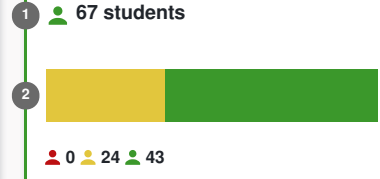
Grade 1 1 16 students



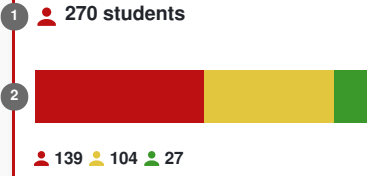
1 66 students



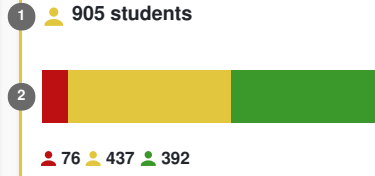
1 67 students



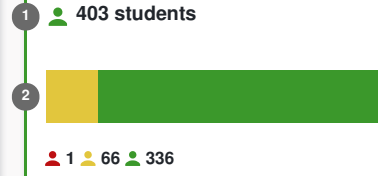
Dickinson
IND School
District



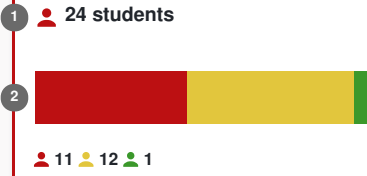
1 905 students



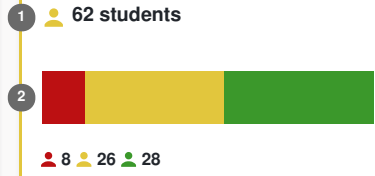
1 403 students



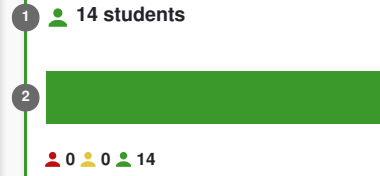
Grade K 1 24 students



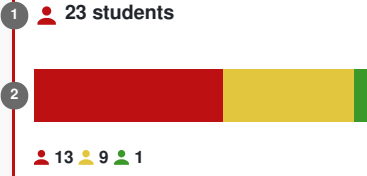
1 62 students



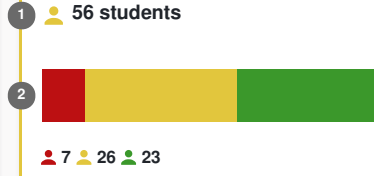
1 14 students



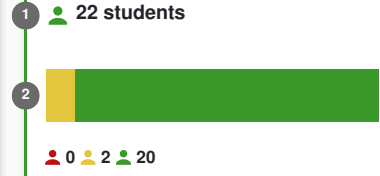
Grade 1 1 23 students



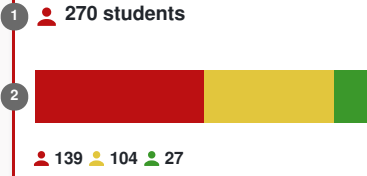
1 56 students



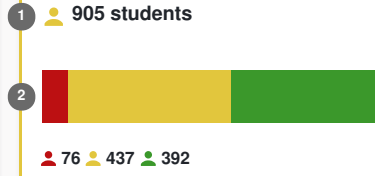
1 22 students



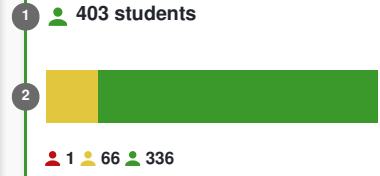
Dickinson
IND School
District



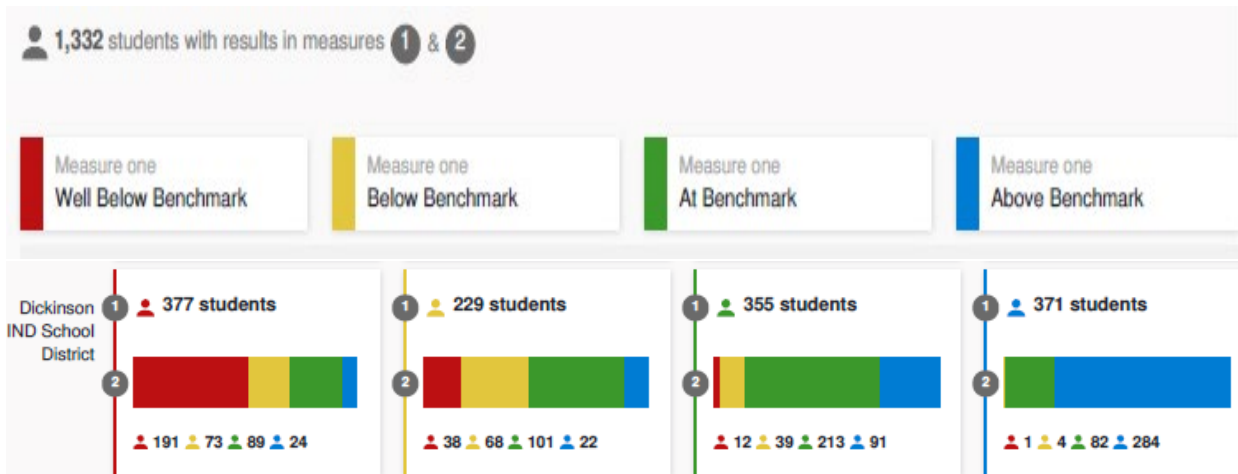
1 905 students



1 403 students



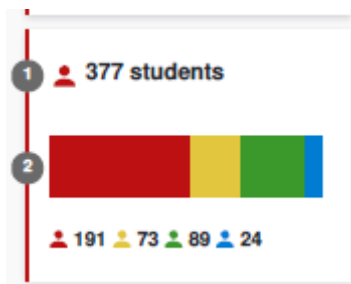
Explanation of how to Interpret the mCLASS Reading charts



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

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

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



This graph models that at BOY, DISD had 377 Kindergarten and 1st grade students well below the reading benchmark composite score.

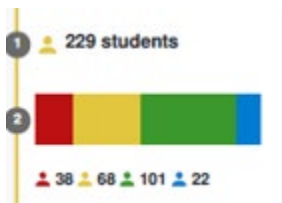
By EOY:

191 of those students remained at this level

73 students progressed one level to yellow

89 students progressed two levels to green

24 students progressed three levels to blue



This graph models that at BOY, DISD had 229 Kindergarten and 1st grade students below the reading benchmark composite score.

By EOY:

38 students regressed one level to red

68 of those students remained at this level

101 students progressed one level to green

22 students progressed two levels to blue

mCLASS Reading Benchmark testing

When the students test their reading performance levels, some of the tests are timed. The students have a very short amount of time to decode, letter name, or show phonemic awareness.

For many of our students, the time is the factor that holds them back from progressing to the next performance level. Example – a student can identify all of the letters however, it takes them 70 seconds, but the test only records the responses given within 60 seconds. The student does not get full credit for knowing all of their letters due to the quickness, or lack thereof, of their responses.

I analyzed how many students were within 10 composite points of moving up to the next level.

Kinder level we had

39 Well Below Benchmark students 10 points away from Below Benchmark

61 Below Benchmark students 10 points away from At Benchmark

93 At Benchmark students 10 points away from Above Benchmark

First grade level we had

60 Well below Benchmark students 10 points away from Below Benchmark

84 Below Benchmark students 10 points away from At Benchmark

51 At Benchmark students 10 points away from Above Benchmark

Correlation

View

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

Population

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

1 Measure 1

Assessment: DIBELS 8th Edition
Measure: Composite Score
School Year: 2022-2023
Period: 22-23 BOY

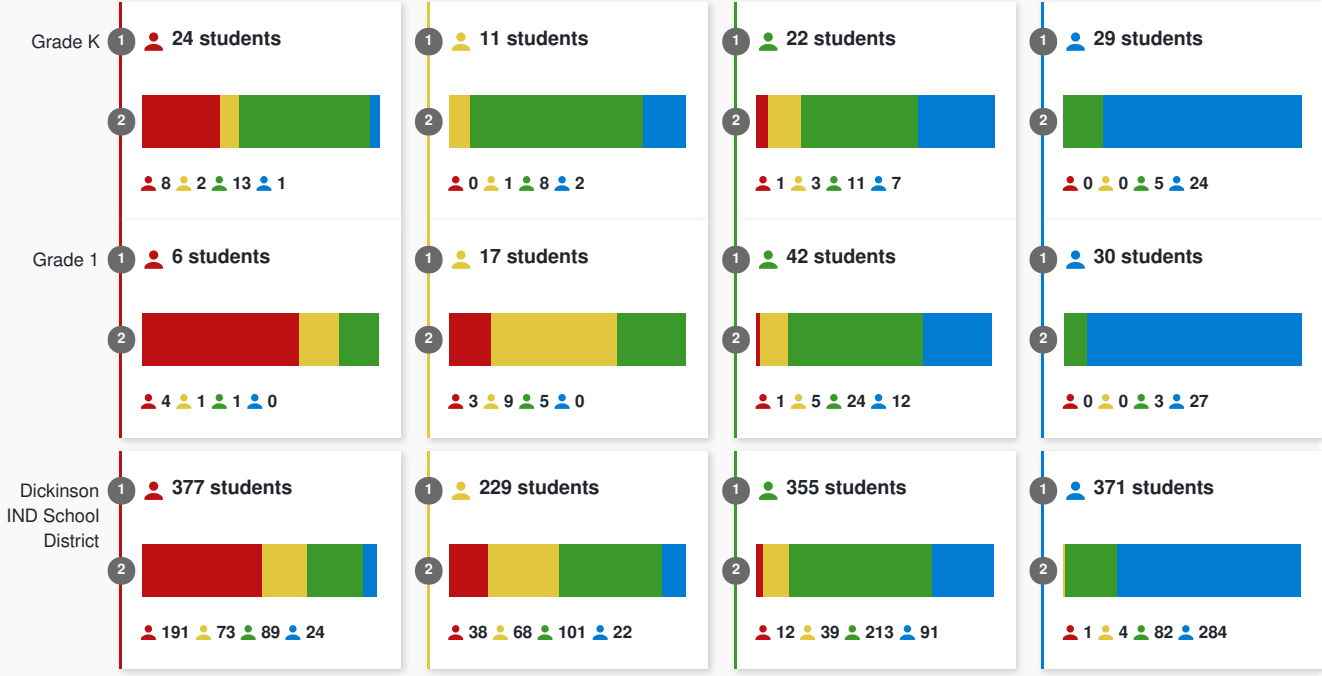
2 Measure 2

Assessment: DIBELS 8th Edition
Measure: Composite Score
School Year: 2022-2023
Period: 22-23 EOY

1,332 students with results in measures 1 & 2



Bay Colony Elementary School



Grade K 1 34 students



11 8 8 7

1 14 students



0 2 8 4

1 19 students



1 0 9 9

1 35 students



0 0 3 32

Grade 1 1 33 students



20 6 5 2

1 19 students



1 6 10 2

1 28 students



0 2 16 10

1 21 students



0 0 1 20

Dickinson
IND School
District

1 377 students



191 73 89 24

1 229 students



38 68 101 22

1 355 students



12 39 213 91

1 371 students



1 4 82 284

Grade K 1 37 students



19 3 11 4

1 21 students



2 2 13 4

1 27 students



0 2 24 1

1 33 students



1 0 17 15

Grade 1 1 38 students



32 6 0 0

1 23 students



4 9 10 0

1 26 students



0 2 14 10

1 27 students



0 0 2 25

Dickinson
IND School
District

1 377 students



191 73 89 24

1 229 students



38 68 101 22

1 355 students



12 39 213 91

1 371 students



1 4 82 284

Grade K 1 16 students



1 4 5 6

1 12 students



2 2 2 6

1 15 students



1 1 8 5

1 18 students



0 0 8 10

Grade 1 1 20 students



14 5 1 0

1 13 students



2 5 6 0

1 31 students



0 4 20 7

1 18 students



0 0 1 17

Dickinson
IND School
District

1 377 students



191 73 89 24

1 229 students



38 68 101 22

1 355 students



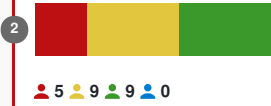
12 39 213 91

1 371 students

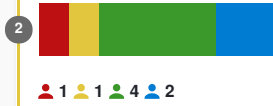


1 4 82 284

Grade K 1 23 students



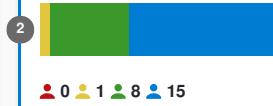
1 8 students



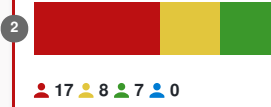
1 8 students



1 24 students



Grade 1 1 32 students



1 13 students



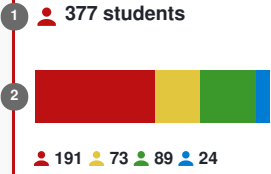
1 13 students



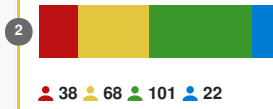
1 4 students



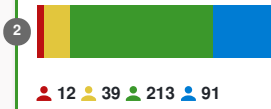
Dickinson
IND School
District



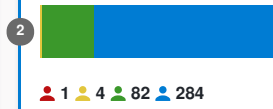
1 229 students



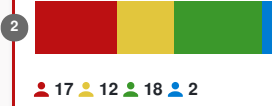
1 355 students



1 371 students



Grade K 1 49 students



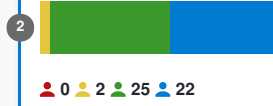
1 28 students



1 25 students



1 49 students



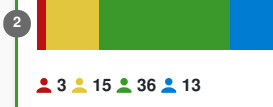
Grade 1 1 15 students



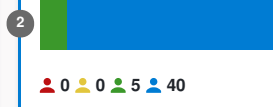
1 28 students



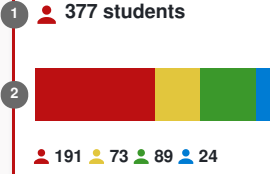
1 67 students



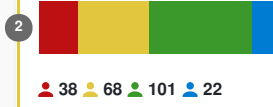
1 45 students



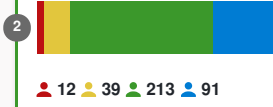
Dickinson
IND School
District



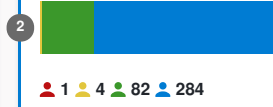
1 229 students



1 355 students



1 371 students



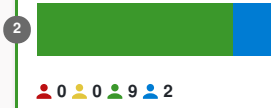
Grade K 1 23 students



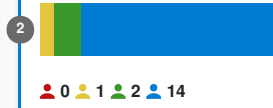
1 14 students



1 11 students



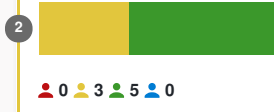
1 17 students



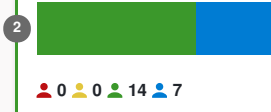
Grade 1 1 27 students



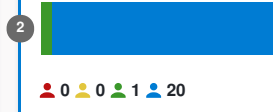
1 8 students



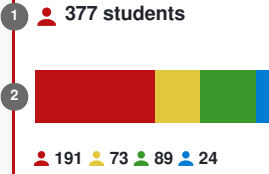
1 21 students



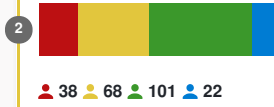
1 21 students



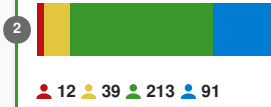
Dickinson
IND School
District



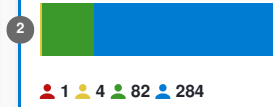
1 229 students



1 355 students



1 371 students



DISD EOY

Growth and Performance

- **mClass Kinder and 1st Grade**
 - **Math and Reading**
- **Independent Reading Levels Kinder through 4th grade**
 - **BOY to EOY growth**
- **NWEA MAP growth**
 - **Math and Reading**
- **STAAR preliminary**
 - **Most likely passed**
 - **Most likely Did not Pass**
 - **Zone of Uncertainty**
 - **Total Point comparison**
 - **State, Region IV, District, Campus**

2023

mCLASS/Amplify

Math EOY Growth

Kinder and 1st Grade

mCLASS Math BOY to EOY	Grade	BOY	BOY Intensive	EOY	EOY Intensive	Change	BOY	BOY Strategic	EOY	EOY Strategic	Change	BOY	BOY Benchmark	EOY	EOY benchmark	Change
Bay Colony	K	14	14%	15	15%	1%	72	72%	49	48%	-24%	14	14%	37	37%	23%
Bay Colony	1	14	11%	17	13%	2%	75	60%	53	42%	-18%	37	29%	56	45%	16%
Calder Rd	K	26	20%	13	10%	-10%	84	63%	32	26%	-37%	23	17%	80	64%	47%
Calder Rd	1	26	20%	19	16%	-4%	71	54%	43	36%	-18%	34	26%	58	48%	22%
Hughes Rd	K	21	17%	7	6%	-11%	84	68%	67	54%	-14%	19	15%	49	40%	25%
Hughes Rd	1	27	22%	33	26%	4%	57	47%	48	38%	-9%	37	31%	45	36%	5%
K E Little	K	31	27%	7	6%	-21%	57	49%	23	21%	-28%	28	24%	79	73%	49%
K E Little	1	19	18%	21	19%	1%	60	55%	38	35%	-20%	29	27%	50	46%	19%
L Lobit	K	24	16%	25	15%	-1%	89	58%	62	38%	-20%	39	26%	77	47%	21%
L Lobit	1	17	11%	29	18%	7%	70	45%	84	51%	6%	67	44%	51	31%	-13%
San Leon	K	30	29%	21	20%	-9%	61	58%	39	37%	-21%	14	13%	46	43%	30%
San Leon	1	25	25%	24	22%	-3%	55	53%	40	37%	-16%	22	22%	44	41%	19%
Silbernagel	K	19	19%	14	14%	-5%	65	67%	29	29%	-38%	14	14%	56	57%	43%
Silbernagel	1	12	11%	12	10%	-1%	60	52%	51	42%	-10%	42	37%	58	48%	11%
DISD	K	165	20%	102	12%	-8%	512	62%	301	36%	-26%	151	18%	424	52%	34%
DISD	1	140	16%	155	18%	2%	448	53%	357	41%	-12%	268	31%	362	41%	10%

2023

mCLASS/Amplify

Reading EOY Growth

Kinder and 1st Grade

mCLASS Rdg BOY to EOY	Gr	BOY Well Below	EOY Well Below	CHANGE	BOY BELOW Bnmk	EOY BELOW Bnmk	CHANGE	BOY At Bnmk	EOY At Bnmk	CHANGE	BOY Above Bnmk	EOY Above Bnmk	CHANGE
Bay Colon	K	27%	13%	-14%	13%	9%	-4%	26%	41%	15%	34%	37%	3%
Bay Colon	1	8%	11%	3%	18%	15%	-3%	44%	34%	-10%	30%	40%	10%
Calder Rd	K	35%	13%	-22%	15%	11%	-4%	18%	28%	10%	32%	48%	16%
Calder Rd	1	33%	24%	-9%	17%	13%	-4%	28%	31%	3%	22%	32%	10%
Hughes Rd	K	31%	19%	-12%	19%	7%	-12%	23%	55%	32%	27%	19%	-8%
Hughes Rd	1	35%	33%	-2%	19%	13%	-6%	22%	23%	1%	24%	31%	7%
K E Little	K	39%	15%	-24%	12%	18%	6%	11%	39%	28%	38%	28%	-10%
K E Little	1	50%	37%	-13%	22%	20%	-2%	22%	27%	5%	6%	16%	10%
L Lobit	K	33%	23%	-10%	19%	17%	-2%	16%	43%	27%	32%	17%	-15%
L Lobit	1	11%	15%	4%	18%	19%	1%	42%	33%	-9%	29%	33%	4%
San Leon	K	39%	21%	-18%	19%	11%	-8%	17%	39%	22%	25%	29%	4%
San Leon	1	37%	30%	-7%	11%	6%	-5%	26%	28%	2%	26%	36%	10%
Silbernage	K	28%	11%	-17%	19%	12%	-7%	23%	35%	12%	30%	42%	12%
Silbernage	1	24%	19%	-5%	17%	18%	1%	38%	35%	-3%	21%	28%	7%
DISD	K	34%	17%	-17%	16%	12%	-4%	19%	41%	22%	31%	30%	-1%
DISD	1	26%	23%	-3%	18%	15%	-3%	32%	30%	-2%	24%	32%	8%

2023

EOY Independent

Reading Levels

Kinder to 4th Grade

Kinder IRL

Independent Reading Levels	22-23 Gr. Kinder IRL 4th 9wks SPANISH				22-23 Gr. Kinder IRL 4th 9wks					
	#	Below Level	On Level	Above Level	#	Below Level	On Level	Above Level	ON + ABOVE	Change
BAY COLONY	-	-	-	-	101	38%	21%	42%	62%	Increase
BCES BOY					80	45%	38%	18%	55%	
CALDER ROAD	13	23%	15%	62%	110	31%	34%	35%	69%	Decrease
CRES BOY					113	26%	51%	23%	74%	
HUGHES ROAD	-	-	-	-	122	26%	25%	48%	74%	Decrease
HRES BOY					83	23%	59%	18%	77%	
SILBERNAGEL	33	18%	18%	64%	66	32%	39%	29%	68%	Increase
JSES BOY					67	70%	18%	12%	30%	
K. E. LITTLE	38	13%	37%	50%	71	35%	30%	35%	65%	Increase
KLES BOY					94	78%	17%	5%	22%	
LOUIS G. LOBIT	-	-	-	-	166	61%	25%	14%	39%	Increase
LLES BOY					-	-	-	-		
SAN LEON	37	24%	32%	43%	67	57%	18%	25%	43%	Decrease
SLES BOY					72	28%	63%	10%	72%	

1st Grade IRL

Independent Reading Levels	22-23 Gr. 1 IRL 4th 9wks SPANISH				22-23 Gr. 1 IRL 4th 9wks					
	#	Below Level	On Level	Above Level	#	Below Level	On Level	Above Level	ON + ABOVE	Change
BAY COLONY	25	32%	56%	12%	101	44%	22%	35%	56%	Increase
BCES BOY					113	48%	27%	25%	52%	
CALDER ROAD	15	53%	33%	13%	106	45%	20%	35%	55%	Increase
CRES BOY					113	55%	23%	22%	45%	
HUGHES ROAD	-	-	-	-	128	46%	9%	45%	54%	Increase
HRES BOY					123	55%	11%	33%	45%	
SILBERNAGEL	33	21%	27%	52%	87	34%	23%	43%	66%	Increase
JSES BOY					98	43%	33%	24%	57%	
K. E. LITTLE	39	46%	5%	49%	69	71%	7%	22%	29%	Increase
KLES BOY					90	80%	8%	12%	20%	
LOUIS G. LOBIT	-	-	-	-	166	40%	23%	36%	60%	Increase
LLES BOY					161	50%	18%	32%	50%	
SAN LEON	27	30%	33%	37%	81	60%	22%	17%	40%	Increase
SLFS BOY					79	75%	10%	15%	25%	

2nd Grade IRL

Independent Reading Levels	22-23 Gr. 2 IRL 4th 9wks SPANISH				22-23 Gr. 2 IRL 4th 9wks					
	#	Below Level	On Level	Above Level	#	Below Level	On Level	Above Level	ON + ABOVE	Change
BAY COLONY	27	22%	11%	67%	100	30%	12%	58%	70%	Increase
BCES BOY	26	46%	42%	12%	97	52%	18%	31%	48%	
CALDER ROAD	19	16%	16%	68%	108	41%	17%	43%	59%	Increase
CRES BOY	21	43%	33%	24%	117	59%	13%	28%	41%	
HUGHES RD	-	-	-	-	135	27%	27%	46%	73%	Increase
HRES BOY	-	-	-	-	84	48%	33%	19%	52%	
SILBERNAGEL	31	35%	10%	55%	77	36%	10%	53%	64%	Increase
JSES BOY	31	35%	42%	23%	71	44%	14%	42%	56%	
K. E. LITTLE	37	41%	5%	54%	87	48%	9%	43%	52%	Increase
KLES BOY	38	61%	11%	29%	106	58%	9%	33%	42%	
L LOBIT	-	-	-	-	158	41%	33%	26%	59%	Increase
LLES BOY	-	-	-	-	150	58%	23%	19%	42%	
SAN LEON	39	44%	36%	21%	68	28%	31%	41%	72%	Increase
SLES BOY	38	61%	21%	18%	70	50%	17%	33%	50%	

3rd Grade IRL

Independent Reading	22-23 Gr. 3 IRL 4th 9wks SPANISH				22-23 Gr. 3 IRL 4th 9wks					
	Campus	#	Below Level	On Level	Above Level	#	Below Level	On Level	Above Level	ON + ABOVE
BAY COLONY	-	-	-	-	105	28%	20%	52%	72%	Increase
BCES BOY	19	53%	21%	26%	104	49%	18%	33%	51%	
CALDER ROAD	9	44%	56%	0%	117	40%	15%	45%	60%	Decrease
CRES BOY	22	36%	14%	50%	112	34%	16%	50%	66%	
HUGHES RD	-	-	-	-	114	54%	14%	32%	47%	Decrease
HRES BOY	-	-	-	-	115	51%	15%	34%	49%	
SILBERNAGEL	37	30%	19%	51%	89	28%	24%	48%	72%	Increase
JSES BOY	34	24%	15%	62%	45	33%	31%	36%	67%	
K. E. LITTLE	17	53%	6%	41%	102	50%	16%	34%	50%	Increase
KLES BOY	37	41%	19%	41%	94	52%	24%	23%	48%	
L LOBIT	-	-	-	-	166	40%	33%	28%	60%	Increase
LLES BOY	-	-	-	-	154	64%	14%	23%	36%	
SAN LEON	40	48%	35%	18%	85	49%	20%	31%	51%	Increase
SLES BOY	43	74%	21%	5%	78	51%	9%	40%	49%	

4th Grade IRL

Independent Reading Levels	22-23 Gr. 4 IRL 4th 9wks SPANISH				22-23 Gr. 4 IRL 4th 9wks					
	#	Below Level	On Level	Above Level	#	Below Level	On Level	Above Level	ON + ABOVE	Change
BAY COLONY	20	10%	0%	90%	120	31%	13%	56%	69%	Increase
BCES EOY	-	-	-	-	122	38%	7%	55%	62%	
CALDER ROAD	-	-	-	-	92	37%	25%	38%	63%	Decrease
CRES EOY	2	100%	0%	0%	98	33%	22%	45%	67%	
HUGHES Rd	-	-	-	-	158	54%	15%	30%	46%	Increase
HRES EOY	-	-	-	-	150	61%	13%	26%	39%	
SILBERNAGEL	36	58%	25%	17%	102	48%	39%	13%	52%	Decrease
JSES BOY	17	88%	0%	12%	96	47%	22%	31%	53%	
K. E. LITTLE	9	67%	11%	22%	112	51%	7%	42%	49%	Decrease
KLES BOY	7	57%	0%	43%	111	46%	7%	47%	54%	
L LOBIT	-	-	-	-	156	42%	31%	27%	58%	Decrease
LLES BOY	-	-	-	-	155	29%	43%	28%	71%	
SAN LEON	18	56%	11%	33%	104	46%	27%	27%	54%	Increase
SLES BOY	29	69%	24%	7%	53	64%	13%	23%	36%	

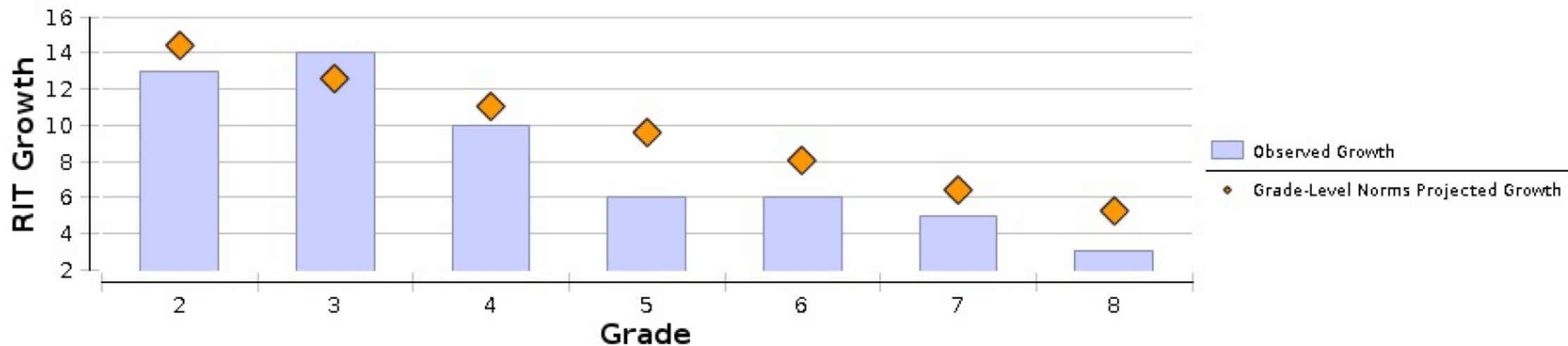
2023
EOY MAP NWEA
Math and Reading
Growth

DISD Math Summary

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods							Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	807	175.3	11.4	52	188.6	11.8	45	13	0.2	14.4	-0.48	32	807	374	46	43
3	810	188.1	13.0	47	201.6	14.0	53	14	0.2	12.6	0.44	67	810	464	57	56
4	815	200.5	14.1	56	210.6	16.1	50	10	0.3	11.0	-0.47	32	815	402	49	46
5	802	208.5	14.5	47	214.2	15.3	29	6	0.3	9.6	-1.66	5	802	242	30	29
6	755	213.2	14.3	42	219.4	16.1	34	6	0.3	8.0	-0.84	20	755	322	43	38
7	753	218.1	15.8	40	222.7	18.2	33	5	0.3	6.4	-0.89	19	753	326	43	40
8	542	218.2	12.3	24	220.9	14.0	18	3	0.4	5.3	-1.07	14	542	202	37	34

Math: Math K-12

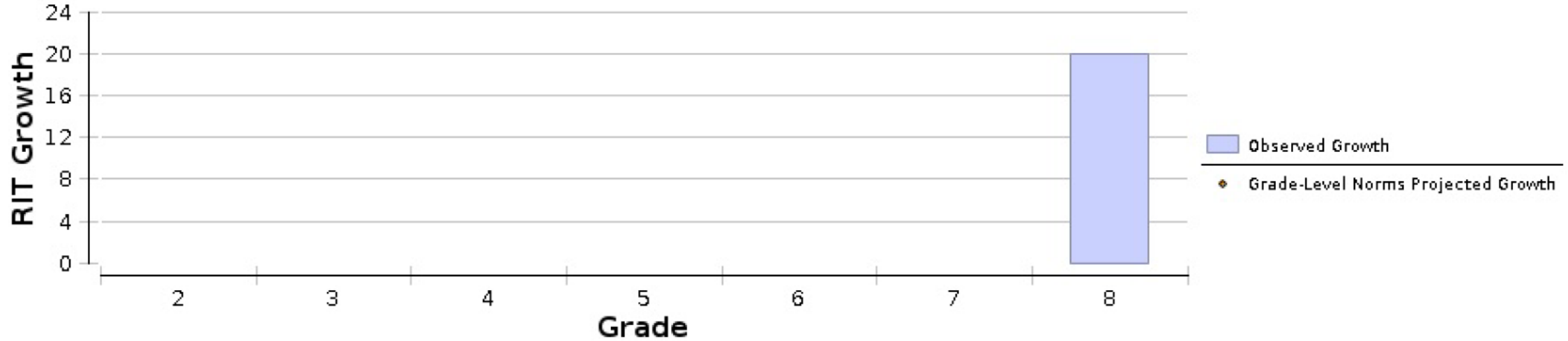


DISD 8th Gr Algebra

Math: Algebra 1

Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods							Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	0	**			**			**					**			
3	0	**			**			**					**			
4	0	**			**			**					**			
5	0	**			**			**					**			
6	0	**			**			**					**			
7	0	**			**			**					**			
8	154	246.3	9.5		266.2	13.2		20	0.9				154	134	87	91

Math: Algebra 1

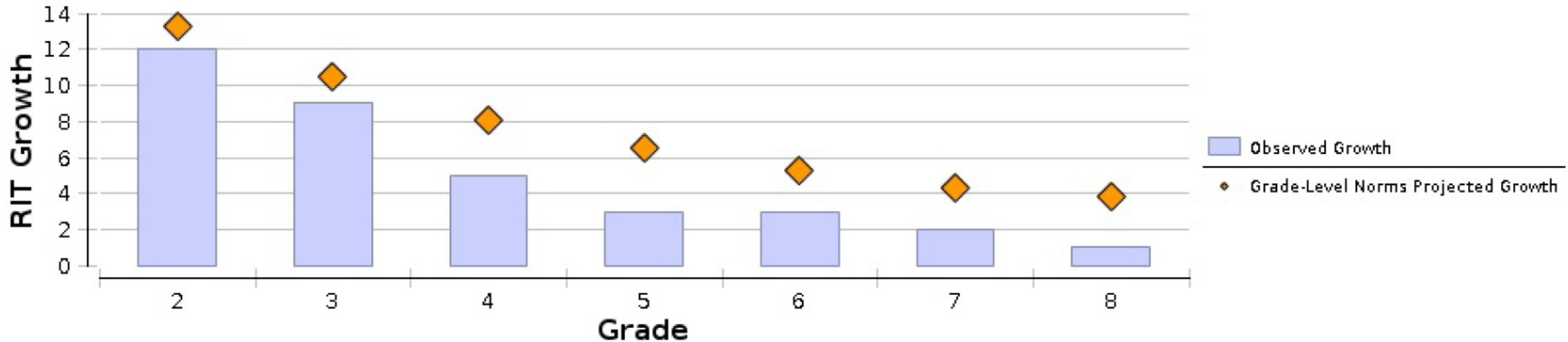


DISD Reading Summary

Language Arts:
Reading

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	615	173.0	15.3	54	184.6	14.6	45	12	0.5	13.2	-0.65	26	615	279	45	42
3	633	186.0	16.0	47	195.2	15.6	39	9	0.3	10.5	-0.63	27	633	303	48	44
4	766	197.4	15.6	54	202.1	16.4	35	5	0.3	8.1	-1.65	5	766	291	38	36
5	804	204.0	14.0	47	206.9	14.4	28	3	0.3	6.5	-1.83	3	804	298	37	33
6	740	208.2	14.9	39	210.9	15.4	26	3	0.3	5.3	-1.50	7	740	308	42	39
7	600	209.5	14.1	26	211.0	15.8	15	2	0.4	4.4	-1.63	5	600	266	44	40
8	548	214.1	14.2	31	214.5	15.6	18	1	0.5	3.8	-1.71	4	548	225	41	38

Language Arts: Reading



STAAR Preliminary Data

Math	no	NTS	yes	ZOU	Total	Yes	ZOU	No
DCC		1	4	8	13	33%	67%	0%
8		1	4	8	13	33%	67%	0%
GCDC	2		1	2	5	20%	40%	40%
7	1			1	2	0%	50%	50%
8	1		1	1	3	33%	33%	33%
MJH	89	4	276	490	859	32%	57%	10%
7	58	1	155	247	461	34%	54%	13%
8	31	3	121	243	398	31%	62%	8%
DMS	36	4	285	307	632	45%	49%	6%
5	7	2	176	125	310	57%	41%	2%
6	29	2	109	182	322	34%	57%	9%
BMS	25	3	318	222	568	56%	39%	4%
5	15	2	152	120	289	53%	42%	5%
6	10	1	166	102	279	60%	37%	4%
LMS	29	3	271	255	558	49%	46%	5%
5	10	2	152	127	291	53%	44%	3%
6	19	1	119	128	267	45%	48%	7%
KJH	68	6	362	360	796	46%	46%	9%
7	47	2	226	215	490	46%	44%	10%
8	21	4	136	145	306	45%	48%	7%

RLA	no	NTS	yes	ZOU	Total	Yes	ZOU	No
DCC	1		8	4	13	62%	31%	8%
8	1		8	4	13	62%	31%	8%
GCDC	1		2	1	4	50%	25%	25%
7	1		1		2	50%	0%	50%
8			1	1	2	50%	50%	0%
MJH	54	6	645	236	941	69%	25%	6%
7	33	4	308	118	463	67%	26%	7%
8	21	2	337	118	478	71%	25%	4%
DMS	56	4	380	191	631	61%	30%	9%
5	14	2	206	87	309	67%	28%	5%
6	42	2	174	104	322	54%	33%	13%
BMS	32	3	363	170	568	64%	30%	6%
5	11	2	192	84	289	67%	29%	4%
6	21	1	171	86	279	62%	31%	8%
LMS	32		348	178	558	62%	32%	6%
5	14		191	86	291	66%	30%	5%
6	18		157	92	267	59%	34%	7%
KJH	31	11	761	159	962	80%	17%	3%
7	19	4	372	95	490	77%	20%	4%
8	12	7	389	64	472	84%	14%	3%

Math	no	NTS	yes	ZOU	Total	Yes	ZOU	No
KLES	27	1	82	117	227	36%	52%	12%
3	16	1	34	65	116	30%	57%	14%
4	11		48	52	111	43%	47%	10%
LLES	9	1	208	107	325	64%	33%	3%
3	4	1	97	66	168	58%	40%	2%
4	5		111	41	157	71%	26%	3%
JSES	19	2	99	122	242	41%	51%	8%
3	13	1	44	66	124	36%	54%	11%
4	6	1	55	56	118	47%	48%	5%
HRES	28	2	123	123	276	45%	45%	10%
3	5		56	57	118	47%	48%	4%
4	23	2	67	66	158	43%	42%	15%
BCES	13	1	149	68	231	65%	30%	6%
3	4		62	39	105	59%	37%	4%
4	9	1	87	29	126	70%	23%	7%
SLES	25		94	130	249	38%	52%	10%
3	13		42	71	126	33%	56%	10%
4	12		52	59	123	42%	48%	10%
CRES	11	2	131	72	216	61%	34%	5%
3	6	1	68	47	122	56%	39%	5%
4	5	1	63	25	94	68%	27%	5%

RLA	no	NTS	yes	ZOU	Total	Yes	ZOU	No
KLES	30	1	102	94	227	45%	42%	13%
3	15		52	49	116	45%	42%	13%
4	15	1	50	45	111	45%	41%	14%
LLES	11	1	223	90	325	69%	28%	3%
3	6	1	121	40	168	72%	24%	4%
4	5		102	50	157	65%	32%	3%
JSES	16	2	129	95	242	54%	40%	7%
3	6	1	79	38	124	64%	31%	5%
4	10	1	50	57	118	43%	49%	9%
HRES	24	1	143	107	275	52%	39%	9%
3	4	1	76	36	117	66%	31%	3%
4	20		67	71	158	42%	45%	13%
BCES	20	1	141	68	231	61%	30%	9%
3	4		74	27	105	70%	26%	4%
4	16	1	67	41	126	54%	33%	13%
SLES	29	2	130	88	249	53%	36%	12%
3	6	2	80	38	126	65%	31%	5%
4	23		50	50	123	41%	41%	19%
CRES	7	3	158	47	215	75%	22%	3%
3	2	1	95	23	121	79%	19%	2%
4	5	2	63	24	94	68%	26%	5%

Science	no	NTS	yes	ZOU	Total	Yes	ZOU	No
DCC	2	1	6	4	13	50%	33%	17%
8	2	1	6	4	13	50%	33%	17%
GCDC	1		2		3	67%	0%	33%
8	1		2		3	67%	0%	33%
MJH	39	5	266	165	475	57%	35%	8%
8	39	5	266	165	475	57%	35%	8%
DMS	33	3	129	145	310	42%	47%	11%
5	33	3	129	145	310	42%	47%	11%
BMS	47	1	111	130	289	39%	45%	16%
5	47	1	111	130	289	39%	45%	16%
LMS	32	2	129	128	291	45%	44%	11%
5	32	2	129	128	291	45%	44%	11%
KJH	19	4	418	145	586	72%	25%	3%
7			110	4	114	96%	4%	0%
8	19	4	308	141	472	66%	30%	4%

Social St	no	NTS	yes	ZOU	Total	Yes	ZOU	No
DCC	4	1	3	5	13	25%	42%	33%
8	4	1	3	5	13	25%	42%	33%
GCDC	1		2		3	67%	0%	33%
8	1		2		3	67%	0%	33%
MJH	91	8	180	196	475	39%	42%	19%
8	91	8	180	196	475	39%	42%	19%
KJH	61	7	235	169	472	51%	36%	13%
8	61	7	235	169	472	51%	36%	13%

Math	no	NTS	yes	ZOU	Total	Yes	ZOU	No
DISD	381	30	2403	2383	5197	47%	46%	7%
2022 % APPR+						69%		
RLA	no	NTS	yes	ZOU	Total	Yes	ZOU	No
DISD	344	37	3534	1528	5444	65%	28%	6%
2022 % APPR+						74%		
Science	no	NTS	yes	ZOU	Total	Yes	ZOU	No
DISD	174	16	1061	719	1970	54%	37%	9%
2022 % APPR+						70%		
Social St	no	NTS	yes	ZOU	Total	Yes	ZOU	No
DISD	157	16	420	370	963	44%	39%	17%
2022 % APPR+						66%		

We will not know the scale score range for performance levels, grades 3 – 8, until August.

EOC Performance Level Comparisons

Algebra

Algebra	Not Met	Approaches	Meets	Masters
State	22%	33%	21%	24%
Reg IV	22%	30%	20%	28%
District	18%	35%	22%	25%
DCC	25%	25%	25%	25%
DHS	22%	44%	24%	10%
KJH	0%	4%	11%	85%
MJH	3%	18%	29%	51%

English I and II

Eng I	Not Met	Approaches	Meets	Masters		Eng II	Not Met	Approach	Meets	Masters	
State	29%	16%	40%	14%		State	26%	18%	47%	9%	
Reg IV	31%	16%	39%	15%		Reg IV	27%	17%	46%	9%	
District	29%	19%	40%	11%		District	28%	21%	46%	5%	
DCC	67%	2%	0%	0%	3 students	DCC	50%	0%	50%	0%	6 student
DHS	29%	19%	41%	11%		DHS	28%	21%	46%	5%	

Biology and U.S. History

Bio	Not Met	Approaches	Meets	Masters		USH	Not Met	Approaches	Meets	Masters	
State	11%	32%	35%	22%		State	5%	24%	32%	39%	
Reg IV	12%	30%	34%	24%		Reg IV	5%	23%	30%	42%	
District	12%	34%	38%	16%		District	5%	25%	34%	37%	
DCC	0%	50%	50%	0%	2 students	DCC	0%	33%	46%	21%	24 students
DHS	11%	33%	39%	17%		DHS	5%	24%	33%	38%	

STAAR

Points Comparison

3rd Grade State Region District Campus Points

	3 rd Math	
	Student Count	Average Pts. Earned out of pts. possible
State	370,001	19/37
ESC	81,031	20/37
District	809	19/37
Bay Colony	104	21/37
Calder Rd.	121	20/37
Hughes Rd.	118	19/37
Silbernagel	99	17/37
K.E. Little	114	15/37
Lobit	167	20/27
San Leon	86	17/37

3 rd Math (Spanish)	
Student Count	Average Pts. Earned out of pts. possible
16,445	16/37
6,266	16/37
66	16/37
1	9/37
24	17/37
1	9/37
40	16/37

	3 rd Reading Lang. Arts	
	Student Count	Average Pts. Earned out of pts. possible
State	356,160	27/52
ESC	78,443	28/52
District	779	26/52
Bay Colony	104	26/52
Calder Rd.	111	30/52
Hughes Rd.	116	26/52
Silbernagel	98	24/52
K.E. Little	99	21/52
Lobit	167	28/52
San Leon	84	26/52

3 rd Reading Lang. Arts (Spanish)	
Student Count	Average Pts. Earned out of pts. possible
30,115	24/52
8,763	24/52
92	24/52
1	28/52
9	26/52
25	27/52
17	18/52
40	23/52

4th Grade State Region District Campus Points

	4 th Math		4 th Math (Spanish)	
	Student Count	Average Pts. Earned out of pts. possible	Student Count	Average Pts. Earned out of pts. possible
State	373,846	22/40	11,469	17/40
ESC	84,392	22/40	3,568	17/40
District	832	22/40	50	18/40
Bay Colony	121	25/40	4	14/40
Calder Rd.	93	25/40		
Hughes Rd.	156	19/40		
Silbernagel	99	21/40	18	17/40
K.E. Little	102	19/40	9	18/40
Lobit	157	23/40		
San Leon	104	19/40	19	19/40
	4 th Reading Lang. Arts		4 th Reading Lang. Arts	
	Student Count	Average Pts. Earned out of pts. possible	Student Count	Average Pts. Earned out of pts. possible
State	364,657	26/52	21,616	25/52
ESC	83,334	26/52	4,601	25/52
District	832	24/52	50	22/52
Bay Colony	121	25/52	4	20/52
Calder Rd.	92	29/52		
Hughes Rd.	158	22/52		
Silbernagel	99	22/52	18	20/52
K.E. Little	101	23/52	9	17/52
Lobit	157	28/52		
San Leon	104	21/52	19	26/52

5th Grade
 State
 Region
 District
 Campus
 Points

	5 th Math		5 th Math (Spanish)	
	Student Count	Average Pts. Earned out of pts. possible	Student Count	Average Pts. Earned out of pts. possible
State	378,557	24/42	8,470	18/42
ESC	85,514	23/42	2,156	17/42
District	871	22/42	13	16/42
Dunbar	301	23/42	7	17/42
Lobit	289	21/42		
Barber	281	21/42	6	16/42
	5 th Reading Lang. Arts		5 th Reading Lang. Arts	
	Student Count	Average Pts. Earned out of pts. possible	Student Count	Average Pts. Earned out of pts. possible
State	372,389	31/52	15,908	27/52
ESC	85,926	31/52	2,637	25/52
District	873	28/52	12	22/52
Dunbar	301	28/52	6	23/52
Lobit	291	28/52		
Barber	281	28/52	6	22/52

5th Grade
 State
 Region
 District
 Campus
 Points

	5 th Science		5 th Science (Spanish)	
	Student Count	Average Pts. Earned out of pts. possible	Student Count	Average Pts. Earned out of pts. possible
State	378,545	21/39	9,715	16/39
ESC	86,736	21/39	1,780	15/39
District	872	20/39	12	14/39
Dunbar	300	20/39	7	16/39
Lobit	289	20/39	0	
Barber	283	19/39	5	12/39

6th Grade
 State
 Region
 District
 Campus
 Points

	6 th Math			6 th Reading Lang. Arts		
	Student Count	Average Pts. Earned out of pts. possible		Student Count	Average Pts. Earned out of pts. possible	
State	384,727	21/42		State	391,061	30/56
ESC	88,136	22/43		ESC	89,850	30/56
District	864	21/43		District	865	28/56
Dunbar	320	18/43		Dunbar	320	27/56
Lobit	266	20/43		Lobit	267	29/56
Barber	277	24/43		Barber	278	30/56

7th Grade
 State
 Region
 District
 Campus
 Points

	7 th Math			7 th Reading Lang. Arts		
	Student Count	Average Pts. Earned out of pts.		Student Count	Average Pts. Earned out of pts. possible	
State	331,757	23/46		State	400,034	32/56
ESC	80,544	23/46		ESC	91,817	33/56
District	681	19/46		District	948	32/56
Kranz	313	19/46		Kranz	486	34/56
McAdams	365	19/46		McAdams	458	29/56

8th Grade State Region District Campus Points

	8 th Math	
	Student Count	Average Pts. Earned out of pts. possible
State	363,917	25/48
ESC	80,268	25/48
District	987	25/48
Kranz	479	27/48
McAdams	490	22/48
DCC	11	22/48

	8 th Reading Lang. Arts	
	Student Count	Average Pts. Earned out of pts. possible
State	410,039	31/56
ESC	96,425	31/56
District	955	31/56
Kranz	465	33/56
McAdams	473	29/56
DCC	12	28/56

	8 th Science	
	Student Count	Average Pts. Earned out of pts. possible
State	407,682	24/46
ESC	95,255	24/46
District	1,070	26/46
Kranz	582	28/46
McAdams	470	23/46
DCC	12	22/46

	8 th Social Studies	
	Student Count	Average Pts. Earned out of pts. possible
State	414,507	24/49
ESC	96,454	24/49
District	950	26/49
Kranz	465	27/49
McAdams	467	25/49
DCC	12	22/49

EOC
State
Region
District
Campus
Points

	English I	
	Student Count	Average Pts. Earned out of pts. possible
State	516,455	37/64
ESC	119,469	36/64
District	1,203	36/64
DHS	1,187	36/64
DCC	3	25/64
	Biology	
	Student Count	Average Pts. Earned out of pts. possible
State	460,906	27/53
ESC	106,869	28/53
District	972	26/53
DHS	957	27/53
DCC	2	28/53

	Algebra 1	
	Student Count	Average Pts. Earned out of pts. possible
State	476,404	31/59
ESC	111,694	32/59
District	1,041	32/59
DHS	783	28/59
DCC	4	32/59
Kranz	165	48/59
McAdams	77	40/59

EOC
 State
 Region
 District
 Campus
 Points

	English II			Social Studies		
	Student Count	Average Pts. Earned out of pts. possible		Student Count	Average Pts. Earned out of pts. possible	
State	468,632	37/64		State	380,048	44/78
ESC	109,077	37/64		ESC	88,684	45/78
District	1,097	35/64		District	867	43/78
DHS	1,078	35/64		DHS	831	44/78
DCC	6	31/64		DCC	20	40/78

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 6, 2023

Item Title: 2023 Spring Professional Development Report and Summer Professional Development Plan

Agenda Item: Dr. Jeff Pack

Background Information:

The following written reports are attached:

- Spring 2023 Professional Development Report
- Summer 2023 Professional Development Preview
- Summer 2023 Professional Development Catalogue

Recommendation:

Information only

Action Item: _____ Yes No

Enrollment Data

Enrollment data from January 1, 2023 to May 24, 2023



Assessment

Course Title	Date	Max Seats	Active	Pending	Absent	Attendance %
DHS LGI: Schoology Assessment How To	2/16/2023	30	9	0	0	100

CTE (Career Technical Education)

Course Title	Date	Max Seats	Active	Pending	Absent	Attendance %
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Curriculum Development

Course Title	Date	Max Seats	Active	Pending	Absent	Attendance %
(February 2023) Bilingual Specialist PLC Meeting	2/17/2023	40	4	0	0	100
(March 2023) Bilingual Specialist PLC Meeting	3/28/2023	40	6	0	0	100

District Professional Learning

Course Title	Date	Max Seats	Active	Pending	Absent	Attendance %
ESC TR 251: Navigator Training - January	1/17/2023	100	40	0	0	100
ESC 251: First Year Teacher Academy - January 2023	1/24/2023	100	70	0	0	100
Virtual MOY LPAC Training - AM Session	2/2/2023	30	13	0	0	100
Virtual MOY LPAC Training - PM Session	2/2/2023	30	7	0	0	100
ESC 230/231: AP Academy - February (AM session)	2/7/2023	30	13	0	0	100
CPI Course	2/7/2023	25	12	0	0	100
ESC 230/231: AP Academy - February (PM session)	2/7/2023	30	13	0	0	100
Transportation Driver's Lounge: CPI Refresher Course	2/21/2023	40	36	0	0	100
ESC 251: RTI at Work Coaching Academy Day 3 of 6	2/22/2023	101	95	0	0	100
CPI Course : KJHS	2/23/2023	25	3	0	0	100
ESC 251: RTI at Work Coaching Academy Day 4 of 6	2/23/2023	101	79	0	0	100
ESC TR 251: Navigator Training - February	2/28/2023	100	32	0	0	100
ESC TR 251: Navigator Training - March	3/21/2023	100	32	0	0	100
ESC 251: RTI at Work Coaching Academy Day 5 of 6	3/22/2023	101	92	0	0	100
ESC 251: RTI at Work Coaching Academy Day 6 of 6	3/23/2023	101	90	0	0	100
ESC 251: First Year Teacher Academy - March 2023	3/28/2023	100	62	0	0	100
Transportation Driver's Lounge: CPI Refresher Course	4/11/2023	30	27	0	0	100
ESC 251: PBIS Tier 2 Training	4/12/2023	100	71	0	0	100
Virtual EOY LPAC Training - AM	5/3/2023	30	10	0	0	100

Session

Virtual EOY LPAC Training - PM Session	5/3/2023	30	8	0	0	100
CPI Course - DHS para/teachers (2 days - May 4 & May 9)	5/4/2023	25	16	0	0	100
CPI Course - Kranz	5/10/2023	25	4	0	0	100

ELA/Reading

Course Title	Date	Max Seats	Active	Pending	Absent	Attendance %
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ELL/Bilingual

Course Title	Date	Max Seats	Active	Pending	Absent	Attendance %
Virtual MOY LPAC Training - AM Session	2/2/2023	30	13	0	0	100
Virtual MOY LPAC Training - PM Session	2/2/2023	30	7	0	0	100
(February 2023) Bilingual Specialist PLC Meeting	2/17/2023	40	4	0	0	100
(March 2023) Bilingual Specialist PLC Meeting	3/28/2023	40	6	0	0	100
Virtual EOY LPAC Training - AM Session	5/3/2023	30	10	0	0	100
Virtual EOY LPAC Training - PM Session	5/3/2023	30	8	0	0	100

Fine Arts

Course Title	Date	Max Seats	Active	Pending	Absent	Attendance %
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Food & Nutrition Services

Course Title	Date	Max Seats	Active	Pending	Absent	Attendance %
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Gifted and Talented

Course Title	Date	Max Seats	Active	Pending	Absent	Attendance %
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Leadership

Course Title	Date	Max Seats	Active	Pending	Absent	Attendance %
ESC 230/231: AP Academy - February (AM session)	2/7/2023	30	13	0	0	100
ESC 230/231: AP Academy - February (PM session)	2/7/2023	30	13	0	0	100
ESC 251: RTI at Work Coaching Academy Day 3 of 6	2/22/2023	101	95	0	0	100
ESC 251: RTI at Work Coaching Academy Day 4 of 6	2/23/2023	101	79	0	0	100
ESC 251: RTI at Work Coaching Academy Day 5 of 6	3/22/2023	101	92	0	0	100
ESC 251: RTI at Work Coaching Academy Day 6 of 6	3/23/2023	101	90	0	0	100

LOTE

Course Title	Date	Max Seats	Active	Pending	Absent	Attendance %
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Math

Course Title	Date	Max Seats	Active	Pending	Absent	Attendance %
ESC 232: 5th grade Math Curriculum Preview	3/7/2023	30	16	0	0	100

Physical Education

Course Title	Date	Max Seats	Active	Pending	Absent	Attendance %
Pre-Kindergarten						
Course Title	Date	Max Seats	Active	Pending	Absent	Attendance %
RTI						
Course Title	Date	Max Seats	Active	Pending	Absent	Attendance %
Science						
Course Title	Date	Max Seats	Active	Pending	Absent	Attendance %
Social Studies						
Course Title	Date	Max Seats	Active	Pending	Absent	Attendance %
Special Programs						
Course Title	Date	Max Seats	Active	Pending	Absent	Attendance %
BRIDGES Communication & FIE Review	1/3/2023	40	38	0	0	100
Mini meeting DHS only: CPI	1/3/2023	45	39	0	0	100
CPI Course	2/7/2023	25	12	0	0	100
CPI Course : KJHS	2/23/2023	25	3	0	0	100
CPI Course - DHS para/teachers (2 days - May 4 & May 9)	5/4/2023	25	16	0	0	100
CPI Course - Kranz	5/10/2023	25	4	0	0	100
Technology						
Course Title	Date	Max Seats	Active	Pending	Absent	Attendance %
DHS LGI: Schoology Assessment How To	2/16/2023	30	9	0	0	100
Nearpod: How to use it	2/23/2023	30	17	0	0	100
LMS Lunch and Learn Day Nearpod	3/6/2023	30	19	0	0	100
KJHS Lunch and Learn Day Canva & Google Sites	3/8/2023	30	14	0	0	100
BMS Lunch and Learn Canva	3/29/2023	30	17	0	0	100
MJHS Lunch and Learn TeacherMade	4/3/2023	30	14	0	0	100
DHS Library: Flocabulary Lunch and Learn	4/13/2023	30	20	0	0	100
Google Apps: How to use them	4/13/2023	30	11	0	0	100

Dickinson ISD Professional Development Summer 2023 Preview

Gator Nation CHOMP Conference, hosted in-district at Dickinson High School on June 1-2: This two-day professional development conference will feature more than 100 breakout sessions, led by teachers and other professionals from across the entire district. There will be sessions for every grade level, department, and content area including GT, STEAM, fine arts, classroom management, Special Programs and much more. During the conference there will be eight breakout sessions, where participants will select the learning opportunities they want to explore. Participants in the conference will earn 12 exchange day credit hours which will count towards their required 24 hours. When it's time for lunch there will be community food trucks available on-site and there will be lots of opportunities for attendees to collaborate and interact in fun and creative ways during the two-day conference. Our goal for this conference is that our teachers will receive high quality content and resources from fellow Gators that will help them grow, while also tapping into the tremendous wealth of knowledge and experience of our own staff helping them to develop into stronger leaders. Over 450 are already registered! [Click here to view our CHOMP Session Program.](#)

Professional Learning Communities (PLC) @Work LIVE Institute: We will be hosting this live-streaming three day event at DHS on June 13-15 to approximately 300 participants. Those in attendance will work closely with teachers and administrators from their own campus and learning leaders from across the district. Participants will listen to nationally recognized keynote speakers like Mike Mattos, Anthony Muhammad, and Regina Owens as well as have the opportunity to choose from almost 40 live breakout sessions.

Individual PD Events: In addition to these larger collaborative events we will have over fifty individually scheduled PD sessions taking place across the district throughout the months of June, July and August. [Click here to view our 2023 Summer PD Catalog.](#)

Gifted & Talented/STEAM: In-district, out of district, and online opportunities for 30-hour GT Foundation/Core and 6-hour Update. We will provide K-5 and 6-12 offerings. In addition, for the first time DISD employees will be able to obtain their 6-hour GT update through the CHOMP Conference.

