

Agenda of Regular Action Meeting and Student Recognition

The Board of Trustees Dickinson Independent School District

A Regular Action Meeting and Student Recognition of the Board of Trustees of Dickinson Independent School District will be held Monday, May 4, 2026, beginning at 5:30 PM in the Kranz Junior High School, 12850 FM 3436, Dickinson, Texas 77539.

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

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

1. Roll Call, Establish Quorum, Welcome Visitors
2. Closed Executive Session
 - 2.A. Section 551.074 - Resignations, Retirements, New Hires
3. Pledge of Allegiance to the American and Texas Flags
Pledge Leaders: KJHS
4. Invocation
5. Recognitions
 - 5.A. Lobit Elementary Lifesaving
 - 5.B. KJHS Student Council National Distinction
 - 5.C. KJHS Band Concert & Sightreading Evaluation
 - 5.D. MJHS Band Concert & Sightreading Evaluation
 - 5.E. DJHS Band Concert & Sightreading Evaluation
 - 5.F. DHS Band Concert & Sightreading Evaluation
 - 5.G. DHS Choir Concert & Sightreading Evaluation
 - 5.H. DHS VASE
 - 5.I. DHS Theatre OAP and Texas Thespians National Qualifiers
 - 5.J. DHS Winterguard
 - 5.K. DHS Tennis

- 5.L.DHS Golf
- 5.M. DHS Girls Powerlifting
- 5.N. DHS Boys Powerlifting
- 5.O. DHS Girls Track
- 5.P.DHS Boys Track
- 5.Q. AFJROTC
- 5.R. Engineering
- 5.S.TPSA
- 5.T.DECA
- 5.U. TAFE
- 5.V. Automotive Tech
- 5.W. Audio Visual-Boulder International Film Festival & ATPFI
- 5.X. FFA State Forage Competition
- 5.Y. FFA
- 6. Public Comment: Agenda Items
- 7. Open Forum: Non agenda Items
- 8. Action on Closed Executive Session Items
 - 8.A. Consider Approval of Resignations, Retirements, New Hires
- 9. Written Reports
 - 9.A. Monthly Tax Collection Report March 2026
 - 9.B. Student Attendance Report for Fifth Six Weeks
- 10. Oath of Office
- 11. Reorganization of the Board of Trustees, Including Election of Officers
- 12. Library Book Review
- 13. OER Transition Plan for Bluebonnet Learning Reading (K-5)
- 14. Action Items
 - 14.A. Board of Trustees Meeting Calendar 2026-2027
 - 14.B. Consent Agenda Items
 - Budget Amendments/Adjustments for April 16, 23, 2026
 - Donation to KELES-Lighthouse Christian Ministries, McRee Ford
 - Campus Fundraising Request KJHS Theatre
 - Donation to DHS FFA-Kathleen Garza
 - Approval of Proposals Received-Contracted Services 26-04-1192
 - April 13, 2026 Minutes
 - April 14, 2026 Minutes
 - Out of State Travel APSI-DECA
 - Out of State Travel Educators Rising National Conference
- 15. Adjournment

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on Tuesday, April 28, 2026 at or before 4:30 p.m.

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



*Dr. Rebecca Brown
Superintendent of Schools*

DICKINSON INDEPENDENT SCHOOL DISTRICT
EXECUTIVE BOARD AGENDA DOCUMENT

Meeting Date: May 4, 2026

Item Title: Executive Session

Agenda Item: President of the Board

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

Time To Executive Session: _____

Time Out of Executive Session: _____

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: May 4, 2026

Item Title: Lobit Elementary Lifesaving

Agenda Item: Jenna Simsen

Description: The Board of Trustees will recognize Lobit Elementary fourth grader Sawyer Spies for his quick thinking, bravery and compassion during a recent lunchroom emergency.

Earlier this month, Sawyer noticed that a classmate was choking in the cafeteria. Recognizing that something was wrong, he immediately jumped into action by waving his arms and calling for help to get the attention of nearby staff. Within seconds, Sawyer ran around the table toward his classmate and began removing his backpack as he prepared to help.

At that moment, Liz Capko, Communities In Schools Student Support Specialist, saw what was happening and quickly intervened, performing the Heimlich maneuver on the student. Thanks to her immediate response, the student was able to breathe again and gave a thumbs up to let everyone know he was okay.

Sawyer's actions reflect the courage, awareness and care we hope to see in all of our Gators. We are grateful to Mrs. Capko for her lifesaving response and to Sawyer for recognizing an emergency, seeking help and showing what it means for Gators to take care of their own.

Congratulations Mrs.Liz Capko and Sawyer Spies.

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: May 4, 2026

Item Title: KJHS Student Council

Agenda Item: Jenna Simsen

Description: The Board of Trustees will recognize the Kranz Junior High Student Council for earning the Sweepstakes Council distinction from the Texas Association of Student Councils (TASC), the highest honor awarded to a student council in the state.

This recognition signifies that the Kranz Student Council was named an Outstanding Student Council, based on excellence in organization, project development, participation in TASC programs, and administrative evaluation. In addition, the council met advanced criteria in the areas of Pride and Patriotism, Energy and Environment, and Drugs, Alcohol, Safety and Health, while also demonstrating a strong commitment to school and community service.

Representing KJHS Student Council:

Avery Anderson

Ellie DeLeon

Wyatt Jones

Mallory Magliolo

Caroline Parks (President)

Bethany Spies (Vice-President)

Sophie Trevino

Kevin Vasquez

Teachers - Sponsors

Callie Harmon

Laura Pregeant

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: May 4, 2026

Item Title: KJHS Band Concert & Sightreading

Agenda Item: Jenna Simsen

Description: The Kranz Junior High School Band Program participated in the annual UIL Concert and Sight-Reading Contest in April. All three bands, the Honors Band, Symphonic Band, and the Concert Band earned the Sweepstakes Award for receiving superior ratings in both Stage Performance and Sight-Reading.

Representing the Kranz Band are:

Sebastian Torres and Tenley McMillian.

The Kranz Junior High Bands are led by Kelby Koch, Collin Beavers, and Britleigh Nettuno.

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: May 4, 2026

Item Title: MJHS Band Concert & Sightreading

Agenda Item: Jenna Simsen

Description: The McAdams Junior High School Band Program participated in the annual UIL Concert and Sight- Reading Contest in April. The Honors Band, the Symphonic Band, and the Concert Band earned the Sweepstakes Award for receiving superior ratings in both Stage Performance and Sight-Reading.

Representing the McAdams Bands are:

Sherlyn Beltran Honors Band

Kaiden Depoyster Honors Band

Trinity Valdez Symphonic Band

Alex Villanueva Symphonic Band

Landon Jennings Concert Band

Emmalee McIntyre Concert Band

The McAdams Junior High Bands are led by John Hinojosa, Robert Baker, and Rebekah Delgado.

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: May 4, 2026

Item Title: DJHS Band Concert & Sightreading

Agenda Item: Jenna Simsen

Description: The Dickinson Junior High School Band Program participated in the annual UIL Concert and Sight- Reading Contest in April.

The Honors Band and the Symphonic Band both earned the Sweepstakes Award for receiving superior ratings in both Stage Performance and Sight-Reading. The Concert Band received a “2” in Stage Performance and a “1” in Sight-Reading for an overall excellent rating.

Representing the DJHS Band are:

Izabela Zuazo - Honors Band

Carson Ellis - Honors Band

Sebastian Garcia - Honors Band

Senai Daniel - Honors Band

Jalaine Gilmore - Symphonic Band

Juan Banda IV - Symphonic Band

Dre'Lyn Douglas - Concert Band

Javier Robles - Concert Band

The Dickinson Junior High Bands are led by Rumaldo Saenz, III, Darby Watson, and Jacob Perales.

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: May 4, 2026

Item Title: DHS Band Concert & Sightreading

Agenda Item: Jenna Simsen

Description: The Dickinson High School Band Program participated in the annual UIL Concert and Sight-Reading Contest.

For the first time in Dickinson High School history, all 4 bands received a superior rating from every single judge on their stage and sight reading performances! Congratulations to the Wind Ensemble, Symphonic Band, Concert Band 1, and Concert Band 2 their sweepstakes award at UIL Concert and Sight-Reading Contest!

Representing the DHS Band are:

Jazlynn Davis

Brady Korenek

Caroline Korenek

Elias Rodriguez

The band is led by Directors Trevor Braselton, Risa Hsu, Alex Hedden, and Todd Sommer.

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: May 4, 2026

Item Title: DHS Choir UIL State Qualifiers

Agenda Item: Jenna Simsen

Description: In February, 60 singers represented Dickinson HS Choir at the Region 17 Solo and Ensemble Contest. Of these, a record 24 State Qualifying performances will perform in Austin in May.

Solo

Caroline Bergan	Joy Lopez	Kealynn Price
William Creel	Mackenzie Moseley	Matthew Rodriguez
Karis Ellis	Carli Mott	Diego Torres
		Gabriella Velasquez

Ensemble

Brodi Ardoin	Dani Vaughn
Ethan Flores	Aiden Walker

Solo and Ensemble

Josie Bishop
Daphnie Fuentes
Jerry Hines
Zyiah Johnson
Navy Medcalf
Chloie Belle Serona
Darren Stuart
Zya Williams

The choir is led by Zachary Foster and Brittany Fuentes.

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: May 4, 2026

Item Title: DHS Art VASE

Agenda Item: Jenna Simsen

Description: Three Dickinson High School Visual Arts students advanced to the Visual Arts Scholastic Event (VASE) State Competition in late April after impressive top finishes at the regional competition.

Student qualifiers:

Ashlynn Aguirre - State Qualifier, Received "4" rating

Richard Barco - State Qualifier, Received "4" rating

Natalia Grant - State Qualifier, Received "4" rating

Supporting Teachers:

Sarah Merrill

Jen Sumrall

Ashley Carpenter

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

Meeting Date: May 4, 2026

Item Title: Dickinson High School Theatre

Agenda Item: Jenna Simsen

Description: The Dickinson High School Theatre program continues to demonstrate excellence at the state and national level, with students earning recognition as National Qualifiers through the Educational Theatre Association's Thespians program. Through virtual submissions, Dickinson High School students qualified in multiple competitive categories, showcasing their talent in performance, technical theatre, and writing.

Students earned national qualifying recognition in the areas of playwriting, acting, musical performance, dance, and stage management.

Texas Thespians National Qualifiers

Several Dickinson High School students were recognized through the Texas Thespians State Festival in various categories and were named National Qualifiers. These students will advance to compete at the national level at Indiana University in June. Notably, multiple students earned perfect scores in their events, and one student was also selected for the prestigious All Star State Improvisation Team.

UIL One Act Play

The Dickinson High School Theatre Department earned significant recognition across all levels of competition, including Zone, District, and Bi-District contests. Students were honored for both performance and technical excellence, receiving awards such as Best Performer, All Star Cast, Honorable Mention All Star Cast, and Outstanding Technician. The production also received Outstanding Technical Crew recognition and advanced through multiple rounds of competition.

UIL Prose and Poetry

Dickinson High School students competed successfully in the UIL Prose and Poetry contest at the district level. Students earned top placements in both prose and poetry categories, with several advancing to the regional competition and one student named as a regional alternate.

Students recognized at these various events include:

Adelaide Barker – Team Mask Design – 3rd Place

Alyssa Clark – Group Musical – National Qualifier

Allie Davis – Group Musical – National Qualifier; Team Mask Design – 3rd Place

Alayah Davis – Duet Acting – National Qualifier; UIL Prose & Poetry (District): Poetry – 1st Place, Advanced to Region

Annie Calzoncit – Team Mask Design – 3rd Place

Aryanna Bruce – Group Musical – National Qualifier

Aiden Walker – Duet Musical – National Qualifier; UIL One Act Play (Zone): All Star Cast; UIL One Act Play (District): Honorable Mention All Star Cast

Charlizce Yearwood – Monologue Solo Acting – National Qualifier

Diego Torres – Solo Musical – National Qualifier

Dereon Jones – Duet Acting – National Qualifier; UIL One Act Play (Zone): All Star Cast; UIL One Act Play (District): Honorable Mention All Star Cast; UIL One Act Play (Bi-District): Honorable Mention All Star Cast

Elijah Camacho – Duet Acting – National Qualifier

Emilio Martinez – Duet Acting – National Qualifier

Ethan Flores – Playwriting – National Qualifier; Duet Musical – National Qualifier; Outstanding All Star Troupe Table Design

Gabrielle Cantu – Stage Management – National Qualifier; UIL One Act Play (District): Outstanding Technician

Jaxson Carr – Solo Musical – National Qualifier; Playwriting – National Qualifier; UIL Prose & Poetry (District): Prose – 3rd Place, Advanced to Region

Johanna Nolder – Solo Musical – National Qualifier

Jordan Emmitte – Theatre Marketing – Perfect Score & National Qualifier; UIL Prose & Poetry (District): Prose – 2nd Place, Advanced to Region

Josie Bishop – Team Mask Design – 3rd Place

Kailynn Cavazos – Solo Musical – Perfect Score & National Qualifier; Outstanding All Star Troupe Table Design; UIL One Act Play (Zone): Honorable Mention All Star Cast; UIL One Act Play (District): All Star Cast; UIL One Act Play (Bi-District): All Star Cast

Karis Ellis – UIL Prose & Poetry (District): Prose – 6th Place, Regional Alternate

Kaydence Austin – Solo Musical Theatre Dance – National Qualifier; All Star State Improvisation Team

Kellie Berrones – UIL One Act Play (Zone): Outstanding Technician

Levi Albright – Duet Acting – National Qualifier

Mantis Smith – Monologue Solo Acting – National Qualifier

Miosotis Mejias Diaz – Duet Acting – National Qualifier

Olivia Cantu – Outstanding All Star Troupe Table Design

Olivia Powell – Solo Musical Theatre Dance – Perfect Score & National Qualifier; UIL One Act Play (Zone): Best Performer; UIL One Act Play (District): All Star Cast; UIL One

Act Play (Bi-District): All Star Cast

Ruthie Rutovic – Monologue Solo Acting – National Qualifier; Outstanding All Star Troupe Table Design

Stephanie Hanson – UIL One Act Play (Zone): Outstanding Technician

Viva Bass – Outstanding All Star Troupe Table Design; UIL One Act Play (Bi-District): Outstanding Technician

The Theatre Department is led by Laurel Powell, Marisa Hataway, and Roxanne May.

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: May 4, 2026

Item Title: DHS Varsity Winterguard

Agenda Item: Jenna Simsen

Description: The Varsity Winterguard earned 8th place at the Texas Color Guard Circuit state championship Finals in the Scholastic A division on April 18. This is the first time in 20 years that the winterguard has reached the state level competition.

Congratulations to:

Sophia Alvarado
Zoey Baehr
Marianna Barragan
Gabrielle Fortune
Fabiola Gonzalez
Arianna Guevara
Naomi Jimenez
Jordyn Jones, Captain
Amanda Milton
Ella Morgan, Captain
Gabriella Onukiavage
Aimee Potter
Alyssa Ramirez
Gizelle Renovato, Captain
Lupita Ruiz
Jazlyn Sanchez
Kaitlin Sheridan

The winterguard is led by Trevor Braselton, Risa Hsu, and Alex Hedden.

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: May 4, 2026

Item Title: DHS Tennis

Agenda Item: Jenna Simsen

Description:

Aaron Bragg – Honorable Mention Boys Doubles

Natalie Dale – Honorable Mention Girls Singles; Girls MVP; Spring Tennis
Quarterfinalist

Cooper Goins – Honorable Mention Boys Singles; Honorable Mention Boys Doubles

Kaleb Harris – Spring Tennis Quarterfinalist

Tommy Hall – Honorable Mention Boys Doubles

John Hillenkamp – Honorable Mention Boys Singles; Boys MVP; Spring Tennis
Quarterfinalist

Kennison Mouton – Honorable Mention Girls Doubles

Shelby Sonnenfeld – Honorable Mention Girls Singles; Honorable Mention Girls
Doubles

Austin Watson – Honorable Mention Boys Doubles

Elena Zuazo – Spring Tennis Quarterfinalist

The Dickinson HS tennis team is led by: Todd Burrows and Eddie Farias

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: May 4, 2026

Item Title: DHS Golf

Agenda Item: Jenna Simsen

Description: Dickinson High School Golf finished another season and represented DHS with pride. We are proud to recognize our student team leaders.

Congratulations:

Jaxson Roussel Boys MVP

Caris Reyes Girls MVP

The tennis team is led by coach James Hardilek.

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: May 4, 2026

Item Title: DHS Girls Powerlifting

Agenda Item: Jenna Simsen

Description:

The Dickinson Girls Powerlifting team had 6 girls compete at 6A State Powerlifting Meet in Edinburg. Four girls came home with medals. The Girls finished in 5th place as a team.

Congratulations to:

10th Place – Giselle Garcia in the 105-weight class

3rd Place – Michaela Onwodi in the 198-weight class

6th Place – Brooklyn Romack in the 114-weight class

2nd Place – Mackenzie Spallino in the 123-weight class

5th Place – Audrie Spies in the 165-weight class

4th Place – Yalexia Zamora in the 105-weight class

The Girls Powerlifting Team is led by Coach Earl Ricicar and Renoldo Revuelta.

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: May 4, 2026

Item Title: DHS Boys Powerlifting

Agenda Item: Jenna Simsen

Description:

The Dickinson Boys Powerlifting Team brought home the 6A State Powerlifting Championship this March in Abilene, Texas!

Congratulations to:

10th Place – Bryan Gonzalez in the 275-weight class

5th Place – Chance Jones in the 242-weight class

2nd Place – Adolfo Cruz in the 242-weight class

5th Place – Jonathan Martinez in the SHW-weight class

3rd Place – Gabriel Rodriguez in the 123-weight class

4th Place – Luis Ramirez in the 220-weight class

2nd Place – Michael Pugh in the 198-weight class

3rd Place – Justin Sagastizado in the 198-weight class and Best Deadlifter Award

Congratulations to these athletes on an outstanding season and for representing DHS at the state level with pride! This marks the 2nd State Championship Title for the Dickinson Powerlifting Team's history (1st in 2015).

