

# Agenda of Regular Action Meeting

## The Board of Trustees Dickinson Independent School District

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A Regular Action Meeting of the Board of Trustees of Dickinson Independent School District will be held April 2, 2024, beginning at 6:30 PM in the Education Support Center, 2218 FM 517, Dickinson, TX 77539.

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

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

1. Roll Call, Establish Quorum, Welcome Visitors
2. Pledge of Allegiance to the American and Texas Flags  
*Pledge Leaders: Reagan Wade, Nicolas Flores, & Joshua Reyes-Dunbar Middle School*
3. Recognitions
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  - B. KJHS Rubies 6
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	3. ESL/Bilingual – Specialist (2);	
	4. Gifted & Talented – Specialist (2);	
	5. McAdams Junior High – English (1);	
	6. Kranz Junior High – English (1), Science (1);	
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16.	Adjournment	

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*The notice for this meeting was posted in compliance with the Texas Open Meeting Act on Friday, March 29, 2024 at or before 4:30 p.m.*

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



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Carla Voelkel

Superintendent of Schools

## DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

**Meeting Date:** April 2, 2024

**Item Title:** Big Impact Award

**Agenda Item:** Kimberly Rich

### **Background Information:**

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

Big Impact Award Honorees exemplify the following attributes:

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

**Angela Faarup**, Dickinson High School, Special Education Teacher

- Angela Faarup (fair/up) is a DHS teacher of 18+ for special education. Angela is housed at MJHS and works with our young adults who are 18+, working on life skills, advocacy and employability skills as they transition to adulthood and independence. Angela has worked with community partners to provide these opportunities for the 15 young adults she works with. For example, students do a non-paid internship with Moody Gardens working in various work skills such as food/beverage, laundry/housekeeping, retail/inventory, guest services and ticketing. Students participate in non-paid on the job experience at Goodwill. Vocational Rehabilitation Financial Management Contractor AEM, LLC. comes to the class to provide financial awareness activities on Fridays. Through the Christina Sullivan Foundation, students are provided cooking classes once a week for 6 weeks. All of this is arranged and managed by Angela, along with lessons she plans on IEP goals and skills that the students work on in class. Angela is making a BIG impact!

**Gary Steadman**, Barber Middle School Custodian

- Mr. Gary is one of our custodians on our campus, and he is truly such a gem of a person. He always so happy, positive, and kind. You can always catch him

singing a tune while he is working, and it will bring a smile to your face. He is so friendly with the students and is so patient with all of our messes. He is retiring in March, and I want him to know that he has made an impact on our school and Dickinson ISD.

**Frankie Williby**, K. E. Little Elementary School, Instructional Paraprofessional

- I am nominating Ms. Williby because of her hard work and dedication she gives to our students as a SPED Para. She goes above and beyond to make sure our students are cared for, treated properly and accommodations are met. Ms. Williby assists all our students when they need help. She adapts quickly to whatever schedule changes may arise to ensure our students transition calmly with minimal issues. Ms. Williby shows kindness, patience, respect, and empathy with all staff and students on our campus. You can often find her sliding down the slides or chasing the students around on the playground during recess.
- Mrs. Williby goes above and beyond when working with our SPED students. She is kind and patient with them. Mrs. Williby takes the time to build relationships with the students, you can even catch her going down the slides with them during recess. You can tell she really cares about them as she helps them meet their goals at school.

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** April 2, 2024

**Item Title:** KJHS Rubies Dance Team

**Agenda Item:** Tammy Dowdy

**Background Information:**

The Kranz Junior High Rubies Dance Team participated in the Ascension Northeast Houston Challenge in February where they were named Division Grand Champion as well as division first place honors in Contemporary, Hip Hop, Kick, Jazz and Pom dances. In addition, they received the Challenge Elite Award, Superior Performance, the Judges Award. Overall, regardless of division, they also earned first place in Kick and Contemporary and first runner-up in Hip Hop and Jazz dances. They were also the Runner-Up Overall Grand Champions.

Members of the Kranz Rubies Dance Team include:

**Ella Abeyta**

**Temiwumi Adelakin**

**Ayleen Aldana**

**Alyssa Brown**

**Katie Cmaidalka**

**Callie Coatney**

**Nevaeh Flores**

**Jazleen Hernandez**

**Makenzi Lewis**

**Kennedy Manis**

**Lucrecia Martinez**

**Destiny Martinez**

**Chloe Moore**

**Lillian Munn**

**Brooke Parker**

**Khloey Perdew**

**Olivia Powell**

**Madysen Rodriguez**

**Brooklynn Romack**

**Audree Woellhof**

The team is assisted by Team Managers **Rylee Strength** and **Cassidy Fowler**. The team is led by Kranz dance teacher **Brittany Evans**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** April 2, 2024

**Item Title:** DJHS Emeralds Dance Team

**Agenda Item:** Tammy Dowdy

**Background Information:**

The Dickinson Junior High Emeralds Dance Team participated in the MA Dance contest at South Houston High School in January. They earned the first place large junior high team; third place team out of all teams attending; first place in Pom, Jazz, and Kick team dances; Super Sweepstakes for all dances receiving a 90 or above score from all judges; and the Judges Award for Team Pom.

The Emeralds also participated in the Ascension Northeast Houston Challenge in February where they earned first place honors in Lyrical, Hip Hop, Kick, Jazz, and Pom team routines. They also received the Judges Awards for having a score of 90 or above in three dances, second place in Medium Junior High Team, and second place in Best-in-Class Kick.

Members of the Dickinson Junior High Emeralds Dance Team include:

**Brooklyn Austin**

**Lillianna Bermea**

**Brianna Bonilla**

**Alexa Broze**

**Parker Clough**

**Addison Dawley**

**Dabria Dovai**

**Dakota Emmitte**

**Jayleen Ferman**

**Alivia Flicklen**

**Ja'Niyah Fontenot**

**Jy'Rah Grimes**

**Zoe Hardeman**

**Ada Knight**

**Karsyn Lewis**

**Cayleigh Mitchell**

**Paizley Pugh-Blair**

**Abigail Reynolds**

**Adalyn Reyes**

**Allinah Rodriguez**

**Gabriella Santellana**

**Nylia Smith**

**Ella Tate**

**Eryn Vandewater**

**Armani Williams**

The team is led by Dickinson Junior High dance teacher **Allyson Loving**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** April 2, 2024

**Item Title:** MJHS Royals Dance Team

**Agenda Item:** Tammy Dowdy

**Background Information:**

The McAdams Junior High Royals Dance Team competed in the Ascension Northeast Houston Challenge in February. They received the Judges Award for earning a 90 or above in all four dances. In addition, they were first runner-up in Contemporary, Jazz, Kick, and Pom dances, as well as first runner-up overall in the small team division.

Members of the McAdams Royals Dance Team include:

**Jaslyn Arizpe**

**Emily Brinkmeyer**

**Lillian Brock**

**Gemma Carter**

**Layla Demonbrun**

**Anlyn Johnson** Fourth Runner-Up for her solo

**Kendal Martinez**

**Allie Mitchell**

**Madison Nguyen**

**Anaya Patel**

**Mia Petteway**

**Bella Pope**

**Maddison Samuels**

**Ariella Thompson**

The team is assisted by Team Manager **Karmyn Esther**. The team is led by McAdams dance teacher **Kayla Holder**.

# DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

**Meeting Date:** April 2, 2024

**Item Title:** DHS Diamonds Dance Team

**Agenda Item:** Tammy Dowdy

## **Background Information:**

The Dickinson High School Diamonds Dance Team competed in several dance competitions this spring semester where they were recognized with several team awards and dancers earned honors for individual performances. Honors include:

*Ascension Dance at Iowa Colony High School on January 27* – The team’s officers earned the Judges Award for all three routines, second runner-up in Contemporary, first runner-up in Jazz, first place in Hip Hop, and second runner-up in medium officer champions

*Ascension Dance at Atascocita High School on February 24* – The team’s officers earned a Superior rating on all three routines second runner-up in Contemporary and Jazz, first place in Hip Hop, second runner-up grand champion officers, and Challenge Elite Officer Group. The team earned the Judges Award for all three routines; first place in Contemporary, Jazz, and Pom; first place grand champion officers; and Challenge Elite Team.

*American Dance at Moody Gardens on March 2* – The team’s officers earned Sweepstakes and Gussie Nell Davis Award for all three routines, Judges Award for all three routines, Best Overall Gold Officer Group, first runner-up for small officer group, and fourth place best of the best officer group. The team earned Sweepstakes and the Gussie Nell Davis Award for all three routines, Judges Award for all three routines, best overall platinum team, wow factor team jazz choreography (student choreography), first runner-up small team, fourth place best of the best (out of all teams at the contest).

*Katy ISD Invitational on March 5* – The Dickinson Diamonds were invited to compete in a pilot UIL dance event where they received a Division I rating in the UIL 6A classification.

Members of the Dickinson Diamonds Dance Team include:

**Kaydence Austin**

**Ramya Batiste**

**Jade Brown**

**Jakayla Campbell**

**Samaya Carr**

**Rosalie Carter**

**Arely Chavez**

**Jaden Cooper**

12<sup>th</sup> Grade Solo Winner at Ascension Dance at Iowa Colony,  
12<sup>th</sup> Grade Solo Runner-Up at Ascension Dance at Atascocita,  
First Place Small Team Solo at American Dance

**Audrey Dobrzynski**

**Isabelle Drager**

**Kaitlynn Durrschmidt**

**Kennedy Flowers**

**Dasia Fountain**

**Mariana Garcia**

**Reagan Guinon**

Fourth Runner-Up Small Team Solo at American Dance

**Rose Hernandez**

**Cheyenne Heryford**

**Brianna Junemann**

**Rebekah Kelley**

**Payton Landolt**

Second Runner-Up Small Team Solo at American Dance

**Karmen Lewis**

**Averie Link**

**Briana Lopez**

**Lilah Niederlitz**

**Juniya Robinson**

**Joselin Rodriguez**

**Avery Roe**

**Annie Tran**

**Elizabeth Trevizo**

**Chloe Wickware**

**Da'Zayri Williams**

The team is led by Dickinson High School dance teacher **Brianne Sisson**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** April 2, 2024

**Item Title:** DJHS Choir UIL

**Agenda Item:** Tammy Dowdy

**Background Information:**

Dickinson Junior High students recently participated in the UIL Concert and Sight-Reading Contest, a benchmark for music programs that mirrors the rigor of statewide assessments in academia. This contest is known for its high stakes and represents the standard of excellence in music performance. The Texas UIL proceedings are widely recognized as among the most rigorous in the United States.

Both choirs from Dickinson Junior High, the Treble and Tenor-Bass choirs, excelled by earning the highest distinction in both Concert and Sight-Reading categories. This remarkable achievement earned them the prestigious “Sweepstakes” trophy, signifying their excellence in one of the most esteemed choral evaluation contests in the State.

Representing the choir for this honor are members of the Choir Leadership. They include:

**Karis Ellis**, Treble Choir President  
**Rylee Rose**, Treble Choir Vice President  
**Emory Guajardo**, Tenor/Bass President  
**George Hines**, Tenor/Bass Vice President

The Dickinson Junior High Choirs are under the direction of **Mark Patterson**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** April 2, 2024

**Item Title:** Kranz Choir UIL

**Agenda Item:** Tammy Dowdy

**Background Information:**

The Kranz Junior High Choir program had two choirs participate in Region 17 UIL Concert and Sight-Reading. Both Varsity Kranz Treble and Tenor/Bass Choir received all Superior Ratings in Concert and Sight-Reading, earning them sweepstakes. This is the first tenor/bass varsity and the second treble varsity choir to earn sweepstakes for Kranz JH.

Representing the Kranz Choirs are leaders of the Kranz Gator Choir Council.

**Carli Mott**, President

**Elijah Camacho**, Vice President

**Emelia Freeman**, Vice President

The Dickinson Junior High Choirs are under the direction of **Imani James**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** April 2, 2024

**Item Title:** DHS Girls Powerlifting

**Agenda Item:** Tammy Dowdy

**Background Information:**

Eight Dickinson High School Lady Gator Powerlifters recently competed at the State Powerlifting Championships in Frisco and did an outstanding job representing Dickinson High School. The Lady Gators placed third as a team finishing in the top 10 in Texas and up from eighth place at state in 2023. Leading up to state meet, the Lady Gator Powerlifters had a successful regional meet performance earning first place as a team with nine of the 16 girls qualifying for the Regional Championships earning medals.

State qualifiers this year for Girls Powerlifting include:

**Kaylee Barajaz** 1<sup>st</sup> Place and the Outstanding Deadlift Award at Regionals

**Ayah Bnider** 1<sup>st</sup> Place and Outstanding Bench Award at Regionals,  
2<sup>nd</sup> Place at State and set a new state record in the bench press  
lifting 305 pounds

**Azelia Lara** 2<sup>nd</sup> Place at Regionals

**Fabiola Martinez** 1<sup>st</sup> Place at Regionals and 3<sup>rd</sup> Place at State

**Michaela Onwodi** 2<sup>nd</sup> Place at Regionals

**Aaniya Pollard** 2<sup>nd</sup> Place at Regionals and 5<sup>th</sup> Place at State

**Christy Richardson** 1<sup>st</sup> Place, Outstanding Squat Award and  
Outstanding Lifter Award at Regionals and 1<sup>st</sup> Place at State

**Kassidy Stoker** 3<sup>rd</sup> Place at Regionals

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** April 2, 2024  
**Item Title:** DHS Boys Powerlifting  
**Agenda Item:** Tammy Dowdy

**Background Information:**

Seven members of the Dickinson High School Boys Powerlifting Team qualified for the State Powerlifting Meet in Abilene at the end of March and one student earned second place in his weight class at the state meet. Leading up to the State Meet, 11 boys qualified for the Regional Championships held in Dickinson ISD at the beginning of March. At Regionals, the team earned second place overall and several boys earned individual honors, including the seven boys qualifying for the State Meet.

State qualifiers this year for Boys Powerlifting include:

<b>Aaron Arratia</b>	Regional - 1 <sup>st</sup> place, Outstanding Squat and Outstanding Lifter Awards State - 2 <sup>nd</sup> place
<b>Adolfo Cruz</b>	Regional - 5 <sup>th</sup> place at Regionals
<b>Tri Mai</b>	Regional - 5 <sup>th</sup> place at Regionals
<b>Tristen Munoz</b>	State Qualifier for lifting the required total
<b>Zaiden Olvera</b>	Regional - 1 <sup>st</sup> place
<b>Jay Reroma</b>	Regional - 2 <sup>nd</sup> place
<b>Maxx Vazquez</b>	Regional - 1 <sup>st</sup> place and the Outstanding Bench Award

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

## **DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM**

**Meeting Date:** April 2, 2024  
**Item Title:** DHS DECA State Qualifiers  
**Agenda Item:** Tammy Dowdy

### **Background Information:**

Dickinson High School competed this year at the DECA (Distributive Education Clubs of America) Regional competition. DECA is a Career and Technology Student Organization for the business department. The students competed in various business scenarios along with taking a written test. Twelve of the students advanced and qualified for the state competition, which was held in February in Houston and two students were named State finalists. State competitors included:

<b>Juan Arguenta</b>	Team Event for Travel and Tourism
<b>Abby Barnes</b>	Individual Event for Accounting Applications
<b>Navian Brown</b>	Individual Event for Food Marketing
<b>Dominick Cantu</b>	Individual Event for Marketing Communications
<b>Manuel Dodson</b>	Individual Event for Automotive Services Marketing
<b>Draygon Fry</b>	Individual Event for Quick Service Restaurant Management
<b>Jadean Hall</b>	Individual Event for Principles of Hospitality & Tourism State finalist and qualified to advance to the national competition
<b>Demarcus Hunter</b>	Individual Event for Financial Consulting
<b>Imanol Mendez</b>	Individual Event for Accounting Applications
<b>Matthew Stapp</b>	Individual Event for Financial Consulting State finalist
<b>Andy Villegas</b>	Team Event for Travel and Tourism
<b>Geovanny Yanez</b>	Individual Event for Marketing Communications

The students are led by DHS advisors **Elizabeth Coughlin, Carrie Flynn** and **Chad Pruitt**.