NEW to DISD Week for 2023-2024 New-Hires (August 7-10) - [Click here to view schedule](#)

- Monday, August 7th: Technology Orientation, Community Bus Tour, & Ed. Foundation Luncheon
- Tuesday, August 8th: Lead4ward *Back to Basics with Classroom Management* & Foundations of PLC
- Wednesday, August 9th: Seidlitz - 7-Steps Training & T-TESS for first year teachers
- Thursday, August 10th: Employee Handbook/Payroll/Insurance/Benefits, First Year Teacher & Mentor Luncheon, & First Year Teacher Academy

Dickinson ISD Summer 2023 Professional Learning Opportunities

Content Area:	Course Title	Course Description	Location	Facilitator Presenter	Date	Time	Course Hours Earned:
All	DISD CHOMP Conference: Taking a Bite Out of Professional Learning	This is an in-person two day event that will offer opportunities for DISD teachers in every content area or department to receive training. Participants will have up to eight breakout sessions, four per day, and will be able to choose from topics including grade band specific core subjects, classroom management, special programs, GT, STEAM, Fine Arts, CTE, Skyward, Dual Language/ESL, Lead4ward and more.	DHS	DISD Gators	June 1-2	8:00-4:00	12
Gifted & Talented	GT Update at CHOMP Conference – Option A: “Classroom Day 1/Tech Tools Day 2”	Option A will be “Classroom Day 1 / Tech Tools Day 2” This GT update is ONLY FOR TEACHER ATTENDING THE CHOMP CONFERENCE. The conference allows for a variety of session choices but if you want to embed this update as part of that, you will be assigned for a 3 hour block on Day 1 and a 3 hour block on Day 2 during the conference. This still allows you to select some other sessions. You must register for it here in Strive IN ADDITION TO REGISTERING FOR THE CHOMP CONFERENCE. To receive the credit, you must attend the full 3 hour sessions on both days. You will get information on what time your GT 3 hour block is for each day when we get closer to the actual conference. The times shown in this listing are for the entire CHOMP conference and not just these GT sessions. There is a maximum seating of 100 in each option.	DHS	C Dill, H Petway, D Williams	June 1-2	3 hours	3
Gifted & Talented	GT Update at CHOMP Conference – Option B: “Tech Tools Day 1/Classroom Day 2”	Option B will be “Tech Tools Day 1 / Classroom Day 2” This GT update is ONLY FOR TEACHER ATTENDING THE CHOMP CONFERENCE. The conference allows for a variety of session choices but if you want to embed this update as part of that, you will be assigned for a 3 hour block on Day 1 and a 3 hour block on Day 2 during the conference. This still allows you to select some other sessions. You must register for it here in Strive IN ADDITION TO REGISTERING FOR THE CHOMP CONFERENCE. To receive the credit, you must attend the full 3 hour sessions on both days. You will get information on what time your GT 3 hour block is for each day when we get closer to the actual conference. The times shown in this listing are for the entire CHOMP conference and not just these GT sessions. There is a maximum seating of 100 in each option.	DHS	C Dill, H Petway, D Williams	June 1-2	3 hours	3
Invite ONLY	DHS Auditorium: PLC at Work LIVE Institute (Invitation ONLY)	This three day PLC@Work LIVE Webcast Institute is provided by Solution Tree at Dickinson ISD at Dickinson High School for three consecutive days. This event will help teachers learn how to collaborate together to improve student learning and overall success. This event is by invitation only. Please contact your campus administrator if you are interested in participating.	DHS	Solution Tree	June 13-15	7:30-4:00	18
Invite ONLY	First Year / Mentor Trainer of Trainers - Lead4Ward	For campus admin/leadership who will work with the proteges on a campus	ESC 251	Debbie Boyer - Lead4ward	June 20 -22	8:30-3:30	18

Gifted & Talented

Gifted & Talented	Depth & Complexity: The Best Tool for Planning & Differentiation (GT 6-Hour Update)	Taught by the nation's leading provider of Depth & Complexity training, we are excited to have this course introducing the frameworks and methodology behind the Depth & Complexity systems. It takes the overused word "rigor" and shows practical and engaging ways to enhance all classrooms. This course is appropriate for K-12 at all levels but especially GT, EL, & advanced courses.	ESC 251	J. Taylor & Associates	6/27/2023	8:30-3:30	6
Gifted & Talented	Depth & Complexity: A Deeper Dive for Understanding (Day 2) (GT 6-Hour Update)	Teachers who have completed an intro to Depth/Complexity (such as course on 6/27 or last year's Day 1 training) can take this advanced course to gain a greater understanding on how a focus on D/C is transformative to teacher's planning and outcomes. Will be taught by the nation's leading provider of Depth/Complexity training.	ESC 251	J Taylor & Associates	6/28/2023	8:30-3:30	6
Gifted & Talented	GT CORE/FOUNDATION: Nature & Needs 6 Hour	This 6 hour course is one of the requirements for ALL teachers getting their 30 hours for GT teaching. The instructor returns to DISD again following outstanding feedback from groups she's led for us in the past. This session focuses on special aspects of GT students at various ages and what teachers may expect in classrooms.	ESC 251	Blythe Brown	7/24/2023	8:30-3:30	6
Gifted & Talented	GT CORE/FOUNDATION: Social/Emotional 6 Hours	This 6 hour course fulfills a portion of the requirements for teachers getting their 30 hours for GT teaching. The instructor returns to DISD again following outstanding feedback from groups she's led for us in the past. This session focuses on unique elements seen in GT students and how those impact classroom performance and behaviors.	ESC 251	Blythe Brown	7/25/2023	8:30-3:30	6
Gifted & Talented	GT CORE/FOUNDATION: Identification & Assessment 6 hours	This 6 hour course is one of the requirements for ALL teachers getting their 30 hours for GT teaching. The instructor returns to DISD again following outstanding feedback from groups she's led for us in the past. This session focuses on the different schools of thought on how to best identify GT students, the state requirements, and DISD processes and procedures.	ESC 251	Blythe Brown	7/26/2023	8:30-3:30	6
Gifted & Talented	GT CORE/FOUNDATION: Creativity & Instructional Strategies 6 hours	This 6 hour course fulfills a portion of the requirements for ALL teachers getting their 30 hours for GT teaching. The instructor returns to DISD again following outstanding feedback from groups she's led for us in the past. This session focuses on the exceptional creativity seen in many GT students and how this can be harnessed to maximize outcomes for the learning environments. Several excellent strategies will be shared as well.	ESC 251	Blythe Brown	7/27/2023	8:30-3:30	6
Gifted & Talented	GT CORE/FOUNDATION: Differentiated Instruction 6 hour	This 6 hour course fulfills a portion of the requirements for teachers getting their 30 hours for GT teaching. The instructor returns to DISD again following outstanding feedback from groups she's led for us in the past. This session focuses on the challenges differentiation often presents with practical tools to differentiate in a classroom that includes GT students.	ESC 251	Blythe Brown	7/28/2023	8:30-3:30	6

Houston Area GT Co-Op Courses - Register through Eventbrite Link listed in the course description: **Courses Open June 1**

Gifted & Talented	GT Core/Foundation: Nature & Needs	DO NOT REGISTER FOR THIS COURSE HERE IN STRIVE! You will register using Eventbrite with the link included here. This is an asynchronous online course. After completion of the course, you will submit the certificate as an outside workshop credit request. This course is for GT Core credit only, not for update credit. Here is the Eventbrite link you must use: https://nn_june23.eventbrite.com	E-course	Houston Area GT Co-Op	6/1/2023	8:00	6
Gifted & Talented	GT Core/Foundation: Social and Emotional Needs	DO NOT SIGN UP FOR THIS COURSE HERE IN STRIVE! This is an asynchronous course offered through a link in Eventbrite. After you complete the course, you will upload the certificate into Strive as an outside workshop credit request. This course will only count for GT Core credit, not update credit. Also note that for the 30 required hours, you may select the 6 hour Social/Emotional OR the 6 hour Depth/Complexity as one of the 5 courses you must take. Please register using the following link: https://sen_june23.eventbrite.com	E-course	Houston Area GT Co-Op	6/1/2023	8:00	6
Gifted & Talented	GT Core/Foundation: Differentiation	DO NOT SIGN UP FOR THIS COURSE HERE IN STRIVE! This is an asynchronous course offered through a link in Eventbrite. After you complete the course, you will upload the certificate into Strive as an outside workshop credit request. This course will only count for GT Core credit, not update credit. Please register using the following link: https://dif_june23.eventbrite.com	E-course	Houston Area GT Co-Op	6/1/2023	8:00	6
Gifted & Talented	GT Core/Foundation: Identification & Assessment	DO NOT SIGN UP FOR THIS COURSE HERE IN STRIVE! This is an asynchronous course offered through a link in Eventbrite. After you complete the course, you will upload the certificate into Strive as an outside workshop credit request. This course will only count for GT Core credit, not update credit. Please register using the following link: https://ia_june23.eventbrite.com	E-course	Houston Area GT Co-Op	6/1/2023	8:00	6
Gifted & Talented	GT Core/Foundation: Creative Instructional Strategies	DO NOT SIGN UP FOR THIS COURSE HERE IN STRIVE! This is an asynchronous course offered through a link in Eventbrite. After you complete the course, you will upload the certificate into Strive as an outside workshop credit request. This course will only count for GT Core credit, not update credit. Please register using the following link: https://ci-june23.eventbrite.com	E-course	Houston Area GT Co-Op	6/1/2023	8:00	6

Gifted & Talented	GT Update: Depth and Complexity (not an intro)	DO NOT SIGN UP FOR THIS COURSE HERE IN STRIVE! This is an asynchronous course offered through a link in Eventbrite. After you complete the course, you will upload the certificate into Strive as an outside workshop credit request. This course will only count for GT update credit. It is for people who have some familiarity with the Depth & Complexity icons. Please register using the following link: https://dc_june23.eventbrite.com	E-course	Houston Area GT Co-Op	6/1/2023	8:00	6
Gifted & Talented	GT Core OR Update: Depth & Complexity Icons (intro)	DO NOT SIGN UP FOR THIS COURSE HERE IN STRIVE! This is an asynchronous course offered through a link in Eventbrite. After you complete the course, you will upload the certificate into Strive as an outside workshop credit request. Please note for the 30 hours of GT core required courses, you can select a 6 hour Depth/Complexity course OR a 6 hour Social/Emotional course as one of your 5 required classes. This course will only count for GT core OR update credit. It is for people who are not familiar with the Depth & Complexity icons. When you enter your credit request in Strive after course completion, BE SURE TO INDICATE IF YOU'RE TAKING THIS FOR CORE OR UPDATE CREDIT! Please register using the following link: https://dcicons_june23.eventbrite.com	E-course	Houston Area GT Co-Op	6/1/2023	8:00	6
Gifted & Talented	GT Update: Tech Tools for Differentiation	DO NOT SIGN UP FOR THIS COURSE HERE IN STRIVE! This is an asynchronous course offered through a link in Eventbrite. After you complete the course, you will upload the certificate into Strive as an outside workshop credit request. This course will only count for GT update credit and cannot be taken as part of the initial GT Core requirement hours. Please register using the following link: https://techtools-june2023.eventbrite.com	E-course	Houston Area GT Co-Op	6/1/2023	8:00	6
Gifted & Talented	GT Update: 23 Tips for Differentiation in 2023	DO NOT SIGN UP FOR THIS COURSE HERE IN STRIVE! This is an asynchronous virtual course and you must use the link shown below to register. When you complete the course, you will upload the certificate as an outside workshop credit request. This course is for update credit only and cannot be used as part of the GT initial 30 hour requirement. Register using this link: https://nac-23tips-june2023.eventbrite.com	E-course	Houston Area GT Co-Op	6/1/2023	8:00	6

Houston Area GT Co-Op Courses - Register through Eventbrite Link listed in the course description: **Courses Open July 1**

Gifted & Talented	GT Core/Foundation: Nature & Needs	DO NOT REGISTER FOR THIS COURSE HERE IN STRIVE! You will register using Eventbrite with the link included here. This is an asynchronous online course. After completion of the course, you will submit the certificate as an outside workshop credit request. This course is for GT Core credit only, not for update credit. Here is the Eventbrite link you must use: https://nn_july23.eventbrite.com/	E-course	Houston Area GT Co-Op	7/1/2023	8:00	6
Gifted & Talented	GT Core/Foundation: Social & Emotional Needs	DO NOT SIGN UP FOR THIS COURSE HERE IN STRIVE! This is an asynchronous course offered through a link in Eventbrite. After you complete the course, you will upload the certificate into Strive as an outside workshop credit request. This course will only count for GT Core credit, not update credit. Also note that for the 30 required hours, you may select the 6 hour Social/Emotional OR the 6 hour Depth/Complexity as one of the 5 courses you must take. Please register using the following link: https://sen_july23.eventbrite.com	E-course	Houston Area GT Co-Op	7/1/2023	8:00	6
Gifted & Talented	GT Core/Foundation: Differentiation	DO NOT SIGN UP FOR THIS COURSE HERE IN STRIVE! This is an asynchronous course offered through a link in Eventbrite. After you complete the course, you will upload the certificate into Strive as an outside workshop credit request. This course will only count for GT Core credit, not update credit. Please register using the following link: https://dif_july23.eventbrite.com/	E-course	Houston Area GT Co-Op	7/1/2023	8:00	6
Gifted & Talented	GT Core/Foundation: Identification & Assessment	DO NOT SIGN UP FOR THIS COURSE HERE IN STRIVE! This is an asynchronous course offered through a link in Eventbrite. After you complete the course, you will upload the certificate into Strive as an outside workshop credit request. This course will only count for GT Core credit, not update credit. Please register using the following link: https://ia_july23.eventbrite.com	E-course	Houston Area GT Co-Op	7/1/2023	8:00	6
Gifted & Talented	GT Core/Foundation: Creative Instructional Strategies	DO NOT SIGN UP FOR THIS COURSE HERE IN STRIVE! This is an asynchronous course offered through a link in Eventbrite. After you complete the course, you will upload the certificate into Strive as an outside workshop credit request. This course will only count for GT Core credit, not update credit. Please register using the following link: https://ci-july23.eventbrite.com	E-course	Houston Area GT Co-Op	7/1/2023	8:00	6

Gifted & Talented	GT Update: Depth & Complexity (not an intro)	DO NOT SIGN UP FOR THIS COURSE HERE IN STRIVE! This is an asynchronous course offered through a link in Eventbrite. After you complete the course, you will upload the certificate into Strive as an outside workshop credit request. This course will only count for GT update credit. It is for people who have some familiarity with the Depth & Complexity icons. Please register using the following link: https://dc_july23.eventbrite.com	E-course	Houston Area GT Co-Op	7/1/2023	8:00	6
Gifted & Talented	GT Core OR Update: Depth & Complexity Icons (intro)	DO NOT SIGN UP FOR THIS COURSE HERE IN STRIVE! This is an asynchronous course offered through a link in Eventbrite. After you complete the course, you will upload the certificate into Strive as an outside workshop credit request. Please note for the 30 hours of GT core required courses, you can select a 6 hour Depth/Complexity course OR a 6 hour Social/Emotional course as one of your 5 required classes. This course will only count for GT core OR update credit. It is for people who are not familiar with the Depth & Complexity icons. When you enter your credit request in Strive after course completion, BE SURE TO INDICATE IF YOU'RE TAKING THIS FOR CORE OR UPDATE CREDIT! Please register using the following link: https://dcicons_july23.eventbrite.com	E-course	Houston Area GT Co-Op	7/1/2023	8:00	6
Gifted & Talented	GT Update: Vertical Differentiation for Gifted Learners	DO NOT SIGN UP FOR THIS COURSE HERE IN STRIVE! This is an asynchronous course offered through a link in Eventbrite. After you complete the course, you will upload the certificate into Strive as an outside workshop credit request. This course will only count for GT update credit and cannot be taken as part of the initial GT Core requirement hours. Please register using the following link: https://hac-23tips-june2023.eventbrite.com	E-course	Houston Area GT Co-Op	7/1/2023	8:00	6
Technology							
Technology	Blended Learning 101	During this session we will discuss the basic elements of the Blended Learning Model and provide tips, tricks, and tools to successfully implement in your classroom. (30 Max)	LMS D100 Computer Lab	Jennifer Rushing, Caroline Lightfoot, & Deanna Williams	6/7/2023	8:30-3:30	6
Technology	Schoology: Learning & Building with Tech Tools	During the session you will learn how to use some of the latest and greatest Tech Tools and how to integrate them in your Schoology Lessons. You will have dedicated time to build lessons and resources as well. (Max 30)	LMS D110 Computer Lab	Jennifer Rushing, Caroline Lightfoot, & Deanna Williams	6/21/2023	8:30-3:30	6

Technology	Heron PD	Instead of a sit-and-get, how about attending a destination PD? We will use the new herons that are around town for PD stops for mini sessions.	Off-Site Travel Required	Jennifer Rushing, Caroline Lightfoot, & Deanna Williams	6/28/2023	8:00-4:00	6
Leadership							
Leadership	Coaching Your Coaches: Equipping Teacher Leaders	Build capacity in your district by identifying powerful change-makers and then equipping them to be successful. Determine how your instructional coaches can effectively support educators with engaging tools and techniques to establish and implement objectives for growth and positive change for your teachers. Accelerate growth in your schools, improve retention and improve student achievement with a step-by-step approach to help teachers effectively help their students.	ESC 251	Lisa Wellborn (S3strategies)	6/8/2023	8:30-3:30	6
Pre-Kindergarten							
PreK	CIRCLE Pre-K Curriculum Overview & Implementation	In this full-day session, participants will experience an in-depth study of the Scope and Sequences and Theme Guides, how they are organized, and how they work together. Participants will be guided through a hands-on weekly lesson plan to understand how to incorporate the various activities, groupings, and lessons critical to kindergarten readiness. An overview of the first 2 weeks of school is included to help ensure strong implementation of rules, routines, and procedures for building a warm, caring, successful classroom learning environment.	ESC Boardroom	CLI Trainer	8/1/2023	8:00-4:00	6
PreK	Classroom Management in Prekindergarten	In this full-day session, participants watch videos, engage in activities, and have many opportunities to discuss as they learn the structures and processes necessary to effectively implement excellent classroom management in prekindergarten. Participants will leave the session with an understanding of all that's required to positively support children's social and emotional development in an environment where they feel safe, confident, and comfortable.	ESC Boardroom	CLI Trainer	8/2/2023	8:00-4:00	6
Special Programs							
Special Programs	Special Education: Reading Instruction Camp	For Special Educators who work with any learners struggling with reading, regardless of their disability. Learn explicit and systematic approaches to teaching reading and scaffolding reading supports. (limit of 60)	LMS Library C102, C103, C104	Kimberly Davidson, Mike Herdman, Karen Hollen	6/6/2023	8:30-3:30	6
Special Programs	Special Programs: Meeting the needs of students who receive special education	Special educators will gain insight on creating classroom modifications, management systems and more	LMS Library C102, C103, C104	Kimberly Davidson, Mike Herdman, Karen Hollen	6/8/2023	8:30-3:30	6

Special Programs	Special Programs: In Class Support for Teachers	Special Educators (and General Educators) will work through the tools to make recommendations for students using the decision making guide and collaborative planning to accommodate and modify for the varying needs of the students.	LMS Library C102, C103, C104	Kimberly Davidson, Mike Herdman, Karen Hollen	7/25/2023	8:30-3:30	6
Special Programs	Dyslexia Beyond Instruction	This session will focus on tasks outside of direct instruction that Dyslexia Specialists are responsible for, such as caseload management, time scheduling, meeting preparation, PEIMS reporting, and other responsibilities. Participants will identify critical elements that need attention during their week and time-block these areas in their calendars for the upcoming school year.	ESC 230/231	Karen Hollen	7/26/2023	8:00-4:00	6
Special Programs	Special Education: Reading Instruction Camp	Special Educators will gain knowledge for meeting the needs of students regardless of their disability.	LMS Library C102, C103, C104	Kimberly Davidson, Mike Herdman, Karen Hollen	7/27/2023	8:30-3:30	6
Special Programs	Case Management: Elementary and Middle School	Please BRING DEVICE : Case management for elementary and middle school teachers- special education teachers, dyslexia teachers, behavior coaches	ESC Boardroom	Laura Batson	7/31/2023	8:00-4:00	6
Special Programs	Case Management: Junior High and High School	Please BRING DEVICE : Special Education case management for junior high and high school teachers, including special education teachers, dyslexia teachers, and behavior coaches	DHS- LGI	Laura Batson	8/1/2023	8:00-4:00	6
General (Classroom Management, Interactive Notebook, etc.)							
K-5	Book of Knowledge: Engaging Student Notebooks	Discover how to use notebooks as a powerful teaching and learning tool for students. Teach organizational skills and strategies for capturing and processing newly learned content in meaningful ways. Invite students to catalogue not only their papers, but also their ideas and thoughts as they create a personal "Book of Knowledge".	ESC Boardroom	s3strategies	6/6/2023	8:30-3:30	6
All	Managing the Engaged Classroom: tips, tools and strategies	Most classroom management issues are eliminated when students are actively engaged in their learning! Whether you are new to the profession, alternatively certified, or just need a classroom management refresher, this session will help you eliminate the chaos – or the boredom! Our focus will be on managing relationships, behavior, engagement, and physical space in the post-pandemic classroom.	ESC 251	Lead4ward	6/19/2023	8:30-3:30	6
Gr 6-12	Powerful Strategies for Instruction and Review	Maximize student achievement through the use of learner-centered strategies designed not only to review but also diagnose gaps in knowledge. Experience a variety of strategies designed to reinforce recall but also to challenge students to make powerful connections and meaningful applications. How we review matters! Put new tools in your teachers' tool kits for student success!	ESC Boardroom	s3strategies	6/22/2023	8:30-3:30	6
Content Specific							

RLA	Implementing K-1 Foundations	Please BRING DEVICE : Join us for a day of diving into K-1 Foundations. Foundations provides modeling and scaffolded instruction so that students understand the skills being taught, learn the procedures, and are able to use the skills and procedures on their own. Teachers will need to bring their Foundations Teacher Manual to training.	ESC 251	Susan Cook	6/26/2023	8:30-3:30	6
RLA	Implementing 2-3 Foundations	Please BRING DEVICE : Join us for a day of diving into 2-3 Foundations. Foundations provides modeling and scaffolded instruction so that students understand the skills being taught, learn the procedures, and are able to use the skills and procedures on their own. Teachers will need to bring their Foundations Teacher Manual to training.	ESC 251	Susan Cook	6/29/2023	8:30-3:30	6
RLA	Patterns of Power	Opportunity for 100 learners to participate in professional development focused on revising and editing writing instruction.	ESC Boardroom	Travis Leech	6/21/2023	8:00-3:00	6
Math	RBIS: Research Based Instructional Mathematics Strategies	This session focuses on research-based instructional strategies (RBIS) identified by the Texas Education Agency to support mathematics instruction. These strategies focus on a balance between conceptual and procedural; depth; coherence of key concepts; productive struggle; and assessment.	ESC 251	Camille King (Region 4)	7/10/2023	8:00-4:00	6
INVITE ONLY	Eureka Math Module Internalization (HRES/SLES Math)	Mathematics teachers from HRES and SLES will collaborate to complete lesson internalization for upcoming Eureka Modules. Lesson internalization is the process by which teachers study the four critical components: fluency practice, concept development (including a problem set), application problem, and student debrief (including the Exit Ticket) to understand what students are expected to learn in the lesson and make decisions about how to deliver the lesson content.	ESC 251	Camille King (Region 4)	7/11/2023	8:00-4:00	6
Math	Desmos for STAAR tested subjects	Training, tips and activities for math teachers in EOC tested subjects	DHS: LGI	Amanda Rodriguez	7/12/2023	8:00-3:00	6
Math	Desmos for Non STAAR courses	Training, tips and ideas for use of Desmos in a HS math or science class where calculators are used but is not EOC tested.	DHS: N124	Amanda Rodriguez	7/12/2023	11:00-5:00	6
Math - Gr 6	G6 Math Desmos Curriculum Training	We will be doing a deep dive into the first unit of instruction for the Desmos platform for 6th grade teachers.	MJHS: C124	Amanda Rodriguez	7/24/2023	8:30-3:30	6
Math - Gr 7	G7 Math Desmos Curriculum Training	We will be doing a deep dive into the first unit of instruction for the Desmos platform for 7th grade teachers.	MJHS: C124	Amanda Rodriguez	7/25/2023	8:30-3:30	6
Math - Gr 8	G8 Math Desmos Curriculum Training	We will be doing a deep dive into the first unit of instruction for the Desmos platform for 8th grade teachers.	MJHS: C124	Amanda Rodriguez	7/26/2023	8:30-3:30	6
Math - Gr 6-8	G6-8 and Algebra Desmos Curriculum Purposeful Planning Day	Vertical alignment emphasis followed by planning in grade level teams for the first 2 units of instruction.	MJHS: C124	Amanda Rodriguez	7/27/2023	8:30-3:30	6

Dual Language/Bilingual/ESL

Dual Language	Dual Language Essentials and C.L.I.F.F & E.L.L.D	Recommended for NEW to DISD and teachers who did not attend last summer. In this course, we will go over the essential information to know about our Dual Language Program and the systems in place to create cross-linguistic connection to provide students an opportunity to become biliterate. The components of how we plan and make the bridge between content and language will be explored by using the Content, Language, and Literacy Integration Framework and the English Language and Literacy Development. (limit 100)	ESC 251	Mili Henriquez	7/17/2023	8:00-4:00	6
Dual Language	Imagine Español: Best Practices- Reports & Data and Using Data to Inform Instruction (Grades K-5)	Imagine Learning is partnering with DISD educators to provide an overview of the tools needed to ensure student success through using the program and analyzing data with fidelity. In the process you will learn how to support all students in your classroom, as they engage in learning that will inspire learning breakthroughs.	ESC 230/231	Imagine Learning & Zammira Elizondo	7/17/2023	8:00-11:00	3
Dual Language	Summit K-12 Professional Learning	Summit K-12 is a program designed for English learners, multilingual students, bilingual students and dual language learners who are struggling to read or write. Summit K12's online, standards-based supplemental curriculum will close gaps and ensure growth for all students in the English language. This training will help teacher navigate and explore the program to identify the benefits for our students' success.	ESC 230/231	Zammira Elizondo	7/17/2023	12:30-3:30	3
Dual Language	Moving English Learners Forward on TELPAS (Reading & Writing) w/Allison Hand	Recommended for Bilingual & ESL 1st-12th. In this course, participants will gain an understanding of how to accelerate students' language proficiencies through effective content-area instruction. They will explore released question examples, the test format, and the ELPS to understand the expectations of the TELPAS exam. Participants will create language-focused activities intentionally designed to help move students forward in their language acquisition.	ESC 251	Allison Hand	7/18/2023	8:00-4:00	6
Dual Language	Dual Language Rigor and Differentiation PVR for Guided Reading	This session will cover the rationale for language transfer across Spanish and English through the use of metalanguage to develop metalinguistic awareness. Attendees will engage in a series of activities to facilitate transfer of skills in phonology, morphology, grammar and syntax. Grade appropriate examples will be analyzed and planned.	ESC 251	Mili Henriquez	7/19/2023	8:00-4:00	6
Dual Language	Dual Language Biliteracy Stations	This session will support the PK-fifth grade teacher on how to support biliteracy development at the PK-5 levels specifically learning to read and write in two languages.	ESC 251	Mili Henriquez	7/20/2023	8:00-4:00	6
Health & Physical Education/Athletics							
Health & Physical Education/Athletics	Athletics/PE Professional Development	This is an in person 2 day training event that will offer PE/Health/Athletics Teachers hands on opportunity to collaborate, discuss budget, Health & PE TEKS, brainstorm and share games and help build a positive school community.	LGI	Tina Knight-Gray	May 30-31	8:00-3:00	12

Health & Physical Education/Athletics	Elementary PE Teacher Collaboration	This is an in person 2 day training event that will offer elementary PE teachers the opportunity to collaborate around their work.	TBD	Tina Knight-Gray	June 1-2	8:00-3:00	12
Fine Arts							
Fine Arts	Elementary Art PLC	These professional learning days will include an art walk of local art a various topics relevant to all level art teachers.	DHS Art Room - E101	Jen Sumrall Ashley Carpenter Kimi White Janette Madeleno	Aug 7-8	8:00-4:00	12

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 6, 2023

Item Title: 2023 Curriculum Update Report

Agenda Item: Jacquelyn Kennedy

Background Information:
The 2022-2023 Curriculum Update report is attached.

Recommendation:
Information only

Action Item: _____ Yes √ No

DICKINSON

INDEPENDENT SCHOOL DISTRICT

2022-2023

CURRICULUM UPDATE

RLA NAVIGATORS READING AND WRITING ACROSS GENRES

Special focus this year has been on literacy in the content areas; teachers are collaborating to implement activities that support literacy in the social studies and science classroom. Science and social studies teachers participated in KAT and WeWrite professional development to support short constructed response questions. The district developed and implemented a constructed response taskforce, which provided a district-wide framework to support the new demands for STAAR 2.0.

MATH TASTIC TEACHING & LEARNING

New curriculum resources were added to the curriculum to support teaching of essential standard including new item type banks in Eduphoria-Aware. Eureka math implementation expanded to HRES including Grades 2-4. These high quality instructional materials (HQIM) helped teachers internalize TEKS and close the gap. In the 2023-24 school year HRES will implement campus wide, in addition to SLES. McAdams Junior High piloted a new math curriculum resource, Desmos. In the 2023-24 school year, all three junior highs campuses and Algebra I at DHS will use Desmos calculator and curriculum as their primary mathematics resource.

SCIENCE WHAT'S NEW?

Though not slated for implementation until the 24-25 school year, teams of teachers have been at work analyzing the new TEKS and creating a district plan for modifying our current curriculum to meet the elevated expectations set forth by the SBOE. Science grade level teachers collaborated throughout the year to design English Language and Literacy Development documents for the Science lessons. These lessons incorporated the literacy standards that students had learned previously in SLAR and bridged literacy components throughout the week.

SOCIAL STUDIES

Using interim data, high school teachers from multiple content areas came together to craft a targeted two week after school blitz plan to prepare students for the U.S. History End of Course exam. Specific reporting categories and students were selected to attend in order to move students from approaches to meets and meets to masters. On average, 120 DHS juniors have attended the after school blitz each day. So many students wanted to attend the Blitz, the teachers had to add an additional week to accommodate students.

STEAM

Our STEAM program provided students with valuable field experiences which significantly enriched their understanding of the STEAM world. One experience was a recent trip to the Astros Ballpark, where students had the opportunity to delve into the fascinating realms of baseball physics, statistics, and stadium design and engineering. Additionally, students toured Johnson Space Center to learn about groundbreaking advancements in aeronautics and the Artemis program's role in the future of human lunar exploration.





2022-2023 Reading Language Arts (RLA) Report

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



Summary of Procedures/Events/Activities

- **CHOMPING Collaboration**

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

- **Dual Language is GATORific**

Teachers meet once a nine weeks to plan the paired literacy lessons that incorporate the literacy components into the math and science curriculum. The documents created supported the transfer of literacy standards into the other content areas, in order for students to reach the goal of biliteracy in the domains of listening, speaking, reading, and writing. Administrators, instructional coaches, interventionists, and special education teachers were guided by Dr. Barbara Kennedy, for the purpose of learning and expanding our knowledge to ensure leaders understand and support the Dual Language Instruction program with fidelity through quality staffing and professional development. We were also able to deepen our knowledge of the development of biliterate curriculum, assessments, and resources that ensure ongoing program fidelity and student success.

- **NaviGATORS Reading and Writing Across Genres**

Special focus this year has been on literacy in the content areas; teachers are collaborating to implement activities that support literacy in the social studies and science classroom. Science and social studies teachers participated in KAT and WeWrite professional development to support short constructed response questions. The district developed and implemented a constructed response taskforce, which provided a district-wide framework to support the new demands for STAAR 2.0.

- **Taking a BITE out of Essential Standards**

Curriculum documents and district resources reflect the focus on essential standards and the district's commitment to the PLC process. Teachers are utilizing essential standards to design common formative assessments. Essential standards are the skills students must master to be prepared for the next grade level, which ensures vertical alignment of Reading Language Arts, caters to differentiation, increased student growth, and focuses on data tracking and timely interventions.

- **RLA Instructional Coaches are the *true* InvestiGATORS**

Curriculum specialists and campus leadership, including instructional coaches, interventionists, and administrators, worked together in Curriculum Leadership Teams to make collective decisions about goals and curriculum. CLT members attended specific professional development with Alissa Crabtree on coaching cycles to support tier 1 instruction.

Potential for Near and Long-Term Program Effectiveness

- Per House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, all kindergarten through third-grade teachers and principals must attend a teacher literacy achievement academy by the 2021-2022 school year. By June 2023, all kindergarten through 3rd-grade teachers will have completed the Reading Academy in order to increase knowledge and implementation of evidence-based practices which will positively impact student literacy achievement. In the 2023-2024 school year, all kindergarten through 3rd-grade teachers who are new to the district and/or grade level will complete the Reading Academy.
- HB 4545 - Teachers are offering content specific intervention and acceleration during and after school in order for all students to be successful.
- DISD will continue the implementation of Knowledge Acquisition & Transformation (KAT) strategy and WeWrite lessons tied to the writing process. By integrating KAT and WeWrite into texts in RLA, science, and social studies lessons students will master main idea, summary, inference, and writing process standards. On-going coaching and feedback will guide instructional decisions and foster growth for all students.
- Explore instructional strategies and professional learning opportunities that address the new STAAR item types including the short and extended constructed response items. Changes to future assessments necessitate additional planning and collaboration to ensure student success moving forward.
- PLC Collaborative Teams will continue to develop their focus on essential standards through the four questions of a PLC in order to enhance understanding of what students need to learn, how they will be assessed, and what decisions will be made based on the results of the assessment.
- Design DISD Conventions Integration Plan. When students acquire skills from the foundation up and teachers reinforce skills across grade levels and vertical alignment becomes stronger.
- Design and train K-1 teachers on using standards-based report cards. Teachers will use learning target rubrics as part of the process to measure student progress and mastery of each standard. Teachers will determine performance levels for each student by collecting evidence throughout each grading period.
- Continue our curriculum documents in Dual Language to create our paired literacy documents in English Language and Literacy Development lessons for math and science, as we are moving the Dual Language Program into the middle schools (grades 4 and 5).
- Start our curriculum documents in Dual Language to design the bridging lessons between Spanish Language Arts and Reading with our English Language Art and Reading curriculum.

Plans for Improvement/Modification/Enhancement

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

- Attend the following professional learning opportunities:
 - *Solution Tree* Assessment @ Work
 - Region 4 RLA Network Meetings
 - Dual Language Summer Academy Institute in DISD
- Sustain partnerships with:
 - Texas A&M literacy training
 - Kelly Tummy
 - Alissa Crabtree
 - Dr. Barbra Kennedy
 - Milagros Henriquez
 - Sandra Mercurri
- Improve instructional capacity of teachers and staff by participating in and training on:
 - Instructional coaching
 - Writing calibration and providing effective timely student feedback
 - Intentional grammar instruction to support the editing and revision process
 - Effective small group instruction
 - Effective and systematic tier 1 instruction

Fiscal Impact

- Extra duty teacher agreements in order to enhance curriculum resources
- Professional Texts:
 - *Patterns of Power*
 - *Patterns of Wonder*

2022-2023 Mathematics Report

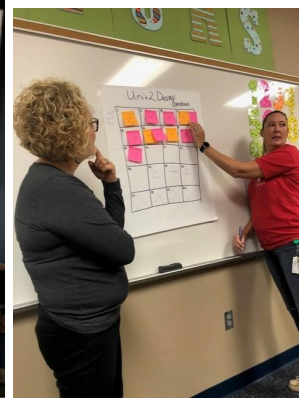
Prepared by: D'Ann Schneider, Zammira Elizondo, Amanda Rodriguez, and Mandy Snelson

Summary of Procedures/Events/Activities

- Curriculum documents and district resources reflect the focus on essential standards. Teachers are utilizing essential standards to design common formative assessments providing just in time interventions based on student work and frequent data points.
- Curriculum specialists and campus leadership, including instructional coaches, and interventionists, work together in Curriculum Leadership Teams to make collective decisions about goals and curriculum.



- Curriculum previews were offered for grade PK-8 mathematics teachers on a quarterly basis. All teachers across the district had the opportunity to come together to learn best practices in teaching upcoming math concepts. Great way to help all teachers to be on the same page as a district.



- Teachers met weekly in collaborative teams to plan and evaluate lessons in order to ensure alignment of instruction and assessment to the TEKS with appropriate levels of rigor.
- New math curriculum resources were added for elementary, middle, junior high and high school to the curriculum to support essential standard teaching, including New Item Type Banks in Eduphoria-Aware.
- Hughes Road Elementary added 2nd & 3rd Grades to their existing 4th Grade implementation of the Eureka Math curriculum. These high quality instructional materials helped teachers internalize the TEKS and leverage high levels of learning for students. In the 23-24 school year, HRES will add Kindergarten & 1st Grade, as well as San Leon Elementary implementing Kinder-3rd Grade.
- McAdams Junior High piloted a new math curriculum resource called Desmos during the 22-23 school year. In the 23-24 school year, all three junior high's campuses will use Desmos as their primary mathematics resource.

- DHS Freshmen, Kranz Junior High, and McAdams Junior High transitioned to the Desmos calculator for 7th Advanced Math, 8th Math, and Algebra. This Desmos calculator is embedded in the STAAR exam and we have seen more student success using this calculator.
- Students were able to benefit from the ST Math supplemental education program in grades K-6. ST Math incorporates a spatial-temporal approach. The program starts by teaching the foundational concepts visually, then connects the ideas to the symbols, language and robust discourse. With visual learning, students are better equipped to tackle unfamiliar math problems, recognize patterns, and build conceptual understanding. Fall and Winter math challenges were used as an incentive to increase student usage.



- Math is adding additional courses for high school students. On-campus dual credit Algebra 1 was added for any student that is college ready to earn a college math credit. Training was provided for those teachers. College Bridge was integrated into the existing college prep course which provides students with college readiness status statewide.
- Dual Language SLAR and math and science teachers collaborated throughout the year to design our English Language and Literacy Development (ELLD) documents for science lessons. These lessons incorporated the literacy standards that students had learned previously in SLAR and bridge the English literacy components throughout the week. These documents focus on comprehension, word study, foundational skills, grammar, phonics, composition writing process, and assessment of cross linguistic connections.



- The Guiding Principles to Dual Language Education training was facilitated by Dr. Barbara Kennedy to all staff members who will encounter and are implementing our district's Dual Language One-Way Program. Elementary and middle school leadership teams learned and expanded their knowledge to ensure high levels of support for our Dual Language program. We will ensure fidelity through quality staffing and professional development. We deepened our knowledge of the biliterate development through curriculum, assessments, and resources that ensure ongoing student success.



- Dual Language teachers attended coaching cycles by grade band, where our consultant Milagros Henriquez modeled and coached for PreK-3rd grade level teachers how to implement our English Language and Literacy Lessons by incorporating different scaffold strategies using the components of Preview, View, Review and the components of our ELLD templates (comprehension, word study, foundational skills, grammar, and assessment of cross linguistic connections).



Resume la formación de combustibles fósiles.

Los **combustibles fósiles** son recursos naturales muy **importantes**, que toman **millones** de años en formarse. **Por ejemplo**, el **carbón** se forma cuando las **plantas** mueren y se entierran entre los sedimentos de los **pantanos**. Después de **millones** de años, la presión en las rocas crea **carbón**.

En comparación, los **animales** y **plantas** que murieron en el **océano**, se enterraron en el fondo del mar. Ahí, la **presión** de las **rocas** los transformaron en **petróleo** y **gas natural**.

En comparación	gas natural	millones	pantanos
Por último	carbón	animales	rocas
Por ejemplo	petróleo	importantes	océano
	combustibles fósiles	plantas	presión
	gas natural	millones	



Potential for Near and Long-Term Program Effectiveness

- Curriculum specialists will continue to explore instructional strategies and professional learning opportunities that address the new STAAR item types including the short and extended constructed response items. Changes to future assessments necessitate additional planning and collaboration to ensure student success moving forward.
- PLC Collaborative Teams will continue to develop their focus on essential standards, by breaking down the standard and answering the four critical questions of a PLC in order to enhance understanding of what students need to learn, how they will be assessed, and what decisions will be made based on the results of the assessment.
- Design and train K-1 teachers on using standards-based report cards. Teachers will use learning target rubrics as part of the process to measure student progress and mastery of each standard. Teachers will determine performance levels for each student by collecting evidence throughout each grading period.

- Small Group Instruction (SGI) K-5 teachers were trained in September 2022 by Dr. Nicki Newton on the implementation and effectiveness of small group instruction for student differentiation. There was also a Q&A “Guided Math expert panel” experience for teachers at curriculum previews in January. This will allow teachers more opportunities for built-in intervention and acceleration during the school day based on common formative assessment data. Small group instruction continues to be a main focus for grades PK-5.



- Building Fact Fluency Kits were purchased for K-4 with a focus in addition/subtraction (K-2) and multiplication/division (3-4.) Building Fact Fluency toolkits (Addition & Subtraction and Multiplication & Division) help students develop deep conceptual understanding of the operations and fact fluency at the same time. Research-based and standards-aligned, each toolkit invites students to think strategically about mathematics through multiple, rich, real-world contexts.
- Curriculum Leadership Team meetings will continue to keep campus mathematics leaders up to date on priorities in mathematics.
- ST Math will continue to be utilized in grades K-3 in the 23-24 school year.
- IXL learning will be purchased in 23-24 for grades 4-8 to help with Tier 2 and Tier 3 instruction. This program takes the burden off teachers in selecting assignments aligned to specific learning targets to help as students are pulled for small groups.
- MS, JH, and DHS teachers are offering content-specific math tutorials during and after school and also at night in the Lighted Windows-Open Doors program to help students district-wide be successful.
- HB 4545 - Teachers are offering content specific intervention and acceleration during and after school in order for all students to be successful.
- Teachers will continue to study formative assessment data, unit assessment data, and interim data and will modify instruction to focus on individual student needs in order to enhance mastery of math concepts.

Plans for Improvement/Modification/Enhancement

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

- Streamline their curriculum documents by:
 - Creating unified Unit Planning Guides for teachers to drive vertical alignment in mathematics K-12.
 - One grade level per grade band will be available for teacher use and feedback in 23-24. Curriculum Specialists will continue to work next year to complete the remainder of the UPG’s for the other grade levels.
- Improve instructional capacity of teachers and coaches by continuing Gator Learning Communities, previously titled curriculum previews, on a quarterly basis. Thank you to DISD leadership for building days for professional development, so all teachers can participate without the need of substitute teachers.

- Continue to improve our craft and instructional practices to reach our biliteracy goal in our Dual Language One-Way Program by:
 - Providing model and coaching cycles for teachers using the components of PVR, ELLD, and linguistic scaffolding.
 - Provide planning time for SLAR and math/science teachers to create lessons using our English Language and Literacy Development components in order to teach and provide quality instruction during the bridging lessons.
 - Model and guide teachers in the planning process of SLAR and ELAR.

Fiscal Impact

- Training for math co-teachers would be beneficial to increase student achievement in mathematics.
- Additional and ongoing training for teachers for the Desmos resource/calculator will be helpful to ensure fidelity and best practice.
- Math and science at the junior highs and DHS will benefit from additional and ongoing support and training for Desmos calculator.
- Providing quality instruction to our emerging bilingual students using cross-linguistic connections in all content areas will ensure biliteracy in listening, speaking, reading, and writing.
- Extra duty teacher agreements will continue to enhance curriculum resources.

2022-2023 Science Report

Prepared by: Vicky Hood and Alicia Dowell

Summary of Procedures/Events/Activities

- **New Science TEKS have Arrived!**

In 2021, the SBOE adopted new TEKS for grades K-8 science. Though not slated for implementation until the 24-25 school year, teams of teachers have been at work analyzing the new TEKS and creating a district plan for modifying our current curriculum to meet the elevated expectations set forth by the SBOE.

- **Writing in Science**

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

- **Supporting Science through Literacy**

Elementary Reading/Language Arts teachers are supporting science by including non-fiction articles aligned to current science topics. What a great way to support students as they work to master challenging concepts and vocabulary.

- **Dual Language is bridging Literacy in Science**

SLAR and Math and Science grade level teachers collaborated throughout the year to design our English Language and Literacy Development documents for the Science lessons. These lessons incorporated the literacy standards that students had learned previously in SLAR and bridged the English literacy components throughout the week. These documents focus on comprehension, word study, foundational skills, grammar, phonics, the composition writing process, and the assessment of cross linguistic connections.

- **Collaboration Across Science**

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

Potential for Near and Long-Term Program Effectiveness

- Continued support of science through targeted literacy selections in the K-8 Reading Language Arts classroom will help our students grow not only in their understanding of grade-aligned science concepts but in vocabulary fluency as well.
- By increasing the footprint of our STEAM program to include teams at all three middle school campuses, we are able to place a greater number of students on the path of a STEAM career.
- Collaborative Team Time (CTT) has allowed our teachers to focus on using data to drive instruction. These teams meet each week to not only design lessons but also reflect on recent student data and adjust instruction to promote success for all learners.
- In response to HB 4545, science curriculum specialists created and supported the implementation of Intervention Guides for 3rd, 4th, 5th, 8th, and Biology. These documents, aligned to the identified Essential Standards for each grade, assist teachers with acceleration strategies and mini-lessons to use with students.
- As our 5th - 8th grade science teachers continue to use the four PLC Guiding Questions while planning their lessons, attention was often directed to question four, "How will we extend the learning for students who are already proficient?" To meet this need, the science curriculum specialists developed a collection of extension activities for each identified Essential Standard.

Plans for Improvement/Modification/Enhancement

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

- Attend the following professional learning opportunities:
 - TSELA (Texas Science Education Leadership Association)
 - STAT (Science Teachers Association of Texas)
 - Assorted Region 4 trainings to support the implementation of new TEKS, designing high quality aligned assessments.
 - In order to improve science curriculum, curriculum specialists will:
 - Work with teams of teachers to revise our current curriculum to better align with the 2021 TEKS. This will include:
 - Identifying target phenomena for each unit of study
 - Identifying disciplinary core ideas for each unit of study
 - Identifying crosscutting concepts
 - Identifying/creating investigations that rely on scientific and engineering practices
 - Complete the review process for selecting instructional materials by Spring 2024
 - Develop additional K-8 activities to support mastery of the engineering design process.
- Improve instructional capacity of teachers by participating in and training on:
 - Professional development sessions which address the *Engineering Design Process*
 - Professional development for K-8 Science teachers focused around the 2021 K-8 Science TEKS
 - K-8 Framework including crosscutting concepts and phenomena-based science through the K-8 Science Curriculum Leadership Teams
 - Gator Learning sessions conducted each nine weeks to review content and explore the 2021 TEKS.

Fiscal Impact

- Funding will be needed for K-8 Region 4 training over the 2021 TEKS.
- Funding will be needed to purchase additional materials necessary to meet the curricular changes brought about by the 2021 TEKS.
- Funding will be needed to purchase district-wide instructional resources aligned to the 2021 TEKS.
- Funding will be needed to send instructional teams to the November 9-11 Science Teachers Association of Texas (CAST) conference in Houston.
- Funding will be needed to purchase classroom sets of on-level fiction/nonfiction books aligned to science concepts for PK-2nd grade.

2022-2023 Social Studies Report

Prepared by: Susan Haynes

Summary of Procedures/Events/Activities

- Dickinson High School, Kranz Junior High, and McAdams Junior High all innovatively served within the daily schedule students that are currently at grade level and not mastering essential standards. It is evident at the high school (scores pending for junior high) that this intervention was successful with students.
- Social Studies teachers, coaches, and interventionists worked with the Social Studies curriculum specialist to incorporate STAAR 2.0 thinking into daily instruction.
- Using interim data, high school teachers from multiple content areas came together to craft a targeted two week after school blitz plan to prepare students for the U.S. History End of Course exam. Specific reporting categories and students were selected to attend in order to move students from approaches to meets and meets to masters. On average, 150 DHS juniors have attended the after school blitz each day. So many students wanted to attend the Blitz, the teachers had to add an additional week to accommodate students.
- Senate Bill 3 will go into effect during the 2024-2025 school year. The curriculum specialist is already working on including the new standards into the current curriculum to better prepare for pacing, instruction, and assessment for the 2024-2025 school year.
- All 9th, 10th, and 11th grade Social Studies teachers attended the TAMU WeWrite Training in September to better streamline writing across the content areas and grade levels.
- Elementary, Middle, and Junior High Coaches and interventionists meet at monthly Curriculum Leadership Meetings to discuss the latest data, research, and trends in Social Studies instruction.
- The curriculum specialist hosted curriculum previews for Elementary, 8th, 10th, and 11th grade teachers to model lessons and instructional strategies aligned to district essential standards.

Potential for Near and Long-Term Program Effectiveness

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

Plans for Improvement/Modification/Enhancement

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

- Continue to monitor state and local data to guide revisions of current curriculum.
- Continue to work with Kelly Tummy and ELAR specialists on integrated units of study.
- Improve instructional capacity of teachers by participating in and training on:
 - *Visible Learning in Social Studies* and lead training sessions for teachers using a book study format.
 - Grade level collaboration across the district.
 - Vertical alignment and calibration for Advanced Placement and Honors teachers at the high school. Junior High and middle school will follow.

- Depth of Knowledge to better align instruction and assessment.
- African American Studies through our partnership with University of Houston.

Fiscal Impact

- As the world keeps changing and evolving, updated maps and data may need to be ordered so that students have access to current data in social studies classrooms. Likewise, funds should be provided to purchase and/or expand media libraries so that students have access to updated interactive instructional materials.
- With additional students enrolling in African American studies, additional textbooks will need to be purchased.
- Social Studies has entered a gap year, and the following resources were purchased for teacher use:
 - Discovery Education Social Studies Techbook (6-12)
 - Social Studies Weekly (K-4)
 - McGraw Hill was renewed for Grade 5

2022-2023 STEAM Report

Prepared by: Krystal Trevino & Nathan Robinson

Summary of Procedures/Events/Activities

- Promoting collaboration district-wide, the DISD STEAM program fostered weekly STEAM Professional Learning Communities (PLCs) that served as a platform for content teachers, STEAM specialists, campus academic coaches, and content curriculum specialists to come together. These PLCs aimed to facilitate the exchange of knowledge and encourage collaborative efforts to enhance teaching practices and promote students' academic achievement. Grounded in the framework of PLCs four critical questions.
- Grade 5-6 STEAM Academy programs throughout the district, along with Kranz Jr. High grades 7-8, offered students the opportunity to explore and establish connections among various content-area disciplines through the integration of interdisciplinary units. These units enhanced the learning experiences of students and increased their comprehension of the interconnected nature of content disciplines.



- Infusing Content Curriculum with Engaging STEAM Challenges and the Engineering Design Process: The STEAM program has successfully integrated captivating STEAM challenges and the Engineering Design Process into the curriculum, facilitating students' development of crucial 21st Century skills. These hands-on activities enrich their learning experience and empower them to excel in an ever-evolving world.
- 8th Grade STEAM Academy students at Kranz Jr. High recently had a remarkable opportunity when the Texas Education Agency dispatched a professional film crew to document the outstanding presentations of our 8th-grade students' Texas Performance Standards Projects. This recognition serves as a model for the entire state, highlighting the impressive achievements and innovative work of our talented students.



- The DISD STEAM program has provided students with valuable district-wide field experiences that have significantly enriched their understanding of the STEAM world. One such experience was a recent trip to the Astros Ballpark, where students had the opportunity to delve into the fascinating realms of baseball physics, statistics, and stadium design and engineering. Additionally, students engaged in other unique and relevant field opportunities, including visits to the Galveston Bay Foundation's bay facility to explore our local ecosystems, touring Johnson Space Center to learn about groundbreaking advancements in aeronautics and the Artemis program's role in the future of human lunar exploration,

and interacting with the fascinating stingray reef at the Kemah Boardwalk. These field experiences have truly expanded the horizons of DISD STEAM students.

- The 2023 Gator STEAM Expo was a resounding success, providing an exceptional platform for STEAM students to showcase their unique and innovative work. With our largest turn out to date, we had well over 1,000 people attend this community wide event. This event was made possible through the unwavering support and partnerships of our local community, as well as the dedication of DISD teachers and staff. Together, we celebrated the achievements and ingenuity of our students, fostering a sense of pride and inspiration within our DISD STEAM community.



- Throughout the academic year, DISD STEAM students from every grade level had the privilege of welcoming a diverse array of guest speakers into their classrooms. These guest speakers included distinguished organizations such as the Galveston Bay Foundation, NASA SWAN, the Texas Wildlife Foundation, and the National Weather Service, among others.

Potential for Near and Long-Term Program Effectiveness

- By prioritizing the acquisition and comprehension of 21st Century Skills, we lay the foundation for both successful learning within DISD STEAM classrooms and the long-term flourishing of our students in an ever-changing world.
- By extending the scope of our STEAM program to encompass campuses throughout the district, we have significantly increased our capacity to guide a greater number of students towards successful careers in STEAM fields. This expansion has opened up opportunities for a larger cohort of children to embark on a pathway that paves the way for future success in STEAM-related industries.
- The integration of interdisciplinary content and skills across content-area disciplines will remain a focal point of the STEAM program for grades 5-8. This emphasis will continue to be refined and implemented.

Plans for Improvement/Modification/Enhancement

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

- Help improve teachers' craft as a STEAM content team by:
 - Supporting all district content initiatives
 - Summer training will included an emphasis on Q4
- Plan for curricular and instructional improvement by:
 - Creating quality pre-assessments to transform Tier I lessons and make instructional adjustments based on student needs.
 - Continuing to expand the program with the addition of 200 students and 8 additional teachers.
- Improve the instructional capacity of teachers by:
 - Providing professional development on differentiation, Project Based Learning (PBL), and higher-order thinking.

- Facilitating district wide STEAM grade level collaborative team time throughout the 2023-2024 school year.
- Vertically aligning content and program activities as the program expands. Teachers will have more opportunities to collaborate both horizontally and vertically with their STEAM teams.

Fiscal Impact

- As a result of the ongoing expansion of the program, we will need to expand the scale of the budget across all campuses to ensure equity.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 6, 2023

Item Title: 2023 Career and Technical Education Report

Agenda Item: Dr. Melissa Everett

Background Information:

The 2022-2023 Career and Technical Education report is attached.

Recommendation:

Information only

Action Item: _____ Yes √ No



**June 2023 Board Report
 CTE Certifications and Program Planning**

CTE Programs of Study Completer Rate for all Galveston County ISDs	A	B	C	D	E	D I S D
Total Career Cluster Completers	N/A	103	66	598	144	209
Total Concentrators and Completers	N/A	360	204	1897	376	482
Completer Rate All Programs	N/A	29%	32%	32%	38%	43%

CTE completer: The completion of three or more courses for four or more credits including one level three or level four course

CTE Certification Summary

Industry Based Certifications (IBCs) Earned	2	2	2
	0	0	0
	1	2	2
	9	1	2
% of Graduates	6%	10%	20%

DICKINSON INDEPENDENT SCHOOL DISTRICT

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



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

2021-2022 Certifications

Instructor	Class	Certifications Offered	Certifications Passed	Certifications Failed	Total Certifications Taken
Paul Rose	Intro to Welding	NCCER Core Level 1	69	5	74
College of the Mainland	Welding 1 (COM Dual Credit)	NCCER Core Level 1	0 *Students will earn certifications in their 2 nd year of Dual credit with COM	0	0
Clay Menotti	Welding 2	OSHA 30	1*Piloted OSHA 30	16	17
Lacey Jackson	Pharmacy Technician	Certified Pharmacy Technician	7	4	11
Lacey Jackson	Pharmacy Technician	BLS/CPR	12	0	12
Kristi Pulkinen, Kristen Begnaud, Amy Spies	Health Science	Patient Care Technician	34	0	34
Kristi Pulkinen, Kristen Begnaud, Amy Spies	Health Science	EKG Technician	34	0	34
Jenna Ryder	Dental	Registered Dental Assistant (RDA)	14	0	14
Jenna Ryder	Dental	Nitrous Oxide	14	0	14
Jenna Ryder	Dental	BLS/CPR	14	0	14
Autumn Thomas	EMT	Emergency Medical Technician	1 *New Program	2	3
Veronica Parker	Cosmetology	Texas Cosmetology Operators License	12	0	12
John Bruysschaard	Engineering	Certified SolidWorks Associate	8	13	21
Justin Dorsett	Auto Tech	Automotive Service Excellence (ASE)	0 *Teacher started March 21st	0	0
Jordyn Cook	Agriculture	Texas State Floral Association	0 *Providing additional training to teacher	0	0
Matt Koby	Audio Video Production	Adobe Certified Associate (Digital Video)	6	6	12
Kelli Koby	Audio Video Production	Adobe Photoshop	10	0	10
Hayley Booth	Graphic Design	Adobe Certified Associate (In Design)	0 *Piloted Adobe In-Design	9	0
John Barkmann	Law Enforcement	International Academies of Emergency Dispatch 911	37	9	46
Elena Flores	Education & Training	Educational Aide I	15	0	15
Carrie Flynn	Business	Microsoft	3	3	6
		Totals	291	58	349

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2022-2023 Certifications

Instructor	Class	Certifications Offered	Certifications Passed	Certifications Failed	Total Certifications Taken
Paul Rose and Clay Menotti	Intro to Welding	AWS D9.1 Sheet Metal Welding	22	24	46
Lacey Jackson	Pharmacy Technician	Certified Pharmacy Technician	11	1	12
Kristi Pulkinen and Kristen Begnaud	Health Science	Patient Care Technician	59	0	59
Kristi Pulkinen and Kristen Begnaud	Health Science	EKG Technician	55	2	57
Jenna Ryder	Dental	Registered Dental Assistant (RDA)	9	0	9
Autumn Thomas	EMT	Emergency Medical Technician	(0) Students test at 18	0	0
Veronica Parker	Cosmetology	Texas Cosmetology Operators License	22	0	22
Victoria Young	Barbering	Barber Operator License	2	0	2
Justin Dorsett	Auto Tech	Automotive Service Excellence (ASE)	6 (new)	6	12
Jordyn Cook and Kaylee Phillips	Agriculture	Texas State Floral Association	90 (New)	24	114
Kaylee Phillips	Agriculture	Elanco Veterinary Medical Application Certification	11 (new)	0	11
Matt Koby	Audio Video Production	Adobe Certified Associate (Digital Video)	5	4	9
Erika Brown	Audio Video Production	Adobe Photoshop	14	4	18
Erika Brown	Graphic Design	Adobe Certified Associate (Graphic Design & Illustration)	1	0	1
John Barkmann	Law Enforcement	International Academies of Emergency Dispatch 911	24	10	34
Elena Flores	Education & Training	Educational Aide I	16	0	16
Carrie Flynn and Elizabeth Coughlin	Business	Microsoft Office Specialist	4	0	4
Chad Pruitt	Marketing	Stukent	7 (new)	0	3
Jonah White	STEM	Certified Entry-Level Python Programmer	15 (new)	17	33
		Totals	373	92	465

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

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CTE Highlights

Committee for the Recruitment of an Engineering Workforce (CREW)

After a Bay Area Houston Economic Partnership (BAHEP) Education and Workforce Development Committee meeting, Dickinson ISD began the charge of forming a steering Committee for the Recruitment of an Engineering Workforce (CREW) in conjunction with Bay Area Houston Transportation Partnership (BAYTRAN), University of Houston-Clear Lake, San Jacinto College, Texas Department of Transportation (TxDOT), Industry partners (53 businesses and municipalities), and Pasadena ISD. **The vision of CREW is to create a comprehensive approach to preparing the engineering workforce to serve regional challenges and demands.** The group met on May 25th to discuss goals for 2023, identify barriers and strategies to help close educational gaps, discuss planning and programming for the academic year, establish a roadmap to implement activities for CREW, and determine next steps in the implementation process.

Jet Grant

DISD CTE received two **Jobs and Education for Texans (JET) grants in the amount of nearly 1.3 million dollars** for our Health Science and Welding/Ag Mechanics programs. The purpose of the JET grant is to defray the start-up costs associated with developing career and technical education programs. The grants are providing funding for equipment for the purpose of developing career and technical education courses leading to a license, certificate or post-secondary degree and may include courses offering dual-credit and technical education programs.

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

8 Dickinson High School Texas Association of Future Educators (TAFE) Career & Technical Education (CTE) students will travel to Florida in the next few weeks to compete on the national level at the Educators Rising 2023 National Conference & Competition. A record number, **sixteen Education & Training students received their Educational Aide I certifications** and were honored at Signing Day on May 18th. Students were guaranteed an interview by our Human Resource office and encouraged to begin working as paraprofessionals and substitutes in Dickinson ISD while seeking their degree in education.

Cosmetology and Barbering

The Cosmetology program had its most successful year, **certifying 22 students**. In addition, our newly implemented Barbering program is gaining momentum. **The program had its first 2 students pass all licensing criteria in May to become official barbers**, and a third will sit for his tests in June when he turns 18.

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

The CTE department partnered with Higher Up Texas (HUT) to host mock interviews. Hospitals and pharmacies from all over Houston and the Gulf Coast area interviewed students and gave feedback. Likewise, auto dealers from the area held panel interviews with students where they were able to present recent certifications and talk about their career goals. After the interview sessions, **several health science and auto students we invited back for a second round of interviews at the various entities where many were offered jobs**. The CTE department celebrated students who had officially secured job offers on May 17th and 18th at their respective signing days.

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Hospital Affiliation Agreements

The CTE department signed an **affiliation agreement with the Methodist Hospital** system to serve as a location for our health science practicum students to complete their clinical rotation experience. A second affiliation agreement with the **University of the Texas Medical Branch (UTMB)** is in the final stages of approval.

CTE Program of Study (POS) Updates

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

Applied Agriculture Engineering: Dickinson High School began offering *Agriculture Mechanics and Metal Technologies* this fall. The pathway provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students are developing engineering communication skills, including computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will understand the various fields of engineering and will be able to make informed career decisions. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments. New welding machines, plasma tables, and other equipment is in transit thanks to the Jobs and Education for Texans (JET) grant we received for nearly \$550,000 this past year. Agricultural Structures Design and Fabrication will be implemented in the fall of 2023. Students are excited to compete in industry sponsored project-based learning challenges and are eager to earn **American Welding Society (AWS) D 1.1, and (AWS) D 9.1, certifications**.

Imaging Technology: DISD will be the first in the state of Texas to provide students with a simulation lab (slated to be completed on June 30th) and coursework leading to dual credit and a **Limited Licensed Radiology Technologist (LLRT) certification** opportunity thanks to the Jobs and Education for Texans (JET) grant we received for nearly \$750,000 this past year. Instructor, Kristin Stewart is slated to teach Introduction to Imaging and Imaging I to students in the fall of 2023 followed by Imaging II and a practicum course in in 2024. We have diligently sought after and secured clinics and hospitals willing to partner with us to provide our students the required hours needed to sit for their exams at the conclusion of the program.

CTE Courses in grades 6-8

Planning for Courses: The CTE Department took part in CTE **recruitment and career days** throughout the district to ensure students 6-8 students are prepared to make informed decisions regarding their Program of Study (POS) pathway at Dickinson High School.

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Bond 2023

The CTE is excited to begin planning for **the new 100,000 sq ft facility with passing of the 2023 bond.** Research is underway regarding new program areas such as **Maritime, IT/Cyber Security, Culinary Arts, and Firefighting.** When adding new programs, the goal is to partner with College of the Mainland (COM) to provide students dual credit in conjunction with Industry Based Certification (IBC) opportunities.

CTE Awards

The CTE department has increased certification and programming opportunities for students over the past few years. Three of our team members were recognized for their leadership contributions and innovative approaches to programming by their peers. Kristi Pulkinen was nominated for the 2023 Career & Technical Association of Texas (CTAT) **Teacher of the Year.** Dr. Angie Estes was nominated for the 2023 Career & Technical Association of Texas (CTAT) **Counselor of the Year** and represented the Gulf Coast Region at the state level. Dr. Melissa Everett was nominated for the 2023 Career & Technical Association of Texas (CTAT) **Administrator of the Year** and represented the Gulf Coast Region at the state level.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 6, 2023

Item Title: 2023 Fine Arts Report

Agenda Item: Paul Trahan

Background Information:
The 2022-2023 Fine Arts report is attached.