The Boys Powerlifting Team is led by Coach Earl Ricicar and Renoldo Revuelta.

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: May 4, 2026

Item Title: DHS Girls Track

Agenda Item: Jenna Simsen

Description:

The Dickinson High School Girls Track Team had an outstanding season with the Varsity Girls winning the UIL District 24-6A District Championship for the 3rd year in a row. The Lady Gators had several athletes qualify for the Area and Regional Track Meets.

Addison Armstrong – 3rd Triple Jump, Area Qualifier

Kylie Cleveland – 2nd Shot Put, Area Qualifier

Janeshia Dixon – 1st 4x100, 2nd 400m, District Champion, Area Champion, Regional Qualifier

Leilani Goodman – 1st Pole Vault, District Champion, Area Champion, Regional Qualifier

Jalyn Green – 1st 4x100, 1st 4x200, 2nd 4x400, 2nd Long Jump, District Champion, Area Champion, Regional Qualifier

Raelyn Jackson – 1st Place Triple Jump, District Champion, Area Qualifier

J’Nesis James – 1st Place 100m, 2nd 4x400 Relay, District Champion, Area Qualifier, Regional Qualifier

Emma Kidder – 3rd Pole Vault, Area Qualifier, Regional Qualifier

Zoe Lewis – 1st 4x400, District Champion, Area Qualifier, Regional Qualifier

Cayleigh Mitchell – 1st 4x200, 2nd 200m, District Champion, Area Champion, Regional Qualifier

Riley McKinney – 1st 200m, 1st 4x100, 1st 4x200, District Champion, Area Champion, Regional Qualifier

Dalaney Pope – 1st 4x100, 1st 4x200, 2nd 100m, District Champion, Area Champion, Regional Qualifier

Peyton Ray – 3rd 100m Hurdles, Area Qualifier

Josephine Sidza – 1st 4x400, District Champion, Area Qualifier, Regional Qualifier

The DHS Girls Track Team is led by Head Coach Marvin Welch and Assistant Coaches Bruce Bolden, Gladys Sonnier, and Destiny Smith.

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

Meeting Date: May 4, 2026

Item Title: DHS Boys Track

Agenda Item: Jenna Simsen

Description:

The 2026 Boys Varsity Track Team overcame many setbacks and injuries throughout the season. The Gators showed determination, grit, and growth to finish 3rd at the UIL District 24-6A Championship. The Gators had several athletes qualify for the Area and Regional track meets

Boys Track

- **Braeylon Bradley** – 4th Shot Put, Area Qualifier
- **Royce Bimage** – 3rd 4x400, 4th 4x200, Area Qualifier
- **Ricky Casimere** – 1st Long Jump, 3rd High Jump, 3rd 4x400, 4th 4x200, District Champion, Area Qualifier, Regional Qualifier
- **Ray Deleon** – 4th 800m, Area Qualifier
- **Braden Glover** – 3rd Discus, Area Qualifier
- **Malachi Gamble** – 3rd Triple Jump, Area Qualifier
- **Isaiah Gutierrez** – 3rd 4x400, Area Qualifier
- **Jordan Hasker** – 4th 4x200, Area Qualifier
- **Greg Hill** – 4th Pole Vault, Area Qualifier
- **Daylon Jackson** – 1st Triple Jump, District Champion, Area Qualifier, Regional Qualifier
- **Jaycob Long** – 1st 100m, District Champion, Area Qualifier
- **Isaiah Morrow** – 3rd Pole Vault, Area Qualifier, Regional Qualifier
- **Luke Ryan** – 3rd 800m, 3rd 4x400, Area Qualifier
- **Jayce Washington** – 4th 4x200, Area Qualifier
- **Braylon Williams** – 4th Long Jump, Area Qualifier

The Boys Track Team is led by Head Coach Alexander Crooms, and Assistant Coaches Joshua Terrell, and Kevin Mullenix.

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: May 4, 2026

Item Title: Air Force/Army Junior Cadet Leadership Course

Agenda Item: Jenna Simsen

Air Force/Army Junior Cadet Leadership Course (JCLC) 9-14 June 2025. These cadets received the highest awards while participating in the 7 day/6 night leadership course held at Sam Houston State University in Huntsville, TX. Our cadets competed against 270 other cadets from the state of Texas:

Cadet Major **Maria Aguilar**, Best Battalion Operations Officer

Cadet 1st Lieutenant **Marcus Canales**, awarded the Best Underwater Robotics

Cadet Master Sergeant **Anthony Eberhardt**, Best Company Medal

Cadet Master Sergeant **Zyiah Johnson**, Best Battalion Personnel Officer

Cadet 1st Lieutenant **Josiah Smith**, Best Alfa Company Commander

Cadet Chief Master Sergeant **Hunter Vidrine**, Best Charlie Company Commander

The AFJROTC is led by Chief C. Frank and Captain Craig Metz

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: May 4, 2026

Item Title: DHS Engineering

Agenda Item: Jenna Simsen

Description: Dickinson High School students recently represented Dickinson ISD at the second annual BayTran CREW Engineering Challenge.

This year's challenge was called "Build-A-Bridge: Scaled Prototype Challenge." Students were tasked with designing a bridge concept to cross Galveston Bay. Their prototype was built using carbon fiber over foam, weighed less than half a pound, and was strong enough to easily hold a 20-pound load.

The DHS team named their construction group NXT, which stands for New eXperimental Thinkers. The team was awarded for Excellence in Presentation.

Team members include:

Chreston Perry
Corbin Jones
Jeremiah Guyton
Aaron Bragg

The team is led by DHS Engineering teacher Mark Sales.

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: May 4, 2026

Item Title: TPSA

Agenda Item: Jenna Simsen

Description: The Dickinson High School Texas Public Service Association (TPSA) Program, which is a Career and Technical Student Organization focused on law and public safety, had three students earn honors at their competitions this school year. They include:

Aiden McGill - First place Blood Pattern Analysis, First place Fiber Analysis at Region 4 Competition, State Conference Qualifier

Madison Garland - First place Blood Pattern Analysis at Region 4 Competition, State Conference Qualifier

Rylee Beleski - First Place Blood Pattern Analysis at Region 4 Competition, State Conference Qualifier

Abigail Bradshaw - First place Fiber Analysis at Region 4 Competition, State Conference Qualifier

Harmony De La Vega Third place 911 Call Taking at Region 4 Competition, 5th place 911 Call Taking at State Competition.

The students are led by DHS TPSA advisor John Barkmann and co-advisor Jasmine Spriggins.

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: May 4, 2026

Item Title: DECA

Agenda Item: Jenna Simsen

Description: The Dickinson High School DECA Program, which is a Career and Technical Student Organization focused on business, marketing, and finance, had several students advance to the State DECA Contest and one that moved on to the International Career Development Conference that we would like to recognize.

They include:

Gavin Ayala – Retail Merchandising
Abby Barnes – Accounting Applications
Jordan Crummett – Business Services Marketing
Abesira Daniel – Quick Service Restaurant Management
Alayah Davis – Marketing Communications
Syed Haider – Apparel and Accessories Marketing
Kimora Holmes – Human Resources Management
Cailyn Nguyen – Marketing Communications
Asher Rider – Principles of Finance
Abrielle Serona – Human Resources Management
Abeera Tariq – Accounting Applications
Genesis Tissing – Hospitality Services Team Decision Making
Trinity Tissing – Hospitality Services Team Decision Making

State Finalists (Top 20 in Texas):

Syed Haider

Abby Barnes

The students are led by DECA advisors Elizabeth Coughlin and Carrie Flynn.

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: May 4, 2026

Item Title: TAFE

Agenda Item: Jenna Simsen

Description: Dickinson High School competed this year at the Texas Association of Future Teachers area competition. TAFE is a Career and Technical Student Organization for the Education & Training Department. Students attended the Teach Tomorrow Summit state competition and performed well enough to earn the opportunity to advance to the Educators Rising Nationals Conference scheduled for the end of June in Orlando, Florida. National qualifiers include the following:

Zayrel Ruiz Calderon – Children’s Literature K–3 (Spanish) and Judges' Choice Scholarship Winner

Brooke Parker – Creative Lecture

Reyna Pelico & Rony Abarca – Inside Our Schools (Spanish)

Sofia Aguilera & Jumeihda Reyna – Public Service Announcement

Zion Rojas – Interactive Bulletin Board

TAFE is led by Angelica Valderramos and Annlyn Gunn.

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: May 4, 2026

Item Title: Automotive Technology

Agenda Item: Jenna Simsen

Description: Four advanced Automotive Technology students represented our program at the Universal Technical Institute Top Tech Challenge, competing against 40 teams from across the state of Texas.

We are extremely proud of their hard work, technical skills, and dedication as they represented our campus and automotive program at such a high level. Two of our teams placed in the top ten overall.

Finishing in 1st place:

Joe Silva
David Villalobos

Finishing in 6th place:

Genesis Urbina
Kayleih Gallaway

The Auto Tech students are led by Justin Dorsett.

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

Meeting Date: May 4, 2026

Item Title: Audio Video- Boulder International Film Festival and ATPI National Competition

Agenda Item: Jenna Simsen

Description: The Board of Trustees will recognize Dickinson High School photo and video students for their achievements in state, national and international competitions.

Photography students qualified for state-level recognition through the Association of Texas Photography Instructors Rising Star Award competition.

Video production students also earned honors through the Association of Texas Photography Instructors, the Academy of Scholastic Broadcasting, the UIL Film Festival and the Boulder International Film Festival.

Recognized Photography Students

Deegyn Fuentes — State qualifier, ATPI Rising Star Award competition

Quintin Cain — State qualifier, ATPI Rising Star Award competition

Gabriel Castillo — State qualifier, ATPI Rising Star Award competition

Veda Thomas — State qualifier, ATPI Rising Star Award competition

Destiny Brinson — State qualifier, ATPI Rising Star Award competition

Sofia Magee — State qualifier, ATPI Rising Star Award competition

Evelyn Jones — State qualifier, ATPI Rising Star Award competition

Irvana Sepulvado — State qualifier, ATPI Rising Star Award competition

Joaquin Coronado — State qualifier, ATPI Rising Star Award competition

Recognized Video Students

Kye Miller — Second place in the dramatic category at the ATPI Fall Contest; semifinalist in the UIL Film Festival; Hal Fulgham Scholarship recipient through the Association of Texas Photography Instructors.

Jimena Martinez — Third place in the Academy of Scholastic Broadcasting High School PSA Contest for *Not Alone*; Best Teen Thriller at the Boulder International Film Festival for *No Longer Human*; recognized by judges as an overall favorite among teen entries; Hal Fulgham Scholarship recipient through the Association of Texas Photography Instructors.

Supporting teachers are: Ericka Brown & Matthew Koby

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: May 4, 2026

Item Title: DHS Career Development Events BBQ and Forage teams

Agenda Item: Jenna Simsen

Description: Dickinson High School FFA Forage Evaluation Team represented Dickinson ISD at the **FFA Forage State Competition** held on **April 24 at Sam Houston State University**.

These students competed against top teams from across the state, applying their knowledge of forage species, hay evaluation, pasture identification, and forage management concepts.

Congratulations to the state qualifying team:

Jaidah Peterson

Xavier Kanash

Chris Reyes

Logan Carr

This group is lead by: Clay Menotti & Kaylee Coppola

**DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM**

Meeting Date: May 4, 2026

Item Title: DHS FFA

Agenda Item: Jenna Simsen

Description: Dickinson FFA had a great showing at the annual Galveston County Fair & Rodeo where students exhibited their projects, as well as participated in other contests, events, and volunteering. Congratulations to all of our Dickinson FFA & Junior FFA members who participated. We would like to recognize the following students for their top accomplishments at the Galveston County Fair & Rodeo.

Congratulations to:

Abagale Hillier – Class 4 ABC Heifer – 1st Place

Areaya McNeal – Class 1 Simbrah Heifer – 1st Place (Breed Champion)

Ava Ramirez – Class 1 Charolais Heifer – 2nd Place (Reserve Breed Champion)

Callen Ussery – Class 1 Brangus Heifer – 1st Place (Breed Champion); Rabbits – 6th Place; Class 2 Market Exotic Steer – 1st Place

Carson Botting – BBQ Team – Advancing to State (May 2nd)

Cole Jarrell – BBQ Team – Advancing to State (May 2nd)

Christopher Reyes – BBQ Team – Advancing to State (May 2nd)

Jordan Emmitte – Class 1 Brahman Heifer – 1st Place

Jeremiah Larr – Class 2 Brahman Heifer – 1st Place (Breed Champion); Class 3

Brahman Heifer – 1st Place (Reserve Breed Champion); Class 1 Lambs – 1st Place

Landon Wood – Class 2 Bull – 1st Place (Reserve Champion Overall); Class 3 Bull – 1st Place; Class 3 Brahman Heifer – 2nd Place; Class 4 Brahman Heifer – 1st Place

Lily Crow – Class 4 Goats – 1st Place

Logan Carr – Class 1 ABC Heifer – 1st Place

Mackenzey Miller – Class 2 Chianina Heifer – 1st Place

Mark Fehring – Class 2 Simbrah Heifer – 1st Place

Mattox Bass – BBQ Team – Advancing to State (May 2nd)

DHS FFA is led by: Clay Menotti

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA DOCUMENT

Item Title: Public Comment: Agenda Items

Agenda Item: Dr. Rebecca Brown

Background Information:

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

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA DOCUMENT

Item Title: Open Forum

Agenda Item: Dr. Rebecca Brown

Background Information:

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

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: May 4, 2026

Item Title: Personnel Action
• Employment
• Resignations/Retirement

Agenda Item: Kimberly Rich

- We have thirty-seven (37) new hires.
• We have nineteen (21) resignations: three (3) Teachers at Lobit Elementary, one (1) Teacher at Silbernagel Elementary, one (1) Teacher at Hughes Road Elementary, one (1) Teacher at San Leon Elementary, one (1) Teacher at Dunbar Middle School, three (3) Teachers at and one (1) assistant principal at McAdams Junior High, one (1) Teacher at Kranz Junior High, three (3) Teachers at Dickinson Junior High, four (4) Teachers at Dickinson High School, one (1) Speech Therapist in Special Programs and one (1) Curriculum Specialist in Educational Services.
• We have two (2) retirements: one (1) Teacher at San Leon Elementary, and one (1) Teacher at the Juvenile Justice Alternative Education Program.

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: May 4, 2026

Item Title: Written Reports

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

Background Information:

Written Reports

- Tax Report for March 2026 and Year to Date
- Student Attendance Report for 5th Six Weeks

Recommendation:

Information only

Action Item: _____ Yes _____ No

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: May 11, 2026

Item Title: Monthly Tax Collection Report

Agenda Item: Kelly Logsdon

Background Information:

The Monthly Tax Collection Report for March 2026 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										
2025	\$6,539,705,859	\$1.142	\$74,683,441	\$69,610,129	93.21%										
2024	\$6,717,687,426	\$1.136	\$76,312,929	\$74,848,126	98.08%										
2023	\$6,192,588,390	\$1.178	\$72,948,691	\$71,429,308	97.92%										
2022	\$6,425,908,920	\$1.294	\$83,151,261	\$81,255,889	97.72%										
2021	\$5,715,025,955	\$1.312	\$74,981,141	\$73,510,035	98.04%										
2025 Tax Year	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Jul-26	Aug-26	Totals:	% To Total	
Current Year Tax	Pending Billing	\$283,661	\$3,443,748	\$29,805,043	\$20,848,770	\$14,312,706	\$916,201						\$69,610,129		
YTD % Collected	0.00%	0.38%	4.99%	44.90%	72.82%	91.98%	93.21%	93.21%	93.21%	93.21%	93.21%	93.21%	93.21%	93.21%	
Prior Years Tax	\$76,670	\$295,000	\$71,816	\$104,540	-\$45,451	\$194,532	-\$44,394						\$652,714		
Subtotal Taxes	\$76,670	\$578,662	\$3,515,564	\$29,909,583	\$20,803,319	\$14,507,237	\$871,807	\$0	\$0	\$0	\$0	\$0	\$70,262,843	94.08%	
Penalty & Interest	\$45,093	\$101,800	\$19,311	\$28,771	\$31,480	\$132,308	\$106,456						\$465,218		
Total Taxes & P&I	\$121,763	\$680,462	\$3,534,875	\$29,938,354	\$20,834,798	\$14,639,545	\$978,264	\$0	\$0	\$0	\$0	\$0	\$70,728,061	94.70%	
Attorney Fees	\$39,667	\$88,844	\$14,547	\$22,409	\$20,689	\$52,532	\$14,896						\$253,582		
Total Collections	\$161,429	\$769,306	\$3,549,422	\$29,960,762	\$20,855,487	\$14,692,077	\$993,160	\$0	\$0	\$0	\$0	\$0	\$70,981,644	N/A	
2024 Tax Year	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Jul-25	Aug-25	Totals:	% To Total	
Current Year Tax	Pending Billing	\$1,008,961	\$4,160,211	\$30,273,360	\$25,182,086	\$10,298,945	\$1,020,459	\$1,089,228	\$543,641	\$469,157	\$453,478	\$348,601	\$74,848,126		
YTD % Collected	0.00%	1.32%	6.77%	46.44%	79.44%	92.94%	94.28%	95.70%	96.41%	97.03%	97.62%	98.08%	98.08%	98.08%	
Prior Years Tax	\$308,143	\$42,975	\$255,418	\$92,092	\$93,948	\$22,642	\$8,352	\$61,996	-\$48,917	\$21,128	\$77,918	\$42,489	\$978,184		
Subtotal Taxes	\$308,143	\$1,051,936	\$4,415,629	\$30,365,452	\$25,276,034	\$10,321,586	\$1,028,811	\$1,151,224	\$494,724	\$490,285	\$531,397	\$391,090	\$75,826,310	99.36%	
Penalty & Interest	\$80,787	\$50,584	\$36,820	\$28,243	\$39,685	\$81,267	\$82,171	\$99,039	\$53,617	\$51,187	\$105,858	\$56,890	\$766,149		
Total Taxes & P&I	\$388,930	\$1,102,520	\$4,452,449	\$30,393,695	\$25,315,719	\$10,402,854	\$1,110,981	\$1,250,263	\$548,341	\$541,472	\$637,254	\$447,981	\$76,592,459	100.37%	
Attorney Fees	\$82,803	\$46,296	\$30,428	\$25,275	\$25,696	\$19,053	\$19,912	\$24,641	\$18,992	\$12,694	\$76,489	\$50,672	\$432,953		
Total Collections	\$471,734	\$1,148,816	\$4,482,877	\$30,418,970	\$25,341,415	\$10,421,907	\$1,130,894	\$1,274,904	\$567,333	\$554,167	\$713,744	\$498,653	\$77,025,412	N/A	
2023 Tax Year	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Totals:	% To Total	
Current Year Tax	Pending Billing	\$346,649	\$4,201,147	\$10,690,333	\$43,704,416	\$9,237,281	\$821,637	\$693,793	\$417,791	\$660,870	\$439,143	\$216,247	\$71,429,308		
YTD % Collected	0.00%	0.48%	6.23%	20.89%	80.80%	93.46%	94.59%	95.54%	96.11%	97.02%	97.62%	97.92%	97.92%	97.92%	
Prior Years Tax	\$142,604	\$124,455	\$79,328	\$99,097	\$117,632	-\$317,660	\$5,285	\$37,637	\$36,518	\$59,955	\$61,384	\$24,711	\$470,948		
Subtotal Taxes	\$142,604	\$471,103	\$4,280,476	\$10,789,431	\$43,822,048	\$8,919,621	\$826,923	\$731,429	\$454,310	\$720,826	\$500,527	\$240,958	\$71,900,255	98.56%	
Penalty & Interest	\$29,785	\$49,310	\$33,568	\$23,906	\$37,414	\$65,942	\$78,589	\$62,681	\$61,992	\$93,847	\$66,719	\$54,699	\$658,452		
Total Taxes & P&I	\$172,390	\$520,413	\$4,314,043	\$10,813,336	\$43,859,463	\$8,985,563	\$905,511	\$794,111	\$516,302	\$814,673	\$567,246	\$295,657	\$72,558,708	99.47%	
Attorney Fees	\$24,342	\$40,901	\$19,529	\$20,430	\$18,526	\$26,759	\$24,840	\$18,574	\$15,472	\$25,671	\$46,337	\$44,769	\$326,150		
Total Collections	\$196,731	\$561,314	\$4,333,573	\$10,833,766	\$43,877,989	\$9,012,322	\$930,351	\$812,685	\$531,774	\$840,344	\$613,583	\$340,426	\$72,884,857	N/A	
2022 Tax Year	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23	Aug-23	Totals:	% To Total	
Current Year Tax	Pending Billing	\$596,358	\$4,347,285	\$14,001,873	\$45,222,484	\$12,213,284	\$1,302,975	\$728,414	\$799,984	\$1,089,117	\$484,760	\$469,356	\$81,255,889		
YTD % Collected	0.00%	0.72%	5.95%	22.78%	77.17%	91.86%	93.43%	94.30%	95.26%	96.57%	97.16%	97.72%	97.72%	97.72%	
Prior Years Tax	\$153,260	\$29,557	\$47,929	\$75,934	\$99,395	\$100,283	\$71,407	\$51,012	\$21,329	\$55,885	\$34,958	\$39,149	\$780,098		
Subtotal Taxes	\$153,260	\$625,915	\$4,395,215	\$14,077,806	\$45,321,879	\$12,313,567	\$1,374,382	\$779,426	\$821,313	\$1,145,002	\$519,718	\$508,505	\$82,035,987	98.66%	
Penalty & Interest	\$38,472	\$32,224	\$19,037	\$19,655	\$25,336	\$145,626	\$101,723	\$67,653	\$64,845	\$70,246	\$47,543	\$60,367	\$692,728		
Total Taxes & P&I	\$191,732	\$658,140	\$4,414,252	\$14,097,461	\$45,347,215	\$12,459,193	\$1,476,105	\$847,079	\$886,158	\$1,215,248	\$567,260	\$568,873	\$82,728,715	99.49%	
Attorney Fees	\$30,498	\$24,692	\$13,336	\$14,523	\$20,326	\$16,952	\$25,855	\$11,129	\$12,193	\$19,202	\$36,317	\$56,533	\$281,555		
Total Collections	\$222,229	\$682,832	\$4,427,588	\$14,111,984	\$45,367,541	\$12,476,145	\$1,501,960	\$858,208	\$898,350	\$1,234,450	\$603,577	\$625,406	\$83,010,271	N/A	
2021 Tax Year	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	Totals:	% To Total	
Current Year Tax	Pending Billing	\$1,088,340	\$3,747,145	\$31,980,110	\$22,328,154	\$10,529,093	\$939,131	\$675,619	\$544,593	\$936,072	\$399,801	\$341,977	\$73,510,035		
YTD % Collected	0.00%	1.45%	6.45%	49.10%	78.88%	92.92%	94.17%	95.07%	95.80%	97.05%	97.58%	98.04%	98.04%	98.04%	
Prior Years Tax	\$62,609	\$122,577	\$73,266	\$68,898	-\$73,715	\$36,019	-\$162,238	\$69,695	\$54,029	\$80,337	\$23,741	\$116,144	\$471,363		
Subtotal Taxes	\$62,609	\$1,210,917	\$3,820,410	\$32,049,008	\$22,254,439	\$10,565,113	\$776,893	\$745,315	\$598,622	\$1,016,409	\$423,542	\$458,121	\$73,981,398	98.67%	
Penalty & Interest	\$35,037	\$47,711	\$23,970	\$21,093	\$30,931	\$99,484	\$102,498	\$80,760	\$63,253	\$83,954	\$45,385	\$57,409	\$691,483		
Total Taxes & P&I	\$97,645	\$1,258,628	\$3,844,380	\$32,070,101	\$22,285,370	\$10,664,596	\$879,391	\$826,074	\$661,875	\$1,100,363	\$468,927	\$515,530	\$74,672,881	99.59%	
Attorney Fees	\$18,740	\$40,603	\$19,699	\$12,771	\$22,513	\$18,718	\$20,894	\$19,397	\$18,459	\$16,588	\$36,275	\$50,519	\$295,177		
Total Collections	\$116,385	\$1,299,231	\$3,864,080	\$32,082,872	\$22,307,883	\$10,683,314	\$900,285	\$845,471	\$680,334	\$1,116,952	\$505,202	\$566,049	\$74,968,058	N/A	

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: May 4, 2026

Item Title: Student Attendance Report for Fifth Six Weeks

Agenda Item: Kim Kelley/Dr. Angie Estes

Background Information:

Attached is data from the sixth six-week reporting period for 2025-2026 and comparison data from the 2021-22, 2022-23, 2023-24 and 2024-25 school years.

Recommendation:

Information only.

Action Item: Yes No

ADA Percentages by Campus

Campus	2021-22		2022-23		2023-2024		2024-2025		2025-2026	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
Little Elementary School										
First six weeks	503.20	90.00%	553.03	93.40%	446.98	94.3%	434.67	94.9%	414.63	94.4%
Second six weeks	524.83	92.71%	542.76	89.71%	445.22	93.3%	442.98	94.1%	420.28	94.8%
Third six weeks	527.46	93.59%	561.30	92.18%	444.74	92.7%	435.62	92.3%	407.65	92.8%
Fourth six weeks	496.74	88.69%	560.39	93.75%	448.41	93.9%	440.44	92.6%	409.62	94.1%
Fifth six weeks	527.22	93.20%	550.93	92.83%	453.06	94.5%	440.59	93.2%	408.48	93.8%
Sixth six weeks	533.21	93.30%	556.99	93.30%	445.72	92.5%	438.11	93.0%		
Yearly Average	518.78	91.92%	554.23	92.53%	447.36	93.5%	438.73	93.4%	412.13	94.0%
Lobit Elementary School										
First six weeks	667.31	92.40%	777.56	94.78%	684.91	95.6%	688.17	95.6%	1450.52	96.1%
Second six weeks	690.84	93.95%	749.23	90.64%	685.94	94.8%	694.67	95.5%	1454.78	95.8%
Third six weeks	701.01	94.40%	775.30	92.65%	679.86	94.0%	685.92	94.3%	1414.05	93.3%
Fourth six weeks	670.96	90.79%	807.93	94.69%	682.71	94.3%	704.25	95.1%	1452.17	95.2%
Fifth six weeks	705.00	94.72%	814.20	94.85%	685.07	94.5%	706.14	94.2%	1452.82	94.8%
Sixth six weeks	706.79	94.03%	819.29	94.41%	679.82	94.4%	716.24	94.9%		
Yearly Average	690.32	93.38%	790.58	93.67%	683.05	94.6%	699.23	94.9%	1444.87	95.0%
Silbernagel Elementary School										
First six weeks	532.47	92.90%	569.11	95.33%	450.17	95.2%	434.52	95.6%	414.57	94.6%
Second six weeks	547.92	93.86%	548.63	91.40%	452.33	93.3%	440.22	94.8%	422.89	95.7%
Third six weeks	541.35	93.32%	561.06	93.13%	449.90	91.8%	442.90	94.3%	412.90	93.9%
Fourth six weeks	539.35	91.89%	575.54	94.19%	460.05	92.6%	437.94	93.0%	405.69	94.5%
Fifth six weeks	559.73	94.54%	581.36	94.52%	466.50	94.3%	447.23	94.5%	401.46	94.7%
Sixth six weeks	559.12	93.61%	579.73	93.85%	458.80	93.7%	443.42	93.5%		
Yearly Average	546.66	93.35%	569.24	93.74%	456.29	93.5%	441.04	94.3%	411.50	94.7%
Hughes Road Elementary School										
First six weeks	593.52	91.80%	640.11	94.75%	539.80	95.2%	519.15	95.5%	522.39	96.0%
Second six weeks	610.14	93.00%	629.59	92.54%	534.89	93.8%	521.44	94.4%	518.06	95.1%
Third six weeks	620.29	94.53%	629.90	92.94%	530.12	91.8%	513.57	92.9%	509.63	92.6%
Fourth six weeks	608.26	91.49%	645.06	94.16%	527.95	93.0%	517.21	94.7%	525.06	94.6%
Fifth six weeks	631.25	93.48%	662.61	94.27%	533.50	94.1%	520.09	94.4%	526.39	94.5%
Sixth six weeks	640.60	93.21%	657.15	93.04%	523.17	92.8%	521.88	94.8%		
Yearly Average	617.34	92.92%	644.07	93.62%	531.57	93.5%	518.89	94.5%	520.30	94.6%
Bay Colony Elementary School										
First six weeks	601.27	93.30%	581.18	94.68%	475.02	95.4%	445.54	96.2%	474.23	95.7%
Second six weeks	604.02	92.97%	574.71	92.03%	469.85	93.5%	452.89	95.5%	473.98	95.7%
Third six weeks	605.35	93.71%	581.36	93.35%	471.42	93.7%	451.52	94.5%	468.92	93.3%
Fourth six weeks	588.93	90.56%	590.65	94.94%	479.29	94.1%	455.71	94.7%	482.13	95.3%
Fifth six weeks	610.31	93.80%	596.46	95.28%	485.44	94.8%	454.48	94.4%	482.51	95.5%
Sixth six weeks	600.96	92.73%	597.96	94.91%	476.01	93.6%	458.26	95.0%		
Yearly Average	601.81	92.85%	587.05	94.20%	476.17	94.2%	453.07	95.1%	476.35	95.1%
San Leon Elementary School										
First six weeks	539.37	91.30%	580.10	94.50%	428.02	94.6%	447.46	93.8%	484.44	94.2%
Second six weeks	563.28	92.07%	561.59	90.36%	442.70	92.0%	455.74	92.6%	479.15	92.7%
Third six weeks	574.43	92.98%	579.88	92.92%	451.24	93.1%	465.97	93.2%	468.82	90.6%
Fourth six weeks	552.76	88.78%	580.91	92.49%	445.39	92.2%	460.69	92.1%	480.12	93.3%
Fifth six weeks	575.36	92.92%	594.25	93.69%	459.56	93.9%	467.54	92.8%	476.52	92.6%
Sixth six weeks	579.29	92.67%	592.32	93.93%	455.16	92.7%	467.47	92.7%		
Yearly Average	564.08	91.79%	581.51	92.98%	447.01	93.1%	460.81	92.9%	477.81	92.7%
Calder Road Elementary										
First six weeks	606.63	92.40%	642.85	95.00%	474.24	95.1%	480.08	95.9%	463.63	96.4%
Second six weeks	628.28	93.88%	632.91	92.36%	498.85	94.6%	476.82	95.2%	459.78	94.7%
Third six weeks	624.81	94.08%	620.46	91.45%	503.68	93.6%	472.85	95.0%	459.32	93.7%
Fourth six weeks	610.73	90.86%	618.63	93.84%	516.04	94.3%	459.52	93.6%	459.47	95.0%
Fifth six weeks	644.00	94.59%	620.71	94.41%	524.91	95.3%	453.71	93.5%	458.02	94.7%
Sixth six weeks	636.21	92.88%	605.86	93.74%	517.80	93.9%	456.49	94.3%		
Yearly Average	625.11	93.12%	623.57	93.47%	505.92	94.5%	466.58	94.6%	460.05	94.9%

ADA Percentages by Campus

	2021-22		2022-23		2023-2024		2024-2025		2025-2026	
Dunbar Middle School										
First six weeks	582.59	91.60%	619.10	95.03%	543.78	95.3%	526.12	95.4%	506.17	95.2%
Second six weeks	602.60	93.41%	604.00	92.40%	545.91	94.8%	529.26	94.6%	501.83	94.6%
Third six weeks	618.95	93.16%	614.68	93.96%	545.16	94.4%	525.80	93.7%	486.74	91.9%
Fourth six weeks	593.85	88.91%	611.44	94.25%	548.43	94.5%	517.50	92.6%	499.68	94.1%
Fifth six weeks	619.38	93.42%	609.29	94.21%	554.04	95.3%	522.32	93.4%	497.86	93.6%
Sixth six weeks	622.71	93.52%	612.46	93.88%	539.68	93.8%	519.18	93.0%		
Yearly Average	606.68	92.34%	611.83	93.96%	546.17	94.7%	523.36	93.8%	498.46	93.9%
Barber Middle School										
First six weeks	544.27	93.20%	535.87	95.83%	579.70	95.3%	571.69	94.8%	547.07	95.7%
Second six weeks	558.34	95.33%	527.38	92.83%	576.87	93.6%	576.48	93.9%	543.22	95.0%
Third six weeks	555.10	94.71%	533.40	93.66%	574.36	92.9%	572.03	93.3%	533.03	93.7%
Fourth six weeks	539.67	91.83%	537.30	94.15%	578.32	93.3%	571.23	92.5%	536.29	94.7%
Fifth six weeks	564.15	94.96%	544.68	94.41%	581.93	94.3%	579.00	93.5%	537.39	95.2%
Sixth six weeks	563.03	94.57%	543.58	94.01%	575.37	93.1%	576.76	93.6%		
Yearly Average	554.09	94.10%	537.03	94.15%	577.76	93.8%	574.53	93.6%	539.40	94.9%
Lobit Middle School										
First six weeks	472.62	91.70%	558.87	95.96%	596.22	96.4%	625.69	96.4%		
Second six weeks	494.79	94.70%	544.83	93.57%	588.35	95.6%	637.67	95.9%		
Third six weeks	496.75	93.85%	541.96	92.92%	578.92	94.4%	638.33	95.6%		
Fourth six weeks	476.96	90.63%	557.89	95.00%	587.25	94.9%	634.04	95.0%		
Fifth six weeks	497.24	94.82%	549.71	94.57%	593.52	95.6%	630.21	94.7%		
Sixth six weeks	492.64	94.00%	544.24	94.31%	588.84	94.7%	630.85	95.1%		
Yearly Average	488.50	93.28%	549.58	94.39%	588.85	95.3%	632.80	95.5%		
McAdams Junior High School										
First six weeks	825.62	92.20%	893.40	95.42%	800.93	94.9%	834.81	95.1%	844.47	95.2%
Second six weeks	850.04	93.52%	872.92	92.12%	801.91	94.3%	842.37	94.5%	845.48	94.6%
Third six weeks	835.45	91.67%	874.04	92.47%	788.60	92.5%	840.93	93.8%	828.63	93.0%
Fourth six weeks	808.78	88.73%	874.19	93.25%	793.50	92.4%	830.12	92.9%	837.77	93.9%
Fifth six weeks	847.83	92.94%	880.11	93.13%	806.26	93.0%	837.46	93.5%	832.74	93.7%
Sixth six weeks	843.22	92.14%	882.69	92.57%	785.40	91.3%	835.82	93.6%		
Yearly Average	835.16	91.87%	879.56	93.16%	796.10	93.1%	836.92	93.9%	837.82	94.1%
Kranz Junior High School										
First six weeks	873.11	92.10%	919.93	95.33%	942.48	95.4%	821.58	95.5%	825.70	95.2%
Second six weeks	905.56	94.04%	906.04	92.64%	937.39	94.6%	830.15	94.7%	826.78	94.7%
Third six weeks	895.55	92.58%	914.80	93.34%	938.28	93.7%	823.07	93.8%	812.83	92.9%
Fourth six weeks	864.89	89.51%	925.33	93.68%	931.82	93.2%	818.73	93.0%	819.62	93.5%
Fifth six weeks	904.80	93.49%	928.34	93.90%	937.48	94.3%	825.79	93.1%	811.50	93.4%
Sixth six weeks	898.30	93.18%	917.42	92.90%	919.58	92.5%	825.69	92.7%		
Yearly Average	890.37	92.48%	918.64	93.63%	934.51	94.0%	824.17	93.8%	819.29	93.9%
Dickinson Junior High School										
First six weeks					960.63	95.6%	999.38	95.9%	1088.10	95.7%
Second six weeks					954.78	94.2%	1007.22	95.2%	1096.30	96.0%
Third six weeks					950.64	93.8%	1005.73	94.8%	1067.53	93.4%
Fourth six weeks					944.68	93.3%	1006.17	94.4%	1093.39	94.3%
Fifth six weeks					949.59	94.4%	1009.23	94.5%	1088.21	94.1%
Sixth six weeks					931.74	93.1%	1010.94	94.4%		
Yearly Average					948.68	94.1%	1006.45	94.9%	1086.71	94.7%
Dickinson High School										
First six weeks	3158.21	91.70%	3403.82	93.78%	3534.48	94.4%	3581.29	94.5%	3553.96	94.7%
Second six weeks	3215.14	92.04%	3320.80	91.32%	3498.83	93.4%	3571.83	93.5%	3511.21	93.4%
Third six weeks	3202.00	92.19%	3328.97	93.25%	3476.92	93.4%	3523.14	93.1%	3479.61	93.3%
Fourth six weeks	3019.70	88.55%	3246.65	92.93%	3370.39	92.3%	3428.00	92.2%	3401.48	93.2%
Fifth six weeks	3118.68	92.49%	3227.29	93.21%	3352.09	92.9%	3419.90	92.4%	3352.49	92.7%
Sixth six weeks	3051.13	91.41%	3215.91	93.32%	3299.17	92.0%	3344.90	92.6%		
Yearly Average	3127.48	91.40%	3290.57	92.97%	3421.98	93.1%	3478.18	93.1%	3459.75	93.5%