## **DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM**

**Meeting Date:** April 2, 2024  
**Item Title:** DHS TAFE State and National Qualifiers  
**Agenda Item:** Tammy Dowdy

### **Background Information:**

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. Twenty students advanced to the Teach Tomorrow Summit state competition where seven students qualified to advance to the Educators Rising Nationals Conference scheduled for the end of June in Washington, D.C. State and national qualifiers include the following:

<b>Ibeth Aguilera</b>	State Qualifier in Varsity Children's Literature K-3 Spanish and Bronze Certificate in Educational Leadership Fundamentals Test
<b>Akinya Asson</b>	State Qualifier in Educational Leadership Fundamentals Test
<b>Shamir Burch</b>	State Qualifier in Junior Varsity Children's Literature PreK-K
<b>Victoria Ruiz Calderon</b>	State Qualifier in Junior Varsity Children's Literature PreK-K
<b>Emily Deleon</b>	Bronze Certificate in Educational Leadership Fundamentals Test
<b>Layla Dupree</b>	National Qualifier in Varsity Elementary Interactive Bulletin Boards; Advancing to the national competition
<b>Emily Garcia</b>	National Qualifier in Varsity Interactive Bulletin Boards Middle and High School; Advancing to the national competition
<b>Melanie Millan López</b>	State Qualifier in Varsity Children's Literature K-3 Spanish
<b>Emily Marquez</b>	National Qualifier in in Varsity Elementary Interactive Bulletin Boards and Silver Certificate in Educational Leadership Fundamentals Test; Advancing to the national competition
<b>Haidee Martinez</b>	Gold Certificate in Varsity Project Visualize in Service
<b>Isabel Martinez</b>	State Qualifier in Varsity Children's Literature PreK Spanish
<b>Mari-anne Martinez</b>	State Qualifier in Varsity Inside Our School - Showcasing Gator Time
<b>Aleyda Montes</b>	National Qualifier in Varsity Children's Literature Pre-K;

	Advancing to the national competition
<b>Anaya O'Day</b>	National Qualifier in Junior Varsity Research Learning Challenges and Silver Certificate Educational Leadership Fundamentals Test
<b>Kiera Pineda</b>	Gold Certificate in Varsity Teacher Created Materials Elementary Gold Certificate in Varsity Interactive Bulletin Boards Elementary
<b>Reece Richardson</b>	State Qualifier in Varsity Inside Our School - Showcasing Gator Time
<b>Nicole Rodriguez</b>	National Qualifier in Varsity Children's Literature Pre-K; Advancing to the national competition
<b>Lilian Rosales</b>	State Qualifier in Varsity Children's Literature PreK Spanish & Gold Certificate in Varsity Project Visualize in Service
<b>Kiara Sanchez</b>	National Qualifier in Junior Varsity Research Learning Challenges; Advancing to the national competition
<b>Desiree Whitley</b>	State Qualifier in Varsity Impromptu Speaking

The students are led by DHS advisors **Angelica Valderramos** and **Annlyn Chiles**.

## **DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM**

**Meeting Date:** April 2, 2024

**Item Title:** Texas School Public Relations Association Star Awards

**Agenda Item:** Carla Voelkel

### **Background Information:**

Members of the Texas School Public Relations Association have an opportunity in February at the TSPRA annual conference to enter the Star Awards Contest, which recognizes outstanding work in education communications and projects through 57 different print, electronic media and project categories. Entries can earn Gold, Silver or Bronze awards and then judges review the highest scoring Gold Star winners and select a Best of Category for each of three divisions (under 15,000 students, 15,000-40,000 students and more than 40,000 students). For the 2024 conference TSPRA received more than 1,800 entries from school districts throughout Texas, which is the most entries received in one year.

We would like to recognize **Tammy Dowdy** and **Jenna Simsen** for the following awards received in the Star Awards Contest. This year's contest judged entries completed from July 1, 2022 – June 30, 2023. They competed in the small district category of under 15,000 students.

### **Best of Category**

- Bond 2023 Espanol Flyer – Print Materials in a Language Other than English Category (Simsen)

### **Gold Awards**

- Cornerstone Reading Gator – Original Art Category (Simsen)
- Dickinson ISD Bond Task Force Committee Presentation – Miscellaneous Digital Media Category (Simsen)
- DHS students get hands-on experience through CTE community partnerships story – Published News or Feature Category (Dowdy)
- Dickinson ISD growing quickly despite challenges story/newspaper guest column – Published News or Feature Category (Dowdy)
- Dickinson ISD Minister's Luncheon Flyer – Flyer Category (Dowdy)

## DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA DOCUMENT

**Item Title:** Public Comment: Agenda Items

**Agenda Item:** Carla Voelkel

**Background Information:**

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

## DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA DOCUMENT

**Item Title:** Open Forum

**Agenda Item:** Carla Voelkel

**Background Information:**

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

# DICKINSON INDEPENDENT SCHOOL DISTRICT

## EXECUTIVE BOARD AGENDA DOCUMENT

**Meeting Date:** April 2, 2024

**Item Title:** Executive Session

**Agenda Item:** President of the Board

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

**Time To Executive Session:** \_\_\_\_\_

**Time Out of Executive Session:** \_\_\_\_\_ 21

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

**Meeting Date:** April 2, 2024

**Item Title:** Personnel Action

- Employment
- Resignations/Retirement

**Agenda Item:** Kimberly Rich

- We have five (5) resignations: one (1) Teacher at K E Little Elementary School, one (1) Teacher at Silbernagel Elementary School, one (1) Teacher at Calder Road Elementary School, two (2) Teachers at Barber Middle School.

**Recommendation:**

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

**Action Item:**     Yes    \_\_\_\_\_ No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_

**DICKINSON INDEPENDENT SCHOOL DISTRICT**  
**BOARD AGENDA DOCUMENT**

**Meeting Date:** April 2, 2024

**Item Title:** Appointment of the Principal at Bay Colony Elementary School

**Agenda Item:** Carla Voelkel

Administration discussed with the Board of Trustees the appointment of the Principal at Bay Colony Elementary School.

**Recommendation:**

The Superintendent and the Executive Director of Human Resources recommend the appointment of Julie O'Gea as the Principal at Bay Colony Elementary School.

**Action Item:**  Yes  No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_

## DICKINSON INDEPENDENT SCHOOL DISTRICT

### BOARD AGENDA DOCUMENT

**Meeting Date:** April 2, 2024

**Item Title:** Resolution to Declare a Program Change and/or Reorganization

**Agenda Item:** Kimberly Rich

Consider and take possible action to approve resolution declaring program change reduction in force impacting the following positions:

1. At-Risk & Bilingual Programs – Director (1);
2. Special Programs – Dyslexia Specialist (1);
3. ESL/Bilingual – Specialist (2);
4. Gifted & Talented – Specialist (2);
5. McAdams Junior High – English (1);
6. Kranz Junior High – English (1), Science (1);
7. Dickinson Junior High – Social Studies (1); and
8. All junior highs – AVID (3), Leadership Development (3), Professional Communications (3).

#### **Recommendation:**

The Superintendent, Deputy Superintendent for Business Services, and the Executive Director for Human Resources recommend approval of the Resolution to declare a program change reduction in force impacting the following positions:

1. One Director of At-Risk & Bilingual Programs; and
2. One Dyslexia Specialist; and
3. Two ESL/Bilingual Specialists; and
4. Two Gifted & Talented Specialists; and
5. One English Teacher at McAdams Junior High; and
6. One English Teacher at Kranz Junior High; and
7. One Science Teacher at Kranz Junior High; and
8. One Social Studies Teacher at Dickinson Junior High; and
9. All Junior High AVID, Professional Communications, and Leadership Development Teachers.

The Superintendent, Deputy Superintendent for Business Services, and the Executive Director for Human Resources further recommend that the Board authorize and direct the Administration to implement all aspects of the reduction in force and to recommend proposed nonrenewals for all affected personnel at the May Board meeting.

Action Item:       √    Yes           No

Motion made by \_\_\_\_\_ seconded by \_\_\_\_\_ vote \_\_\_\_\_

**Resolution of the Board of Trustees of Dickinson Independent School District  
to Declare a Program Change and/or Reorganization**

**WHEREAS**, the Board of Trustees of Dickinson Independent School District (“DISD”) in an effort to improve efficiency, redirect resources, and/or conduct a reorganization/consolidation of schools and/or programs resolves to enact a Reduction in Force due to program change and reorganization pursuant to DISD Board Policy DFFB (Legal/Local).

**WHEREAS**, the Administration has proposed the reorganization/consolidation of programs operating under the Special Programs, At-Risk/Bilingual, Assessment/Accountability, ESL/Bilingual, and Gifted & Talented departments in order to more efficiently serve DISD’s student population.

**WHEREAS**, the Administration has also proposed the consolidation of instructional positions on three campuses due to attendance and enrollment changes at McAdams Junior High, Kranz Junior High, and Dickinson Junior High.

**WHEREAS**, the Administration has also proposed the elimination of the AVID, Leadership Development, and Professional Communications programs on DISD’s junior high campuses.

**WHEREAS**, the Board of Trustees resolves to eliminate the Director position for At-Risk & Bilingual Programs, one Dyslexia Specialist position, two ESL/Bilingual Specialist positions, and two Gifted & Talented Specialist positions.

**WHEREAS**, the Board of Trustees further resolves to eliminate one English teacher position at McAdams Junior High, one English teacher at Kranz Junior High, one science teacher at Kranz Junior High, and one social studies teacher at Dickinson Junior High.

**WHEREAS**, the Board of Trustees further resolves to eliminate all junior high-level AVID, Leadership Development, and Professional Communications teachers at Kranz Junior High, McAdams Junior High, and Dickinson Junior High.

**WHEREAS**, in order to remain good steward of public funds, DISD’s Board of Trustees accepts the need to reduce/eliminate staff in the manner as proposed by the Administration.

**WHEREAS**, even though the reorganization/program change under DFFB does not apply to probationary or at-will/paraprofessional employees; probationary and at-will/paraprofessional employees within the affected employment areas may be terminated in the best interest of the District at the end of the contractual term or no longer have a

reasonable expectation of employment in the current position beyond the end of the 2023-2024 school year.

**WHEREAS**, DISD's Board of Trustees determines the employment areas to be affected are as follows:

- 1) At-Risk & Bilingual Programs administrators;
- 2) Special Programs professional employees;
- 3) ESL/Bilingual professional employees;
- 4) Gifted & Talented professional employees;
- 5) English teachers at McAdams Junior High and Kranz Junior High;
- 6) Science teachers at Kranz Junior High;
- 7) Social studies teachers at Dickinson Junior High; and
- 8) All AVID, Leadership Development, and Professional Communications teachers at Dickinson, Kranz, and McAdams Junior High Schools.

**NOW THEREFORE BE IT RESOLVED** that the Board of Trustees of Dickinson Independent School District hereby declares a program change and/or reorganization which may and most probably will result in the discharge and/or non-renewal of more than one employee in the District.

**BE IT FURTHER RESOLVED** that as a component of the declaration of program change and/or reorganization, the Board of Trustees of Dickinson Independent School District hereby approves the Administration's proposed effected employment areas (as stated above) for application of the criteria found within Board Policy DFFB (Local), as applicable.

**BE IT FINALLY RESOLVED** that as a result of the declaration of the program change and/or reorganization, the Board of Trustees of Dickinson Independent School District hereby directs the Superintendent and/or her designee to apply the respective criteria found in Board Policy DFFB (Local), as applicable, and return to the Board of Trustees with any contract recommendations for the Board of Trustee's consideration.

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Board President  
Dickinson Independent School District

Attest:

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Board Vice President  
Dickinson Independent School District

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Board Secretary  
Dickinson Independent School District

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Board Member  
Dickinson Independent School District

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Board Member  
Dickinson Independent School District

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Board Member  
Dickinson Independent School District

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Board Member  
Dickinson Independent School District

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA DOCUMENT**

**Meeting Date:** April 2, 2024

**Item Title:** PBK Design Development Presentation for new elementary school

**Agenda Item:** Carla Voelkel

**Background Information:**

PBK Architects will present the design development for the new elementary school.

**Recommendation:**

Information only.