Recommendation:
Information only

Action Item: Yes No

DICKINSON ISD

Fine Arts

Creating Excellence-Inspiring Futures

8,635 **TOTAL STUDENTS**

737-BAND
571 CHOIR
4,461 ELEM MUSIC / ART
807 THEATRE
1649- SECONDARY ART
415 - DANCE



**MORE THAN
150
PUBLIC PERFORMANCES**

**OVER
900
AWARDS**

4 STATE LEVEL COMPETITIONS

14 NATIONAL COMPETITORS

Dickinson High School Band Program

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

MJHS Directors: John Hinojosa and Robert Baker

Kranz Directors: Kelby Koch and Juan Castillo

Rebekah Delgado– **DMS**, Rumlado Saenz – **BMS**, Justsin Garcia and Brittleigh Nettuno – **LMS**

Brief summary of new procedures/events/activities:

- DHS student leadership continues to be the backbone of our success. This year, we hired SASI to lead a two day workshop with our student leaders as well as 2 days with our Drum Majors.
- Continued use of the Charms management system allows for effective communication with parents. Working on transitioning to CutTime.
- We continue with Smart Music technology and the Harmony Director on all campuses.
- Additional extrinsic awards for the school year include a Main Event Day for students consistently showing musicianship and growth in the classroom for sixth to eighth grade district band students and a sixth grade end of the year rewards party also held at Main Event.
- Kranz Jazz band on Fridays has continued after school and has become an opportunity to explore different styles of music and expand their creativity learning how to improvise/solo and improve sight reading skills.
- The middle school teachers and students got to enjoy the Junior High Bands performing at the winter tour for each middle school this year. It was a big success and fun opportunity for our students.
- Various clinicians are used to enhance the students' learning opportunities.

Pertinent statistics

DHS Band

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

McAdams J.H. Band

- 99 total students, 43 7th graders, 56 8th graders,
- Male 61, Female 38
- Ethnicity Breakdown: White 35, Black 13, Hispanic 47, Asian 3, 1 American Indian

Kranz J.H. Band

- Total Enrollment 209 total: 110 7th graders, 99 8th graders (28% increase from 2021-2022 school year)
- 101 Female, 108 Male
- Ethnicity Breakdown: White 66, Black 26, Hispanic 122, Asian 5

Dunbar, Barber, and Lobit MS Bands

- Dunbar Band - 84 students; 49 Male, 35 Female; 16 White, 20 Black, 45 Hispanic , 3 Asian
- Barber Band- 91 students; 42 male, 49 female, 33 Hispanic, 48 white, 7 Black, 3 Asian
- Lobit Band- 85 students; Male 43; Female 42; White 34; Black 21 ; Hispanic 28; Asian 2

Plans for improvement/modification/enhancement of efforts:

- Honors credit is offered this year at DHS as well as AP Music Theory.
- Continue to develop and encourage the private lesson program to improve individual playing skills.
- Developing a plan to work with individual students and provide one-on-one instruction at little to no additional costs to the students.
- New music arranger, drill writer and program coordinator for the DHS Marching Band for 2023 season.
- Develop a way to split band's regularly for more specialized instruction.
- Constantly balance instrumentation at the 6th grade campuses to ensure no shortages occur at the JH.
- Utilize Smart Music for future assignments next school year.
- Help students practice more intelligently with a type of focused approach, so they can become more efficient.
- Middle school bands are working to find ways to help students with financial difficulties afford private lessons.
- Our goal is to maintain this momentum to serve the community with the finest instrumental music program available anywhere.

Evidence of success/student performance:

DHS Band

- All three concert bands earned straight 1's at the UIL Concert and Sight reading contest. The Concert 2 band received a first division rating on stage.
- Marching Band placed 1st at the US Bands Baytown, Galena Park Invitational, and Gulf Coast classic. The band also placed 3rd at Area and top 25 at the State Marching Contest.

Region Orchestra Results

- Nathan Velasco – 3rd Chair Bassoon
- Samuel Sheffield – 2nd Chair Trumpet
- Carlos Marquez – 4th Chair Percussion

Freshman Region Band Results – 25 students earned spots – the most in the region!

- Jumeidha Reyna – 10th Chair Flute
- Ella Morgan – 3rd Chair Oboe
- Caroline Korenek – 1st Chair Eb Clarinet
- Alex Duran – 1st Chair Bb Clarinet
- Nayeli Jaramillo – 7th Chair Bb Clarinet
- Elias Rodriguez – 1st Chair Bass Clarinet
- Jazlynn Davis – 4th Chair Bass Clarinet
- Luke Ryan – 1st Chair Contra-Bass Clarinet
- Abigail Messina – 2nd Chair Bassoon
- Alexandria Trevino – 4th Chair Bassoon
- Cheyenne Heryford – 1st Chair Alto Saxophone
- Jason Gregory – 1st Chair Tenor Saxophone
- Trevor Seeley – 1st Chair Trumpet
- Marco Romero – 3rd Chair Trumpet
- Daniel Ontiveros – 5th Chair Trumpet
- David Padilla – 8th Chair Trumpet
- Brady Korenek – 3rd Chair French Horn
- Cody Nguyen – 4th Chair French Horn
- Allison Decker – 9th Chair French Horn
- Fisher Palmer – 7th Chair Tenor Trombone
- Jeremy Mixon – 8th Chair Tenor Trombone
- Angelo Bigueras – 1st Chair Euphonium
- Kaleb Stonum – 2nd Chair Percussion
- Darren Stuart – 5th Chair Percussion
- Collin Wilson – 6th Chair Percussion

All-District Band

- Aaliyah Bigueras- Flute
- Kiersten Spaw- Flute
- Ella Morgan- Oboe
- Caroline Korenek- Eb Clarinet
- Viviana Perez- Bb Clarinet
- Ytsel Bello Apolinar- Bb Clarinet
- Cheyenne Heryord- Alto Saxophone
- Sydney Novelli- Tenor Saxophone
- Willaim Spaw- Trumpet
- Jacob Moseley- French Horn
- Stephen Baeza- Tenor Trombone
- Angelo Bigueras- Euphonium
- Cole Lacey- Euphonium

· German Rodriguez- Percussion

All-Region Band

- Alex Duran- Bb Clarinet (qualified for Area)
- Angel Hernandez- Bb Clarinet (qualified for Area)
- Elias Rodriguez- Bass Clarinet
- Azaria Green- Bass Clarinet
- Luke Ryan- Contra Bass Clarinet
- Nathan Velasco- Bassoon (qualified for Area)
- Emily Korenek- Alto Saxophone
- Jason Gregory- Tenor Saxophone
- Daniel Renovato- Baritone Saxophone (qualified for Area)
- Samuel Sheffield- Trumpet (Qualified for Area and ALL-STATE)
- Trevor Seeley- Trumpet
- Marco Romero- Trumpet
- Ethan Stonum- Trumpet
- Brady Korenek- French Horn
- Morgan Maloney- French Horn
- Carl Habashi- Tenor Trombone
- Ethan Messina- Tenor Trombone
- Justin McLaren- Tuba (qualified for Area)
- Cade Lacey- Tuba
- Carlos Marquez- Percussion (qualified for Area)
- Jahir Blanco- Percussion
- Devin Dunn- Percussion
- Kaleb Stonum- Percussion
- Collin Wilson- Percussion

MJHS Band

- 14 students placed in All-Region Band, 22 All-District Band, 3 students placed in All-Orchestra
- 78 Students earned first division at Solo Contest
- UIL competition: Honors and Symphonic Bands earned a straight 1's Sweepstakes Award

KJHS Band

- **Region Band-** 55 out of 66 students who auditioned made District Band. 43 students made the Region Band. 10 students reached the highest chairs and placed in the Region Orchestra. Kranz for the 3rd year consecutive year has the most students making Orchestra, Region, and district compared to every school in the region. In the past 4 years the Dickinson Junior Highs have had 186 students make region band, significantly more than any other school district in our region. Results Here: [📄 KRANZ REGION RESULTS](#)
- 100% participation at solo contest every year from our second year and third year players. 96% of students earned a 1st division.
- **UIL competition:** Honors and Symphonic Bands earned a Sweepstakes Award. The Honors band performed a grade 5 this year which is the highest level of difficulty possible that only the Wind Ensemble at DHS and high school top bands played this year. Honors Band will submit for State Honor Band this year with high hopes of placing well this upcoming summer.
- **National Recognition:** For the second year in a row the Kranz Band was recognized as one of the top 10 in the nation for the Mark of Excellence Competition. We will resubmit this year again and hope to be recognized again!
- **Kranz Jazz Band-** has performed numerous times for the Dickinson community this school year and has been a spotlight on our students playing different styles of music and learning how to improvise and be creative. Students competed at the Clear Falls Jazz Festival and received 1st place! Including having the trombone section all receiving outstanding soloist awards! They were the only section out of all the groups from the festival to receive this award!
- **Gator Music Festival-** Kranz Honors Band was crowned grand champion, Symphonic Band received 1st place for Non-Varsity, and our Concert Band received 2nd place for the Sub Non-Varsity group.

MS Bands

- Several students from all three bands received 1st division ratings at the MJHS Solo and Ensemble contest.

- All three middle school bands competed at the Gator Music Festival held at McAdams JH and received Superior Ratings as well as numerous Outstanding Section Awards.
- All three middle school bands enrollment numbers for the upcoming school year have increased by a combined total of 129 percent due to recruitment made by the middle school band directors.
- We are maintaining a high level of quality instruction and student performance. With the help of band staff from the district, we are able to accommodate the schedule we are given.

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

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

Dickinson ISD Choral Program

Zachary Foster (DHS), Gracie Stutterheim (DHS), Carrie Davis (MJH), Imani James (KJHS) James Goan (DMS), , and Jaime Munos (LMS)

Brief summary of new procedures/events/activities:

- The choir program at DHS gave 3 full concerts this year, our Fall Concert, Sounds of the Season Christmas Concert, and “Brop” Show, which combined our favorite pop and Broadway tunes. All were well received, featuring a number of individual performances alongside full choral performances, and a combined concert with McAdams.
- The JH Choirs have continued to retain a friendly but competitive spirit.
- Successfully implemented a “mock” UIL for 6th grade choirs; this mock UIL was attached to the already established “Pre-UIL” event that we host for the JH Choirs and was held at Kranz.
- The Winter Tour for secondary campuses was a success this year.

Pertinent Statistics:

- DHS Choir enrollment: 121 (male 45, female 77), with expected growth of approx. 30% for the Fall of 2023
- MJHS Choir enrollment: 74 (male 42, female 32)
- KJHS Choir enrollment: 86
- BMS Choir enrollment: 50
- DMS Choir enrollment: 194 (92 girls, 102 boys)
- LMS Choir enrollment: 46

Plans for Improvement:

- DHS plans to continue to attend the North Texas Chamber and Madrigal Festival next spring to compete against some of the very best choirs in Texas. DHS will continue to take 4 choirs to UIL (Varsity Mixed, Non-Varsity Treble, Non-Varsity Tenor-Bass, Sub-Non Varsity Treble)
- Keep working on growth and quality of the choral program at DHS and district wide. With the new addition of our assistant, Mr. Foster and Ms. Stutterheim will be able to spend more time with the JHs as well as create a full slate of social and choral activities for the High School program.
- High School and both JHs received a large grant from the Dickinson Education Foundation and have received a full class copy of every UIL Sight Reading octavo for all pertinent levels and types of ensembles from the last 12 years in an effort to bolster our Sight Reading component at UIL in the Spring of 23.
- Continued implementation of a “mock” UIL for the 6th grader choirs (hosted by the JHs).
- Continue to work closely with the choral team to vertically align the choral curriculum through all levels.
- BMS is gaining ground on changing the culture of choir at school and working closely with theatre to provide other outlets and opportunities for performances.
- MJH and KJH directors went down to the 6th grade classes to meet/greet and audition incoming 7th graders.

- All choirs look forward to continuing to add more performance opportunities for our choirs, as well as opportunities for our students to witness professionals at events like HS Opera Night, etc.
- Secondary Choirs hope to continue the Winter Tours, and expand the tour performances into more community spaces.

Evidence of student success/performance:

DHS

- 30 students auditioned for the Region 17 Mixed and Treble Choirs and Concert Choir. 20 students earned a place with 3 qualifying for the Pre-Area Round of the All-State Choir Audition Process, which is the largest number from DHS awarded in over 10 years and a 5 student increase from last year.
- DHS greatly improved their UIL Concert and Sight Reading scores from scores of Average and Below Average last year (3 and 4) last year, to Superior and Excellent Ratings (1s and 2s) this year.
- The DHS choir department was vital to the success of our musical productions, one of which was nominated for a “Best Music Direction” Tommy Tune award.
- An increase in inter-program recruitment,
- Noticeable increase in program and classroom morale.

McAdams Junior High

- UIL Concert/Sight-reading Contest (Spring 2022): The MJH Men’s chorus received Superior in Concert and Superior in Sight Reading. The MJH Women’s chorus received Superior in Concert and Excellent in Sight Reading.
- Shadow Creek Choral Festival (Spring 2022): The Non-Varsity Women’s choir performed at the Shadow Creek Choral Festival in April and received a Superior Rating from the judges.
- MJH Choir had a “vertical” Fall Concert where the Lobit and Barber choirs were invited to perform with MJH Choir.
- MJH Choir had a joint Winter Concert with Kranz Choirs.
- MJH Choir performed its first “Winter Tour”, where selected students performed at Barber, Lobit, City Hall, and the ESC.
- MJH Choir performed for the first time at the Dickinson Parade of Lights! Students sang holiday songs on the steps of the Public Library at the end of the parade route.
- 9 MJH students auditioned for the Region Choir this year. 5 students were selected to be in the Region Choir.
- MJH Choir performed their Pop Show on Friday, May 13th, with music completely chosen by the students.

Kranz Junior High

- Kranz Choir hosted the joint junior high holiday. Concert (DHS brought a choir to participate in the event).
- The Kranz Choir program was the host for the choir Pre-UIL which included junior high and middle school programs.
- Kranz hosted one of the after school Region Choir Sectionals for DISD Junior high schools (Carrie Davis, Zach Foster and Imani James were section leaders).
- Kranz Choir had 7 students to make the Region choir.
- Kranz Choir participated in UIL, earning superior (1) ratings for sight reading and excellent (2,2,1) ratings for Concert.
- Varsity and Non-Varsity soprano/alto combined choirs attended the Shadow Creek Festival, achieving superior ratings.

Middle Schools

- The BMS Choir students performed at many events this year, including McAdams’ Fall Concert, BMS Holiday Concert, the “Mock” UIL at Kranz (Superior Rating), and the BMS Pop Show!
- The number of BMS Choir students continuing at the JH level has tripled in the STEM program.
- LMS choir performed their own Holiday Concert, as well as performing at McAdams’ Fall Concert and the “Mock” UIL at Kranz (Excellent Rating).
- BMS and LMS choir focused this year on learning Solfege and Sight Reading skills to be prepared for “Mock” UIL. This preparation is key to their future success in choir at the secondary level!
- DMS choir performed three concerts for our Talent Show on May 27

General evaluation

- The DHS choral program strives for excellence daily. We are pleased with the product and the continued improvements we are seeing. We hope to impact and nurture students by teaching choral technique and a love and appreciation for music making that a student can carry with them throughout their life journey.

- The McAdams and Kranz choirs are seeing slow but steady growth both in terms of numbers and musicality when it comes to skills in sight reading and rehearsal. The “choir culture” is starting to show through the pride our students take in their singing, and the subsequent confidence and success they have found this year. Despite the pandemic, the JH choir program has shown great improvement, and we look forward to even more success in the years to come.

Dickinson ISD Elementary Music Program

Melanie Wigger (HRES), Tyler McCord (KELES), Malorie Davis (JSES), Angela Guidry (SLES), Landon Petersen (LES), Charles Scheller (CRES),
Lauren Poland (BCES) Kelsey Helton (JSE)

1. New procedures

- We are re-working to complete a new district aligned curriculum to ensure students leave elementary school with a strong foundation for middle school music education.

2. Statistics – total of 5,392 students taught Elementary Music in DISD

San Leon-666	Calder Road-672	Lobit ES- 567	Lobit (5 th) - 247
K.E. Little-577	Hughes Road-670		Barber (5 th) -337
Silbernagel-634	Bay Colony-675		Dunbar (5 th) - 327

3. Plans for improvement and enhancement of efforts

- DISD elementary music teachers are using every opportunity to connect music to concepts and TEKS the students are learning in other subject areas.
- Rewrite the DISD curriculum for elementary music to ensure all students are receiving the instruction necessary to be successful in both middle school and secondary fine art programs.

4. Evidence of success/student performance

- We continue to have Quaver’s Marvelous World of Music serve as a curriculum resource, assessment, and grading platform. We are sending teachers to a Kodaly workshop this summer to help create a new curriculum to focus on folk song singing and movement. This will be the starting point for ensuring our students are ready for secondary programs after exiting elementary.

At Silbernagel, each grade level received 60 minutes of instruction per week and each student had at least one opportunity to perform for an audience. Performances and programs included a Hispanic Heritage Showcase, Veteran’s Day program, Holiday program, Open House Music In Our Schools Program, Kindergarten Graduations and an all-school talent show. We continued our after-school choir program with fifty students and were able to perform 15 times, including a community tour and the Dickinson Holiday on the Bayou parade in December. We also offered a 4th grade recorder club after school, the UIL Music Memory team and other lessons. Mrs. Helton was honored as Silbernagel Campus Teacher of the Year and Principal Leslie Burke was the TMEA Honor Administrator for the state.

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

At San Leon Elementary we have had a great year exploring our new instruments we received this year. We played several different melodic and rhythmic ostinatos on various pitch and unpitched percussion instruments. This was pivotal in developing and extending the students' knowledge of the musical concepts in our Elementary Scope and Sequence. Each grade level received 55 minutes of music each week. We started with one PreK class this year for 35 minutes a week as well. Grade levels Kindergarten - 4th grade all had the opportunity to perform on stage for the whole school and at night for the parents. We did a Veteran’s Day program, a Christmas musical, a musical about bugs and one about farm animals. Our kindergarteners used some instruments in their end of year program to play along on different songs that highlighted simple rhythm patterns and steady beats. We will end the year with a Talent Show! San Leon also

participated in UIL Music Memory and was able to take 1st place and 2nd place in the 4th grade division! It was a great year in Music at San Leon!

Dickinson ISD Theatre Program

DHS-Laurel Powell, Marisa Hataway, Roxanne Sheffield; KJHS- Jonathan Kyle Crawford; MJHS-Tara Jones; DMS- Gerik Lyssy; BMS-Elizabeth Brown; LMS-Jake Wadkins

DHS Theatre enrollment has continued to grow this year. Enrollment in the upper level theatre classes has grown to 143 students. The level one classes are at 160 students. Courses offered are Theatre Arts 1-4, Musical Theatre 1-4, Technical Theatre 1, Technical Theatre 2, and Advanced Technical Theatre 3 & 4, Theatre Production 1-4, Theatre Production MENTOR and Advanced Theatre 1-2.

This year we had a full season. The season included two full length musicals, Beauty and the Beast (which was the All District Musical), The Drowsy Chaperone (which was a high school production), a Black Box production of Peter and the Starcatcher, our State Advancing One Act Play, The Tin Woman, two senior directed productions, and our Annual Musical Revue. For Beauty and the Beast, we had over 100 students throughout the district attend our auditions. Beauty and the Beast, the all district musical, ran for two successful weekends. We entered the Tommy Tunes with this production and were nominated for numerous categories including: Outstanding Musical, Outstanding Ensemble, Outstanding Technical Achievement, Outstanding Lead Performer, Outstanding Supporting Performer, Outstanding Singer, Outstanding Actor, Outstanding Director, Outstanding Lighting, Outstanding Sound, Outstanding Stage Management & Honorable Mention Performer. The Drowsy Chaperone, the High School Theatre Production musical, ran one very successful weekend. This musical was also entered in the Tommy Tunes Awards and was nominated for numerous categories, including Outstanding Musical, Outstanding Ensemble, Outstanding Technical Achievement, Outstanding Lead Performer, Outstanding Supporting Performer, Outstanding Singer, Outstanding Actor, Outstanding Director, Outstanding Music Director, Outstanding Lighting, & Outstanding Stage Management.

In November we traveled to San Antonio for the Texas Thespians Festival with 27 students. Of these 27 students, 20 of these students came home with trophies and 12 of these students have qualified for the International Thespian Festival (Nationals) at Indiana University in June. The National Qualifiers are competing in the following categories: Monologue, Duet Acting, Group Acting, Solo Musical, Duet Musical, & Lighting Design.

The 2nd semester continued our full season of shows including Peter and the Starcatcher, our One Act Play, Musical Revue, and Senior Directed One Act Plays. Our One Act Play was extremely successful this year and advanced to the State UIL OAP Contest; the first time for Dickinson since 1969. Many awards were received including: District Outstanding Technician, Honorable Mention All-Star Cast, All-Star Cast, Best Performer, Bi-District Outstanding Technician, Honorable Mention All-Star Cast, All-Star Cast, Best Performer, Area Outstanding Technician, Honorable Mention All-Star Cast, All-Star Cast, Best Performer, Region Outstanding Technician, Honorable Mention All-Star Cast, All-Star Cast, State Honorable Mention All-Star Cast & All-Star Cast. We placed 6th in the State UIL One Act Play out of 247 participating 6A schools.

For the Tommy Tune Awards, we were announced as Finalists in the following categories: Lead Performer for The Drowsy Chaperone, Supporting Lead Actor for Beauty and the Beast, Best Director for The Drowsy Chaperone, Outstanding Ensemble for The Drowsy Chaperone, and Outstanding Stage Management for Beauty and the Beast. Four of our students performed in the Tommy Tune Award Show and 34 students attended the Awards Show.

We had 14 seniors graduate from the program this year with three of those 14 seniors going on to study Theatre or Film in college.

Next year will include an All District Musical, a high school only musical, a play, our One Act Play, Musical Revue, Senior Directed One Act Plays, and a possible Improvisation Night. Students will also be traveling to San Antonio for our annual State Thespian Festival where students will compete in various acting, musical theatre, dance, and college scholarship competitions as well as attend workshops. The department will also be hosting a trip to New York City to see shows as well as attend a variety of Broadway based workshops.

The lead director and the technical director at the high school theatre teachers will attend the Texas Educational Theatre Association SummerFest this summer and all three theatre teachers will attend our annual Texas Educational Theatre Association Convention in Galveston during September where we will both present workshops and attend to further our own training. Lead Director at the high school will serve on the UIL One Act Play Advisory Committee for the 3rd year where she will attend various meetings throughout the summer and the year to further the success of the OAP contest in the state. Our Thespian Officers will attend Troupe Officer Training in the Houston area this year as well as work on the steps to become an Honor Troupe at the end of the 23-24 school year. The department will also be applying for a Theatre School of Distinction through TxETA and Texas Thespians.

Dickinson High School Theatre Accolades include

All-District Musical *Beauty and the Beast*

Tommy Tune Nominations

Outstanding Musical
Outstanding Ensemble
Outstanding Technical Achievement
Outstanding Lead Performer - Brianna Delaney, Sara Faulkner, Ryder Gleeson, Luke Barajaz
Outstanding Supporting Performer - Michael Flores, Natalia Marin
Outstanding Singer - Brianna Delaney
Outstanding Actor - Michael Flores, Ryder Gleeson, Maia Morales Morales
Outstanding Director - Laurel Powell
Outstanding Lighting - Alais Reiter, LaVoe Mason
Outstanding Sound Design - Ashley Sherk, Haedyn Lynch
Outstanding Stage Management - Caidence Foster, Danae Dever, Ashley Sherk, Haedyn Lynch
Honorable Mention - Natalia Marin, Maia Morales Morales

Texas Thespians Festival

12 National Qualifiers

Monologue - Hannah McGinty
Duet Acting - Chase Casterline & Seth Taylor
Solo Musical - Brianna Delaney
Duet Musical - Michael Flores & Noah Nuetzmann, Andrew Johnson & Kennady Spies
Group Acting - Audrey Brooks, Olivia Silvas & Jewel Richards
Lighting Design - Kenzington Bass

1st Place in Team Costume Construction - Maia Morales Morales, Leah Luna, Natalie Glukhenkiy & Kennady Spies

1st Place in Team Mask Design - Sofia Mercado, Haedyn Lynch, Olivia Silvas & Allie Davis

All Star Troupe Table Design - Seth Taylor, Chase Casterline, Kenzington Bass, Michael Flores, Caidence Foster, Kennady Spies, Brianna Delaney, Eloise Correia & Sofia Mercado

Mainstage Performer - Brianna Delaney

Peter and the Starcatcher

4 sold out performances

The Drowsy Chaperone

Tommy Tune Nominations

Outstanding Musical
Outstanding Ensemble
Outstanding Technical Achievement
Outstanding Lead Performer - Chase Casterline, Brianna Delaney, Kennady Spies, Michael Flores
Outstanding Supporting Performer - Natalia Marin
Outstanding Singer - Brianna Delaney
Outstanding Actor - Chase Casterline, Brianna Delaney
Outstanding Director - Laurel Powell
Outstanding Music Director - Zach Foster
Outstanding Lighting - Kenzington Bass
Outstanding Stage Management - Caidence Foster, Danae Dever

UIL One Act Play *The Tin Woman*

District Contest

Advancing Play to the Bi-District level
Outstanding Technician - Caidence Foster
Honorable Mention All-Star Cast - Michael Flores
All-Star Cast - Jewel Richards
Best Performer - Brianna Delaney

Bi-District

Advancing Play to the Area level
Outstanding Technician - Seth Taylor
Honorable Mention All-Star Cast - Jacob Brunet
All-Star Cast - Jewel Richards
Best Performer - Brianna Delaney

Area

Advancing to the Region level
Outstanding Technician - Kenzington Bass
Honorable Mention All-Star Cast - Jewel Richards
All-Star Cast - Jacob Brunet
Best Performer - Brianna Delaney

Region

Advancing to the STATE level
Outstanding Technician - Audrey Brooks
Honorable Mention All-Star Cast - Jewel Richards
All-Star Cast - Jacob Brunet
Brianna Delaney

State

6th place
Honorable Mention All-Star Cast - Jewel Richards
All-Star Cast - Brianna Delaney

Tommy Tune Finalists

Outstanding Ensemble - The Drowsy Chaperone
Outstanding Lead Performer - Brianna Delaney as The Chaperone in The Drowsy Chaperone
Outstanding Supporting Lead Performer - Michael Flores as Cogsworth in Beauty and the Beast
Outstanding Stage Management - Caidence Foster, Danae Dever, Ashley Sherk, Haedyn Lynch for Beauty and the Beast
Outstanding Director - Laurel Powell for The Drowsy Chaperone
Scholarship Winner - Brianna Delaney

The MJHS Theatre Department led by Tara Jones-Wright serves 160 students in various sections of Theatre 1, 2, 3, and Technical Theatre classes. The Theatre 3 Production class continues to be filled with highly motivated 7th and 8th grade theatrical students committed to putting on productions for the campus. Within the first 2 weeks of school, the Production class kicked off with auditions and rehearsals for the first play of the year, *Aliens vs Cheerleaders*. This production was performed for the public in the evenings and for the entire 7th and 8th grade RLA classes during the school day. The company included 18 actors and 6 technicians. The show was rehearsed entirely during class and every student had a role or technical job that served the production. Set construction, Lighting Design, and Sound was accomplished through the Technical Theatre Class of 17 students (some of which were also enrolled in Theatre 3 Production).

Before the winter break, a select group of 10 production students traveled to Lobit MS to perform *How the Grinch Stole Christmas* to showcase their talents, increase awareness of the program, and potentially recruit future students to the department.

The McAdams Theatre Department transitioned into the UIL One-Act Play Season with the play *The Storm in the Barn*. This show was open to all Theatre Students to audition for and was rehearsed entirely after school. The play was performed for the public in the evening and for all the 8th grade RLA classes during the school day. The company included: 12 actors and 5 Technicians. This year, the company traveled to Kranz JH for the contests. At Zone, the OAP Company Advanced with a 1st Place Ranking and was awarded 1 All-Star Tech Award, 3 Honorable Mention All-Star Cast Awards, 2 All-Star Cast Awards, and 1 Best Performer. At the District Level contest, the OAP company was awarded 1 All-Star Tech Award, 11 Honorable Mention All-Star Cast Awards, and 1 All-Star Cast Award. Every cast member had been recognized for their contribution to the play's story-telling. The OAP Company placed 4th over-all at District out of 12 competing schools. The company appreciated the love and support they received from the other competing schools, the campus administration, and the District School Board for their efforts and accomplishments.

With the completion of the UIL One-Act Play Season, the Theatre 3 Production class stepped back into action to produce the final show of the year, a musical, *Aladdin Kids*. Since McAdams continues to serve as the host site for many Band events in the final 9 weeks of the school year, the McAdams Theatre department continued its new tradition of a Spring Black Box Theatre Show. The *Aladdin Kids* set was mounted in the Black Box Theatre room with the set constructed entirely by the Technical Theatre class students. The show once again utilized the entire Traveling Sound System including wireless microphones received through an Education Foundation Grant in 2019 and the UIL Traveling Light System, which now includes 2 additional wireless LED lights purchased through the student activity account. The company included 24 actors (6 of which were Choir students) and 5 technicians. Mrs. Davis, the Choir Director, worked with the vocalists in several after school rehearsals leading up to the performances. The Theatre Department hopes this will be a continued cross-fine arts collaboration. The musical was a great success with 4 public evening performances and 4 school day performances for the Dance and Choir classes. McAdams is looking forward to next school year including 6th graders on the campus and ends this year planning how to incorporate 6th grade productions into the 23-24 season.

Kranz Theatre, led by Kyle Crawford, currently serves 140 students in various levels of Theatre 1, 2, 3 and Technical Theatre classes. During the 2022-2023 school year, Kranz Theatre was able to produce a full 3 show season! In the Fall, the Theatre 3 class put together *10 Ways To Survive The Zombie Apocalypse*. The show was rehearsed completely in class and every student had a role in the show. This continued the Kranz tradition of the fall play coming from the Theatre 3 class. This show featured 22 student actors and 6 student technicians. Before the winter break, The Kranz Theatre Dept. also traveled to BMS and DMS to perform *Letters to Santa*. This work was able to showcase the growing talents of our students, bring visibility to the program and lay the groundwork for recruitment at the middle school level.

The Kranz Theatre Department then shifted gears to UIL One Act Play. This year Kranz produced *The Girl In The White Pinafore*, which featured a company of 24 student members. This year, Kranz had the pleasure of hosting both levels of contest on our campus. In February 2023 the UIL OAP Company competed at Zone and District Contests. Kranz Theatre advanced from Zone (placing 2nd) and received several awards including acting awards for the entire company: 1 All Star Technician, 2 Honorable Mention All-Star Cast Awards, 2 All-Star Cast Awards and 1 Best Performer. At the District contest, Kranz saw continued success placing 1st place overall and receiving 1 All-Star Technician, 10 Honorable Mention All-Star Cast Awards, 1 All-Star Cast Award, and 1 Best Performer. The show was a huge success and was well received by parents, faculty members and the community. We were even recognized by the DISD School Board for all of our UIL success!

In April, the Kranz Theatre Department put on their Spring Musical, *Annie Jr*. This show featured 29 student performers and 7 student technicians. *Annie Jr* was a joint effort with Elizabeth Brown Bear choreographing our Kranz students. The show was a huge success and was enjoyed by all audiences. *Annie Jr* was the highest attended show in Kranz Theatre history! The Kranz Theatre program will continue with its 3-show season for the 22-23 school year (Fall Play, UIL One Act Play, Spring Musical). Kranz is excited to welcome a 2nd Director to our program next year, along with adding 6th grade students. Planning has already begun on how best to incorporate those students into our department.

The DISD Middle Schools offer all 5th grade students exposure to the drama program through a 9 week sampling course which will help them determine what Fine Arts path to pursue beginning in 6th grade. Sixth grade enrollment at DMS is 84, BMS has 72, and LMS has 48 students in theatre.

One of Dunbar's biggest class projects for 2021-2022 was writing and performing their own Fractured Fairy Tale. Students in groups cycle through the roles of director, producer, stage manager, and actor during this assignment. DMS theatre students enjoy costume design and building their own set pieces from recycled materials of their choosing to be displayed in the productions. These students held class plays throughout the Fall Semester such as "*The Tomorrow Radio*", "*Dead of Night*", and the radio play, "*Dracula*". Christmas plays included "*Christmas at the O.K. Corral*", "*'Twas the Night Before Christmas*", which was performed at the ESC for guests and parents, and "*Snowflakes*". The DUNBAR

DRAMATICS performed “*Oliver*”, “*Hamlet*”, “*Romeo and Juliet*” alongside the Dunbar Choir, “Trapped”, and “Two Pigs, a Wolf, and a Mudpie” in the spring.

The BMS Theatre Department has had another busy year! BMS 6th grade Theatre classes performed old time Radio Theatre scripts during the week of Halloween. Each cast created sound effects by using different objects and experienced being a Sound Foley Artist as they performed. During the Holiday season, casts performed “Dear Santa Funny Letters”, “Holiday Cheer” and learned about voice acting using their favorite holiday themed cartoons. Our extra special Christmas production, A CHARLIE BROWN CHRISTMAS, has become a favorite tradition and brought the season and semester to a close. Our Spring began with the Melodrama, POLLY PUREHEART PREVIALS. Student audiences enjoyed booing and hissing at the villain along with cheering and clapping for the hero. Diving into character analysis and design allowed us to really focus on another favorite production, PETER PAN AND WENDY; Mixtape. Watching the students “fly” was thrilling. We closed our second semester with our Musical Revue, Barber’s Broadway Bound. This year the revue included 5 musicals. Through singing, choreographed musical numbers, scenes and narration that ties it all together, we were able to share why some people just randomly burst out in song and dance. Other projects throughout the year included character monologues, duet scenes, dancing through the decades, book to script writing, costume design (costumes made out of recyclables) set design, (mini sets made out of play-doh) and foundational Theatre skills. We are always working toward growing in the art, learning about our own self, each other and humanity in a way only Theatre can provide.

Lobit Middle School theatre is acting up (in a good way). The 6th graders have studied improvisation, musical theatre, pantomime, story structure, monologues and many other topics. They exuded nothing but Christmas joy with their OUTSTANDING performance of “The Grinch” the first semester and brought tears and laughter their stunning portrayals of Charlie Brown, Lucy, Snoopy, and the whole Peanuts gang with their Spring Play of “You’re A Good Man, Charlie Brown”. The 5th graders explored the basics of Theatre such as Tableaus, Pantomiming, the various parts/types of stages in Theatre, and much more! Not only were the 5th graders building their social and emotional skills every 9 Weeks, but their Theatre tool belt is filled with confidence, determination, and a new found respect for the art form. It has been a thrill for these students to finish out the FINAL YEAR of Theatre at Lobit Middle School.

Dickinson I.S.D. Art Program

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

The Dickinson High School Art program services 1,006 students, providing a comprehensive art education comprised of classes of Art I; General Art II; Drawing II, III, IV, AP; Painting II, III, IV; Sculpture II, III, IV, AP; Rodeo Art Drawing; and Structured Needs Art. We currently have 580 Art I students, 389 upper-level Art students, and 37 Special Needs/Mentor students. The DHS art students competed in various art shows such as Houston Livestock Show and Rodeo (Best of Show 2D –Taylor Quinn; Gold Medal 2D –Abby Barnes; Aurora Hameka received Special Merit. Visual Arts Scholastic Event (V.A.S.E.) had 93 entries. 49 of which were awarded the highest score. Two 3D pieces advanced to the state competition: one from Hayden Honicker who received a Gold medal at state and La’ Jiya Johnson . The DHS students also competed at the Texas City Art Festival, with 86 entries; in 2D, DHS took second place with Duwayne Mosely winning and in 3D, DHS took first (Monique Villanueva), second (Evelyn Del Cid) and third (Sevan Edens). 15 DHS pieces earned Honorable Mention. DHS art students and teachers participated in the community Blue Heron Project, painting a heron that will be placed at the Transform my dog. 89 new members have been inducted into NAHS. Painting students created a mural for Nasa. Sculpture 3 & 4 created 50 bowls and donated them to the empty food bowls project in Houston to help feed the homeless.

The MJHS Art program now serves around 323 students and KJHS serves around 295 students where fundamental skills to develop artistic abilities are taught daily which enable success at various levels. Students participated in various contests during the school year such as the Holiday Board Member Cards Contest, Texas City Art Festival, School Bus Safety, and Houston Livestock Show and Rodeo Contest. Students also used their creative ideas to participate in different areas around the school building. During the 7th and 8th grade year’s students are continuing to build on their area of skills in design, drawing, sculpture, painting, art history, and occupations that all these concepts can be used.

Our Art program served approximately 320 students during the 2022-2023 school year at Kranz Jr High. They learned about many different styles of Art and gained experience with drawing, painting, sculpture, collage, fiber art, and

clay. Our Kranz artists participated in 3 different contests this year; Dickinson ISD Christmas card design contest, Houston Livestock and Rodeo Art Show and Texas City Arts Festival. All 320 of our 7th and 8th grade art students submitted entries for the Christmas card contest and we had 10 finalists. The finalists' submissions were selected to use for the Kranz JH Christmas card that was sent throughout the district. KJH had 54 students participate in the Houston Livestock and Rodeo Art show and 2 of those submissions earned awards. Our artists earned a Gold Medal and a 'Best in Show' for their Rodeo artwork. Kranz also participated in the Texas City Arts Festival for the first time this year and had great results! We had 28 pieces of artwork accepted into the show for display and to compete against other young artists from local school districts. Our artists won three awards at the Festival including a 3rd place in the 2D category, an honorable mention in the 2D category and an honorable mention in the 3D category. This is a huge achievement as they were competing with 100's of artworks from multiple local school districts. We look forward to another exciting, creative year at KJH next year!

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

Dickinson ISD Elementary Art is a part of every student's curriculum from Kinder-4th grade. This year four of our seven elementary campuses included PreK in our rotations. Art is a vital part of the child's education and is capably taught by our talented elementary art staff. The art teachers work collaboratively to share, create, and explore new projects and techniques during a week-long summer training. During the year, they continue to work closely together to continually support each other and share important information in order to keep our DISD art program fluid and strong.

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

The elementary art program allows the elementary students to build vocabulary skills through art and make connections with core classes. They learn the requirements for competition art. This year students participated in various contests / Art Shows such as: Dickinson Public Library Bookmark Contest, Texas City Art Festival, Tar Wars Anti-Tobacco Campaign, Texas Public School Bus Safety, Campus Yearbook Art Contest, City of League City Water Conservation Contest and the ESC Holiday Art Show.

Dickinson ISD Dance Program

Brianne Sisson (DHS) Brittany Evans (KJHS) Kayla Holder (MJHS)

The Dickinson High School dance program is flourishing and continuing to grow as we have worked hard to promote all aspects of the dance department. Our numbers have grown significantly this year as we have a total of 202 in the program, with 37 of those being Diamonds and 165 being dance class students ranging from Dance I - Dance IV. This past year we enjoyed watching 28 Diamonds perform at football games, parades, master classes, and our spring show. The Diamonds have continued to shine this year as they took first place in our division at both varsity level competitions that we competed at. Through their hard work and determination, the Diamonds have now become an advanced technical dance team that we are extremely proud of. The DHS dance class students have been developing their technique in ballet, jazz, modern, drill, musical theater, hip hop, world dance, contemporary, and student choreography throughout the year as

well as performing in our first annual Dance Department Fall Showcase and Spring Show. We plan to continue the growth of the DHS Dance Department by working to vertically align dance curriculum across dance classes as well as our dance/drill teams.

The McAdams Royal Dance Team continues to display superior skills in technique and performance while participating at various events throughout the year. Performances included the 2021 MJHS Winter Showcase, 2021 KJHS Winter Showcase, 2021 DHS Dance Department Fall Showcase, school pep rallies, school football games, school basketball games, 2022 MJHS Spring Showcase, 2022 KJHS Spring Showcase, and the 2022 DHS Diamonds Spring Show. The Royals Dance Team competed at the Crowd Pleasers Middle School State Championship in February. There were 9 teams in our classification and the Royals placed 3rd. The dance program continues to grow both in numbers and potential. The Royals Dance Team is extremely grateful for the support from the administration and community.

The Kranz Rubies Dance Team has displayed their technique and performance skills during this school year at various events in the district. Performances included the 2021 MJHS Winter Showcase, 2021 KJHS Winter Showcase, 2021 DHS Dance Department Fall Showcase, school pep rallies, school football games, school basketball games, 2022 MJHS Spring Showcase, 2022 KJHS Spring Showcase, and the 2022 DHS Diamonds Spring Show. Our Rubies Dance Team received 1st runner up team and 5th overall out of 27 teams. The Kranz dance program is grateful for the support from the administration and community.

Dickinson High School Color Guard

Robbie Wang

The DHS Color Guard had a very successful year with a total of students participating. The guard received high praise for their work with the DHS Marching Band throughout the season. The squad performed at all DHS football games, solo contest, and the Revolutionaries Spring Show. They won best color guard at the US Bands Bay Town Contest, the Galena Park Invitational and Gulf Coast Classic. Alongside the band, the group was able to secure 3rd place at Area Finals beating several groups that Dickinson has never beaten before in history. The Revolutionaries continue to grow both in numbers and ability, enhancing the DHS Marching Band performance and by developing choreography fundamentals and refining individual and group skills. As our program grows, interest in being in front of these students has grown as we've added four instructional technicians to our program's educational power! This year, we also added a winterguard program. The WG competed in the TECA and was named the Scholastic A State Champion, going undefeated.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 6, 2023
Item Title: 2023 Special Programs Report
Agenda Item: Laurie Rodriguez

Background Information:
The 2022-2023 Special Programs report is attached.

Recommendation:
Information only

Action Item: Yes No



Board Report for the 2022-23 School Year

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

Special Education:

- ❖ Licensed Specialists in School Psychology
- ❖ Educational Diagnosticians
- ❖ Occupational Therapists
- ❖ Physical Therapists
- ❖ Speech-Language Pathologists
- ❖ Specialized teachers
- ❖ Licensed Professional Counselors

Other Special Programs:

- ❖ Section 504
- ❖ Comprehensive School Counseling Program
- ❖ Nursing/Health Services
- ❖ Social Emotional Learning
- ❖ Community Mental Health Partnerships
- ❖ Dyslexia/Reading Intervention
- ❖ Social Work Services

Year End Summary - "our story"

Our Motto: "Whatever the student needs IS our job description." This has been our motto for the past 15 years and we agreed it still sums up the way we wish to approach our profession, believing that what we do is a calling as we seek to make a difference in the lives of those we serve.

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

1. We will create an environment that allows for everyone to be pre-forgiven. We all make mistakes. We will be willing to admit our mistakes, fix them, learn from them, and move on.
2. We do not lower the bar, we raise the support.
3. We are here for kids, not adult convenience.
4. We embrace diversity and champion equity.
5. We are support services for students and staff.

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

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

Assessment Coordinator: Maggie Burk	
Team Specifics:	School Psychologists and Educational Diagnosticians
Highlights:	<ul style="list-style-type: none"> ● The BHEC governing board has finally ruled that our Licensed Specialists in School Psychology can use the title of School Psychologist! ● We revised the FIE to make it more user friendly for parents and teachers and tell the story of the student and requires a true Multi-Disciplinary Team approach to write the FIE. Our team said this was a perk when compared to other districts. The new FIE was presented at TCASE in February 2023 and received great feedback. ● We streamlined the REED packet to make it more teacher friendly. ● "Evaluators" has had 4 members go on to become School Psychologists or Ed.Diags. ● 2 School Psychologists have been accepted into a doctoral program!!
Projects:	<ul style="list-style-type: none"> ● We are working on achieving the NASP Excellence in School Psychology award. ● We are working on making forms more user friendly. ● We are working on increasing our rating on the TEA Self-Assessment. ● We are revising our Child Intake sessions to be more efficient. ● Since most staff are returning, we are moving from Foundational Skills training to a more complex level of training to increase the knowledge of the staff.
Professional Development:	<ul style="list-style-type: none"> ● We have hosted a Pop-In PD almost every Tuesday via zoom (every hour on the hour) to provide bite-sized information on relevant topics for general and special education teachers and administrators. This has been well received. ● Dr. Ginger Gates and Dr. Gail Chermie came to DISD to provide training on MDRs. ● Robert Misak came to DISD to provide training on Specific Learning Disabilities. ● Dr. Mertie Gomez came to DISD to provide training on Dysgraphia. ● We showcased the revised FIE at TCASE conference.
Numbers:	<ul style="list-style-type: none"> ● 402 initial evaluations : 77% qualified ● We have missed 12 initial FIE timelines (SPP 11). ● We have not missed any 3 is 3 timelines (SPP 12).
Next year's goals:	<ol style="list-style-type: none"> 1. Continue working on achieving the NASP Excellence in School Psychology award 2. Meet TEA initial timelines
Student Highlight's	<ul style="list-style-type: none"> ● Several high school students are graduating this year after being at risk to not graduate and/or behind in credits thanks to the wrap-around support system we provide to students such as DEAR, ABCD, home visits, and parent communication. ● We had an ARD with an advocate who later praised the meeting on TikTok. During the meeting, she praised the evaluation team for being thorough, taking time to explain the results, and analyzing information from Texas Children's on the spot and explaining the differences. She praised the campus for the data they had collected, the forethought to invite the next campus, and the program they were recommending. ● Student qualified as a student with ID twice but the campus continued to challenge him, hold him to high standards with minimal support because they believed he was capable. Student was retested this school year and no longer qualified for ID. In fact, he is doing so great academically that he did not even qualify for SLD. It is suspected that he was just delayed in his development. There was no error with past testing, bilingual evaluators were involved in all assessments and appropriate batteries were used to meet his language needs (ELL and expressive, receptive speech) both times.

Behavior Coordinator: Maggie Burk	
Team Specifics:	Behavior Coaches, Licensed Professional Counselors (LPCs) and School Psychologists
Highlights:	<ul style="list-style-type: none"> ● We recommended all students return to their home campus. Students who were receiving self-contained support at a centralized class were often only self-contained for 2-3 weeks and then were in general education. ● We created a Look For Document for BTC implementation. ● We kept all students within a district program and did not send any additional students to ABS-East. ● 13 CPI district trainers; 431 staff trained in CPI.
Projects:	<ul style="list-style-type: none"> ● We revised the Behavior Teaching Continuum for next school year to ensure that our students who need the most support receive the services. It is more student oriented. ● We are creating an A-Z for Behavior Interventions that will be online and available to all teachers. ● Next year, all students who receive BTC support will receive proactive social skills support from the behavior coach.
Professional Development:	<ul style="list-style-type: none"> ● Tony Davila presented on TIER 1 and 2 PBIS; in June 2023, he will present Behavior Ninja training. ● Cephus Scott provided training on Social Skills. ● We are considering additional training from Tony Davila.
Numbers:	<ul style="list-style-type: none"> ● 8.1% of Students receiving Special Education Services are identified as Emotionally Disturbed compared to Texas state identification of 6.2% of students receiving Special Education Services being identified as Emotionally Disturbed. ● RDA Indicator 18 (Total Disciplinary Removals Rate) was 37.80%. Our goal was to be less than 29%. This should be us at a Performance Level of 2 (This is still good). We did have a risk ratio of 2.3 for our African American population and 2.6 for Native Hawaiian or Pacific Islander. This indicates you are 2.3 or 2.6 times more likely to be disciplined than other students if you are within this population.
Next year's goals:	<ol style="list-style-type: none"> 1. Decrease special education disciplinary referrals (RDA Indicator 18) to less than 29%. 2. All students who receive BTC support will receive social skills. 3. Keep all students on their home campus and possibly return some of our students who are ABS back to the district.
Student Highlight's	<ul style="list-style-type: none"> ● Several high school ABCD students into one or more of their classes on a regular basis. ● Students are spending less time in a pull out program and more time in the general education classroom exposed to rigorous academic instruction!!

Compliance Coordinator: Laura Batson	
Team Specifics:	Campus Compliance Facilitators
Highlights:	<ul style="list-style-type: none"> ● Internal File Audit based on TEA Cyclical Audit expectations ● Timeline compliance 99.9% (2 transfer students date in wrong area) ● Staffing process restructure for determining appropriate use of staff ● SPP 13 2021-2022 100% compliance
Projects:	<ul style="list-style-type: none"> ● Ongoing Internal File Audit (preparation for Cyclical audit) ● Electronic process for all campus student documentation ● Electronic process for all ARD paperwork ● Staffing process
Professional Development:	<ul style="list-style-type: none"> ● Legal ARD updates and processes ● Ongoing case management training for all campuses ● Ongoing CCF training for handling difficult situations / ARDs ● Ongoing training for accommodation documentation on work samples
Numbers:	<ul style="list-style-type: none"> ● Number of ARDC meetings: <ul style="list-style-type: none"> ○ Fall: 1, 753; Spring: 2,047 Total: 3,800 <p>** This number does not include multiple Amend ARDs, MDR's and Transfer agreements held when students entered. There is no current way to gather that data from either Frontline and/or Skyward. We will be working on a system to gather this on the reports in the future out of the systems. Currently the only way to get a count is hand counting calendars.</p>
Next year's goals:	<ul style="list-style-type: none"> ● Cyclical Review ● All ARD paperwork to be paperless
Student highlights:	<ul style="list-style-type: none"> ● At a recent ARD, teachers were excited to report about a 4th grader, who, at the beginning of the year did not know all the letters and sounds, and he is now reading on a level M (equivalent to 2nd Grade - that's 3 years worth of growth in One year!) ● Another recent report was praise from a CPS caseworker who stated she was "very impressed" with the academic progress made by a 3 year old child in foster care.

Comprehensive School Counseling Program Team Leader: Amy Cmaidalka	
Team Specifics:	Professional School Counselors
Highlights:	Implementing a Professional School Counselor Hiring Procedure Counseling Collaboration meetings with Administrators
Projects:	Implementing a Comprehensive School Counseling Program

<p>Professional Development:</p>	<ul style="list-style-type: none"> ● PROTECT Trainer of Trainers for Human & Sex Trafficking ● Texas School Counselor Association Conference ● Hope Squad ● CrimeStoppers ● The Texas Education and Training Voucher
<p>Numbers:</p>	<p>Gator Wellness Center Referrals:</p> <ul style="list-style-type: none"> ● 277 UTMB TCHAT ● 244 Family Service Center ● 17 Bo's Place ● 16 Gulf Coast Center Substance Abuse Support & Treatment ● 47 Gulf Coast Center Crisis Response Team
<p>Next year's goals:</p>	<ol style="list-style-type: none"> 1. Comprehensive School Counseling Program Audit and Action Plan 2. Meeting the required 80 % on counseling tasks 3. Implementing prevention programs and guidance curriculum 4. Implementing additional data points
<p>Student highlights:</p>	<ul style="list-style-type: none"> ● Below is an email from a parent to a principal. The student's name has been replaced with the word Student: <i>Good evening, Ms. Williams!</i> <i>I wanted to take a moment to share my appreciation of how great our experience has been at Lobit Elementary. The staff has been nothing short of amazing.</i> <i>The front office staff is kind and approachable. They are incredibly helpful, even when they are swamped. As you know, first impression goes a long way.</i> <i>Mr. Esparza has been there for Student and all the other children. It is apparent he cares and adores our babies.</i> <i>The group who has been evaluating Student has been marvelous and communicated with me every step of the way. Ms. Garcia is my most recent interaction and has been helpful. She encouraged me to speak up if I feel it is needed. Your SPED team has always made me feel as if I have a voice in it all. They have all been so patient and answered any and every question I have had. I never once felt like I was bothering someone.</i> <i>Mrs. Johnson is incredible. She has been with Student for two years and has shown love and devotion to not only to her, but also her classmates. Mrs. Johnson has watched Student grow and flourish in kindergarten. She has been an advocate for my sweet Student. She is a saint for all she does. I cannot thank her enough for the effort she has put towards Student and the other kids. Lobit should be proud to have Mrs. Johnson on their team (I am sure she is). I appreciate any opinion she has offered. I appreciate that she has taken my concerns with seriousness. I will always remember and respect Mrs. Johnson. She is simply the best.</i> <i>As for today's meeting, I left feeling excited for the 2023-2024 school year. It was beyond belief that is was a relatively smooth process. A lot of paperwork and phone calls, but smooth nonetheless. I brought up a concern and it was addressed and figured out immediately. I felt heard. I know Student will be taken care of.</i> <i>Today was my first real interaction with you. I will always take this as a good sign. Nobody wants to be called by the principal. Seeing you take action and effort in details made me feel that you care for your student body. Thank you for being part of this process and seeing it through.</i> <i>Thank you for all you and your team has done. I will never be able to show how appreciative I am.</i>

Proud to be a gator mom,

- One of the many things our counselors organize in collaboration with Communities in Schools is the campus career day. Below is a recent post on Facebook from the [City of Dickinson, Texas-City Government](#)

City of Dickinson, Texas - City Government
May 17 at 4:39 PM · 🌐

🔔 Exciting News from Dickinson! 🎉

We had a fantastic time today at San Leon Elementary's Career Day! 🎓 Our esteemed Mayor, [Sean Skipworth, Dickinson Mayor](#), graced the event to talk about careers and city government, inspiring young minds to serve their community. 🏢 📁

But that's not all! We were thrilled to have some remarkable guests joining us. [Bayou Animal Services & Adoption Center](#) brought their stuffed furry friends, captivating the students with adorable four-legged companions 🐾. The [Dickinson Citizens Police Academy Alumni Association](#) and [Dickinson Police Department - Texas](#) shared valuable insights on law enforcement and safety, igniting the curiosity of our future protectors 🚓 🚒. And let's not forget our incredible [Dickinson Volunteer Fire Department](#) and Fire Marshal's Office, who showcased their bravery and dedication to keeping us safe 🚒 🔥.

It was an enlightening and empowering experience for everyone involved! The students had the opportunity to explore various career paths while understanding the importance of community service. We are proud to foster a spirit of engagement and inspire our youth to make a positive impact in Dickinson. 💪 🌟

A huge shoutout to [San Leon Elementary School](#) for hosting this incredible event, and a heartfelt thank you to all the organizations and individuals who made it possible. Together, we are shaping a brighter future for our beloved city! 🏡 ✨

#DickinsonProud #YouthEngagement #CommunityService #InspiringTheFuture

⇒ ⇒ ⇒ [For additional Highlights Click Here](#)

Counseling as a Related Educational Service Coordinator: Maggie Burk	
Team Specifics:	Licensed Professional Counselors: Lindsay Shelton and Kendall Grimm
Highlights:	<ul style="list-style-type: none"> ● Dismissed 34 students from counseling services ● Created clear guidelines for counseling services ● Consulted with LSSPs and behavior coaches to provide support for students ● Graduated 8 students ● Supported DALC and Santa Fe ISD after death of students
Projects:	<ul style="list-style-type: none"> ● Currently in the final stages of editing CHOMP conference information ● Creating additional methods to collect data from teachers ● Engaging in Continuing Education
Professional Development:	<ul style="list-style-type: none"> ● Texas Crisis Intervention Training ● Trauma and Grief Component Therapy ● Supporting Children After Disasters ● Behavioral Health Consultant Program/Training
Numbers:	<ul style="list-style-type: none"> ● Started the 2022-2023 school year with 164 total students. <ul style="list-style-type: none"> ○ Direct: 112 Consult: 52 ● Ending the 2022-2023 school with 170 total students. <ul style="list-style-type: none"> ○ Direct: 116 Consult: 54 Dismissed: 34 Graduated: 8
Next year's goals:	<ol style="list-style-type: none"> 1. Strengthen the consultation piece of counseling services 2. Divide caseload for easier go-to LPCs
Student Highlights:	<ul style="list-style-type: none"> ● Two students presented with difficult behaviors to include drug use, elopement, and verbal/physical aggression were able to use coping skills taught in sessions to complete coursework and graduate early. ● Several teacher reports of improvement in unproductive behaviors and use of coping skills in the classroom. One teacher even shared that the student was teaching their classmates a breathing skill. ● Several students report that discussing mental health education with their teachers has allowed the student to be better able to discuss the challenges in the classroom and opened the door for collaboration between teacher/student.

Dyslexia Coordinator: Kimberly Davidson Instructional Specialist: Karen Hollen	
Team Specifics:	<ul style="list-style-type: none"> ● Karen Hollen is a reading specialist who has extensive understanding of reading and is continuing to expand her knowledge base as she works on her diagnostician certification. ● Karen Hollen leads the dyslexia team ensuring they receive training, materials and other provisions to provide Dyslexia throughout the district. Karen Hollen also assists with state reports and accountability as it pertains to reading. ● DISD follows the updated Dyslexia Handbook revised 2022. DISD utilizes a research-based evaluation process for identification with all testing conducted by the assessment staff using peer-reviewed methods and test instruments. DISD uses Reading by Design (RbD) for the direct instruction of the dyslexia reading requirements
Highlights:	<ul style="list-style-type: none"> ● DISD has specially trained Dyslexia Specialists at each campus to meet the needs of the students with dyslexia both in English and in Spanish (Elementary). ● The Dyslexia Specialists maintain required paperwork and accountability for PEIMS verifications. ● Karen Hollen applied for and was awarded a grant for DISD from TEA in the amount of \$187,000.00 for training during the 2023-2024 school year.
Projects:	<ul style="list-style-type: none"> ● The Dyslexia team is refining the systems for data collection and transfer of information between campuses as students transition from one grade to the next level up. Portfolios are in place to capture the key information to assist with scheduling and planning for the upcoming students. ● The Dyslexia team met the state requirement for accounting for the universal screening of 1st graders by the end of January and kindergarteners by the end of May. ● DISD is participating in the Texas Dyslexia Training Project which is \$10,000 awarded to the district for initial and extended training for Esperanza (Dyslexia support for Spanish speakers).
Professional Development:	<ul style="list-style-type: none"> ● All Dyslexia specialists are trained in RbD and additional training is provided throughout the year. ● Training for general educators is made available in summer sessions of Chomp to include <i>Understanding Dyslexia, How to Meet the Needs of Students in the General Education Setting</i> and <i>Understanding Dysgraphia</i>. ● Summer training targeted to Dyslexia and reading support will be provided.
Numbers:	<ul style="list-style-type: none"> ● We currently have 534 students with dyslexia identified with special education and 167 identified under Section 504.
Next year's goals:	<ol style="list-style-type: none"> 1. Our goal is to use the grant award to partner with Region 4 to bring in training to multiple audiences in supporting reading for students with dyslexia and related difficulties. The audiences will include administrators, general educators, curriculum specialists, assessment staff, CCFs, dyslexia specialists and Bilingual department.
Student	<ul style="list-style-type: none"> ● Students were randomly asked about their schedules and how they like their

<p>Highlights:</p>	<p>dyslexia class. All students indicated that they love the dyslexia class and feel like they are learning.</p> <ul style="list-style-type: none"> ● One particular student has multiple disabilities but dyslexia is one of them. The student has participated in lessons that are accommodated and repeated for a slower pace to assist with their retention of skills. The student is making progress and gaining the skills to decode and tackle reading. ● A student was having difficulty decoding which is in the sequence of dyslexia instruction. After working on his goals of rhyming and letter identification mid year the student started working on the goal of decoding. As he continues to make growth he has increased with academic success and decreased behavior.
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<p>Instruction Coordinator: Kimberly Davidson Instructional Specialists: Mike Herdman and Karen Hollen</p>	
<p>Team Specifics:</p>	<ul style="list-style-type: none"> ● Mike Herdman and Karen Hollen assist in supporting instruction and programming throughout the district which includes PK-18+, alternative campus, and all needs of students served with special education. ● Mike Herdman and Karen Hollen both hold master degrees and have a wealth of knowledge and experience to provide support, coaching, modeling, and training for individual teachers, campus needs and district wide. ● Mike Herdman focuses on classroom management, instructional strategies and specific support for students based on their individual needs. He responds to campus concerns for students in self-contained settings. Karen Hollen focuses on research-based, planning and accountability for students based on their needs, primarily in the area of dyslexia and inclusion support settings.
<p>Highlights:</p>	<ul style="list-style-type: none"> ● My team has partnered with the curriculum department to have a collaborative team to include all representatives of the learners we serve; gen ed, special ed, and emergent bilingual. ● My team has worked to implement supports districtwide to assist with decision making and ARD recommendations that are in line with each student’s needs across the district. My team has worked with Michelle Whatley in creating a decision making guide that is streamlining recommendations and guiding ARD committees. ● My team has led the charge in the shift of thinking from labels to needs by reworking the continuum of support. This reflects the support and services provided in DISD in a way that is understandable across districts statewide and outside of Texas, using a common vocabulary.
<p>Projects:</p>	<ul style="list-style-type: none"> ● As a collaborative team partnered with the curriculum department, my team is working to include all learners' voices in the planning and implementation of curriculum, instruction, accountability and training. Special Education supports are being embedded into the general education training and curriculum going forward. This will continue as it expands and grows next year and provides gen ed teachers with support in educating students with special needs. ● My team provides PLC “Job-Alike” across the district to special educators that are self contained teachers of record. This supports the collective learning and implementation of strategies and supports for teachers at their campuses. We hope to expand this to include In Class Support staff as well. ● My team has worked to assist with the shift of removing labels and moving from

	<p>programs and placement to support and services. We have reworked the for special programs continuum and included the decision making guide to provide continuity across the district and provide campuses with a frame of reference to guide them.</p>
Professional Development:	<ul style="list-style-type: none"> • My team and I have provided extensive training across the district to admin and sped teachers to understand the decision making guide and how to use it. We have built the continuum to better represent what is foundational and provided in DISD. This roll out took months of discussion, sharing and training. • My team and I have worked to provide training to special education teachers to address district needs such as <i>Writing PLAAFPS and IEPs</i> to campus need such as <i>Applying the G's (Cognitive Profile)</i> and teacher need such as <i>How to utilize stations</i>. • An expansion of my team includes the Special Education Instructional Design (SEID) team. This is a collection of lead teachers that represent each program across the district. They assist with brainstorming, roll out, communication, training and support for instruction district wide.
Numbers:	<ul style="list-style-type: none"> • We currently have 2,035 students who receive special education services as of May 2023 compared to May of 2022 when we had 1,845 and May of 2021 when we had 1,634. Our goal is to be able to provide support to students.
Next year's goals:	<ol style="list-style-type: none"> 1. Our goal is to expand the instructional and curriculum support provided to gen ed teachers through the curriculum by embedding resources and tools to address accommodations and modifications. 2. In addition we would like to expand the PLC for sped teachers to include the In Class Support staff with an opportunity to meet in a job alike. 3. We would like to build support cycles for teachers that are tied to critical elements of instruction. 4. Expand the SEID team to represent each campus.
Student Highlights:	<ul style="list-style-type: none"> • Student data are being reviewed throughout the year to see how they are progressing. Some students have made progress to move their instructional setting to a less restrictive environment. • An example of one of those students, he was moved out of a self contained setting his Freshman year and went on to be on the football team and earned a sports award. He walked with his class at graduation last week. • 14 Students at DHS made significant growth in reading gaining one, two and even four years growth working with our 2 RLA reading pull out teachers.