ADA Percentages by Campus

	2021-22		2022-23		2023-2024		2024-2025		2025-2026	
Dickinson Continuation Center										
First six weeks	68.85	88.90%	78.10	94.32%	81.56	95.2%	56.81	92.3%	69.33	88.1%
Second six weeks	59.38	85.67%	72.88	92.30%	78.83	93.3%	62.33	87.6%	64.13	85.5%
Third six weeks	45.95	87.94%	58.00	93.79%	69.32	94.3%	61.07	86.6%	50.57	80.9%
Fourth six weeks	66.52	85.00%	71.48	90.95%	67.11	90.7%	63.58	84.3%	75.31	82.9%
Fifth six weeks	59.39	87.86%	54.86	90.62%	51.96	89.7%	57.11	82.8%	66.18	84.0%
Sixth six weeks	45.52	89.99%	37.67	87.11%	35.08	88.6%	35.18	84.3%		
Yearly Average	57.60	87.56%	62.16	91.52%	63.98	92.0%	56.01	86.3%	65.10	84.3%
Transforming Lives Cooperative										
First six weeks	8.00	100.00%	6.43	99.48%	7.93	100.0%	6.65	100.0%	7.87	100.0%
Second six weeks	8.66	99.60%	8.00	100.00%	8.83	100.0%	8.48	100.0%	5.39	100.0%
Third six weeks	8.30	100.00%	7.24	100.00%	8.72	100.0%	8.10	100.0%	5.73	100.0%
Fourth six weeks	6.92	99.45%	7.74	100.00%	5.61	100.0%	6.85	100.0%	4.65	100.0%
Fifth six weeks	6.21	97.24%	9.54	98.52%	5.15	100.0%	7.93	100.0%	5.43	100.0%
Sixth six weeks	6.73	100.00%	6.97	100.00%	5.50	100.0%	8.82	100.0%		
Yearly Average	7.47	99.38%	7.65	99.67%	6.96	100.0%	7.80	100.0%	5.81	100.0%
Galveston County Detention Facility										
First six weeks	13.81	98.20%	17.53	99.81%	15.11	100.0%	17.39	100.0%	26.77	100.0%
Second six weeks	17.13	99.81%	19.08	100.00%	17.96	100.0%	23.93	99.4%	26.04	100.0%
Third six weeks	15.96	100.00%	17.64	100.00%	18.32	100.0%	21.93	99.8%	22.37	98.4%
Fourth six weeks	19.22	100.00%	17.22	99.79%	19.96	100.0%	22.00	100.0%	24.50	100.0%
Fifth six weeks	22.59	100.00%	15.21	100.00%	17.11	100.0%	19.96	100.0%	22.79	99.2%
Sixth six weeks	16.52	100.00%	19.36	100.00%	20.53	100.0%	15.15	100.0%		
Yearly Average	17.54	99.67%	17.67	99.93%	18.17	100.0%	20.06	99.9%	24.49	99.5%
Coastal Alternative Program										
First six weeks	1.00	92.90%	1.40	95.45%	2.73	79.8%	3.86	87.8%	5.14	74.2%
Second six weeks	1.58	78.85%	2.52	66.25%	3.07	80.6%	5.04	82.9%	3.78	69.9%
Third six weeks	3.00	86.96%	11.08	72.48%	2.89	69.2%	6.67	74.6%	3.33	65.4%
Fourth six weeks	4.23	94.62%	11.12	66.90%	4.50	82.4%	7.84	66.4%	0.59	45.9%
Fifth six weeks	5.53	83.19%	9.41	63.50%	6.62	72.9%	9.00	64.3%	3.22	71.8%
Sixth six weeks	4.97	82.81%	6.38	73.33%	5.35	60.7%	8.44	61.5%		
Yearly Average	3.39	86.56%	6.99	72.99%	4.19	74.3%	6.81	72.9%	3.21	65.4%
DISTRICT TOTAL										
First six weeks	10592.08	92.00%	11378.39	94.65%	11564.69	94.9%	11494.86	95.3%	11698.95	95.2%
Second six weeks	10882.53	93.11%	11111.87	91.72%	11542.49	93.9%	11579.52	94.1%	11653.07	94.5%
Third six weeks	10871.84	93.07%	11211.07	93.00%	11483.09	92.7%	11495.14	93.1%	11431.67	93.0%
Fourth six weeks	10468.47	89.66%	11239.45	93.64%	11411.41	93.4%	11381.81	92.2%	11507.07	94.0%
Fifth six weeks	10898.67	93.43%	11248.94	93.83%	11463.78	93.5%	11407.69	92.2%	11424.00	93.7%
Sixth six weeks	10800.95	92.73%	11195.98	93.54%	11262.72	91.9%	11313.59	92.2%	0.00	0.0%
Actual ADA for School Year	10752.42	92.33%	11230.95	93.40%	11454.70	93.4%	11445.44	93.2%	11542.95	94.1%
Projected ADA for School Year	*11400		*11200		*11800		*11900		*11900	

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: May 4, 2026

Item Title: Oath of Office

Agenda Item: Dr. Rebecca Brown

The Oath of Office will be administered to Single Member Districts #1 and #2 of the Board of Trustees by Recording Secretary and Notary, Rachel Baker.

Action Item: Yes No

In the name and by the authority of

The State of Texas

OATH OF OFFICE

I, **Mike Mackey** , do solemnly swear (or affirm), that I will faithfully execute the duties of the office of Trustee for the Dickinson Independent School District of the State of Texas, and will to the best of my ability preserve, protect, and defend the Constitution and laws of the United States and of this State, so help me God.

Signature of Trustee

SWORN TO and subscribed before me by the Trustee on this 4th day of May, 2026.

(Seal)

Rachel Baker

Rachel Baker

Printed Name

Notary Public

In the name and by the authority of

The State of Texas

OATH OF OFFICE

I, **Veanna Veasey** , do solemnly swear (or affirm), that I will faithfully execute the duties of the office of Trustee for the Dickinson Independent School District of the State of Texas, and will to the best of my ability preserve, protect, and defend the Constitution and laws of the United States and of this State, so help me God.

Signature of Trustee

SWORN TO and subscribed before me by the Trustee on this 4th day of May, 2026.

(Seal)

Rachel Baker

Rachel Baker

Printed Name

Notary Public

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: May 4, 2026

Item Title: Reorganization of the Board of Trustees, Including Election of Officers

Agenda Item: Dr. Rebecca Brown

The floor is now open to elections for the following offices. A Notification of Self-Nomination for Officer of the Board of Trustees for Dickinson ISD is attached.

President:

_____ nominated by
_____ second by _____ vote _____

_____ nominated by
_____ second by _____ vote _____

Vice President:

_____ nominated by
_____ second by _____ vote _____

_____ nominated by
_____ second by _____ vote _____

Secretary:

_____ nominated by
_____ second by _____ vote _____

_____ nominated by
_____ second by _____ vote _____

DICKINSON INDEPENDENT SCHOOL DISTRICT

Notification of Self-Nomination for Officer Board of Trustees – Dickinson ISD

1. **Corey Magliolo** has informed the Superintendent's office of self-nomination for the office of president of the board of trustees, Dickinson ISD.
2. **Jessica Rodriguez** has informed the Superintendent's office of self-nomination for the office of vice president of the board of trustees, Dickinson ISD
3. **Veanna Veasey** has informed the Superintendent's office of self-nomination for the office of secretary of the board of trustees, Dickinson ISD.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: May 4, 2026

Item Title: Library Book Review and Purchase

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

Background Information:

All new library purchases must be board approved. Librarians and the Coordinator of Digital Materials and Libraries have ensured the following:

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

Recommendation:

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

Action Item: Yes No

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

List posted 03.06.26

Book Title	Author	ISBN	Grade Interest Level per Publisher
Alberto Salas juega a la paka paka con la papa	Fajardo, Sara Andrea	9781250905932	K-3
Are we there yet? : the first road trip across the USA	McAnulty, Stacy	9781665937474	K-3
Badge quest. Book 1,A cheesy brie-ginning!	Kopsombut, Guy	9781524892302	K-3
Birdlore : the iridescent life of Florence Merriam Bailey	Keating, Jess	9780593488584	K-3
Casey's cases. Everything is terrible	Healy, Kay	9798368793887	3-6
I'm a dumbo octopus! : a graphic guide to cephalopods	Lambelet, Anne	9798765661376	3-6
Safe crossing	Percival, Kari	9781797214566	K-3
Saved by the smell (My Mad Scientist Series)	Lerner, Jarrett	9798368772349	K-3
The fire-breathing duckling	Cammuso, Frank	9781662665332	K-3
The true and lucky life of a turtle	Montgomery, Sy	9780063325166	K-3
A gift of dust : how Saharan plumes feed the planet	Brockenbrough, Martha	9780593428436	K-3
A pocket full of rocks	Mahoney, Kristin	9780593428559	K-3
A snow day for Amos McGee	Stead, Philip Christian	9781250324733	K-3
A Stickler valentine	Smith, Lane	9798217025367	K-3
Alberto Salas juega a la paka paka con la papa	Fajardo, Sara Andrea	9781250905932	K-3
Casey's cases. The mysterious new girl	Healy, Kay	9798368793870	3-6
Bearsuit Turtle makes a friend	Shea, Bob	9781419771552	k-3
Bearsuit Turtle Plays a Game	Shea, Bob	9781419771576	k-3
Bianca and the butterfly	Ruzzier, Sergio	9780063295889	k-3
City of secrets	Flanagan, Liz	9798368794082	3-6
City summer, country summer	Laymon, Kiese	9780593405567	k-3
El oso polar y la bailarina	Velasquez, Eric	9780823456772	k-3
Elsa's chessboard	Andrus, Jenny Gewing	9780823454082	k-3
Fairy Door Diaries Eliza and the Hobgoblins	McDonald, Megan	9798318911576	k-3
Finding forgiveness	Bartolj, Marta	9781797223964	k-3
Five little friends : a collection of finger rhymes	Taylor, Sean	9781536242911	k-3
Giant parsnip soup	Sosa, Daniela	9781665961967	k-3
Go tell it : how James Baldwin became a writer		9780316483933	k-3
Green Jolene and the neighborhood swap	Mass, Wendy	9781368107563	k-3
Hard Hat Hank	Gunnufson, Charlotte	9781368108294	k-3
Hello, I'm a sloth	Rocco, Hayley	9780593618127	k-3
Hello, I'm an axolotl	Rocco, Hayley	9780593618219	k-3
How to spot a mermaid	Yolen, Jane	9781452182735	k-3
If we were dogs	Blackall, Sophie	9780316581721	k-3

If you find a fawn : a what-to-do for wild wanderers	Gillis, Kellie DuBay	9781368107075	k-3
Into the dark forest	Flanagan, Liz	9798368794075	k-3
Jim! : six true stories about one great artist : James Marshall	Connors, Jerrold	9780593859346	k-3
Kind Karl : a little crocodile with big feelings	Salzberg, Sharon	9781645472476	k-3
Language of Birds	Lappano, Jon-Erik	9780593806661	k-3
Nibbles the Book Monster	Emma Tarlett	978-1-61067-467-6	k-3
Flat Cat	Tara Lazar	978-0-593-40457-7	k-3
Eraser	Anna Kang	978-1-50390-258-9	k-3
Acorn was a little wild	jen arena	978-1-53448-315-6	Ages 4-8
Flamingo Flamenco	Brooke Jorden	978-1-64170-235-5	Pre-K/K
Love Monster	Rachel Bright	978-0-374-34646-1	Ages 2-4
Marshmallow martians. 1, Show and smell	Kent, Deanna	9780593566077	K-3
Marshmallow martians. 2, Earth School	Kent, Deanna	9780593566107	K-3
Marshmallow martians. 3, Museum sleepover	Kent, Deanna	9780593566138	K-3
Pocket Peaches At the Fair	Wang, Dora	9781524878658	3-6
Pocket Peaches Game On	Wang, Dora	9781524896157	3-6
Babysitter's Little Sister Karen's Prize	Grant, Shaunna	9781546110071	3-6
Lighthouse ladies : shining a spotlight on hardy heroines	Coronado, Kris	9780063351837	k-3
Love finds a way	Kousky, Vern	9781250334756	k-3
Magic in a drop of water : how Ruth Patrick taught the world about water pollution	Winterbottom, Julie	9780593620229	k-3
Mariam's dream : the story of Mariam Al-Shaar and her food truck of hope	Boukarim, Leila	9781797222332	k-3
Menu do Sunday : a Spanglish counting book	Aguila, Maria Dolores	9780593462256	k-3
Mistaco! : a tale of tragedy y tortillas	Kinkz, Eliza	9780593700235	k-3
Mistaco! : un recuento de tragedias y tortillas	Kinkz, Eliza	9798890984456	k-3
Monsters in the moonlight : a Yalda night adventure	Merabian, Sina	9781534496842	k-3
Night chef	Song, Mika	9798368792477	k-3
No more chairs	Gill, Dan	9780316552691	k-3
Nunu and the sea	Kung, Isabella	9780593812730	k-3
One can be	Miller, Pat Zietlow	9781506499932	k-3
Paper chase	Donaldson, Julia	9798225014636	k-3
Pen Pals	Angleberger, Tom	9781419772825	k-3
Polvo solar	Pena, Zeke	9798217003976	k-3
Precious	Aponte, Carlos	9798217004720	k-3
Precious	Aponte, Carlos	9780593856802	k-3
Rabbit's feat	Saltzberg, Barney	9781662640803	k-3

Revolutionary Mary : the true story of one woman, the Declaration of Independence, and America's fight for freedom	Blumenthal, Karen	9781626723115	k-3
Seven skies all at once	Kooser, Ted	9781536229004	k-3
Seven ways through the woods	Reese, Jenn	9780063356269	k-3
Sparkles for Sunny	Chen, Sylvia	9780593694626	k-3
Sundust	Pena, Zeke	9780593700112	k-3
The Case of the Heartbreak Heist	Curran-Bauer, Christee	9798368787947	k-3
The couch in the yard	Hoefler, Kate	9780823456758	k-3
The dog who made it better	Nolte, Katherin	9780593814710	3-6
The hidden sea	Flanagan, Liz	9798368787930	3-6
The house that floated	Guojing	9780593709061	k-3
The library in the woods	Ramsey, Calvin A	9781541599123	k-3
The Magician Next Door	Chivers Khoo, Rachel	9798318911958	3-6
The music inside us : Yo- Yo Ma & his gifts to the world	Howe, James	9781419755217	k-3
The peanut man	Deedy, Carmen Agra	9781682635681	k-3
The polar bear and the ballerina	Velasquez, Eric	97808234449187	k-3
The spider lady : Nan Songer and her arachnid WW II army	Klostermann, Penny Parker	9781662680359	3-6
The zombees	Colon, Justin	9781665922500	k-3
This year, a witch!	Abbott, Zoey	9781665956024	k-3
Toes, teeth, and tentacles : a curious counting book	Jenkins, Steve	9780316456692	k-3
Trapped in the tar pit : how paleontologists unearthed a city's prehistoric past	Stremer, Jessica	9781665953177	k-3
Unsettling salad!	Reynolds, Aaron	9781665961110	k-3
When Alexander graced the table	Smalls, Alexander	9781534488724	k-3
Where the deer slip through	Howes, Katey	9781665918275	k-3
Who meows? : a book of animal sounds	Page, Robin	9781665959568	k-3
Wrong time rooster	Parkin, Michael	9781838749194	k-3
You and me, anemone : a story about friendship and personal space	Vail, Rachel	9780063414723	k-3
Yvonne Clark and her engineering spark	Wells, Allen R	9780374391355	k-3
Zebra and Yak : the backwards alphabet book	Friedrich, Paul	9798217002108	k-3
Over and Under the Snow	Messner, Kate	9780811867849	PK-3
the Power of Snow	Raczka, Bob	9780593532331	PK-4
Diez Maneras de Escuchar la Nieve	Camper, Cathy	9781728450919	PK-3
The Helping Sweater	Davidson, Rachel	9780316516198	PK-3
A Hat for Mrs. Goldman	Edwards, michelle	9780553497106	PK-3
That's My Sweater	von Innerebner, Jessika	9780593461945	PK-3
Sweater Weather	Phelan, Matt	9780062934147	PK-3