**Action Item:** \_\_\_\_\_ Yes     No

PROUD TRADITIONS, EXCITING FUTURES

# DICKINSON

INDEPENDENT SCHOOL DISTRICT

# PRK



NEW DICKINSON ISD ELEMENTARY SCHOOL

## New Elementary School #8

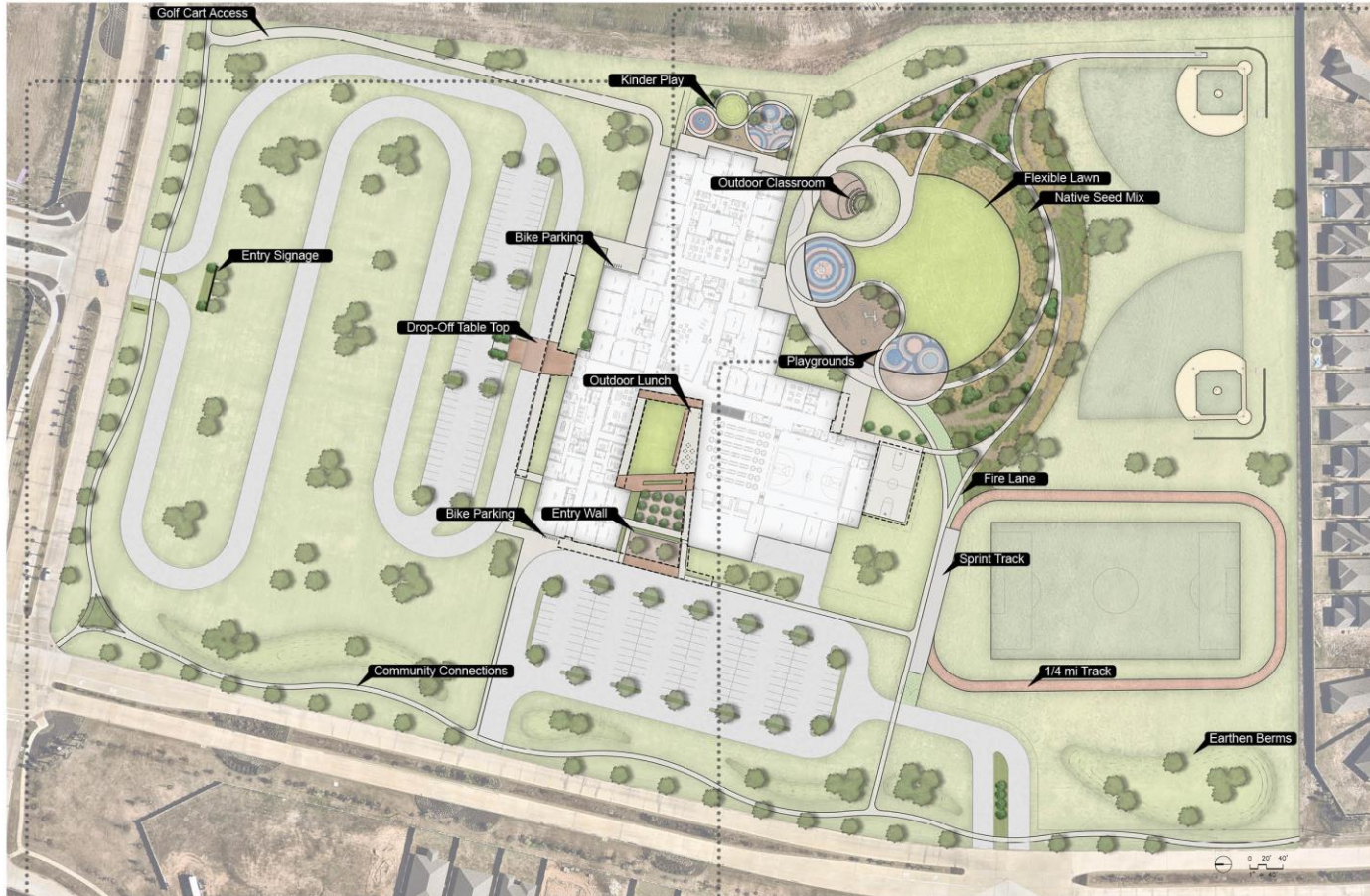
Design Development Meeting No. 05

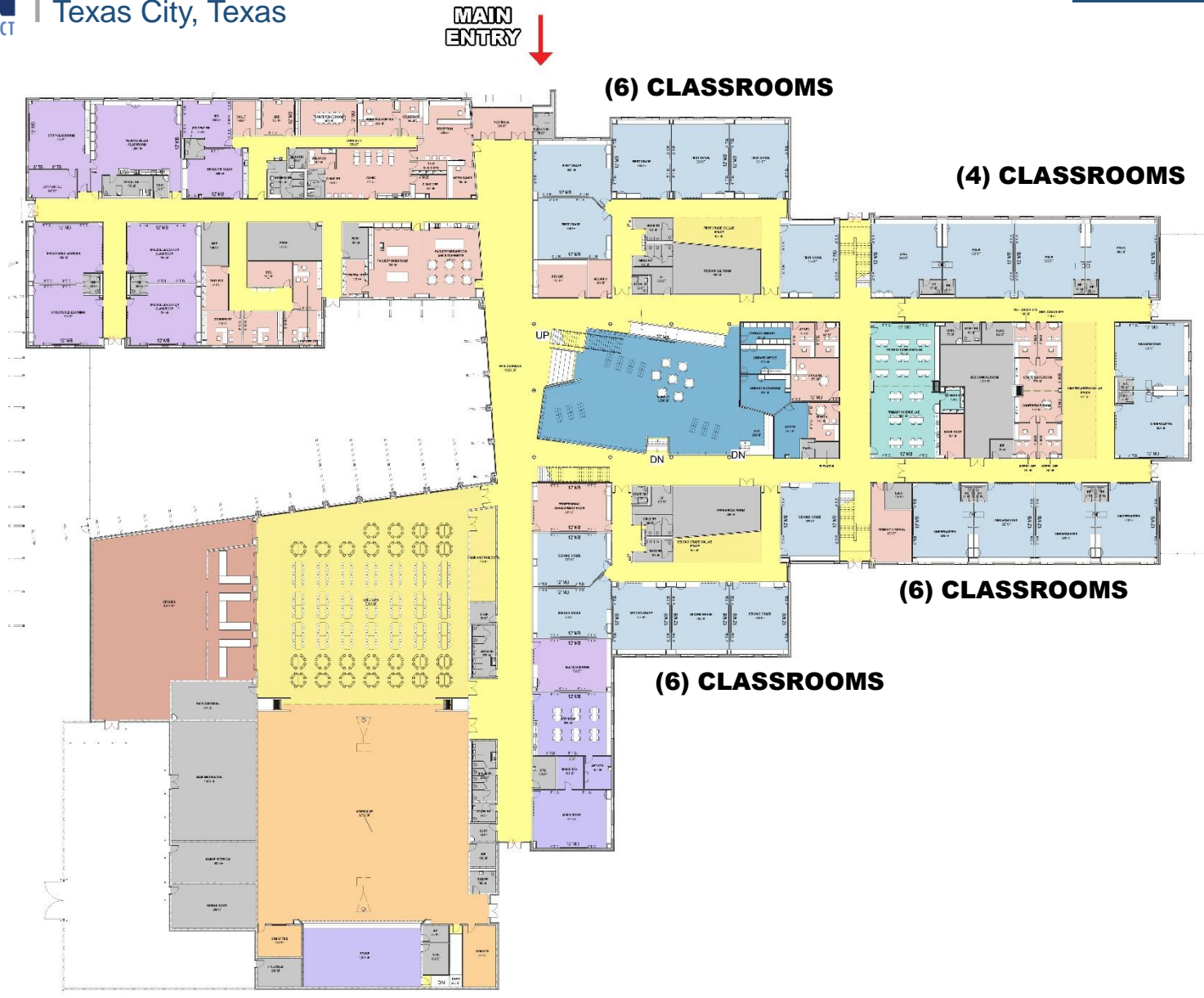
Wednesday, March 20, 2024

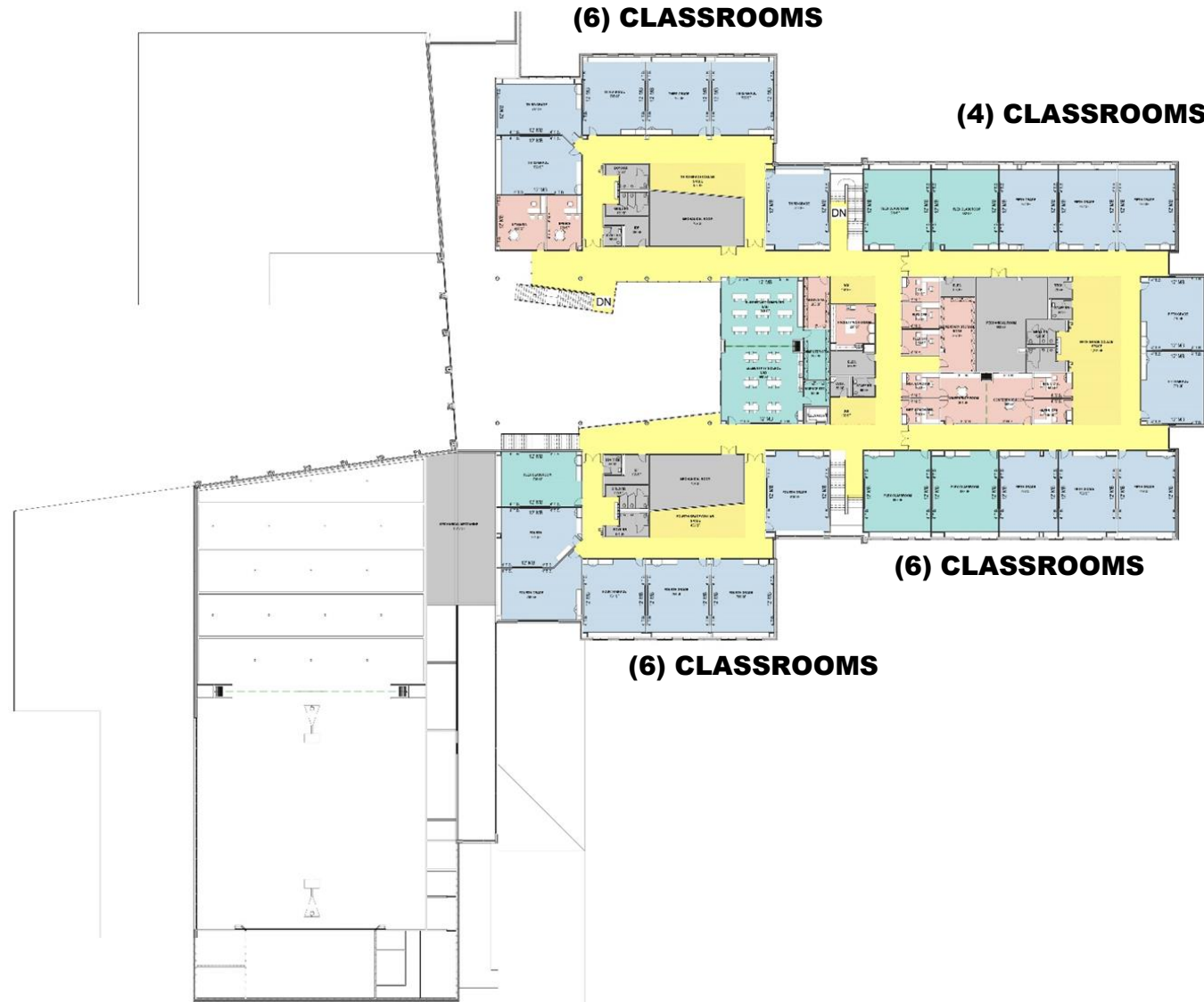
## AGENDA

- I. Introductions
- II. Site Plan Review
- III. Floor Plans Review
- IV. Exterior Design Concepts
- V. Interior Design Concepts
- VI. Project Schedule











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**Exterior Design Concept (Overall Front Entry)**



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**Exterior Design Concept (Front Entry)**





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**Exterior Design Concept (PreK-1 Playground)**



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**Bird's Eye View (Play Areas)**







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**Classroom Pod Entry**



**Classroom Pod Collaborative Learning Space**





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**Small Group Instructional Space**



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- ✓ **Kick-off // Planning Session** ..... **November 7, 2023**
- Schematic Design (SD) Phase**.....**November 14, 2023 – January 16, 2024**
- ✓ Schematic Design Work Session No. 1 (2:30 pm – 4:00 pm) .....Monday, November 13, 2023  
*Agenda: Program Review, Design Concepts, Schedule Confirmation*
- ✓ Schematic Design Work Session No. 2 (9:15 am – 10:45 am) .....Tuesday, November 28, 2023  
*Agenda: Program Review, (1) Concept Refinement*
- ✓ Tour Cline Elementary School, Friendswood ISD .....Monday, December 4, 2023
- ✓ Schematic Design Work Session No. 3 (2:30 pm – 4:00 pm) .....Monday, December 11, 2023  
*Agenda: Concept Refinement, Exterior Spirit Images, Interior Spirit Images*
- ✓ Schematic Design Work Session No. 4 (2:30 pm – 4:00 pm) ..... Thursday, January 4, 2024  
*Agenda: Preliminary Program, Site Plan, Floor Plans, Exterior & Interior Renderings and Budget Estimate.*
- ✓ Submit Schematic Design Presentation ..... Thursday, January 11, 2024
- Schematic Design Presentation to Board of Trustees (6:30 pm)**..... **Tuesday, January 16, 2024**

- CMAR Selection Process (1-Step)**..... **December 14, 2023 – February 20, 2024**
  - 1<sup>st</sup> Advertisement ..... Sunday, January 21, 2024
  - **Issue RFP** ..... **Monday, January 22, 2024**
  - 2<sup>nd</sup> Advertisement ..... Sunday, January 28, 2024
  - Pre-submission conference (2:00 pm) ..... Tuesday, January 30, 2024
  - **Receive Proposals** ..... **Tuesday, February 13, 2024**
  - Evaluate qualifications ..... February 13 – 16, 2024
  - Notify CM's of Shortlist for Interviews ..... February 16, 2024
  - Conduct Interviews (if required) ..... February 19 – 23, 2024
  - Final Evaluation ..... February 23 – March 1, 2024
  - **Recommend Award to Board of Trustees** ..... **Tuesday, March 5, 2024**

**Design Development (DD) Phase**.....**January 17 – April 2, 2024**

**Construction Documents (CD) Phase** ..... **April 3 – November 19, 2024**

**Construction Administration (CA) Phase**.....**July 2024 – May 2026**

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA DOCUMENT**

**Meeting Date:** April 2, 2024

**Item Title:** Written Reports

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

**Background Information:**

Written Reports

- Student Attendance Report for the 4<sup>th</sup> Six Weeks – Dr. Jeff Pack
- Tax Report for February, 2024 and Year to Date – Kelly Logsdon
- Summer Programs 2024 – Dr. Jeff Pack
- Safety Report – Robert Cobb
- March DIP Update – Dr. Jeff Pack

**Recommendation:**

Information only

**Action Item:** \_\_\_\_\_ Yes     \_\_\_\_\_ No

**DICKINSON INDEPENDENT SCHOOL DISTRICT**  
**BOARD AGENDA DOCUMENT**

**Meeting Date:** April 2, 2024

**Item Title:** Student Attendance Report for Fourth Six Weeks

**Agenda Item:** Dr. Jeff Pack

**Background Information:**

Attached is data from the fourth six-week reporting period for 2023-2024 and comparison data from the 2019-2020, 2020-2021, 2021-2022, and 2022-2023 school years.

**Recommendation:**

Information only

**Action Item:** \_\_\_\_\_ Yes     \_\_\_\_\_ No

ADA Percentages by Campus

Campus	2019-20		2020-21		2021-22		2022-23		2023-2024	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
<b>Little Elementary School</b>										
First six weeks	620.70	95.10%	474.76	91.83%	503.20	90.00%	553.03	93.40%	446.98	94.3%
Second six weeks	619.10	94.30%	515.66	92.82%	524.83	92.71%	542.76	89.71%	445.22	93.3%
Third six weeks	588.00	90.70%	520.70	92.30%	527.46	93.59%	561.30	92.18%	444.74	92.7%
Fourth six weeks	581.07	94.76%	519.30	91.70%	496.74	88.69%	560.39	93.75%	448.41	93.9%
Fifth six weeks	COVID-19	COVID-19	530.04	93.50%	527.22	93.20%	550.93	92.83%		
Sixth six weeks	COVID-19	COVID-19	522.00	91.30%	533.21	93.30%	556.99	93.30%		
Yearly Average	<b>609.12</b>	<b>93.90%</b>	<b>513.74</b>	<b>92.24%</b>	<b>518.78</b>	<b>91.92%</b>	<b>554.23</b>	<b>92.53%</b>	<b>446.34</b>	<b>93.6%</b>
<b>Lobit Elementary School</b>										
First six weeks	595.40	97.10%	593.36	97.55%	667.31	92.40%	777.56	94.78%	684.91	95.6%
Second six weeks	592.90	95.70%	585.68	95.49%	690.84	93.95%	749.23	90.64%	685.94	94.8%
Third six weeks	593.60	95.10%	583.40	94.50%	701.01	94.40%	775.30	92.65%	679.86	94.0%
Fourth six weeks	589.89	96.01%	596.10	94.80%	670.96	90.79%	807.93	94.69%	682.71	94.3%
Fifth six weeks	COVID-19	COVID-19	612.69	95.40%	705.00	94.72%	814.20	94.85%		
Sixth six weeks	COVID-19	COVID-19	618.00	95.20%	706.79	94.03%	819.29	94.41%		
Yearly Average	<b>593.86</b>	<b>95.98%</b>	<b>598.21</b>	<b>95.49%</b>	<b>690.32</b>	<b>93.38%</b>	<b>790.58</b>	<b>93.67%</b>	<b>683.35</b>	<b>94.7%</b>
<b>Silbernagel Elementary School</b>										
First six weeks	593.90	96.50%	533.74	94.13%	532.47	92.90%	569.11	95.33%	450.17	95.2%
Second six weeks	604.10	95.80%	551.45	94.29%	547.92	93.86%	548.63	91.40%	452.33	93.3%
Third six weeks	595.30	94.20%	556.50	94.90%	541.35	93.32%	561.06	93.13%	449.90	91.8%
Fourth six weeks	560.90	94.60%	557.40	94.30%	539.35	91.89%	575.54	94.19%	460.05	92.6%
Fifth six weeks	COVID-19	COVID-19	571.22	94.70%	559.73	94.54%	581.36	94.52%		
Sixth six weeks	COVID-19	COVID-19	571.06	94.10%	559.12	93.61%	579.73	93.85%		
Yearly Average	<b>594.61</b>	<b>95.21%</b>	<b>556.90</b>	<b>94.40%</b>	<b>546.66</b>	<b>93.35%</b>	<b>569.24</b>	<b>93.74%</b>	<b>453.11</b>	<b>93.2%</b>
<b>Hughes Road Elementary School</b>										
First six weeks	612.90	95.50%	599.80	94.42%	593.52	91.80%	640.11	94.75%	539.80	95.2%
Second six weeks	617.00	94.80%	601.40	93.44%	610.14	93.00%	629.59	92.54%	534.89	93.8%
Third six weeks	611.40	93.00%	609.60	94.90%	620.29	94.53%	629.90	92.94%	530.12	91.8%
Fourth six weeks	630.40	94.86%	606.40	94.60%	608.26	91.49%	645.06	94.16%	527.95	93.0%
Fifth six weeks	COVID-19	COVID-19	607.25	94.20%	631.25	93.48%	662.61	94.27%		
Sixth six weeks	COVID-19	COVID-19	609.22	93.60%	640.60	93.21%	657.15	93.04%		
Yearly Average	<b>616.69</b>	<b>94.59%</b>	<b>605.61</b>	<b>94.19%</b>	<b>617.34</b>	<b>92.92%</b>	<b>644.07</b>	<b>93.62%</b>	<b>533.19</b>	<b>93.5%</b>

ADA Percentages by Campus

	2019-20		2020-21		2021-22		2022-23		2023-2024	
<b>Bay Colony Elementary School</b>										
First six weeks	633.10	96.50%	599.05	95.61%	601.27	93.30%	581.18	94.68%	475.02	95.4%
Second six weeks	625.00	95.10%	605.87	94.63%	604.02	92.97%	574.71	92.03%	469.85	93.5%
Third six weeks	615.00	93.50%	609.00	94.70%	605.35	93.71%	581.36	93.35%	471.42	93.7%
Fourth six weeks	626.55	95.27%	607.30	94.00%	588.93	90.56%	590.65	94.94%	479.29	94.1%
Fifth six weeks	COVID-19	COVID-19	609.01	94.00%	610.31	93.80%	596.46	95.28%		
Sixth six weeks	COVID-19	COVID-19	603.47	93.60%	600.96	92.73%	597.96	94.91%		
Yearly Average	<b>623.67</b>	<b>95.14%</b>	<b>605.62</b>	<b>94.42%</b>	<b>601.81</b>	<b>92.85%</b>	<b>587.05</b>	<b>94.20%</b>	<b>473.89</b>	<b>94.2%</b>
<b>San Leon Elementary School</b>										
First six weeks	639.70	96.20%	591.73	93.16%	539.37	91.30%	580.10	94.50%	428.02	94.6%
Second six weeks	629.80	94.60%	616.07	93.67%	563.28	92.07%	561.59	90.36%	442.70	92.0%
Third six weeks	624.30	93.20%	617.40	94.30%	574.43	92.98%	579.88	92.92%	451.24	93.1%
Fourth six weeks	610.07	94.96%	601.80	92.70%	552.76	88.78%	580.91	92.49%	445.39	92.2%
Fifth six weeks	COVID-19	COVID-19	594.98	93.20%	575.36	92.92%	594.25	93.69%		
Sixth six weeks	COVID-19	COVID-19	593.11	93.70%	579.29	92.67%	592.32	93.93%		
Yearly Average	<b>633.74</b>	<b>94.77%</b>	<b>602.52</b>	<b>93.46%</b>	<b>564.08</b>	<b>91.79%</b>	<b>581.51</b>	<b>92.98%</b>	<b>441.84</b>	<b>93.0%</b>
<b>Calder Road Elementary</b>										
First six weeks	581.50	96.30%	558.97	95.42%	606.63	92.40%	642.85	95.00%	474.24	95.1%
Second six weeks	582.30	94.90%	589.30	95.21%	628.28	93.88%	632.91	92.36%	498.85	94.6%
Third six weeks	576.00	94.40%	599.70	95.40%	624.81	94.08%	620.46	91.45%	503.68	93.6%
Fourth six weeks	564.01	94.61%	607.70	94.70%	610.73	90.86%	618.63	93.84%	516.04	94.3%
Fifth six weeks	COVID-19	COVID-19	609.21	94.60%	644.00	94.59%	620.71	94.41%		
Sixth six weeks	COVID-19	COVID-19	611.05	94.20%	636.21	92.88%	605.86	93.74%		
Yearly Average	<b>578.80</b>	<b>94.95%</b>	<b>595.99</b>	<b>94.92%</b>	<b>625.11</b>	<b>93.12%</b>	<b>623.57</b>	<b>93.47%</b>	<b>498.20</b>	<b>94.4%</b>
<b>Dunbar Middle School</b>										
First six weeks	592.50	96.00%	608.58	95.96%	582.59	91.60%	619.10	95.03%	543.78	95.3%
Second six weeks	585.50	94.90%	599.80	94.53%	602.60	93.41%	604.00	92.40%	545.91	94.8%
Third six weeks	581.50	93.50%	603.20	94.70%	618.95	93.16%	614.68	93.96%	545.16	94.4%
Fourth six weeks	580.41	94.33%	588.00	93.10%	593.85	88.91%	611.44	94.25%	548.43	94.5%
Fifth six weeks	COVID-19	COVID-19	588.57	92.80%	619.38	93.42%	609.29	94.21%		
Sixth six weeks	COVID-19	COVID-19	591.94	92.90%	622.71	93.52%	612.46	93.88%		
Yearly Average	<b>583.79</b>	<b>94.68%</b>	<b>596.68</b>	<b>94.00%</b>	<b>606.68</b>	<b>92.34%</b>	<b>611.83</b>	<b>93.96%</b>	<b>545.82</b>	<b>94.8%</b>