<p>Homebound Instruction Coordinator: Kim Davidson Support: Jamie Harbuck Teacher: Dayna Crawford</p>	
Team Specifics:	<ul style="list-style-type: none"> • Jamie Harbuck assists with the oversight of the homebound program by providing the district connection between home and doctors. She seeks doctor information and communicates with parents to ensure our compliance. • We have 1 full time homebound teacher, Dayna Crawford, who joined us this year coming with 13 years of experience with Homebound. She is aware of the unique medical and health needs of the students she serves and the special care they require while providing instruction in their homes.

	<ul style="list-style-type: none"> Homebound is provided to students who have intense medical needs that prevent school attendance. Many of these students have medical needs that are short term or fatal. It is not intended to serve as a long term instructional setting. Students receive approximately 4 hours of instruction weekly versus the approximate 40 hours they would receive if they attended school.
Highlights:	<ul style="list-style-type: none"> The team rebooted the homebound process to include updates to systems, forms and communication. This has proven to be effective and streamline the process. Our team provides homebound support for ALL students who are on homebound, gen ed students as well as students who receive services through 504 and special education.
Projects:	<ul style="list-style-type: none"> Our biggest project this year was rebooting the homebound process. This included collaborative meetings to review and update systems, develop training for teachers that can be done self paced, clarifying communication between school, home and doctors as well as structuring a clear and collaborative communication between the homebound teacher and the campus staff.
Professional Development:	<ul style="list-style-type: none"> Dayna Crawford participated in district wide training that included KAT and We Write with TAMU Jamie Harbuck attended Region IV updates throughout the year
Numbers:	<p>We have had a total of 25 students on homebound this year.</p> <ul style="list-style-type: none"> General Education students on homebound = 10 Students with 504 on homebound = 7 Students with Special Education on homebound = 3 CEHI (for eligible students during pregnancy/postpartum) on homebound = 5 <p>The most we have had on homebound at one time was 14. This significantly overloads our 1 homebound teacher so we often have to request additional teachers to sub after school to assist with providing the services.</p>
Next year's goals:	<p>Our goals include</p> <ol style="list-style-type: none"> Concentrating on preventing long-term Homebound placement in collaboration with the campuses to promote students attending school instead of such a restrictive homebound placement. Ie – chronic doctor recommendations, anxiety and depression. Organizing a district recognition for Childhood Cancer Awareness month for September.
Student Highlights:	<ul style="list-style-type: none"> With collaboration with the school counselor, social worker and homebound teacher, one of our students who was on homebound due to pregnancy was able to do the clap out at DCC (meaning she completed all her credits) while holding her baby. She also was able to walk at graduation. In October, several of our students were in a wreck. One of the students was hospitalized with multi trauma and leg fractures. He was not able to return to school right after the wreck. We provided him homebound services until he was medically cleared to return to school. He slowly transitioned back to school and was successful.

Nursing Services Coordinator: Maggie Burk Team Leader: Erica Hollister	
Team Specifics:	<ul style="list-style-type: none"> ● Erica Hollister assists with oversight of the campus nurses, ensuring the nurses and Certified Nurse Assistants (CNAs) are maintaining and following best practices and compliant with all state mandates. Erica serves as a resource to all staff for health instruction and provides health education and resource materials. Per the law, Licensed Vocational Nurses and Certified Nurse Assistants work under Erica's license and require her direct supervision and delegation. She works collaboratively with the Coordinator of Benefits & Risk Management for employee related issues. Participates as the health professional in referrals and meetings to develop Individualized Education Plan (IEP), Individual Health Plan (IHP), Section 504 of the Rehabilitation Act of 1973 (504), and Response to Intervention (RTI) plans as needed. Participates in Special Education staffing and Individual Education Program (IEP) meetings where significant medical, health, and safety concerns for students are a concern. Provide family needs support. ● Currently, there are 13 Registered Nurses, 3 Licensed Vocational Nurses, and 7 Certified Nurse Assistants in special needs classes. For the 2023/2024 school year: We have 4 Registered Nurse vacancies. ● Campus nurses provide direct services for students with medical conditions such as organ transplants, congenital heart defects, anaphylactic allergies, diabetics, cancer, sickle cell, cystic fibrosis, feeding tubes, epilepsy, tracheas, catheterizations, hydrocortisone deficiency, etc.
Highlights:	<ul style="list-style-type: none"> ● Campus nurses are working hard to actively engage with families, promoting student health, both physical and mental, using their knowledge and influence to build a culture of health, not only at school but also in their students' homes. ● The nurses are striving to provide a safe and supportive environment and are identifying risk-taking behaviors, they are seeking and securing resources for their students and providing health lessons. Their communication, assessment, teaching, and presentation skills have improved. Documentation has also vastly improved.
Projects:	<ul style="list-style-type: none"> ● Provide Stop the Bleed training for new staff and currently provide/offer for students grades 7-12 (TEC 38.030 & HB 496), CPR at least once for secondary students before graduation (HB 897/SB 261) ● Assure school health policies and procedures adhere to federal, state, and current standards of the Nursing Practice Act, and are correctly implemented throughout the school system and reflect evidenced based practice. ● Review and update all standard forms for the school health program. ● Provide on-the-job training for new school nurses ● End of December, Erica became involved with ensuring nurse compliance with SHARS billing requirements, compliance increased significantly from December to January, thus increasing funds.
Professional Development:	<ul style="list-style-type: none"> ● All campus nurses participate in 13 monthly Texas Children's School Nursing Professional Development on various topics, including: <ul style="list-style-type: none"> ○ Self Injury, Drug Abuse, Diabetes, Human Trafficking, GI Issues, Concussions, Cardiac Complications, etc.

Numbers:	<p>From August 17, 2022 – May 23, 2023</p> <ul style="list-style-type: none"> Total DISD clinic visits: 37,083 (increase of 17,121) Total DISD medications administered: 33,759 (increase of 7,797) Total DISD state mandated vision, hearing, scoliosis and ANTES screenings: 17,806
Next year's goals:	<ol style="list-style-type: none"> Providing/hosting a DISD Health & Safety Fair in the Spring Implementing school health programs with the following components: <ol style="list-style-type: none"> BP, Lice, dental, hygiene, etc. Assessments in the school health clinic Health education Maintenance of a healthy school environment
Student Highlights:	<ul style="list-style-type: none"> We had a student in 2019-2020 (9th grade) who was having his vision screened every year. He failed his vision and the dad said the glasses were new. He took him back to the doctor and got new glasses. He failed again. With the help of the nurse, they got him into a doctor who specializes in students with special needs. They discovered an eye condition that would lead to blindness. They went to various specialists and tried various treatments. Nothing worked. He ended up having surgery. His vision was saved. He graduated this year, vision intact!!

Related Services Coordinator: Maggie Burk Team Leader: Tanya Jensen, PT	
Team Specifics:	Related Services consisting of physical and occupational therapy as well as assistive technology and adaptive PE.
Highlights:	<ul style="list-style-type: none"> Team working to meet the goal for paperless documentation next year. All paperwork required for licensure will be uploaded to Frontline. OTs worked to provide mentorship for new OT working for the first time in schools.
Projects:	<ul style="list-style-type: none"> Working hard to transition and prepare for all the grade level changes by moving equipment and preparing for students. Working to replace 3 staff members who have left with creative solutions.
Professional Development:	<ul style="list-style-type: none"> Occupational Therapy to present at CHOMP conference.
Numbers:	<ul style="list-style-type: none"> Occupational therapy servicing approximately 400 kids. With 6.5 FTE. (0.5 FTE designated for Assistive Technology) Physical Therapy (2 part time PTs) servicing 41 kids with 12 of those using wheelchairs for mobility. Approximately 200 students using high tech devices. OTs and AT manage special education chrome books as well as CoWriter seats.
Next year's goals:	<ol style="list-style-type: none"> Provide mentorship and staff development for our 3 new team members.
Student	<ul style="list-style-type: none"> Student went from using a wheelchair and adaptive crutches to walking with no

Highlights:	<p>assistive device!</p> <ul style="list-style-type: none"> • Second grade student went from writing/remembering only the first letter in her name to writing all 8 letters! Several other students learned to write their name this year with the help of OT
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Section 504 Coordinator: Laura Batson	
Team Specifics:	Campus Compliance Facilitators
Highlights:	<ul style="list-style-type: none"> • 504 Meetings/Process/File Audit and Reconstruction
Projects:	<ul style="list-style-type: none"> • 504 Ongoing file audit and dismissal of monitor only students • Electronic process for all campus student documentation • Electronic process for all 504 paperwork
Professional Development:	<ul style="list-style-type: none"> • Legal 504 updates and processes • Ongoing training for accommodation documentation on work samples
Numbers:	<ul style="list-style-type: none"> • Fall: 342; Spring: 512 Total: 854
Next year's goals:	<ol style="list-style-type: none"> 1. All 504 files audits and reconstruction complete 2. All 504 paperwork to be paperless
Student Highlights:	<ul style="list-style-type: none"> • There have been 15 MJH Dyslexia students able to be dismissed from direct services and just receive monitoring services this next year. • There have been 20 - 25 students dismissed from 504 services all together.

Social & Emotional Learning Team Leader: Amy Cmaidalka	
Team Specifics:	Professional School Counselors, Licensed Professional Counselors, Social Workers, SEL SQUADS, Gator Wellness Center Clerk, Community Partnerships, Human Resources Department
Highlights:	<ul style="list-style-type: none"> • Gator Wellness Center is toured and contacted by surrounding districts. • Our Suicide Prevention & Awareness procedures are a model for other Texas districts through the Texas Advancing Suicide Safer Schools Roadmap through the Texas Suicide Prevntion Collaborative.
Projects:	<ul style="list-style-type: none"> • SEL SQUADS - Each campus has a SEL SQUAD (Social Emotional Learning Staff Qualified Uniquely Advocating for Dickinson). This team teaches, champions, supports and coaches their staff on Social Emotional Learning. • ChildTrends Employee Wellness
Professional Development:	<ul style="list-style-type: none"> • ChildTrends Inclusive Pathways to Equitable School Employee Wellness • Second Step • PROTECT Trainer of Trainers

Numbers:	<ul style="list-style-type: none"> All 14 Campuses have a CIS Student Support Specialist. All 14 Campuses have a SEL SQUAD.
Next year's goals:	<ol style="list-style-type: none"> Continue Implementing SEL SQUADS SWAMP (Staff Wellness and Mindfulness Program)
Student Highlights:	<ul style="list-style-type: none"> My counseling sessions through UTMB TCHAT have been a positive experience during the last 3 years. I appreciate the effort and time my counselor invested in me. My counselor's concern and genuine desire to help me was what I needed at the right time. I always felt comfortable to share my feelings, I knew I was in a safe place, and understood it was normal to be me. The discussions we had gave me comfort, hope, and courage to move on with life no matter the circumstance. I am extremely grateful for the partnership between DISD and UTMB TCHAT team. Both of my children have benefited from the UTMB counseling services provided through DISD. The attention and care given to my children during sessions helped them become aware of their strengths, struggles, and successes. The convenience of the sessions being held on campus was very helpful. I am blessed to know that DISD is devoted to every child's welfare.

<p>Social Workers Coordinator: Maggie Burk, LSSP Next year Team Leader: Amy Cmaidalka</p>	
Team Specifics:	We serve as liaisons between school, family, community and health care providers. We also coordinate Homebound services for the district, train district personnel in CPI, coordinate eligibility and serves for McKinney Vento students, assist families in applying for governmental benefits, provide clothing assistance, referrals for eye glasses, assistance with acquiring doctor appointments coinciding with insurance, free lunch applications.
Highlights:	<ul style="list-style-type: none"> Clothed 483 students through OSB, Assisted in signing up 100+ families for SSES, identified 211 homeless students, 7 unaccompanied youth Trained 400+ staff in CPI, 25 students on homebound including 14 PRS
Projects:	<ul style="list-style-type: none"> SSES and obtaining Medicaid consent for 354 students
Professional Development:	<ul style="list-style-type: none"> Annual Social Workers Conference Highly Mobile At Risk Webinars provided by TEA Galveston County Health District & Coastal Health Wellness Community Partner Networking UTMB Mental Health Education for Educators
Numbers:	<ul style="list-style-type: none"> Summary: 109 home visits, 39 appointments (health, Medicaid office, SSI office, dentist, eye, etc.), 29 referrals for assistance with eye exams and glasses, 1,000+ referrals for assistance with clothing, sat in or conducted student/parent/staff conferences. Identified 211 homeless students, 7 unaccompanied youth, and worked directly with PEIMS Department and technology to develop reports and improve processes for managing and identifying homeless students.

	<ul style="list-style-type: none"> Reached out to 1,747 parents of students listed on the eligibility list for SSES (Supplemental Special Education Services) by email and postage mail and hosted informational sessions for SSES. Assisted 94 in the SSES application process. 14 PRS (pregnancy related services) students 25 Homebound students Arranged Mobile Food Distribution with Galveston County Food Bank - 360 children, 320 adults, 94 Seniors, 170 families, and \$22,872.42 in food. Contacted parents of qualifying SPED students (approximately 500+) for resources such as Medicaid, Social Security and Gulf Coast Center.
Next year's goals:	<ol style="list-style-type: none"> Support the district behavior team to assist in reducing discipline and being available to campuses for immediate behavior support. Contact all parents of students initially qualifying for Special Education services either by phone or in person. Support the district initiatives of reducing truancy and vaping.
Student Highlights:	<ul style="list-style-type: none"> There was a family with 3 students that had a hard time coming to school. When they did attend they were upset and cried to go home. The social workers along with Communities in Schools worked together to assess their needs. They were in need of clothes. A referral was made to Operation School Bell. After shopping for their new clothes, the students were motivated, engaged in school and showed improvement in attendance and grades. We have a student that had a medical situation that created a mental health crisis for the student. She was ultimately placed in multiple facilities and the current facility is in California. The social workers along with the Gator Wellness Center worked with the family to be the liaison between the campus, doctors and facilities. This allowed the student to finish out the school year and create an action plan for the transition back to DISD for the 23-24 school year.

<p>Speech Therapy Coordinator: Maggie Burk Team Leader: Tonia Marion-Wilson, SLP-CCC</p>	
Team Specifics:	Speech team consists of 9 full-time English SLPs, 1 – part time English SLP, 2 Full-time bilingual assessment SLPs, 3 full time bilingual SLP Assistants. We have one full time SLP position open. Speech travels to provide services to Head Start, private schools located within our district ,ABS, and Gator Academy. In addition, we attend ARD meetings, SIT meetings, provide interventions and do assessments.
Highlights:	<ul style="list-style-type: none"> All schools have common core vocabulary posters, core communication boards, and posters for outdoor/common areas such as playgrounds, for our nonverbal students to communicate. Several students who started speech this year, now sitting, attending, and pointing to pictures/coreboards along with some pairing words to communicate. We have had three Clinical Fellows(Interns) complete internships this year and next year will licensed SLP's All SLP's who were eligible completed the Medicaid/TMHP application process and are now able to refer students for speech evaluations and services; therefore, not requiring a doctor prescription One of our Speech Pathologists wrote a children's book about inclusion and had it published!!

Projects:	<ul style="list-style-type: none"> ● Our biggest project this year has been growing our Assistive Technology (AT)/Alternative Augmentative communication(AAC) to nonverbal students in the district. This is a continuous project with a multi-year plan. We have an Assistive Technology specialist who provides speech and language services as well help co-developing Assistive Technology within the district. ● This year focus has been on training all SLP's/interns to conduct AT/AAC evaluations.
Professional Development:	<ul style="list-style-type: none"> ● The speech team had opportunities to attend district trainings with a focus on new report writing formats ● They were provided with webinar opportunities for professional growth in: Conquering difficult conversations, SI legal and ethical updates, treating articulation and phonological disorders in schools, and literacy puzzle assessment and SLPs.
Numbers:	<ul style="list-style-type: none"> ● There are 946 (as of April) students in speech including 104 students receiving bilingual therapy across the district. ● The total number of SI students compared to the special education population, surrounding districts range from 42% to 48%. Dickinson is at 46%. ● 7.6% of the DISD's student population is speech impaired (SI) which is on target with the national average of 7.7%.
Next year's goals:	<ol style="list-style-type: none"> 1. Proceed to the next phase of developing our district AAC/Assistive technology plan where all teachers of non-verbal students are trained across the district. 2. Assist parents in completing applications for students to receive personal devices
Student Highlights:	<ul style="list-style-type: none"> ● A 4 year old student, who was not communicating when they started speech, finished 4th grade singing solo in the talent show. ● One SLP co-implemented a reading program trial (Accessible Literacy Learning) for students with severe speech (in self contained setting) and all students except for 2 are reading. ● Several students across the district (started as nonverbal) are now using words. For example, one particular student with autism, has now started to label pictures such as elephants, turtles and zippers. ● Several students are now able to communicate wants and needs using Voice Output Devices (VODs). One example is a student in a pull out special education classroom(TIDES) used his first 5 word phrase with his VOD.

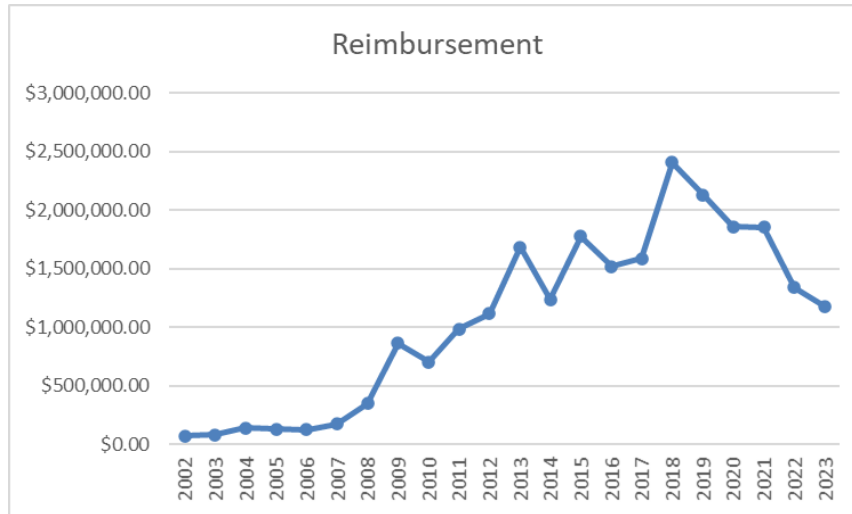
The data below are the enrollment numbers by campus as reported from Skyward. These data indicate a total DISD enrollment of 12,281 - with 2,052 students receiving special education/related services (+ 197) as of May 10, 2023.

Campus:	May 27, 2021			May 19, 2022			May 10, 2023		
	Enroll	SE #	SE %	Enroll	SE #	SE %	Enroll	SE #	SE %
DHS	3088	407	13.18	3332	450	13.51	3461	477	13.78
DCC	91	4	4.4	56	4	7.14	51	6	11.76
JJAEP	0	0	0	1	0	0	7	0	0
TLC	7	2	28.57	7	1	14.29	6	1	13.67
Det.	12	2	16.67	14	4	28.57	27	9	33.33
CAP	3	0	0	6	1	16.67	11	1	9.09
MJH	890	137	15.39	916	146	15.94	955	150	15.71
KJHS	961	114	11.86	962	120	12.47	988	143	14.47
DMS	639	121	18.94	669	130	19.43	653	105	16.08
BMS	692	80	11.56	595	94	15.80	577	99	17.16
LMS	477	88	18.45	525	91	17.33	578	98	16.96
BCES	677	95	14.03	673	115	17.1	664	127	19.13
HRES	674	109	16.17	719	100	13.91	737	122	16.55
JSES	639	87	13.62	628	90	14.33	665	121	18.2
KELE	601	70	11.65	620	93	15	640	108	16.88
SLES	669	120	17.94	663	116	17.5	670	137	20.45
CRES	688	127	18.56	725	135	18.62	683	136	19.91
LES	666	119	17.87	790	165	20.89	908	212	23.35
Total:	11474	1681	14.65	11901	1855	15.59	12281	2052	16.71

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

Medicaid SHARS Reimbursements

- Special programs staff continues to complete required paperwork that allows the district to seek Medicaid reimbursement funds for School Health and Related Services (SHARS) and Medicaid Administrative Claiming (MAC). These are federal funds that can be deposited into the local fund account; the caveat being that staff members who are paid with federal funds cannot also seek Medicaid reimbursement. Approximately 2/3 of our special education students meet requirements for economically disadvantaged, which means many also qualify for Medicaid. Due to restrictions in filing for reimbursement during Covid, we expected a decrease in funds.
- Further, the state has changed what can be reimbursed for under personal care services, which represents a significant portion of our reimbursements. Further restrictions and paperwork burdens were added in December 2021 for personal care services and we placed a halt on SHARS reimbursement for classroom teachers pending full determination of rules.



2002	75,669.71	2013	1,681,986.00
2003	84,276.02	2014	1,239,474.87
2004	139,656.86	2015	1,777,050.62
2005	130,582.77	2016	1,519,692.81
2006	126,290.11	2017	1,584,394.73
2007	175,213.60	2018	2,407,074.02
2008	350,235.94	2019	2,131,616.40
2009	861,696.78	2020	1,857,753.00
2010	706,402.23	2021	1,854,905.00
2011	987,018.56	2022	1,338,325.79
2012	1,118,438.06	2023 YTD	1,180,075.53

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 6, 2023

Item Title: 2022 Athletic Reports

Agenda Item: John Snelson

Background Information:

The 2022 Athletic Report is attached.

Recommendation:

Information only

Action Item: _____ Yes No

DHS FOOTBALL
Coach John Snelson

1. SUMMARY OF EVENTS: We participated in Football and fielded SIX teams: 3-Freshman, 2-Junior varsity, and a Varsity team. A total of 285 student/athletes participated in football.

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

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

2022 DHS Football Records

Varsity	Overall: 8-4	District: 4-2	Bi-District Champs
JV Blue	Overall: 6-4	District: 4-2	
JV White	Overall: 7-3	District: 4-2	
Freshman Blue	Overall: 8-2	District: 6-0	District Champions
Freshman White	Overall: 7-3	District: 5-1	
Freshman Red	Overall: 2-4	District: 2-1	District Champions

2022 Team Awards

- Bi District Champs 7 out of the last 8 years
- 10 straight years to make the playoffs

DHS VOLLEYBALL
Coach Kati Farias

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

2. PERTINENT STATISTICS-SUCH AS NUMBERS, DESCRIPTIONS OF VARIABLES, CURRENT STATUS RELATIVE TO PRIOR YEAR, ETC: We had approximately 58 student/athletes play on four teams – Varsity, Junior Varsity, Freshmen A, and Freshmen B. Each team played complete seasons for district play. Each team competed in 3 tournaments. We were able to play a full district schedule.

DHS Volleyball Ethnicity

	Varsity	JV	Freshmen
Asian	0	0	1
Black	8	7	11
Hispanic	2	7	6
White	7	2	6

The Varsity team showed a lot of growth from pre-season through the end of district. We finished district play with a record of 4-8. Finishing in 5th, 1 place out of a playoff spot. Our Varsity placed 1st in the Bronze division of the Gator Classic, and 2nd in the Gold Division in the Santa Fe Labor Day Classic. We also traveled to Round Rock for a tournament and competed well against some of the best teams in the state of TX.

2022 DHS Volleyball Records

Varsity	Overall: 20-21	District: 4-8
Junior Varsity	Overall: 10-19	District: 2-10
Freshmen A	Overall: 4-25	District 1-11
Freshmen B	Overall: 8-17	District 3-9

3.PLANS FOR IMPROVEMENT/MODIFICATIONS/ENHANCEMENT OF EFFORTS. In pre-season, we will continue to play more competitive teams to prepare us for district and add higher skilled teams to our Gator Classic Volleyball Tournament. Varsity will travel to Round Rock again to play teams we would normally not play. We will also find tournaments of higher level for our 9th and JV teams. All sub-varsity teams attended the CCISD sub varsity tournaments which has some of the best sub-varsity teams in the area. We will encourage our athletes to play “Club Volleyball” outside of school in order to compete with district schools. To stay competitive in 6A, our athletes must gain experience beyond their high school season. We will also host a 6th grade league/camp in the spring to get our younger kids in the school district involved in the DISD volleyball program. We will also continue to provide summer skills and conditioning for our athletes to train during the summer. As well as provide open gym opportunities and spring and summer leagues for them to participate in. As a staff, we will attend coaching clinics, etc. to improve our knowledge of the game. We will also continue to offer 5th-8th grade and High School volleyball camps to improve the skills of all our players. We will rotate going to both Junior Highs in off-season during 6th period to work with the incoming freshmen (8th graders at this time) to better prepare them for High School volleyball. Our potential Varsity AND JV players will participate in a two-day Spring Volleyball League in May at AVA. As with any sport or academic class, our athletes as well as the program must have a good core skill foundation to become successful. Our coaching staff will do everything possible to help our athletes be successful as well. We will not shy away from hard work.

4.EVIDENCE OF SUCCESS/STUDENT PERFORMANCES/ #'S INVOLVED/GROWTH/SAFETY RECORD, ETC: We were successful this season, without having a lot of Varsity experience prior to the start of the season. We will have 8 returners coming back, 5 of which we will have for 2 more seasons. The expectation for next season and future seasons is high. The Varsity team had numerous All-District Honors awarded. We expect our numbers to grow and anticipate athletic depth in our program. With additional growth, we expect additional improvement. We will continue to improve our efforts in the off-season and pre-season by conditioning to avoid injuries, and we will definitely encourage our athletes to condition during the summer in preparation for the upcoming season. We will highly encourage attendance and participation in the school district’s strength and conditioning clinic offered in the summer. We will have open gym/skills in the spring and the summer for skill development.

5.EVALUATION STATEMENT REGARDING CURRENT PROGRAM AND POTENTIAL FOR NEAR AND LONG-TERM FUTURE. The tradition and expectations are in place for our athletes to work hard and “give it your all” in every aspect of the program every day. The standard is to be competitive each and every season. We want to instill that you must work hard to be successful, and that attitude will help you throughout your life.

6.FISCAL IMPACT OF ANY PROPOSED REVISIONS IN CURRENT PROGRAM. As we grow the need for more equipment, practice gear, uniforms etc., will bring a continual need for an increase in budget.

Our goal every year is to put in the work and efforts to put Dickinson Volleyball back on the map! I think this year’s group put our program one step closer to accomplishing that. We are excited about the future Gator Volleyball Program!

DHS GIRLS CROSS COUNTRY
Coach Gladys Sonnier

1.SUMMARY OF PROCEDURES/EVENTS/ATHLETICS: We participated in Girls Cross Country and fielded 2 teams: Junior Varsity, and Varsity.

2.PERTINENT STATS: We had 5 girls run for us this season. Our largest class is the Senior class.

Ethnicity Report – Girls Cross Country

	Varsity	JV	Open
Asian	0%	0%	0%
Black	0%	0%	0%
Hispanic	20%	60%	0%
White	0%	20%	0%
Other	0%	0%	0%
Total	1	4	0

3.PLAN FOR IMPROVEMENTS/MODIFICATIONS/ENHANCEMENTS OF EFFORTS: Plans for improvements/modifications/enhancement of efforts: Great cross-country seasons start at the end of June with the athletes coming to Strength and Conditioning camp. We improved all personal times in meets and at district. Next season, we will begin in June at the Strength and Conditioning camp to have a great 2023 season. The entire goal for this season was to grow the program, get as many girls involved as possible and improve district times and place. We are hoping to increase the number of girls running next year. During the year we plan to go to both Junior High schools and talk to the 8th graders to find out who is interested in running cross country their freshman year. This will help get more girls interested and have their information so that they can be informed about the summer runs. We did help with the junior high cross country meet and was able to put some faces with names and possible high school prospects. We will also send cross country athletes to the Junior High to help with practices to get more athletes involved to increase participants for next school year.

Needs: Our team needs to be healthy and be more dedicated. The biggest loss of eligibility came from dedication. At district we needed 5 runners to make a team and we did not have enough runners on the varsity or JV level. We need to improve the number of runners by advertising around school or putting it on the schools social media pages. We are still in need of a permanent campus loop to run on so that we can lessen the amount of running on Dickinson streets. We have a loop that when we can get DISD O&F to mow it, we have a mile track. This can be made permanent by installing cinders or gravel and making it a full-time jogging trail not

only for cross country but to promote fitness of general students and staff as well.

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

District Finishes

Varsity – 7th

JV – 7th

JV runners who saw some varsity meet action – 1

DHS BOYS CROSS COUNTRY

Coach Marvin Welch

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

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

Ethnicity Report – Boys Cross Country

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

3.PLANS FOR IMPROVEMENTS/MODIFICATIONS/ENHANCEMENT OF EFFORTS: Plans for improvements/modifications/enhancement of efforts: Great cross-country seasons start at the end of June with the athletes coming to Strength and Conditioning camp. We improved all personal times in meets and at district. Next season, we will begin in June at the Strength and Conditioning camp to have a great 2023 season. The entire goal for this season was to grow the program, get as many Boys involved as possible and improve district times and place. We are hoping to increase the number of Boys running next year. During the year we plan to go to both Junior High schools and talk to the 8th graders to find out who is interested in running cross country their freshman year. This will help get more Boys interested and have their information so that they can be informed about the summer runs. We did help with the junior high cross country meet and was able to put some faces with names and possible high school prospects. We will also send cross country athletes to the Junior High to help with practices to get more athletes involved to increase participants for next school year.

Needs: Our team needs to be healthy and be more dedicated. The biggest loss of eligibility came from dedication. At district we needed 5 runners to make a team and we did not have enough runners on the varsity or JV level. We need to improve the number of runners by advertising around school or putting it on the schools social media pages. We are still in need of a permanent campus loop to run on so that we can lessen the amount

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

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

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

District Finishes

Freshman – 7th

JV – 7th

JV runners who saw some varsity meet action – 2

DHS TENNIS

Coach Douglas Spaniel

1. SUMMARY OF PROCEDURES/EVENTS/ATHLETICS: The tennis team showed great improvement in the fundamentals and form of the sport. Our overall record did not reflect this in the fall but our run through tournaments in the spring showed it. We went 3-7 in the fall and gained a district win which has not happened in at least 6 years that I know of, maybe longer.

2. PLANS FOR IMPROVEMENT/MODIFICATIONS/ENHANCEMENT: Working more on footwork and mental game. The form is now there, we just need to move better and think better.

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

	<u>Ethnicity</u>		
	<u>Varsity</u>	<u>JV</u>	<u>Freshmen</u>
Asian	2	0	1
Black	1	0	0
Hispanic	3	11	2
White	11	12	2

2023 DHS Records

Varsity Overall: 3-7
 Junior Varsity District: 2-4

Freshmen A District: 0-0
Freshmen B District: 0-0

4. EVIDENCE OF SUCCESS/STUDENT PERFORMANCES/#'S INVOLVED/GROWTH: I have seen better shot placement and control from all students and their sportsmanship has also grown making Dickinson's image look better.

5. EVALUATION STATEMENT REGARDING CURRENT PROGRAM AND POTENTIAL: Long term would be to implement summer camps and host tournaments. The program would benefit money wise from tournaments and summer camps while also growing tennis in the Dickinson area.

Fiscal impact of any proposed revisions in current programs: We will need some court resurfacing as there is a crack and hole on one court, this poses a great health risk to the players. Also the finishing of the windscreens is on track and will be a big benefit to the program

DHS GOLF

Coach Jimmy Hardilek

1.SUMMARY OF PROCEDURES/EVENTS/ATHLETICS: The DHS golf team's season runs from August – April. The original team schedule included a mix of beginner and Varsity tournaments.

2.PLANS FOR IMPROVEMENT/MODIFICATIONS/ENHANCEMENT: One area of need is to have access to a facility for indoor practice for chipping and putting during inclement weather.

3.EVIDENCE OF SUCCESS/STUDENT PERFORMANCES/#'S INVOLVED: We HAD 1 boy go to District.

4.FISCAL IMPACT OF ANY PROPOSED REVISIONS: My goal is to still grow this program so that we have teams compete at all three levels: beginner, JV and Varsity. Total number of days out of the classroom is between 35 – 45 days.

DHS BOYS BASKETBALL

Coach Jason Wilson

The Dickinson High School Boys Basketball Team had an impressive season earning the UIL 24-6A District Championship for the seventh time in the last eight years. We finished the season with a 10-2 district record and a 25-10 overall record for the season. We advanced to the second round of playoffs. Several members of the team earned individual UIL 24-6A postseason honors for their performances this season.

DHS GIRLS BASKETBALL

Coach Toya Peterson

1.SUMMARY OF SEASON: The function of a coach is to educate students through participation in interscholastic competitions. An interscholastic program should be designed to enhance academic achievement and should never interfere with opportunities for academic success. Each student should be treated with the utmost respect and his or her welfare should be considered in decisions by the coach at all times. Athletes will

workout starting in August, tryouts are in mid-October, districts start in December, Playoffs start mid-February, State is 1st week in March, off-season starts in March-end of school May, and summer strength and conditioning camp is June-July.

Total – 33

Varsity – 11

JV – 11

Freshman - 11

2. ETHNIC BREAKDOWN: We have 33 players involved in the basketball program at the end of the year, this includes players that are in the athletic period that anticipate playing next year.

• 27 African American, 3-Hispanic, 1-Asian, 2-White

3. EVIDENCE OF SUCCESS.: Galveston County food bank, donated toys for Galveston County Boys and Girls Club, Varsity won the Waco ISD Holiday Classic.

4. EVALUATION STATEMENT REGARDING CURRENT PROGRAM AND POTENTIAL FOR NEAR AND LONG-TERM FUTURE: Basketball is a tough, disciplined, and emotional game. We hope we coach the same way ensuring we coach our players like they are our own daughters with patience, love, and understanding and ultimately making them better people. Based on my experience Seniors who have really dedicated themselves to a program are extremely helpful in ensuring the season/team thrives. They are vital for success with their sense of pride through effort and hard work.

Our main daily goal is to be successful on and off the court. Our goal for our athletes is to help them be the best athlete they can be and prepare them to play/compete at the next level if they choose to. Our focus was on fundamentals, being competitive, and striving for excellence! The program has to believe, support, and feel your ideas and beliefs are essential to the program's success. Buy-in can occur if the leader leads and implements the vision correctly. And this season the seniors and the team did just that.

5.RECOMMENDATION FOR IMPROVEMENTS: Visit feeder schools more often, assist with more community service opportunities and have a 6th spring league.

2023 DHS Records:

VARSAITY Season 24-8 District Record 10-2

VARSAITY 2ND PLACE IN 24-6A

9TH GRADE 3RD IN 24-6A

JV GRADE RUNNER IN 24-6A

DHS POWER LIFTING

Coach Earl Ricicar

1. SUMMARY OF PROCEDURES/EVENTS/ATHLETICS: The Dickinson Power Lifting program began its season after the football season ended. The season ran from late December 2022 to the end of March 2023. The program had three teams this season, a varsity boys' team that competed in 6 contests, a varsity girls' team that completed in 6 contests and a junior varsity boys' team that competed in 3 contests. In addition, the program had 26 athletes that competed in regional and state competition. The power lifting program ended the season with 11 athletes advancing to the state championship.

2. PERTINENT STATISTICS:

Varsity – 11 State Qualifiers

Ethnic participation data

	Numbers	White	African American	Hispanic	Other
Varsity	30	6	8	13	3
JV	29	10	4	13	2
<u>TOTALS</u>	<u>59</u>	<u>27%</u>	<u>20%</u>	<u>44%</u>	<u>9%</u>
Coaches	2				

3. PLANS FOR IMPROVEMENT/MODIFICATIONS: Improvements on the Power Lifting program will begin with the coach installing a good work habit and lifting routine for the returning athletes during the off-season. Also, the program will advance with the experience of all the returning athletes.

4. EVIDENCE OF SUCCESS/STUDENT PERFORMANCES: Out of the 30 varsity lifters, 12 boys and 14 girls qualified for the Regional Finals. There were 6 boys and 5 girls that qualified for State. Fifteen of the regional qualifiers will return for next year. Through the whole season, there were no serious injuries to report.

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

6. FISCAL IMPACT OF ANY PROPOSED REVISIONS IN CURRENT PROGRAM: As the program increases in number of student-athletes, the weight room is a big help in their success. Also, with the increase in participation levels along with the increase in pricing for equipment there is a much-needed increase for the supply budget to provide the best support for each athlete.

DHS SWIM

COACH Jason Lind-Olson

1. SUMMARY OF EVENTS AND ACTIVITIES: 8 boys and 11 girls. Girls got 1st place at the Turkey Bowl Invitational. Had to finish the season at Clear Falls High School, the heater at the Doyle natatorium quit working during Thanksgiving break. I see improvement in the girls, several of their times have dropped.

2. PLANS FOR IMPROVEMENT: Athletes will continue to improve by focusing on fundamentals, conditioning, and weight training. Having athletes acquire the skill of "team before self" is very important to me--as they will carry this with them into future relationships, and career choices.

3. FUTURE OF THE PROGRAM: In order for the Swimming/Diving program to continue its growth and success Also, If the school district ever plans to truly compete at the level of CCISD, then we need our own Aquatics Facility built in our District. If the district built its own Aquatics Center, every student from elementary to high school would have the opportunity to take swim lessons, and perhaps even discover a love for the sport. Every sport from Football, Basketball, Volleyball, Track, etc. could use the facility in the off-

season for conditioning. Lastly, Water Polo will become a UIL-sanctioned sport starting next school year, and this will increase the time that transportation is needed to Texas City.

DHS SOFTBALL

Head Coach: Jaclyn Molenaar

1.SUMMARY OF PROCEDURES/EVENTS: The DHS Softball program participated in District 24-6A. The varsity team participated in a pre-season and 3 varsity tournaments. The JV team participated in a pre-season and 2 JV tournaments. The varsity team was able to complete a full district schedule, and JV played all of their district games except for 1 due to a rain out that was not made up.

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

We had approximately 30 student athletes play on both teams- JV & Varsity. The varsity team played a complete season of district play, plus an additional tie breaker game. The JV played 11 of their 12 district games- one was cancelled due to weather. Both teams competed in tournaments- JV (2) and Varsity (3).

	<u>Ethnicity</u>	
	<u>Varsity</u>	<u>JV</u>
Asian	0	0
Black	0	2
Hispanic	8	8
White	5	7

2023 DHS Records

Varsity	Overall: 21-17	District: 8-5
Junior Varsity	District: 6-5	

The varsity team showed tremendous growth during the 2023 season. We finished district play with a record of 8-4 and lost in a competitive tie breaker for 2nd place, which put us in 3rd place at the conclusion of district play. We competed in the Bi-District round of playoffs against Alvin High School. Comparatively, we made tremendous strides from last season to now and we hope to continue the growth of DHS Lady Gator Softball.

3. PLANS FOR IMPROVEMENT/MODIFICATIONS: Plans for Improvements/Modifications/Enhancement of efforts: We are looking to increase focus on strength and conditioning over the summer and continue to provide summer skills for our athletes during the off season. Additionally, we will provide open field opportunities during the fall and a fall ball league for our athletes to participate in. During pre-season, we will continue to play competitive teams to help us prepare for district play. We plan to increase the level of play during pre-season tournaments for our JV and Varsity teams. Over the summer and throughout the fall season we will encourage our athletes to play select softball outside of school to improve their skills before the start of the high school season. It is important that our athletes compete year-around in order to compete in 6A competition play, as it is important to gain experience beyond high school softball season.

We will continue to offer softball camps over the summer to seek out younger athletes who have hopes to play for our program in the future.

4. EVIDENCE OF SUCCESS/STUDENT PERFORMANCES: With most of our team returning from the 2022 season, the 2023 softball season was a success for the Lady Gators. We will have 7 returning varsity players next season, 4 of which we will have for two more seasons. Expectations for next season, as well as for future seasons will remain high.

The Varsity team had multiple All-District Honors that were awarded. As the game of softball continues to grow, we expect our program numbers to increase in the future. We will continue to push our athletes in the off-season and encourage our athletes to condition during the summer to help prepare themselves for the upcoming season. It is a program expectation that athletes participate in SAC Camp and softball skills throughout the summer to help improve the program as a whole from year to year.

5. EVALUATION STATEMENT REGARDING CURRENT PROGRAM : The expectations are in place for our student athletes to work hard, show dedication and competitiveness in every aspect of the softball program day in and day out. It is our goal to create a competitive environment for our athletes and help them understand that you must work hard each day to be successful. By creating this type of environment, it is our hope that this will help our student athletes beyond high school.

6. FISCAL IMPACT OF ANY PROPOSED REVISIONS: As DHS continues to grow, the need for more equipment, practice/game uniforms etc., will bring a continual need for an increase in budget. The softball program at DHS will have a need for softballs every year. As the price of softballs continue to increase, we struggle to buy enough each year to make it through the fall, spring, and summer. A tarp for the field is something that will be needed for bad weather days during the spring season at some point in the future.

It has been my goal from day 1 to change the culture of DHS Softball, and improving the facilities/equipment can only help as I continue to do so. I am very excited for the future of DHS Softball and look forward to continuous growth and success for years to come!

DHS BASEBALL

Coach: Michael Schwager

1.SUMMARY OF PROCEDURES/EVENTS/ATHLETICS: The Dickinson baseball program began its season Friday, January 20, 2023 and finished Friday, April 28, 2023. There were 3 teams this season, a Sophomore, JV, and Varsity. The baseball program also held our 3rd annual First Responder Appreciation night on April 18th, with representatives from DVFD, DPD, DEMS, State Trooper, GCSO, and the US Coast Guard.

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

	<u>Varsity</u>	<u>Ethnicity</u>	<u>Freshmen</u>
Asian		<u>JV</u>	

Black	4	1	4
Hispanic	6	6	4
White	4	8	6

2023 DHS Records

	<u>Overall</u>	<u>District</u>
Varsity	8-18-1	4-8
Junior Varsity	8-15-1	4-7
Freshmen A	9-9-4	1-6-3
Freshmen B		

3. PLANS FOR IMPROVEMENTS/MODIFICATIONS: The baseball program will continue with summer strength & conditioning workouts, summer baseball leagues for incoming freshmen and current players. (Mickey Mantle & Connie Mack) In the Fall off-season we will begin with even more weightlifting as well as agility and speed training during the baseball class period. We will then enter phase 2 of the off-season where baseball specific workouts will begin along with a fall baseball season. Phase 3 of the off-season will focus on game readiness workouts to prepare for the season, such as hitters seeing live at bats from pitchers and other game type situations.

4. EVIDENCE OF SUCCESS: Returning for the 2024 season. There were 44 players in the program this year, 14 Varsity, 15 JV, and 15 Sophomore team. We did have 1 senior quit during the 2nd week tournament, and 1 freshman was moved up to Varsity after the 1st round of district play. We were hit a lot of injuries this year on all 3 levels, 1 from Varsity and 1 from the Sophomore team missed a significant amount of time. The baseball program also had 1 senior Varsity student manager, as well as 7 Diamond Angels for all 3 teams.

5. EVALUATION STATEMENT REGARDING CURRENT PROGRAM: The baseball program will continue to build a strong academic and athletic foundation as we have in the past. Grades will continue to be a priority as we want to see every student graduate. Our first goal for next year is to get back to the playoffs after a two-year hiatus, with a district championship in sights as well. Our long-term goal is not only to help each athlete reach their highest potentials and success on the field, but also to grow mentally and academically to prepare them for their future endeavors.

6. FISCAL IMPACT OF PROPOSED REVISIONS: The growth of the program will always require more equipment, gear, practice equipment for our facilities, and of course, baseballs, which is why an increased budget is desperately needed. Safety is a big concern with the batting cages, L-Screens, and nets to be maintained. We do the best we can to fix, maintain, or upkeep these things, but we can only do so much with what we have. I have spent much of my own money the last couple of years to help with these issues. The turf in the batting cages is 5 years old and it does get a lot of wear and tear, several areas are in need repair

DHS GIRLS SOCCER
Coach Samuel Goodwin

1. SUMMARY OF PROCEDURES/EVENTS: We were able to fill 3 teams this year. JV-B overall record was

2-2, JV-A 2-9-3, varsity overall 6-11-3 and district 2-8-2. We are attending the Waller Classic Tournament this year. Played against West Elm and Cypress Creek. I am graduating 8 Seniors (largest group in the past 6 years). 5 out of the 8 signed to play college soccer. The other 3 players are attending Rice, Texas State, and College of the Mainland.

2. STATISTICS FOR JV AND VARSITY:

	<u>Ethnicity</u>	
	<u>Varsity</u>	<u>JV</u>
Asian	0	0
Black	2	0
Hispanic	14	14
White	4	3

2023 DHS Records

Varsity	Overall: 6-11-3	District: 2-8-2
Junior Varsity A		District: 2-9-2
Junior Varsity B		District: 2-2

3. PLANS FOR IMPROVEMENTS/MODIFICATIONS: Players should participate in: Strength & Conditioning Camp, Summer league team.

4.EVIDENCE OF SUCCESS/STUDENT PERFORMANCE:

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

5. EVALUATION STATEMENT REGARDING CURRENT PROGRAM: However, we were able to purchase numerous performance equipment like, agility rings, cones, speed chutes, ball pumps, and pop up soccer goals. This was approved and purchased by our athletic department and activity account.

6. FISCAL IMPACT OF ANY PROPOSED REVISIONS: The staff and budget are currently sufficient.

DHS BOYS SOCCER

Coach Daniel Edinburgh

1.SUMMARY OF PROCEDURES/EVENT: The Dickinson soccer program began its season December 10th, 2022 and finished on March 24th, 2023. The program had 3 teams this season, a varsity, junior varsity and a sophomore team. Each team competed in scrimmages, tournaments and in district play. The sophomore team, junior varsity and varsity teams finished 2nd in their respective division. We had several All District Honors.

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

upholding a proper GPA. We currently have a motto: "Get Better Every Day" So as coaches we currently ask them Is that the best you can do? Just like the past few years, scoring was a problem for us this season. It has steadily dropped since we have received fewer and fewer club players who go to practice outside of the school's involvement. What the club teams have access to year-round are soccer goals. It is extremely difficult to score goals constantly when you cannot practice shooting on a goal. It would be like having a basketball player aiming for a pole (no backboard or rim) 10 feet up after working on a move to get around someone. Most athletes are visual learners especially when it comes to their sport. So trying to shoot on a soccer goal without having anything there makes it more problematic. We recently bought an all-terrain goal that can be placed on the turf or grass. It is not a full goal, but it still gives the players a target to aim for when practicing.

3. EVIDENCE OF SUCCESS/STUDENT PERFORMANCE: Our record in the district this year was 8-2-2 from last year's 6-3-3. The games that we lost and tied were games that we simply could not put the ball away in the back of the net. We are losing 5 seniors this year, 3 of which were starters. About 7 juniors and 1 sophomores consistently started each game so that gives us a little to go on and work on to grow. Next year our numbers should stay around 50 to 60 players divided up between the 3 teams. Trying to keep numbers around 18 to 20 players on one team is important. It makes the intensity much higher during practice when the boys have a smaller group to bond. The closer they are the more they push themselves. This year some players were not able to meet the high expectations the program has so they left on their own accord. Each year the number of athletes leaving will be lower, which in the end will streamline our program. We will continue to have teams at the Jr. High to improve their skills so that one day they too might be the future varsity. It is good for the Jr. High players meet the coaching staff at the High School so they know what the expectations' are at the next level. Both McAdams and Kranz finished around 2nd place in their groups.

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

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

DHS GIRLS TRACK

Coach Marvin Welch

1.SUMMARY OF PROCEDURES/EVENTS: This was our 15th year competing in District 24-6A. We ended the season breaking the school record in 5 events, pole vault, 100m, 200m 4x100 Relays and 4x200 Relay. Winning the District 24-6A Championship and advancing 12 qualifiers to the next round. Placing 2nd overall in the District 23/24 6A Area Championship Meet and advancing 9 qualifiers to the next round. Placing 4th overall in the Region III 6A Championship Meet advancing 4 State Qualifiers in 3 events.

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

Ethnicity

	<u>VARSITY</u>		<u>JV</u>		<u>TOTALS</u>	
	<u>2022</u>	<u>2023</u>	<u>2022</u>	<u>2023</u>	<u>2022</u>	<u>2023</u>
Asian	0	0	0	0	0	0
Black	13	18	19	24	32	42
Hispanic	0	2	3	2	3	4
White	2	2	4	4	6	6
<u>Total</u>	<u>15</u>	<u>22</u>	<u>26</u>	<u>30</u>	<u>41</u>	<u>52</u>

Varsity Overall:

Won 5 out of 7 Track Meets Including the District Championship, Broke/Set 5 new school records.

Junior Varsity District:

Won 5 out of 7 Track meets, District runner ups. Lost District Meet by 1 point.

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

4.EVIDENCE OF SUCCESS/STUDENT PERFORMANCE: District 24 6A Meet-District Champions!!!

5. EVALUATION STATEMENT REGARDING CURRENT PROGRAM: 6We are thankful for the way our Superintendent and Board of Trustees gives recognition to our student athletes. That is one key reason why this program will continue to grow and be successful. Considering the Gator Relays, the 24-6A District meet, and our so many local summer track programs, we are exposing the sport to more of our community student-athletes. We will continue to strive to assist our junior high coaches and athletes. We continue to focus on academics with our student-athletes while pushing them to take advantage of our dual-credit and collegiate programs. Three of our six senior athletes will be competing on the college level next year. Jada Lee - Purdue University, Kayden Henry - University of Texas and Cailyn Riley - Xavier University.

6. FISCAL IMPACT OF ANY PROPOSED PREVISIONS: We are grateful for the updates being done to our track, this will improve safety for our student athletes.

DHS BOYS TRACK
Coach Mark Crooms

1.SUMMARY OF PROCEDURES/EVENTS: The Dickinson track program began its season on February 03, 2023 and ended on May 12, 2023. The program had three teams this season, Varsity, JV and Freshman. In district our Varsity Boys were District Champs at JV finished 2nd and our freshman finished 1st District Champs.

Our athletes participated in district, area, regional, and State this season. We had several kids advance to the area, and Regional. MARQUIS JOHNSON STATE CHAMPION 100 METER

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

3.EVIDENCE OF SUCCESS/STUDENT PERFORMANCE: This year we had 35 freshman, 28 JV and 24 varsity kids to participate. We had 15 kids to advance to area, 8 to regionals and 1 to State. There were no serious injuries and overall we had a very successful season. As the DHS track program continues to grow we strive for success on the field as well as in the classroom. Our goal is to have more of our athletes qualify for area and regional. We are aiming to create drills and practice plans that are specific to each area of the track and field program. With a comprehensive list of drills we hope to provide a great training environment for skill development and specialized practice plans to pinpoint the skills that will make our athletes better.

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

KRANZ JUNIOR HIGH

Girls Athletics

1.SUMMARY OF EVENTS: Kranz filled 4 volleyball teams this season, 8th grade A and B (27 athletes) 7th grade A and B (24 athletes), 8th grade A went 5 and 3 overall for the season, B went 6 and 2. 7th grade A went 5 and 3 this season, B went 3 and 5.

Kranz filled 4 basketball teams this season.
8th grade A and B (24 athletes), 7th grade A and B (25 athletes)
8th grade A went 3 and 5 overall for the season, B went 7 and 1.
7th grade A went 3 and 5 this season, B went 1 and 7.

Kranz filled 2 track teams this season.
8th grade – 22 athletes
7th grade – 25 athletes
8th grade – at the district meet: we had athletes finish 2nd & 6th in the 200m, 1st & 3rd in the 400m, 4th in the 800m, 3rd in the 300m, 4th in the 4x100m, 2nd in the 4x200m, 5th & 6th in the shot put, 3rd & 5th in the discus, and 6th in the triple jump. Overall, we came in 2nd place as a team at the district meet.
7th grade – at the district meet: we had athletes finish 2nd in the 100m, 2nd in the 200m, 4th & 6th in the 1600m, 4th in the 3200m, 2nd in the 100m, and 5th in the long jump. Overall, we came in 5th place as a team.

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

3.POTENTIAL FOR PROGRAM GROWTH: We will continue with our strength and conditioning program in

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

4.HOW CAN WE CONTINUE TO GROW AS A PROGRAM: Our coaches will attend trainings and conferences to grow in their knowledge of the sports they coach.

VOLLEYBALL ONLY 2022

ETHNICITY	8th grade	7th grade
White	12	11
African American	7	6
Hispanic	7	7
Other	1	
TOTAL	27	24

GIRLS BASKETBALL ONLY 2022-2023

ETHNICITY	8th grade	7th grade
White	8	8
African American	8	9
Hispanic	8	8
Other		
TOTAL	24	25

GIRLS TRACK ONLY 2023

ETHNICITY	8th grade	7th grade
White	11	10
African American	4	11
Hispanic	7	4
Other		
TOTAL	22	25

KRANZ JUNIOR HIGH

Girls Cross Country

Kranz filled two Girls Cross Country Teams

8th grade (9 runners)

7th grade (13 runners)

8th grade girls placed 7th in district

7th grade girls placed 6th in district

1.EVIDENCE OF SUCCESS: Our runners showed improvement in their times every meet. One of our 7th grade girls placed 8th in district!

2.POTENTIAL FOR PROGRAM GROWTH: This was my first season coaching and I was very happy with the success we had on and off the course. I am looking forward to growing the program as my current 7th graders become leaders and welcome and encourage next year's incoming 7th grade runners.

3.HOW CAN WE CONTINUE TO GROW AS A PROGRAM: As a program we can continue to grow by utilizing stretch and strength programs per our girls' athletic program on the off season. We will also continue to build camaraderie among the runners to encourage more students to join our program.

ETHNICITY	8th grade	7th grade
White	6	4
African American		
Hispanic	3	8
Other		1
TOTAL	9	13

KRANZ JUNIOR HIGH

Girls Soccer

1.SUMMARY OF EVENTS:

Kranz filled 1 soccer team this season.

8th grade (13 athletes)

7th grade (15 athletes)

The team went 1 and 4 overall for the season.

2.EVIDENCE OF SUCCESS: My athletes showed improvement in soccer each week and through each game.

3.POTENTIAL FOR PROGRAM GROWTH: I will encourage my girls to continue practicing soccer during the off-season. The girls will have opportunities to become faster, stronger, and improve their skills by attending the high school soccer summer camp, strength and conditioning camp, and through our strength and conditioning here at the junior high level.

4.HOW CAN WE CONTINUE TO GROW AS A PROGRAM: I will seek constructive feedback from other coaches, and I will attend trainings and conferences to grow my knowledge in soccer.

GIRLS SOCCER ONLY 2022

ETHNICITY	8th grade	7th grade
White	5	2
African American		2
Hispanic	7	11
Other		
TOTAL	13	15

KRANZ JUNIOR HIGH

Girls Tennis

1.SUMMARY OF EVENTS:

Kranz filled 2 tennis teams this season.

8th grade – 8 athletes

7th grade – 8 athletes

8th grade – at the district match Single 1 took 3rd place and Doubles 1 took 4th place.

7th grade – at the district match: Doubles 1 took 4th place.

2.EVIDENCE OF SUCCESS: Our athletes showed improvement in tennis from week to week and competed in every match.

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

4.HOW CAN WE CONTINUE TO GROW AS A PROGRAM: Our coaches will attend trainings and conferences to grow in their knowledge of the sports they coach.

GIRLS TENNIS ONLY 2023

ETHNICITY	8th grade	7th grade
White	2	6
African American	2	0
Hispanic	4	0
Other	0	2
TOTAL	8	8

KRANZ JUNIOR HIGH

Football, Basketball and Track

1.SUMMARY OF PROCEDURES/EVENTS/ ATHLETICS: Football 2022 Season:

Our 8A team went 7-1 and took 3rd place in district. Our 8B went 4-4. Our 7A went 7-1 and took 3rd in district and our 7B went 5-3.

Basketball: Our 8A team went 12-5 for the season and lost in the semi finals of the district tournament. Our 8B also lost in the semi finals of the tournament and went 8-5 overall. Our 7A went 9-5 overall and our 7B went 5-7 overall.

Track: We had several athletes earn medals at the district meet. This included the gold in the 8th grade 4X1, high jump, silver in the 4X2, 1600, and 800. In 7th we placed 2nd in the 4X1, 4X2, silver in the long and triple jump, and bronze in the discus. Our 8th grade took 3rd overall and our 7th grade took 4th.

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

3.EVIDENCE OF SUCCESS/STUDENT PERFORMANCE: Our football program went 23-9 overall. Our basketball program went 34-22 overall. Our track program had several athletes medal in the district meet and our soccer team only lost 1 game.

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

5. FISCAL IMPACT OF ANY PROPOSED REVISION: We raised \$9,000 in our fundraiser this year. Next year we plan on raising over \$10,000.

McADAMS JH GIRLS ATHLETICS

Coach Cat Flores

1.SUMMARY OF PROCEDURES/EVENTS/ATHLETICS: Track – 7th grade placed 3rd overall in district out of 12 teams. Soccer – 2nd in division

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

	<u>Ethnicity</u>	
	<u>8th</u>	<u>7th</u>
Asian	0	0
Black	11	16
Hispanic	8	17
White	15	10

3.PLAN FOR IMPROVEMENT/MODIFICATIONS/ENHANCEMENT OF EFFORTS. New equipment, continued behavior contracts, attend district PD and THSCA PD for improvement

4.EVIDENCE OF SUCCESS/STUDENT PERFORMANCES/#’S INVOLVED/GROWTH/SAFETY RECORD, ETC: Limited injuries and improvement in recovery time due to AT being on campus

5.EVALUATION STATEMENT REGARDING CURRENT PROGRAM AND POTENTIAL FOR NEAR AND LONG-TERM FUTURE: Due to the opening of DJHS, our numbers will be dropping. We will really need to recruit students and rebuild the program but it will happen.

6.FISCAL IMPACT OF ANY PROPOSED REVISIONS IN CURRENT PROGRAM. Updated equipment and facilities

McADAMS JUNIOR HIGH ATHLETICS

Coach Michael Guillory

1.SUMMARY OF PROCEDURES/EVENTS/ATHLETICS:

Football-7th and 8th Grade District Champs

Basketball- 8B District Champs/ 8A District Champs

Track- 8th Grade District Champs/ 7th Grade 2nd Place Overall

Soccer- Black Division District Champs

2.PERTINENT STATISTICS-SUCH AS NUMBERS, DESCRIPTIONS OF VARIABLES, CURRENT STATUS RELATIVE TO PRIOR YEAR, ETC: Last year McAdams won one district champion ship this year we won all 4 for Football, 8A and 8B District champs for basketball, and Won District in 8th grade Track. 7th got 2nd place in track by 4 points overall.

	<u>Ethnicity</u>	
	7 th	8 th
Asian	0	0
Black	39	41
Hispanic	31	20
White	23	18

2023 MJHS FOOTBALL Records

7A	Overall: 8-0 District Champions
7B	Overall: 7-1 District Champions
8 A	Overall: 8-0 District Champions
8 B	Overall: 8-0 District Champions

3.PLANS FOR IMPROVEMENT/MODIFICATIONS/ENHANCEMENT OF EFFORTS: New and updated equipment.

4.EVIDENCE OF SUCCESS/STUDENT PERFORMANCES/#'S INVOLVED/GROWTH/SAFETY RECORD, ETC: Attend Professional Development THSCA. Dickinson ISD PD for improvement.