To See an Owl	Cordell, Matthew	9780593649893	PK-3
Together, United	Charles, Tami	9781338752052	PK-3
Supergenios Valcanes, Tornados, y Tsunamis	Zubieta, H.M.	9788419507587	GR 2-5
All About Rocks and Minerals	Trusiani, Lisa	9781638781288	K-3
Wanda oye las estrellas	Hansen, Amy	9781623544881	Gr 1-4
The Hospital The Inside Story	Nwora, Christle	9781684492046	ages 5-8
Tornadoes	Simon, Seymour	9780062470331	Gr 1-5
Surviving Tornadoes	Raum, Elizabeth	9781410940995	Gr 3
Los Tornados	Rice, William	9781433321559	ages 7-13
Tornadoes	Wendorff, Anne	9781626174672	Gr 2-5
Butterflies for Kids	Davidson, Lauren	9798886086577	ages 6-9
Scaredy Squirrel Goes Camping	Watt, Melanie	9780593428962	PK-3
Scaredy Squirrel Visits the Doctor	Watt, Melanie	9780593307434	PK-3
Scaredy Squirrel Gets Festive	Watt, Melanie	9780593307618	Gr 1-4
I am Ingrid	To, Vivienne	9781546147558	PK-3
A Rainbow in Your Cloud	Mucciolo, Amina	9781338792409	PK-3
The Gift of Words	Reynolds, Peter	9781339000343	PK-3
Braided Roots	Westbrook, Pasha	9781339015385	PK-3
Hop Helps Out	Brown, Marc	9781339035680	PK-3
Over in the Mangrove	Gopal, Jyoti	9781546103332	PK-3
Maya's Holi	Umrigar, Thrity	9781338875553	K-3
Dora Adventure Awaits	Valdez, Kiara	9781546120261	K-3
Peppa Pig: Our New Baby Sister	Spinner, Cala	9781546172994	K-3
When I Grow Up I Want to be Me	Magsamen, Sandra	9781546141686	K-3
Ruby Bridges A Talk with My Teacher	Bridges, Ruby	9781338753943	K-3
You Make the World	Van, Muon	9781338822045	K-3
Love from Clifford the Big Red Dog	Swank, Smantha	9781546175933	K-3
I can grow it	Greenawalt, Kelly	9781338883534	PK-1
There was an old lady who swallowed shell!	Colandro, Lucille	9781546164111	K-3
Pig the Monster	Blabey, Aaron	9781546122708	PK-K
Tiny T Rex and the Tricks of Treating	Stutzman, Jonathan	9781452184906	PK-K
Tiny T Rex and the Perfect Valentine	Stutzman, Jonathan	9781452184890	PK-K
Duck, Duck, Goose	Hills, Tad	9781524766153	PK-Gr 2
The Future Book	Mac Barnett	979-8217033171	k-3
Candy's Colorful World	Michael Oatley	9781965388211	k-3
Maybe? Mais Out	Ben Levey	9780722357637	k-3

We Don't Like Bertie	Sally Anderson	9780722357774	k-3
The You That's Out There	Rebecca Louick	979-8-9924521-0-5	k-3
Diary of a Nature Nerd	Tiffany Everett	9781339012384	2-5
Press Start: The Super Jump Between Worlds #17	Thomas Flintham	9781546183570	K-2
Diary of a Pug: Pug Goes to Hollywood #15	Kyla May	978-0-8479-1221-6	Age 5-7; PK-2
Dragon Masters: Defending the Swamp Dragon #31	Tracey West	978-0-8479-1187-5	Age 6-8; Gr 1-3
Goosebumps: House of Shivers: What We Do at Night #7	R.L. Stine	978-0-8479-1391-6	Age 8-12; Gr 3-7
Press Start: Battle of the Super Rabbit Boys! #18	Thomas Flintham	978-0-8479-1177-6	Age 5-7; PK-2
Dragon Girls: Charlotte the Rose Dragon #20	Maddy Mara	978-0-8479-1181-3	Gr 3-6
Dragon Masters: Heart of the Ruby Dragon #32	Tracey West	978-0-8479-1193-6	Gr K-3
A Knot is Not a Tangle	Daniel Nayeri	978-0-593-80969-3	Gr PK-3
The Mighty Macy	Kwame Alexander	978-0-316-44216-9	Gr 1-5
Desmond Cole Ghost Patrol: The Haunted House Next Door	Andres Miedoso	979-83-18-92151-3	Gr PK-4
It's My Bird-Day! (Pigeon)	Mo Willems	978-0-8479-0572-0	K-3
Llama Llama Graduation Day	Anna Dewdney	978-0-593-35323-3	K-3; age 2-5
Mardi Gras (Pebble Explore: Traditions & Celebrations)	Laura K Murray	979-88-7528-437-3	Gr 2-3
Navigating Night	Julie Leung	978-0-593-89769-0	PK-3
The Shermys and Shake Not So Bossy Best Friend (Shermy & Shake #3)	Kirby Larson	979-83-18-91181-1	Gr 1-4
The Sweater: A Story of Community	Larissa Theule	978-0-593-52894-5	PK-2
A Thank You Letter to My Teacher	Deb Adamson	978-1-46423-562-7	PK-3
Werewolves Don't Keep Diaries	Suzanne Sutherland	979-83-18-90982-5	Gr 1-3
Whirby	Molly Harris	978-0-06-338547-4	PK-3
Why Space Will Freak You Out: The Scariest, Strangest Parts of the Universe	Kimberly Arcand	979-83-18-92637-2	Gr 1-5
The Wildest Thing	Emily Winfield Martin	979-82-17-02399-8	K-3
Worm and Butterfly are friends always	Kaz Windness	979-83-18-92166-7	PK-1
Chancho el monstruo (Pig The Pug)	Blabey, Aaron	979-83-687-4777-4	Pre-K/K

List posted 03.06.26

Title	Author	ISBN	Interest Level per Publisher
Mixed-Up	Kami Garcia	978-1-250-84088-2	3rd-6th
Speak Up, Santiago!	Julio Anta	978-0-593-65163-6	3rd-6th
Introducing Sandwina	Vicki Conrad	978-1-6626-8015-1	2nd-5th
The Library of Unruly Treasures	Jeanne Birdsall	978-0-525-57905-2	3rd-6th
Wanda Hears the Stars	Amy S. Hansen	978-1-62354-487-4	1st-4th
Danilo Was Here	Tamika Burgess	978-0-06-315966-2	4th-6th
Takedown	Laura Shovan	978-0-553-52144-3	4th-6th
Press 1 for Invasion	J.A. Dauber	978-1-6659-7477-6	3rd-6th
Max Meow Cat Crusader	John Gallagar	978-0-593-12105-4	Upper Elementary
The Raven	Edgar Allen Poe	978-0-7624-8961-9	Grades: 1-3
Inside the NFL: Baltimore Ravens	Luke Hanlon	978-1-09829-664-3	Grades: 4-9
Inside the NFL: San Francisco 49ers	Ted Coleman	978-1-09829-689-6	Grades: 4-9
Inside the NFL: Houston Texans	Charlie Beattie	978-1-09829-674-2	Grades: 4-9
Inside the NFL: Kansas City Chiefs	Charlie Beattie	978-1-09829-677-3	Grades: 4-9
Inside the NFL: Green Bay Packers	Charlie Beattie	978-1-09829-673-5	Grades: 4-9
Inside the NFL: Dallas Cowboys	Charlie Beattie	978-1-09829-670-4	Grades: 4-9
Soccer Record Breakers	Nick Hunter	978-1-66907-595-0	Ages: 8-11
Top 10 Moments in Soccer	Nathan Sommer	979-88-957751-3-4	Ages: 7-10
Diary of a Wimpy Kid: Fight or Flight	Jeff Kinney	979-83-18-95047-6	Grades 3-7
Winging It	Megan Wagner Lloyd	9781338818529	Gr 3-7
Outfoxed	Elise McMullen-Ciotti	9781339014876	Gr 3-6
Just Like Home: Love Rolls In	Erin Soderberg Downing	9781546124924	Gr 3-6
Stealing the Score	Sylvia Liu	9781546178910	Gr 3-6
FGTeeV: Campfire Tales: Cursed Campground	FGTeeV	9780063456143	Gr 3-6
Aphmau: Searching for Home	Aphmau	9780063466616	Gr 3-6
Dragon Girls: Charlotte the Rose Dragon #20	Maddy Mara	978-0-8479-1181-3	Gr 3-6
I Survived the Bombing of Pearl Harbor, 1941	Lauren Tarshis	978-0-8479-1198-1	Gr 3-7
The Fate of Finnegan Quick	Larry Hayes	978-0-8479-0969-8	Age 9-11

I Survived the California Wildfires	Lauren Tarshis	978-0-8479-0286-6	Gr 3-7
Mixed Feelings	Sara Amini	979-83-687-9585-0	Gr 3-6
Mystery on Macaw Mountain	Maria Jose Fitzgerald	978-0-593-48874-4	Gr 3-6
Not so Neurotypical: 30 People with ADHD	Terrance Crawford	979-88-8160-550-6	Gr 3-5
The Book of Anansi Book #2	Angie Thomas	978-1-42052-904-3	Age 8-12
Karen's Surprise (Babysitters Little Sister #12)	Shauna J Grant	979-83-687-9576-8	Gr 2-5
A Sea Monster Conundrum (The Misfits #3)	Lisa Yee	979-82-17-02378-3	Follett: Gr 3-6
Wrong Friend	Charise Mericle Harper	979-83-687-8369-7	Age 8-12
Haunted House: Diary of a Roblox Pro Book #9	Ari Avatar	979-83-687-8353-6	Gr 2-5

List posted 03.06.26

Title	Author	ISBN	Interest Level per Publisher
12 biggest breakthroughs in transportation technology	Eboch, M. M	9781645823025, 9781645823346	5-8
Alarming afterlife : scary cemeteries and graveyards	Allen, Judy	9798368722276, 9798892320719, 9798892326032	5-8
America redux : visual stories from our dynamic history	Aberg-Riger, Ariel	9798368711065, 9780063057531, 9780063057548	3-6
Ancient innovations that shaped history	Gitlin, Marty	9798368761046, 9781668947340, 9781668948736	3-6
Ancient laws : the weird and the deadly	Gitlin, Marty	9798368761053, 9781668947333, 9781668948729	5-8
Beasts of the uncanny wild	Lin, Cindy	9780063064843	5-8
The beat I drum	Bowling, Dusti	9798368760759, 9781454957058, 9781454957065	5-8
Beetle & the Chimera Carnival	Layne, Aliza	9798368755397, 9781665907484, 9781665907477	5-8
The big book of barf : a spewnami of sick science, hurled history, and body oddities	Lorencen, Vicky	9780593707913	5-8
Bird in the Air Means We Can Still Breathe	Browne, Mahogany L	9798318935947, 9780593486474, 9780593486504	3-6
Cassi and the house of memories	Stuart, Dean	9798368759920, 9780593351123, 9780593351130	5-8
The chalice of the gods	Riordan, Rick	9798368752754, 9781368098175, 9781368098267	3-6
Charles M. Schultz : the creator of Snoopy & Peanuts	Kuki, Yuzuru	9781772943443	YA
Chef's secret	Yang, Kelly	9781546138662	3-6
Destination Moon : the remarkable and improbable voyage of Apollo 11	Maurer, Richard	9781668886052, 9781250830111	YA
Dracula's brunch club	Gonsar, Brian	9798368781617, 9781637158401	3-6
Europa	Ponti, James	9781665959988	3-6
Fault lines in the Constitution : the framers, their fights, and the flaws that affect us today	Levinson, Cynthia	9798368775289, 9781682637685, 9781682638040	3-6
The freedom seeker	Gupta, Ruchira	9781339012421	3-6
A game of Noctis	Fagan, Deva	9798368755014, 9781665930192, 9781665930208	5-8
Gloom	Mackay, Jack	9798318949050, 9780593693834, 9780593693858	3-6
A Hero's Guide to Summer Vacation	Cartaya, Pablo	9798318946851, 9780451479754, 9780451479761	3-6
Hikaru in the light! 1	Matsuda, Mai	9798368776514, 9781546140993, 9781546140986	3-6
House of quiet	White, Kiersten	9780593806579	5-8
The house with no keys	Currie, Lindsay	9781464234941	3-6
How to talk to your succulent	Persico, Zoe	9781774883129, 9781774883143	3-6
Hunger's bite	Robin, Taylor	9781454950240, 9781454950257	5-8
Hurricane heist	Ponti, James	9781665932561	5-8
In the name of the mermaid princess. 1	Fumikawa, Yoshino	9781974742738	5-8
It's watching	Currie, Lindsay	9798368751436, 9780593811641, 9780593811634, 9780593811665	5-8
Kyra, just for today	Zarr, Sara	9780063045132	5-8
The legend of the last library	Cole, Frank	9798318913624, 9781639932382, 9781639934607	5-8
The legendary Scarlett & Browne	Stroud, Jonathan	9798318936722, 9780593707364, 9780593707395	5-8
The mine wars : the bloody fight for workers' rights in the West Virginia coal fields	Watkins, Steve	9781547612185	3-6
My life with the Walter boys	Novak, Ali	9781713763772, 9781464230080, 9781728205472	3-6
The rise of Neptune	Reintgen, Scott	9781665946544	3-6
The singular life of Aria Patel	Ahmed, Samira	9780316548687	3-6
The sky was my blanket : a young man's journey across wartime Europe	Shulevitz, Uri	9780374392468	5-8
Social media in the age of Socrates	Gitlin, Marty	9798368761077, 9781668947357, 9781668948743	5-8
Stage fright	Parris, Wendy	9798217024124, 9780593807996	5-8

A Study in Secrets	Florence, Debbi Michiko	9798318923098, 9781665950473, 9781665950480	5-8
Vanya and the wild hunt	Mandanna, Sangu	9781250899835	5-8
We fell apart	Lockhart, E	9780593899175, 9780593899168	3-6
Where only storms grow	Colman, Alyssa	9798318947070, 9780374392789	5-8
White lies : how the South lost the Civil War, then rewrote the history	Bausum, Ann	9798318946080, 9781250816573	3-6
<i>Busted</i>	Dan Geimenhart	9781250378361	Grades 3-6
<i>A Glimmer of Change</i>	Ellie McNicoll	978-0-593-90247-9	Grades 3-7
<i>The Tear Collector</i>	R.M. Romero	978-0-316-57804-2	8-12
<i>The Treasure of Ocean Parkway</i>	Sarvenaz Tash	978-0-593-80982-2	3-6
<i>Candle Island</i>	Lauren Walk	979-83-18-94380-5	5-8
<i>The Garden Just Beyond</i>	Lindsey Leavitt	978-1-25085-852-8	5-8
<i>The Sky Was my Blanket</i>	Uri Shulevitz	978-0-374-39246-8	5-8
<i>Dracula's Brunch Club</i>	Brian Gonsar	979-83-687-8161-7	3-6
<i>The Other Side of Tomorrow</i>	Tina Cho	979-83-687-3762-1	5-8
<i>We are Not Alone</i>	Katryn Bury	978-0-06-333741-1	5-8
Coach (Track, Book 5)	Jason Reynolds	979-83-471-0237-2	5-8
I survived the California wildfires, 2018 (I Survived, Book 13)	Georgia Ball	979-83-687-9586-7	3-6
Into the wild (Warriors: The Prophecies Begin, Book 1)	Erin Hunter	978-0-06-344795-0	5-8
The mystery of Mystic Mountain	Janet Fox	979-83-687-8267-6	5-8
Rabbit rabbit	Dori Butler	978-0-8234-5697-0	5-8
A study in secrets (Last Chance Academy, Book 1)	Debbi M. Florence	979-83-18-92309-8	3-6
The experiment	Rebecca Stead	978-1-25037-476-9	3-6
The freedom seeker	Gupta, Ruchira	978-1-33901-242-1	3-6
A hero's guide to summer vacation	Cartaya, Pablo	979-83-18-94685-1	3-6
It's watching	Currie, Lindsay	979-83-687-5143-6	3-6
Outspoken : Paul Robeson, ahead of his time: a one-man show	Weatherford, Carole Bos	978-1-53621-297-6	5-8
Seabird	Kadariusman, Michelle	978-1-77278-349-0	5-8
A year without home	Bidania, V. T	978-0-593-69720-7	5-8
Are you nobody too?	Cane, Tina	978-0-593-56701-2	5-8
Buffalo dreamer = Paskwawimostos opowatam	Duncan, Violet	978-0-593-62481-4	5-8
The chainbreakers	Randall, Julian	978-1-25088-202-8	5-8
Cruzita and the mariacheros	Granillo, Ashley Jean	979-87-6560-850-0	5-8
The lumbering giants of Windy Pines	Netz, Mo	978-0-06-326653-7	5-8
How to say goodbye in Cuban	Miyares, Daniel	9798368777047, 9780593568316, 9780593568293, 9780593568309	5-8
Westfallen	Brashares, Ann	9798368782881, 9781665950817, 9781665950824	6-9

List posted 03.06.26

Title	Author	ISBN	Interest Level per Publisher
Deep Secrets --A Titanic Novel	Smith, Nikki Shannon	979-83-687-9989-6, 978-1-54616-495-1	3-6
P.S. I like you	West, Kasie	979-83-687-9999-5	YA
Kill the beast : a tale of everyone's favorite guy	Valentino, Serena	979-8-225-06453-2	YA
Wings of fire. The graphic novel.Book nine,Talons of power (Wings Of Fire, Book 9)	Deutsch, Barry	978-1-339-00126-5	3-6
I survived the California wildfires, 2018 (I Survived, Book 13) Graphic Novel	Ball, Georgia	978-1-5461-3771-9	3-6
Things seen from above	Pearsall, Shelley	978-1-5247-1739-1	3-6
Magnitude	Nielsen, Jennifer A	978-8-225-04948-5	3-6
Witchkiller	Latimer, Ashlee	979-8-225-02470-3	YA
Impossible creatures	Rundell, Katherine	979-8-225-04818-1	3-6
Sonic the Hedgehog. 16,Misadventures (Sonic the Hedgehog (IDW), Book 16)	Flynn, Ian	979-8-88724-487-7	3-6
Teenage Mutant Ninja Turtles x Naruto	Caleb Goellner	979-8-88724-485-3	4-8
Pugs and kisses	Howard, J. J	979-8-225-02821-3	3-6
The right call (Game Changer)	Greenwald, Tommy	797-8-225-051105	5-8
Summer vamp	Karim, Violet Chan	978-1-5461-4228-7	3-6
War games	Gratz, Alan	979-8-225-02625-7	3-6
Ride or die	Dawson, Delilah S	979-8-225-03106-0	3-6
Bad sister	Alexander, K. R	978-1-5461-1651-6	3-6
Right back at you	Mackler, Carolyn	478-1-5461-7868-2	3-6
Girl forgotten	Henry, April	978-1-5461-8018-0	YA
Blood in the water	Jackson, Tiffany D	979-8-225-02279-2	5-8
Escape from the USS Indianapolis (Escape From (Scholastic))	Marino, Andy	978-1-5461-2320-0	3-6
Fighter in the woods : the true story of a Jewish girl who joined the partisans in World War II	Greene, Joshua	978-1-5461-7415-8	3-6
Sew totally Nala	Misako Rokkusu	979-8-225-06177-7	5-8
Disney Manga: Stitch and the Samurai	Hiroto Wada	978-1-4278-8140-3	13 and up
Spider-Man Manga: Shadow Warrior	Shogo Aoki	978-1-5461-4847-0	10 and up
Pokemon. Mega evolution handbook	Scholastic	979-8-225-05634-6	2-5
Pokemon. Head-to-head :who would win these battle matchups?	Scholastic	979-8-225-03145-9	2-5
The Unofficial Guide to SpongeBob SquarePants	Scholastic	978-1-964487-39-7	3-7
Suenos salvajes(Spanish version of Wild Dreamers)	Engle, Margarita	978-1-66595-067-1	YA
The Nefarious Nights of Willowweep Manor	Garrity, Shaenon K	978-6659-3017-8	YA
The Beast in the clouds	Holt, Nathalia	978-1-6680-2774-5	AD
Doubling the bounty	Wolf, Ryan	9781978597716	YA

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: May 4, 2026

Item Title: OER Transition Plan for Bluebonnet Learning Reading (K-5)

Agenda Item: Lindsey Suarez

Background Information:

For a school system to qualify for the State-Developed OER Entitlement for additional instructional materials procurement funding, the school district's Board of Trustees must adopt an OER Transition Plan (TEC, §31.0751, TEC, §67.1315).