ADA Percentages by Campus

	2019-20		2020-21		2021-22		2022-23		2023-2024	
<b>Barber Middle School</b>										
First six weeks	697.90	97.10%	685.08	98.52%	544.27	93.20%	535.87	95.83%	579.70	95.3%
Second six weeks	696.30	96.50%	685.00	96.88%	558.34	95.33%	527.38	92.83%	576.87	93.6%
Third six weeks	691.60	95.80%	683.40	96.70%	555.10	94.71%	533.40	93.66%	574.36	92.9%
Fourth six weeks	695.27	95.97%	665.40	95.60%	539.67	91.83%	537.30	94.15%	578.32	93.3%
Fifth six weeks	COVID-19	COVID-19	664.86	95.40%	564.15	94.96%	544.68	94.41%		
Sixth six weeks	COVID-19	COVID-19	657.94	94.80%	563.03	94.57%	543.58	94.01%		
Yearly Average	<b>693.86</b>	<b>96.34%</b>	<b>673.61</b>	<b>96.32%</b>	<b>554.09</b>	<b>94.10%</b>	<b>537.03</b>	<b>94.15%</b>	<b>577.31</b>	<b>93.8%</b>
<b>Lobit Middle School</b>										
First six weeks	436.80	96.50%	461.04	98.62%	472.62	91.70%	558.87	95.96%	596.22	96.4%
Second six weeks	440.70	96.20%	451.77	95.60%	494.79	94.70%	544.83	93.57%	588.35	95.6%
Third six weeks	435.90	94.90%	455.00	96.60%	496.75	93.85%	541.96	92.92%	578.92	94.4%
Fourth six weeks	442.12	95.55%	459.20	96.10%	476.96	90.63%	557.89	95.00%	587.25	94.9%
Fifth six weeks	COVID-19	COVID-19	454.75	95.30%	497.24	94.82%	549.71	94.57%		
Sixth six weeks	COVID-19	COVID-19	450.62	95.10%	492.64	94.00%	544.24	94.31%		
Yearly Average	<b>437.31</b>	<b>95.78%</b>	<b>455.40</b>	<b>96.22%</b>	<b>488.50</b>	<b>93.28%</b>	<b>549.58</b>	<b>94.39%</b>	<b>587.69</b>	<b>95.3%</b>
<b>McAdams Junior High School</b>										
First six weeks	843.60	96.50%	872.75	98.64%	825.62	92.20%	893.40	95.42%	800.93	94.9%
Second six weeks	844.10	95.40%	846.83	95.45%	850.04	93.52%	872.92	92.12%	801.91	94.3%
Third six weeks	827.40	93.80%	843.80	94.30%	835.45	91.67%	874.04	92.47%	788.60	92.5%
Fourth six weeks	829.29	94.48%	833.00	93.10%	808.78	88.73%	874.19	93.25%	793.50	92.4%
Fifth six weeks	COVID-19	COVID-19	828.96	93.10%	847.83	92.94%	880.11	93.13%		
Sixth six weeks	COVID-19	COVID-19	805.53	90.60%	843.22	92.14%	882.69	92.57%		
Yearly Average	<b>834.43</b>	<b>95.03%</b>	<b>838.48</b>	<b>94.20%</b>	<b>835.16</b>	<b>91.87%</b>	<b>879.56</b>	<b>93.16%</b>	<b>796.24</b>	<b>93.5%</b>
<b>Kranz Junior High School</b>										
First six weeks	964.90	96.40%	916.58	96.66%	873.11	92.10%	919.93	95.33%	942.48	95.4%
Second six weeks	964.60	95.70%	926.54	94.91%	905.56	94.04%	906.04	92.64%	937.39	94.6%
Third six weeks	949.20	94.20%	922.30	94.20%	895.55	92.58%	914.80	93.34%	938.28	93.7%
Fourth six weeks	950.41	95.15%	891.70	92.00%	864.89	89.51%	925.33	93.68%	931.82	93.2%
Fifth six weeks	COVID-19	COVID-19	883.72	92.00%	904.80	93.49%	928.34	93.90%		
Sixth six weeks	COVID-19	COVID-19	877.56	91.20%	898.30	93.18%	917.42	92.90%		
Yearly Average	<b>954.71</b>	<b>95.42%</b>	<b>903.07</b>	<b>93.50%</b>	<b>890.37</b>	<b>92.48%</b>	<b>918.64</b>	<b>93.63%</b>	<b>937.49</b>	<b>94.2%</b>

ADA Percentages by Campus

	2019-20		2020-21		2021-22		2022-23		2023-2024	
<b>Dickinson Junior High School</b>										
First six weeks									960.63	95.6%
Second six weeks									954.78	94.2%
Third six weeks									950.64	93.8%
Fourth six weeks									944.68	93.3%
Fifth six weeks										
Sixth six weeks										
Yearly Average									<b>952.68</b>	<b>94.2%</b>
<b>Dickinson High School</b>										
First six weeks	2997.60	95.70%	3190.34	96.05%	3158.21	91.70%	3403.82	93.78%	3534.48	94.4%
Second six weeks	2977.30	94.80%	3108.13	93.23%	3215.14	92.04%	3320.80	91.32%	3498.83	93.4%
Third six weeks	2950.20	94.10%	3017.80	90.90%	3202.00	92.19%	3328.97	93.25%	3476.92	93.4%
Fourth six weeks	2907.38	93.91%	2680.20	84.60%	3019.70	88.55%	3246.65	92.93%	3370.39	92.3%
Fifth six weeks	COVID-19	COVID-19	2736.94	87.80%	3118.68	92.49%	3227.29	93.21%		
Sixth six weeks	COVID-19	COVID-19	2781.00	89.70%	3051.13	91.41%	3215.91	93.32%		
Yearly Average	<b>2951.39</b>	<b>94.57%</b>	<b>2919.07</b>	<b>90.38%</b>	<b>3127.48</b>	<b>91.40%</b>	<b>3290.57</b>	<b>92.97%</b>	<b>3470.16</b>	<b>93.4%</b>
<b>Dickinson Continuation Center</b>										
First six weeks	60.30	92.70%	65.08	95.13%	68.85	88.90%	78.10	94.32%	81.56	95.2%
Second six weeks	56.20	90.40%	61.97	86.59%	59.38	85.67%	72.88	92.30%	78.83	93.3%
Third six weeks	48.60	90.90%	54.60	84.40%	45.95	87.94%	58.00	93.79%	69.32	94.3%
Fourth six weeks	57.54	89.02%	137.00	87.00%	66.52	85.00%	71.48	90.95%	67.11	90.7%
Fifth six weeks	COVID-19	COVID-19	115.93	80.30%	59.39	87.86%	54.86	90.62%		
Sixth six weeks	COVID-19	COVID-19	92.44	80.30%	45.52	89.99%	37.67	87.11%		
Yearly Average	<b>55.66</b>	<b>90.79%</b>	<b>87.84</b>	<b>85.62%</b>	<b>57.60</b>	<b>87.56%</b>	<b>62.16</b>	<b>91.52%</b>	<b>74.20</b>	<b>93.4%</b>
<b>Transforming Lives Cooperative</b>										
First six weeks	8.80	97.60%	6.08	96.69%	8.00	100.00%	6.43	99.48%	7.93	100.0%
Second six weeks	8.90	100.00%	7.27	100.00%	8.66	99.60%	8.00	100.00%	8.83	100.0%
Third six weeks	9.70	98.80%	8.00	100.00%	8.30	100.00%	7.24	100.00%	8.72	100.0%
Fourth six weeks	8.46	90.13%	5.60	100.00%	6.92	99.45%	7.74	100.00%	5.61	100.0%
Fifth six weeks	COVID-19	COVID-19	5.93	100.00%	6.21	97.24%	9.54	98.52%		
Sixth six weeks	COVID-19	COVID-19	6.62	99.10%	6.73	100.00%	6.97	100.00%		
Yearly Average	<b>8.86</b>	<b>95.01%</b>	<b>6.58</b>	<b>99.30%</b>	<b>7.47</b>	<b>99.38%</b>	<b>7.65</b>	<b>99.67%</b>	<b>7.77</b>	<b>100.0%</b>

ADA Percentages by Campus

	2019-20		2020-21		2021-22		2022-23		2023-2024	
<b>Galveston County Detention Facility</b>										
First six weeks	23.10	99.40%	7.42	99.44%	13.81	98.20%	17.53	99.81%	15.11	100.0%
Second six weeks	21.40	96.20%	12.43	100.00%	17.13	99.81%	19.08	100.00%	17.96	100.0%
Third six weeks	21.00	92.10%	7.40	100.00%	15.96	100.00%	17.64	100.00%	18.32	100.0%
Fourth six weeks	23.85	93.05%	7.30	100.00%	19.22	100.00%	17.22	99.79%	19.96	100.0%
Fifth six weeks	COVID-19	COVID-19	9.11	100.00%	22.59	100.00%	15.21	100.00%		
Sixth six weeks	COVID-19	COVID-19	12.15	100.00%	16.52	100.00%	19.36	100.00%		
Yearly Average	<b>21.90</b>	<b>92.65%</b>	<b>9.30</b>	<b>99.91%</b>	<b>17.54</b>	<b>99.67%</b>	<b>17.67</b>	<b>99.93%</b>	<b>17.84</b>	<b>100.0%</b>
<b>Coastal Alternative Program</b>										
First six weeks	2.30	64.30%	0.00	0.00%	1.00	92.90%	1.40	95.45%	2.73	79.8%
Second six weeks	3.10	73.00%	0.00	0.00%	1.58	78.85%	2.52	66.25%	3.07	80.6%
Third six weeks	3.10	63.40%	0.50	72.20%	3.00	86.96%	11.08	72.48%	2.89	69.2%
Fourth six weeks	3.65	62.66%	0.50	52.00%	4.23	94.62%	11.12	66.90%	4.50	82.4%
Fifth six weeks	COVID-19	COVID-19	1.24	63.20%	5.53	83.19%	9.41	63.50%		
Sixth six weeks	COVID-19	COVID-19	2.36	84.80%	4.97	82.81%	6.38	73.33%		
Yearly Average	<b>3.03</b>	<b>67.21%</b>	<b>1.15</b>	<b>68.05%</b>	<b>3.39</b>	<b>86.56%</b>	<b>6.99</b>	<b>72.99%</b>	<b>3.30</b>	<b>78.0%</b>
<b>DISTRICT TOTAL</b>										
First six weeks	10905.10	96.10%	10758.31	96.01%	10592.08	92.00%	11378.39	94.65%	11564.69	94.9%
Second six weeks	10868.20	95.20%	10766.57	94.27%	10882.53	93.11%	11111.87	91.72%	11542.49	93.9%
Third six weeks	10721.70	93.90%	10694.00	93.60%	10871.84	93.07%	11211.07	93.00%	11483.09	92.7%
Fourth six weeks	10783.56	94.58%	10357.50	91.10%	10468.47	89.66%	11239.45	93.64%	11411.41	93.4%
Fifth six weeks	COVID-19	COVID-19	10424.41	92.00%	10898.67	93.43%	11248.94	93.83%	0.00	0.0%
Sixth six weeks	COVID-19	COVID-19	10404.11	92.20%	10800.95	92.73%	11195.98	93.54%	0.00	0.0%
Actual ADA for School Year	<b>10795.43</b>	<b>94.95%</b>	<b>10567.48</b>	<b>93.20%</b>	<b>10752.42</b>	<b>92.33%</b>	<b>11230.95</b>	<b>93.40%</b>	<b>11500.42</b>	<b>93.7%</b>
Projected ADA for School Year	*10800		*11000		*11400		*11200		*11800	

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
AGENDA DOCUMENT**

**Meeting Date:** April 2, 2024

**Item Title:** Monthly Tax Collection Report

**Agenda Item:** Kelly Logsdon

**Background Information:**

The Monthly Tax Collection Report for February 2024 and year to date is attached.

**Recommendation:**

Information only.