5.EVALUATION STATEMENT REGARDING CURRENT PROGRAM AND POTENTIAL FOR NEAR AND LONG-TERM FUTURE: We will be losing more than half of our program to Dickinson Jr. High. We will have to rebuild with new students from Kranz Jr. High and recruit students who did not play this year to fill teams. In the future we will work on getting the program back to where it is now.

6.FISCAL IMPACT OF ANY PROPOSED REVISIONS IN CURRENT PROGRAM. Updated equipment and facilities.

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: June 6, 2023

Item Title: Human Capital Assessment & Retention Report

Agenda Item: Kimberly Rich

Background Information:

Human Capital Assessment & Retention Report attached

Recommendation:

Information only

Action Item: _____ Yes No

HUMAN CAPITAL ASSESSMENT & RETENTION REPORT

Dickinson ISD District Goal 4 states that the DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success. In line with the district goal, the primary goal of the Human Resources Department (HR) is to attract, hire, develop, and retain well-trained, certified, and highly qualified teachers and to support personnel who will positively impact DISD students.

One objective in reaching this goal is to provide teachers ongoing annual feedback that creates opportunities for recognizing excellence, developing skills and leadership, and retaining high performing staff in every job position. Quality teachers are the key to classroom success. They seek out opportunities to improve planning, instruction, and the learning environment as exemplified in the T-TESS rubric.

Teacher Appraisal System

T-TESS is the formal appraisal system for teachers of Dickinson ISD. It is an appraisal process intended to be used for continuous professional growth through ongoing feedback and support which results in refinement of knowledge, skills, and practices that ultimately impact student performance. The focus of an appraisal system is to open a new path for the entire organization, with means to deliver improved education for every student through focused attention, assessments, reflection, and goal setting by the teacher(s) and administrator(s).

T-TESS strives to capture the holistic nature of teaching – the idea that a constant feedback loop exists between teachers and students and gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher’s instructional practices. For those reasons, each of the observable domains in T-TESS focuses on teachers and students rather than separating them out into separate domains. Ultimately, T-TESS is a process that seeks to develop habits of continuous improvement, and the process itself best leads to that outcome when appraisers and teachers focus on evidence-based feedback and professional development decisions based on that feedback through ongoing dialogue and collaboration.

The comprehensive T-TESS rubric (Appendix A) includes specific dimensions, descriptors, and performance levels. An in-depth understanding of how their performance will be measured using this rubric is essential for teachers to thoroughly engage in the evaluation process. Ongoing, systematic rollout processes and exposure to the rubric are critical to ensure that teachers have an opportunity to ‘unwrap’ the dimensions, create a pool of shared meaning and personally gather data to move from the current to desired levels of performance. On campuses where the evaluation process truly leads to improved instruction and student performance, continuous improvement is an accepted norm and structures are established to support a community of learners.

The T-TESS rubric includes four domains: Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities. Individual rubrics are established for each dimension of the T-TESS rubric to include specific descriptors of practices for each of the performance levels – distinguished, accomplished, proficient, developing, and improvement

needed.

Appendix B provides a detailed analysis of the 2022-2023 T-TESS summative information by dimensions by campus. The table identifies the total number of teachers evaluated on the campus and the percent of those teachers achieving a specific dimension rating.

Teacher Development and Professional Learning

Dickinson ISD is committed to ensuring that all personnel have the relevant knowledge, skills, and expertise to perform their work to consistently meet high standards and to increase student achievement. The district recognizes that training and development are fundamental to ensure the quality of its services to students. The district supports a culture of lifelong learning and encourages employees to take ownership of their own professional development. The district expectation is for teachers to attain a minimum of 24 hours (four six-hour days) of professional learning. Four (4) days are built into the school calendar, identified as Professional Learning Exchange Days (Appendix C).

Contracts

Chapter 21 of the Texas Education Code (TEC) requires that certain full-time professionals and administrators and nurses be employed by a probationary, term, or continuing employment contract. These contracts are often referred to as Chapter 21 contracts. The law mandates specific rights and administrative procedures for each type of Chapter 21 contract. Professionals entitled to one of these types of contracts generally include the following: classroom teachers, counselors, nurses, principals, librarians, and other professional and administrator positions that require a certificate issued by the State Board for Educator Certification (SBEC) (e.g., diagnosticians, athletic directors).

Contract proposals are initiated through the HR office and sent to the campus principals for their recommendations. All contracts are distributed to employees electronically after Board approval.

The following chart outlines the number of probationary Chapter 21 contract employees that were offered either a term contract or a probationary contract for the 2022-2023 school year. The chart also provides data regarding resignations/retirements (leavers) and teachers eligible for a term but agreed to be placed on a probationary contract for performance reasons.

Campus	Total Teachers	Probationary	Term	Leavers
DHS	226	39	142	45
ALT	24	19	2	3
MJHS	77	15	38	24
KJHS	80	8	58	14
DMS	54	13	35	6
BMS	49	6	38	5
LMS	41	9	22	10
KELES	49	12	20	17
LES	52	13	34	5
JSES	48	12	30	6
HRES	49	10	31	8
BCES	50	3	39	8
SLES	51	9	33	9
CRES	53	13	32	8

The following chart provides the retention rate by campus over the last three years.



Teacher Performance Improvement

Throughout the year, campus administrators document teachers, aimed at maintaining accountability, facilitating communication, and ensuring effective teaching practices within a school. Here are some key reasons why principals document teachers:

- **Performance Evaluation:** Documenting teachers allows principals to assess their performance and effectiveness in the classroom. It helps principals identify strengths, areas for improvement, and professional development needs. By documenting observations, feedback, and student outcomes, principals can provide evidence-based evaluations and make informed decisions regarding promotions, bonuses, or other incentives.
- **Professional Development:** Documenting teachers' performance and areas for improvement helps principals identify specific training or professional development opportunities that can enhance teachers' skills and knowledge. Documentation allows principals to tailor support and resources to meet individual teachers' needs, leading to continuous improvement in their instructional practices.
- **Compliance and Legal Purposes:** Documentation is essential for maintaining compliance with legal and administrative requirements. Principals may need to document teachers' attendance, lesson plans, curriculum implementation, assessment data, and other records to ensure adherence to district or state regulations. In case of any disputes or legal issues, documented evidence can help protect both teachers and the school administration.
- **Communication and Feedback:** Principals document teachers to establish a clear line of communication and provide ongoing feedback. Documented observations, conferences, and evaluations serve as a basis for discussions between principals and teachers, enabling constructive dialogue about instructional strategies, classroom management, and student progress. This documentation promotes collaboration, reflection, and shared decision-making, ultimately enhancing teaching and learning within the school.
- **Documentation for Parents and Stakeholders:** Principals often use documentation to communicate with parents, guardians, and other stakeholders about teachers' performance and the educational programs offered. Sharing documented evidence of effective teaching practices, student achievement, and classroom management helps build trust, transparency, and credibility with the broader school community.
- **Record-Keeping and Continuity:** Documenting teachers' practices, strategies, and outcomes ensures continuity and consistency within the school. It allows new administrators or colleagues to review past documentation and gain insights into the strengths, challenges, and growth areas of individual teachers. Documentation also aids in tracking the progress of teachers over time and identifying trends or patterns that can inform future decision-making.

Overall, documenting teachers' performance and practices is essential in promoting accountability, supporting professional growth, and ensuring quality education for students. It helps establish a culture of continuous improvement, fosters effective communication, and provides a foundation for informed decision-making within the school community.

Teacher Incentive Allotment

The Teacher Incentive Allotment (TIA) is a key part of House Bill 3, dedicated to recruiting, supporting, and retaining highly effective teachers in all schools, with particular emphasis on high-needs and rural schools. Developing a local teacher designation system requires significant planning, robust stakeholder engagement, adequate time to prepare all necessary materials for rollout, and a strong communication plan prior to the first implementation year. As a member of Cohort E, DISD will establish a committee of teachers and administrators to explore TEA guidelines, examine other ISD sample plans and develop a local proposal aligned with the DISD Strategic Plan according to the following timeline.

Actions	Cohort E
Form District Committee	September 15, 2021
Data-Capture Year	2022-2023
System Application Posted	November 1, 2021
System Application due to TEA (no fee required for submission)	April 15, 2022
System Application Result Final Notification	August 15, 2022
Data Review due to Texas Tech University (data processing fee required for each teacher put forth for designation)	November 1, 2023
Final Approval Notification	Late February 2024
Final Designation and Allotment Notification	April 2024
Initial Payout with Reimbursements for Approved Systems	September 2024 or September 2025*

Texas Teacher Evaluation and Support System (T-TESS) Rubric

PLANNING					
Standards and Alignment (Dimension 1.1)					
	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Dimension 1.1 Standards and Alignment: The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.</p> <p>Standards Basis: 1A, 1B, 3A, 3B, 3C</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes</p>	<ul style="list-style-type: none"> • All rigorous and measurable goals aligned to state content standards. • All activities, materials and assessments that: <ul style="list-style-type: none"> ○ are logically sequenced ○ are relevant to students’ prior understanding and real-world applications ○ integrate and reinforce concepts from other disciplines ○ provide appropriate time for student work, student reflection, lesson and lesson closure ○ deepen understanding of broader unit and course objectives ○ are vertically aligned to state standards ○ are appropriate for diverse learners • Objectives aligned and logically sequenced to the lesson’s goal, providing relevant and enriching extensions of the lesson • Integration of technology to enhance mastery of goal(s). 	<ul style="list-style-type: none"> • All measurable goals aligned to state content standards. • All activities, materials and assessments that: <ul style="list-style-type: none"> ○ are sequenced ○ are relevant to students’ prior understanding ○ integrate other disciplines ○ provide appropriate time for student work, lesson and lesson closure ○ reinforce broader unit and course objectives ○ are vertically aligned to state standards ○ are appropriate for diverse learners • All objectives aligned and logically sequenced to the lesson’s goal. • Integration of technology to enhance mastery of goal(s). 	<ul style="list-style-type: none"> • All goals aligned to state content standards. • All activities, materials and assessments that: <ul style="list-style-type: none"> ○ are sequenced ○ are relevant to students ○ provide appropriate time for lesson and lesson closure ○ fit into the broader unit and course objectives ○ are appropriate for diverse learners. • All objectives aligned to the lesson’s goal. • Integration of technology when applicable. 	<ul style="list-style-type: none"> • Most goals aligned to state content standards. • Most activities, materials and assessments that: <ul style="list-style-type: none"> ○ are sequenced ○ sometimes provide appropriate time for lesson and lesson closure • Lessons where most objectives are aligned and sequenced to the lesson’s goal. 	<ul style="list-style-type: none"> • Few goals aligned to state content standards. • Few activities, materials and assessments that: <ul style="list-style-type: none"> ○ are sequenced ○ rarely provide time for lesson and lesson closure • Lessons where few objectives are aligned and sequenced to the lesson’s goal.
	STUDENT-CENTERED ACTIONS ←			TEACHER-CENTERED ACTIONS	

PLANNING Data and Assessment (Dimension 1.2)					
Dimension 1.2 Data and Assessment: The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction. Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
		<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress. Substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentiality. Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success. 	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans. Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality. Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success. 	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students. Consistent feedback to students, families and other school personnel while maintaining confidentiality. Analysis of student data connected to specific instructional strategies. 	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of most students. Timely feedback to students and families. Utilization of multiple sources of student data.
STUDENT-CENTERED ACTIONS ←			TEACHER-CENTERED ACTIONS →		

PLANNING					
Knowledge of Students (Dimension 1.3)					
Dimension 1.3 Knowledge of Students: Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students. Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
		<ul style="list-style-type: none"> All lessons that connect to students' prior knowledge, experiences, interests and future learning expectations across content areas. Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning. Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success. 	<ul style="list-style-type: none"> All lessons that connect to students' prior knowledge, experiences and future learning expectations. Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning. Opportunities for students to utilize their individual learning patterns, habits and needs. 	<ul style="list-style-type: none"> All lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students. 	<ul style="list-style-type: none"> Most lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.
STUDENT-CENTERED ACTIONS ←			TEACHER-CENTERED ACTIONS →		

PLANNING

Activities (Dimension 1.4)

Dimension 1.4	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Activities: The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.</p> <p>Standards Basis: 1B, 1C, 1D, 1E</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> • Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application • Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability. • The ability for all students to set goals, reflect on, evaluate and hold each other accountable within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning. 	<ul style="list-style-type: none"> • Questions that encourage all students to engage in complex, higher-order thinking and problem solving. • Instructional groups based on the needs of all students and maintains both group and individual accountability. • All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students. 	<ul style="list-style-type: none"> • Questions that encourage all students to engage in complex, higher-order thinking. • Instructional groups based on the needs of all students. • All students understanding their individual roles within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes. 	<ul style="list-style-type: none"> • Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking. • Instructional groups based on the needs of most students. • Most students understanding their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes. 	<ul style="list-style-type: none"> • Encourages little to no complex, higher-order thinking. • Instructional groups based on the needs of a few students. • Lack of student understanding of their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials misaligned to instructional purposes.
<p>STUDENT-CENTERED ACTIONS ←—————→ TEACHER-CENTERED ACTIONS</p>					

INSTRUCTION					
Achieving Expectations (Dimension 2.1)					
Dimension 2.1 Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social- emotional success. Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
		<ul style="list-style-type: none"> Provides opportunities for students to establish high academic and social- emotional expectations for themselves. Persists with the lesson until there is evidence that all students demonstrate mastery of the objective. Provides opportunities for students to self-monitor and self-correct mistakes. Systematically enables students to set goals for themselves and monitor their progress over time. 	<ul style="list-style-type: none"> Provides opportunities for students to establish high academic and social- emotional expectations for themselves. Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. Anticipates student mistakes and encourages students to avoid common learning pitfalls. Establishes systems where students take initiative of their own learning and self-monitor. 	<ul style="list-style-type: none"> Sets academic expectations that challenge all students. Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. Addresses student mistakes and follows through to ensure student mastery. Provides students opportunities to take initiative of their own learning. 	<ul style="list-style-type: none"> Sets academic expectations that challenge most students. Persists with the lesson until there is evidence that some students demonstrate mastery of the objective. Sometimes addresses student mistakes. Sometimes provides opportunities for students to take initiative of their own learning.
STUDENT-CENTERED ACTIONS ←			→ TEACHER-CENTERED ACTIONS		

INSTRUCTION

Content Knowledge and Expertise (Dimension 2.2)

	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Dimension 2.2 Content Knowledge and Expertise: The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</p> <p>Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> • Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects. • Integrates learning objectives with other disciplines, content areas and real-world experience. • Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios. 	<ul style="list-style-type: none"> • Conveys a depth of content knowledge that allows for differentiated explanations. • Integrates learning objectives with other disciplines and real-world experiences. • Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. 	<ul style="list-style-type: none"> • Conveys accurate content knowledge in multiple contexts. • Integrates learning objectives with other disciplines. • Anticipates possible student misunderstandings. • Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Accurately reflects how the lesson fits within the structure of the discipline and the state standards. 	<ul style="list-style-type: none"> • Conveys accurate content knowledge. • Sometimes integrates learning objectives with other disciplines. • Sometimes anticipates possible student misunderstandings. • Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). 	<ul style="list-style-type: none"> • Conveys inaccurate content knowledge that leads to student confusion. • Rarely integrates learning objectives with other disciplines. • Does not anticipate possible student misunderstandings. • Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).
	STUDENT-CENTERED ACTIONS				TEACHER-CENTERED ACTIONS

INSTRUCTION

Communication (Dimension 2.3)

Dimension 2.3 Communication: The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Standards Basis: 1D, 1E, 2A, 3A, 4D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> • Establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers. • Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery. • Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. • Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson. • Skillfully balances wait time, questioning techniques and integration of student responses to support student-directed learning. • Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content. 	<ul style="list-style-type: none"> • Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers. • Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning. • Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. • Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion. • Skillfully uses probing questions to clarify, elaborate and extend learning. • Provides wait time when questioning students. 	<ul style="list-style-type: none"> • Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers. • Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts. • Provides explanations that are clear and uses verbal and written communication that is clear and correct. • Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion. • Uses probing questions to clarify and elaborate learning. 	<ul style="list-style-type: none"> • Leads lessons with some opportunity for dialogue, clarification or elaboration. • Recognizes student misunderstandings but has a limited ability to respond. • Uses verbal and written communication that is generally clear with minor errors of grammar. • Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion. 	<ul style="list-style-type: none"> • Directs lessons with little opportunity for dialogue, clarification or elaboration. • Is sometimes unaware of or unresponsive to student misunderstandings. • Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure. • Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson.
STUDENT-CENTERED ACTIONS ←		→ TEACHER-CENTERED ACTIONS			

INSTRUCTION
Differentiation (Dimension 2.4)

Dimension 2.4	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.</p> <p>Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> Adapts lessons with a wide variety of instructional strategies to address individual needs of all students. Consistently monitors the quality of student participation and performance. Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	<ul style="list-style-type: none"> Adapts lessons to address individual needs of all students. Regularly monitors the quality of student participation and performance. Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	<ul style="list-style-type: none"> Adapts lessons to address individual needs of all students. Regularly monitors the quality of student participation and performance. Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs. 	<ul style="list-style-type: none"> Adapts lessons to address some student needs. Sometimes monitors the quality of student participation and performance. Sometimes provides differentiated instructional methods and content. Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs. 	<ul style="list-style-type: none"> Provides one-size-fits-all lessons without meaningful differentiation. Rarely monitors the quality of student participation and performance. Rarely provides differentiated instructional methods and content. Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.
<p>STUDENT-CENTERED ACTIONS ← ————— → TEACHER-CENTERED ACTIONS</p>					

INSTRUCTION

Monitor and Adjust (Dimension 2.5)

Dimension 2.5 Monitor and Adjust:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</p> <p>Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs. Adjusts instruction and activities to maintain student engagement. Uses discreet and explicit checks for understanding through questioning and academic feedback. 	<ul style="list-style-type: none"> Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. Adjusts instruction and activities to maintain student engagement. Continually checks for understanding through purposeful questioning and academic feedback. 	<ul style="list-style-type: none"> Consistently invites input from students in order to monitor and adjust instruction and activities. Adjusts instruction and activities to maintain student engagement. Monitors student behavior and responses for engagement and understanding. 	<ul style="list-style-type: none"> Sometimes utilizes input from students in order to monitor and adjust instruction and activities. Adjusts some instruction within a limited range. Sees student behavior but misses some signs of disengagement. Is aware of most student responses but misses some clues of misunderstanding. 	<ul style="list-style-type: none"> Rarely utilizes input from students in order to monitor and adjust instruction and activities. Persists with instruction or activities that do not engage students. Generally does not link student behavior and responses with student engagement and understanding. Makes no attempts to engage students who appear disengaged or disinterested.
STUDENT-CENTERED ACTIONS ←					TEACHER-CENTERED ACTIONS →

LEARNING ENVIRONMENT

Classroom Environment, Routines and Procedures (Dimension 3.1)

	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Dimension 3.1 Classroom Environment, Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom.</p> <p>Standards Basis: 1D, 4A, 4B, 4C, 4D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data</p>	<ul style="list-style-type: none"> Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility. Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment. The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives. 	<ul style="list-style-type: none"> Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly. Students take some responsibility for managing student groups, supplies and/or equipment. The classroom is safe, inviting and organized to support learning objectives and is accessible to all students. 	<ul style="list-style-type: none"> All procedures, routines and transitions are clear and efficient. Students actively participate in groups, manage supplies and equipment with very limited teacher direction. The classroom is safe and organized to support learning objectives and is accessible to most students. 	<ul style="list-style-type: none"> Most procedures, routines and transitions provide clear direction but others are unclear and inefficient. Students depend on the teacher to direct them in managing student groups, supplies and/or equipment. The classroom is safe and accessible to most students, but is disorganized and cluttered. 	<ul style="list-style-type: none"> Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency. Students often do not understand what is expected of them. The classroom is unsafe, disorganized and uncomfortable. Some students are not able to access materials.
	STUDENT-CENTERED ACTIONS ←			→ TEACHER-CENTERED ACTIONS	

LEARNING ENVIRONMENT					
Managing Student Behavior (Dimension 3.2)					
Dimension 3.2 Managing Student Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior. Standards Basis: 4A, 4B, 4C, 4D Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
		<ul style="list-style-type: none"> Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. Students and the teacher create, adopt and maintain classroom behavior standards. 	<ul style="list-style-type: none"> Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. Most students know, understand and respect classroom behavior standards. 	<ul style="list-style-type: none"> Consistently implements the campus and/or classroom behavior system proficiently. Most students meet expected classroom behavior standards. 	<ul style="list-style-type: none"> Inconsistently implements the campus and/or classroom behavior system. Student failure to meet expected classroom behavior standards interrupts learning.
STUDENT-CENTERED ACTIONS ← ————— → TEACHER-CENTERED ACTIONS					

LEARNING ENVIRONMENT
Classroom Culture (Dimension 3.3)

Dimension 3.3	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.</p> <p>Standards Basis: 1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data</p>	<ul style="list-style-type: none"> Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students. Students collaborate positively and encourage each other's efforts and achievements. 	<ul style="list-style-type: none"> Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. Students collaborate positively with each other and the teacher. 	<ul style="list-style-type: none"> Engages all students in relevant, meaningful learning. Students work respectfully individually and in groups. 	<ul style="list-style-type: none"> Establishes a learning environment where most students are engaged in the curriculum. Students are sometimes disrespectful of each other. 	<ul style="list-style-type: none"> Establishes a learning environment where few students are engaged in the curriculum. Students are disrespectful of each other and of the teacher.
<p>STUDENT-CENTERED ACTIONS ← ————— → TEACHER-CENTERED ACTIONS</p>					

PROFESSIONAL PRACTICES AND RESPONSIBILITIES
Professional Demeanor and Ethics (Dimension 4.1)

<p>Dimension 4.1 Professional Demeanor and Ethics: The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.</p> <p>Standards Basis: 6B, 6C, 6D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data; daily interaction with others</p>	<p>DISTINGUISHED</p>	<p>ACCOMPLISHED</p>	<p>PROFICIENT</p>	<p>DEVELOPING</p>	<p>IMPROVEMENT NEEDED</p>
	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Models all professional standards (e.g., attendance, professional appearance and behaviors) across the campus and district for educators and students. Advocates for the needs of all students in the classroom and campus. 	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Models all professional standards (e.g., attendance, professional appearance and behaviors) within the classroom. Advocates for the needs of all students in the classroom. 	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Meets all professional standards (e.g., attendance, professional appearance and behaviors). Advocates for the needs of students in the classroom. 	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Meets most professional standards (e.g., attendance, professional appearance and behaviors). 	<ul style="list-style-type: none"> Fails to meet the Code of Ethics and Standard Practices for Texas Educators. Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.
<p align="center">STUDENT-CENTERED ACTIONS ←—————→ TEACHER-CENTERED ACTIONS</p>					

PROFESSIONAL PRACTICES AND RESPONSIBILITIES

Goal Setting (Dimension 4.2)

Dimension 4.2 Goal Setting:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>The teacher reflects on his/her practice.</p> <p>Standards Basis: 5D, 6A, 6B</p> <p>Potential Sources of Evidence: Goal-setting and professional development plan (GSPD); conferences and conversations with the teacher, including the end-of-year conference; analysis of student data</p>	<ul style="list-style-type: none"> Consistently sets, modifies and meets short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. Implements substantial changes in practice resulting in significant improvement in student performance. 	<ul style="list-style-type: none"> Sets some short- and long- term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. Meets all professional goals resulting in improvement in practice and student performance. 	<ul style="list-style-type: none"> Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback. Meets all professional goals resulting in improvement in practice and student performance. 	<ul style="list-style-type: none"> Sets short-term goals based on self-assessment. Meets most professional goals resulting in some visible changes in practice. 	<ul style="list-style-type: none"> Sets low or ambiguous goals unrelated to student needs or self-assessment. Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.
STUDENT-CENTERED ACTIONS ←			→ TEACHER-CENTERED ACTIONS		

PROFESSIONAL PRACTICES AND RESPONSIBILITIES
Professional Development (Dimension 4.3)

<p>Dimension 4.3 Professional Development: The teacher enhances the professional community.</p> <p>Standards Basis: 3A, 6A, 6B, 6C</p> <p>Potential Sources of Evidence: Goal-setting and professional development plan (GSPD); conferences and conversations with the teacher, including the end-of-year conference; analysis of student data; daily interaction with others</p>	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
	<ul style="list-style-type: none"> Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection. Seeks resources and collaboratively fosters faculty knowledge and skills. Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject- level team leadership, committee leadership or other opportunities beyond the campus. 	<ul style="list-style-type: none"> Leads colleagues collaboratively on campus to identify professional development needs through self-reflection. Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities beyond the campus. 	<ul style="list-style-type: none"> Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities. 	<ul style="list-style-type: none"> Engages in most scheduled professional development activities, professional learning communities, committee, grade- or subject-level team meetings as directed. 	<ul style="list-style-type: none"> Engages in few professional development activities, professional learning communities or committees to improve professional practice.
<p align="center">STUDENT-CENTERED ACTIONS ← ————— → TEACHER-CENTERED ACTIONS</p>					

PROFESSIONAL PRACTICES AND RESPONSIBILITIES
School Community Involvement (Dimension 4.4)

Dimension 4.4 School Community Involvement:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.</p> <p>Standards Basis: 2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher, including the end-of-year conference; classroom artifacts; student data; daily interaction with others</p>	<ul style="list-style-type: none"> Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods. Initiates collaborative efforts that enhance student learning and growth. Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school. 	<ul style="list-style-type: none"> Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods. Joins colleagues in collaborative efforts that enhance student learning and welfare. Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members. 	<ul style="list-style-type: none"> Contacts parents/guardians regularly regarding students' academic and social/emotional growth. Actively participates in all school outreach activities Communicates the mission, vision and goals of the school to students, colleagues, parents and families. 	<ul style="list-style-type: none"> Contacts parents/guardians in accordance with campus policy. Attends most required school outreach activities. Communicates school goals to students, parents and families. 	<ul style="list-style-type: none"> Contacts parents generally about disciplinary matters. Attends few required school outreach activities.
STUDENT-CENTERED ACTIONS ←					TEACHER-CENTERED ACTIONS →

RUBRIC WORD BANK
(with examples of qualifiers that are interchangeably used)

DIMENSION EXAMPLE:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
LEARNING ENVIRONMENT: CLASSROOM CULTURE	ALL	ALL	ALL	MOST	FEW
LEARNING ENVIRONMENT: MANAGING STUDENT BEHAVIOR	CONSISTENTLY	CONSISTENTLY	CONSISTENTLY	INCONSISTENTLY	RARELY
INSTRUCTION: ACHIEVING EXPECTATIONS	ALL	MOST	MOST	SOME	FEW
INSTRUCTION: CONTENT KNOWLEDGE AND EXPERTISE	CONSISTENTLY	REGULARLY	DOES (ACTION)	SOMETIMES	FEW
INSTRUCTION: DIFFERENTIATION	ALWAYS	REGULARLY	DOES (ACTION)	SOMETIMES	DOES NOT (ACTION)
	MOVES TO STUDENTCENTERED ACTIONS	MOVES TO STUDENTCENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER- CENTERED ACTIONS	FOCUSES ON TEACHER- CENTERED ACTIONS	FOCUSES ON TEACHER- CENTERED ACTIONS

	1.1 - Standards & Alignment					
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	2	47	22		
BAY COLONY ELEMENTARY	39		28.2	64	7.6	
CALDER ROAD ELEMENTARY	46	8.8	35.5	55.5		
DCC	2		5	5		
Dickinson Alternative Learning	4	2	5	2		
DICKINSON HIGH SCHOOL	184	10.4	29.6	55.4	4	
DUNBAR MIDDLE SCHOOL	49		24.4	75.5		
ELVA C. LOBIT MIDDLE SCHOOL	35	11.4	54.2	31.4	2.8	
GENE KRANZ JUNIOR HIGH	67	10.4	55.2	32.8	1.4	
HUGHES ROAD ELEMENTARY	13		46.1	46.1	7.6	
JAKE SILBERNAGEL ELEMENTARY	38		31.5	65.7	2.6	
KENNETH E. LITTLE ELEMENTARY	38		36.8	55.2	7.8	
LOUIS G. LOBIT ELEMENTARY	42	4.7	40.4	42.8	11	
MCADAMS JUNIOR HIGH	62	1.6	24.1	66.1	6.4	1.6
SAN LEON ELEMENTARY	30	3.3	43.3	4	13.3	

	1.2 - Data & Assessment					
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	1	57	27		
BAY COLONY ELEMENTARY	39		25.6	53.8	20.5	
CALDER ROAD ELEMENTARY	46	8.8	4	46.6	4.4	
DCC	2		10			
Dickinson Alternative Learning	4		7	2		
DICKINSON HIGH SCHOOL	184	7.6	28	52	10.4	1.6
DUNBAR MIDDLE SCHOOL	49		18.3	79.5	2	
ELVA C. LOBIT MIDDLE SCHOOL	35	11.4	51.4	34.2	2.8	
GENE KRANZ JUNIOR HIGH	67	13.4	37.3	44.7	4.4	
HUGHES ROAD ELEMENTARY	13		61.5	23	15.3	
JAKE SILBERNAGEL ELEMENTARY	38		44.7	5	5.2	
KENNETH E. LITTLE ELEMENTARY	38		18.4	71	5.2	5.2
LOUIS G. LOBIT ELEMENTARY	42		30.9	54.7	14.2	
MCADAMS JUNIOR HIGH	62	1.6	20.9	67.7	8	1.6
SAN LEON ELEMENTARY	30		4	46.6	13.3	

		1.3 - Knowledge of Students				
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	17	4	37		
BAY COLONY ELEMENTARY	39	2.5	35	51.2	10.2	
CALDER ROAD ELEMENTARY	46	11.1	44.4	44.4		
DCC	2		10			
Dickinson Alternative Learning	4	5	5			
DICKINSON HIGH SCHOOL	184	8.2	36.2	51	4	
DUNBAR MIDDLE SCHOOL	49		30.6	67.3	2	
ELVA C. LOBIT MIDDLE SCHOOL	35	2	51.4	25.7	2.8	
GENE KRANZ JUNIOR HIGH	67	16.4	34.3	46.2	2.9	
HUGHES ROAD ELEMENTARY	13		30.7	69.2		
JAKE SILBERNAGEL ELEMENTARY	38		47.3	5	2.6	
KENNETH E. LITTLE ELEMENTARY	38		15.7	76.3	7.8	
LOUIS G. LOBIT ELEMENTARY	42	7.1	28.5	5	14.2	
MCADAMS JUNIOR HIGH	62	6.4	14.5	69.3	9.6	
SAN LEON ELEMENTARY	30		36.6	5	13.3	

		1.4 - Activities				
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	17	5	2	2	
BAY COLONY ELEMENTARY	39	2.5	20.5	71.7	5.1	
CALDER ROAD ELEMENTARY	46	4.4	4	55.5		
DCC	2			10		
Dickinson Alternative Learning	4		7	2		
DICKINSON HIGH SCHOOL	184	8.2	30.7	48.3	11.5	1
DUNBAR MIDDLE SCHOOL	49		12.2	83.6	4	
ELVA C. LOBIT MIDDLE SCHOOL	35	22.8	57.1	14.2	5.7	
GENE KRANZ JUNIOR HIGH	67	4.4	46.2	43.2	5.9	
HUGHES ROAD ELEMENTARY	13		23	76.9		
JAKE SILBERNAGEL ELEMENTARY	38	2.6	31.5	57.8	7.8	
KENNETH E. LITTLE ELEMENTARY	38		26.3	63.1	7.8	2.6
LOUIS G. LOBIT ELEMENTARY	42		40.4	47.6	11	
MCADAMS JUNIOR HIGH	62	1.6	14.7	70.4	9.8	3.2
SAN LEON ELEMENTARY	30		56.6	23.3	16.6	3.3

	2.1 - Achieving Expectations					
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	1	47	32		
BAY COLONY ELEMENTARY	39	2.5	10.2	69.2	17.9	
CALDER ROAD ELEMENTARY	46	4.4	4	55.5		
DCC	2		5	5		
Dickinson Alternative Learning	4		10			
DICKINSON HIGH SCHOOL	184	7.6	39	47.2	5.4	0.5
DUNBAR MIDDLE SCHOOL	49		22.4	73.4	4	
ELVA C. LOBIT MIDDLE SCHOOL	35	17.1	48.5	31.4	2.8	
GENE KRANZ JUNIOR HIGH	67	10.4	50.7	32.8	5.9	
HUGHES ROAD ELEMENTARY	13		23	69.2	7.6	
JAKE SILBERNAGEL ELEMENTARY	38		31.5	65.7	2.6	
KENNETH E. LITTLE ELEMENTARY	38		28.9	63.1	5.2	2.6
LOUIS G. LOBIT ELEMENTARY	42		40.4	5	9.5	
MCADAMS JUNIOR HIGH	62	6.4	11.2	70.9	9.6	1.6
SAN LEON ELEMENTARY	30		43.3	43.3	13.3	

		2.2 - Content Knowledge & Expertise				
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	2	6	12	2	
BAY COLONY ELEMENTARY	39		10.2	61.5	28.2	
CALDER ROAD ELEMENTARY	46	13.3	46.6	37.7	2.2	
DCC	2		10			
Dickinson Alternative Learning	4	2	5	2		
DICKINSON HIGH SCHOOL	184	8.7	41.7	43.9	5.4	
DUNBAR MIDDLE SCHOOL	49	2	38.7	51	8.1	
ELVA C. LOBIT MIDDLE SCHOOL	35	22.8	42.8	28.5	5.7	
GENE KRANZ JUNIOR HIGH	67	16.6	39.3	39.3	4.5	
HUGHES ROAD ELEMENTARY	13	7.6	15.3	61.5	15.3	
JAKE SILBERNAGEL ELEMENTARY	38		36.8	55.2	7.8	
KENNETH E. LITTLE ELEMENTARY	38		15.7	73.6	10.5	
LOUIS G. LOBIT ELEMENTARY	42	4.7	35.7	5	9.5	
MCADAMS JUNIOR HIGH	62	3.2	22.5	59.6	12	1.6
SAN LEON ELEMENTARY	30		43.3	43.3	1	3.3

		2.3 - Communication				
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	12	47	4		
BAY COLONY ELEMENTARY	39		17.9	71.7	5.1	5.1
CALDER ROAD ELEMENTARY	46	15.5	51.1	33.3		
DCC	2			10		
Dickinson Alternative Learning	4	2	7			
DICKINSON HIGH SCHOOL	184	8.2	41.7	42.8	7.1	
DUNBAR MIDDLE SCHOOL	49		38.7	53	8.1	
ELVA C. LOBIT MIDDLE SCHOOL	35	28.5	31.4	34.2	5.7	
GENE KRANZ JUNIOR HIGH	67	14.9	41.7	35.8	7.4	
HUGHES ROAD ELEMENTARY	13	7.6	23	69.2		
JAKE SILBERNAGEL ELEMENTARY	38	2.6	31.5	63.1	2.6	
KENNETH E. LITTLE ELEMENTARY	38		39.4	55.2	5.2	
LOUIS G. LOBIT ELEMENTARY	42	7.1	40.4	47.6	4.7	
MCADAMS JUNIOR HIGH	62	6.4	20.9	59.6	11.2	1.6
SAN LEON ELEMENTARY	30		46.6	4	13.3	

	2.4 - Differentiation					
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	12	52	3		
BAY COLONY ELEMENTARY	39		10.2	69.2	17.9	2.5
CALDER ROAD ELEMENTARY	46	22.2	37.7	4		
DCC	2		5	5		
Dickinson Alternative Learning	4		5	5		
DICKINSON HIGH SCHOOL	184	6.5	37.3	48.3	6.5	1
DUNBAR MIDDLE SCHOOL	49	4	16.3	69.3	10	
ELVA C. LOBIT MIDDLE SCHOOL	35	22.8	45.7	22.8	8.5	
GENE KRANZ JUNIOR HIGH	67	19	29.8	47.7	2.9	
HUGHES ROAD ELEMENTARY	13		23	69.2	7.6	
JAKE SILBERNAGEL ELEMENTARY	38	2.6	42.1	52.6	2.6	
KENNETH E. LITTLE ELEMENTARY	38		21	73.6	5.2	
LOUIS G. LOBIT ELEMENTARY	42	2.3	26.1	54.7	16.6	
MCADAMS JUNIOR HIGH	62		22.5	62	12	1.6
SAN LEON ELEMENTARY	30	6.6	4	4	13.3	

		2.5 - Monitor & Adjust				
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	12	62	2		
BAY COLONY ELEMENTARY	39		10.2	74.3	15.3	
CALDER ROAD ELEMENTARY	46	11.3	45.4	43.1		
DCC	2		5	5		
Dickinson Alternative Learning	4		10			
DICKINSON HIGH SCHOOL	184	7.1	34.6	46.1	10.9	1
DUNBAR MIDDLE SCHOOL	49		18.3	77.5	4	
ELVA C. LOBIT MIDDLE SCHOOL	35	2	54.2	2	5.7	
GENE KRANZ JUNIOR HIGH	67	22.7	37.8	37.8	1.5	
HUGHES ROAD ELEMENTARY	13	7.6	30.7	61.5		
JAKE SILBERNAGEL ELEMENTARY	38		65.7	31.5	2.6	
KENNETH E. LITTLE ELEMENTARY	38		7.8	84.2	7.8	
LOUIS G. LOBIT ELEMENTARY	42		30.9	54.7	14.2	
MCADAMS JUNIOR HIGH	62		16.1	69.3	12	1.6
SAN LEON ELEMENTARY	30		33.3	56.6	1	

		3.1 - Classroom Environment				
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	42	52			
BAY COLONY ELEMENTARY	39	2.5	61.5	28.2	7.6	
CALDER ROAD ELEMENTARY	46	28.2	56.5	13	2.1	
DCC	2		10			
Dickinson Alternative Learning	4	2	7			
DICKINSON HIGH SCHOOL	184	10.4	44.5	39.5	5.4	
DUNBAR MIDDLE SCHOOL	49	2	46.9	46.9	4	
ELVA C. LOBIT MIDDLE SCHOOL	35	22.8	57.1	2		
GENE KRANZ JUNIOR HIGH	67	26.8	38.8	31.3	2.9	
HUGHES ROAD ELEMENTARY	13	7.6	38.4	38.4	15.3	
JAKE SILBERNAGEL ELEMENTARY	38	18.4	55.2	23.6	2.6	
KENNETH E. LITTLE ELEMENTARY	38		57.8	36.8	5.2	
LOUIS G. LOBIT ELEMENTARY	42	7.1	61	30.9		
MCADAMS JUNIOR HIGH	62	4.8	32.2	53.2	9.6	
SAN LEON ELEMENTARY	30	16.6	53.3	16.6	13.3	

	3.2 - Managing Student Behavior					
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	3	62	7		
BAY COLONY ELEMENTARY	39	2.5	58.9	28.2	7.6	2.5
CALDER ROAD ELEMENTARY	46	28.2	5	21.7		
DCC	2		10			
Dickinson Alternative Learning	4	2	7			
DICKINSON HIGH SCHOOL	184	10.9	41.7	37.9	8.7	0.5
DUNBAR MIDDLE SCHOOL	49	6.1	24.4	63.2	6.1	
ELVA C. LOBIT MIDDLE SCHOOL	35	25.7	48.5	25.7		
GENE KRANZ JUNIOR HIGH	67	31.3	38.8	28.3	1.4	
HUGHES ROAD ELEMENTARY	13		61.5	30.7	7.6	
JAKE SILBERNAGEL ELEMENTARY	38	23.6	57.8	15.7	2.6	
KENNETH E. LITTLE ELEMENTARY	38		57.8	31.5	10.5	
LOUIS G. LOBIT ELEMENTARY	42	11	61	26.1		
MCADAMS JUNIOR HIGH	62	9.6	32.2	46.7	8	3.2
SAN LEON ELEMENTARY	30	16.6	56.6	1	16.6	

	3.3 - Classroom Culture					
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	32	52	1		
BAY COLONY ELEMENTARY	39	2.5	58.9	30.7	5.1	2.5
CALDER ROAD ELEMENTARY	46	32.6	43.4	23.9		
DCC	2		10			
Dickinson Alternative Learning	4	2	5			2
DICKINSON HIGH SCHOOL	184	14.2	40.6	40.1	4.9	
DUNBAR MIDDLE SCHOOL	49		44	55		
ELVA C. LOBIT MIDDLE SCHOOL	35	31.4	48.5	2		
GENE KRANZ JUNIOR HIGH	67	29.8	40	29.8		
HUGHES ROAD ELEMENTARY	13		46.1	38.4	15.3	
JAKE SILBERNAGEL ELEMENTARY	38	7.8	63.1	26.3	2.6	
KENNETH E. LITTLE ELEMENTARY	38		63.1	31.5	5.2	
LOUIS G. LOBIT ELEMENTARY	42	7.1	61	30.9		
MCADAMS JUNIOR HIGH	62	8	14.5	64.5	9.6	3.2
SAN LEON ELEMENTARY	30	1	53.3	2	16.6	

		4.1 - Professional Demeanor & Ethics				
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	2	42	3	2	
BAY COLONY ELEMENTARY	39		5.2	89.4	5.2	
CALDER ROAD ELEMENTARY	46	55.5	33.3	8.8	2.2	
DCC	2	5	5			
Dickinson Alternative Learning	4	2	7			
DICKINSON HIGH SCHOOL	184	14.7	35.5	48.6	1	
DUNBAR MIDDLE SCHOOL	49	4	38.7	55	2	
ELVA C. LOBIT MIDDLE SCHOOL	35	22.8	48.5	28.5		
GENE KRANZ JUNIOR HIGH	67	12.1	48.4	34.8	4.5	
HUGHES ROAD ELEMENTARY	13		23	76.9		
JAKE SILBERNAGEL ELEMENTARY	38	5.2	76.3	18.4		
KENNETH E. LITTLE ELEMENTARY	38	2.6	39.4	52.6	2.6	2.6
LOUIS G. LOBIT ELEMENTARY	42		14.6	85.3		
MCADAMS JUNIOR HIGH	62	6.4	30.6	56.4	6.4	
SAN LEON ELEMENTARY	30	3.4	13.7	72.4	10.3	

	4.2 - Goal Setting					
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	12	4	47		
BAY COLONY ELEMENTARY	39		10.5	39.4	5	
CALDER ROAD ELEMENTARY	46	42.2	17.7	4		
DCC	2		10			
Dickinson Alternative Learning	4	2	7			
DICKINSON HIGH SCHOOL	184	8.7	41.7	47	1.6	
DUNBAR MIDDLE SCHOOL	49	6.1	38.7	55		
ELVA C. LOBIT MIDDLE SCHOOL	35	22.8	31.4	45.7		
GENE KRANZ JUNIOR HIGH	67	15.3	4	44.6		
HUGHES ROAD ELEMENTARY	13		23	76.9		
JAKE SILBERNAGEL ELEMENTARY	38	2.7	69.4	27.7		
KENNETH E. LITTLE ELEMENTARY	38		34.2	57.8	7.8	
LOUIS G. LOBIT ELEMENTARY	42	2.4	26.8	63.4	7.3	
MCADAMS JUNIOR HIGH	62	6.4	16.1	75.8	1.6	
SAN LEON ELEMENTARY	30	3.4	27.5	55.1	10.3	3.4

		4.3 - Professional Development				
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	1	4	5		
BAY COLONY ELEMENTARY	39		18.4	71	10.5	
CALDER ROAD ELEMENTARY	46	57.7	24.4	17.7		
DCC	2		10			
Dickinson Alternative Learning	4	2	2	5		
DICKINSON HIGH SCHOOL	184	10.4	35.1	52.7	1.6	
DUNBAR MIDDLE SCHOOL	49	10	10	79.5		
ELVA C. LOBIT MIDDLE SCHOOL	35	17.1	14.2	68.5		
GENE KRANZ JUNIOR HIGH	67	10.6	39.3	5		
HUGHES ROAD ELEMENTARY	13		23	76.9		
JAKE SILBERNAGEL ELEMENTARY	38	2.6	26.3	71		
KENNETH E. LITTLE ELEMENTARY	38		36.8	60.5	2.6	
LOUIS G. LOBIT ELEMENTARY	42		43	51.2	4.8	
MCADAMS JUNIOR HIGH	62	9.6	8	77.4	4.8	
SAN LEON ELEMENTARY	30		17.8	7	7.1	

	4.4 - School Community Involvement					
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	12	4	47		
BAY COLONY ELEMENTARY	39		7.8	68.4	23.6	
CALDER ROAD ELEMENTARY	46	56.8	29.5	13.6		
DCC	2		10			
Dickinson Alternative Learning	4	5	5			
DICKINSON HIGH SCHOOL	184	13.1	35.5	49.7	1.6	
DUNBAR MIDDLE SCHOOL	49	10	18.3	67.3	4	
ELVA C. LOBIT MIDDLE SCHOOL	35	25.7	28.5	45.7		
GENE KRANZ JUNIOR HIGH	67	14.9	40	44.7		
HUGHES ROAD ELEMENTARY	13		23	76.9		
JAKE SILBERNAGEL ELEMENTARY	38		18.4	81.5		
KENNETH E. LITTLE ELEMENTARY	38		35.1	54	10.8	
LOUIS G. LOBIT ELEMENTARY	42		26.8	70.7	2.4	
MCADAMS JUNIOR HIGH	62	6.4	14.5	72.5	6.4	
SAN LEON ELEMENTARY	30		21.4	67.8	10.7	

Dickinson Independent School District

PROFESSIONAL LEARNING EXCHANGE DAY REQUEST FORM

NAME _____ CAMPUS _____ DATE _____

In-district training will be provided for the majority of staff development needs. All professional learning exchange day training must be registered in Eduphoria after approval by principal.

1. Name of workshop, seminar or event: _____

2. Dates of Training: _____

3. Please include an explanation of how the training addresses our campus improvement plan.

PRINCIPAL'S APPROVAL

DATE

Number of Professional Learning Exchange Day Hours earned: _____

TRAINING HOUR CREDITS

Teachers may select staff development, workshops, conferences and college courses that address priority objectives in their campus improvement plans. **Staff development activities attended for exchange day requirements must be pre-approved by the campus principal.** District provided training is encouraged for trade day credit.

1. College course work taken between June 1, 2022 and May 1, 2023, qualifies for exchange-day hours with the principal's approval. One semester course equals forty-five clock hours.
2. Any curriculum or departmental training needs prior approval of the principal to qualify for exchange hours.
3. This form must be completed by the teacher and approved by the principal prior to the training.
4. A certificate of attendance is available through Eduphoria after completion of district sessions. Teachers must upload certificate of attendance for **out-of-district** sessions.

EXCHANGE DAY GUIDELINES 2022-2023

1. November 21st, 22nd, 23rd, and 25th are designated as exchange days for purposes of a 187 day calendar.
2. Training hours for the November Exchange days shall be earned on or after June 1, 2022, and prior to November 1, 2022. Training hours for the May Exchange Days shall be earned on or after June 1, 2022 and prior to May 1, 2023.
3. **Six** hours of approved training are required for each exchange day. Training may occur during the summer, after school or on weekends. Training may occur in small blocks of time, but must total six hours to qualify for one exchange day. No credit will be given for partial days.
4. Teachers who do not earn exchange days will be docked at their daily rate of pay for each exchange day not earned. **This dock will occur on the December 30th paycheck and the May 30th paycheck.**
5. If a teacher receives pay for training, the paid days may **not** be used for exchange days.
6. Principals shall submit a list of teachers who do not qualify to receive pay for exchange days by November 7, 2022 and May 7, 2023.

I understand that if I do NOT register, I will not be able to attend. I understand that I am responsible for my attendance at district provided trainings. If I register for a session but later discover that I am not able to attend, I need to unregister from the session at least 48 hours prior to the event. If I do not unregister from the session, \$150 will be payroll deducted.

Teacher Printed Name

Teacher Signature

Dickinson Independent School District

Curriculum and Instruction Professional Learning Norms

- Register in Eduphoria prior to the session.
- Be prepared, punctual and remain for the entire session.
- Business casual attire is appropriate for Professional Learning inside and outside the district.
 - Jeans are not appropriate when attending Professional Learning outside the district.
- Sign in at the beginning of the session and after lunch (if applicable).
- Be an engaged participant and willing to share.
- Actively listen to each other's ideas and opinions.
- Remain focused on the topic or task.
- Be respectful of the learning environment and other participants.
- Be aware of distractions (phones, texting, email, sidebar conversations).
- Conduct personal business outside of the meeting and only during breaks.
- Take care of yourself.
- Clean up your area and make sure all supplies are returned to the presenter.
- After the session, complete the survey in Eduphoria and/or the evaluation provided by the presenter to receive professional learning credit and a certificate of attendance.
- Be willing to share information with peers and implement new learning.
- Only workshop participants are allowed in sessions. Due to safety concerns, non-participants will not be allowed to be in sessions nor in common areas outside of sessions.

Virtual Learning Norms

- Mute yourself except when you have the floor.
- Raise your hand virtually for permission to speak. (One person talks at a time)
- Keep your video camera on throughout the training.
- Avoid distracting backgrounds or actions.
- Participate fully in chat responses when asked and during breakout sessions.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: June 6, 2023

Item Title: Monthly Tax Collection Report

Agenda Item: Kelly Logsdon

Background Information:

The Monthly Tax Collection Report for April 2023 and year to date is attached.

Recommendation:

Information only.

Action Item: _____ Yes _____ No

Dickinson Independent School District
Monthly Tax Collections Report
Maintenance Operations and Interest Sinking

Tax Year	Adjusted Taxable Values	Tax Rate	Tax Levy	Current Year Taxes Collected	Current Year % Collected										
2022	\$6,392,450,216	\$1.294	\$82,718,306	\$78,412,672	94.79%										
2021	\$5,715,025,955	\$1.312	\$74,981,141	\$73,510,035	98.04%										
2020	\$4,851,053,036	\$1.344	\$65,198,153	\$63,813,518	97.88%										
2019	\$4,166,906,421	\$1.450	\$60,420,143	\$59,423,702	98.35%										
2018	\$3,689,155,526	\$1.520	\$56,075,164	\$54,995,123	98.07%										
2022 Tax Year	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23	Aug-23	Totals:	% To Total	
Current Year Tax	Pending Billing	\$596,358	\$4,347,285	\$14,001,873	\$45,222,484	\$12,213,284	\$1,302,975	\$728,414					\$78,412,672		
YTD % Collected	0.00%	0.72%	5.98%	22.90%	77.57%	92.34%	93.91%	94.79%	94.79%	94.79%	94.79%	94.79%	94.79%	94.79%	
Prior Years Tax	\$153,260	\$29,557	\$47,929	\$75,934	\$99,395	\$100,283	\$71,407	\$51,012					\$628,777		
Subtotal Taxes	\$153,260	\$625,915	\$4,395,215	\$14,077,806	\$45,321,879	\$12,313,567	\$1,374,382	\$779,426	\$0	\$0	\$0	\$0	\$79,041,449	95.55%	
Penalty & Interest	\$38,472	\$32,224	\$19,037	\$19,655	\$25,336	\$145,626	\$101,723	\$67,653					\$449,728		
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	\$0	\$0	\$0	\$0	\$79,491,177	96.10%	
Attorney Fees	\$30,498	\$24,692	\$13,336	\$14,523	\$20,326	\$16,952	\$25,855	\$11,129					\$157,310		
Total Collections	\$222,229	\$682,832	\$4,427,588	\$14,111,984	\$45,367,541	\$12,476,145	\$1,501,960	\$858,208	\$0	\$0	\$0	\$0	\$79,648,487	N/A	
2021 Tax Year	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	Totals:	% To Total	
Current Year Tax	Pending Billing	\$1,088,340	\$3,747,145	\$31,980,110	\$22,328,154	\$10,529,093	\$939,131	\$675,619	\$544,593	\$936,072	\$399,801	\$341,977	\$73,510,035		
YTD % Collected	0.00%	1.45%	6.45%	49.10%	78.88%	92.92%	94.17%	95.07%	95.80%	97.05%	97.58%	98.04%	98.04%	98.04%	
Prior Years Tax	\$62,609	\$122,577	\$73,266	\$68,898	-\$73,715	\$36,019	-\$162,238	\$69,695	\$54,029	\$80,337	\$23,741	\$116,144	\$471,363		
Subtotal Taxes	\$62,609	\$1,210,917	\$3,820,410	\$32,049,008	\$22,254,439	\$10,565,113	\$776,893	\$745,315	\$598,622	\$1,016,409	\$423,542	\$458,121	\$73,981,398	98.67%	
Penalty & Interest	\$35,037	\$47,711	\$23,970	\$21,093	\$30,931	\$99,484	\$102,498	\$80,760	\$63,253	\$83,954	\$45,385	\$57,409	\$691,483		
Total Taxes & P&I	\$97,645	\$1,258,628	\$3,844,380	\$32,070,101	\$22,285,370	\$10,664,596	\$879,391	\$826,074	\$661,875	\$1,100,363	\$468,927	\$515,530	\$74,672,881	99.59%	
Attorney Fees	\$18,740	\$40,603	\$19,699	\$12,771	\$22,513	\$18,718	\$20,894	\$19,397	\$18,459	\$16,588	\$36,275	\$50,519	\$295,177		
Total Collections	\$116,385	\$1,299,231	\$3,864,080	\$32,082,872	\$22,307,883	\$10,683,314	\$900,285	\$845,471	\$680,334	\$1,116,952	\$505,202	\$566,049	\$74,968,058	N/A	
2020 Tax Year	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21	Totals:	% To Total	
Current Year Tax	Pending Billing	\$378,534	\$2,549,710	\$13,354,403	\$29,495,191	\$14,036,825	\$1,771,012	\$682,688	\$492,047	\$415,731	\$290,712	\$346,665	\$63,813,518		
YTD % Collected	0.00%	0.58%	4.49%	24.97%	70.21%	91.74%	94.46%	95.51%	96.26%	96.90%	97.34%	97.88%	97.88%	97.88%	
Prior Years Tax	\$261,234	\$82,519	\$117,291	\$80,410	\$69,068	\$80,828	\$34,645	\$78,174	\$87,587	\$67,362	\$44,020	\$166,788	\$1,169,927		
Subtotal Taxes	\$261,234	\$461,054	\$2,667,001	\$13,434,813	\$29,564,260	\$14,117,652	\$1,805,657	\$760,862	\$579,634	\$483,093	\$334,732	\$513,453	\$64,983,444	99.67%	
Penalty & Interest	\$45,743	\$21,674	\$29,695	\$33,306	\$21,003	\$57,700	\$105,272	\$70,803	\$56,352	\$56,101	\$47,512	\$42,502	\$587,663		
Total Taxes & P&I	\$306,977	\$482,728	\$2,696,696	\$13,468,119	\$29,585,263	\$14,175,353	\$1,910,929	\$831,665	\$635,986	\$539,194	\$382,244	\$555,955	\$65,571,107	100.57%	
Attorney Fees	\$26,755	\$18,926	\$14,740	\$22,947	\$15,775	\$12,989	\$19,895	\$20,509	\$13,930	\$16,899	\$36,967	\$38,277	\$258,611		
Total Collections	\$333,732	\$501,654	\$2,711,435	\$13,491,066	\$29,601,038	\$14,188,342	\$1,930,824	\$852,174	\$649,916	\$556,093	\$419,212	\$594,232	\$65,829,718	N/A	
2019 Tax Year	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Totals:	% To Total	
Current Year Tax	Pending Billing	\$149,295	\$2,782,035	\$24,347,020	\$21,701,965	\$7,295,092	\$624,605	\$713,295	\$409,011	\$818,065	\$386,690	\$196,629	\$59,423,702		
YTD % Collected	0.00%	0.25%	4.85%	45.15%	81.07%	93.14%	94.17%	95.35%	96.03%	97.39%	98.03%	98.35%	98.35%	98.35%	
Prior Years Tax	\$204,856	\$75,888	\$65,915	\$67,241	\$105,664	\$412,440	\$36,605	\$19,100	-\$8,538	\$45,032	\$57,688	\$121,115	\$1,203,006		
Subtotal Taxes	\$204,856	\$225,183	\$2,847,950	\$24,414,261	\$21,807,629	\$7,707,532	\$661,210	\$732,395	\$400,472	\$863,098	\$444,379	\$317,744	\$60,626,708	100.34%	
Penalty & Interest	\$43,730	\$20,895	\$21,205	\$23,190	\$29,700	\$58,660	\$49,448	\$58,734	\$44,198	\$61,352	\$56,012	\$35,363	\$502,486		
Total Taxes & P&I	\$248,586	\$246,078	\$2,869,155	\$24,437,451	\$21,837,329	\$7,766,192	\$710,658	\$791,129	\$444,670	\$924,450	\$500,391	\$353,106	\$61,129,195	101.17%	
Attorney Fees	\$37,553	\$18,475	\$15,622	\$16,339	\$14,363	\$16,576	\$8,654	\$7,447	\$9,389	\$11,274	\$48,017	\$31,772	\$235,481		
Total Collections	\$286,139	\$264,553	\$2,884,778	\$24,453,789	\$21,851,692	\$7,782,768	\$719,311	\$798,576	\$454,059	\$935,723	\$548,408	\$384,878	\$61,364,675	N/A	
2018 Tax Year	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Totals:	% To Total	
Current Year Tax	Pending Billing	\$770,275	\$2,711,777	\$10,821,827	\$31,598,499	\$6,705,964	\$1,032,517	\$527,234	\$385,353	\$339,487	\$372,586	\$238,083	\$55,503,602		
YTD % Collected	0.00%	1.35%	6.10%	25.07%	80.46%	92.21%	94.02%	94.94%	95.62%	96.21%	96.87%	97.28%	97.28%	97.28%	
Prior Years Tax	\$115,032	\$102,879	\$49,873	\$71,307	\$61,014	\$112,220	\$32,790	\$62,396	\$47,284	\$49,934	\$64,771	\$46,812	\$816,312		
Subtotal Taxes	\$115,032	\$873,153	\$2,761,650	\$10,893,135	\$31,659,513	\$6,818,184	\$1,065,307	\$589,630	\$432,637	\$389,421	\$437,358	\$284,895	\$56,319,914	98.71%	
Penalty & Interest	\$21,487	\$18,180	\$14,583	\$15,852	\$22,941	\$73,075	\$62,393	\$48,233	\$44,527	\$37,546	\$54,866	\$30,882	\$444,565		
Total Taxes & P&I	\$136,519	\$891,333	\$2,776,233	\$10,908,986	\$31,682,454	\$6,891,259	\$1,127,700	\$637,863	\$477,164	\$426,967	\$492,224	\$315,777	\$56,764,478	99.49%	
Attorney Fees	\$19,713	\$14,417	\$11,989	\$12,942	\$13,414	\$22,911	\$12,565	\$13,744	\$13,326	\$8,928	\$35,743	\$27,655	\$208,248		
Total Collections	\$156,232	\$905,750	\$2,788,222	\$10,921,929	\$31,696,768	\$6,914,169	\$1,140,265	\$651,608	\$490,490	\$435,895	\$527,967	\$343,432	\$56,972,727	N/A	

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 6, 2023

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

Agenda Item: Dr. Jeff Pack

Background Information:

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

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

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

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

The Dickinson Independent School district is providing public notice to the community and stakeholders of its intent to submit an application for the 2023-24 ESSA Consolidated Federal Grant. For more information about ESSA, visit our Federal Programs page.

Please email Kathy Behrendsen at kbehrendsen@dickinsonisd.org by June 9, 2023 to share suggestions or comments.

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

The Dickinson Independent School district is providing public notice to the community and stakeholders of its intent to submit an application for the 2023-24 PERKINS V: Strengthening Career and Technical Education for the 21st Century grant. For more information about Perkins V, visit the TEA Perkins V Executive Summary.

Please email Dr. Melissa Everett at meverett@dickinsonisd.org by June 9, 2023 to share suggestions or comments.

SPECIAL EDUCATION CONSOLIDATED GRANT APPLICATION

The Dickinson Independent School district is providing public notice to the community and stakeholders of its intent to submit an application for the 2023-24 Special Education Consolidated Federal and State Grants under the Individuals with Disabilities Act (IDEA) Parts B and C. The intent and purpose of these grants is to assist states in providing a free appropriate public education in the least restrictive environment for children with disabilities ages three through 21 and providing early intervention services for infants and toddlers birth through age two and their families.

Please email Laurie Rodriguez at lrodriguez@dickinsonisd.org by June 9, 2023 to share suggestions or comments.

Recommendation:
Information only

Action Item: _____ Yes No

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 6, 2023

Item Title: 22-23 District Improvement Plan Summative Review

Agenda Item: Dr. Jeff Pack

Background Information:

The 2022-2023 District Improvement Plan Summative Review is attached.

Recommendation:

Information only

Action Item: _____ Yes √ No

Dickinson Independent School District District

Improvement Plan

2022-2023 Summative Review with Notes



Mission Statement

Dickinson ISD will equip and empower all learners with skills and experiences to achieve academic excellence and make meaningful contributions to our world.

Vision

WHAT WE ASPIRE TO BE

Inclusive of all, Dickinson ISD will cultivate excellence, producing confident, collaborative, goal-driven learners who become empowered citizens in a global society.

Value Statement

**CONFIDENT LEARNERS
TODAY**

**CHANGE MAKERS
TOMORROW**

**GATORS
FOREVER!**

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Goals

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

Performance Objective 1: Maintain effective Professional Learning Communities on all campuses in all grade levels.