The administration will present the OER Transition Plan for Bluebonnet Learning Reading (K-5).

Recommendation:

The Superintendent and Executive Director of Teaching and Learning recommend approval of the OER Transition Plan for Bluebonnet Learning Reading (K-5).

Action Item: Yes No

Open Education Resources (OER) Transition Plan for Bluebonnet Learning Instructional Materials

Overview

The OER Transition Plan for Bluebonnet Learning Instructional Materials is designed to support local educational agencies (LEAs) in the planning, execution, monitoring, and evaluation of the adoption and implementation of State Board of Education (SBOE)-approved, state-developed OER instructional materials known as Bluebonnet Learning. The OER Transition Plan for Bluebonnet Learning Instructional Materials complies with Texas Administrative Code (TAC) §67.1315 for access to the funding entitlement in Texas Education Code (TEC), §48.308.

Each section of this transition plan provides context for action items, key questions to consider, and additional resources to support the development of a strong and effective transition plan. Read all the information provided carefully and provide clear, detailed responses under each 'TAKE ACTION' area.

Table of Contents

Overview	1
Table of Contents	1
Before Getting Started	2
Transition Plan Approval and Submission	3
ACTION 1: Setting Implementation Goals	4
1A: Implementation Framework	4
1B. Implementation Goals	4
ACTION 2: Creating the Conditions for Success	6
2A. Materials Access	6
2B. Schedules and Calendars	7
2C. Aligned Expectations	8
2D. Professional Learning Plan	10
2E. Adaptive Change and Communication	11
ACTION 3: Leading Internalization and Professional Learning Communities (PLCs)	14
3A. Analyzing PLC Practices	14

3B. Structures for Internalization and PLCs	15
3C. Supporting All Learners	16
ACTION 4: Establishing Observation and Feedback Practices	18
4A. Observation Expectations	18
4B. Observation and Feedback Cycles	20
ACTION 5: Aligning Assessment Strategy	22
5A. Analyzing Assessment Practices	22
5B. Structures for Assessment Practices	22

Before Getting Started

Before getting started on the transition plan, it is highly recommended to review the following resources:

OER Transition Plan for Bluebonnet Learning Instructional Materials Webinar

The OER Transition Plan for Bluebonnet Learning Instructional Materials webinar is an extensive resource with information about House Bill (HB) 1605, an overview of the transition plan, and a step-by-step breakdown of the transition plan template.

- [Webinar \[VIDEO\]](#)
- [Webinar Slide Deck \[PDF\]](#)

Crofton ISD Sample Transition Plan

The transition plan is intended to prepare LEAs for the successful implementation of Bluebonnet Learning. From goal setting to the procurement of instructional materials to student assessment strategy, successful implementation requires an extensive review of processes and procedures to ensure alignment across the district.

A completed sample of the OER Transition Plan for Bluebonnet Learning Instructional Materials has been created as a model for districts to use in understanding the purpose and expectations of each action item response. The completed sample document has been created using a sample district named Crofton ISD.

Please note that this sample document is just an example; each local educational agency (LEA) developing and adopting a transition plan needs to reflect and review its own district needs and respond accordingly.

- [Crofton ISD Sample Transition Plan \[PDF\]](#)

Bluebonnet Learning Access

Some Action Items require information (like instructional minutes and internalization protocols) from the Bluebonnet Learning instructional materials. Any information needed about Bluebonnet Learning K-5 Math, Bluebonnet Learning Secondary Mathematics, or Bluebonnet Learning Reading Language Arts (RLA) can be found in a ShareFile folder.

- [OER Transition Plan for Bluebonnet Learning Instructional Materials ShareFile Folder](#)

If you have trouble accessing any documents or cannot find the information you need, please submit an [Instructional Materials Helpdesk Ticket](#).

Bluebonnet Learning Pre-Launch Phase

Before broad implementation begins, district and school leaders work together to invest stakeholders in shared goals and establish conditions for successful implementation throughout the system. They ensure that all instructional staff have ready access to all necessary Bluebonnet Learning instructional materials and effective training, including onboarding and orientation, on how to use them. They establish clear expectations for who will do what with the materials and ensure that school and district structures—including scheduling, staffing, professional learning offerings, assessment practices, and more—support those expectations.

Key leadership actions during the pre-launch phase include:

- The development and communication of an implementation plan that clearly defines, roles, responsibilities, expectations, decision-making structures, and progress monitoring mechanisms
- Ensuring all instructional staff have received onboarding and orientation training on the Bluebonnet Learning instructional materials
- Alignment of systems, structures, and practices by establishing schedules, professional learning plans, and assessment practices consistent with the design of Bluebonnet Learning and district expectations for its use.
- Establishing structures and routines that prioritize Bluebonnet Learning implementation, including protected time for instructional coaches and teachers to plan collaboratively and for coaches and school leaders to observe and provide feedback to teachers on use of the materials.

Transition Plan Approval and Submission

Transition plans are adopted by the local Board of Trustees before the start of the academic school year and are locally maintained by the LEA. The adopted plan will not need to be submitted; however, plans could be requested for review by the commissioner. LEAs will report the completion of the transition plan through EMAT.

ACTION 1: Setting Implementation Goals

1A: Implementation Framework

Review the **Implementation Framework** and the **Fidelity of Implementation (FOI) Look-Fors** to identify the phase of implementation (initial or deeper) and become familiar with key actions to support successful implementation efforts.

Key Questions to Consider:

- What are the key actions and tasks associated with each phase of implementation?
- How do responsibilities compare across various stakeholder roles?
- Are we entering the upcoming school year at the initial or deeper phase of implementation?
- Which outcomes and look-fors are most relevant to our context?
- How might we use these two resources to engage stakeholders?

Resources:

- [Implementation Framework](#) - This framework highlights essential tasks associated with different stakeholder groups across the three phases of implementation.
- [Fidelity of Implementation \(FOI\) Look-Fors](#) - This chart identifies key fidelity of implementation outcomes and look-fors associated with those outcomes.
- [Implementation Best Practices](#) - This resource provides guiding information to system leaders new to implementation on best practices that support effective implementation.

TAKE ACTION: Implementation Framework

Describe the phase of Bluebonnet Learning implementation (initial or deeper) for the start of the upcoming school year:

Our district will begin the 2026–2027 school year in the **Initial Implementation Phase** of Bluebonnet Learning RLA grades. While Bluebonnet Learning Math has been successfully implemented and provides a strong model for structured rollout, Bluebonnet Learning RLA will move from pilot to full K–5 implementation.

The decision to adopt Bluebonnet Learning RLA is grounded in district data demonstrating inconsistencies in curriculum use, gaps in knowledge-building instruction, and uneven student writing outcomes across campuses. District leadership has identified the implementation of HQIM as a critical lever for improving instructional coherence, equity, and student achievement.

The curriculum team, campus leaders, and piloting teachers collaborated to develop this OER Transition Plan to ensure a structured, aligned, and supported rollout.

1B. Implementation Goals

Based on the implementation phase and local context, develop a specific goal for each implementation goal area: Bluebonnet Learning Implementation, Stakeholder Investment, Teacher Practice, and Student Outcomes. Identify the continuous improvement process that will be followed and develop a progress monitoring timeline.

Please note that using the SMART (specific, measurable, achievable, relevant, and time-bound) goal format is recommended.

Key Questions to Consider:

- Which look-for(s) associated with each goal area will we focus on this year?
- What needs to be added to format the goals as SMART goals?
- For Progress Monitoring: How will data be collected and analyzed?
- For Progress Monitoring: When will goals be reviewed and adjusted?

Resources:

- [Fidelity of Implementation \(FOI\) Look-Fors](#) - This chart identifies key fidelity of implementation outcomes and look-fors associated with those outcomes.
- [Sample Implementation Goals](#) - This resource provides an example of implementation goals and progress monitoring.
- [FOI Learning Walk Tools](#) - Aligned with the Fidelity of Implementation Look-Fors, this resource can be used to evaluate the degree of fidelity and progress toward implementation goals.
- [FOI Learning Walk Companion Guide](#) - The companion guide provides leaders with a step-by-step process for conducting learning walk cycles.

TAKE ACTION: Implementation Goals

Goal Area: Bluebonnet Learning Implementation

Bluebonnet Learning Implementation Goal:

95% of K–5 classrooms will implement Bluebonnet Learning RLA with fidelity by the end of the first semester.

Measure(s):

- Classroom walkthrough data using Bluebonnet Learning observation look-fors
- Lesson internalization evidence (annotated materials)
- Use of curriculum-embedded assessments

Frequency:

- Weekly informal walkthroughs

- Formal observation and feedback cycles at least once every six weeks

Progress Monitoring:

Quarterly data review at district leadership meetings and campus principal meetings to analyze implementation trends and adjust supports.

Goal Area: Stakeholder Investment

Stakeholder Investment Goal:

90% of K–5 teachers and instructional leaders will report confidence in implementing Bluebonnet Learning RLA by the end of the first year.

Measure(s):

- Beginning-of-year, mid-year, and end-of-year stakeholder surveys
- Post-pilot feedback surveys
- Professional learning attendance and engagement data

Frequency:

Three times annually (August, January, May)

Progress Monitoring:

Survey data will be reviewed within two weeks of administration and shared with campus leadership teams to inform targeted professional learning and coaching support.

Goal Area: Teacher Practice

Teacher Practice Goal:

90% of K–5 teachers will demonstrate effective internalization and delivery of Bluebonnet Learning RLA through a phased rollout beginning with Unit 1 pilot implementation and continuing with structured internalization and coaching support throughout the school year.

Measure(s):

- Evidence of participation in internalization training (April)
- Implementation of Bluebonnet Learning RLA Unit 1 during May pilot
- Completion of RBIS training (May)
- Completion of Product Academy Modules 1–5 and summer unit internalizations
- Weekly collaborative internalization evidence during the school year
- Observation and feedback data aligned to Bluebonnet Learning look-fors
- Coaching logs and Region 4 campus support documentation

Frequency:

- April: Internalization training for pilot teachers
- May: Unit 1 pilot implementation + RBIS training
- Summer: Program training (Product Academy Modules 1–5) and structured unit internalizations

- 2026–2027 School Year: Weekly internalization in PLCs
- 2026-2027 Unit Internalizations
- Ongoing: Region 4 coaching support and six-week observation/feedback cycles

Progress Monitoring:

District leadership will review pilot feedback, training completion, and observation data monthly during rollout and quarterly during full implementation to ensure fidelity and address gaps in planning, modeling, and instructional delivery.

Goal Area: Student Outcomes

All K–5 students will consistently engage in grade-level, knowledge-building instruction through Bluebonnet Learning RLA, resulting in measurable growth in reading comprehension, writing (SCR/ECR reasoning and evidence integration), and fluency outcomes across campuses.

Measure(s):

- Bluebonnet Learning curriculum-embedded unit assessments
- mCLASS benchmark data (including representative 2nd–3rd grade testing structures)
- MAP growth data
- STAAR reading and writing performance trends

Frequency:

- Ongoing monitoring of curriculum-embedded assessments
- Ongoing student work analysis cycles during PLCs
- Semester benchmark reviews (mCLASS and MAP)
- Annual STAAR analysis

Progress Monitoring:

District and campus leadership teams will conduct quarterly data reviews focused on:

- Growth in reasoning and text evidence integration in writing
- Increased fluency and automaticity in grades 2–3
- Reduction of instructional variability across campuses

Region 4 coaching support will assist both teachers and leaders in analyzing student work, refining instructional delivery, and strengthening implementation fidelity to ensure that student outcomes improve as implementation deepens.

ACTION 2: Creating the Conditions for Success

2A. Materials Access

Develop a plan for timely access to print materials and related manipulatives through Bluebonnet Learning procurement and distribution.

Key Questions to Consider:

- Is there a procurement plan that will ensure timely and accurate ordering of Bluebonnet Learning instructional materials?
- Is there a distribution plan that will ensure an efficient and organized delivery of materials?
- Do all teachers (including specialized teachers), instructional coaches, and school leaders have clear directions on accessing and navigating the materials?

Resource:

- [Bluebonnet Learning Resources](#) - This repository includes helpful leadership focused materials from Bluebonnet Learning instructional materials.
- [Technical Conditions Checklist](#) - This checklist provides a list of specific action steps that establish the technical conditions necessary to effectively launch and implement Bluebonnet Learning.
 - The term, technical conditions, refers to the defined systems, structures, and procedures that must be in place to support Bluebonnet Learning implementation.

TAKE ACTION: Materials Access Planning

Task: Order Bluebonnet Learning instructional print materials. Identify quantity by grade level and campus. If applicable, procure instructional materials through requisitions in EMAT.

Executive Director of Teaching & Learning, Coordinator of Digital Learning, Instructional Materials, and Libraries, Literacy Coordinator

Timeline:

March 2026 – May 2026

Key Actions/Steps:

- The curriculum team will finalize campus and grade-level quantities based on projected enrollment.
- Coordinator of Digital Learning, Instructional Materials, and Libraries will submit EMAT orders and track confirmations.
- The district will ensure all materials are received prior to summer internalization training.

Task: Order or secure any related manipulatives needed. Identify items and quantity by grade level and campus. If applicable, procure related manipulatives in EMAT.

Task Owner/Manager:

Executive Director of Teaching & Learning, Coordinator of Digital Learning, Instructional Materials, and Libraries, Literacy Coordinator

Timeline:

March 2026 – May 2026

Key Actions/Steps:

- The district will order Teacher Editions and Student Editions for all K–5 classrooms based on verified enrollment and staffing counts.
 - Required trade books for Year 1 implementation will be included in the initial order.
 - Big Books for Kindergarten and Grade 1 will be ordered to support shared reading and foundational skills instruction.
 - Materials will be cross-checked against campus teacher and student counts prior to submission of EMAT orders.
 - Delivery will be verified prior to summer Product Academy and internalization training to ensure teachers can plan with physical materials in hand.
-

Task: Determine the process for receiving and distributing materials to campuses and classrooms.

Task Owner/Manager:

Coordinator of Digital Learning, Instructional Materials, and Libraries

Campus Principals

Executive Director of Teaching & Learning

Literacy Coordinator

Timeline:

April 2026 – August 2026

Key Actions/Steps:

- All Bluebonnet Learning RLA materials (Teacher Editions, Student Editions, Trade Books, and Big Books) will be delivered to the district warehouse or designated receiving site.
- The Coordinator of Digital Learning, Instructional Materials, and Libraries will inventory all shipments and verify quantities against EMAT orders.
- Materials will be sorted and prepared for campus distribution based on verified teacher and student counts.
- Campus principals will confirm receipt of materials and verify alignment to campus allocation lists.
- Materials will be distributed to teachers prior to summer internalization sessions, or no later than back-to-school in-service week.
- Campuses will maintain an ongoing inventory tracking process to monitor enrollment changes and request additional materials as needed.

- A contingency plan will be in place to address shipment delays, damaged materials, or enrollment increases.

Task: Communicate the Bluebonnet Learning printed instructional materials and related manipulatives ordering and distribution process with appropriate stakeholders.

Task Owner/Manager:

Executive Director of Teaching & Learning
Literacy Coordinator
Coordinator of Digital Learning, Instructional Materials, and Libraries
Campus Principals

Timeline:

March 2026 – August 2026

Key Actions/Steps:

- The Literacy Coordinator will lead communication to campus leaders and instructional staff regarding expectations for Bluebonnet Learning RLA implementation, including materials ordering, distribution timelines, and alignment to internalization training.
- The Executive Director of Teaching & Learning will reinforce implementation expectations during principal meetings and district leadership updates.
- The Coordinator of Digital Learning, Instructional Materials, and Libraries will provide updates on EMAT orders, shipment status, and delivery confirmations.
- The Literacy Coordinator will monitor readiness for summer internalization by verifying that campuses have received necessary Teacher Editions, Student Editions, and required trade books prior to training.
- Campus principals will communicate campus-level distribution plans and confirm that all teachers receive materials prior to summer Product Academy and back-to-school in-service.
- Updates will be shared through leadership communication channels to ensure transparency and consistency.

Task: Determine the process for ensuring all teachers, instructional coaches, and school leaders who will be involved in the implementation of Bluebonnet Learning have access to all the necessary instructional materials and manipulatives.