**Action Item:** \_\_\_\_\_ Yes     No

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

Tax Year	Adjusted Taxable Values	Tax Rate	Tax Levy	Current Year Taxes Collected	Current Year % Collected										
2023	\$6,262,549,873	\$1.178	\$73,772,838	\$68,179,826	92.42%										
2022	\$6,425,908,920	\$1.294	\$83,151,261	\$81,255,889	97.72%										
2021	\$5,715,025,955	\$1.312	\$74,981,141	\$73,510,035	98.04%										
2020	\$4,851,053,036	\$1.344	\$65,198,153	\$63,813,518	97.88%										
2019	\$4,166,906,421	\$1.450	\$60,420,143	\$59,423,702	98.35%										
2023 Tax Year	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Totals:	% To Total	
Current Year Tax	Pending Billing	\$346,649	\$4,201,147	\$10,690,333	\$43,704,416	\$9,237,281							\$68,179,826		
YTD % Collected	0.00%	0.47%	6.16%	20.66%	79.90%	92.42%	92.42%	92.42%	92.42%	92.42%	92.42%	92.42%	\$68,179,826	92.42%	
Prior Years Tax	\$142,604	\$124,455	\$79,328	\$99,097	\$117,632	-\$317,660							\$245,457		
Subtotal Taxes	\$142,604	\$471,103	\$4,280,476	\$10,789,431	\$43,822,048	\$8,919,621	\$0	\$0	\$0	\$0	\$0	\$0	\$68,425,283	92.75%	
Penalty & Interest	\$29,785	\$49,310	\$33,568	\$23,906	\$37,414	\$65,942							\$239,925		
Total Taxes & P&I	\$172,390	\$520,413	\$4,314,043	\$10,813,336	\$43,859,463	\$8,985,563	\$0	\$0	\$0	\$0	\$0	\$0	\$68,665,208	93.08%	
Attorney Fees	\$24,342	\$40,901	\$19,529	\$20,430	\$18,526	\$26,759							\$150,487		
Total Collections	\$196,731	\$561,314	\$4,333,573	\$10,833,766	\$43,877,989	\$9,012,322	\$0	\$0	\$0	\$0	\$0	\$0	\$68,815,695	N/A	
2022 Tax Year	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23	Aug-23	Totals:	% To Total	
Current Year Tax	Pending Billing	\$596,358	\$4,347,285	\$14,001,873	\$45,222,484	\$12,213,284	\$1,302,975	\$728,414	\$799,984	\$1,089,117	\$484,760	\$469,356	\$81,255,889		
YTD % Collected	0.00%	0.72%	5.95%	22.78%	77.17%	91.86%	93.43%	94.30%	95.26%	96.57%	97.16%	97.72%	\$81,255,889	97.72%	
Prior Years Tax	\$153,260	\$29,557	\$47,929	\$75,934	\$99,395	\$100,283	\$71,407	\$51,012	\$21,329	\$55,885	\$34,958	\$39,149	\$780,098		
Subtotal Taxes	\$153,260	\$625,955	\$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	64 99.49%	
Attorney Fees	\$30,498	\$24,692	\$13,336	\$14,523	\$20,326	\$16,952	\$25,855	\$11,129	\$12,193	\$19,202	\$36,317	\$56,533	\$281,555		
Total Collections	\$222,229	\$682,832	\$4,427,588	\$14,111,984	\$45,367,541	\$12,476,145	\$1,501,960	\$858,208	\$898,350	\$1,234,450	\$603,577	\$625,406	\$83,010,271	N/A	
2021 Tax Year	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	Totals:	% To Total	
Current Year Tax	Pending Billing	\$1,088,340	\$3,747,145	\$31,980,110	\$22,328,154	\$10,529,093	\$939,131	\$675,619	\$544,593	\$936,072	\$399,801	\$341,977	\$73,510,035		
YTD % Collected	0.00%	1.45%	6.45%	49.10%	78.88%	92.92%	94.17%	95.07%	95.80%	97.05%	97.58%	98.04%	\$73,510,035	98.04%	
Prior Years Tax	\$62,609	\$122,577	\$73,266	\$68,898	-\$73,715	\$36,019	-\$162,238	\$69,695	\$54,029	\$80,337	\$23,741	\$116,144	\$471,363		
Subtotal Taxes	\$62,609	\$1,210,917	\$3,820,410	\$32,049,008	\$22,254,439	\$10,565,113	\$776,893	\$745,315	\$598,622	\$1,016,409	\$423,542	\$458,121	\$73,981,398	98.67%	
Penalty & Interest	\$35,037	\$47,711	\$23,970	\$21,093	\$30,931	\$99,484	\$102,498	\$80,760	\$63,253	\$83,954	\$45,385	\$57,409	\$691,483		
Total Taxes & P&I	\$97,645	\$1,258,628	\$3,844,380	\$32,070,101	\$22,285,370	\$10,664,596	\$879,391	\$826,074	\$661,875	\$1,100,363	\$468,927	\$515,530	\$74,672,881	99.59%	
Attorney Fees	\$18,740	\$40,603	\$19,699	\$12,771	\$22,513	\$18,718	\$20,894	\$19,397	\$18,459	\$16,588	\$36,275	\$50,519	\$295,177		
Total Collections	\$116,385	\$1,299,231	\$3,864,080	\$32,082,872	\$22,307,883	\$10,683,314	\$900,285	\$845,471	\$680,334	\$1,116,952	\$505,202	\$566,049	\$74,968,058	N/A	
2020 Tax Year	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21	Totals:	% To Total	
Current Year Tax	Pending Billing	\$378,534	\$2,549,710	\$13,354,403	\$29,495,191	\$14,036,825	\$1,771,012	\$682,688	\$492,047	\$415,731	\$290,712	\$346,665	\$63,813,518		
YTD % Collected	0.00%	0.58%	4.49%	24.97%	70.21%	91.74%	94.46%	95.51%	96.26%	96.90%	97.34%	97.88%	\$63,813,518	97.88%	
Prior Years Tax	\$261,234	\$82,519	\$117,291	\$80,410	\$69,068	\$80,828	\$34,645	\$78,174	\$87,587	\$67,362	\$44,020	\$166,788	\$1,169,927		
Subtotal Taxes	\$261,234	\$461,054	\$2,667,001	\$13,434,813	\$29,564,260	\$14,117,652	\$1,805,657	\$760,862	\$579,634	\$483,093	\$334,732	\$513,453	\$64,983,444	99.67%	
Penalty & Interest	\$45,743	\$21,674	\$29,695	\$33,306	\$21,003	\$57,700	\$105,272	\$70,803	\$56,352	\$56,101	\$47,512	\$42,502	\$587,663		
Total Taxes & P&I	\$306,977	\$482,728	\$2,696,696	\$13,468,119	\$29,585,263	\$14,175,353	\$1,910,929	\$831,665	\$635,986	\$539,194	\$382,244	\$555,955	\$65,571,107	100.57%	
Attorney Fees	\$26,755	\$18,926	\$14,740	\$22,947	\$15,775	\$12,989	\$19,895	\$20,509	\$13,930	\$16,899	\$36,967	\$38,277	\$258,611		
Total Collections	\$333,732	\$501,654	\$2,711,435	\$13,491,066	\$29,601,038	\$14,188,342	\$1,930,824	\$852,174	\$649,916	\$556,093	\$419,212	\$594,232	\$65,829,718	N/A	
2019 Tax Year	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Totals:	% To Total	
Current Year Tax	Pending Billing	\$149,295	\$2,782,035	\$24,347,020	\$21,701,965	\$7,295,092	\$624,605	\$713,295	\$409,011	\$818,065	\$386,690	\$196,629	\$59,423,702		
YTD % Collected	0.00%	0.25%	4.85%	45.15%	81.07%	93.14%	94.17%	95.35%	96.03%	97.39%	98.03%	98.35%	\$59,423,702	98.35%	
Prior Years Tax	\$204,856	\$75,888	\$65,915	\$67,241	\$105,664	\$412,440	\$36,605	\$19,100	-\$8,538	\$45,032	\$57,688	\$121,115	\$1,203,006		
Subtotal Taxes	\$204,856	\$225,183	\$2,847,950	\$24,414,261	\$21,807,629	\$7,707,532	\$661,210	\$732,395	\$400,472	\$863,098	\$444,379	\$317,744	\$60,626,708	100.34%	
Penalty & Interest	\$43,730	\$20,895	\$21,205	\$23,190	\$29,700	\$58,660	\$49,448	\$58,734	\$44,198	\$61,352	\$56,012	\$35,363	\$502,486		
Total Taxes & P&I	\$248,586	\$246,078	\$2,869,155	\$24,437,451	\$21,837,329	\$7,766,192	\$710,658	\$791,129	\$444,670	\$924,450	\$500,391	\$353,106	\$61,129,195	101.17%	
Attorney Fees	\$37,553	\$18,475	\$15,622	\$16,339	\$14,363	\$16,576	\$8,654	\$7,447	\$9,389	\$11,274	\$48,017	\$31,772	\$235,481		
Total Collections	\$286,139	\$264,553	\$2,884,778	\$24,453,789	\$21,851,692	\$7,782,768	\$719,311	\$798,576	\$454,059	\$935,723	\$548,408	\$384,878	\$61,364,675	N/A	

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
AGENDA DOCUMENT**

**Meeting Date:** April 2, 2024

**Item Title:** 2024 Summer School Programs Report

**Agenda Item:** Dr. Jeff Pack

**Background Information:**

Attached is the 2024 Summer School Programs Schedule.

**Recommendation:**

Information only

**Action Item:** \_\_\_\_\_ Yes      √   No

Summer 2024 Educational Services Programs													
Program	Custodial	Transportation	Admin	# of Participants	Start/End Date	Daily Hours	Funding Source	Rooms Needed	# of Personnel	Breakfast/Lunch	Payroll Contact	TCP Manager	TCP Job Code
<b>Bay Colony Elementary Host Campus</b>													
LEP PK-K	Y	Y	Lisa Herrera	220+	6/1 -Teacher Prep day 6/3- 6/27 M-Th	<b>Students:</b> 7:45am - 3:15pm <b>Teachers:</b> 7:30am - 3:30pm	199	14+ Computer labs	17	YES	C Corona	S. Gomez	169912- Professionals 869912-Paraprofessionals
Emergent Bilingual Newcomer Summer School	Y	Y	Lisa Herrera	10-15	6/1 -Teacher Prep day 6/3- 6/27 M-Th	<b>Students:</b> 7:45am - 3:15pm <b>Teachers:</b> 7:30am - 3:30pm	199	14+ Computer labs	1	YES	C Corona	S. Gomez	169912-Professionals 869912-Paraprofessionals
Special Programs ESY F2F	Y	Y	Kimberly Davidson Laurie Rodriguez	30-60	<b>Summer 2024</b> Week 1: 6/17-20 Week 2: 6/24-27 Week 3: 7/15-18 Week 4: 7/22-25 Teacher Work Day 6/13	Students: 8:30-11:30 Teachers: 8:00-12:00 Paras 8:15-11:45	224 / 199	11 - we will need a room with a sensory space	15	YES	T Taylor	S. Ohijai C. Courtwright T. Taylor (back up)	169914-Professionals 869914-Paraprofessionals
<b>Dickinson High School</b>													
DHS Summer School F2F (Credit Recovery or Initial Credit)	Y	N	M. Cooper	TBD	Registration June 1, 10:00 AM - 6:00 PM Teacher Preparation Day June 1, 8:00 - 12:00PM, Program Dates June 5-15(M-Th), 8:00 AM - 3:00 PM	Students 8:00 AM - 3:00 PM Teachers 7:45 AM - 3:15 PM Breakfast: 8:00 - 8:30 AM Lunch: 12:00 - 12:30 PM	Student Pay: (\$100)	9th GC 2nd floor	TBD	YES	M. Salinas	M. Salinas	169915- Professionals
ESL Academy: F2F	Y	Y	M. Cooper	TBD	Registration May 16-25 in All ESL Classes Teacher Prepara. June 1, 8:00 AM - 12:00 PM , Program Dates June 5-15(M-Th), 8:00 AM - 3:00 PM	Students 8:00 AM - 3:00P M Teachers 7:45 AM - 3:15 PM Breakfast: 8:00 - 8:30 AM Lunch: 12:00 - 12:30 PM	199	9th GC 2nd floor	2	YES	M. Salinas	M. Salinas	169916- Professionals
Gator Scholars Academy PSAT Camp: F2F	Y	Y	M. Cooper	33	er Prepara. June 1, 8:00 - 12:00 PM 6/5 - 6/8 (Mon - Thursday) Delivered F2F	Teachers: 7:45 AM - 12:00 PM Students: 8:00 AM - 12:00PM	199	9th GC 2nd floor	2	NO	M. Salinas	M. Salinas	169919- Professionals
Bridge to HS EOC Success for Algebra Ramp Up F2F (incoming 9th graders)	Y	N	M. Cooper	120	June 5-22(Mon - Thur) delivered F2F	8 AM - 1:00PM	199	R144, R124, R132, R145, R215, R211, R131, R143, R214	8	YES	M. Salinas	M. Salinas	169917- Professionals
Bridge to HS EOC Success for Reading & Writing F2F (incoming 9th graders)	Y	N	M. Cooper	120	June 5-22(Mon - Thur) delivered F2F	8 AM - 1:00PM	199	R144, R124, R132, R145, R215, R211, R131, R143, R214	8	YES	M. Salinas	M. Salinas	169917- Professionals
EOC Retesting	Y	N	K. Nesloney	TBD	June 21 - 23	7 AM - 3 PM	199	LGI, N105, N106, N118, N119, N120, N121, N122, N123, N124, N125, N126, N127, D102, D103	20	NO	M. Salinas	M. Salinas	169918- Professionals
DALC SS	Y	N	D. McConnell	TBD	June 4-20 (Mon-Thur)-1st day is a Tuesday 100% Edgenuity	8:30 AM-12:30 PM	199	ROOMS 10 &18	2	YES	M. Salinas	M. Salinas	169918- Professionals
DCC SS	Y	N	D. McConnell	TBD	June 4-20 (Mon-Thur)-1st day is a Tuesday 100% Edgenuity	8:00 AM-12:00 PM	199	ROOM 22	1	YES	E. Rosas	M. Garza	169918- Professionals
ESMOND SS	N	N	D. McConnell	TBD	June 4-20 (Mon-Thur)-1st day is a Tuesday 100% Edgenuity	8:00 AM-12:00 PM	COUNTY	LEVEL 5/J1	1	NO	R. See	None	None

# DICKINSON INDEPENDENT SCHOOL DISTRICT

## BOARD AGENDA DOCUMENT

**Meeting Date:** April 2, 2024

**Item Title:** Board Safety Report

**Agenda Item:** Robert Cobb

**Background Information:**

Attached is the Board Safety Report for January 2024 through end of March 2024. The report updates information regarding our Safety Grant projects, training, and new campus planning.

**Recommendation:**

Information only

**Action Item:** \_\_\_\_\_ Yes     \_\_\_\_\_ No

## **Safety Report Update April 2024**

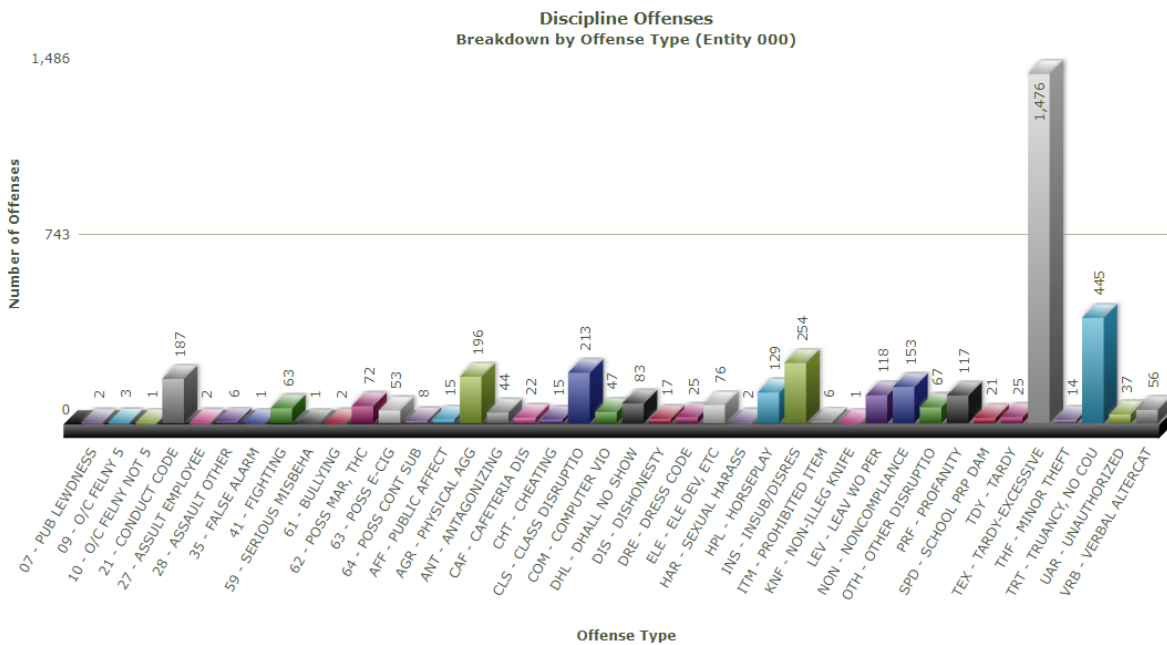
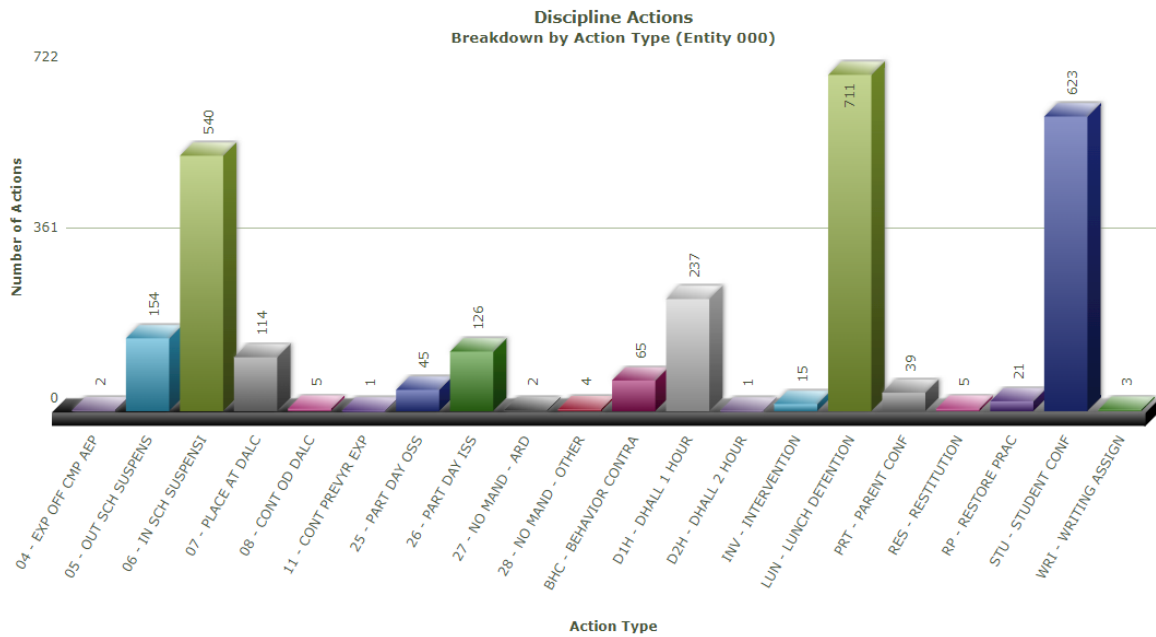
The district is currently developing schematics for the new elementary school in Lago Mar. The design committee is focusing on safety and ensuring that all the new Texas school safety requirements are being met including secure fencing and controlled access. In addition, we are using Safety Grant funds to update and secure our older campuses as well. Dickinson ISD received \$571, 596 in the Safety Grant 1 cycle. The grant is very specific regarding how we can spend the money, and it cannot be spent on salaries or personnel. We have just agreed to a scope of work contract (\$169,277) with National Glazing Solutions (NGS) to install impact resistant film on campuses. The project is scheduled to begin April 1<sup>st</sup> and should be completed by the end of April. This purchase will bring all campus exterior doors and adjacent windows into compliance with state safety guidelines.