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

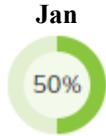
Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Use Solution Tree resources and attend professional development</p> <p>Strategy's Expected Result/Impact: Improved instruction and student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum Deputy Superintendent of Ed. Services</p> <p>Results Driven Accountability</p>	



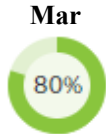
November Evidence of Progress

DISD staff attended Day 1 and 2 of RtI at Work. District continues to work on PLC work during A-Team and principal collaborative. Kranz JH and Lobit ES is working on their PLC at Work Model school application.



January Evidence of Progress

Teachers are continuing to use resources.



March Evidence of Progress

DISD staff attended Day 3 and 4 of RtI at Work training. District continues to develop and implement collaborative protocols and systems to ensure strong collaborative teams.



June Evidence of Progress

DISD staff have completed Day 5 and 6 of RtI at Work training. District will continue training staff this summer. June 13-15 DISD will host the PLC at Work Live Institute for returning and new staff.

No Progress

Accomplished

Continue/Modify





Discontinue





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





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



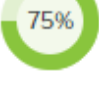

Evaluation Data Sources: Common assessments, benchmarks, interim testing, teacher assessments





Summative Evaluation: Significant progress made toward meeting Objective





Strategy 1 Details	Reviews
<p>Strategy 1: Provide targeted phonics instruction in grades K-3 in all classrooms: El Camino, El Proximo, Foundations, Heggerty, Fountas and Pinnell, etc.</p> <p>Strategy's Expected Result/Impact: Improve reading instruction and student achievement in reading</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Educational Services Director of Curriculum Curriculum Specialists Campus administrators</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress</p> <p> All phonics resources have arrived and teacher training is complete. Teachers have begun using materials and phonics pacing guides are embedded within district RLA curriculum.</p> <p>Jan January Evidence of Progress</p> <p> All bilingual teachers have been trained to use El Camino phonics kits and specialist is working to embed the El Camino scope and sequence within the district curriculum.</p> <p>Mar March Evidence of Progress</p> <p> When visiting campuses, foundations instruction is evident. District has developed specific learning targets for phonics instruction to show student mastery for grades K-1.</p> <p>June June Evidence of Progress</p> <p> Foundations instruction is evident on campuses. We have ordered Foundations kits to expand phonics instruction to Gr 3 for Tier 2/3 intervention purposes.</p>





Strategy 2 Details	Reviews
<p>Strategy 2: Math: Students are building foundational fluency skills through Building Fact Fluency Campuses will be provided additional support by Region 4 Consultants Training all Teachers in upcoming instruction through targeted Curriculum Previews.</p> <p>Strategy's Expected Result/Impact: Improved Tier 1 instruction, improved students achievement in math</p> <p>Staff Responsible for Monitoring: Director of Curriculum Math Curriculum Specialists</p>	<div data-bbox="1281 121 2016 373"> <p>Nov November Evidence of Progress</p>  <p>All BFF resources have arrived and teacher training is complete. Teachers have begun using materials and BFF pacing guides are embedded within district math curriculum. HRES and MJHS continue to receive Region 4 consulting support. Region 4 consultants are working with teacher teams to improve Tier 1 instruction.</p> </div> <div data-bbox="1281 389 2016 552"> <p>Jan January Evidence of Progress</p>  <p>BFF kits are being implemented and used routinely and effectively. Curriculum previews have been completed for 3rd nine weeks. We have secured additional days of support for MJHS for this semester.</p> </div> <div data-bbox="1281 568 2016 698"> <p>Mar March Evidence of Progress</p>  <p>District has secured an additional 5 days of Region 4 support for MJHS. Curriculum previews are being facilitated for the 4th nine weeks.</p> </div> <div data-bbox="1281 722 2016 876"> <p>June June Evidence of Progress</p>  <p>District was awarded the LASO grant, which is providing in-kind support from Region 4 math specialist. Camille King will provide targeted support for Hughes Road and San Leon elementary.</p> </div>





Strategy 3 Details	Reviews
<p>Strategy 3: RLA/Social Studies: Differentiated texts/tasks in small group instruction.</p> <p>Strategy's Expected Result/Impact: Improved classroom Tier I instruction, improved student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum ELAR/Social Studies Curriculum Specialists</p>	<p>Nov November Evidence of Progress</p> <p> District determined and set work station expectations for math and literacy. Campuses continue to improve and monitor small group instruction/guided reading.</p> <p>Jan January Evidence of Progress</p> <p> Curriculum specialists (RLA & SS) are working together to complete integrated lessons and an integrated scope & sequence.</p> <p>Mar March Evidence of Progress</p> <p> Campus teams are developing common formative assessments using primary and secondary sources with various tasks to assess and respond to student learning.</p> <p>June June Evidence of Progress</p> <p> Curriculum specialist are completing a full roll out for Gr 3 to integrate RLA and Social Studies. Middle School is working to develop an integrated RLA/Social Studies humanities block. Dual language teachers are being trained on small group instruction within a biliterate classroom.</p>





Strategy 4 Details	Reviews
<p>Strategy 4: Instructional Coaching consultant Alissa Crabtree will provide ongoing training for instructional coaches to enhance skills in facilitating collaboration among teacher teams in creation of high quality first time instruction, Tier 2 intervention, assessment and feedback for all students.</p> <p>Strategy's Expected Result/Impact: Improved classroom instruction, increase in student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum Curriculum Specialists</p>	<div data-bbox="1283 120 1381 256"> <p>Nov</p>  </div> <p>November Evidence of Progress</p> <p>Alissa has completed 2 out of 5 days of training with instructional coaches. She has trained on the topics of goal setting, teacher feedback, and clear/crucial communication/conversations.</p> <div data-bbox="1283 302 1381 438"> <p>Jan</p>  </div> <p>January Evidence of Progress</p> <p>Alissa has completed 3 out of 5 training sessions. We are aiming to provide more campus-based learning opportunities in the second semester.</p> <div data-bbox="1283 483 1381 620"> <p>Mar</p>  </div> <p>March Evidence of Progress</p> <p>Alissa will be hosting a coaching learning lab with coaches. Coaches will identify tier 1 strengths in the classroom, determine one area for growth that will make the most impact, plan for and rehearse a coaching conversation, and reflect on my coaching conversations.</p> <div data-bbox="1283 665 1381 802"> <p>June</p>  </div> <p>June Evidence of Progress</p> <p>Alissa Crabtree has completed her final coaching training focused on collective efficacy cycles. This training wrapped up 2022-23 and inspired an effective launch into 2023-24.</p>



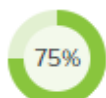





Strategy 5 Details	Reviews
<p>Strategy 5: Science: A consultant, such as Region IV, will help build out teachers' understanding of the engineering design process in preparation for curricular changes due to the recently adopted science TEKS. Develop a deeper understanding of "Depth of Knowledge" in instruction, intervention, and assessment through a Region 4 training.</p> <p>Curriculum Previews: Providing opportunities for new and returning teachers to meet and collaborate quarterly to clarify learning targets, discuss high quality Tier 1 and Tier 2 instruction, and develop appropriately aligned common assessments and intended feedback.</p> <p>Strategy's Expected Result/Impact: Improved classroom Tier I instruction, improved student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum Science Curriculum Specialists</p>	<p>Nov  November Evidence of Progress Region IV trained teachers on DOK during September 26th district PD day. Curriculum previews for 2nd and 3rd nine weeks are complete.</p> <p>Jan  January Evidence of Progress Curriculum previews are completed for 3rd nine weeks. Grade 5-8 science teachers and specialists have begun a collaborative learning project with TAMU for Science.</p> <p>Mar  March Evidence of Progress Teacher teams and curriculum leadership teams have completed all curriculum preview trainings for the 2022-23 school year where the main focus has been discussing and analyzing the engineering design processes found with the upcoming science TEKS.</p> <p>June  June Evidence of Progress All curriculum preview trainings are complete for Science. We have summer PD planned to refresh and introduce the engineering design process for returning and new teachers and staff.</p>

Strategy 6 Details	Reviews
<p>Strategy 6: Special Programs: Campus Compliance Facilitators will ensure teachers are reviewing, uploading and analyzing progress monitoring data and using the information to drive teaching with the goal that teachers of special education students are providing rigorous instruction to all students to ensure they are making progress within their curriculum and IEPs, including utilizing all accommodations agreed upon by the ARD committee</p> <p>Strategy's Expected Result/Impact: Increased student learning</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Special Programs Instruction & Compliance Campus principals / Assistant principals</p> <p>Results Driven Accountability</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 20px;"> <p>Nov November Evidence of Progress</p>  <p>At the end of the 1st 9 weeks, all progress reports were uploaded and sent home to parents. We completed our 1st audit of the year. We also completed a compliance review at MJH.</p> </div> <div style="margin-bottom: 20px;"> <p>Jan January Evidence of Progress</p>  <p>At the end of the 2nd 9wks, all progress reports were updated with progress and sent home to parents in accordance to guidelines with report cards. Our 2nd compliance audit was completed with MJH showing marked improvement in most areas.</p> </div> <div style="margin-bottom: 20px;"> <p>Mar March Evidence of Progress</p>  <p>At the end of 3rd nine weeks, all progress reports were updated, uploaded and sent to parents. Our 3rd compliance audit was completed with MJH showing some regression from the 2nd nine weeks in the areas of work samples matching accommodations and logs of services, This information is being presented to teachers.</p> </div> <div> <p>June June Evidence of Progress</p>  <p>At the end of the 4th 9 weeks, all progress reports were uploaded and sent home to parents. We completed our last audit of the year. The processes put in place will continue for next year.</p> </div> </div>

Strategy 7 Details	Reviews
<p>Strategy 7: Special Programs: Conduct FIIEs and ARDs within timelines and in compliance with TEA utilizing a district students records management system (including maintaining educational records).</p> <p>Strategy's Expected Result/Impact: Meet Initial FIE timelines</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Evaluation and Related Services</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress</p> <p> 25%</p> <p>We have missed some timelines this year due to carry over from last school year. We missed 2 annual ARD dates, one due to a new CCF miscalculating the date and one due to a parent request to reschedule. All evaluations this school year have been conducted in timelines using a contract evaluator. We are currently 1.5 Assessment staff short.</p> <p>Jan January Evidence of Progress</p> <p> 50%</p> <p>At this time all ARDs have been held within timelines.</p> <p>Mar March Evidence of Progress</p> <p> 75%</p> <p>At this time all ARDs have been held within timelines. We have missed timelines on 6 FIIEs, due to being short-staffed. We tested over spring break, on weekends, after hours and we are using contracted services.</p> <p>June June Evidence of Progress</p> <p></p> <p>This is an ongoing requirement and testing continues throughout the summer.</p>

Strategy 8 Details	Reviews
<p>Strategy 8: Special Programs: Ensure evaluation staff have a thorough knowledge of all disabilities including monitoring the number of students identified as ID, LD, AU, and ED and conducting Case Review for all evaluations of ID students.</p> <p>Strategy's Expected Result/Impact: increased knowledge and accurate identification of students</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Evaluation and Related Services</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress  We have case review weekly and each month we are reviewing the disability conditions in CLT. We have attended disability specific training (e.g. Autism in girls) at Region 4. We provide weekly Pop-In PD via Zoom for all teachers as well.</p> <p>Jan January Evidence of Progress  This continues to be an on-going process</p> <p>Mar March Evidence of Progress  Weekly case review, monthly training and pop-in PD are all continuing.</p> <p>June June Evidence of Progress  Evaluation staff completed all required PD and is working on developing the PD schedule for next year. Dr. Cheramie and legal training are already scheduled.</p>





Strategy 9 Details	Reviews
<p>Strategy 9: Special Programs: Ensure the district offers a continuum of services for students ages 3-21 to meet the needs of all students receiving special education services.</p> <p>Strategy's Expected Result/Impact: Improve SSP 9 and 11 (LRE) data</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Special Programs Instruction Coordinator of Special Programs Compliance Campus principals / Assistant principals</p> <p>Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Student Learning 2, 3 - District Processes & Programs 5 - Perceptions 3</p>	<div data-bbox="1281 121 2026 341"> <p>Nov November Evidence of Progress</p>  <p>DISD provides a continuum of services. We are reviewing our continuum. We have created a decision making guide and are providing training to all CCFs, Admin, and Assessment staff. We have started communicating the plan to eliminate "acronym" named programs and focus on levels of support.</p> </div> <div data-bbox="1281 365 2026 584"> <p>Jan January Evidence of Progress</p>  <p>We continue to provide ongoing training and support for campuses on the decision making guide and review of continuum services. As we move into the spring semester we will begin working on staffing documentation proposals and campus training for master planning.</p> </div> <div data-bbox="1281 609 2026 828"> <p>Mar March Evidence of Progress</p>  <p>Each campus has been provided a staffing summary based on ARDed schedule of services (SOS staffing chart) and the special programs team has met with each campus to review. The team is working on providing recommendations for consolidation of programs such as TIDES and ABCD.</p> </div> <div data-bbox="1281 852 2026 974"> <p>June June Evidence of Progress</p>  <p>The redesign of the continuum of services and elimination of acronym named classes has been provided to campus and district leadership.</p> </div>





Strategy 10 Details	Reviews
<p>Strategy 10: Special Programs: Dickinson ISD is committed to decreasing the percent of special education removals (Action code (E105) 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, 60) as evidenced by PEIMS report comparisons and continued implementation of Restorative Practice Techniques.</p> <p>Strategy's Expected Result/Impact: Improved SSP 18 (Sped Total Disciplinary Removals Rate) data</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Campus Administrators Coordinator of Evaluation and Related Services Behavior Coaches</p>	<div data-bbox="1276 321 2030 576"> <p>Nov November Evidence of Progress</p>  <p>APs review data monthly and attend a monthly job alike with the behavior coaches. We are continuing to receive support from Restorative Practices. Several staff members went to PISD to see their Restorative Practices Implementation. All campuses sent representatives to PBIS training and are working on systemic implementation plans.</p> </div> <div data-bbox="1276 592 2030 722"> <p>Jan January Evidence of Progress</p>  <p>This continues to be on-going</p> </div> <div data-bbox="1276 738 2030 885"> <p>Mar March Evidence of Progress</p>  <p>Discipline data reveal a troubling trend regarding THC vapes. Monthly data monitoring continues.</p> </div> <div data-bbox="1276 901 2030 1096"> <p>June June Evidence of Progress</p>  <p>Monthly data monitoring continues. We have more discipline removals then last year. We brought in Tony Davila to train on Tier 1 and 2 interventions and this summer we are bringing him in to do Tier 3 interventions.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="468 1109 663 1154">  No Progress </div> <div data-bbox="764 1109 982 1154">  Accomplished </div> <div data-bbox="1079 1109 1335 1154">  Continue/Modify </div> <div data-bbox="1432 1109 1629 1154">  Discontinue </div> </div>	





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





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





Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews
<p>Strategy 1: Provide programs for academic enrichment such as: Robotics; GT programs, Investigators, Gator Scholars, STEAM Academy, Gator Travelers, dual credit, dual enrollment</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	<p>Nov</p> <p> 100%</p> <p>November Evidence of Progress</p> <p>All listed programs are in place along with additional new programs for this school year. All fall InvestiGators have happened, the Gator Scholars class has grown this year as has the STEAM Academy, and academic competitions such as UIL A+ and Quiz Bowl.</p> <p>Jan</p> <p> 100%</p> <p>January Evidence of Progress</p> <p>Mar</p> <p> 100%</p> <p>March Evidence of Progress</p> <p>June</p> <p></p> <p>June Evidence of Progress</p> <p>All advanced academic programs in DISD have grown over the past school year and are projected to continue growing next year as well. The introduction of new opportunities along with increased support of existing ones has allowed for this growth to occur.</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Improving classroom instruction in the fine arts programs through collaborative curriculum review sessions and professional development.</p> <p>Staff Responsible for Monitoring: Director of Fine Arts</p>	<p>Nov November Evidence of Progress</p>  <p>The professional development provided by fine art leaders in each field have greatly improved instruction in the classrooms. Students are being challenged and are proving to have more success. Teachers have been asked to create both short term and long term goals for their programs with progress measurements as well.</p> <p>Jan January Evidence of Progress</p>  <p>The district collaborative teams have great improved instruction in the classroom. This has been proven by individual student success in various competitions as well as the overall program achievement. The ongoing PD provided has been a great investment in student achievement.</p> <p>Mar March Evidence of Progress</p>  <p>The PD provided by the district has seen great improvements across all content areas. Teacher leaders have started to emerge and teachers are in the process of redesigning the curriculum to provide the best instruction for all students.</p> <p>June June Evidence of Progress</p>  <p>PD will continue to be provided next year.</p>

Strategy 3 Details	Reviews
<p>Strategy 3: Provide students access to Career & Technical Education (CTE) programs which provide opportunities for career ready certifications and work-based learning opportunities.</p> <p>Strategy's Expected Result/Impact: Increase in career readiness for students and an increase in the number of certifications earned by students</p> <p>Staff Responsible for Monitoring: Director of Career and Technology Education</p>	<p>Nov November Evidence of Progress  Students are receiving instruction for certifications they will take in the spring. Some students are working in internships in health science and career prep.</p> <p>Jan January Evidence of Progress  Recruitment for 8th and 9th grade and an Elective Fair will take place in February.</p> <p>Mar March Evidence of Progress  Recruitment occurred, certification vouchers are being purchased for students to test. The WBL instructor is recruiting at the DHS.</p> <p>June June Evidence of Progress  CTE earned 100+ more certification in the 22-23 school year.</p>

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





Strategy 5 Details	Reviews
<p>Strategy 5: Provide ongoing cross-curricular training through Texas A&M University's "We Write" program for the implementation of consistent and meaningful writing opportunities in the 5-8th science classroom.</p> <p>Strategy's Expected Result/Impact: Improved classroom instruction and student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum Curriculum Specialists</p>	<div data-bbox="1283 120 2030 310"> <p>Nov November Evidence of Progress</p>  <p>All 5-8 science teachers have been trained in We Write strategies and are using to support students with constructed response new item types. TAMU visited all campuses to provide ongoing support to science teachers.</p> </div> <div data-bbox="1283 331 2030 461"> <p>Jan January Evidence of Progress</p>  <p>TAMU is visiting to support specialists and teachers with writing calibration. TAMU will analyze results and make suggestions for instructional improvement.</p> </div> <div data-bbox="1283 482 2030 704"> <p>Mar March Evidence of Progress</p>  <p>Teachers and instructional coaches experienced a successful, targeted writing calibration/scoring session for grades 4-8. English I and II learned from this process and is mirroring this system to provide our high school students with very targeted goals to improve their writing with the help of TAMU.</p> </div> <div data-bbox="1283 725 2030 855"> <p>June June Evidence of Progress</p>  <p>RLA curriculum team has started a grammar focused committee to further improve upon the work we've done with TAMU and WeWrite.</p> </div>









Strategy 6 Details	Reviews
<p>Strategy 6: Make learning visible through self-regulated strategy development strategies such as KAT, WeWrite, DBQ.</p> <p>Strategy's Expected Result/Impact: Improved classroom instruction and student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum Curriculum Specialists</p>	<div data-bbox="1283 256 2030 391"> <p>Nov November Evidence of Progress</p>  <p>All RLA, Social Studies, and Science teachers have been trained on SRSD by TAMU. Teachers are using SRSD when modeling writing instruction with students.</p> </div> <div data-bbox="1283 415 2030 570"> <p>Jan January Evidence of Progress</p>  <p>We continue to see evidence of KAT, WeWrite, and DBQ when walking classrooms. There is evidence to support teachers extending this strategy into the other content areas such as science and social studies.</p> </div> <div data-bbox="1283 594 2030 813"> <p>Mar March Evidence of Progress</p>  <p>We facilitated district-wide classroom visits specifically looking for WeWrite strategies. We witnessed teachers as well as students using SRSD throughout the writing process. We heard student self talk using phrases like "the more we practice, the better we get" and "we can do hard things".</p> </div> <div data-bbox="1283 837 2030 992"> <p>June June Evidence of Progress</p>  <p>We saw evidence of this during STAAR testing with our students. Our teachers continue to model SRSD with our students during whole group and small group instruction.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="470 1008 663 1052">  No Progress </div> <div data-bbox="768 1008 982 1052">  Accomplished </div> <div data-bbox="1083 1008 1331 1052">  Continue/Modify </div> <div data-bbox="1436 1008 1629 1052">  Discontinue </div> </div>	









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









Performance Objective 4: Implement programs providing opportunities to achieve academic growth for students at risk for academic failure and those with limited English

Summative Evaluation: Significant progress made toward meeting Objective

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

Strategy 2 Details	Reviews
<p>Strategy 2: Implement programs that will address academic needs of At-Risk students such as the Summer Bridge Program, AVID classroom resources and strategies including in-class support, classes for students who need extra support.</p> <p>Strategy's Expected Result/Impact: Improved student achievement</p> <p>Staff Responsible for Monitoring: Director of ESL/Bilingual and At-Risk Director of Advanced Academics</p>	<p>Nov November Evidence of Progress</p> <p> Planning for Summer Bridge staffing, extra duty agreements, and resources has begun. AVID Excel classroom teachers have attended PD and are providing in class language support and instructional strategies for Emergent Bilinguals.</p> <p>Jan January Evidence of Progress</p> <p> Planning and trainings in progress</p> <p>Mar March Evidence of Progress</p> <p> Planning and trainings in progress</p> <p>June June Evidence of Progress</p> <p> DHS Summer Bridge June 5-22 DJHS Summer Bridge July Elementary Newcomer Academy June 5-29</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Address the unique learning needs of all Emergent Bilingual (EB) students through various programs such as Summer New Comer classes, ESL classroom support, and AVID Excel strategies and support</p> <p>Staff Responsible for Monitoring: Director of ESL/Bilingual and At-Risk</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress</p> <p> Planning has begun for the "New Comer Middle School Academy" supplemental tutorial program. Tutorials will support Emergent Bilinguals.</p> <p>Jan January Evidence of Progress</p> <p> Planning in progress</p> <p>Mar March Evidence of Progress</p> <p> Planning in progress</p> <p>June June Evidence of Progress</p> <p> TELPAS Tutorial After School and Saturday Boot Camps January - April DJHS Summer Bridge July Elementary Newcomer Academy June 5-29</p>

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





Strategy 6 Details	Reviews
<p>Strategy 6: Provide targeted tier 2 intervention driven by data derived from formative and cumulative assessment such as ITSS/Amira/Imagine Learning/Pacific Learning/Rosetta Stone/Read 180/System 44</p> <p>Strategy's Expected Result/Impact: Improved student growth in reading</p> <p>Staff Responsible for Monitoring: Director of Curriculum Curriculum Specialists Campus Leaders Teachers</p>	<div data-bbox="1283 305 2007 435"> <p>Nov November Evidence of Progress</p>  <p>Students using programs and schools are using data in PLC sessions.</p> </div> <div data-bbox="1283 459 1892 589"> <p>Jan January Evidence of Progress</p>  <p>Trainings continue</p> </div> <div data-bbox="1283 613 1885 743"> <p>Mar March Evidence of Progress</p>  <p>Trainings continue</p> </div> <div data-bbox="1283 768 1898 898"> <p>June June Evidence of Progress</p>  <p>Trainings complete for 2022-23 school year.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="468 919 663 964">  No Progress </div> <div data-bbox="764 919 982 964">  Accomplished </div> <div data-bbox="1079 919 1333 964">  Continue/Modify </div> <div data-bbox="1434 919 1629 964">  Discontinue </div> </div>	





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









Performance Objective 1: Implement various safety measures throughout the district

Evaluation Data Sources: Surveys, safety and discipline documentation

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Hire security officers throughout the district Strategy's Expected Result/Impact: Safe school environment Staff Responsible for Monitoring: Assistant Superintendent for Administration</p>	<p>Nov  November Evidence of Progress Still need to hire two deputies and one security guard.</p> <p>Jan  January Evidence of Progress We have not been able to replace some of our deputies/monitors who have left</p> <p>Mar  March Evidence of Progress Hired a new deputy and 2 security monitors</p> <p>June  June Evidence of Progress Security guards were hired and we will continue employing security guards in the next school year.</p>





Strategy 2 Details	Reviews
<p>Strategy 2: Provide a safe way for students to report unsafe situations</p> <p>Strategy's Expected Result/Impact: Safe school environment</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration</p>	<p>Nov  November Evidence of Progress P3 Anonymous Reporting is available on all campuses.</p> <p>Jan  January Evidence of Progress P3 Anonymous Reporting used across the district</p> <p>Mar  March Evidence of Progress P3 Anonymous Reporting used across the district</p> <p>June  June Evidence of Progress We will continue P3 in the next school year.</p>









Strategy 3 Details	Reviews
<p>Strategy 3: Implement safety protocols from the Texas School Safety Center and TEA: weekly door sweeps, Avoid, Deny, Defend training, Stop the Bleed training, Safety and Security Committee meetings, staff and student required trainings, campus threat assessment teams, required drills, etc..</p> <p>Strategy's Expected Result/Impact: Improve school safety,</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration Campus Principals</p>	<p>Nov November Evidence of Progress  Weekly exterior door sweeps are being completed on campuses. We have completed training as required. Looking a security grants to fund state safety requirements.</p> <p>Jan January Evidence of Progress  Safety trainings continue. Exterior door checks are being completed.</p> <p>Mar March Evidence of Progress  Pipeline emergency tabletop scheduled this month.</p> <p>June June Evidence of Progress  Door sweeps continued all year, safety grants will be spent for the next school year.</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

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

Summative Evaluation: Significant progress made toward meeting Objective





Strategy 1 Details	Reviews
<p>Strategy 1: Provide students the opportunity to outside agency supports (e.g., Communities in Schools, Family Service Center).</p> <p>Strategy's Expected Result/Impact: Decrease student drop out, increase emotional stability</p> <p>Staff Responsible for Monitoring: Social Emotional Learning Specialist</p>	<div data-bbox="1283 363 1913 553"> <p>Nov November Evidence of Progress</p>  25% <p>2022-2023 GWC Referrals as of 11/4/22: Bo's Place: 8 Family Service Center: 133 Gulf Coast Center Hotline: 8 UTMB TCHAT: 91</p> </div> <div data-bbox="1283 573 1913 763"> <p>Jan January Evidence of Progress</p>  50% <p>2022-2023 GWC Referrals as of 1/6/23: Bo's Place: 12 Family Service Center: 143 Gulf Coast Center Hotline: 18 UTMB TCHAT: 121</p> </div> <div data-bbox="1283 782 1913 972"> <p>Mar March Evidence of Progress</p>  85% <p>2022-2023 GWC Referrals as of 3/9/23: Bo's Place: 14 Family Service Center: 202 Gulf Coast Center Hotline: 31 UTMB TCHAT: 216</p> </div> <div data-bbox="1283 992 1913 1182"> <p>June June Evidence of Progress</p>  100% <p>2022-2023 GWC Referrals as of 4/25/23: Bo's Place: 17 Family Service Center: 231 Gulf Coast Center Hotline: 40 UTMB TCHAT: 260</p> </div>





Strategy 2 Details	Reviews
<p>Strategy 2: Provide teacher training and student lessons through programs such as Restorative Practices, Second Steps, Character Strong</p> <p>Strategy's Expected Result/Impact: Increased teacher support for students struggling emotionally and increased student awareness and learning about emotional safety</p> <p>Staff Responsible for Monitoring: Social Emotional Learning Specialist</p>	<div data-bbox="1276 256 1997 391"> <p>Nov November Evidence of Progress</p>  25% All campuses are implementing Restorative Practices and Character Strong. Second Steps is K-8th grade.</div> <div data-bbox="1276 415 1997 550"> <p>Jan January Evidence of Progress</p>  40% All campuses are implementing Restorative Practices and Character Strong. Second Steps is K-8th grade.</div> <div data-bbox="1276 574 1997 709"> <p>Mar March Evidence of Progress</p>  80% All campuses are implementing Restorative Practices and Character Strong. Second Steps is K-8th grade.</div> <div data-bbox="1276 734 1997 868"> <p>June June Evidence of Progress</p>  100% All campuses are implementing Restorative Practices and Character Strong. Second Steps is K-8th grade.</div>
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






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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Special Programs: Provide Anti-victimization/ Child Abuse Prevention training and curriculum. Staff Responsible for Monitoring: Social/Emotional Learning Specialist</p>	<p>Nov November Evidence of Progress  All staff has received training through Eduhero. An MOU was signed on 11/2/22 with the Advocacy Center For Children of Galveston County to provide training for campuses that would like a refresher. On 12/13 SHAC will discuss prevention curriculum.</p> <p>Jan January Evidence of Progress  All staff has been trained. The Advocacy Center is no longer able to offer the curriculum. Recommendations for curriculum is in process.</p> <p>Mar March Evidence of Progress  All staff has been trained. SHAC requirements will now be addressed through DEIP. Curriculum will be recommended for the 23-24 school year.</p> <p>June June Evidence of Progress  All staff has been trained. SHAC requirements will now be addressed through DEIP. Curriculum will be recommended for the 23-24 school year at the May 9th DEIP.</p>









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

Strategy 3 Details	Reviews
<p>Strategy 3: Special Programs: Implement Human/Sex Trafficking Prevention Program</p> <ul style="list-style-type: none"> - Training for staff - Curriculum for students <p>Staff Responsible for Monitoring: Social/Emotional Learning Specialist</p>	<p>Nov November Evidence of Progress</p> <p> All staff has received training through Eduhero. On 12/13 SHAC will discuss prevention curriculum.</p> <p>Jan January Evidence of Progress</p> <p> All staff has received training through Eduhero. Curriculum is in the recommendation process.</p> <p>Mar March Evidence of Progress</p> <p> Curriculum recommendations will be sent to DEIC. Training for staff to be facilitators will be scheduled in May.</p> <p>June June Evidence of Progress</p> <p> Curriculum recommendations will be presented at the May 9th DEIC meeting. Training for facilitators is scheduled in May.</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 4: Support the emotional health of students and staff through coordinated/streamlined services.

Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews
<p>Strategy 1: Special Programs: Promote the streamlined Gator Wellness Center Referral Process through the use of a clerk.</p> <p>Staff Responsible for Monitoring: Social/Emotional Learning Specialist</p>	<p>Nov November Evidence of Progress  The GWC clerk has implemented a streamlined referral process. As of 11/14/22 we have had 247 students referred.</p> <p>Jan January Evidence of Progress  The GWC clerk has implemented a streamlined referral process. As of 1/6/2023 we have had 296 students referred.</p> <p>Mar March Evidence of Progress  As of 3/9/23, 477 students have been referred.</p> <p>June June Evidence of Progress  As of 5/24/23, 603 referrals were processed by the GWC Clerk.</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 5: Provide extra support for students identified as homeless

Evaluation Data Sources: Registration forms

Summative Evaluation: Significant progress made toward meeting Objective









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

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

Performance Objective 1: Improve communication between school and home

Evaluation Data Sources: Parent surveys

Summative Evaluation: Significant progress made toward meeting Objective





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









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

Performance Objective 2: Expand partnerships with area colleges and universities

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Expand community college parent and student nights to help parents navigate FAFSA, admission process and other needs</p> <p>Strategy's Expected Result/Impact: Increase college and career readiness for students and families</p> <p>Staff Responsible for Monitoring: Director of At-Risk</p>	<div data-bbox="1283 412 1990 548"> <p>Nov November Evidence of Progress October 27th DHS hosted a FAFSA/TAFSA night.</p>  </div> <div data-bbox="1283 570 1990 706"> <p>Jan January Evidence of Progress Continued planning for the spring college and career readiness events</p>  </div> <div data-bbox="1283 727 1990 885"> <p>Mar March Evidence of Progress 01/23/23 - Parent University 02/13/23 - Dr. Collier Parent Presentation 02/16/23 - 8th Grade Night 03/06/23 - Dr. Collier Parent Presentation</p>  </div> <div data-bbox="1283 906 1990 1042"> <p>June June Evidence of Progress Community College Parent and Student Nights are complete</p>  </div>





Strategy 2 Details	Reviews
<p>Strategy 2: Provide ESL classes for Dickinson ISD parents at College of the Mainland and investigate other local community colleges for additional programs</p> <p>Strategy's Expected Result/Impact: Improve parent and family communication</p> <p>Staff Responsible for Monitoring: Director of At-Risk, Bilingual/ ESL</p>	<div data-bbox="1283 240 2030 375"> <p>Nov November Evidence of Progress</p>  <p>ESL Adult classes started in October at McAdams Junior High School and Silbernagel Elementary.</p> </div> <div data-bbox="1283 396 2030 531"> <p>Jan January Evidence of Progress</p>  <p>Spring Session 1 ESL Adult classes began January 17th at McAdams Junior High School and Silbernagel Elementary.</p> </div> <div data-bbox="1283 552 2030 686"> <p>Mar March Evidence of Progress</p>  <p>Spring Session 2 ESL Adult classes begin March 20th at McAdams Junior High School and Silbernagel Elementary.</p> </div> <div data-bbox="1283 708 2030 842"> <p>June June Evidence of Progress</p>  <p>Spring ESL Adult classes will end May 11th at McAdams and Silbernagel</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="470 857 663 906">  No Progress </div> <div data-bbox="768 857 982 906">  Accomplished </div> <div data-bbox="1083 857 1331 906">  Continue/Modify </div> <div data-bbox="1436 857 1629 906">  Discontinue </div> </div>	

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









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

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

Summative Evaluation: Significant progress made toward meeting Objective

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

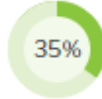



Strategy 2 Details	Reviews
<p>Strategy 2: Campuses will provide various activities to facilitate effective transitions into kindergarten, middle schools, junior highs, high school and to post-secondary through open houses, summer bridge, dual credit, Open Windows Lighted Doors... for students and families.</p> <p>Strategy's Expected Result/Impact: Increase awareness for students and parents of various educational opportunities available for all students</p> <p>Staff Responsible for Monitoring: Director of Federal Programs Director of At-Risk</p>	<div data-bbox="1297 120 1356 147">Nov</div> <div data-bbox="1276 155 1377 253"></div> <div data-bbox="1528 120 1902 147">November Evidence of Progress</div> <div data-bbox="1415 155 2018 274">Planning is beginning for these end of year activities. The district provided a transition day to the beginning of the school year for all students transitioning to a new school.</div> <div data-bbox="1297 302 1356 329">Jan</div> <div data-bbox="1276 337 1377 435"></div> <div data-bbox="1545 302 1892 329">January Evidence of Progress</div> <div data-bbox="1415 337 2007 394">Activities for next year are being planned and all other activities are continuing at the campus level.</div> <div data-bbox="1297 456 1356 483">Mar</div> <div data-bbox="1276 492 1377 589"></div> <div data-bbox="1556 456 1881 483">March Evidence of Progress</div> <div data-bbox="1415 492 2007 548">Activities for next year are being planned and all other activities are continuing at the campus level.</div> <div data-bbox="1297 610 1356 638">June</div> <div data-bbox="1276 646 1377 743"></div> <div data-bbox="1566 610 1871 638">June Evidence of Progress</div> <div data-bbox="1415 646 2018 735">Activities for next year are being planned and all other activities are continuing at the campus level and we will plan for more activities based on family feedback.</div>









Strategy 3 Details	Reviews
<p>Strategy 3: Provide a Parent and Family Engagement Coordinator for each campus to provide support for meeting the needs of the families, planning engagement activities, and documenting engagement requirements.</p> <p>Strategy's Expected Result/Impact: Foster parent and school partnerships and improve parent and family engagement.</p> <p>Staff Responsible for Monitoring: Director of Federal and State Programs Principal Parent and Family Engagement Coordinator</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <p>Nov November Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Each campus has a coordinator who supports the campus.</p> </div> </div> <div style="margin-bottom: 10px;"> <p>Jan January Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Campus coordinators continue to provide support to the campuses.</p> </div> </div> <div style="margin-bottom: 10px;"> <p>Mar March Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Campus coordinators continue to provide support to the campuses.</p> </div> </div> <div> <p>June June Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Campus coordinators completed all required documents and we will continue providing this for each campus.</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="display: flex; align-items: center;">  No Progress </div> <div style="display: flex; align-items: center;">  Accomplished </div> <div style="display: flex; align-items: center;">  Continue/Modify </div> <div style="display: flex; align-items: center;">  Discontinue </div> </div>	

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success

Performance Objective 1: Refine a recruitment pipeline with multiple sources to provide the district with qualified candidates to meet the staffing needs of the district.

Summative Evaluation: Significant progress made toward meeting Objective





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







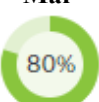

Strategy 2 Details	Reviews
<p>Strategy 2: Research best-practices for a grow your own program for students in the Teaching & Learning CTE Program of Study (POS).</p> <p>Strategy's Expected Result/Impact: Facilitate a pipeline of highly qualified teachers who are familiar with the needs of DISD students</p> <p>Staff Responsible for Monitoring: Director of Career & Technical Education</p>	<div data-bbox="1297 256 2032 451"> <p>Nov November Evidence of Progress</p>  <p>Education and Training teachers are attending GYO training and participating in online meetings. We have 27 students competing at the state level who want to be teachers. We plan to hold a signing day with HR again in the spring.</p> </div> <div data-bbox="1297 467 2032 695"> <p>Jan January Evidence of Progress</p>  <p>Education and Training teachers continue GYO trainings and participating in online meetings. They went to a Teacher Conference in January. We have 24 students competing at the state level who want to be teachers. We plan to hold a signing day again this year with HR again in the spring.</p> </div> <div data-bbox="1297 711 2032 938"> <p>Mar March Evidence of Progress</p>  <p>Education and Training teachers continue GYO trainings and participating in online meetings. Teachers attended a Conference in January. We had 21 students compete at the state level, 7 advanced to nationals who want to be teachers. We plan to hold a signing day again this year with HR again in the spring.</p> </div> <div data-bbox="1297 954 2032 1230"> <p>June June Evidence of Progress</p>  <p>7 Education & Training students will compete at the national level in June. We held a signing day with HR in May to celebrate students who obtained their Educational Aide 1 certification. Students were informed of paraprofessional and substitute opportunities available to them while working on their bachelor's in education (many students showed interest).</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="472 1247 661 1295">  No Progress </div> <div data-bbox="766 1247 976 1295">  Accomplished </div> <div data-bbox="1081 1247 1333 1295">  Continue/Modify </div> <div data-bbox="1438 1247 1627 1295">  Discontinue </div> </div>	





Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success

Performance Objective 2: Provide high-quality, job embedded professional development for all staff, which results in increased productivity and employee satisfaction.





Summative Evaluation: Significant progress made toward meeting Objective





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









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

Strategy 4 Details	Reviews
<p>Strategy 4: Special Programs: Provide/expand district-wide professional development focusing on the development and implementation of the Students Success Triangle (IEP goals, objectives, PLAAFPs, progress monitoring and reporting, Decision Making Guide), accommodations, and designated supports, using Frontline, across curriculum for all grade levels through contracted service providers, area conferences, service centers, and in-district offerings.</p> <p>Strategy's Expected Result/Impact: Increased knowledge base for educators.</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 3</p>	<p>Nov November Evidence of Progress</p> <p> We have provided 6 full days of repeated sessions of case manager training, weekly pop-in PD on various topics to all staff, gone to campuses to provide in person PD on various topics to all staff, and we have brought providers in to provide training to the administration team.</p> <p>Jan January Evidence of Progress</p> <p> We have continued to provide individual support and training for ARD and instructional needs for staff and teachers. We are continuing to provide campus PLCs on case manager update training based on areas of need determined through the audit process.</p> <p>Mar March Evidence of Progress</p> <p> Special programs continues to provide ongoing training and has developed a summer training schedule that addresses these areas. Additionally, specific teachers are being provided tailored PD plans.</p> <p>June June Evidence of Progress</p> <p> Special programs continues to provide ongoing training and have developed a summer training schedule that addresses these areas. Additionally specific teachers are being provided tailored PD plans.</p>

Strategy 5 Details	Reviews
<p>Strategy 5: Special Programs: Provide professional development (e.g. Reading by Design, Learning Ally, etc.) focusing on services to students identified with dyslexia and other identified at-risk students through contracted service providers, in-district training, and various professional development activities.</p> <p>Strategy's Expected Result/Impact: Increased knowledge base for educators</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinator of Instruction/Curriculum Special Programs Coordinator of Evaluation and Related Services</p>	<div data-bbox="1297 120 1356 147" data-label="Text">Nov</div> <div data-bbox="1276 155 1377 253" data-label="Figure"> <p>A circular progress indicator showing 25% completion. The circle is light green with a darker green segment representing 25%.</p> </div> <div data-bbox="1528 120 1906 147" data-label="Section-Header">November Evidence of Progress</div> <div data-bbox="1415 155 2007 277" data-label="Text"> <p>All dyslexia staff have been trained in Reading by Design. We have job alikes to review updates the dyslexia handbook for the dyslexia specialists. We are working on decision making guides.</p> </div> <div data-bbox="1297 302 1356 329" data-label="Text">Jan</div> <div data-bbox="1276 337 1377 435" data-label="Figure"> <p>A circular progress indicator showing 50% completion. The circle is light green with a darker green segment representing 50%.</p> </div> <div data-bbox="1545 302 1892 329" data-label="Section-Header">January Evidence of Progress</div> <div data-bbox="1415 337 1969 394" data-label="Text"> <p>R4 came and trained all dyslexia specialist on RbD Zero and RbD SDI.</p> </div> <div data-bbox="1297 456 1356 483" data-label="Text">Mar</div> <div data-bbox="1276 492 1377 589" data-label="Figure"> <p>A circular progress indicator showing 75% completion. The circle is light green with a darker green segment representing 75%.</p> </div> <div data-bbox="1556 456 1885 483" data-label="Section-Header">March Evidence of Progress</div> <div data-bbox="1415 492 2028 646" data-label="Text"> <p>All dyslexia teachers are trained and several other teachers have attended training specific to dyslexia. We have applied for the TEA Dyslexia grant and we are waiting a decision to find out if we will be awarded funding to further expand our training opportunities.</p> </div> <div data-bbox="1297 667 1356 695" data-label="Text">June</div> <div data-bbox="1276 703 1377 800" data-label="Image"> <p>A blue arrow pointing to the right, indicating that the goal for June has been achieved.</p> </div> <div data-bbox="1566 667 1871 695" data-label="Section-Header">June Evidence of Progress</div> <div data-bbox="1415 703 2011 760" data-label="Text"> <p>We received 2 TEA Dyslexia grants and will be providing additional training over the next school year.</p> </div>

Strategy 6 Details	Reviews
<p>Strategy 6: Special Programs: Continue to provide professional development for ECSE, PK and K-12 support staff, teachers, administrators, and paraprofessionals supporting research-based instructional strategies for working with students with behavioral, occupational, physical, speech/ language, hearing, sight, functional and/or learning challenges with the goal of increasing inclusive opportunities for students with disabilities.</p> <p>Strategy's Expected Result/Impact: Increase inclusive learning opportunities for students with disabilities</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress</p>  <p>We have a partnership with R4 for ECSE. One of our campuses has a partnership with Lead4Ward to review inclusive practices. We have completed SDI walks on all campuses. Staff have been trained in SDI. Related services and speech have participated in the SDI walks.</p> <p>Jan January Evidence of Progress</p>  <p>On-going support with R4 and with district staff based on campus needs (such as decision making guides, classroom management, and structuring effective stations).</p> <p>Mar March Evidence of Progress</p>  <p>Ongoing.</p> <p>June June Evidence of Progress</p>  <p>We bringing Tony Davila for behavior. We have targeted training for specific needs based on individual students in classrooms. We have restructured our support and service model and will provide additional training to those who need it.</p>





Strategy 7 Details	Reviews
<p>Strategy 7: Special Programs: Provide professional development to special education teachers for teaching core curriculum using researched based best practices</p> <p>Strategy's Expected Result/Impact: Increased staff knowledge Student progress on STAAR / STAAR-Alt & EOC</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress</p> <p> 25%</p> <p>We are working with the Curriculum Department to address essential standards. Special Education and Gen Ed teachers collaborate in planning lessons and professional development. Special Education teachers are part of the professional learning communities on campus. We have been providing "G" training on several campuses.</p> <p>Jan January Evidence of Progress</p> <p> 45%</p> <p>On going G training and pop in pd to support campuses both gen ed and special education staff. Continued work with the curriculum department to embed supports.</p> <p>Mar March Evidence of Progress</p> <p> 75%</p> <p>Ongoing and summer PD is planned. District sped leadership has also attended the PLC and RTI training offered by the district.</p> <p>June June Evidence of Progress</p> <p></p> <p>Ongoing and summer PD is planned. District sped leadership has also attended the PLC and RTI training offered by the district. Moving forward, we will be working directly with curriculum specialists to provide this training.</p>









Strategy 8 Details	Reviews
<p>Strategy 8: Special Programs: Provide CBVIs, explore employment opportunities, and organize visits to college campuses (COM and ACC Strive Program), and transition fair. (Follow county health guidelines addressing COVID.</p> <p>Strategy's Expected Result/Impact: Increased opportunities for students in special education to generalize skills</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators</p>	<div data-bbox="1283 302 2032 532"> <p>Nov November Evidence of Progress</p>  25% We have a class designated for transition opportunities at DHS that includes CBVIs and exploration of employment opportunities. Our 18+ program has visited the local community college and continues to explore employment opportunities. They are working to secure volunteer and paid job opportunities.</div> <div data-bbox="1283 542 2032 678"> <p>Jan January Evidence of Progress</p>  45% On going process</div> <div data-bbox="1283 688 2032 824"> <p>Mar March Evidence of Progress</p>  75% On going. The 18+ staff have completed vocational analysis for all impacted students.</div> <div data-bbox="1283 834 2032 987"> <p>June June Evidence of Progress</p>  On going. The 18+ staff have completed vocational analysis for all impacted students.</div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="470 1003 663 1045">  0% No Progress </div> <div data-bbox="768 1003 982 1045">  100% Accomplished </div> <div data-bbox="1083 1003 1335 1045">  Continue/Modify </div> <div data-bbox="1440 1003 1629 1045">  Discontinue </div> </div>	

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success

Performance Objective 3: Provide all staff with a package of benefits and services that addresses personal and professional needs.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Develop and make plans to implement Teacher Incentive Allotment .</p> <p>Strategy's Expected Result/Impact: Recruit, support, and retain highly effective teachers in all schools, with particular emphasis on high-needs and rural schools.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources</p>	<p>Nov November Evidence of Progress</p> <p> TIA Leadership Team attending TEA webinars in preparation for data capture.</p> <p>Jan January Evidence of Progress</p> <p> TIA Leadership Team attending TEA webinars in preparation for data capture. Developing DRAFT TIA Handbook.</p> <p>Mar March Evidence of Progress</p> <p> Awaiting data submission feedback.</p> <p>June June Evidence of Progress</p> <p> TIA implementation Year 1 is complete. We will submit data October 2023</p>




Strategy 2 Details	Reviews
<p>Strategy 2: Collaborate with the SHAC committee and Social-Emotional Learning Specialist to develop a comprehensive wellness program.</p> <p>Strategy's Expected Result/Impact: Support overall well-being of all staff.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources</p>	<div data-bbox="1276 240 1381 370"> <p>Nov</p>  </div> <p data-bbox="1535 240 1906 264">November Evidence of Progress</p> <p data-bbox="1415 277 1997 334">HR Department continues to look for opportunities to promote employee wellness.</p> <div data-bbox="1276 402 1381 532"> <p>Jan</p>  </div> <p data-bbox="1545 396 1896 420">January Evidence of Progress</p> <p data-bbox="1415 433 1986 553">HR and Gator Wellness are collaborating with Child Trends to pilot an employee wellness program. HR continues to promote employee wellness with onsite opportunities - The Rose, JetDental, etc.</p> <div data-bbox="1276 605 1381 711"> <p>Mar</p>  </div> <p data-bbox="1556 574 1885 599">March Evidence of Progress</p> <p data-bbox="1415 612 1997 669">HR Department continues to look for opportunities to promote employee wellness.</p> <div data-bbox="1276 730 1381 860"> <p>June</p>  </div> <p data-bbox="1566 730 1875 755">June Evidence of Progress</p> <p data-bbox="1415 768 1961 857">HR Department will continue to work with SEL Coordinator, Lead Nurse, and SHAC to promote a comprehensive employee wellness program.</p>
<div data-bbox="468 878 663 922">  No Progress </div> <div data-bbox="764 878 982 922">  Accomplished </div> <div data-bbox="1083 878 1335 922">  Continue/Modify </div> <div data-bbox="1436 878 1629 922">  Discontinue </div>	









Goal 5: DISD will provide operational services to support the success of student learning

Performance Objective 1: Build and maintain infrastructure connectivity for the district

Evaluation Data Sources: District and campus needs

Summative Evaluation: Significant progress made toward meeting Objective

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

Strategy 2 Details	Reviews
<p>Strategy 2: Provide district-wide software for single sign-on such as Class Link</p> <p>Strategy's Expected Result/Impact: Increased productivity for students</p> <p>Staff Responsible for Monitoring: Executive Director of Technology</p>	<p>Nov November Evidence of Progress  Used regularly via mobile devices and district devices. Software continually added as needed to the portal</p> <p>Jan January Evidence of Progress  Building more connection between applications and SSO. All functioning well.</p> <p>Mar March Evidence of Progress  Classlink continues to be a positive addition. District is testing MFA with our SSO now.</p> <p>June June Evidence of Progress  With changes upcoming for our SSO, DISD will meet, address adjustments and work to find ways to better roster staff that do not have a student roster in the SIS.</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: June 6, 2023

Item Title: UIL Course Exemptions

Agenda Item: Dr. Jeff Pack

Background Information:

Advanced courses are exempt from TEC §33.081 (“No Pass No Play”). For 2023-2024, the exempt courses include:

- **Advanced Placement** – all AP courses in English, Mathematics, Science, Social Studies, Economics, Fine Arts, and Languages other than English
- **Dual Credit** – all Dual Credit courses in English, Mathematics, Science, Social Studies, Economics, and Languages other than English
- **Dual Enrollment (UT)** – All OnRamps courses including OnRamps Algebra II, OnRamps Pre-Calculus, OnRamps Earth, Wind & Fire
- **English** – Honors English I, Honors English II, STEAM/Honors 7th grade English Language Arts, STEAM/Honors 8th grade English Language Arts
- **Mathematics** – Honors Algebra I, Honors Geometry, Honors Algebra II, Honors Pre-Calculus, Pre-Calculus, STEAM/Honors 7th grade Math (Pre-Algebra), STEAM/Honors 8th grade Math, STEAM/Honors Algebra I (8th grade)
- **Science** – Honors Biology, Honors Chemistry, Honors Physics, Honors Anatomy and Physiology, STEAM/Honors 7th grade Science, STEAM/Honors 8th grade Science, STEAM/Honors Integrated Physics and Chemistry (IPC)
- **Social Studies** – Honors World Geography, Honors World History, STEAM/Honors 7th grade Social Studies, STEAM/Honors 8th grade Social Studies
- **Foreign Language** – Honors French, Honors French Literature, Honors Spanish

Recommendation:

The Superintendent and Deputy Superintendent for Educational Services recommend the board approve the UIL Course Exemptions.

Action Item: Yes No

Motion made by _____ seconded by _____ vote _____

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 6, 2023
Item Title: 2023-2024 Board Goals
Agenda Item: Carla Voelkel/Dr. Jeff Pack

Background Information:

The proposed 2023-2024 Dickinson ISD Board Goals are attached.

Recommendation:

The Superintendent and the Deputy Superintendent for Educational Services recommend approval of the 2023-2024 Dickinson ISD Board Goals.

Action Item: Yes No

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



2023-2024 Board Goals

- 1. DISD will provide effective teaching and learning experiences for all students that will result in continuous success.**
- 2. DISD will provide a physically and emotionally safe, healthy, and equitable environment.**
- 3. DISD will make family and community partnerships a priority.**
- 4. DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.**
- 5. DISD will provide operational services to support the success of student learning.**

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 6, 2023
Item Title: Depository Contract Extension Resolution
Agenda Item: Ryan Boone/Kelly Logsdon

Background Information:

Our depository contract with Texas First Bank expires August 31, 2023. We are allowed to extend the depository contract for an additional two year period ending August 31, 2025. The current rates and fees would remain in place for the additional two year extension.

A resolution authorizing the extension with Texas First Bank is attached for your review.

Recommendation:

The Superintendent, Deputy Superintendent for Business and Operations and Executive Director of Business Operations recommend approving the resolution attached.

Action Item: X Yes No

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

**Board Resolution Extending Depository Contract for Funds
Of Independent School Districts Under Texas Education Code,
Chapter 45, Subchapter G, School District Depositories**

Resolved by the DICKINSON INDEPENDENT SCHOOL DISTRICT that:

TEXAS FIRST *Board of Trustees*
Name of Depository Bank Bank, Depository, located at GALVESTON *Name of County*
County,
State of Texas, being a bank as that term is defined in Section 45.201 of the Texas Education Code,
and DICKINSON ISD (CDN: 084-901) agree to extend for an
additional *Name of District*
two-year term from 09 01, 2023, through 08 31, 2025, the existing terms and
conditions for banking services and rates previously agreed to in the Depository Contract in effect from
09 01, 2021, through 08 31, 2023. This agreement to extend is allowed under
the Texas Education Code, Section 45.205.

AGREED AND ACCEPTED on behalf of DICKINSON ISD
Name of District
this the 6 day of JUNE, 2023.

Signature of President of School Board

AGREED AND ACCEPTED on behalf of Depository this the 23 day of May, 2023.

Texas First Bank

Typed Name of Depository

Signature of Authorized Bank Officer

Paul W. Tyler, Senior Vice President

Title of Authorized Bank Officer

Acknowledgment

Acknowledged before me in Harris County, Texas, on May 23, 2023,

by Paul W. Tyler, bank officer of the Depository named in the
preceding document, for the Depository.

Signature of Notary

Notary Public in and for Harris
County, Texas



DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: June 6, 2023

Item Title: Personnel Compensation Plan Manual for 2023-2024

Agenda Item: Kimberly Rich

Background Information:

Attached is the Personnel Compensation Plan Manual for 2023-2024.

Recommendation:

The Superintendent, the Assistant Superintendent for Administration and the Executive Director of Human resources recommend approval of the Personnel Compensation Plan Manual for 2023-2024.

Action Item: Yes No

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

COMPENSATION MANUAL



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DISD Mission Statement

The mission of the Dickinson Independent School District is to equip and empower all learners with skills and experiences to achieve academic excellence and make meaningful contributions to our world.

Foreword

This compensation plan was initially adopted in August 1996 to establish a direction and procedure to equitably compensate Dickinson ISD employees. This plan is to be the sourcebook and guidance document for compensation policies and procedures for Dickinson ISD. With the knowledge that this type of system is generally in continual development, it is to be reviewed and updated each budget year.

Certification

This Personnel Compensation Manual is the official pay policy of Dickinson Independent School District and is to be utilized for all personnel compensation questions/decisions/actions. The official copy shall be maintained and updated in the office of the Executive Director for Human Resources.

Dickinson ISD Statement of Nondiscrimination

It is the policy of the DISD not to discriminate on the basis of race, color, national origin, sex or handicap for services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es política del Distrito Escolar Independiente de Dickinson no discriminar en base de raza, color, nacionalidad de origen, sexo o discapacidad, por servicios o actividades como es requerido en el Título VI del Acto de los Derechos Civiles de 1964, según enmendado; el Título IX de la Enmiendas de Educación de 1972, según enmendado; y la Sección 504 del Acto de Rehabilitación de 1973, según enmendada.

It is the policy of the DISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es política del Distrito Escolar Independiente de Dickinson no discriminar en base de raza, color, nacionalidad de origen, sexo, discapacidad, o edad en las prácticas de empleo como es requerido por el Título VI del Acto de los Derechos Civiles de 1964, según enmendado; el Título IX de la Enmiendas

de Educación de 1972; el Acto de la Discriminación de Edades de 1975, según enmendado; y la Sección 504 del Acto de Rehabilitación de 1973, según enmendada.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Robert Cobb, at 2218 East FM 517, Dickinson, TX 77539, (281) 229-6000, and/or the Section 504 Coordinator, Laurie Rodriguez, at 2218 East FM 517, Dickinson, TX 77539, (281) 229-6000.

Para información sobre sus derechos o procedimientos de quejas, contacte el Coordinador del Título IX, Robert Cobb, en 2218 East FM 517 Dickinson, TX 77539, (281) 229-6000, y/o el Coordinador de la Sección 504, Laurie Rodríguez, en 2218 East FM 517 Dickinson, TX 77539, (281) 229-6000.

Policy

All policies and procedures from the Dickinson ISD Board Policy Manual may be referenced by clicking the links below:

Employment Objectives - Equal Employment Opportunity [DAA \(LEGAL\)](#)

Compensation and Benefits - Compensation Plan [DEA \(LOCAL\) / DEA \(LEGAL\)](#)

Compensation and Benefits – Vacations and Holidays [DED \(LOCAL\)](#)

Compensation Plan – Wage and Hour Laws [DEAB \(LOCAL\) / DEAB \(LEGAL\)](#)

School Board of Trustees and Administrator Role in District Salary Administration

The School Board of Trustees' Role

- Set goals and the pay philosophy for the district.
- Establish policies to govern the pay system.
- Approve adjusted compensation plans.
- Approve the amount of the general employee pay increases annually and adopt the budget.
- Balance employee needs against fiscal control needs of the District and the community.
- Plan compensation package for the Superintendent.

The Superintendent's Role

- Present pay plans and policies to meet the goals and philosophy of the School Board of Trustees.
- Research economic factors and develop recommendations for the annual pay increase and the payroll budget.
- Administer individual pay actions according to District policy and procedures.
- Communicate the District pay plan and policies to employees and respond to requests for information.
- Monitor and adjust the district salary structures regularly.

Compensation Plan

Definition of a Pay System

A pay system consists of all the policies, procedures and management tools that are used to define the basis for organizational pay actions.

A pay system should include:

- Job titles and job descriptions
- Defined pay ranges for each job
- Policies and administrative procedures
- Plan for communicating with employees
- Process for maintaining the system

Basic Objectives of a Pay System

Pay systems should be designed strategically to control and facilitate the following basic objectives:

- | | |
|------------|---|
| Objective: | Pay for Job Responsibility |
| Strategy: | Set and maintain the proper pay differential between jobs that require different levels of skill, effort, and responsibility. |
| Objective: | Pay Competitively |
| Strategy: | Keep trained employees paid within a proper range of the competitive job market. |
| Objective: | Provide Continued Pay Advancement |
| Strategy: | Prevent employees from topping out of pay scales too soon OR becoming overpaid for the worth of the job. |
| Objective: | Recruit Good Applicants |
| Strategy: | Keep starting salaries attractive by allowing inflationary adjustments to be made easily and within budget. |
| Objective: | Keep Payroll Costs Affordable |
| Strategy: | Keep payroll cost increases flexible to allow annual planning in response to revenue and market changes. |
| Objective: | Keep Good Employees |
| Strategy: | Pay trained employees' fair salaries for the worth of their job in an appropriate period of time. |

Pay Equity

Definition

Fair pay for the worth of the work performance to the organization.

Internal Equity

The worth of a job to the organization based on job content (skills, responsibility, effort required). To have internal equity, the system must identify the relative worth of all jobs according to a common set of compensable (job worth) factors.

External Equity

The worth of a job to the organization based on the outside job market (competitive pay). To have external equity, the system must identify the relative worth of jobs in the competitive marketplace.

Compensable Factors

Definition

Any factor (job characteristic) used to provide a basis for judging job value in a job evaluation process. The most commonly employed compensable factors include skill, effort, responsibility, and working conditions, where applicable.

Skill

- Knowledge and abilities required to successfully perform the job.
- Education or specialized knowledge — acquired through formal training or lower-level training.
- Experience — work experience beyond education or specialized training needed to perform the job.

Effort

- Difficulty of the work performed in terms of physical or mental energy.
- Working conditions — adverse conditions (physical hazards, stress or excessive time) associated with performing normal job duties.
- Complexity — difficulty of task and mental focus needed to complete tasks.
- Judgment — frequency and importance of independent decisions necessary to perform the job.

Responsibility

- Effects of proper or improper action on the products or services of the entire organization.
- Scope of authority — the degree to which influence is exercised over school operations and the scope of impact the job has on the district as a whole.
- Supervision of others — accountability and obligation for work performed by other employees.

Staffing Guidelines

Purpose

The purpose of this compensation plan booklet is for the administration of salaries and wages for classroom teachers, administrative educational programs and business operations, administrative support, instructional support and auxiliary employees of the Dickinson Independent School District. Practices described are intended to implement local Board policy and Board approved compensation plans and to comply with state and federal regulations.

New Hire Placement Guides

The employment, assignment, and salary placement are in accordance with the job requirements as specified by the job description. For all employees, the District will only consider actual years of experience, not purchased years of experience for TRS purposes. The District does not pay for teaching experience unless verified with an official Teacher Service Record [TSR]. Out of state or private school experience must be verified on a TSR. Work experience at a college or university must also be verified by a service record and by the College Verification Form.