Task Owner/Manager:

Literacy Coordinator
Director of Technology
Executive Director of Teaching & Learning
Campus Principals
Coordinator of Digital Learning, Instructional Materials, and Libraries

Timeline:

May 2026 – Ongoing

Key Actions/Steps:

- The Literacy Coordinator will collaborate with campus principals to verify that all K–5 general education teachers, specialized teachers (SPED, intervention, bilingual/ESL), instructional coaches, and campus administrators receive appropriate Bluebonnet Learning RLA materials.
 - The Director of Technology will ensure digital platform access is granted to all teachers, instructional coaches, campus leaders, and Region 4 support staff prior to summer internalization training.
 - Campus principals will verify that teachers have physical materials in hand before participating in Product Academy and unit internalizations.
 - The Literacy Coordinator will monitor implementation readiness and address material gaps prior to the start of the school year.
 - A process will be established for new hires to receive print and digital materials.
 - Campuses will maintain ongoing inventory tracking to adjust for enrollment increases or staffing changes.
-

Task: Ensure that all teachers, instructional coaches, and school leaders can access essential Bluebonnet Learning planning and support resources including scope and sequences, internalization protocols, student work analysis protocols, and observation tools.

Task Owner/Manager:

Literacy Coordinator

Executive Director of Teaching & Learning

Director of Technology

Coordinator of Digital Learning, Instructional Materials, and Libraries

Campus Principals

Timeline:

April 2026 – August 2026 and ongoing throughout implementation

Key Actions/Steps:

- The Literacy Coordinator will provide structured training during the pilot phase, Product Academy, and summer unit internalizations on how to access and use Bluebonnet Learning scope and sequence documents, internalization protocols, student work analysis protocols, and observation tools.
- The Literacy Coordinator will develop and share a year-long internalization calendar outlining unit and lesson internalization expectations.
- The Director of Technology will ensure all planning and support resources are accessible through the district’s digital platforms.

- Campus principals will ensure that new hires receive onboarding support related to Bluebonnet Learning planning tools and protocols.
- Region 4 coaching support will reinforce the use of internalization protocols and observation tools during campus-based coaching cycles.
- Ongoing monitoring of protocol use and annotation practices will occur through PLC observations and observation and feedback cycles.

Task: If applicable, determine the process and timeline for digital access and related technology support resources.

Director of Technology
Coordinator of Digital Learning, Instructional Materials, and Libraries
Literacy Coordinator

Timeline:

April 2026 – August 2026 and ongoing

Key Actions/Steps:

- The Director of Technology will oversee activation and management of all Bluebonnet Learning RLA digital platform licenses for K–5 teachers, instructional coaches, campus leaders, and Region 4 support staff.
- The Coordinator of Digital Learning, Instructional Materials, and Libraries will verify digital access and ensure alignment between EMAT orders and platform licenses.
- The Literacy Coordinator will confirm instructional readiness by ensuring teachers can access scope and sequence documents, internalization protocols, digital lesson materials, and embedded assessments prior to Product Academy and summer unit internalizations.
- Digital navigation training will be embedded into Product Academy and onboarding sessions to ensure staff can effectively utilize planning and assessment tools.
- A standardized process will ensure digital access is granted to new hires.
- The Technology Department will provide ongoing troubleshooting support throughout implementation to minimize instructional disruptions.

2B. Schedules and Calendars

Design master schedules and instructional calendars to 1) meet the required instructional minutes as outlined in Bluebonnet Learning, and 2) ensure time for teacher planning and lesson preparation is provided within the normal teacher workday.

Key Questions to Consider:

- Does the daily instructional time allocated meet the requirements outlined in the Bluebonnet Learning instructional material?
- Does the master schedule provide time for individual and collaborative lesson planning and preparation for teachers during the regular workday?
- Is the instructional calendar aligned with the Bluebonnet Learning instructional material pacing/scope and sequence guidance?
- Are specific windows of time designated for module/unit internalization before each curriculum-embedded assessment?

Resource:

- [Bluebonnet Learning Resources](#) - This repository includes helpful leadership focused materials from Bluebonnet Learning instructional materials.
- [Technical Conditions Checklist](#) - This checklist provides a list of specific action steps that establish the technical conditions necessary to effectively launch and implement Bluebonnet Learning.
 - The term, technical conditions, refers to the defined systems, structures, and procedures that must be in place to support Bluebonnet Learning implementation.

TAKE ACTION: Schedules and Calendars

Master Schedule(s): Describe expectations and guidelines for development of master schedule that meet the requirements outlined in Bluebonnet Learning instructional materials. Include resources/links, as necessary, of master schedules that reflect instructional minute allocations for daily instruction.

Response/Resource:

Campuses will design a master schedule that meets all daily instructional minute requirements outlined in Bluebonnet Learning RLA. Each grade level must have protected blocks for foundational skills and knowledge-building instruction, uninterrupted except for state or district assessments, and sufficient time for intervention and support services. Schedules should clearly document instructional minutes for RLA and be reviewed to ensure alignment with Bluebonnet Learning pacing and scope-and-sequence guidance.

[Instructional Minutes Allocation Kinder - Grade 1](#)

[Instructional Minutes Allocation Grades 2-4](#)

[Instructional Minutes Allocation Grade 5](#)

[Instructional Minutes Allocation Grades 6-8](#)

Instructional Calendar(s): Describe expectations and guidelines for the development of an instructional calendar that includes time allocations for teacher planning and preparation including routine time for collaborative planning and preparation with an instructional coach and/or school leader. Include

resources/links, as necessary, of instructional calendars that reflect instructional minute allocations for teacher planning and preparation, including opportunities for collaboration.

Response/Resource:

The district instructional calendar for the 2026–2027 school year will align to the Bluebonnet Learning RLA scope and sequence and include designated windows for collaborative planning, unit internalization, and student work analysis prior to curriculum-embedded assessments. Weekly collaborative planning time will be protected within the teacher workday to support lesson internalization and preparation. Calendars will also include scheduled assessment windows aligned to curriculum-embedded assessments and structured student work analysis cycles to ensure instructional adjustments are data-informed and consistent across campuses.

[Curriculum Pacing Guide](#)

2C. Aligned Expectations

Develop and communicate clear expectations for using Bluebonnet Learning instructional materials with fidelity.

Please note that Action Items 3A-C and 5A-B complement and support this action item (2C).

Key Questions to Consider:

- How will fidelity of implementation be communicated and monitored? Refer to **Fidelity of Implementation (FOI) Look-Fors** for examples of implementation with fidelity.
- What are the expectations for Bluebonnet Learning as the core instructional material?
- What planning expectations require internalization and student work analysis protocols?
- What are the assessment expectations that prioritize the use of the curriculum-embedded assessments over other assessments not included in the Bluebonnet Learning instructional material?

Resources:

- [Technical Conditions Checklist](#) - This checklist provides a list of specific action steps that establish the technical conditions necessary to effectively launch and implement Bluebonnet Learning.
 - o The term, technical conditions, refers to the defined systems, structures, and procedures that must be in place to support Bluebonnet Learning implementation.
- [Fidelity of Implementation \(FOI\) Look-Fors](#) - This chart identifies key Bluebonnet Learning fidelity of implementation outcomes and look-fors associated with those outcomes.

TAKE ACTION: Aligned Expectations

Alignment Item: Use of Bluebonnet Learning instructional materials.

- Expectations: Teachers will implement Bluebonnet Learning RLA with fidelity and remain within +/- 5 minutes of recommended pacing for each lesson component. Core materials will not be replaced.
- Plan for Communication: Communicate to teachers with observation rubric during Product Academy and reinforce during quarterly product observations and twice annually learning walks.
- Timeline: To be completed with Region 4

Alignment Item: Internalization protocol and process.

- Expectations: Unit internalization: teachers implement protocols before each new unit. Lesson internalization: teachers annotate lessons aligned to district protocols.
- Plan for Communication: Teacher Product Academy training.
- Timeline: To be completed with Region 4

Alignment Item: Student work analysis protocols and process.

- Alignment Item: Student work analysis protocols and process.
- Expectations: Teachers analyze student work to inform core instructional decisions.
- Plan for Communication: Calendared on Dickinson ISD Suggested CTT calendar for each grade level.
- Timeline: To be completed with Region 4

Alignment Item: Curriculum-embedded assessment expectations.

- Expectations: Unit assessments will be administered as provided by the district with a one-day before and after window. Dates are calendared on pacing guides.
- Plan for Communication: Calendared on all district documents.
- Timeline: Timeline: To be completed with Region 4

2D. Professional Learning Plan

Develop a professional learning plan for teachers, instructional coaches, and school leaders that includes 1) product onboarding and orientation, and 2) ongoing job-embedded, curriculum-based professional development.

Key Questions to Consider:

- Do general education teachers, specialized teachers, instructional coaches, and school leaders have opportunities to sufficiently orient themselves to the Bluebonnet Learning instructional materials?
- Is professional learning scheduled throughout the year grounded within the Bluebonnet Learning instructional material?
- Are systems in place to monitor and support professional learning attendance and efficacy?
- What are the expectations for routine observation and feedback cycles that focus on prioritizing fidelity of implementation, leveraging the Bluebonnet Learning observation tools, and providing feedback to teachers to support professional learning and growth?

Resources:

- [Technical Conditions Checklist](#) - This checklist provides a list of specific action steps that establish the technical conditions necessary to effectively launch and implement Bluebonnet Learning.
 - o The term, technical conditions, refers to the defined systems, structures, and procedures that must be in place to support Bluebonnet Learning implementation.
- [Professional Learning Plan Template](#) - This optional resource supports the development of a more comprehensive professional learning plan.

TAKE ACTION: Professional Learning Plan

Professional Learning Experience: Training on Research-based Instructional Strategies (RBIS) and how Bluebonnet Learning instructional materials support RBIS.

- Professional Learning Experience: Training on Research-based Instructional Strategies (RBIS) and how Bluebonnet Learning instructional materials support RBIS.
- When will this happen? May 2026 and ongoing summer 2026.
- Who will lead/participate? Region 4 will lead. K-5 teachers, instructional coaches, and campus leaders will participate.
- What materials or resources are needed? Bluebonnet Learning RLA materials, RBIS training materials, observation look-fors, and district literacy framework documents.

Professional Learning Experience: Training that focuses on communicating expectations, implementation goals, and change management.

- When will this happen? Summer 2026 and reinforced at beginning-of-year leadership meetings.
 - Who will lead/participate? Executive Director of Teaching & Learning and Literacy Coordinator will lead. Campus principals, instructional coaches, and teachers will participate.
 - What materials or resources are needed? OER Transition Plan, implementation goals, FOI Look-Fors, and district literacy framework documents.
-

Professional Learning Experience: Bluebonnet Learning instructional material onboarding and orientation.

- When will this happen? Summer 2026, prior to the start of the school year.
 - Who will lead/participate? Region 4 will lead. All K–5 teachers, instructional coaches, and campus leaders will participate.
 - What materials or resources are needed? Product Academy Modules 1–5, Teacher Editions, Student Editions, digital platform access, and pacing guides.
-

Professional Learning Experience: Training and intentional work time dedicated to understanding the design principles of Bluebonnet Learning instructional materials.

- When will this happen? Summer 2026 and ongoing during monthly internationalizations.
 - Who will lead/participate? Region 4 will lead. K–5 teachers and campus leaders will participate.
 - What materials or resources are needed? Product Academy Modules 1–5, Teacher Editions, Student Editions, digital platform access, and pacing guides.
-

Professional Learning Experience: Regular unit and lesson internalization in collaborative teams and/or individually with an instructional coach or school leader.

- When will this happen? Weekly throughout the 2026–2027 school year.
 - Who will lead/participate? Instructional coaches and campus leaders will facilitate. K–5 teachers will participate.
 - What materials or resources are needed? Internalization protocols, annotated Teacher Editions, pacing guides, and collaborative planning agendas.
-

Professional Learning Experience: Regular student work analysis in collaborative teams and/or individually with an instructional coach or school leader.

- When will this happen? Following each curriculum-embedded assessment window.

- Who will lead/participate? Instructional coaches and campus leaders will facilitate. K–5 teachers will participate.
 - What materials or resources are needed? Student work samples, unit assessments, district student work analysis protocol, and data tracking tools.
-

Professional Learning Experience: Regular observation and feedback cycles with an instructional coach or school leader.

- When will this happen? Following each curriculum-embedded assessment window.
 - Who will lead/participate? Instructional coaches and campus leaders will facilitate. K–5 teachers will participate.
 - What materials or resources are needed? Student work samples, unit assessments, district student work analysis protocol, and data tracking tools.
-

Professional Learning Experience: Additional ongoing, job-embedded, curriculum-based professional learning opportunities.

- When will this happen? Throughout the 2026–2027 school year.
 - Who will lead/participate? Literacy Coordinator, Curriculum Specialists, instructional coaches, and Region 4 support staff.
 - What materials or resources are needed? Bluebonnet Learning materials, district literacy framework, observation data, and student outcome data.
-

2E. Adaptive Change and Communication

Develop a communication plan that supports adaptive change management and ensures stakeholder understanding and commitment to the purpose of adopting and implementing Bluebonnet Learning. Include a plan for stakeholder communication and public posting if the materials are modified as outlined in TEC §[26.006](#).

Key Questions to Consider:

- **Messages:** What are the key messages we need to frame and communicate?
- **Audience:** Who needs to hear and buy into each of the messages?
- **Timeline:** How and when will we communicate each message initially and throughout implementation?

- **Considerations:** What are the connected technical conditions that must also be in place for this to go smoothly? What are other important aspects to consider regarding stakeholder change management?

The term, technical conditions, refers to the defined systems, structures, and procedures that must be in place to support Bluebonnet Learning implementation.

Resources:

- [Reflective Questions and Strategies for Adaptive Change](#) This resource outlines various adaptive strategies, questions, and considerations that support effective communication and change management.
- [Key Messages for Maintaining High Expectations for Students](#) - This resource from Instruction Partners (<https://instructionpartners.org/>) provides ideas to support conversations about high expectations for students.

TAKE ACTION: Adaptive Change and Communication

Key Message 1: What is our purpose for implementing Bluebonnet Learning?

Message:

Bluebonnet Learning is our pathway to stronger reading and writing outcomes. It brings structure, alignment, and support so teachers can focus on deep student understanding and grade-level content.

Audience:

District and campus leaders, teachers, instructional coaches, and Region 4 partners.

Timeline:

- Summer 2026: Launch setting expectations for adaptive and technical change
- Summer 2026 and Fall: Internalization and first learning walks
- Spring: Strengthen implementation and follow-up walks
- Ongoing: Continuous feedback and support cycles

Considerations:

Different teacher experience levels, pacing needs, writing instruction shifts, and alignment of assessment practices; the importance of consistent communication and leadership support.

Key Message 2: What is our plan for stakeholder communication and public posting if any aspect of the materials is modified, as outlined in TEC §26.006?

Message:

Any modification to Bluebonnet Learning instructional materials will be reviewed at the district level and

presented to the Board of Trustees prior to implementation. All approved modifications will be publicly posted in accordance with TEC §26.006.

Audience:

Board of Trustees, district and campus leaders, teachers, and community stakeholders.

Timeline:

- March 2026: Board presentation and review
- Upon approval: Public posting on district website
- Ongoing: Communication through district channels as needed

Considerations:

Ensure transparency, compliance with TEC §26.006, and alignment between board approval, public posting, and campus implementation.

Key Message 3: Which adaptive strategies will we use to support positive change management?

We are implementing Bluebonnet Learning RLA thoughtfully, using structured support, collaboration, and continuous feedback to help teachers and leaders transition successfully.

Audience:

Teachers, instructional coaches, campus leaders, and district leadership.

Timeline:

- Fall: Internalization, PLC support, and initial learning walks.
- Spring: Coaching cycles, follow-up walks, and refinement.
- Ongoing: Feedback loops, professional learning, and adjustments based on data.

Considerations:

- Address varying teacher experience levels and readiness.
 - Build leadership capacity for coaching and observations.
 - Use recognition and communication to reinforce positive outcomes.
-

Other Key Messages:

Other Key Messages:

- Bluebonnet Learning prioritizes equity, consistency, and grade-level mastery.
 - Success relies on collaboration across teachers, leaders, and district partners.
 - Data and feedback drive decision-making, not compliance alone.
 - Implementation is phase-based, recognizing the district's current context and capacity.
-

ACTION 3: Leading Internalization and Professional Learning Communities (PLCs)

3A. Analyzing PLC Practices

Analyze the current state of PLCs/teacher planning and preparation practices to prioritize high-impact changes and next steps.

Key Actions to Consider:

- Review the resource **Internalization Keys to Success**. Annotate and take notes regarding the current state of each listed key to success.
 - Think about each element: *vision, protected time and frequency, ownership, use of time, and educative practices*. Note which elements of teacher planning and preparation practices are established, clear, and consistent across all grade levels and schools.

Key Questions to Consider:

- What is the current state of PLCs and planning practices in our system and at specific schools?
- Identify strengths: What is effective about PLCs and planning practices, and which characteristics of successful PLCs are already evident?
- Do we have special considerations such as departmentalized grade levels or one teacher per grade level where collaborative planning opportunities might not be available?
- How will specialized teachers engage in internalization along with general education teachers?
- What needs to be prioritized?
- Which, if any, of the potential next steps might be applicable?

Resources:

- [Internalization Keys to Success](#) - This resource provides a list of criteria that are the keys to successful internalization and PLC practices; Strategies and potential action steps are also included.
- [Deciding What to Teach Versus How Best to Teach](#) - This handout provides a comparative description of lesson internalization and how it differs from lesson design.
- [Characteristics of Successful PLCs](#) - This resource describes the four adaptive characteristics of successful PLCs.

TAKE ACTION: Analyzing PLC Practices

Task: Conduct a current state analysis of PLC/teacher planning and preparation practices and summarize the takeaways. What is working well? What is an area for improvement? What might be a short-term area of focus?

Response:

Category	Details
Vision for Internalization	Every teacher internalizes Bluebonnet Learning RLA units and lessons to deliver consistent, grade-level reading and writing instruction. All students experience TEKS-aligned instruction focused on knowledge-building, fluency, and evidence-based writing.
Plan for Communicating the Vision	Key Messages: Internalization drives consistency and literacy outcomes. Audience: Teachers, instructional coaches, campus leaders, district leadership. Methods: PLCs, staff meetings, coaching. Timeline: Launch, fall reinforcement, spring refinement.
Current State of PLCs & Planning Practices	PLCs exist but vary in depth of internalization and curriculum alignment. Some teams focus more on strategies than lesson study.
Strengths of PLCs & Planning Practices	Collaboration around student writing data. Shared planning templates. Leadership and coaching support.
Special Considerations	Departmentalized or single-teacher grades may limit collaboration. Cross-grade planning and peer coaching used as support.
Engagement of Special Education & Bilingual Teachers	Participate in PLCs and internalization with general education teachers. Focus on scaffolds while maintaining grade-level expectations.
Priorities to Ensure Success	Consistent internalization schedules. Deeper lesson study. Leader capacity to monitor internalization. Strong feedback loops.