The District Safety and Security Committee identified campus fencing as a primary campus safety need. Our fencing budget is limited by grant funds, so the district will address safety and perimeter fencing for elementary and middle school campuses first; Dickinson Continuation Center and Dickinson High School are also included in this project. All funds will come from School Safety Standards and SAFE grants. District funds will not be used for these projects. A map of proposed projects is provided; however, these are still in preliminary review.

I was very fortunate to attend a presentation at the Humble Civic Center, sponsored by the Texas School Safety Center, to learn about and help develop a new safety curriculum. This new program was developed in partnership with Safe and Sound Schools and Advanced Law Enforcement Rapid Response Training (ALERRT); it teaches students and staff some individual age/ability options for school safety during an active event. The new curriculum will be a combination of Safe and Sound Schools' curriculum and ALERRT's Civilian Response to Active Shooter Events (CRASE). This developmental curriculum was offered as a six-hour train-the-trainer session for all regional Education Service Centers (ESCs). Due to the sensitive nature of the training, only those approved by the superintendent or district's School Safety and Security Committee were allowed to attend the training. This new curriculum will create new options for individual safety during crisis events. The curriculum development is an ongoing process, and it is still be refined.

Dickinson High School was proud to host principals from another local district to view our HALO (anti-vaping) system and security program in action. Principals were given a tour of the building and a chance to ask questions. Participants were also taken to the camera control center to see how all actions and responses are coordinated at the high school. All the campus administrators left impressed with the high school procedures and safety program.

I have attached the discipline actions chart for the last nine weeks. Please note that administrators are making efforts to address discipline at the campus level. However, the district holds students accountable for drug and other criminal offenses by utilizing removal to and alternative setting (DALC) and expulsion to JJAEP or CAP to ensure student safety on our campuses.



**DICKINSON INDEPENDENT SCHOOL DISTRICT  
AGENDA DOCUMENT**

**Meeting Date:** April 2, 2024

**Item Title:** March DIP Update

**Agenda Item:** Dr. Jeff Pack

**Background Information:**

An update of the progress of the strategies in the 23-24 District Improvement Plan is attached for review.

**Recommendation:**

Information only

**Action Item:** \_\_\_\_\_ Yes     No

# **Dickinson Independent School District**

## **District Improvement Plan**

### **2023-2024 Formative Review with Notes**



# Mission Statement

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

## Vision

### WHAT WE ASPIRE TO BE

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

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## Value Statement

**CONFIDENT LEARNERS  
TODAY**

**CHANGE MAKERS  
TOMORROW**

**GATORS  
FOREVER!**

# Table of Contents








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# Goals

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

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


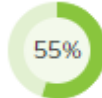

**Evaluation Data Sources:** Master Schedules, walk-throughs, agendas







Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Use Solution Tree resources and attend professional development</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instruction and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Deputy Superintendent of Ed. Services</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> District staff have attended Solution Tree Assessment at Work training (2 of 6 sessions). Campus teams continue to use reproducibles provided by Solution Tree for unpacking standards, student work analysis protocols, data analysis, and more.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> District staff continue to focus collaborative team time around Solution Tree practices. All staff attended training by Regina Owens for January professional learning.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> Solution Tree Assessment at Work sessions are complete. Campuses continue to use Solution Tree resources as the focus for collaboration, planning, intervention, and assessment.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>	




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







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







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







Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Provide targeted phonics instruction in grades K-3 in all classrooms: El Camino, El Proximo, Foundations, Heggerty, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve reading instruction and student achievement in reading</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Educational Services Director of Curriculum Curriculum Specialists Campus administrators</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Teachers continue to use district purchased phonics resources to provide Tier 1, 2, and 3 phonics instruction to students. Additional resources are being purchased as needed for new teachers, etc.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Teachers continue to use district purchased phonics resources to provide Tier 1, 2, and 3 phonics instruction to students. Additional resources are being purchased as needed for new teachers, etc.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> Classroom visits provide evidence that phonics instruction is happening regularly in elementary classrooms.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2: Math:</b> Build foundational fluency skills through the use of Building Fact Fluency. Campuses will be provided additional support by Region 4 consultants. All teachers will be trained on best instructional practices through targeted GLC (Gator Learning Community) sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Tier I instruction, improved students achievement in math</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Math Curriculum Specialists</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Teachers continue to implement Building Fact Fluency kits to build strong foundational number sense skills for students K-4. Classroom observations provide evidence of implementation.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Teachers continue to implement Building Fact Fluency kits to build strong foundational number sense skills for students K-4.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> Classroom visits provide evidence that Building Fact Fluency is being used to support numerical fluency foundations for students K-5. Region 4 consultant continues to support secondary math with the implementation of Desmos and development of high quality common assessments.</p> <p><b>June</b> <b>June Evidence of Progress</b> 76</p>
Strategy 3 Details	Reviews
<p><b>Strategy 3: RLA/Social Studies:</b> Teachers will be trained on how to implement differentiated texts/tasks in small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom Tier I instruction, improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum ELAR/Social Studies Curriculum Specialists</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Teachers are provided ongoing training on differentiation and grade appropriate RLA/Social Studies tasks. We have purchased iReady resource to support teachers with differentiated texts.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> RLA and Social Studies curriculum specialists continue to collaborate around the work of integrating social studies content within RLA instruction. This work is being supported by consultant from Tumy Consulting.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> Plans are in place to provide training on small group instruction for secondary classes this summer. RLA curriculum specialists are using different apps to provide teacher with differentiated texts/tasks that provide students individualized feedback in their writing.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Instructional Coaching consultant Alissa Crabtree will provide ongoing training for instructional coaches to enhance skills in facilitating collaboration among teacher teams in creation of high quality first time instruction, Tier 2 intervention, assessment, and feedback for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom instruction, increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Curriculum Specialists</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Coaches have attend 2 of 4 sessions with Alissa Crabtree. The first session was focused on BOY goal setting and data analysis protocols for teacher teams. The second session provided coaches with a "Coaching Lab" to practice coaching teachers and providing feedback.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Crabtree visited DISD and performed coaching labs on campus with all instructional coaches. The final 2 days of training are scheduled for this second semester.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> Three of 4 sessions are complete with Crabtree. The fourth session is being offered May 16th focused on amplifying team impact. This session will be open to administrators, instructional coaches, interventionists, or teacher leaders.</p> <p><b>June</b> <b>June Evidence of Progress</b></p> <p style="text-align: right;">77</p>

Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Science: Curriculum specialists will help build our teachers' understanding of the engineering design process in preparation for curricular changes due to the recently adopted science TEKS. Curriculum specialists will provide opportunities for new and returning teachers to meet and collaborate quarterly to clarify learning targets, discuss high quality Tier 1 and Tier 2 instruction, and develop appropriately aligned common assessments and intended feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom Tier I instruction, improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Science Curriculum Specialists</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Curriculum specialists have provided teachers training focused around the new Science TEKS to be implemented in the 2024-25 school year. Curriculum specialists have provided this learning themselves and using Lead4ward and Region 4 consultants.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Training on new science TEKS continues to be facilitated by curriculum specialists. Summer planning for continued teacher training is in the beginning phases of planning.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> Curriculum specialists continue to grow teachers knowledge of the upcoming new TEKS implementation. Instructional materials have been selected and teachers are beginning to explore these new resources to better help them understand our new standards. 78</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Special Programs: Campus Compliance Facilitators will ensure teachers are reviewing, uploading and analyzing progress monitoring data and using the information to drive teaching with the goal that teachers of special education students are providing rigorous instruction to all students to ensure they are making progress within their curriculum and IEPs, including utilizing all accommodations agreed upon by the ARD committee</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student learning</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Coordinator of Special Programs Instruction &amp; Compliance Campus principals / Assistant principals</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Paperless student google information folders, quarterly audit, PEIMS check</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Paperless student google information folders, quarterly audit, PEIMS check; MJH &amp; DHS did a training to remind staff about the SpED Info folder and how to use it.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> CCFs have provided updated information to campus administrators for the purpose of this objective.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> Special Programs: Conduct FIIEs and ARDs within timelines and in compliance with TEA utilizing a district students records management system (including maintaining educational records).</p> <p><b>Strategy's Expected Result/Impact:</b> Meet Initial FIE timelines</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Coordinator of Evaluation and Related Services</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Met all timelines to date; assessment log; skyward PEIMS data</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Met all timelines to date; assessment log; skyward PEIMS data; did an in-depth training in January on initial timelines with all Assessment, OT/PT, Speech, and CCFs</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   Despite staffing shortages (Speech) the team has currently met all timelines. Principals have been reminded that any initial evaluation requests received for the remainder of the year will require an ARD on or before 1st day of school.</p> <p><b>June</b> <b>June Evidence of Progress</b> 79</p>
Strategy 8 Details	Reviews
<p><b>Strategy 8:</b> Special Programs: Ensure evaluation staff have a thorough knowledge of all disabilities including monitoring the number of students identified as ID, LD, AU, and ED and conducting Case Review for all evaluations of ID students.</p> <p><b>Strategy's Expected Result/Impact:</b> increased knowledge and accurate identification of students</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Coordinator of Evaluation and Related Services</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Dyslexia training, Dr. Gomez for ID/Adaptive Behavior, TASP training, Dr. Cheramie for LD training</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Upcoming training on ADOS, Bilingual Dyslexia evaluations</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   Dr. Gomez, Dr. Cheramie, Dr. Cole, Dr. Whittenberg have provided updated training to assessment staff. and 5 more days are scheduled,</p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 9 Details	Reviews
<p><b>Strategy 9:</b> Special Programs: Ensure the district offers a continuum of services for students ages 3-21 to meet the needs of all students receiving special education services.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve SSP 9 and 11 (LRE) data</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Coordinator of Special Programs Instruction Coordinator of Special Programs Compliance Campus principals / Assistant principals</p> <p><b>Results Driven Accountability - Equity Plan</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   We offer a continuum of services as evidenced in the A-Z guidelines</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   We offer a continuum of services as evidenced in the A-Z guidelines; we have students in all programs and continue to monitor to determine needs</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   We offer a continuum of services as evidenced in the A-Z guidelines; we just conducted a program evaluation for DHS to review Level 3/4 pull out pre-req classes and recommendations have been reviewed w/ campus admin and a summer training schedule has been set. Summer PD is organized around various continuum of services topics.</p> <p><b>June</b> <b>June Evidence of Progress</b> 80</p>
Strategy 10 Details	Reviews
<p><b>Strategy 10:</b> Special Programs: Dickinson ISD is committed to decreasing the percent of special education removals (Action code (E105) 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, 60) as evidenced by PEIMS report comparisons and continued implementation of Restorative Practice Techniques.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved SSP 18 (Sped Total Disciplinary Removals Rate) data</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Campus Administrators Coordinator of Evaluation and Related Services Behavior Coaches</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Administrators are completing the Monthly discipline data review, we are conducting job alike with secondary behavior teams; 2 campuses and the behavior coaches have received training from a behavior consultant; several administrators are attending Capturing Kids Hearts</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Continuing job alike and discipline data review. We are currently at 19% removals. We had a behavior meeting in January for elementary, DHS, and DCC/ DALC</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   We have not gone over 50% referrals as of the last monitoring session (done monthly). We would be an RDA risk level of 2.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>



No Progress



Accomplished







Continue/Modify



















Discontinue

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

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





Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Provide programs for academic enrichment such as: Robotics; GT programs, Investigators, Gator Scholars, STEAM Academy, Gator Travelers, dual credit, dual enrollment</p> <p><b>Staff Responsible for Monitoring:</b> Director of Advanced Academics</p>	<p><b>Nov</b>   <b>November Evidence of Progress</b>                      All programs listed are fully implemented for the 23-24 school year to allow for enrichment opportunities for all students with a focus on advanced academic students.</p> <p><b>Jan</b>   <b>January Evidence of Progress</b></p> <p><b>Mar</b>   <b>March Evidence of Progress</b> 82</p> <p><b>June</b>   <b>June Evidence of Progress</b>                      All programs listed were fully implemented for the 23-24 school year to allow for enrichment opportunities for all students with a focus on advanced academic students.</p>





Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Provide students access to Career &amp; Technical Education (CTE) programs which provide opportunities for career ready certifications and work-based learning opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in career readiness for students and an increase in the number of certifications earned by students</p> <p><b>Staff Responsible for Monitoring:</b> Director of Career and Technology Education</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Certifications for POS have been identified. Students test in April and May.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Students are preparing to certify in April and May. Business and Industry partnerships have increased for paid/unpaid internships</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   Certifications have been purchased. Students test in April and May.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3: Math</b>  Use programs such as ST Math, IXL, and Desmos to build conceptual understanding of abstract mathematical concepts.  Provide a consultant who will build the capacity of instructional coaches to improve instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom instruction and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum  Curriculum Specialists</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> <sup>83</sup>   Classroom visits and professional learning agendas provide evidence that implementation for these 3 resources (STMath, IXL, Desmos) is ongoing for this school year. The programs are among the most accessed district apps by students.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Students and teachers continue to use ST Math, IXL, and Desmos to build strong foundations in conceptual mathematics thinking.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   Students and teachers continue to use ST Math, IXL, and Desmos to build strong foundations in conceptual mathematics thinking. A districtwide competition is being facilitated for STMath usage to encourage and inspire more student usage. Secondary math leaders met to revisit the implementation of Desmos for the 2024-25 school year and it was decided for all teacher teams to commit to 2-3 lessons per unit as a district for each essential standard.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>








Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Provide ongoing cross-curricular training through Texas A&amp;M University's "We Write" program for the implementation of consistent and meaningful writing opportunities in grades 5-8 science classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom instruction and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Curriculum Specialists</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> We are continuing to work with Texas A&amp;M to implement We Write across the district. In addition, some teachers are participating with Texas A&amp;M and Dr. Kay on the PRISM grant. This grant trains teachers to incorporate Reading and Writing strategies specific to Science instruction.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> We are continuing to work with Texas A&amp;M to implement We Write across the district. RLA Curriculum Specialist are presenting our work in DISD at the TASA mid-winter conference.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> We are continuing to work with Texas A&amp;M to implement We Write across the district and across all content areas.</p> <p><b>June</b> <b>June Evidence of Progress</b> 84</p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Make learning visible through self-regulated strategy development strategies such as KAT, WeWrite, DBQ.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom instruction and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Curriculum Specialists</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> We continue to train and coach teachers on SRSD strategies within KAT, We Write, and DBQ. SRSD is evident as we complete classroom observations.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Curriculum specialist are continuing training on Visible Learning through campus-based professional development with teachers throughout the year.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> We are continuing to work with Texas A&amp;M to implement KAT and We Write across the district and across all content areas.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	




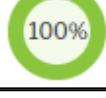







**Goal 1:** DISD will provide effective teaching and learning experiences for all students that will result in continuous success

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

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Provide student resources for dual language classrooms: Imagine Learning, Rosetta Stone, Summit K-12</p> <p><b>Strategy's Expected Result/Impact:</b> Improved</p> <p><b>Staff Responsible for Monitoring:</b> Director of ESL/Bilingual and At-Risk</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> All programs listed are fully implemented for the 23-24 school year to support language and literacy development.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Complete</p> <p><b>Mar</b> <b>March Evidence of Progress</b> 85</p> <p> Complete</p> <p><b>June</b> <b>June Evidence of Progress</b></p> <p> Complete</p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Implement programs that will address academic needs of At-Risk students such as the Summer Bridge Program, AVID classroom resources and strategies including in-class support, classes for students who need extra support.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of ESL/Bilingual and At-Risk Director of Advanced Academics</p>	<div data-bbox="1283 120 2011 256"> <p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Avid has been implemented for the 23-24 school year. Planning for Summer Bridge has started.</p> </div> <div data-bbox="1283 277 2011 414"> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Planning for Summer Bridge is in progress; discussing staffing, transportation, and budget.</p> </div> <div data-bbox="1283 435 2011 592"> <p><b>Mar</b> <b>March Evidence of Progress</b></p>  <p>Extra duty agreements for Summer Bridge have been sent to teachers, planning is happening, and resources have been ordered. The AVID Excel program is being eliminated next year due to budget concerns.</p> </div> <div data-bbox="1283 613 2011 750"> <p><b>June</b> <b>June Evidence of Progress</b></p>  <p>Summer Bridge Planning day is May 13 - 24 not to exceed 8 hours for each teacher. <span style="float: right;">86</span> Summer Bridge Program is June 3rd - 20th.</p> </div>




Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Address the unique learning needs of all Emergent Bilingual (EB) students through various programs such as Summer New Comer classes, ESL classroom support, and AVID Excel strategies and support</p> <p><b>Staff Responsible for Monitoring:</b> Director of ESL/Bilingual and At-Risk</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Planning for the Summer Newcomer classes has begun, 7 Steps to a Language-Rich Interactive Classroom was provided to new hires in August, review of the 7 Steps to a Language-Rich Interactive Classroom has been provided to returning teachers, and Avid Excel has been fully implemented for the 23-24 school year.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Planning for the Summer Newcomer classes are in progress; discussing staffing, transportation, and budget. TELPAS afterschool and Saturday sessions are in progress to support Emergent Bilingual and ESL students.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> Summer school newcomer applications have been sent to campus principals for teacher and paraprofessionals.</p> <p style="text-align: right;">87</p> <p><b>June</b> <b>June Evidence of Progress</b></p> <p> Bilingual Summer School Newcomer planning day is June 1st. Newcomers will attend June 3rd to June 27th.</p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Campus leadership and teachers will be trained to analyze data to measure and monitor student growth: our priority is to maintain students who scored Masters in 2023 and make sure they score Masters in 2024.</p> <p>Provide extra instructional support for students who need an intentional differentiated plan/ training. STEAM curricular support to maintain masters and raise on level students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student growth district-wide</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Director of Assessment Campus Principals</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Director of Assessment has been to campuses to provide training as well as provided training videos to administration.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Back to school PD days used to explain the transition table and how performance levels are used to calculate student growth</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> Director of Assessment has met with campus principals on an individual basis to explain growth measures and support as needed.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>













Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Train stakeholders (principals, instructional coaches, and teacher teams) through Solution Tree's "Assessment Coaching Academy" to high-quality, TEKS-aligned student assessments throughout the 23-24 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Educational Services Director of Curriculum and Instruction Director of Assessment, Accountability, and Compliance</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Staff have completed 2 of 6 Solution Tree's Assessment at Work sessions with Cassie Erkens.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>  </p> <p><b>Mar</b> <b>March Evidence of Progress</b>   Complete.</p> <p><b>June</b> <b>June Evidence of Progress</b>  </p> <p style="text-align: right;">88</p>
Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Provide targeted tier 2 intervention driven by data derived from formative and cumulative assessment such as ITSS/Amplify/Imagine Learning/Pacific Learning/Rosetta Stone/Read 180/System 44</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student growth in reading</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Curriculum Specialists Campus Leaders Teachers</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Program Implementation initiated and links provided in Curriculum Playbook</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Intervention continues to be a focus at the district and campus level utilizing intervention programs/resources and process learned through RTI at Work (Solution Tree).</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   District has worked closely with campus interventionists and assistant principals to improve the systems and processes in place to implement and document interventions at Tier 2 and Tier 3.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress      Accomplished      Continue/Modify      Discontinue </p>	

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

**Performance Objective 1:** Implement various safety measures throughout the district




**Evaluation Data Sources:** Surveys, safety and discipline documentation








Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Hire armed security officers throughout the district  <b>Strategy's Expected Result/Impact:</b> Safe school environment  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Security guards in place at various schools</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   We added three new deputies and have one more on the way.</p> <p><b>Mar</b> <b>March Evidence of Progress</b> 89   All deputies are hired, and our final hire is finishing on campus training.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Provide a safe way for students to report unsafe situations</p> <p><b>Strategy's Expected Result/Impact:</b> Safe school environment</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> P3 Implemented </p> <p><b>Jan</b> <b>January Evidence of Progress</b> P3 Anonymous Reporting is on all campus webpages. </p> <p><b>Mar</b> <b>March Evidence of Progress</b> P3 Anonymous Reporting is on all campus webpages. </p> <p><b>June</b> <b>June Evidence of Progress</b> P3 Anonymous Reporting is on all campus webpages. </p> <p style="text-align: right;">90</p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Implement safety protocols from the Texas School Safety Center and TEA: required safety updates, weekly door sweeps, Avoid, Deny, Defend training, Stop the Bleed training, Safety and Security Committee meetings, staff and student required trainings, campus threat assessment teams, required drills, etc..</p> <p><b>Strategy's Expected Result/Impact:</b> Improve school safety,</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration Campus Principals</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Ongoing through the year </p> <p><b>Jan</b> <b>January Evidence of Progress</b> Ongoing through the year </p> <p><b>Mar</b> <b>March Evidence of Progress</b> We are on track for our third quarter measurement, . </p> <p><b>June</b> <b>June Evidence of Progress</b> We are on track for our third quarter measurement, . </p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

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




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











Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Provide students the opportunity to outside agency supports (e.g., Communities in Schools, Family Service Center).</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease student drop out, increase emotional stability</p> <p><b>Staff Responsible for Monitoring:</b> Social Emotional Learning Specialist</p>	<div data-bbox="1281 341 1995 592"> <p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Current total referrals to outside agencies:            Communities in Schools: 661 students            Family Service Center: 175 students            UTMB TCHAT: 85 students            GCC Substance Screener &amp; Support: 5 students            GCC Crisis Hotline: 22 students            Community Health Network: 6 students</p> </div> <div data-bbox="1281 609 1995 860"> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Current total referrals to outside agencies:            Communities in Schools: 661 students            Family Service Center: 211 students            UTMB TCHAT: 127 students            GCC Substance Screener &amp; Support: 13 students            GCC Crisis Hotline: 30 students            Community Health Network: 13 students</p> </div> <div data-bbox="1281 876 1995 1161"> <p><b>Mar</b> <b>March Evidence of Progress</b></p>  <p>Current total referrals to outside agencies as of March 5, 2024:            Communities in Schools: 661 students            Family Service Center: 268 students            UTMB TCHAT: 157 students            GCC Substance Screener &amp; Support: 24 students            GCC Crisis Hotline: 37 students            Community Health Network: 27 students</p> </div> <div data-bbox="1281 1177 1995 1226"> <p><b>June</b> <b>June Evidence of Progress</b></p> </div>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Provide teacher training and student lessons through programs such as Restorative Practices, Second Steps, Character Strong</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher support for students struggling emotionally and increased student awareness and learning about emotional safety</p> <p><b>Staff Responsible for Monitoring:</b> Social Emotional Learning Specialist</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Campus Counselors are implementing training in their faculty and PD days.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Training continue to occur at meetings and on PD days. Lessons continue to be taught on campuses.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   Training continue to occur at meetings and on PD days. Lessons continue to be taught on campuses.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

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








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

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Special Programs: Provide Anti-victimization/ Child Abuse Prevention training and curriculum.  <b>Staff Responsible for Monitoring:</b> Social/Emotional Learning Specialist</p>	<div data-bbox="1283 342 1982 500"> <p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Training was provided by Eduhero to new staff. Counselors are utilizing Second Step curriculum for PK-5th grade. Counselors are providing refresher trainings at staff meetings.</p> </div> <div data-bbox="1283 521 1944 621"> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Counselors continue to support staff and provide training. Lessons are scheduled for the Spring.</p> </div> <div data-bbox="1283 675 1969 808"> <p><b>Mar</b> <b>March Evidence of Progress</b> <sup>93</sup></p>  <p>Counselors continue to support staff and provide training. Lessons are scheduled for the Spring.</p> </div> <div data-bbox="1283 829 1871 862"> <p><b>June</b> <b>June Evidence of Progress</b></p> </div>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Special Programs: Provide Substance Abuse Prevention Program (BACODA)  <b>Staff Responsible for Monitoring:</b> Social/Emotional Learning Specialist</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   BACODA is currently in the process of implementing their Substance Use Prevention presentations. Due to our district growing and BACODA not having enough staff, we have partnered with Crime Stoppers to provide prevention presentations to several campuses. We have a meeting on 11/16 with Crime Stoppers to plan implementation.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   BACODA continues to implement their program on their assigned campuses.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   BACODA continues to implement their program on their assigned campuses.</p> <p><b>June</b> <b>June Evidence of Progress</b> 94</p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Special Programs: Implement Human/Sex Trafficking Prevention Program  - Training for staff  - Curriculum for students  <b>Staff Responsible for Monitoring:</b> Social/Emotional Learning Specialist</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Counselors are currently working on a plan for implementation.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   A meeting is scheduled to review a plan to train new staff . We are also discussing a plan to offer a refresher course to those that have been trained.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   3Strands Global presents at our counselor meeting on 3-6-24. We will then create a training plan for those that have not received training.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

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








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

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Special Programs: Promote the streamlined Gator Wellness Center Referral Process through the use of a clerk.</p> <p><b>Staff Responsible for Monitoring:</b> Social/Emotional Learning Specialist</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   The GWC clerk has processed 289 referrals this school year.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   The GWC clerk has processed 390 referrals this school year.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   The GWC clerk has processed 494 referrals this school year.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>	

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

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



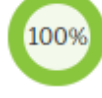
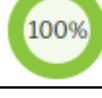




**Evaluation Data Sources:** Registration forms

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Provide needed school supplies, clothing and snacks  <b>Strategy's Expected Result/Impact:</b> Improved social, emotional and academic performance  <b>Staff Responsible for Monitoring:</b> Director of Federal and State Programs</p>	<p><b>Nov</b>   25%  <b>November Evidence of Progress</b>                      Provisions ongoing as needed; transportation provided</p> <p><b>Jan</b>   60%  <b>January Evidence of Progress</b>                      Provisions ongoing as needed; transportation provided</p> <p><b>Mar</b>   85%  <b>March Evidence of Progress</b> 96                      Provisions ongoing as needed; transportation provided</p> <p><b>June</b>  <b>June Evidence of Progress</b></p>
<p>  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>	

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

**Performance Objective 1:** Improve communication between school and home





**Evaluation Data Sources:** Parent surveys









Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Ensure parent communication is translated to Spanish  <b>Strategy's Expected Result/Impact:</b> Improve parent communication  <b>Staff Responsible for Monitoring:</b> Director of Federal Programs</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Translation is provided throughout the school year on campuses and at the district level.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Translation is provided throughout the school year on campuses and at the district level.</p> <p><b>Mar</b> <b>March Evidence of Progress</b> 97   Translation is provided throughout the school year on campuses and at the district level.</p> <p><b>June</b> <b>June Evidence of Progress</b>   A designated translator is provided at the district level and the campus level to create documents in Spanish.</p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>	

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

**Performance Objective 2:** Expand partnerships with area colleges and universities

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




Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Expand community college parent and student nights to help parents navigate FAFSA, admission process and other needs</p> <p><b>Strategy's Expected Result/Impact:</b> Increase college and career readiness for students and families</p> <p><b>Staff Responsible for Monitoring:</b> Director of At-Risk</p>	<div data-bbox="1297 391 1961 521"> <p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>FAFSA and college parent night is being planned.</p> </div> <div data-bbox="1283 548 2022 678"> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>DHS Parent University is January 22nd from 6:00pm to 7:30pm.</p> </div> <div data-bbox="1283 695 1990 857"> <p><b>Mar</b> <b>March Evidence of Progress</b> 98</p>  <p>FAFSA Family Night is February 5th 6:00pm to 8:00pm in the Dickinson High School Library. DHS will partner with College of the Mainland to help parents with tools to use FAFSA.</p> </div> <div data-bbox="1283 881 1871 1011"> <p><b>June</b> <b>June Evidence of Progress</b></p>  <p>Complete</p> </div>







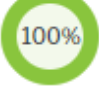





Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Provide ESL classes for Dickinson ISD parents at College of the Mainland and investigate other local community colleges for additional programs</p> <p><b>Strategy's Expected Result/Impact:</b> Improve parent and family communication</p> <p><b>Staff Responsible for Monitoring:</b> Director of At-Risk, Bilingual/ ESL</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Session 1 adult ESL classes at McAdams Junior High School and Silbernagel Elementary started on August 29 and ended on October 24th. Session 2 began October 24th and will end on December 14th.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Session 3 adult ESL classes at McAdams Junior High School and Silbernagel Elementary started on January 16th and will end on March 7th.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> Session 4 adult ESL classes at McAdams Junior High School and Silbernagel Elementary started on</p> <p><b>June</b> <b>June Evidence of Progress</b></p> <p> Complete <span style="float: right;">99</span></p>
<p style="text-align: center;">  No Progress      Accomplished      Continue/Modify      Discontinue </p>	

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

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




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



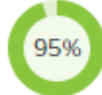




Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Provide training to parents in ways to support their children at home in reading, math homework, understanding STAAR testing and results</p> <p><b>Strategy's Expected Result/Impact:</b> Improve parent and family engagement to support learning</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Ongoing on campuses as part of their PFE activities</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Ongoing on campuses as part of their PFE activities</p>  <p><b>Mar</b> <b>March Evidence of Progress</b> Ongoing on campuses as part of their PFE activities</p>  <p><b>June</b> <b>June Evidence of Progress</b></p> <p style="text-align: right;">100</p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Campuses will provide various activities to facilitate effective transitions into kindergarten, middle schools, junior highs, high school and to post-secondary through open houses, summer bridge, dual credit, Open Windows Lighted Doors... for students and families.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness for students and parents of various educational opportunities available for all students</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs Director of At-Risk</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Transition day held prior to the school year for all students transitioning to the new school</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Planning a PK/kindergarten program for parents this spring.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   The school calendar for the following year has a scheduled transition day for students moving to a new campus.</p> <p><b>June</b> <b>June Evidence of Progress</b>   The school calendar for the following year has a scheduled transition day for students moving to a new campus. PreK/Kinder Registration will be May 31, 2024.</p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Provide a Parent and Family Engagement Coordinator for each campus to provide support for meeting the needs of the families, planning engagement activities, and documenting engagement requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Foster parent and school partnerships and improve parent and family engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal and State Programs Principal Parent and Family Engagement Coordinator</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   PFE Coordinators trained on each campus.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Each campus has a PFE Coordinator working on parent engagement activities.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>  </p> <p><b>June</b> <b>June Evidence of Progress</b>   Each campus has a PFE Coordinator working on parent engagement activities.</p>
<p>  No Progress      Accomplished      Continue/Modify      Discontinue </p>	

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



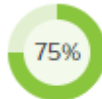
**Performance Objective 1:** Refine a recruitment pipeline with multiple sources to provide the district with qualified candidates to meet the staffing needs of the district.







Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Continue to promote a comprehensive recruitment plan with competitive benefits, salaries, and stipends based on qualifications required for assignment and market trend.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase overall district retention rate.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Human Resources</p>	<div data-bbox="1297 391 1356 418"><b>Nov</b></div> <div data-bbox="1283 423 1377 516">  </div> <div data-bbox="1535 391 1902 418"><b>November Evidence of Progress</b></div> <div data-bbox="1415 423 2022 516"> <p>HR continually monitors neighboring districts' pay scales and recommends adjustments in order to increase retention rates.</p> </div> <div data-bbox="1308 545 1352 573"><b>Jan</b></div> <div data-bbox="1283 578 1377 670">  </div> <div data-bbox="1545 545 1892 573"><b>January Evidence of Progress</b></div> <div data-bbox="1415 578 2022 670"> <p>HR continually monitors neighboring districts' pay scales and recommends adjustments in order to increase retention rates.</p> </div> <div data-bbox="1304 699 1356 727"><b>Mar</b></div> <div data-bbox="1283 732 1377 824">  </div> <div data-bbox="1556 699 1982 727"><b>March Evidence of Progress</b> 102</div> <div data-bbox="1415 732 2022 824"> <p>HR continually monitors neighboring districts' pay scales and recommends adjustments in order to increase retention rates.</p> </div> <div data-bbox="1304 854 1356 881"><b>June</b></div> <div data-bbox="1566 854 1871 881"><b>June Evidence of Progress</b></div>







Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Research best-practices for a grow your own program for students in the Teaching &amp; Learning CTE Program of Study (POS).</p> <p><b>Strategy's Expected Result/Impact:</b> Facilitate a pipeline of highly qualified teachers who are familiar with the needs of DISD students</p> <p><b>Staff Responsible for Monitoring:</b> Director of Career &amp; Technical Education</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Teachers are using the state's GYO curriculum. We have plans to offer DC opportunities in the 2024-2025 school year. Students actively compete at the local, state, and national level in TAFE CTSO. We will hold our 3rd annual signing day in May with DISD's HR Dept. Students will apply for their Educational Aide I certification in the spring. HR visits with graduating seniors to talk about substitute and para professional positions post high school graduation in the spring.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> We WILL offer DC opportunities in the 2024-2025 school year. Students will compete at the STATE TAFE CTSO. We will hold our 3rd annual signing day in May with DISD's HR Dept. Students will apply for their Educational Aide I certification in the spring. HR visits with graduating seniors to talk about substitute and para professional positions post high school graduation in the spring. 103</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> We WILL offer DC opportunities in the 2024-2025 school year with COM. Students will compete at the National TAFE contest this summer. We will hold our 3rd annual signing day in May with DISD's HR Dept. Students will apply for their Educational Aide I certification in the spring. HR visits with graduating seniors to talk about substitute and para professional positions post high school graduation in the spring.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	