Where job requirements include transcripts, certificates, or licenses, these must be official and on file with Human Resource Services. Official transcripts become property of the Dickinson Independent School District as long as he/she remains a District employee. All college degrees obtained, or semester hours earned to obtain employment or to receive graduate or undergraduate pay are accepted only if they are from institutions accredited by nationally recognized accrediting agencies. Audits for official documents are performed annually.

The Dickinson ISD Human Resources Department will determine hiring rates based upon job-related qualifications, salary history, and salaries of other employees in the same position. Hiring rates shall normally not be set at a rate above the salary of other employees with equal or more experience in the same position/pay grade. The Executive Director of Human Resources sets hiring rates. Salaries are determined on an individual basis based on each person's credited years of experience, current shortage needs of the District, and credentials related to instructional leadership or method.

Breaks in continuous service for any reason means the new hire placement guidelines are used. Movement from one pay group to another (i.e., teacher to administrative professional or instructional support to administrative support) will result in the use of new hire salary placement guidelines. Rate of pay will not exceed the maximum or be below the minimum of the pay grade without Superintendent approval.

Additional Notes

The Superintendent is authorized to modify staffing guidelines as required to meet budget constraints. Staffing Levels are to be monitored by budget managers. Any increase over approved levels will require prior approval of the Superintendent. Any increase over approved levels that will require additional budget allocation shall have prior School Board approval. Maintenance and Transportation staffing shall be determined by the Superintendent annually during budget planning and as conditions warrant during the budget year.

Elementary (PK-3) & Middle 4-5 School Instruction		
Teachers		
Classroom Teacher	Each increment of 25 students	1 Full-Time person per classroom
Special Education/ Special Programs Teacher	To be determined by Special Programs Department approved by the Superintendent	
Special Assignment Teachers	Varies by program/campus design	As required to provide instruction and in appropriate group sizes as approved by the Superintendent
Campus Compliance Facilitator	Each campus	1 Full-Time person (or as approved by Superintendent)
Dyslexia Specialist	Each campus	1 Full-Time person (additional staff based on student need and approved by the Superintendent)
Bilingual/ESL Specialist	Varies by program/campus design	1 Full-Time person (additional staff based on student need and approved by the Superintendent)
Paraprofessionals (Instructional Paraprofessionals)		
Special Education/Special Programs Paraprofessional	To be determined by the Special Programs Department and approved by the Superintendent	Additional staff based on student need as determined by Special Programs Department and approved by the Superintendent
Instructional Intervention Paraprofessional	Each campus	1 Full-Time person
Bilingual Instructional Intervention Paraprofessional	K-3; 4-5 based on campus need	1 Full-Time person
Computer Lab Monitor	Each campus	1 Full-Time person
ISS Paraprofessional	Each campus	1 Full-Time person
PE Paraprofessional	Each campus	1 Full-Time person

Pre-K (Regular/Bilingual)	For each class over 11 students	1 Full-Time person
SEL Para	Each campus	1 Full-Time person
Library/Media Services		
Librarian	Each campus	1 Full-Time person
Library Paraprofessional	250 to 500 students	1/2-Time person
	500 to 750 students	additional 1/2-Time person
	750 to 1000+ students	additional 1/2-Time person
Counseling Services		
Counselor	250 to 750 students	1 Full-Time person
	700 to 1000 students	additional 1/2-Time person (as Counselor or Social Worker)
	900 to 1250 students	additional 1/2-Time person
Health Services		
Registered Nurse	Each campus	1 Full-Time person
Administration		
Principal	Each campus	1 Full-Time person
Assistant Principal	Up to 800 students	1 Full-Time person
Secretarial/Clerical		
Secretary	Each campus	1 Full-Time person
Receptionist/Clerical	500 to 800 students	1 Full-Time person
	For each additional increment of 250 students	additional 1/2-Time person
Attendance/Data Entry Clerk	Each campus	1 Full-Time person

Junior High Instruction (6-8)		
Teachers		
Classroom Teacher	25-32 students per classroom - not to exceed 150 total students without Superintendent approval	1 Full-Time person per classroom
Special Education/ Special Programs Teacher	To be determined by Special Programs Department and approved by the Superintendent	
Special Assignment Teachers	Varies by program/campus design	As required to provide instruction and in appropriate group sizes as approved by the Superintendent
Campus Compliance Facilitator	Each campus	1 Full-Time person (or as approved by Superintendent)
Dyslexia Specialist	Each campus	1 Full-Time person (additional staff based on student need and approved by the Superintendent)
Paraprofessionals (Instructional Paraprofessionals)		
Special Education/ Special Programs Paraprofessional	To be determined by the Special Programs Department and approved by the Superintendent	Additional staffing as recommended by the Executive Director of Special Programs and approved by the Superintendent
Instructional Intervention Paraprofessional	Up to 600 students	1 Full-Time person
	For every increment of 400 students	1 additional person
ESL Instructional Intervention Paraprofessional	Each campus of 1000+ students	1 Full-Time person
Computer Lab Monitor	Each campus	1 Full-Time person
ISS Paraprofessional	Each campus	1 Full-Time person
PE Paraprofessional	Each campus	1 Full-Time person

Library/Media Services		
Librarian	Up to 1200 students	1 Full-Time person
	1200 to 2000+	1 Full-Time Person
Library Paraprofessional	250 to 1200	1 Full-Time person
	1201 to 2000+	1 Full-Time person
Counseling Services		
Counselor	Up to 600 students	1 Full-Time person
	For every increment of 400 students	1 additional person
Health Services		
Registered Nurse	Each campus	1 Full-Time person
Administration		
Principal	Each campus	1 Full-Time person
Assistant Principal	Up to 650 students	1 Full-Time person
	651 to 1100 students	1 additional person
	1101 to 1300 students	1 additional person
	1300+ students	1 additional person
Secretarial/Clerical		
Secretary	Each campus	1 Full-Time person
Receptionist/Clerical	Each campus	1 Full-Time person
	If more than 600 students	1 additional person
Attendance/Data Entry Clerk	Each campus	1 Full-Time person
Assistant Principal Secretary	For each AP position in Grades 6-8	1 Full-Time person
Registrar/Counselor Secretary	Each campus	1 Full-Time person

High School Instruction (9-12)		
Teachers		
Classroom Teacher	25-35 students per classroom - not to exceed 150 total students without Superintendent approval	1 Full-Time person per classroom
Special Education/ Special Programs Teacher	To be determined by the Special Programs Department approved by the Superintendent	
Special Assignment Teachers	Varies by program/campus design	As required to provide instruction and in appropriate group sizes as approved by Superintendent
Campus Compliance Facilitator	Each campus	4 Full-Time personnel
Dyslexia Specialist	Each campus	1 Full-Time person (based on student needs)
ESL Teacher	Varies by program/campus design	1 Full-Time person (based on student needs)
Paraprofessionals (Instructional Paraprofessionals)		
Special Education/ Special Programs Paraprofessional	To be determined by the Special Programs Department approved by the Superintendent	Additional staffing as recommended by the Executive Director of Special Programs and approved by the Superintendent
Instructional Intervention Paraprofessional	Up to 1000 students	1 Full-Time person
	For every increment of 500 students	1 additional person
ESL Instructional Intervention Paraprofessional	Each campus of 1500+ students	1 Full-Time person
Computer Lab Monitor	Varies by program/campus design	1 Full-Time person
Library/Media Services		
Librarian	Up to 1200 students	1 Full-Time person
	1200 to 2000+	1 Full-Time Person
Library Paraprofessional	250 to 1200	1 Full-Time person
	1201 to 2000+	1 Full-Time person
Counseling Services		
Counselor	Up to 449 students	1 Full-Time person
	450 to 899 students	1 additional person
	900 to 1349 students	1 additional person
	1350 to 1799 students	1 additional person
	1800 to 2249 students	1 additional person
	2250 to 2699 students	1 additional person
	2700 to 3149 students	1 additional person

College Career Counselor	HS campus	1 Full-Time person
Special Education	Up to 450 students	1 Full-Time person
Health Services		
Registered Nurse	HS campus	1 Full-Time person
	1600+ students	1 additional person
Clinic Paraprofessional (LVN or PCT)	HS campus	1 Full-Time person
Administration		
Principal	Each campus	1 Full-Time person
Dean of Instruction	HS campus	1 Full-Time person
Associate Principal	Ninth Grade Center	1 Full-Time person
Assistant Principal	Up to 499 students	1 Full-Time person
	500 to 999 students	1 additional person
	1000 to 1499 students	1 additional person
	1500 to 1999 students	1 additional person
	2000 to 2499 students	1 additional person
	2500 to 2999 students	1 additional person
	3000 to 3499 students	1 additional person
	3500+ students	1 additional person
Secretarial/Clerical		
Secretary	Each administrator	1 Full-Time person
Registrar	HS campus	1 Full-Time person
Registrar Clerk	Ninth Grade Center	1 Full-Time person
Attendance Clerk	HS campus	3 Full-Time persons
	Ninth Grade Center	1 Full-Time person
Receptionist/Clerical	HS campus	1 Full-Time person
	Ninth Grade Center	1 Full-Time person
Accounting Clerk/ Bookkeeper	HS campus	2 Full-Time persons
Publication Clerk	HS campus	1 Full-Time person
	Ninth Grade Center	1 Full-Time person
Counseling/CCR Services	HS campus	1 Full-Time person

Dickinson Continuation Center / DALC		
Teachers		
Classroom Teacher	Based on ADA up to 40 students	2 Full-Time people per classroom
	41 to 65 students	1 additional person
	66 to 80 students	1 additional person
	81 to 95 students	1 additional person
	For every increment of 15 students	1 additional person
Counseling Services		
Counselor/Social Worker	DCC/DALC campus	1 Full-Time person
Administration		
Principal/Alt. School Director	DCC/DALC campus	1 Full-Time person
Assistant Principal/Site Coordinator	DCC/DALC/Esmond	1 Full-Time person
Secretarial/Clerical		
Secretary	DCC campus	1 Full-Time person
Secretary	DALC campus	1 Full-Time person
Receptionist/Clerical	DCC campus	1 Full-Time person

Gator Academy		
Administration		
Director of Employee Child Care Facility	Gator Academy	1 Full-Time person
Instructional Services		
Infants	6 weeks - 12 months	2 Full-Time positions
First Steps	12 - 18 months	2 Full-Time positions
Toddlers	18 -24 months	2 Full-Time positions
Early Pre-School	2-3 years of age	2 Full-Time positions
Pre-School	3-4 years of age	1 Full-Time position
		1 Part-Time position (6 hr)
Pre-K	4-5 years of age	1 Full-Time position
		1 Part-Time position (6 hr)
Floater	Varies by need	1 Full-Time position
Kitchen Manager		1 Full-Time position
<i>Additional staff as required by the Department of Family and Protective Services</i>		

District-Wide Services		
Curriculum/Technology Specialists	As approved by the Superintendent	As assigned
Lead Nurse	The district's Lead Nurse must be a RN with 5 years of school nursing experience who is properly trained to supervise other school health personnel.	As assigned
SP/OT/PT/SLP/SLPA/ Diagnostician	As approved by the Superintendent	As assigned
Food & Nutrition Services		
FNS Manager	Each campus	1 Full-Time person
FNS Worker	As determined by the Director of FNS	As assigned
<i>Full-time workers may work less than eight (8) hours.</i>		
Maintenance/Facilities/Custodial		
Custodian	For each 24,000 sq. ft. or as determined by the supervisor and approved by the Superintendent	1 Full-Time person

Hiring Procedures

"New" Positions

Any personnel decision which affects the budget expenditures (other than discretionary substitutes) will require approval of the Superintendent. Budget managers will have indirect responsibility for personnel expenditure decisions through the recommendation process.

Requests for additional personnel expenditures, new positions, stipends, or additional days to be worked must be in writing to the Superintendent. If approved, the Superintendent will indicate approval by signing the request and forwarding copies to the requesting budget manager, Business Department, and the Human Resources Department.

"New" and "Replacement" Positions

- Copy of the approval to the Executive Director for Human Resources (for all "new" positions).
- Complete Request for Posting, if necessary. (Requires posting unless prior approval by the Superintendent is obtained.)
- Postings for positions that require a certificate or license shall be placed, no later than the tenth day before a position is filled, on the District website (DC Legal).
- Follow interview procedures.
- Hiring Manager will complete and submit employee recommendation form online.
- Human Resources will complete a Personnel Action form and submit to the Business Department
- Human Resources will forward salary notification to the employee.

Additional Pay for Degrees/Certifications

Pay for additional degrees (e.g. Master's and Doctorate), professional certifications (e.g. LSSP) and Auxiliary certifications (e.g. Texas CDL, TDA Applicator's License, ASE, and lead differentials) will be credited once HR is notified. The deadline to notify HR is August 15th / January 15th. Certifications must be maintained and current in order to continue receiving the certification pay.

Administrative / Professional Pay Grades

AP1	Minimum	Midpoint	Maximum
Calendars	\$235.08	\$293.84	\$352.61
180	\$42,314	\$52,891	\$63,470
198	\$46,546	\$58,180	\$69,817
221	\$51,953	\$64,939	\$77,927
235	\$55,244	\$69,052	\$82,863
Position			Assigned Calendar
Accounting Specialist			221
Benefits Specialist			221
Communications Specialist			221
Coordinator of DISD Ed Foundation			221
Director of Employee Child Care Center (Gator Academy)			198
Transportation Office Manager			230
FNS Manager (Elementary, Middle School and Junior High)			180
FNS Training Manager			180
Payroll Systems Specialist			221
Transportation Route Coordinator			221
Transportation Route Coordinator, Special Needs			221

AP2	Minimum	Midpoint	Maximum
Calendars	\$277.51	\$346.89	\$416.26
180	\$49,952	\$62,440	\$74,927
221	\$61,330	\$76,663	\$91,993
230	\$63,827	\$79,785	\$95,740
Position			Assigned Calendar
Assistant Director of Energy Management			221
Facilities/Stadium Manager			230
FNS Manager (High School)			180
FNS Senior Mentor Manager			180
Help Desk Specialist			221
Payroll Coordinator			221
PC Support Technician			221
Transportation Supervisor			221

*SLP Assistant – Beginning with 2023-2024 NEW hires assigned to Teacher Salary Schedule.

AP3	Minimum	Midpoint	Maximum
Calendars	\$303.63	\$379.54	\$455.45
180	\$54,653	\$68,317	\$81,981
192	\$58,297	\$72,872	\$87,446
198	\$60,119	\$75,149	\$90,179
200	\$60,726	\$75,908	\$91,090
211	\$64,066	\$80,083	\$96,100
221	\$67,102	\$83,878	\$100,654
Position			Assigned Calendar
Accountant (Business Services / FNS)			221
Attendance Manager (DHS)			192
Coordinator of Benefits / Risk Management			221
DHS Registrar (Degreed)			221
DHS Testing Coordinator and Instructional Materials Manager			211
Lead Nurse			221
Esmond Program Manager			198
Facilities Project Assistant			221
FNS Compliance & Personnel Supervisor			221
Marketing and Communications Specialist			221
Purchasing Accountant			221
Speech Language Pathologist (SLP) Assistant (Min equals 0 year Teacher)*			187
Therapist Assistant (COTA/LPTA)			180
Therapist Trainee (OT/PT)			200 (Max)

AP4	Minimum	Midpoint	Maximum
Calendars	\$333.02	\$416.28	\$499.53
187	\$62,275	\$77,844	\$93,412
190	\$63,274	\$79,093	\$94,911
198	\$65,938	\$82,423	\$98,907
200	\$66,604	\$83,256	\$99,906
205	\$68,269	\$85,337	\$102,404
211	\$70,267	\$87,835	\$105,401
221	\$73,597	\$91,998	\$110,396
Position			Assigned Calendar
Assistant Principal, Dickinson Continuation Center (DCC)			211
Assistant Principal, Elementary (Grades PK-3) and Middle School (Grades 4-5)			205
Counselor, Elementary School (Grades PK-3)			190
Counselor, Middle School (Grades 4-5)			198
Diagnostician Trainee			200
FNS Culinary Supervisor			221
Junior Systems Analyst			221
Licensed Professional Counselor (LPC)			190
LSSP (Intern)			200
Network Specialist			221
Program Support Specialist (BIL/EL)			221
Senior Accountant			221
Social Worker/ District Special Education Counselor			205
Specialist (Curriculum & Instruction - ELAR, Math, Sci, SS, STEAM, EL PK-5)			221
Speech Language Pathologist (SLP)			190
Technology Integration Specialist			221
Therapist, Certified Occupational (OT)/ Physical (PT)			200
Voice Systems Specialist			221

AP5	Minimum	Midpoint	Maximum
Calendars	\$378.73	\$473.41	\$568.09
198	\$74,989	\$93,735	\$112,482
200	\$75,746	\$94,682	\$113,618
205	\$77,640	\$97,049	\$116,458
210	\$79,533	\$99,416	\$119,299
221	\$83,699	\$104,624	\$125,548
Position			Assigned Calendar
Assessment Specialist, Special Programs			205
Coordinator of Purchasing			221
Counselor (DHS/DCC and DALC)			210
Counselor, Junior High (Grades 7-8)			198
Curriculum & Instruction Applications Manager			221
Data Quality & SIS Manager			210
Diagnostician			200
Director of Communications			221
Director of DISD Education Foundation			221
Director of Energy Management			221
Director of Marketing and Social Media			221
FNS Assistant Director			221
FNS Supervisor of Personnel & Purchasing			221
FNS Site Supervisor			221
LSSP			200
Speech Language Pathologist (SLP), Lead			200

AP6	Minimum	Midpoint	Maximum
Calendars	\$424.44	\$530.56	\$636.67
211	\$89,557	\$111,948	\$134,337
221	\$93,801	\$117,254	\$140,704
Position			Assigned Calendar
Assistant Principal, Junior High (Grades 7-8) and High School (Grades 9-12)			211
Coordinator of Compliance, Special Programs			221
Coordinator of Assessment			221
Coordinator of Athletics			211
Coordinator of Data Quality and SIS			221
Coordinator of Evaluation and Related Services, Special Programs			221
Coordinator of Special Programs Instruction			221
District Security & Access Control Manager			221
Network Manager			221
Principal of CAP			211
Senior Systems Analyst			221
Social Emotional Learning Specialist			211
Technology Services Manager			221

AP7	Minimum	Midpoint	Maximum
Calendars	\$460.37	\$575.46	\$690.55
221	\$101,742	\$127,177	\$152,612
230	\$105,885	\$132,356	\$158,827
Position			Assigned Calendar
DHS Associate Principal			221
DHS Dean of Instruction			221
Director of Advanced Academic Programs			221
Director of Alternative Education/Principal			221
Director of Assessment, Accountability and Compliance			221
Director of At-Risk Programs, BIL/EL			221
Director of Career Technical Education			221
Director of Curriculum & Instruction			221
Director of Custodial Services			230
Director of Federal Programs			221
Director of Fine Arts			221
Director of Food and Nutrition Services			221
Director of Human Resources			221
Director of Maintenance			230
Director of Purchasing			221
Director of Leadership Development and Professional Learning			221
Director of Transportation			221
Principal, Elementary (Grades PK-3) and Middle School (Grades 4-5)			221

AP8	Minimum	Midpoint	Maximum
Calendars	\$510.98	\$638.72	\$766.46
221	\$112,927	\$141,157	\$169,388
Position			Assigned Calendar
Director of Athletics / Head Football Coach			221
Executive Director of Business Operations			221
Executive Director of Human Resources			221
Executive Director of Payroll			221
Executive Director of Special Programs			221
Executive Director of Technology			221
Principal, Junior High School (Grades 6-8)			221

AP9	Minimum	Midpoint	Maximum
Calendars	\$538.73	\$673.41	\$808.09
221	\$119,059	\$148,824	\$178,588
Position			Assigned Calendar
Assistant Superintendent of Administration			221
Executive Director of Facility Planning and Construction			221

AP10	Minimum	Midpoint	Maximum
Calendars	\$587.70	\$734.62	\$881.55
221	\$129,882	\$162,351	\$194,823
Position			Assigned Calendar
Deputy Superintendent for Business and Operations			221
Deputy Superintendent for Educational Services			221
Principal, High School (Grades 9-12)			221

Professional Job Classification / Hiring Schedule

COUNSELOR SALARY SCHEDULE		
Social Emotional Learning Counselor	AP6	211
Counselor, DHS/ DCC/ DALC	AP5	210
Counselor, Junior High (Grades 6-8)	AP5	198
Counselor, Elementary (Grades PK-3)	AP4	190
Counselor, Middle School (Grades 4-5)	AP4	198

PROFESSIONAL SUPPORT STAFF HIRING SCHEDULE		
Position	Paygrade	Assigned Calendar
Assessment Specialist	AP5	205
Campus Compliance Facilitator	Teacher	192
Diagnostician	AP5	200
Diagnostician Trainee	AP4	200
Licensed Professional Counselor (LPC)	AP4	190
School Psychologist	AP5	200
School Psychologist Intern	AP4	200
OT / PT Therapist Trainee	AP3	(Maximum) 200
Social Worker / District Special Education Counselor	AP4	205
Speech Language Pathologist (SLP), Lead	AP5	200
Speech Language Pathologist (SLP) Assistant	AP4	187
Speech Language Pathologist (SLP)	AP4	190
Therapist, Certified Occupational / Physical (as needed)	AP4	200
Therapist Assistant (COTA / LPTA)	AP3	(Maximum) 200

SCHOOL HEALTH PERSONNEL		
Qualifications / Position	Starting Rate	Assigned Calendar
Lead Nurse	AP3	221
Licensed Vocational Nurse (LVN)	Teacher Salary Schedule (70%)	187
Registered Nurse	Teacher Salary Schedule	187

LIBRARIAN HIRING SCHEDULE		
Position	Starting Rate	Assigned Calendar
Librarian, Elementary (Grades PK-3)	Teacher Salary Schedule	188
Librarian, Middle School (Grades 4-5)	Teacher Salary Schedule	193
Librarian, Junior High School (Grades 6-8)	Teacher Salary Schedule	198
Librarian, High School (Grades 9-12)	Teacher Salary Schedule	198
Library Paraprofessional	Teacher Salary Schedule	184

TEACHER SALARY SCHEDULE

Step/Local Experience	DISD Compensation Rate	DISD Daily Rate
0	\$61,000.00	\$326.20
1	\$61,360.00	\$328.13
2	\$61,589.00	\$329.35
3	\$61,853.00	\$330.76
4	\$61,976.00	\$331.42
5	\$62,098.00	\$332.07
6	\$62,826.00	\$335.97
7	\$62,982.00	\$336.80
8	\$63,138.00	\$337.64
9	\$63,918.00	\$341.81
10	\$64,909.00	\$347.11
11	\$65,025.00	\$347.73
12	\$65,141.00	\$348.35
13	\$65,368.00	\$349.56
14	\$65,595.00	\$350.78
15	\$65,879.00	\$352.29
16	\$66,164.00	\$353.82
17	\$66,560.00	\$355.94
18	\$66,971.00	\$358.13
19	\$67,372.00	\$360.28
20	\$67,963.00	\$363.44
21	\$68,586.00	\$366.77
22	\$69,203.00	\$370.07
23	\$69,815.00	\$373.34
24	\$70,432.00	\$376.64
25	\$71,170.00	\$380.59
26	\$71,898.00	\$384.48
27	\$72,621.00	\$388.35
28	\$73,354.00	\$392.27
29	\$74,082.00	\$396.16
30	\$74,694.00	\$399.43
31	\$75,311.00	\$402.73
32	\$75,918.00	\$405.98
33	\$76,540.00	\$409.30
34	\$77,157.00	\$412.60
35	\$77,775.00	\$415.91
36	\$78,281.00	\$418.61
37	\$78,787.00	\$421.32
38	\$79,294.00	\$424.03
39	\$79,800.00	\$426.74
40	\$80,312.00	\$429.48

Teacher is defined as a classroom teacher, a librarian, and a registered nurse.

DISD Teacher Salary Schedule is based on a bachelor's degree.

Master's Degree: Add \$1,000, Doctorate's Degree: Add \$2,000 to the appropriate step on DISD Base Salary Schedule.

An additional \$500 per step after Step 40 up to a maximum of Step 46.

Paraprofessional / Clerical / Technical Pay Ranges

PCT1	Minimum	Midpoint	Maximum
Calendars	\$112.61	\$150.15	\$187.69
180	\$20,270	\$27,027	\$33,784
184	\$20,720	\$27,628	\$34,535
190	\$21,396	\$28,529	\$35,661
Position			Assigned Calendar
Clerical Paraprofessional			184
Library Paraprofessional, Elementary (PK-3) and Middle School (4-5)			180
Library Paraprofessional, Junior High (6-8) and High School (9-12)			184
PE Paraprofessional			180
Publication Paraprofessional			190

PCT2	Minimum	Midpoint	Maximum
Calendars	\$119.76	\$159.68	\$199.60
180	\$21,557	\$28,742	\$35,928
184	\$22,036	\$29,381	\$36,726
192	\$22,994	\$30,659	\$38,323
Position			Assigned Calendar
Day Care Paraprofessional (Gator Academy)			184
In-School Suspension Paraprofessional			180
JJAEP Paraprofessional			180
Receptionist, Junior High			192
Receptionist, Middle School			192
Receptionist / Clerk (DCC and DALC)			180
Receptionist / Clerk, Elementary			184
Receptionist / Clerk, High School			192

PCT3	Minimum	Midpoint	Maximum
Calendars	\$125.21	\$166.94	\$208.68
180	\$22,538	\$30,049	\$37,562
182	\$22,788	\$30,383	\$37,980
184	\$23,039	\$30,717	\$38,397
187	\$23,414	\$31,218	\$39,023
221	\$27,671	\$36,894	\$46,118
Position			Assigned Calendar
ABCD Paraprofessional			182
Behavior Paraprofessional (General Ed)			180
Bilingual / ESL Instructional Intervention Paraprofessional			180
Clinic Paraprofessional (No other qualifications)			184
Computer Lab Paraprofessional (Junior High)			180
ESL Clerk (DHS)			184
Instructional Intervention Paraprofessional			180
Pre-K Paraprofessional (Regular / Bilingual)			180
Receptionist / Clerk, Operations and Facilities			221
Special Education Paraprofessional			182
Campus Compliance Data Clerk			184

PCT4	Minimum	Midpoint	Maximum
Calendars	\$127.68	\$170.24	\$212.80
180	\$22,982	\$30,643	\$38,304
184	\$23,493	\$31,324	\$39,155
187	\$23,876	\$31,835	\$39,794
192	\$24,515	\$32,686	\$40,858
198	\$25,281	\$33,708	\$42,134
Position			Assigned Calendar
Computer Lab Paraprofessional (Elementary & Middle School)			180
Certified Nurse Assistant, CNA (Special Programs)			184
DALC/CAP Paraprofessional			180
Esmond Center Records Clerk			184
Edgenuity Computer Lab Monitor			184
Secretary, Assistant Principal (Junior High and High School)			192
Secretary, College and Career Center			198
Secretary, Counselor (Junior High and High School)			192

PCT5	Minimum	Midpoint	Maximum
Calendars	\$133.30	\$177.74	\$222.17
192	\$25,594	\$34,126	\$42,657
198	\$26,393	\$35,193	\$43,990
200	\$24,888	\$33,184	\$41,480
202	\$26,927	\$35,903	\$44,878
215	\$28,660	\$38,214	\$47,767
221	\$29,459	\$39,281	\$49,100
Position			Assigned Calendar
Assessment Staff Support Clerk			200
Attendance / AP Secretary, Middle School			192
Attendance / Data Entry Clerk, Elementary			202
Attendance / Data Entry Clerk, Junior High			192
Attendance / Data Entry Clerk, High School			192
Data Entry / Counselor's Secretary, Middle School			198
Publications / Business Technician/ ESC Receptionist			221
Scheduling Clerk & Summer Receptionist (High School)			221
Secretary, Associate Principal (High School)			221
Secretary, Dean of Instruction (High School)			221
SEL Counseling Clerk			200
Technical Support Specialist			221

PCT6	Minimum	Midpoint	Maximum
Calendars	\$136.97	\$182.63	\$228.28
180	\$24,655	\$32,873	\$41,090
192	\$26,298	\$35,065	\$43,830
198	\$27,120	\$36,161	\$45,199
211	\$28,901	\$38,535	\$48,167
221	\$30,270	\$40,361	\$50,450
Position			Assigned Calendar
Bookkeeper Clerk, High School			192
Campus Security Monitor			180
Payroll Specialist, Operations and Facilities			221
PEIMS Specialist			221
Registrar, Junior High			198
Registrar Clerk, High School			198
Secretary, Esmond Center Educational Records			198
Secretary, Special Education Assessment			221
Secretary, Special Programs Coordinators			221
Secretary, Special Education PEIMS			221
Secretary, Principal (DCC and DALC)			221

PCT7	Minimum	Midpoint	Maximum
Calendars	\$140.61	\$187.48	\$234.35
198	\$27,841	\$37,121	\$46,401
221	\$31,075	\$41,433	\$51,791
235	\$33,043	\$44,058	\$55,072
Position			Assigned Calendar
Accounts Payable Specialist			221
FNS Office Coordinator			198
Human Resources Generalist			221
Secretary, Coastal Alternative Program (CAP)			211
Secretary, Director of Alternative Education			221
Secretary, Director of Career and Technical Education			221
Secretary, Facility Services			235
Secretary, Director of Transportation			221
Secretary, Principal (Elementary)			221
Secretary, Principal (Middle School)			221
Secretary, Principal (Junior High)			221

PCT8	Minimum	Midpoint	Maximum
Calendars	\$151.57	\$202.09	\$252.62
221	\$33,497	\$44,662	\$55,829
Position			Assigned Calendar
Accounting Clerk / Bookkeeper, DHS			221
Secretary, Athletic Department			221
Secretary, Educational Services Department			221
Secretary, Executive Director of Human Resources			221
Secretary, Executive Director of Special Programs			221
Secretary, Executive Director of Technology			221
Truancy Prevention Facilitator			221

PCT9	Minimum	Midpoint	Maximum
Calendars	\$186.03	\$248.03	\$310.04
221	\$41,113	\$54,815	\$68,519
Position			Assigned Calendar
Secretary, Principal (High School)			221

PCT10	Minimum	Midpoint	Maximum
Calendars	\$220.36	\$293.91	\$367.27
221	\$48,700	\$64,954	\$81,167
Position			Assigned Calendar
Secretary, Assistant Superintendent of Administration			221
Secretary, Deputy Superintendent of Educational Services			221

PCT11	Minimum	Midpoint	Maximum
Calendars	\$232.52	\$310.02	\$387.53
221	\$51,387	\$68,514	\$85,644
Position			Assigned Calendar
Secretary, Superintendent of Schools			221

PCT DAILY RATE SCHEDULE

Years Exp.	PCT1	PCT2	PCT3	PCT4	PCT5	PCT6	PCT7	PCT8	PCT9	PCT10	PCT11
0	\$112.61	\$119.76	\$125.21	\$127.68	\$133.30	\$136.97	\$140.61	\$151.57	\$186.03	\$220.36	\$232.52
1	\$113.61	\$120.46	\$126.21	\$128.68	\$134.30	\$137.97	\$141.61	\$152.57	\$187.03	\$221.36	\$233.52
2	\$114.61	\$121.01	\$126.51	\$129.03	\$135.30	\$138.97	\$142.61	\$153.17	\$187.73	\$222.36	\$234.52
3	\$116.61	\$122.26	\$127.81	\$130.38	\$137.30	\$140.97	\$144.61	\$154.77	\$189.43	\$224.36	\$236.52
4	\$118.61	\$123.51	\$129.11	\$131.73	\$139.30	\$142.97	\$146.61	\$156.37	\$191.13	\$226.36	\$238.52
5	\$120.61	\$124.76	\$130.41	\$133.08	\$141.30	\$144.97	\$148.61	\$157.97	\$192.83	\$228.36	\$240.52
6	\$122.61	\$126.01	\$131.71	\$134.43	\$143.30	\$146.97	\$150.61	\$159.57	\$194.53	\$230.36	\$242.52
7	\$123.61	\$127.26	\$133.01	\$135.43	\$144.30	\$147.97	\$151.61	\$160.57	\$196.23	\$232.36	\$244.52
8	\$124.61	\$128.51	\$134.31	\$136.68	\$145.30	\$148.97	\$152.61	\$161.57	\$197.93	\$234.36	\$246.52
9	\$125.61	\$129.76	\$135.61	\$137.93	\$146.30	\$149.97	\$153.61	\$162.57	\$199.63	\$236.36	\$248.52
10	\$126.61	\$131.01	\$136.91	\$139.18	\$147.30	\$150.97	\$154.61	\$163.57	\$201.33	\$238.36	\$250.52
11	\$127.61	\$132.26	\$138.21	\$140.43	\$148.30	\$151.97	\$155.61	\$164.57	\$203.03	\$240.36	\$252.52
12	\$128.61	\$133.51	\$139.51	\$141.68	\$149.30	\$152.97	\$156.61	\$165.57	\$204.73	\$242.36	\$254.52
13	\$129.61	\$134.76	\$140.81	\$142.93	\$150.30	\$153.97	\$157.61	\$166.57	\$206.43	\$244.36	\$256.52
14	\$130.61	\$136.01	\$142.11	\$144.18	\$151.30	\$154.97	\$158.61	\$167.57	\$208.13	\$246.36	\$258.52
15	\$131.61	\$137.26	\$143.41	\$145.43	\$152.30	\$155.97	\$159.61	\$168.57	\$209.83	\$248.36	\$260.52
16	\$132.61	\$138.51	\$144.71	\$146.68	\$153.30	\$156.97	\$160.61	\$169.57	\$211.53	\$250.36	\$262.52
17	\$133.61	\$139.76	\$146.01	\$147.93	\$154.30	\$157.97	\$161.61	\$170.57	\$213.23	\$252.36	\$264.52
18	\$134.61	\$141.01	\$147.31	\$149.18	\$155.30	\$158.97	\$162.61	\$171.57	\$214.93	\$254.36	\$266.52
19	\$135.61	\$142.26	\$148.61	\$150.43	\$156.30	\$159.97	\$163.61	\$172.57	\$216.63	\$256.36	\$268.52
20	\$136.61	\$143.51	\$149.91	\$151.68	\$157.30	\$160.97	\$164.61	\$173.57	\$218.33	\$258.36	\$270.52
21	\$137.61	\$144.76	\$150.91	\$152.68	\$158.30	\$161.97	\$165.61	\$174.57	\$220.03	\$260.36	\$272.52
22	\$138.61	\$146.01	\$151.91	\$153.68	\$159.30	\$162.97	\$166.61	\$175.57	\$221.73	\$262.36	\$274.52
23	\$139.61	\$147.26	\$152.91	\$154.68	\$160.30	\$163.97	\$167.61	\$176.57	\$223.43	\$264.36	\$276.52
24	\$140.61	\$148.51	\$153.91	\$155.68	\$161.30	\$164.97	\$168.61	\$177.57	\$225.13	\$266.36	\$278.52
25	\$141.61	\$149.76	\$154.91	\$156.68	\$162.30	\$165.97	\$169.61	\$178.57	\$226.83	\$268.36	\$280.52
26	\$142.61	\$151.01	\$155.91	\$157.68	\$163.30	\$166.97	\$170.61	\$179.57	\$228.53	\$270.36	\$282.52
27	\$143.61	\$152.26	\$156.91	\$158.68	\$164.30	\$167.97	\$171.61	\$180.57	\$230.23	\$272.36	\$284.52
28	\$144.61	\$153.51	\$157.91	\$159.68	\$165.30	\$168.97	\$172.61	\$181.57	\$231.93	\$274.36	\$286.52
29	\$145.61	\$154.51	\$158.91	\$160.68	\$166.30	\$169.97	\$173.61	\$182.57	\$233.63	\$276.36	\$288.52
30	\$146.61	\$155.51	\$159.91	\$161.68	\$167.30	\$170.97	\$174.61	\$183.57	\$234.63	\$278.36	\$290.52
31	\$147.61	\$156.51	\$160.91	\$162.68	\$168.30	\$171.97	\$175.61	\$184.57	\$235.63	\$280.36	\$292.52
32	\$148.61	\$157.51	\$161.91	\$163.68	\$169.30	\$172.97	\$176.61	\$185.57	\$236.63	\$282.36	\$294.52
33	\$149.61	\$158.51	\$162.91	\$164.68	\$170.30	\$173.97	\$177.61	\$186.57	\$237.63	\$284.36	\$296.52
34	\$150.61	\$159.51	\$163.91	\$165.68	\$171.30	\$174.97	\$178.61	\$187.57	\$238.63	\$286.36	\$298.52
35	\$151.61	\$160.51	\$164.91	\$166.68	\$172.30	\$175.97	\$179.61	\$188.57	\$239.63	\$288.36	\$300.52
36	\$152.61	\$161.51	\$165.91	\$167.68	\$173.30	\$176.97	\$180.61	\$189.57	\$240.63	\$290.36	\$302.52
37	\$153.61	\$162.51	\$166.91	\$168.68	\$174.30	\$177.97	\$181.61	\$190.57	\$241.63	\$292.36	\$304.52

Daily rate for employees in these categories shall not be less than the amount shown on this schedule. Daily rates above are subject to adjustment above the base amount based on performance of the specific job duties for the position, with prior approval of the Superintendent. *Increase according to step/increment pattern (Ex. PCT1-9 \$1.00; PCT10-11 \$2.00).*

Support Services Pay Ranges

Pay Grade	Minimum	Midpoint	Maximum
SS1	11.17	15.96	20.75
SS2	12.31	17.58	22.85
SS3	13.42	19.18	24.93
SS4	15.67	22.38	29.09
SS5	17.91	25.58	33.26
SS6	20.49	29.27	38.05
SS7	23.01	32.87	42.73

Auxiliary Departments

The following Lead/Differential Categories, additional pay, and Call Out Guidelines are applicable to employees in the following departments – Custodial, Facility Services, Food Nutrition Services, and Transportation.

Standard Certification / Differential Categories	Additional Pay (per Hour)
Lead Differential (by number of employees supervised)	
1 to 2	\$1.00
3 to 5	\$1.25
6 to 10	\$1.50
10 to 15	\$2.00
16+	\$2.50
Asbestos Inspector License	\$2.25
Texas Commercial Driver's License	\$2.00
Call Out Guidelines	Minimum Number of Hours Paid at Current Hourly Rate
Alarm Issues (Security / Fire)	1.5 hour minimum
Maintenance Issues (Emergency repairs, or anything outside of alarms)	3.0 hour minimum
Transportation Issues (Gate issues, or anything outside of alarms)	2.0 hour minimum

Facility Services Pay Ranges

This hiring schedule is based on qualifying factors that result in STEPS.

Compensation Adjustments

Current employees' hourly rates shall be no less than a new employee who meets the criteria for the same step, based on the step requirements. Each adjustment is a stand-alone adjustment.

FAS2	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$12.31	\$12.83	\$13.36	\$14.06	\$14.94
Position				Assigned Calendar	
Custodian				210 / 235	
Substitute Custodian (Step 1)				No Assigned Calendar	
Step Schedule for Hiring					
Custodian - FAS2					
Step 1	1) No job related experience. 2) Demonstrate the ability to lift fifty (50) pounds routinely. 3) Read and understand instructions for cleaning, maintenance, and safety procedures.				
Step 2	1) At least one (1) year job related experience. 2) Basic knowledge of cleaning agents and their applications. 3) Basic knowledge of custodial practices used in cleaning schools.				

Step 3	4) Knowledge of custodial safety procedures including MSDS sheets, Bloodborne Pathogens, etc. 1) At least three (3) years job related experience.
Step 4	2) Experience in classroom cleaning including marker boards, furniture, windows, etc. 3) Experience in carpet care procedures. 1) At least five (5) years of job related experience. 2) Experience in the operation of floor maintaining equipment (i.e. auto scrubbers, burnishers, wet vac, etc.). 3) Performs job duties without direct supervision.
Step 5	1) At least seven (7) years of job related experience. 2) Experience with minor building maintenance such as replacement of light bulbs, ceiling tile, furniture repair, etc. 3) Experience with the appropriate procedures for opening, closing and safeguarding facilities. including securing exit doors, activating alarms, etc.

FAS3	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$13.42	\$14.38	\$15.34	\$17.26	\$18.22
Position			Assigned Calendar		
Assistant Athletic Field Caretaker			235		
Delivery Driver			235		
Grounds Worker			235		
HVAC Maintenance Worker			235		
Laundry Worker			235		
Lead Custodian, Junior High, High School and ESC			235		
Utility Worker			235		
Warehouse Worker			235		
Job Specific Certification Categories			Certification Rates (per Hour)		
Grounds Worker/ AFC Assistant (Pest)					
TDA Applicator's License with Weed Control			\$1.75		
(3) Additional Categories for TDA Applicator's License (Lawn, Ornamental, Pest and Termite)			\$2.00		
Grounds Worker/ AFC Assistant (Irrigation)					
Texas Irrigation Installer Certification			\$1.00		
Texas Irrigator License			\$1.50		
HVAC Maintenance Worker					
EPA Certification in Refrigerant Recovery (Universal)			\$2.00		
Utility / Warehouse Worker - Add'l Steps (If Employed on Step 1)					
Step 2			\$1.25		
Step 3			\$1.50		
Step 4			\$2.00		
Step 5			\$2.50		
Step Schedule for Hiring					
Athletic Field Caretaker Assistant - FAS3					
Step 1	1) No job related experience. 2) Possess a valid Texas Driver's license with a good driving record.				
Step 2	1) At least one (1) year job related experience. 2) One (1) year experience in grounds keeping or athletic field maintenance practices. 3) Skilled in the use of various types of mowers, weed eaters, striping machines, etc.				

Step 3	<ol style="list-style-type: none"> 1) At least three (3) years job related experience. 2) Exhibits knowledge in the operation of irrigation systems. 3) Experience in the mowing of natural turf in various patterns using a reel mower. 4) Exhibits knowledge in basic procedures for maintaining and layout of athletic fields including football, soccer, baseball, etc.
Step 4	<ol style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Exhibits knowledge in the operation and repair of irrigation systems. 3) Proficient in painting procedures for athletic fields including layout, decal applications, striping and chalking.
Step 5	<ol style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Exhibits knowledge in the diagnosis and treatment of horticulture problems caused by disease, insects, etc. 3) Experience in the restoration of athletic field surfaces using aerators, top dressers, tractors, sod cutter, etc.
Grounds Worker - FAS3	
Step 1	<ol style="list-style-type: none"> 1) No job related experience. 2) Possess a valid Texas Driver's license with a good driving record.
Step 2	<ol style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Exhibits the knowledge of basic grounds keeping practices and procedures. 3) Demonstrate the ability to operate various types of mowers, weed eaters, trimmers, etc.
Step 3	<ol style="list-style-type: none"> 1) At least three (3) years job related experience. 2) Demonstrate basic knowledge of irrigation systems. 3) Experienced in tree and shrub trimming practices and procedures.
Step 4	<ol style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Knowledge of various classes of plants, trees, flowers, etc. and their care. 3) Experience in the repair of irrigation systems.
Step 5	<ol style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Exhibits knowledge in the diagnosis and treatment of horticulture problems caused by disease, insects, etc. 3) Experience in the supervision of grounds keeping and landscaping projects.
HVAC Maintenance Worker - FAS3	
Step 1	<ol style="list-style-type: none"> 1) No job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate the ability to follow written and verbal instructions. 4) Demonstrate the ability to lift fifty (50) pounds routinely.
Step 2	<ol style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Experience in the use of hand and power tools. 3) Demonstrate the ability to climb and use an extension, step and roof ladder. 4) Demonstrate the ability to work without supervision.
Step 3	<ol style="list-style-type: none"> 1) At least three (3) years job related experience. 2) Knowledge of basic preventative maintenance practices for HVAC equipment. 3) Demonstrate basic computer skills.
Step 4	<ol style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Experience in HVAC preventative maintenance, including inspecting / replacing belts, greasing bearings, etc. 3) Demonstrate the ability to track replacement of filters and maintain filler replacement schedule.
Step 5	<ol style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Proficient in the use of a computer for documentation and communication purposes. 3) Experience in minor troubleshooting and replacement of HVAC components and systems.

Laundry Worker - FAS3

- Step 1**
- 1) No job related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record.
 - 3) Demonstrate the ability to lift fifty (50) pounds routinely.
- Step 2**
- 1) At least one (1) year of job related experience.
 - 2) Exhibits effective oral and written communication skills.
 - 3) Knowledge of cleaning procedures for office areas.
 - 4) Knowledge of basic washing and drying of clothes according to color, volume and fabric type.
- Step 3**
- 1) At least three (3) years job related experience.
 - 2) Demonstrate the ability to organize and implement a laundry schedule.
 - 3) At least three (3) years of experience in cleaning of office areas and restrooms.
- Step 4**
- 1) At least five (5) years of job related experience.
 - 2) Experience in washing and drying of clothes including bleaching/stain removal/handling & delivery.
- Step 5**
- 1) At least seven (7) years of job related experience.
 - 2) Proficient in all areas of commercial laundry procedures.
 - 3) Experience in the maintaining of commercial flooring including stripping, waxing, buffing, and carpet cleaning.

Lead Custodian, Junior High, High School and ESC - FAS3

- Step 1**
- 1) No job related experience.
 - 2) Demonstrates the ability to lift fifty (50) pounds routinely.
 - 3) Read and understand instructions for cleaning, maintenance, and safety procedures.
- Step 2**
- 1) At least one (1) year of related job experience.
 - 2) Basic knowledge of cleaning agents and their applications.
 - 3) Basic knowledge of custodial practices used in cleaning schools.
 - 4) Knowledge of custodial safety procedures including MSDS sheets, Bloodborne Pathogens, etc.
- Step 3**
- 1) At least three (3) years of related job experience.
 - 2) Experience in classroom cleaning including marker boards, furniture, windows, etc.
 - 3) Experience in carpet care procedures.
- Step 4**
- 1) At least five (5) years of related job experience.
 - 2) Experienced in the operation of floor maintaining equipment (i.e. auto scrubbers, burnishers, wet vac, etc.).
 - 3) Performs job duties without direct supervision.
- Step 5**
- 1) At least seven (7) years of related job experience.
 - 2) Experience with minor building maintenance such as replacement of light bulbs, ceiling tile, furniture repair, etc.
 - 3) Experience with the appropriate procedures for opening, closing and safeguarding facilities, including securing exit doors, activating alarms, etc.

Delivery Driver - FAS3

- Step 1**
- 1) No job related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record.
 - 3) Demonstrate the ability to lift fifty (50) pounds routinely.
- Step 2**
- 1) At least one (1) year of related job experience.
 - 2) Experience in the sorting of mail for delivery.
 - 3) Exhibits high level of oral and written communication skills.
 - 4) Demonstrate the ability to work without supervision.
- Step 3**
- 1) At least three (3) years of related job experience.
 - 2) Experience in the use of postage machine.
 - 3) Proficient at reading maps and using GPS to locate destinations.

Step 4	1) At least five (5) years of related job experience. 2) Knowledge of postal regulations and requirements
Step 5	1) At least seven (7) years of related job experience. 2) Experience in the regulations and procedures required to ship various types of parcels via private carrier. 3) Experience in the regulations, requirements and procedures involved with district and postal service of delivery of mail, board folders, etc.
Utility Worker - FAS3	
Step 1	1) No job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate the ability to follow written and verbal instructions.
Step 2	1) At least one (1) year of related job experience. 2) Demonstrate the ability to lift fifty (50) pounds routinely. 3) Skilled in the use of basic hand tools. 4) Experience in the use of a pallet jack, truck cart, vending dolly and other moving equipment.
Step 3	1) At least three (3) years of related job experience. 2) Experience in the use of power tools. 3) Experience in the transport and delivery of various materials and supplies. 4) Skilled in the use of pressure washing equipment.
Step 4	1) At least five (5) years of related job experience. 2) Basic knowledge of parking lot maintenance and sign repair. 3) Demonstrate the ability to pressure wash buildings and parking lots following a schedule.
Step 5	1) At least seven (7) years of related job experience. 2) Possess certification in forklift operation. 3) Demonstrate the ability to work independently to complete work orders, furniture transfers, deliveries, etc.
Warehouse Worker - FAS3	
Step 1	1) No job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 2) Demonstrate the ability to lift fifty (50) pounds on a frequent basis.
Step 2	1) At least one (1) year of related job experience. 2) Exhibit knowledge of basic warehouse procedures (including storing, inventory, tracking, receiving, etc.). 3) Demonstrate basic computer skills. 4) Experience in the verification of shipments with information on invoices, packing slips, purchase orders and use of a computer.
Step 3	1) At least three (3) years of related job experience. 2) Experience in warehouse shipping and receiving practices. 3) Experience in the moving of inventory to various locations by safely and properly operating fork lift, pallet jack and / or handcart. 4) Proficient in the use of computerized maintenance management inventory system.
Step 4	1) At least five (5) years of related job experience. 2) Possess strong computer skills (demonstrates the ability to use software programs to develop management assistance documents). 3) Provide evidence of appropriate training experience in warehouse management. 4) Experience in the organization and implementation of delivering of materials and supplies to designated destinations.
Step 5	1) At least seven (7) years of related job experience.

- 2) Proficient in purchasing and inventory control methods and procedures.
- 3) Possess certification in forklift operation.

FAS4	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$15.67	\$16.79	\$17.90	\$20.14	\$21.26
Position			Assigned Calendar		
Athletic Complex Caretaker			235		
Athletic Field Caretaker			235		
Craft Apprentice, HVAC, General Maintenance, Electrical, Plumbing, and Life Safety/ Security			235		
Head Custodian, Elementary, Middle Schools and ESC			235		
Landscape Detailer			235		
Lead Laundry/Custodian			235		
Job Specific Certification Categories			Certification Rates (per Hour)		
Athletic Facilities Caretakers					
1) Step 2			\$1.50		
2) Step 3			\$2.00		
3) Step 4			\$2.50		
4) Step 5			\$2.75		
Landscape Detailer					
TDA Applicator's License with Weed Control			\$1.75		
(3) Additional Categories for TDA Applicator's License (Lawn Ornamental, Pest and Termite)			\$2.00		
Texas Irrigation Installer Certification			\$1.00		
Texas Irrigator License			\$1.50		
Craft Apprentice					
Electrical					
1) Texas Maintenance Electrician License			\$2.00		
2) Texas Journeyman Electrician License			\$2.50		
3) Texas Master Electrician License			\$3.00		
Plumber					
1) Texas Tradesman Plumber - Limited License			\$2.00		
2) Texas Journeyman Plumber's License			\$2.50		
3) Texas Masters Plumber's License			\$3.00		
General Maintenance/ Life Safety/ Security					
1) Step 2			\$1.50		
2) Step 3			\$2.00		
3) Step 4			\$2.50		
4) Step 5			\$2.75		
HVAC					
1) EPA Certification in Refrigerant Recovery (Universal)			\$2.00		
2) Texas Class "B" license in HVAC or Associate's Degree in Air Conditioning Technology			\$2.50		
3) Texas Class "A" license in HVAC			\$3.00		
Step Schedule for Hiring					

Athletic Complex Caretaker - FAS4

- Step 1**
- 1) No job related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record.
 - 3) Demonstrate the ability to follow verbal and written instructions.
- Step 2**
- 1) At least one (1) year of job related experience.
 - 2) Demonstrate knowledge of basic grounds keeping practices.
 - 3) Demonstrate basic knowledge of custodial practices used in cleaning schools.
 - 4) Experience with appropriate procedures for opening, closing and safeguarding facilities, including securing gates and doors, security alarms, etc.
- Step 3**
- 1) At least three (3) years of job related experience.
 - 2) Experience in the operation of floor care equipment (i.e. buffers, wet vac, burnishers, etc.).
 - 3) Basic knowledge in the care of artificial turf.
 - 4) Basic knowledge in the care of synthetic running track surfaces.
- Step 4**
- 1) At least five (5) years of job related experience.
 - 2) Experience in the care and minor maintenance of aluminum bleachers.
 - 3) Experience with minor building maintenance such as replacement of light bulbs, ceiling tile, etc.
- Step 5**
- 1) At least seven (7) years of job related experience.
 - 2) Experience in interior and exterior maintenance of athletic facilities, including locker rooms, press boxes, restrooms, mechanical rooms, etc.
 - 3) Experience in field preparation and set up for football, soccer and other athletic events.
 - 4) Proficient in the operation of an athletic venue during scheduled events.

Athletic Field Caretaker - FAS4

- Step 1**
- 1) No job related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record
 - 3) Demonstrate basic knowledge of turf (natural) including aeration, mowing, irrigation, etc.
- Step 2**
- 1) At least one (1) year of experience in grounds keeping and landscaping procedures.
 - 2) Experience in the mowing of turf (natural) in various patterns using a reel mower
 - 3) Demonstrate basic knowledge of various procedures required to maintain athletic fields including football, baseball, soccer, etc.
 - 4) Demonstrate basic knowledge in the layout of athletic fields including football, baseball, soccer, etc.
 - 5) Skilled in use of various types of mowers, weed eaters, striping machines, aerators, etc.
- Step 3**
- 1) At least three (3) years of experience in grounds keeping and landscaping procedures.
 - 2) Knowledge in painting procedures for athletic fields including layout, decal applications, striping and chalking.
 - 3) Experience in the recognition of various problems related to turf management caused by disease, weeds, insects, etc.
- Step 4**
- 1) At least five (5) years of experience in grounds keeping and landscaping.
 - 2) At least one (1) years of experience in athletic field preparation and procedures.
 - 3) Experience in the repair of athletic field irrigation systems.
- Step 5**
- 1) At least seven (7) years of experience in grounds keeping and landscaping.
 - 2) At least 2 years of experience in athletic field preparation and procedures.
 - 3) Experience in the supervision of grounds personnel in athletic field procedures and preparation.

Craft Apprentice - FAS4

- Step 1**
- 1) No job related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record.
 - 3) Demonstrate the ability to follow written and verbal instructions.
- Step 2**
- 1) At least one (1) year of job related experience.
 - 2) Knowledge of tools in a designated craft.
 - 3) Basic knowledge of work related systems (i.e. plumbing, A/C, electrical, etc.).
 - 4) Demonstrate basic computer skills.

Step 3	<ul style="list-style-type: none"> 1) At least three (3) years job related experience. 2) Knowledge of general maintenance duties related to assigned craft. 3) Demonstrate the ability to work unsupervised.
Step 4	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Experience in the procurement of supplies, parts and tools. 3) Experience in work order system procedures. 4) Experienced in preventative maintenance procedures related to assigned craft.
Step 5	<ul style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Experience in troubleshooting procedures related to assigned craft. 3) Proficient in the use of a computer for various duties.
Head Custodian (Elementary, Middle Schools and ESC) - FAS4	
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Basic knowledge of custodial practices used in cleaning schools. 3) Knowledge of custodial safety procedures including MSDS sheets, Bloodborne Pathogens, etc. 4) Read and understand written and verbal directives. 5) Experience with appropriate procedures for opening, closing and safeguarding facilities. 6) Experience in the operation of floor maintaining equipment.
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) At least one (1) year of supervisory experience.
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years verifiable experience as a custodian. 2) Planning and directing experience. 3) At least two (2) years of supervisory experience.
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of verifiable job related experience. 2) At least three (3) years of verifiable supervisory experience. 3) At least two (2) years planning and directing experience.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of verifiable job related experience. 2) At least five (5) years of verifiable building keeper experience as a supervisor. 3) At least five (5) years planning and directing experience. 4) Experience in training personnel in custodial safety procedures.
Landscape Detailer - FAS4	
Step 1	<ul style="list-style-type: none"> 1) No job related experience. 2) Possess a valid Texas Driver's license with a good driving record.
Step 2	<ul style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Exhibits the knowledge of basic grounds keeping practices and procedures 3) Demonstrate the ability to operate various types of equipment such as mowers, weed eaters, hedge trimmers, etc. 4) Possess basic knowledge of various types of plants, flowers, trees, etc. and their care.
Step 3	<ul style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) Demonstrate basic knowledge of shrub and tree maintenance. 3) Demonstrate basic knowledge of irrigation systems maintenance and repair.
Step 4	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Experienced in flower bed and soil maintenance practices including, weeding, mulching, aerating, edging, and fertilization. 3) Experienced in the removal and planting of ornamental plants, bushes, flowers, plants and shrubs.
Step 5	<ul style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Exhibit detailed knowledge and experience in pruning, trimming, grafting, and removal of trees of various types and sizes 3) Experienced in the installation of landscaping projects and using softscaping and hardscaping materials. 4) Experienced in the installation and repair of irrigation systems for commercial landscaping.

Lead Laundry/Custodian - FAS4	
Step 1	1) No job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate the ability to lift fifty (50) pounds routinely.
Step 2	1) At least one (1) year of job related experience. 2) Exhibit effective oral and written communication skills. 3) Knowledge of cleaning procedures. 4) Knowledge of basic washing and drying of clothes according to color, volume and fabric type.
Step 3	1) Three (3) years of job related experience. 2) Demonstrate the ability to organize and implement a laundry schedule. 3) Experience in the operation of custodial equipment and floor machines.
Step 4	1) Five (5) years of job related experience. 2) Planning and directing experience. 3) Two (2) years of verifiable supervisory experience.
Step 5	1) Seven (7) years of job related experience. 2) Experience in training personnel in custodial and laundry procedures.

FAS5	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$17.91	\$20.47	\$21.75	\$22.03	\$25.58
Position				Assigned Calendar	
Building Maintenance Technician, DHS				235	
Grounds Foreman				235	
Grounds Mechanic				235	
Head Custodian, Junior High and Lobit Education Village				235	
Inventory Management Technician				235	
Pest Control Operator				235	
Utility Foreman				235	
Job Specific Certification Categories				Certification Rates (per Hour)	
Grounds Foreman & Pest Control Operator					
TDA Applicator's License with Weed Control				\$1.75	
(3) Additional Categories for TDA Applicator's License (Lawn, Ornamental, Pest and Termite)				\$2.00	
Texas Irrigation License				\$1.50	
Indoor Pest Management Coordinator Certification				\$2.25	
Grounds Mechanic					
*Certification must be through Outdoor Power Equipment accredited program					
Small Engine Repair Certification*				\$1.25	
Diesel Engine Repair Certification*				\$1.75	
Hydraulic Systems Repair Certification*				\$1.75	
Step Schedule for Hiring					
Building Maintenance Technician, DHS - FAS5					
Step 1	1) At least one (1) year of job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate basic knowledge of commercial building maintenance related to electrical, plumbing, carpentry and painting. 4) Demonstrate the ability to work without direct supervision.				
Step 2	1) At least three (3) years of job related experience.				