Task: Identify which **Keys to Success** are currently in place, which are not, and which ones need refining.

Response: PLCs exist across campuses but vary in the depth of internalization and curriculum alignment. Our vision is that every teacher internalizes Bluebonnet Learning RLA units and lessons to deliver consistent, grade-level instruction focused on knowledge-building, fluency, and evidence-based writing. Strengths include collaboration around student writing data, shared planning structures, and coaching support. Short-term priorities include establishing consistent internalization schedules, strengthening lesson study practices, and building leader capacity to monitor and support implementation.

3B. Structures for Internalization and PLCs

Develop structures and systems to support internalization practices that include a vision, roles and responsibilities, and technical conditions needed.

The term, technical conditions, refers to the defined systems, structures, and procedures that must be in place to support Bluebonnet Learning implementation.

Key Questions to Consider:

- What is the vision for unit and lesson internalization?
- What are the roles and responsibilities of key stakeholders (e.g., general education teachers, specialized teachers, instructional coaches, school leaders) to realize the vision for internalization?
- What technical conditions, systems, and structures must be in place to realize the vision for internalization?
- What is the plan for communicating the intended structure and systems for internalization?

Resources:

- [Deciding What to Teach Versus How Best to Teach](#) - This handout provides a comparative description of lesson internalization and how it differs from lesson design.
- [Internalization Keys to Success](#) - This resource provides a list of criteria that are the keys to successful internalization and PLC practices; Strategies and potential action steps are also included.
- [Example: Internalization Vision, Roles, and Structures](#) - This example includes a detailed plan for internalization structures.
- [Guidelines and Considerations for Mapping Out PLC Topics](#) - This resource provides considerations and recommendations for curriculum-embedded PLC activities.
- [Bluebonnet Learning Resources](#) - This repository includes helpful leadership focused materials from Bluebonnet Learning instructional materials.

TAKE ACTION: Structures for Internalization and PLCs

Task: Explain the vision for unit and lesson internalization.

Response: Every teacher internalizes Bluebonnet Learning RLA units and lessons to deliver consistent, grade-level reading and writing instruction. Internalization ensures teachers understand the purpose of each lesson, anticipate misconceptions, and prepare to support knowledge-building, fluency, and evidence-based writing.

Task: Name the roles and responsibilities of the school leaders, instructional coaches, and teachers to support the vision for internalization.

Response:

School leaders:

- Establish and communicate expectations for internalization.
- Monitor internalization practices through PLC observations and feedback cycles.

Instructional coaches:

- Complete Product Academy and deepen understanding of internalization protocols.
- Support teachers through 1:1 coaching, co-planning, and facilitating collaborative internalization.

Teachers:

- Complete Product Academy and engage in required internalization.
 - Annotate lessons and prepare using district internalization protocols.
 - Participate in collaborative planning and coaching sessions.
-

Task: Identify priorities based on the current state analysis conducted in Action 3A to support effective internalization.

Response: Consistent internalization schedules, clear expectations for lesson annotation, and stronger focus on lesson study over strategy discussion.

Task: Name the technical conditions, systems, and structures that need to be in place to support the identified priorities and the vision.

Response: Protected PLC time, a district internalization calendar, defined roles and expectations, observation look-fors aligned to internalization, and ongoing coaching support.

3C. Supporting All Learners

Develop and communicate clear guidelines for teachers to support all learners and maintain instructional flexibility that outline acceptable teacher modifications to address student needs.

Key Questions to Consider:

- How will we support teachers utilizing engagement strategies, Bluebonnet Learning embedded supports, and differentiating and adjusting with fidelity to meet student needs?
- What guidance is needed to support teachers with fidelity of implementation while maintaining instructional flexibility?

Resources:

- [Texas SPED Support](#) - This website features special education resources and learning opportunities from experts in the field.
- [Specially Designed Instruction Field User Guides](#) - Texas SPED Support provides specially designed instruction field user guides for instructional materials. Field Guides for Bluebonnet Learning are under development and will be available on the Texas SPED Support website in the 2025–26 school year.
- [The Opportunity Myth \(TNP\)](#) - This resource examines the importance of ensuring equitable access to grade-appropriate content for all learners.

TAKE ACTION: Supporting All Learners

Support: Bluebonnet Learning Embedded Supports

Guidelines:

- Offer guidance on Bluebonnet Learning embedded supports such as vocabulary scaffolds, sentence stems, fluency routines, writing exemplars, and text-dependent questions.
 - Model how to use embedded supports during coaching cycles and PLCs to maintain grade-level expectations while providing access for all learners.
 - Use walkthroughs and coaching feedback to reinforce fidelity while supporting differentiation within the lesson design.
-

Support: Engagement Strategies

Guidelines: Provide professional learning on engagement strategies including structured discussion routines, text annotation, writing protocols (SCR/ECR), and collaborative reading tasks that promote knowledge-building and evidence-based responses.

Support: Instructional Flexibility

Guidelines: Provide clear non-negotiables: TEKS alignment, lesson pacing, use of core texts, and curriculum-embedded assessments.

Offer flexible practices: adjusting grouping, scaffolds, and supports without removing grade-level texts or core lesson components.

District pacing guides support teacher decision-making while maintaining consistency across classrooms.

ACTION 4: Establishing Observation and Feedback Practices

4A. Observation Expectations

Develop observation expectations for Bluebonnet Learning implementation.

Key Questions to Consider:

- What is the purpose of implementation observations?
- What are the roles and responsibilities of school leaders and instructional coaches regarding observations?
- Which observation tool(s) will be used?
- What are the expectations for observation cadence, frequency, required participants, pre-work requirements, documentation requirements, and follow-up requirements?
- Who will coordinate and schedule observations?

Resources:

- [Fidelity of Implementation \(FOI\) Look-Fors](#) - This resource identifies key Bluebonnet Learning fidelity of implementation outcomes and look-fors associated with those outcomes.
- [Example: Observation Roles and Responsibilities](#) - This example provides a detailed list of responsibilities related to observation practices for various leadership roles.
- [Bluebonnet Learning Resources](#) - This repository includes helpful leadership-focused materials from Bluebonnet Learning instructional materials.

TAKE ACTION: Observation Expectations

Action: Clearly define the purpose of observations.

Decision/Expectations:

Observations will monitor fidelity to Bluebonnet Learning RLA, including pacing, internalization, use of core texts, and implementation of curriculum-embedded assessments. The purpose is to strengthen instructional consistency and support teacher growth, not compliance.

Next Steps: Fall 2026, train leaders and coaches on observation expectations and feedback protocols.

Action: Name the observation expectations and responsibilities for school leaders.

Decision/Expectations:

Co-observe classrooms with instructional coaches to ensure aligned evidence of internalization and lesson delivery.

Attend feedback meetings to confirm connections to Bluebonnet materials and lesson planning.

Support coaches with observation schedules and follow-up actions.

Analyze learning walk data to identify campus-wide trends.

Next Steps:

Fall 2026, train on observation tools and feedback protocols.

Action: Name the observation expectations and responsibilities for instructional coaches.

Decision/Expectations:

Observe classrooms regularly using Bluebonnet Learning RLA observation tools and review lesson internalization beforehand.

Provide literacy-specific feedback tied to knowledge-building, fluency, and writing tasks.

Support teachers in feedback meetings to identify actionable next steps.

Collect and report data on evidence of internalization for progress monitoring.

Next Steps:

Fall 2026, train on observation and feedback cycles.

Action: Explain which observation tool(s) will be used.

Decision/Expectations:

Bluebonnet Learning RLA Observation Tool aligned to FOI Look-Fors and district literacy framework.

Next Steps:

Calibrate leaders and coaches on tool use during beginning-of-year training.

Action: Decide on the planning regarding the cadence, frequency, and scheduling of observations.

Decision/Expectations:

Campus leadership will schedule at least one formal Bluebonnet Learning RLA learning walk per semester. Informal walkthroughs will occur weekly.

Next Steps:

Communicate expectations to campus leadership and embed into campus observation calendars.

Action: Name the requirements for documentation and follow-up.

Decision/Expectations:

Observation data will be entered into a district tracking form. Identified action steps will be embedded into PLC agendas, coaching cycles, or professional learning sessions. Progress will be monitored through follow-up walkthroughs.

Next Steps:

Monitor progress and review data during quarterly leadership meetings.

4B. Observation and Feedback Cycles

Develop a plan that supports professional learning and development for school leaders, instructional coaches, and teachers through observation and feedback cycles.

Key Questions to Consider:

- How will school leaders and instructional coaches receive training and practice with the observation tool(s) including opportunities for calibration and norming?
- What coaching model will be used to support Bluebonnet Learning implementation?
- What are the expectations for when/how teachers will receive feedback and coaching in response to an observation?
- How will school leaders and instructional coaches receive ongoing support?
- How will the impact of coaching efforts on teacher practice be monitored and measured?

Resource:

- [Bluebonnet Learning Resources](#) - This repository includes helpful leadership focused materials from Bluebonnet Learning instructional materials.

- [SFL Action Step Guides](#) - The Action Step Guides feature a process for giving teachers feedback following observation with concrete next steps that will improve teacher practice and fidelity of implementation.

TAKE ACTION: Observation and Feedback Cycle Planning

Topic: School leader and instructional coach training and practice

Decision/Expectations:

Summer 2026, all school leaders and instructional coaches will participate in training on Bluebonnet Learning RLA Observation Tools, including lesson pacing, internalization evidence, knowledge-building instruction, and writing expectations. Calibration and norming sessions will occur to ensure consistency in identifying evidence of high-quality literacy instruction.

Next Steps:

Schedule fall learning walks and calibration sessions.

Topic: Coaching Model

Decision/Expectations:

A coaching cycle model will be used, integrating pre-observation planning, observation using Bluebonnet RLA tools, post-observation feedback, and follow-up support. Coaching will be collaborative, content-focused, and aligned to curriculum internalization and student work analysis. Coaches will model literacy routines, co-plan lessons, and guide teacher reflection.

Next Steps:

Ongoing training of coaches during monthly Curriculum Leadership Team meetings.

Topic: Feedback Cycle Process

Decision/Expectations:

Teachers will receive timely, actionable feedback within 48–72 hours after an observation. Debrief sessions will connect observed practices to Bluebonnet lesson goals, internalization expectations, and student outcomes.

Next Steps:

Schedule follow-up coaching sessions to support implementation of feedback and monitor growth.

Topic: Ongoing, Job-embedded Support

Decision/Expectations:

District leadership and Region 4 partners will provide quarterly support sessions focused on observation data, coaching refinement, and internalization practices. Access to Bluebonnet Learning resources will support fidelity and instructional consistency.

Next Steps:

Schedule check-ins during principal and assistant principal collaborative meetings.

Topic: Measuring Impact

Decision/Expectations:

Impact will be measured by improvements in teacher practice across repeated observations and growth in student performance on curriculum-embedded assessments, writing samples, and fluency measures.

Next Steps:

Use data to adjust coaching cycles, internalization focus, and professional learning priorities.

ACTION 5: Aligning Assessment Strategy

5A. Analyzing Assessment Practices

Conduct a current state analysis of assessment practices to prioritize high-impact changes and next steps.

Key Actions to Consider:

- Review the resource **Assessment Keys to Success**. Annotate and take notes on the resource regarding the current state of each listed key to success.
 - Think about each element: *vision, protected time and frequency, assessment integrity, integration of other assessments, and analysis of student work and assessment data*. Note which assessment elements are established, clear, and consistent across all grade levels and schools and which are not.

Key Questions to Consider:

- What existing strengths and areas of alignment were identified?
- How can areas of strength be leveraged and reinforced?
- What areas of misalignment were identified?
- Which, if any, of the potential next steps might be applicable?

Resource:

- [Assessment Keys to Success](#) - This resource provides a list of criteria that are the keys to successful prioritization of curriculum-embedded assessments and an aligned assessment strategy.

TAKE ACTION: Analyzing Assessment Practices

Task: Conduct a current state analysis of assessments and summarize the takeaways. What is working well? What is an area(s) for improvement?

Response:

Strengths: District writing structures (SCR/ECR) and common literacy routines are established. Benchmark tools such as mCLASS and MAP are in place to monitor growth.

Area(s) for improvement: Consistent use of curriculum-embedded assessments across campuses and stronger alignment between foundational skills data (K-2), fluency data (2-3), and writing analysis in PLCs.

Task: Identify which **Keys to Success** are currently in place, which are not, and which ones need refining.

Response:

Vision: Leaders prioritize assessment data, but refinement is needed to ensure curriculum-embedded assessments drive daily instruction.

Protected Time and Frequency: Assessment windows are calendared; consistent student work analysis time needs strengthening.

Assessment Integrity: Expectations exist; continued monitoring is needed to ensure core texts, foundational skills routines, and assessment rigor are not altered.

Integration of Other Assessments: mCLASS, MAP, and STAAR are complementary and will not replace Bluebonnet Learning assessments.

Analysis of Student Work and Assessment Data: Occurs across campuses but needs consistent protocol implementation.

5B. Structures for Assessment Practices

Develop and communicate expectations that prioritize curriculum-embedded assessments and student work analysis.

Key Questions to Consider:

- What are the most impactful changes that must be made to effectively prioritize curriculum-embedded assessments and engage in student work analysis using Bluebonnet Learning protocols?
- What technical challenges (e.g., time) might be encountered, and how will these be overcome?
- What adaptive challenges (e.g., mindsets) might be encountered and how will these be navigated?
- What are a few high-leverage changes or adjustments that can be made?
- How are student assessment expectations going to be communicated?

Resource:

- [Assessment Keys to Success](#) - This resource provides a list of criteria that are the keys to successful prioritization of curriculum-embedded assessments and an aligned assessment strategy.
- [Bluebonnet Learning Resources](#) - This repository includes helpful leadership focused materials from Bluebonnet Learning instructional materials.

TAKE ACTION: Structures for Assessment Practices

Task: Identify a priority action for **curriculum-embedded assessments** based on the current state analysis conducted in Action 5A.

Response:

Implement rubric norming and administration integrity protocols to ensure consistent scoring of writing and consistent implementation of foundational skills and fluency checks.

Task: Identify a priority action for **student work analysis** based on the current state analysis conducted in Action 5A.

Response:

Calendar structured student work analysis protocols in PLCs following each unit assessment, including analysis of foundational skills data, fluency measures, and writing samples.

Task: Plan next steps that focus on high-impact changes to support effective assessment practices.

Response:

Norm writing rubrics during internalization sessions, embed student work analysis in the Suggested CTT Agenda, and monitor assessment integrity through walkthroughs and leadership data reviews.

Task: Explain the communication plan for ensuring all school leaders, instructional coaches, and teachers are on the same page regarding curriculum-embedded assessments.

Response:

Audience: Teachers, instructional coaches, and campus leaders

Methods: Internalization sessions, CTT meetings, district emails, and coaching cycles

Timeline: Summer 2026 launch and reinforcement throughout the 2026–2027 school year

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: May 4, 2026

Item Title: Approval of Agenda Items A-B

Agenda Item: Dr. Rebecca Brown

Background Information:

Agenda Items:

- A. Establish Board Meeting Dates 2026-2027
- B. Consent Agenda Items

Recommendation:

The Superintendent recommends approval of Agenda Items A-B.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: May 4, 2026

Item Title: Board of Trustees Meeting Calendar for 2026-2027

Agenda Item: Dr. Rebecca Brown

Background Information:

The proposed Board of Trustees meeting calendar is attached for the review, revision, and approval of the Board.

Recommendation:

The Superintendent recommends approval of the list of meeting dates for 2026-2027.

Action Item: Yes No

2026-2027 Board of Trustees Meeting Dates

Executive Session 5:30 p.m. and Open Session 6:30 p.m.

<p>Monday, July 20 Action/Workshop Meeting</p>	<p>Monday, August 3 Action Meeting</p> <p>Monday, August 31 Special Called to Approve Budget Amendments, Year End Business, Public Hearing for Budget Approval & Setting Tax Rate</p>	<p>Tuesday, September 8 Action Meeting</p> <p>Monday, September 21 Workshop Meeting (if needed)</p>
<p>Monday, October 5 Action Meeting</p> <p>Monday, October 19 Workshop Meeting (if needed)</p>	<p>Monday, November 2 Action Meeting</p> <p>Monday, November 16 Workshop Meeting (if needed)</p>	<p>Tuesday, December 8 Action Meeting</p>
<p>Monday, January 11 Action Meeting</p> <p>Monday, January 25 Workshop Meeting (if needed)</p>	<p>Monday, February 8 Action Meeting</p>	<p>Monday, March 1 Action Meeting</p> <p>Monday, March 22 Workshop Meeting (if needed)</p>
<p>Monday, April 5 Action Meeting</p> <p>Monday, April 19 Workshop Meeting (if needed)</p>	<p>Monday, May 10 Action Meeting Canvass Election Returns/Election of Officers</p>	<p>Monday, June 7 Action Meeting</p> <p>Monday, June 21 Workshop Meeting (if needed)</p>

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: May 4, 2026

Item Title: Consent Agenda Items

Agenda Item: Dr. Rebecca Brown, Superintendent

Background Information:

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

- Budget Amendments/Adjustments for April 16, 23, 2026
- Donation to KELES-Lighthouse Christian Ministries, McRee Ford
- Campus Fundraising Request KJHS Theatre
- Donation to DHS FFA-Kathleen Garza
- Approval of Proposals Received-Contracted Services 26-04-1192
- April 13, 2026 Minutes
- April 14, 2026 Minutes
- Out of State Travel APSI-DECA
- Out of State Travel Educators Rising National Conference

Recommendation:

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

Action Item: Yes No