Step 3	<ul style="list-style-type: none"> 2) Possess the ability to organize and maintain a preventative maintenance program. 3) Experience in basic electrical, plumbing and carpentry repairs.
Step 4	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Skilled in the use of tools in the paint trade such as brushes, rollers and drywall tools. 3) Experience in the troubleshooting and repair of electrical and lighting systems. 4) Experience in the troubleshooting and repair of plumbing fixtures and systems. 1) At least seven (7) years of job related experience. 2) Experience in repair and replacement of doors, hardware, ceilings and flooring systems in commercial buildings. 3) Demonstrate the ability to repair damaged drywall surfaces to maintain a uniform appearance of the surrounding area. 4) Demonstrate advanced skills and knowledge required to repair and recoat any pre-coated paint surfaces with various types of paint finishes.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of job related experience. 2) Extensive training with documentation in the area of maintenance related to school facilities and/or commercial buildings. 3) Demonstrate the ability to plan and direct personnel in a supervisory role. 4) Proficient in the repair and preventative maintenance of electrical, lighting and plumbing systems of school facilities.
Grounds Foreman - FAS5	
Step 1	<ul style="list-style-type: none"> 1) Demonstrate knowledge of seasonal mowing and trimming requirements. 2) Demonstrate knowledge of various types of equipment used in mowing operations. 3) Possess a valid Texas Driver's license with a good driving record.
Step 2	<ul style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Demonstrate basic knowledge of landscaping procedures. 3) Demonstrate basic knowledge of irrigation installation and repairs.
Step 3	<ul style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) At least one (1) year of experience planning / directing a mowing and landscaping operation.
Step 4	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Demonstrate knowledge in the care of various typing of plants, trees, flowers, etc. 3) At least three (3) years of experience planning / directing a mowing and landscaping operation.
Step 5	<ul style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Experience in the identification and treatment of horticultural problems caused by disease, insects, etc. 3) Experience in landscaping installation and repairs.
Grounds Mechanic - FAS5	
Step 1	<ul style="list-style-type: none"> 1) Possess a valid Texas Driver's license with a good driving record. 2) Demonstrate basic knowledge of grounds and landscaping procedures. 3) Demonstrate basic knowledge of repair of outdoor power equipment.
Step 2	<ul style="list-style-type: none"> 1) At least one (1) year of experience in the repair of lawn equipment (i.e. walk behind and riding mowers, weed eaters, blowers, etc.). 2) Demonstrate knowledge of preventative maintenance procedures for lawn equipment.
Step 3	<ul style="list-style-type: none"> 1) At least three (3) years of experience in the repair of lawn equipment (i.e. walk behind and riding mowers, weed eaters, blowers, etc.). 2) Proficient in the use of all lawn equipment and tractors. 3) Demonstrate knowledge in the operation of heavy equipment (i.e. backhoes, loaders, tractors). 4) Experience in the repair of two stroke and four stroke engines.
Step 4	<ul style="list-style-type: none"> 1) At least five (5) years of experience in the repair of commercial lawn and power equipment. 2) Experience in the maintenance and repair of spray equipment (i.e. chemical sprayers, striping

	<p>machines, etc.).</p> <p>3) Experience in the repair of hydraulic systems on heavy equipment.</p> <p>Step 5</p> <p>1) At least seven (7) years of experience in lawn equipment repair including heavy equipment.</p> <p>2) Demonstrate detailed knowledge of grounds and landscaping procedures.</p> <p>3) Proficient in the repair of heavy equipment (i.e. backhoes, tractors, lifts, etc.).</p>
<p><i>Head Custodian, Junior High and Lobit Education Village - FAS5</i></p>	
Step 1	<p>1) At least one (1) year of job related experience.</p> <p>2) Basic knowledge of custodial practices used in cleaning schools.</p> <p>3) Knowledge of custodial safety procedures including MSDS sheets, Bloodborne Pathogens, etc.</p> <p>4) Read and understand written and verbal directives.</p> <p>5) Experience with appropriate procedures for opening, closing and safeguarding facilities.</p> <p>6) Experience in the operation of floor maintaining equipment.</p>
Step 2	<p>1) At least three (3) years of job related experience.</p> <p>2) At least one (1) year of supervisory experience.</p>
Step 3	<p>1) At least five (5) years of verifiable experience as a custodian.</p> <p>2) Planning and directing experience.</p> <p>3) At least two (2) years of supervisory experience.</p>
Step 4	<p>1) At least seven (7) years of verifiable job related experience.</p> <p>2) At least three (3) years of verifiable supervisory experience.</p> <p>3) At least two (2) years of planning and directing experience.</p>
Step 5	<p>1) At least nine (9) years of verifiable job related experience.</p> <p>2) At least five (5) years of verifiable building keeper experience as a supervisor.</p> <p>3) At least five (5) years of planning and directing experience.</p> <p>4) Experience in training personnel in custodial safety procedures.</p>
<p><i>Inventory Management Technician - FAS5</i></p>	
Step 1	<p>1) No job related experience.</p> <p>2) Possess a valid Texas Driver's license with a good driving record.</p> <p>3) Demonstrate the ability to lift fifty (50) pounds on a frequent basis.</p> <p>4) Demonstrate basic computer skills.</p>
Step 2	<p>1) At least one (1) year of job related experience.</p> <p>2) Exhibits knowledge of basic warehouse procedures including storing, inventory, tracking, receiving, etc.</p> <p>3) Experience in inventory control methods and procedures.</p> <p>4) Demonstrate knowledge of advanced computer skills.</p>
Step 3	<p>1) At least three (3) years of job related experience.</p> <p>2) Proficient in the used of a computerized inventory management system.</p> <p>3) Exhibit knowledge of warehouse and truck stock distribution, stocking and auditing procedures.</p> <p>4) Possess certification as a trained forklift operator.</p>
Step 4	<p>1) At least five (5) years of job related experience.</p> <p>2) Experience in the use of a bar coding system for inventory control.</p> <p>3) Demonstrate advanced computer skills with the ability to compile detailed inventory reports.</p> <p>4) Demonstrate knowledge of tool crib operating procedures.</p>
Step 5	<p>1) At least nine (9) years of job related experience.</p> <p>2) Proficient in following and implementing district and departmental purchasing procedures.</p> <p>3) Provide documentation of training and experience in warehouse management methods and</p>

procedures.

Pest Control Operator - FAS5

- Step 1**
- 1) No job related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record.
 - 3) Demonstrate basic computer skills.
- Step 2**
- 1) At least one (1) year of job related experience.
 - 2) Experience in the identification and resolution of pest control issues.
 - 3) Demonstrate knowledge of safety procedures in handling chemicals as required by Texas SPCB.
- Step 3**
- 1) At least three (3) years of job related experience.
 - 2) Experience in the planning of pest and weed control strategies.
 - 3) Experience in the application of IPM procedures related to schools.
- Step 4**
- 1) At least five (5) years of job related experience.
 - 2) Experience in the identification and resolution of termite issues.
 - 3) Proficient in the use of a computer to maintain accurate records as per Texas SPCB requirements.
- Step 5**
- 1) At least seven (7) years of job related experience.
 - 2) Knowledge of procedures in control of nuisance wildlife.

Utility Foreman - FAS5

- Step 1**
- 1) Possess valid Texas driver's license with a good driving record.
 - 2) Demonstrate the ability to follow written and verbal instructions.
 - 3) Experience in the use of a pallet jack, truck cart, different types of dollies and other moving equipment.
- Step 2**
- 1) At least one (1) years of job related experience.
 - 2) Experience in the transport and delivery of various materials and supplies.
 - 3) Skilled in the use of hand tools (i.e. hammers, screwdrivers, socket sets, etc.)
 - 4) Skilled in the use of power tools (drills, saws, etc.)
- Step 3**
- 1) At least three (3) years of job related experience.
 - 2) Demonstrate the ability to work independently to complete work orders, deliveries and other job assignments.
 - 3) Demonstrate basic computer skills
 - 4) Knowledge of the regulations, requirements and procedures involved with district mail distribution.
- Step 4**
- 1) At least five (5) years of job related experience.
 - 2) Demonstrate knowledge of parking lot maintenance and repair procedures.
 - 3) Demonstrate knowledge of pressure washing practice and procedures for cleaning the exterior of commercial buildings.
 - 4) Experienced in the organizing, transport and delivery of furniture, materials, supplies, etc.
- Step 5**
- 1) At least seven (7) years of job related experience.
 - 2) Experience in coordinating and supervising projects such as pressure washing, moving and deliveries to meet assigned deadlines.
 - 3) Experience in set up procedures for special events such as banquets, graduation, auctions, etc.
 - 4) Demonstrate advanced computer skills.

FAS6	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$20.49	\$23.42	\$26.34	\$29.27	\$30.73
Position			Assigned Calendar		
Carpenter			235		
Grounds Supervisor			235		
Head Custodian, DHS			235		
Painter			235		
Plumber			235		
Electrician			235		
Purchasing / Warehouse Manager			235		
Technician (Door Hardware, General Maintenance, Life Safety/Security, and HVAC)			235		
Utility Supervisor			235		
Job Specific Certification Categories			Certification Rates (per Hour)		
Carpenter, Door Hardware Technician, Grounds Supervisor, Painter, HVAC Technician (General Maintenance; Life Safety/Security; Facility Services Coordinator)					
Asbestos Inspector License			\$2.25		
Texas Class A HVAC License			\$3.00		
Texas Class B HVAC License			\$2.50		
Electrician					
1) Texas Maintenance Electrician License			\$2.00		
2) Texas Journeyman Electrician License			\$2.50		
3) Texas Master Electrician License			\$3.00		
Step Schedule for Hiring					
Carpenter - FAS6					
Step 1	1) At least one (1) year of job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate the ability to use hand tools and portable power tools.				
Step 2	1) At least three (3) years of job related experience. 2) Demonstrate the ability to read blueprints. 3) Demonstrate the ability to organize vehicle with necessary materials for daily work.				
Step 3	1) At least five (5) years of job related experience. 2) Demonstrate the ability to operate stationary and portable power tools. 3) Demonstrate the ability to use carpentry hand tools. 4) Demonstrate the ability to follow established safety procedures and techniques used to perform job duties.				
Step 4	1) At least seven (7) years of job related experience. 2) Demonstrate the ability to plan basic construction projects. 3) Demonstrate the ability to read basic architectural drawings.				
Step 5	1) At least nine (9) years of job related experience. 2) Demonstrate the ability to make drawings or sketches of construction projects. 3) Demonstrate the ability to plan and order materials for construction projects.				
Door Hardware Technician - FAS6					
Step 1	1) At least one (1) year of job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Experience in the use of various hand and power tools.				
Step 2	1) At least three (3) years of job related experience.				

Step 3	<ul style="list-style-type: none"> 2) Experience in the operation of key coding and duplicating machine. 3) Basic knowledge in building security practices.
Step 4	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Demonstrate the ability to install and repair cylindrical and mortise locks. 3) Demonstrate the ability to install and repair door closures and exit devices.
Step 5	<ul style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Experience in the implementation and maintaining of a facility key code system. 3) Experience in the repair of various types of interior and exterior doors. 4) Experience in the repair and replacement of door mullions, thresholds, hinges and glazing systems.
Electrician - FAS6	
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Skilled in the use of power tools, hand tools and meters. 4) Demonstrate the ability to follow written and verbal instructions.
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of job related experience as an Electrician or six (6) years as an Electrical apprentice. 2) Proficient in the use of a computer for documentation and communication purposes (i.e., work orders, email, requisitions, etc.). 3) Knowledge of, and experience with compliance of the National Electric Code and related local codes. 4) Demonstrate the ability to read writing diagrams and schematics for diagnostic purposes.
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience as an Electrician, or eight (8) years as an Electrical Apprentice. 2) Experience in the cutting, bending, threading and running of electric conduit materials. 3) Experience in the pulling of insulated terminations to complete the installation of electrical circuits. 4) Skilled in the testing of malfunctioning electrical circuits and systems using test equipment.
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of experience as an Electrician. 2) Demonstrate the ability to read and interpret detailed drawings, plans and specifications. 3) Experience in the installation, trouble shooting, and repair of commercial lighting fixtures and systems.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of experience as an Electrician. 2) Experience in the direction and training of personnel to install, maintain and repair commercial electrical circuits and systems. 3) Experience in electrical load calculations and planning for large jobs and special projects. 4) Experience in preventative maintenance procedures for electrical and lighting systems for commercial buildings.
General Maintenance Technician - FAS6	
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate basic knowledge of building maintenance related to electrical, plumbing and carpentry.
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) Demonstrate the ability to work without supervision. 3) Experience in organizing and maintaining a preventative maintenance program. 4) Experience in minor electrical, plumbing and carpentry repairs.

Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Documented training and/or experience with organization and implementation of preventative maintenance program. 3) Experience in basic troubleshooting and repair of electrical and lighting systems. 4) Experience in basic troubleshooting and repair of plumbing fixtures and systems.
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Experience in repair and replacement of doors, hardware, ceilings and flooring systems in commercial buildings. 3) Demonstrate the ability to interpret blueprints and schematics to troubleshoot electrical, plumbing and structural problems.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of job related experience. 2) Extensive training with documentation in the area of maintenance related to school facilities and/or commercial buildings. 3) Demonstrate the ability to plan and direct personnel in a supervisory role. 4) Proficient in preventative maintenance of all areas of school facilities.
Grounds Supervisor - FAS6	
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate basic knowledge of grounds and landscaping procedures.
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) Knowledge of turf management, including disease control, irrigation and drainage.
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Knowledge of indoor pest management procedures. 3) Experience scheduling and supervising a large mowing and landscaping operation.
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) At least two (2) years of supervisory experience. 3) Experience in scheduling and supervising indoor pest management program.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) or more years of job related experience. 2) Experience in the design and installation of irrigation systems.
Head Custodian, DHS - FAS6	
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Basic knowledge of custodial practices used in cleaning schools. 3) Knowledge of custodial safety procedures including MSDS sheets, Bloodborne Pathogens, etc. 4) Read and understand written and verbal directives. 5) Experience with appropriate procedures for opening, closing and safeguarding facilities. 6) Experience in the operation of floor maintaining equipment.
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) At least one (1) year of supervisory experience.
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of verifiable experience as a custodian. 2) Planning and directing experience. 3) At least two (2) years of supervisory experience.
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of verifiable job related experience. 2) At least three (3) years of verifiable supervisory experience. 3) At least two (2) years of planning and directing experience.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of verifiable job related experience. 2) At least five (5) years of verifiable building keeper experience as a supervisor. 3) At least five (5) years of planning and directing experience. 4) Experience in training personnel in custodial safety procedures.
HVAC Technician - FAS6	

Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Skilled in the use of power tools, hand tools and meters.
Step 2	<ul style="list-style-type: none"> 4) Demonstrate the ability to read wiring diagrams and schematics for diagnostic purposes. 1) At least three (3) years of job related experience. 2) Possess EPA certification in refrigerant recovery with a "Universal" endorsement. 3) Proficient in the use of a computer for documentation and communication purposes (i.e. work orders, email, heat load calculations, requisitions, etc.). 4) Knowledge of and experience with compliance of the Uniform Mechanical code and related laws and regulations.
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Experience in the diagnosis and repair of HVAC systems 25 tons and under. 3) Experience in the diagnosis and repair of commercial ice makers. 4) Experience in the preventative maintenance practices and procedures for HVAC systems.
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Experience in the repair of chilled water systems including chillers, pumps, and air handlers. 3) Experience in the troubleshooting and calibration of DDC controls. 4) Experience in the diagnosis and repair of commercial boilers.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) or more years of job related experience. 2) Experience in the use and programming of BAS control systems for energy management purposes. 3) Demonstrate the ability to diagnose and repair HVAC systems of any size or capacity. 4) Experience in the direction and training of personnel to install, maintain and repair commercial HVAC system.
<i>Life Safety / Security Technician - FAS6</i>	
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Skilled in the use of hand tools and portable power tools. 4) Experience in the use of meters and other test equipment.
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) Demonstrate the ability to work troubleshoot AC and DC circuits. 3) Proficient in the use of a computer for documentation and communication purposes (work orders, email, requisitions, etc.). 4) Basic knowledge of NFPA codes and standards.
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Experience in troubleshooting and repair of security systems. 3) Experience in troubleshooting and repair of life safety systems. 4) Demonstrate the ability to read and interpret detailed drawings, plans and specifications.
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Experience in the methods and practices used to repair and maintain various electronic equipment. 3) Knowledge of elevating equipment maintenance and repair. 4) Experience in the coordination of inspections for fire alarm systems, fire sprinkler systems, fire suppression systems, and fire extinguishers.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) or more years of job related experience. 2) Proficient in preventative maintenance practices and documentation of service and repair of life safety and security systems. 3) Experience in the direction and training of personnel in the use of district facilities security systems.

- 4) Experience in the direction and training of personnel in the use of district facilities fire equipment and life safety systems.
- 5) Demonstrate the ability to diagnose and correct complex problems with life safety and security systems.

Painter - FAS6

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|---------------|---|
| Step 1 | <ol style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Skilled in the use of tools in the paint trade such as brushes, rollers, spray equipment and drywall tools. |
| Step 2 | <ol style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) Demonstrate the skills and knowledge required to prepare and recoat any pre-coated paint surface. 3) Experience in the preparation of new surfaces for painting. Surfaces include wood, metal, drywall masonry, etc. 4) Demonstrate the ability to follow established safety procedures and techniques used to perform job duties (i.e. climbing, lifting, etc.). |
| Step 3 | <ol style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Demonstrate the ability to use correct procedures for mixing, tinting and matching colors of various types of paint. 3) Demonstrate the ability to measure, cut, paste and apply commercial wall covering materials. |
| Step 4 | <ol style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Demonstrate the ability to tape, float and texture new drywall surfaces. 3) Demonstrate the ability to repair damaged drywall surfaces to maintain a uniform appearance of the surrounding area. 4) Experience in the use of stains, sealants, varnishes and lacquers to coat wood surfaces. |
| Step 5 | <ol style="list-style-type: none"> 1) At least nine (9) years of job related experience. 2) Demonstrate the ability to develop and implement a schedule for painting a facility which minimizes inconvenience of the building occupants. 3) Experience in the directing and training of personnel in procedures and methods related to the paint field. 4) Proficient in the completion of paperwork for documentation and procurement purposes (i.e. work orders, requisitions, etc.). |

Plumber - FAS6

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|---------------|---|
| Step 1 | <ol style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Possess a valid Texas driver's license with a good driving record. 3) Skilled in the use of power tools, hand tools and trade related instruments. 4) Demonstrate the ability to read basic architectural drawings. |
| Step 2 | <ol style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) Experience in the cleaning of obstructions in drain and sewer lines in commercial facilities. 3) Knowledge of and experience with the National Plumbing and Uniform Mechanical Code. |
| Step 3 | <ol style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Experience in the cutting, threading, bolting, soldering and other established pipe joining procedures. 3) Experience in the installation and repair of commercial plumbing fixtures (i. e. toilet, lavatory, faucet, drinking fountain, etc.) |
| Step 4 | <ol style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Experience in the installation and repair of domestic water heaters and commercial boilers. 3) Demonstrate the ability to read and interpret detailed drawings, plans and specifications to |

	determine layout, methods, materials and equipment required to complete work orders and projects.
Step 5	<ol style="list-style-type: none"> 1) At least nine (9) years of job related experience. 2) Experience in the installation, repair and testing of commercial natural gas piping systems. 3) Experience in the direction and training of personnel to install, maintain and repair commercial plumbing systems plumbing systems. 4) Demonstrate the ability to diagnose and repair complex problems in gas, water and sewer systems in commercial facilities.
<i>Purchasing/Warehouse Manager - FAS6</i>	
Step 1	<ol style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Possess a valid Texas Driver's license with a good driving record 3) Demonstrate knowledge of routing warehouse set up.
Step 2	<ol style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) Demonstrate the ability to keep accurate records of purchases. 3) Demonstrate the ability to keep accurate records of disbursements of supplies, materials and tools. 4) Demonstrate proficient computer skills.
Step 3	<ol style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Demonstrate the ability to follow district purchasing procedures. 3) Possess certification in fork lift operation
Step 4	<ol style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Provide evidence of warehouse management training. 3) Proficient in purchasing and inventory control methods and procedures.
Step 5	<ol style="list-style-type: none"> 1) At least nine (9) years of job related experience. 2) Experience in the organization and implementation of warehouse procedures and protocol. 3) Experience in the supervision of warehouse personnel in the areas of purchasing, inventory and tool management.
<i>Utility Supervisor - FAS6</i>	
Step 1	<ol style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate the ability to follow written and verbal instructions. 4) Demonstrate the ability to give verbal and written directives. 5) Demonstrate basic knowledge of transport and delivery of furniture, materials, supplies, etc.
Step 2	<ol style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) Experience in the use of a pallet jack, truck cart, vending dolly and other moving equipment. 3) Experience in the use of hand tools (i.e. hammers, screwdrivers, socket sets, etc.). 4) Demonstrate basic computer skills.
Step 3	<ol style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Demonstrate knowledge of parking lot maintenance and repair procedures. 3) Experience in the organizing, transport and delivery of furniture, materials, supplies, etc.
Step 4	<ol style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Experience in set up procedures for special events such as banquets, fairs, graduation, etc. 3) Experience in the exterior cleaning of commercial buildings using commercial pressure washing equipment, chemicals, lifts, etc. 4) Demonstrate advanced computer skills.
Step 5	<ol style="list-style-type: none"> 1) At least nine (9) years of job related experience. 2) Experience in the organization, sale and disposal methods of school district property by auction, recycling or other approved methods. 3) Experience in the supervising of multiple crews to complete daily job assignments and meet

assigned deadlines.

- 4) Experience in transport and delivery of large heavy equipment and furniture (i.e. pianos, risers, etc.).

FAS7	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$23.01	\$27.94	\$31.22	\$34.51	\$37.80
Position				Assigned Calendar	
Specialist (Electrician, HVAC and Plumbing)				235	
Step Schedule for Hiring					
<i>Electrician Specialist - FAS7</i>					
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of experience as an Electrician or four (4) years as an Electrical Apprentice. 2) Possess a valid Texas Driver's license with a good driving record. 3) Skilled in the use of power tools, hand tools and meters. 				
Step 2	<ul style="list-style-type: none"> 4) Demonstrate the ability to read wiring diagrams and schematics for diagnostic purposes. 1) At least three (3) years of experience as an Electrician or six (6) years as an Electrical Apprentice. 2) Knowledge of and experience with the National Electric Code and relevant local codes. 3) Skilled in the testing of malfunctioning electrical circuits and systems using test equipment. 				
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of experience as an Electrician or eight (8) years as an Electrical Apprentice. 2) Experience in the cutting, bending, threading and running of electrical conduit materials. 3) Experience in the pulling of insulated wires and cables through conduit including terminations to complete installation of electrical circuits. 				
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of experience as an Electrician. 2) Possess a valid Journeyman or Maintenance Electrician license issued by the State of Texas. 3) Experience in the installation, troubleshooting and repair of commercial lighting fixtures and systems. 4) Demonstrate the ability to read and interpret detailed drawings, plans and specifications. 				
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of experience as an Electrician. 2) Possess a Master Electrician license issued by the State of Texas. 3) Experience in the installation, troubleshooting and repair of commercial lighting fixtures and systems. 4) Experience in the direction and training of personnel to install, maintain and repair of electrical circuits and systems. 5) Experience in electrical load calculations and planning for large jobs and special projects. 				
<i>HVAC Specialist - FAS7</i>					
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of experience as an HVAC Technician or four (4) years as an HVAC Apprentice. 2) Possess a valid Texas Driver's license with a good driving record. 3) Skilled in the use of power tools, hand tools and meters. 4) Demonstrate the ability to read wiring diagrams and schematics for diagnostic purposes. 				
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of experience as an HVAC Technician or six (6) years as an HVAC Apprentice. 2) Possess EPA Certification in refrigerant recovery (Universal) 3) Knowledge of and experience with compliance of the Uniform Mechanical Code and related laws and regulations. 				
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of experience as an HVAC Technician or eight (8) years as an HVAC Apprentice. 2) Possess a valid Class "B" HVAC license issued by the State of Texas or a degree in air conditioning or refrigeration engineering / technology. 3) Experience in the diagnosis and troubleshooting of commercial HVAC systems 25 tons and under. 				
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of experience as an HVAC Technician. 				

Step 5	<ul style="list-style-type: none"> 2) Experience in the troubleshooting, calibration and repair of pneumatic and DDC control systems. 3) Experience in the diagnosis and troubleshooting of air conditioning, heating, refrigeration systems of any size or capacity. 1) At least nine (9) years of experience as an HVAC Technician. 2) Possess a valid Class "A" HVAC license issued by the State of Texas or NATE certification in air conditioning, heating, hydronics and commercial refrigeration service or a degree in air conditioning / refrigeration technology. 3) Proficient in the use of a computer for documentation and communication purposes (i.e. work orders, email, heat load calculations, refrigerant tracking, etc.). 4) Experience in the programming of energy management systems. 5) Experience in the direction and training of personnel to install, maintain and repair commercial HVAC systems.
Plumbing Specialist - FAS7	
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of experience as a Plumber or four (4) years as a Plumber's Apprentice. 2) Possess a valid Texas Driver's license with a good driving record. 3) Skilled in the use of power tools, hand tools and trade related instruments. 4) Demonstrate the ability to read basic architectural drawings.
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of experience as a Plumber or six (6) years as a Plumber's Apprentice. 2) Registered as a Plumber's Apprentice with the Texas State Board of Plumbing Examiners. 3) Knowledge of and experience with the National Plumbing and Uniform Mechanical code.
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of experience as a Plumber or eight (8) years as a Plumber's Apprentice. 2) Experience in the cutting, threading, bolting, soldering and other established pipe joining procedures. 3) Experience in the installation and repair of commercial plumbing fixtures (i.e. toilet, lavatory, water fountains). 4) Experience in the cleaning of obstructions in drain and sewer lines using the appropriate equipment.
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of experience as a Plumber. 2) Possess a valid Journeyman Plumber's license issued by the State of Texas. 3) Experience in the installation and repair of domestic water heaters and boilers. 4) Demonstrate the ability to read and interpret detailed drawings, plans and specifications to determine layout, methods, materials and equipment needed to complete work orders and projects.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of experience as a Plumber. 2) Possess a valid Master Plumber's license issued by the State of Texas. 3) Experience in the installation, repair and testing of commercial natural gas piping systems. 4) Experience in the direction and training of personnel to install, maintain and repair commercial plumbing systems. 5) Experience in all aspects of plumbing repair and installation for commercial buildings.

Transportation Pay Ranges

TRANSPORTATION HIRING SCHEDULE			
Years of Experience	Bus Monitors - TRA1	Driver Trainees - TRA3	Drivers - TRA5
0	\$12.00	\$14.15	\$21.50
1	\$12.50		\$22.00
2	\$12.65		\$22.15
3	\$12.80		\$22.30
4	\$12.90		\$22.55
5	\$13.00		\$22.75
6	\$13.10		\$22.90
7	\$13.35		\$23.00
8	\$13.45		\$23.10
9	\$13.60		\$23.30
10	\$13.70		\$23.40
11	\$13.85		\$23.50
12	\$14.00		\$23.70
13	\$14.15		\$24.10
14	\$14.30		\$24.50
15	\$14.45		\$24.90
16	\$14.60		\$25.30
17	\$14.75		\$25.70
18	\$14.90		\$26.10
Pay Differentials			
Lead Driver/Trainer			\$1.00 additional per hour
Extracurricular Trip Rate			Driver's hourly rate
18+ Years of Experience			
Bus Monitors - SS1, 18 years of experience rate +			\$0.15 additional per hour
Driver Trainees - SS3, 18 years of experience rate +			\$0.20 additional per hour
Drivers - SS5, 18 years of experience rate +			\$0.40 additional per hour
Late Run/Mid-day Dispatcher			\$14.00
Mid-day Assistant			\$14.00
Substitute Bus Driver			\$21.50
Substitute Bus Monitor			\$12.00
Sponsor Pay - Rate Based on Round Trip Mileage			
100 miles or less			\$20.00 / Trip
101-200 miles			\$30.00 / Trip
201-400 miles			\$50.00 / Trip
401 miles or more			\$60.00 / Trip

Transportation Certification - Mechanics/ Mechanic Helpers	Additional Pay (per Hour)
Certification is obtained, salary increase will be awarded as follows:	
Propane Certification	\$0.25
ASE Certification (Pay does not accumulate)	
At Least one or equivalent	\$0.25
Four areas towards ASE or equivalent	\$0.75
Certified Master Mechanic or equivalent	\$1.50
Inspections - Department of Transportation	\$0.25

TRA4	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$15.67	\$19.02	\$21.26	\$23.50	\$24.62
Position			Assigned Calendar		
Dispatcher			190		
Mechanic Helper			235		
Step Schedule for Hiring					
Dispatcher - TRA4					
Step 1	1) Related work experience not required. 2) Minimum two (2) years of experience as a school bus driver preferred. 3) General knowledge of basic computer programs. 4) Ability to learn the City of Dickinson, Dickinson ISD Schools and District boundaries. 5) Able to obtain a CDL license.				
Step 2	1) At least two (2) years related work experience. 2) Ability to work under pressure and prioritize/multitask effectively and efficiently. 3) Have a high level of skill in communication, both written and verbal. 4) CDL with P&S endorsements.				
Step 3	1) At least four (4) years related work experience. 2) Demonstrate excellent attendance record. 3) Possess strong interpersonal skills with a demonstrate the ability to work harmoniously with drivers, other office staff, administration, students, and parents. 4) Have the ability to learn new computer programs.				
Step 4	1) At least six (6) years of related work experience. 2) Ability to perform duties with awareness of all district requirements and Board of Education policies. 3) Bilingual preferred.				
Step 5	1) Eight (8) or more years of related work experience.				
Mechanic Helper - TRA4					
Step 1	1) Entry level training. 2) Experienced in mechanics.				
Step 2	1) At least two (2) years verifiable related work experience.				
Step 3	1) At least five (5) years verifiable related work experience.				
Step 4	1) At least eight (8) years related work experience.				
Step 5	1) At least ten (10) years or more of related work experience.				

TRA5	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$17.91	\$21.75	\$24.31	\$26.86	\$28.14
Position			Assigned Calendar		
Driver Trainer			177		
Field Trip Coordinator			177		
Lead Driver			177		
Office Generalist			177		
Routing Specialist			177		
Parts & Inventory Specialist			221		
Additional Pay					
<i>Compensation for these 4 positions shall be regular driver salary plus \$1.00 per hour:</i>					
Driver Trainer, Field Trip Coordinator, Office Generalist, Routing Specialist					
<i>Lead Driver - TRA5</i>					
Lead drivers may be assigned as follows:					
1-20 drivers = 1 lead driver					
21-30 drivers = 2 lead drivers					
31-40 drivers = 3 lead drivers					
41-50 drivers = 4 lead drivers					
51-60 drivers = 5 lead drivers					
61-70 drivers = 6 lead drivers					
71-80 drivers = 7 lead drivers					
81-90 drivers = 8 lead drivers					
91-100 drivers = 9 lead drivers					
Lead drivers shall be available to:					
1) Drive any route in the district.					
2) Assist with office duties as necessary (dispatch, etc.)					
3) Assist with route auditing.					
4) Assist with training of drivers.					
5) Assist with training of students.					
6) Provide special project support as assigned by the Director for Transportation.					
<i>Compensation for lead driver position shall be regular driver salary plus \$1.00 per hour.</i>					
<i>Parts & Inventory Specialist – TRA5</i>					
1) Must possess a Commercial Driver's License with appropriate endorsements and classifications to substitute as a bus driver when needed.					
2) Demonstrate excellent computer skills and possess knowledge of record keeping.					
3) Minimum five (5) years experience as a school bus driver in a public school district.					
1) Demonstrate knowledge in creating bus routes and the use of the district's computerized routing software.					
2) At least three (3) years of related work experience.					
3) At least two (2) years of supervisory experience.					
1) Demonstrate proficiency in creating bus routes and the use of the district's computerized routing software.					
2) At least five (5) years of related work experience.					
3) At least three (3) years of supervisory experience.					
1) Demonstrate proficiency in operation and management of the district's computerized fleet management software.					

- 2) Demonstrate proficiency in warehouse inventory control methods and auditing.
- 3) Proficient in following and implementing district and departmental purchasing procedures.
- 4) Demonstrate excellence in communication skills with vendors and other departments.
- 5) At least seven (7) years of related work experience.
- 1) Demonstrate excellence in operation and management of the district's computerized fleet management software.
- 2) Demonstrate excellence in warehouse inventory control methods and auditing.
- 3) Excellence in following and implementing district and departmental purchasing procedures.
- 4) Demonstrate excellence in communication skills with vendors and other departments.
- 5) At least nine (9) years of related work experience.

TRA6	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$20.49	\$24.88	\$27.81	\$30.73	\$32.20
Position				Assigned Calendar	
Mechanic				235	
Step Schedule for Hiring					
<i>Mechanic - TRA6</i>					
Step 1	1) At least two (2) years of verifiable mechanical experience. 2) Evidence of some type of automotive technical training. 3) Have or able to obtain CDL driver's license. 4) Have or able to obtain DOT Inspections certification.				
Step 2	1) At least three (3) to five (5) years of verifiable mechanical experience. 2) Credible certification in 2-3 areas of automotive technical training.				
Step 3	1) At least five (5) to ten (10) verifiable mechanical experience. 2) Creditable certification in 4-5 areas of automotive technical training.				
Step 4	1) At least ten (10) to fifteen (15) years of verifiable mechanical experience. 2) Creditable certification in 6-7 areas of automotive technical training.				
Step 5	1) At least fifteen (15) to twenty (20) years or more of verifiable mechanic experience. 2) Associate degree in automotive technical training or equivalent Master Mechanic certification.				

Food & Nutrition Services Pay Ranges

This hiring schedule is based on qualifying factors such as education and/or experience. All Food and Nutrition employees must complete USDA Professional Standards required training hours annually. All course documentation must be completed by May 15th of each year.

FNS Position	Certification Level	Required PD Hours / Experience	Hourly Certified Increase
Apprentice	1	32 hours + 1 year experience	\$1.00
Technician	2	48 hours + 1 year experience	\$2.00
Assistant Manager	3	64 hours + 1 year experience	\$2.50
Probationary Manager	4	64 hours + 1 year experience	\$3.00
Mechanical / Distribution Supervisor	4	64 hours + 1 year experience	\$3.00
Additional Rates			
Substitute Rate			\$13.50
FNS Summer Manager			\$25.00

Minimum Criteria for each position:

FNS1	Minimum	Midpoint	Maximum
Hourly	\$11.17	\$15.96	\$20.75
Position			Assigned Calendar
FNS Apprentice			170
Step Schedule for Hiring			
FNS Apprentice - FNS1			
1) No High School Diploma or experience required.			
2) Prefer High School Diploma or Texas Education Agency Certified GED preferred.			

FNS2	Minimum	Midpoint	Maximum
Hourly	\$12.31	\$17.58	\$22.85
Position			Assigned Calendar
FNS Technician			170
Step Schedule for Hiring			
FNS Technician - FNS2			
1) No experience required.			
2) High School Diploma or Texas Education Agency Certified GED preferred.			

FNS3	Minimum	Midpoint	Maximum
Hourly	\$13.42	\$19.18	\$24.93
Position			Assigned Calendar
FNS Assistant Manager, Elementary and Middle School			170
Step Schedule for Hiring			
<i>FNS Assistant Manager, Elementary and Middle School - FNS3</i>			
1) High School Diploma or Texas Education Agency Certified GED required. 2) Minimum one (1) year as an FNS2 or experience approved by FNS Director. 3) Certified at Level III. 4) ServSafe Certified.			

FNS4	Minimum	Midpoint	Maximum
Hourly	\$15.67	\$22.38	\$29.09
Position			Assigned Calendar
FNS Assistant Manager, Junior High and High School			170
Step Schedule for Hiring			
<i>FNS Assistant Manager, Junior High and High School - FNS4</i>			
1) High School Diploma or Texas Education Agency Certified GED required. 2) Minimum one (1) year as an FNS3 or two (2) years as FNS2 or experience approved by FNS Director. 3) Certified at Level III. 4) ServSafe Certified.			

FNS5	Minimum	Midpoint	Maximum
Hourly	\$17.91	\$25.58	\$33.26
Position			Assigned Calendar
Probation Manager			180
Step Schedule for Hiring			
<i>Probation Manager - FNS5</i>			
1) High School Diploma or Texas Education Agency Certified GED required. 2) Minimum two (2) years as an FNS3-FNS4 or experience and education approved by FNS Director. 3) Level IV Certification. 4) ServSafe Certified.			

FNS6	Minimum	Midpoint	Maximum
Hourly	\$20.49	\$29.27	\$38.05
Position			Assigned Calendar
Commercial Refrigeration/ Appliance Technician			221
Warehouse Manager			221
Step Schedule for Hiring			
<i>Warehouse Manager - FNS6</i>			
1) High School Diploma or Texas Education Agency Certified GED required.			
2) Minimum two (2) years warehouse or experience or education approved by FNS Director.			

FNS7	Minimum	Midpoint	Maximum
Hourly	\$23.01	\$32.87	\$42.73
Position			Assigned Calendar
Mechanical/Distribution Supervisor			221
Step Schedule for Hiring			
<i>Mechanical/Distribution Supervisor - FNS7</i>			
1) High School Diploma or Texas Education Agency Certified GED required.			
2) Minimum two (2) years job related experience or experience approved by FNS Director.			
3) Level IV Certification.			

Stipends and Supplemental Pay for Supplemental Duties

A stipend is in addition to your regular salary. The start dates and end dates for the supplemental duty(ies) may be different from the start and end dates under your employment contract with the district. Your stipend(s) include(s) payment for all duties, responsibilities, and additional time your supplemental duty(ies) may require. A stipend associated with a particular supplemental duty may be prorated if you do not complete the supplemental duty or if the supplemental duty is terminated for any reason.

Your supplemental duty(ies) is/are at-will and is/are not part of your employment contract with the district. There is no property right to your continuation of the supplemental duty(ies). You may resign one or more of these supplemental duties at any time or the district may reassign or terminate one or more supplemental duties at any time.

General Stipends/Rates	Amount
Academic Decathlon - DHS, Sponsor/Coach	\$5,000.00
Allowances	
Digital Media	\$1,200.00
Travel	
Assistant Director of Energy Management	<i>Varies according to approximate travel/year based on mileage rate</i>
Attendance Intervention Specialist	
Director of Energy Management	
Director of Food and Nutrition Services	
Education Foundation Administrator	
Executive Director of Technology	
Lead Nurse	
Homebound/VI/Fine Arts Teachers	
Assessment Specialist (School Psychologist/DIAG)	\$1,500.00
Audio Visual/Radio Broadcast	\$4,500.00
AVID Tutors	
Adults	\$12.00/hour
Students	\$10.00/hour
Benefits	
Superintendent	<i>Negotiated by contract agreement As approved by Board of Trustees</i>
All other employees	
Bilingual	
Bilingual endorsement in Bilingual Classroom	\$3,000.00
Bilingual-Counselor, Diagnostician, Licensed Specialist in School Psychology (LSSP), Speech Pathologist (must demonstrate ability provide and evaluate therapy).	\$3,000.00
Bilingual Interpreter (Clerical or Instructional)	\$500.00
Bilingual Specialist/ Dyslexia Specialist/ Instructional Specialist/ Interventionist	\$1,000.00

Board Meeting Video/Audio Recording (Technology Staff per Hour)	\$50.00
Bus Driver Training for Extracurricular	
Sponsors/SAILS Teacher	\$9/hour, not to exceed \$300
Career and Technology Student Organizations (CTSO)	
Level I	\$1,000.00
Level II	Level I + \$500 (\$1500.00 total)
Level III	Level II + \$500 (\$2000.00 total)
Cheerleader Coach	
High School	\$3,200.00
High School Assistant	\$1,200.00
Junior High School	\$1,450.00
Child Find Team Leader	\$750.00
Critical Shortage (Secondary Math, Science, Foreign Language) <i>Must be Teacher of Record</i>	\$1,750.00
Cosmetology-Lead Teacher	\$3,500.00
DALC and DCC Assessment Coordinator	\$250.00
Drama	
High School	\$7,000.00
High School Assistant	\$5,000.00
Junior High School	\$1,600.00
Drill/Dance Team	\$6,000.00
Drill/Dance Club (Junior High)	\$1,400.00
Dual Credit Instructor (# of dual credit students receiving credit per semester)	
<i>Total Dual Credit and/or OnRamps Students</i>	
5 to 9	\$1,000.00
10 to 19	\$1,600.00
20 to 29	\$2,200.00
30 to 39	\$2,800.00
40 to 49	\$3,400.00
50 to 59	\$4,000.00
60 to 69	\$4,600.00
70 to 79	\$5,200.00
80 to 89	\$5,800.00
90 to 99	\$6,400.00
100 to 109	\$7,000.00
110+	\$7,600.00
Extracurricular Media (Scoreboard)	\$4,500.00
Lead Librarian	\$2,000.00
Mentor (\$125 per semester)	\$250.00
<i>Dependent upon Title II Federal Grant Funds</i>	
Music/Band	
High School, Band Director #1	\$18,000.00
High School, Band Director #2	\$8,500.00

High School, Band Director #3, 4 and 5	\$6,000.00
High School, Percussion	\$1,000.00
High School, Choir #1	\$6,250.00
High School, Choir #2	\$4,000.00
High School, Color Guard	\$1,000.00
High School, Winter Guard	\$1,000.00
Junior High School, Band Director #1	\$6,500.00
Junior High School, Band Director #2 and #3	\$5,000.00
Junior High School, Choir	\$3,000.00
Middle School, Choir/Music	\$1,500.00
Parent Engagement Coordinator	
Elementary/Middle School Campuses	\$1,500.00
Junior High Campuses	\$1,750.00
High School Campus	\$2,500.00
Science/History Fair, High School	\$1,000.00
Special Education	
Transition Coordinator	\$2,000.00
Campus Compliance Facilitator	\$2,500.00
In-Class Support, Inclusion Support, Behavior, ECSE, SAILS, RISE, WAVE	
Teacher	\$1,000.00
Paraprofessional	\$250.00
Fragile/Medical Needs	
Teacher	\$3,000.00
Paraprofessional	\$500.00
Special Olympics	
Special Olympics Coordinator (\$750 Fall; \$750 Spring)	\$1,500.00
Coach (per sport)	\$750.00
Special Programs CBI/CBVI Bus Driver stipend (\$750 Fall; \$750 Spring) <i>(Requires minimum of 10 documented CBI/CBVI trips/semester during the instructional day, updated annual bus training, and a copy of CDL on file with Transportation)</i>	\$1,500.00
Technology Liaison	\$1,500.00
Vocational	
Agriculture Science Teacher (based on experience / involvement)	\$7,800.00
The following stipends will be paid June 30th	
Department Head/Team Leader/Grade Level Chair	\$1,000.00
Musical (DHS)	\$2,000.00
National Honor Society	
High School	\$800.00
Junior High School (amount may be split if two)	\$600.00
Newspaper	

	High School	\$800.00
	Middle/ Junior High School	\$300.00
Robotics		
	DHS Robotics Competition Sponsor	\$4,000.00
	Lead Robotics Sponsor (District)	\$750.00
	Robotics Sponsor (maximum 2 per campus)	\$500.00
	Out-of-District	\$650.00
Science/History Fair		\$1,000.00
Special Olympics (per sport)		\$250.00
Student Council		
	High School	\$800.00
	Junior High School	\$800.00
	Middle School	\$400.00
UIL (K-8) Events (Coordinator is Director of Advanced Academics)		
	1st Event	\$400.00
	2nd Event	\$250.00
	Each Additional Event AFTER 2nd	\$100.00
UIL (9-12) Events		
	1st Event	\$600.00
	2nd Event	\$500.00
	Each Additional Event AFTER 2nd	\$250.00
	UIL Spring Events	\$1,600.00
	Journalism (prorated @ \$500.00/event)	\$2,000.00
	Speech/Debate Coach	\$2,500.00
	Speech/Debate Coach, Assistant	\$2,000.00
	UIL Coordinator	\$2,500.00
Yearbook		
	High School	\$1,250.00
	Junior High School	\$800.00
	Middle School	\$750.00

Athletic Stipends

Coaching Assignment	Stipend		
	Min	Mid	Max
GENERAL ATHLETICS			
Head Athletic Trainer	\$17,600		
Asst. Athletic Trainer (3)	\$12,850		
Girls JH Coordinator (per campus)	\$3,000	\$3,500	\$4,000
Boys JH Coordinator (per campus)	\$3,000	\$3,500	\$4,000
Strength and Conditioning Coach	\$12,500		
Assistant Strength and Condition	\$7,300		
Academic Advisor	\$1,100		
BASEBALL	Min	Mid	Max
Varsity Head	\$8,250	\$9,250	\$10,250
Varsity Assistant	\$5,550	\$6,050	\$6,550
JV Blue	\$3,750	\$4,250	\$4,750
JV White	\$3,750	\$4,250	\$4,750
BASKETBALL	Min	Mid	Max
Varsity Head (boys/girls)	\$8,400	\$9,400	\$10,400
JV Head (varsity assistant boys/girls)	\$5,400	\$5,900	\$6,400
Varsity Asst. Boys (9th A, assist soph)	\$3,900	\$4,400	\$4,900
Varsity Asst. Girls (assist 9th and JV)	\$3,900	\$4,400	\$4,900
Soph (boys)	\$3,000	\$3,500	\$4,000
9th Grade (boys/girls)	\$3,000	\$3,500	\$4,000
8th Grade Head (boys)-per campus	\$2,750	\$3,150	\$3,550
8th Grade head (girls)-campus	\$2,750	\$3,150	\$3,550
8th Asst. (boys)-per campus	\$2,000	\$2,400	\$2,800
8th Asst. (girls)-per campus	\$2,000	\$2,400	\$2,800
7th Head (boys)-per campus	\$2,250	\$2,650	\$3,050
7th Head (girls)-per campus	\$2,250	\$2,650	\$3,050
7th Asst.(boys)-per campus	\$1,750	\$2,150	\$2,550
7th Asst. (girls)-per campus	\$1,750	\$2,150	\$2,550
FOOTBALL	Min	Mid	Max
Varsity Assistant Head Coach	\$4,500		
Defensive Coordinator	\$11,500	\$12,500	\$13,500
Offensive Coordinator	\$11,500	\$12,500	\$13,500
Special Teams Coordinator	\$11,500	\$12,500	\$13,500

Varsity Assistant (8)	\$7,600	\$8,600	\$9,600
JV Head	\$7,550	\$8,550	\$9,550
JV Assistant (2)	\$7,300	\$8,300	\$9,300
9th Head	\$7,550	\$8,550	\$9,550
9th Assistant (2)	\$7,300	\$8,300	\$9,300
9th Assistant	\$7,300	\$8,300	\$9,300
8th Head (per campus)	\$6,000	\$6,400	\$6,800
8th Assistant (3 per campus)	\$3,750	\$4,150	\$4,550
7th Head (per campus)	\$4,250	\$4,650	\$5,050
7th Assistant (3 per campus)	\$3,500	\$3,900	\$4,300
Equipment Coordinator	\$3,150	\$3,550	\$3,950
Video Coordinator	\$1,750	\$2,150	\$2,550
Varsity Statistician	\$900		
Varsity Video	\$900		
GOLF	Min	Mid	Max
Varsity Head (boys & girls)	\$4,000	\$5,000	\$6,000
POWERLIFTING	Min	Mid	Max
Varsity Head	\$6,400	\$7,400	\$8,400
Varsity Asst/JV	\$2,000	\$2,500	\$3,000
SOCCER	Min	Mid	Max
Varsity Head (boys/girls)	\$6,050	\$7,050	\$8,050
Varsity Assitant (boys/girls)	\$3,450	\$3,950	\$4,450
JV (boys/girls)	\$2,550	\$3,050	\$3,550
9th (boys/girls)	\$2,550	\$3,050	\$3,550
Jr. High (boys/girls)-per campus	\$500	\$900	\$1,300
SOFTBALL	Min	Mid	Max
Varsity Head	\$8,250	\$9,250	\$10,250
Varsity assistant	\$5,550	\$6,050	\$6,550
JV Blue	\$3,750	\$4,250	\$4,750
SWIMMING	Min	Mid	Max
Varsity Head (Boys/Girls)	\$8,250	\$9,250	\$10,250
TENNIS	Min	Mid	Max
Varsity Head	\$6,400	\$7,400	\$8,400
Varsity Assistant/JV	\$2,050	\$2,550	\$3,050
9th	\$2,050	\$2,550	\$3,050

Jr. High (boys per campus)	\$800	\$1,200	\$1,600
Jr. High (girls per campus)	\$800	\$1,200	\$1,600
TRACK	Min	Mid	Max
Varsity head (boys/girls)	\$7,750	\$8,750	\$9,750
Varsity Assistant (field events boys)	\$5,000	\$5,500	\$6,000
Varsity Assistant (field events girls)	\$5,000	\$5,500	\$6,000
JV (boys/girls)	\$4,000	\$4,500	\$5,000
9th (boys)	\$3,000	\$3,500	\$4,000
X-Country Varsity/JV (boys)	\$3,500	\$4,500	\$5,500
X-Country Varsity/JV (girls)	\$3,500	\$4,500	\$5,500
X-Country Jr. High (boys per campus)	\$1,500	\$1,900	\$2,300
X-Country Jr. High (girls per campus)	\$1,500	\$1,900	\$2,300
Jr. High Head (boys per campus)	\$3,000	\$3,400	\$3,800
Jr. High Head (girls per campus)	\$3,000	\$3,400	\$3,800
Jr. High Assist (boys) 3 per campus	\$1,000	\$1,400	\$1,800
Jr. High Assist (girls) 3 per campus	\$1,000	\$1,400	\$1,800
VOLLEYBALL	Min	Mid	Max
Varsity Head	\$8,400	\$9,400	\$10,400
Varsity Assistant	\$5,400	\$5,900	\$6,400
JV Head	\$4,350	\$4,850	\$5,350
9th Head	\$3,900	\$4,100	\$4,600
9th Assistant	\$3,000	\$3,500	\$4,000
8th Head (per campus)	\$2,750	\$3,150	\$3,550
8th Assistant (per campus)	\$2,000	\$2,400	\$2,800
7th Head (per campus)	\$2,250	\$2,650	\$3,050
7th Assistant (per campus)	\$1,750	\$2,150	\$2,550

Extra-Curricular Pay Scale

Extra-Curricular Assignment	Amount
Varsity Football Games	<u>Per Game</u>
Administrative Ushers	\$60.00
Gate Ushers	\$60.00
FNS Concession Supervision (1)	\$200.00
FNS Concession Manager (3)	\$150.00
FNS Concession Workers	\$110.00
Announcers (2)	\$50.00
Pass Gate	\$60.00
Scoreboard / Spotter	\$50.00
Radio Coordinator	\$50.00
Head Ticket Coordinator (1)	\$100.00
Ticket Seller	\$55.00
Ticket Taker	\$50.00
Parking Attendants	\$60.00
Press Box Supervisor (3)	\$95.00
Special Events are events and games not sponsored by DISD	<u>Per Hour</u>
Stadium/Gym Manager/Equipment Manager	\$50.00
Support staff will be paid on the Varsity Football Pay Scale	
Stadium Video Board Operator (as needed per game)	\$200.00
Sub-Varsity Football Games	<u>Per Game</u>
Announcer/Clock	\$25.00
Chain Crew	\$20.00
Ticket Seller/Taker	\$25.00
Other Sports	<u>Per Game</u>
Baseball/Softball Ticket Seller/Taker	\$35.00
Baseball/Softball Books/Clocks/Announcer	\$25.00
Basketball Books/Clock/Announcer	\$25.00
Basketball Ticket Seller/Taker	\$30.00
Basketball Concession	\$25.00
Soccer Books/Clock	\$25.00
Soccer Ticket Seller/Taker	\$30.00
Track (District Meet) Starter	\$25.00/Hour-\$150.00/Day
Volleyball Books/Clock	\$25.00
Volleyball Ticket Seller/Taker	\$30.00
Other Extracurricular Events	<u>Per Hour</u>
Graduation Ceremony	Varsity Football Pay Scale
Ticket Seller (Season Tickets, Playoffs, One-Act Play, etc.)	\$15.00
Junior High School Games	<u>Per Game</u>
Football Books/Clock	\$25.00
Basketball Books/Clock	\$25.00
Ticket Seller	\$25.00
Volleyball Books/Clock	\$25.00
Auditorium Facilities	<u>Per Event</u>
Auditorium Manager	\$60.00
Operation of Sound and Lights	\$60.00

Custodial for All Events Number of custodians determined by Director of Custodial Services	Per Hour Based on hourly rate
Security Pay (4 hour minimum) Monday - Thursday Friday - Sunday Special Events (includes graduation, Mardi Gras, rentals, etc.) Sergeant (Administrative/scheduling duties)	Per Hour \$35.00 \$40.00 \$45.00 \$40.00

Extra Duty Pay

Agreement Form Required

Each occasion to result in extra duty pay will require the full and accurate completion of an Extra Duty Agreement form. Original must be submitted *prior to the extra duty begin date* and maintained on file in the Human Resources office.

Responsibility for Notification

Project directors are responsible for ensuring proper notification through the payroll process when employees are to receive extra duty pay under the below conditions.

Special Circumstances

For special circumstances not covered below, advance written approval/authorization of the Superintendent is required.

REMINDER:

An Extra Duty Agreement is required for any duty performed by an employee *in addition to* his/her contract or scheduled employee calendar. In short, employees are not allowed to receive extra duty compensation while performing duties during normal operating hours (includes personal, sick, state days).

Summer Activity Pay Schedule	Pay Not to Exceed
Summer Help Employee/Retiree	\$25.00/hour
Student Helpers	\$15.00/hour
Summer Recreation Program Coordinator	\$30.00/hour
Teacher	\$25.00/hour
Instructional Paraprofessional	\$10.00/hour

Professional Staff

Use the following scale for extra duty pay for professional staff (Teachers, Registered Nurses, and/or LVNs, Librarians, Specialty personnel and Administrators).

Notes: Any preparation time, to be reimbursable, requires prior approval of appropriate Educational Services Department Staff, and is not to exceed two hours per day (without prior approval of the Superintendent).

Professional Staff Extra Duty Pay Schedule	Pay Not to Exceed
Attendance at required staff development, study groups, etc., if on a Saturday or during the summer months. <i>(Exception if paid by a grant, time required during the work week [outside normal school day] may be reimbursed, providing prior specific approval is granted by the Superintendent [or designee] and there is no expense to local funds.)</i>	\$18.00/hour of seat time (attendance); not to exceed \$110.00/day
Curriculum work as directed by the appropriate Educational Services Department Staff. Also for presentation of workshops and related pre-approved preparation time. Translation of materials.	\$30.00/hour; not to exceed \$240.00/day
Direct instruction of students or parents in a classroom setting, such as summer school and related pre-approved preparation time. Includes homebound instruction and summer test administration.	\$35.00/hour; not to exceed \$280.00/day
Specialty/Support positions to provide services for extended school year (Speech Pathologist, LSSP, Diagnostician, OT/PT, Behavior Specialist).	Days beyond work calendar \$45.00/hour
Individual student testing/interpretation/report writing for dyslexia or special education students. Amounts above "not to exceed" require Executive Director approval. <i>Timesheet submittal required.</i>	\$45.00/hour; not to exceed: Dyslexia Evaluation - \$625.00 Psycho-educational Evaluation - \$750.00 Psychological Evaluation - \$1100.00
Administration of Summer School Programs.	Days beyond work calendar based on the employee's base daily rate. Paid either 1/2 or full day basis (minimum of 3 hrs.)
Teachers who are certified trainers from outside providers, who provided training for staff during non-contract days. <i>Example: Teachers qualified as TOT for ABYDOS, Thinking Maps, etc.</i>	Current year's daily rate or rate required by the outside certified agency/company.
Specialized consultant services provided to band/choir students performed outside of the employee's scheduled work assignment.	\$75.00/hour; not to exceed \$125.00/hour
Accompanist services performed outside of the employee's scheduled work assignment (piano, guitar, etc.)	\$25.00/hour
Fine Arts Teachers who act as Solo Contest and UIL Concert Contest Adjudicators performed outside of the employee's scheduled work assignment.	\$150.00 - \$200.00/day; not to exceed \$50.00/hour
Other special assignments/duties (Such as athletic competition duty, i.e., gate, field, weight room, etc.) Athletic Camps paid from activity account funds- price per hour set by Athletic Department	\$15.00/hour; not to exceed \$25.00/hour

Paraprofessional Staff

Use the following scale for extra duty pay for paraprofessional staff.

Notes: During a workweek, a paraprofessional may not be assigned more than 40 hours of work in a same or similar job without the benefit of time plus one-half (time and a half) pay for work beyond 40 hours. The Executive Director of Human Resources shall be consulted prior to arranging any such pay agreement. In lieu of time plus one-half pay, the employee may be allowed to trade off one and one-half hour(s) of regularly scheduled work time, for each hour of work beyond 40 hours in a work week. Such arrangement must be agreed to, in advance, by the employee and each direct or indirect supervisor.

Paraprofessional Staff Extra Duty Pay Schedule	Pay Not to Exceed
Attendance at required staff development, study groups, etc., if on a Saturday or during the summer months.	\$12.00/hour of seat time (attendance); not to exceed \$84.00/day
Job Coaching of students, working directly with students, such as summer school.	\$15.00/hour; not to exceed \$105.00/day
Translation of materials	\$23.00/hour; not to exceed \$160.00/day
Other special assignments/duties (such as summer school secretary, athletic competition duty, i.e., gate, field, selling season tickets, etc.)	Amount as per PCT/Extra-Curricular (daily / hourly rate) scale as communicated to the employee by Executive Director of Human Resources in advance.

Special Duty Salary Schedule

Substitutes

Day to Day Substitutes - less than 11 consecutive days in the same assignment.

Long Term* Substitute - 11 to 30 consecutive days in the same assignment.

Permanent Substitute - 31 or more consecutive days in the same assignment.

Substitute is allowed to miss one unpaid day in any twenty (20) day period for personal or family illness and still retain long term or permanent substitute status.

Note: Same assignment = Same Teacher/Same Location

Substitute Teacher Salary Schedule	Full Day	1/2 Day
Non-certified		
Day to Day	\$90.00	\$45.00
Long Term	\$115.00	N/A
Permanent	\$120.00	N/A
Certified (valid Texas) or Certified (other state)		
Day to Day	\$120.00	
Long Term	\$155.00	
Permanent	\$160.00	
Substitute Paraprofessional Salary Schedule		
Day to Day	\$80.00	\$40.00
Long Term	\$110.00	\$55.00
Substitute Counselor Salary Schedule		
Day to Day	\$250.00	
Substitute Salary Schedule - All Others		
As approved by the Superintendent: <ul style="list-style-type: none"> -Must be approved at or above minimum wage rate as set by Federal Government -Non-certified teaching positions approved on individual basis by Superintendent -Not to exceed 90% of rate of full-time employees -Sub counselor/ retired teachers hire on SAA, daily rate is based on years of service at retirement 		

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 6, 2023

Item Title: Resolution House Bill 547 for 2023-2024

Agenda Item: Robert Cobb

Background Information:

House Bill 547 allows school districts to “Opt in” or “Opt out” of allowing home-school participation in UIL activities.

Recommendation:

The Superintendent and Assistant Superintendent for Administration recommend the Resolution to “Opt out” of allowing homeschool participation in UIL activities for the 2023-2024 school year.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES
RESOLUTION – HOUSE BILL 547

WHEREAS, the 87th Texas Legislature enacted House Bill 547 (“HB 547”) regarding the authorization of access to University Interscholastic League (“UIL”) sponsored activities by non-enrolled students;

WHEREAS, HB 547 establishes Texas Education Code Section 33.0832 that provides that a public school that participates in a UIL-sponsored activity may provide a non-enrolled student residing in the school district, including a homeschooled student, the opportunity to participate in a UIL-sponsored activity in the same manner that the school provides the opportunity to participate to students enrolled in the school;

WHEREAS, the Dickinson Independent School District (“DISD”) is a public school that participates in UIL-sponsored activities for purposes of Texas Education Code Section 33.0832;

WHEREAS, UIL has established the deadline of August 1, 2023 for schools subject to Section 33.0832 to opt into or out of allowing homeschooled students to participate in UIL activities for the 2023-2024 school year, and for those students to be eligible for varsity athletics;

WHEREAS, the Dickinson Independent School District Board of Trustees (the “Board”) has determined that it is not in the best interests of the DISD to opt into homeschool participation in UIL activities for the 2023-2024 school year and will notify UIL of its decision;

THEREFORE BE IT RESOLVED THAT the Board of Trustees of the Dickinson Independent School District supports the Superintendent’s completion of the UIL Home School Participation Declaration to opt out of participation of homeschooled students residing in the boundaries of DISD in UIL-sponsored activities for the 2023-2024 school year.

PASSED BY VOTE AND APPROVED this 6 day of June, 2023.

President, Board of Trustees, Dickinson Independent School District

Secretary, Board of Trustees, Dickinson Independent School District

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 6, 2023

Item Title: Approval of Agenda Items A

Agenda Item: Carla Voelkel

Background Information:

Agenda Items:

A. Consent Agenda Items

Recommendation:

The Superintendent recommends approval of Agenda Items A.

Action Item: Yes No

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 6, 2022

Item Title: Consent Agenda Items

Agenda Item: Carla Voelkel, Superintendent

Background Information:

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

- Budget Amendments/Adjustments for May 11, 18, 25, and June 1, 2023
- Donation to c/o 2023-Jennifer Klein, AMOCOFCU
- MOU Between BACODA and DISD
- Agreement Between UTMB Galveston and DISD
- Donation to BCES-HEB
- New Hires Week of May 15, 2023
- May 8, 2023 Minutes
- May 11, 2023 Minutes
- New Hires Week of May 22, 2023
- Approval of Proposals Received Contracted Services 23-04-1159

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: June 6, 2023

Item Title: Level Three Hearing Presentation – Student and Parent Complaint

Agenda Item: President Magliolo

Background Information:

The Board of Trustees will hear and deliberate regarding a parent grievance appeal filed under Policy FNG (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:

Action Item: _____ Yes X No

DICKINSON INDEPENDENT SCHOOL DISTRICT

EXECUTIVE BOARD AGENDA DOCUMENT

Meeting Date: June 6, 2023

Item Title: Executive Session

Agenda Item: President of the Board

The Board President will reconvene the Board to meet in Executive Session. If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed or executive meeting or session of the Board of Trustees is required, then such closed or executive meeting or session as authorized by **the Texas Open Meetings Act**, Texas Government Code **Section 551.001** et seq., will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including but not limited to the following section(s) and purpose(s): Texas Government Code **Section 551.071 Consultation with attorney** - Consultation with District's attorney regarding potential claim to be asserted by the District and concerning matters on which the attorney's duty to the District under the Texas Disciplinary Rules of Professional Conduct clearly conflicts with the Texas Open Meetings Laws; **Section 551.072 Real Property** – To deliberate the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the board's position in negotiations with a third person; **Section 551.073 Prospective Gifts** – To deliberate a negotiated contract for a prospective gift to the district if deliberation in an open meeting would have a detrimental effect on the board's position in negotiations with a third person; **Section 551.074 Personnel Matters** - for the purpose of considering the appointment, resignations, reassignment, evaluation, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against public officers or employees; **Section 551.076 Security** – To deliberate the deployment, or specific occasions for implementation, of security personnel or devices or a security audit; **Section 551.082 Student discipline** - school children; school district employees; disciplinary matter or complaint, and **Section 551.0821 Student Information** - for the purpose of considering a matter regarding a public school student where personally identifiable information about the student will necessarily be revealed by the deliberation; **Section 551.087 Economic development.**

Time To Executive Session: _____

Time Out of Executive Session: _____

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 6, 2023

Item Title: Level Three Hearing Decision – Student and Parent 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: Yes No

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