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








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

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Continue to provide quality and relevant staff development aligned to district needs by offering expanded professional development opportunities, including travel to relevant conferences, across all departments and content areas utilizing various resources and consultants such as: Lead4Ward, Solution Tree, Kelly Tummy, Region IV ESC, Restorative Practices, Seidlitz, AVID, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher instruction and retention resulting higher student academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Leadership Development &amp; Professional Learning Director of ESL/Bilingual and At-Risk Director of Curriculum and Instruction</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Campus leadership teams are participating in an assessment training series by Cassandra Erkens of Solution Tree, as well as a culture building series by Dr. Anthony Muhammed of Solution Tree. Lead4ward presented to teachers in October.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Campus leadership teams continue to participate in an assessment training series by Cassandra Erkens of Solution Tree, as well as a culture series by Dr. Anthony Muhammed of Solution Tree. Lead4ward's Justin Richardson presented to teachers in October, and Lead Partner's Michelle Whatley has ongoing presentations to leadership teams on Special Education leadership. Regina Stephens-Owens presented on the culture of Professional Learning Communities to all DISD teachers in January. Planning for the summer CHOMP Conference and RTI@Work conference are underway.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> Solution Tree's Cassandra Erkens presented to campus and district leadership teams in February and March; each team created goals and action plans based on her assessment training. Summer PD has been planned and will be shared with teachers in April.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Enhance the two-year teacher induction and mentoring program to all teachers new to the profession.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher retention rate of beginning teachers (0-2 years).</p> <p><b>Staff Responsible for Monitoring:</b> Director of Leadership Development &amp; Professional Learning</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> First Year Teachers have met for three sessions using Lead4ward resources; 2nd Year Teachers have met three times for after-school training sessions using the Teach Like a Champion resource. All of these trainings allow time for teachers to practice new strategies.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> First Year Teachers are continuing to meet and will meet again in February. They continue to work through the Lead4ward framework for new teachers, as well as utilize resources from Teach Like a Champion.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> First Year Teachers met in March for classroom observations of master teachers across various campuses. Small groups traveled to district schools to observe effective strategies and debrief on next steps.</p> <p><b>June</b> <b>June Evidence of Progress</b> 105</p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Develop emerging teacher-leaders and mid-level administrators for future positions within the district through a leadership academies and opportunities to lead campus and district professional development sessions through Leadership Partners, N2Learning Principal Academy, Lead4Ward</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of effective principals and other school leaders</p> <p><b>Staff Responsible for Monitoring:</b> Director of Leadership Development &amp; Professional Learning</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> The following academies have been created: Aspiring Assistant Principals, Aspiring Principals, 1st Year Assistant Principals, and Current Assistant Principals. All academies develop timely and relevant leadership skills.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> District academies including Aspiring Principals, Aspiring Asst. Principals, 1st Year Assistant Principals, and Current Assistant Principals continue to meet and receive relevant and timely content. Groups are learning and growing together, sharing resources each time they meet.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> Our district academies: Aspiring Principals, Aspiring Assistant Principals, 1st Year Assistant Principals, and Current Assistant principals continue to meet regularly to receive professional learning and collaborative time.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>




Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Special Programs: Provide/expand district-wide professional development focusing on the development and implementation of the Students Success Triangle (IEP goals, objectives, PLAAFPs, progress monitoring and reporting, Decision Making Guide), accommodations, and designated supports, using Frontline, across curriculum for all grade levels through contracted service providers, area conferences, service centers, and in-district offerings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge base for educators.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Special Programs Coordinators</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> We have provided training in all areas through in-district offerings, consultants, and a dyslexia grant.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> We are continuing trainings including training for administrators, job alike, case manager training at DHS, CCFs are training at campuses, Coordinators trained middle schools and junior highs on SDI</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> Ongoing training has been provided; summer sessions have been developed.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews <span style="float: right;">106</span>
<p><b>Strategy 5:</b> Special Programs: Provide professional development (e.g. Reading by Design, Learning Ally, etc.) focusing on services to students identified with dyslexia and other identified at-risk students through contracted service providers, in-district training, and various professional development activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge base for educators</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Special Programs Coordinator of Instruction/Curriculum Special Programs Coordinator of Evaluation and Related Services</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> We have provided dyslexia training through the grant, all staff did a back to school dyslexia 101 training through Eduhero, all campuses did a dyslexia update through faculty meetings, we have offered RBD training, and UFLI and KAT strategies trainings.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> We have done an RBD Secondary, RBD Zero, Handwriting/Dysgraphia, Bilingual and Dyslexia training.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> Dyslexia training from the Dyslexia grant is ongoing and expected to wrap in late June / early July. This grant has significantly increased dyslexia instructional capacity in the district.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>








Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Special Programs: Continue to provide professional development for ECSE, PK and K-12 support staff, teachers, administrators, and paraprofessionals supporting research-based instructional strategies for working with students with behavioral, occupational, physical, speech/ language, hearing, sight, functional and/or learning challenges with the goal of increasing inclusive opportunities for students with disabilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase inclusive learning opportunities for students with disabilities</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Special Programs Coordinators</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> We have provided Solution Tree Training, Michelle Whatley, and in-district training.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> We have provided Solution Tree Training, Michelle Whatley, and in-district training.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> Solution tree RTI sessions are still ongoing, coordinators have provided specific sessions, summer training is scheduled. DHS requested assistance with their level 3 &amp; 4 pull out pre-requisite and this process is ongoing.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<b>Strategy 7 Details</b>	107
<p><b>Strategy 7:</b> Special Programs: Provide professional development to special education teachers for teaching core curriculum using researched based best practices</p> <p><b>Strategy's Expected Result/Impact:</b> Increased staff knowledge Student progress on STAAR / STAAR-Alt &amp; EOC</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Special Programs Coordinators</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> We did training at the beginning of the year, targeting specific age groups to address key issues, with a focus on reading across the district</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> We have been providing targeted training for specific staff with follow up in class support.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> We have been providing targeted training for specific staff with follow up in class support. Administrators are encouraged to include special education staff in relevant core academic trainings.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 8 Details	Reviews
<p><b>Strategy 8:</b> Special Programs: Provide CBVIs, explore employment opportunities, and organize visits to college campuses (COM and ACC Strive Program), and transition fair. (Follow county health guidelines addressing COVID.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased opportunities for students in special education to generalize skills</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Special Programs Coordinators</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> We are doing CBVIs, we utilize the community and have a partnership with Moody Gardens, we are working with Gulf Coast Center (mounting horizons) and Texas Workforce commission.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> We are continuing CBVIs, we utilize the community and have a partnership with Moody Gardens, we are working with Gulf Coast Center (mounting horizons) and Texas Workforce commission. We are continuing to partner with Imagine Enterprises</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> In addition to items listed in January update, campuses have been invited to participate in Galveston County Fair, and a group went to HLSR. Campuses also have individual activities planned specific to their needs.</p> <p><b>June</b> <b>June Evidence of Progress</b> 108</p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

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

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








Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Implement Teacher Incentive Allotment, monitor, evaluate, and refine processes, and continue to communicate program to stakeholders</p> <p><b>Strategy's Expected Result/Impact:</b> Recruit, support, and retain highly effective teachers in all schools, with particular emphasis on high-needs and rural schools.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <p><b>Nov</b> <span style="float: right;"><b>November Evidence of Progress</b></span></p>  <p>The Director of Assessment, Accountability, and Compliance submitted the data file (33 teachers).</p> </div> <div style="margin-bottom: 10px;"> <p><b>Jan</b> <span style="float: right;"><b>January Evidence of Progress</b></span></p>  <p>The Director of Assessment, Accountability, and Compliance is preparing for the TIA Review Committee and amendment submission (April 15, 2024)</p> </div> <div style="margin-bottom: 10px;"> <p><b>Mar</b> <span style="float: right;"><b>March Evidence of Progress</b></span></p>  <p>Superintendent notified the 35 recipients. <span style="float: right;">109</span></p> </div> <div> <p><b>June</b> <span style="float: right;"><b>June Evidence of Progress</b></span></p> </div> </div>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Implement DISD Wellness Program (SWAMP).</p> <p><b>Strategy's Expected Result/Impact:</b> Support overall well-being of all staff.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Continuing to provide health and wellness information through monthly newsletters (Gator Pulse and SWAMP). Continue to collaborate with the SEL coordinator and other entities to bring preventative support to the employees (Rose Mobile Mammogram, Flu/COVID shots, etc.).</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> We continue to provide health and wellness information through monthly newsletters and our collaboration with the SEL coordinator and other entities to bring preventative support to the employees (Rose Mobile Mammogram, Flu/COVID shots, etc.). DISD was recently honored with the American Heart Association's Gold level of recognition for our 2023 Workforce Well-being Scorecard assessment, based on the district's commitment to promoting employee health and well-being. 110</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> The benefits team continues to offer incentives.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress          Accomplished          Continue/Modify          Discontinue       </p>	

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

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

**Evaluation Data Sources:** District and campus needs

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Provide resources for students which facilitates the effective use of technology in the classroom such as typing programs, technology application software and other needed resources</p> <p><b>Strategy's Expected Result/Impact:</b> Increased productivity for students</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Technology</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Typing program was purchased and has been implemented at the campus level.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Since August, we have had 49,316 launches of Typing.com, according to our ClassLink Analytics. Top campuses are Bay Colony, Calder, and Barber.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   Typing.com has been launched 90,181 times by Dickinson ISD Students this year. Barber, Bay Colony, Calder Road, Silbernagel, and Lobit Middle School are the district's power users.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>	

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA DOCUMENT**

**Meeting Date:** April 2, 2024

**Item Title:** Board Training Credits

**Agenda Item:** Carla Voelkel

**Background Information:**

**Board President:**

Under State Board of Education Rule, completing required continuing education each year of service is a basic obligation and expectation of any sitting board member.

As Board President, I am required to announce the name of each member who:

- Has completed the required continuing education;
- Has exceeded the required continuing education;
- Is deficient in meeting the required continuing education.

The requirements for training are measured as of the first anniversary of the date of the trustee's

There are eight training areas for board member continuing education:

1. Local District Orientation (new members)
2. Orientation to the Texas Education Code (new members)
3. Post-Legislative Update to the Texas Education Code (after regular legislative sessions and specials session on education)
4. Team Building (annually with entire board and superintendent)
5. Additional Continuing Education (10 hours first year, 5 hours subsequent years)
6. Evaluating Student Academic Performance and Setting Goals (Formerly HB 1566) (every two years)
7. Identifying and Reporting Abuse and Trafficking (every two years)
8. School Safety

To the extent applicable to each board member, I will announce the completion or deficiency as to required training.

For members who still have time remaining to complete required training, I will announce those board members who have scheduled timely training and those who have not yet scheduled the training.

At the conclusion of this announcement, I will announce any board member's training in excess of the continuing education requirements.

\*\*\*\*\*

Trustee Patrick Dominguez was appointed to the Board on August 8, 2023 and has 1 year from his appointment to complete the first year requirements.

The following board member is required to complete local district orientation training: Patrick Dominguez

The following board members have completed the annual team-building training: Mike Mackey, Jeff Pittman, Veanna Veasey, Corey Magliolo, and Jessica Rodriguez  
The following board member is deficient in meeting the required annual team-building training: Mary Anthamatten and Patrick Dominguez

The following members have completed the additional annual continuing education requirements: Mary Anthamatten and Veanna Veasey

The following board members are deficient in meeting the additional annual continuing education requirements: Mike Mackey, Corey Magliolo, Jeff Pittman, Jessica Rodriguez, and Patrick Dominguez

The following members have completed the biennial training on evaluating student academic performance and setting goals: Mary Anthamatten, Mike Mackey, Corey Magliolo, Jessica Rodriguez, and Veanna Veasey

The following members are deficient in meeting the biennial training on evaluating student academic performance and setting goals: Jeff Pittman and Patrick Dominguez

The following board members are registered and will complete the biennial training on identifying and reporting abuse and trafficking by April 30: Mary Anthamatten and Veanna Veasey

The following board members are deficient in meeting the required biennial training on identifying and reporting abuse and trafficking: Mike Mackey, Corey Magliolo, Jeff Pittman, Jessica Rodriguez, and Patrick Dominguez

The following board members have completed the biennial training on school safety:  
Mary Anthamatten, Mike Mackey, Corey Magliolo, and Veanna Veasey

The following board members are deficient in meeting the required biennial training on school safety: Jeff Pittman, Jessica Rodriguez, and Patrick Dominguez

**Exceeding Required Continuing Education**

Board member Mary Anthamatten exceeded the required amount of required continuing education training by 2.5 additional hours.

Board member Veanna Veasey exceeded the required amount of required continuing education training by 1.5 additional hours.

**Action Item:** \_\_\_\_\_ Yes     \_\_\_\_\_ No

**Annual Announcement on Continuing Education of Board Members**

**Dickinson ISD**

May 2023 through April 2024 - Report run on 3/25/2024

<b>NEW / EXPERIENCED TRUSTEES</b>	<b>Local District Orientation</b> <i>(3 hours for new Trustees, within 1st 120 days)</i>	<b>Introduction to Texas Education Code</b> <i>(3 hours for new Trustees, within 1st 120 days)</i>	<b>School Safety</b> <i>(2 hour every 2 years for all trustees) (Within 1st 120 days for new trustees)</i>	<b>Evaluating &amp; Improving Student Outcomes</b> <i>(3 hours every 2 years for all trustees) (Within 1st 120 days for new trustees)</i>	<b>Post Legislative Update to TEC</b> <i>(2 hours for experienced Trustees after each Legislative Session) (New Trustees - N/A)</i>	<b>Child Abuse Prevention</b> <i>((1 hour every 2 years) (Within 1st 120 days for new trustees)</i>	<b>Team Building Session</b> <i>(3 hours for all Trustees)</i>	<b>Continuing Education</b> <i>(10 hours for new trustees; 5 hours for experienced Trustees)</i>	<b>Completed Exceeded Incomplete</b>
Patrick Dominguez (N)	Incomplete	Complete	Incomplete	Incomplete	N/A	Incomplete	Incomplete	0 hrs	Incomplete
Corey Magliolo	N/A	N/A	Complete	Complete	Incomplete	Incomplete	Complete	0 hrs	Incomplete
Jeff Pittman	N/A	N/A	Incomplete	Incomplete	Incomplete	Incomplete	Complete	0 hrs	Incomplete
Jessica Rodriguez	N/A	N/A	Incomplete	Complete	Complete	Incomplete	Complete	0 hrs	Incomplete
Mary Anthamatten	N/A	N/A	Complete	Complete	Complete	Complete	Incomplete	7.5 hrs	Incomplete
Mike Mackey	N/A	N/A	Complete	Complete	Incomplete	Incomplete	Complete	0 hrs	Incomplete
Veanna Veasey	N/A	N/A	Complete	Complete	Complete	Complete	Complete	6.5 hrs	Exceeds

(N) = New Trustee

School board members must complete training that is required by the State Board of Education (SBOE), and the board president must publicly announce whether each board member has met the SBOE training requirements. Board members must receive continuing education training in the areas reflected in this table, according to Tex. Educ. Code §11.159; 19 Tex. Admin. Code § 61.1, 61.3.

The annual announcement does not cover open government and cybersecurity training required for trustees under other law. Tex. Gov't Code §§ 551.005, 552.012, and 2054.5191. OMA and PIA training is required of all elected officials within 90 days of election or appointment. PIA training may be delegated by district policy. Cybersecurity training is required of all school board members annually.



*This report is provided as a TASB member service. Official recordkeeping of Board Member continuing education credit is the responsibility of the district.*

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** April 2, 2024

**Item Title:** Policy Update to FMG (LOCAL)

**Agenda Item:** Carla Voelkel and Robert Cobb

**Background Information:**

FMG (LOCAL) currently does not include guidance for International Travel or Non-School Sponsored Trips. It has been updated with this information, and it includes an Exhibit (Non-School sponsored Field Trip Permission Form).

**Recommendation:**

The Superintendent and Assistant Superintendent recommend the addition of International Travel and Non-School Sponsored Trips to FMG (LOCAL).

**Action Item:** \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_

**Transportation for Student Travel**

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

**In-State Overnight Trips**

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

**Out-of-State Trips**

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

**International Travel**

School-sponsored trips that require international travel shall be approved by the Board of Trustees. School-sponsored international travel may only occur every four years and when school is not in session.

**Non-school Sponsored Trips**

Non-School sponsored travel includes all trips involving students and/or employees which have not been approved through any of the processes defined within this policy/regulation

Non-school sponsored trips may only occur when school is not in session. The campus principal and superintendent must be informed in writing at least one year in advance of any non-school sponsored trip that a district employee proposes which involves students. Such information shall be for the purpose of administration of District policy and regulations and shall in no way indicate support of the trip by the District.

If a district employee chooses to sponsor a group of students for travel that is not sponsored by the District, the sponsor must ensure parents are aware the trip is not school-sponsored and indicate this on informational documents.

District employees may not collect funds for trips that are not school sponsored or create bank accounts for that purpose.

District employees and sponsors may not use district time, materials, copiers, or building facilities to prepare for a non-school sponsored trip.

If a district employee receives any form of compensation, free transportation, or consideration from the sponsoring organization, any communications with the student/parents shall be in compliance with GKDA(LOCAL).

If a district employee receives any form of compensation, free transportation, or consideration from the sponsoring organization, the trip must occur when the district employee is not on contract. School business leave and personal leave may not be used by

STUDENT ACTIVITIES  
TRAVEL

FMG  
(LOCAL)

district employees for a non-school sponsored trip in-state, out-of-state, or out-of-country.

DISD school-sponsored trip permission forms may not be used for non-school sponsored travel.

A school campus must not be utilized as a departure or arrival location for a non-school sponsored trip.

School equipment, uniforms, materials, etc. may not be loaned or borrowed by the sponsoring adult(s) or students.

Each parent/guardian of the students planning to take a trip must be sent a copy of the non-school sponsored field trip permission form with a completed copy placed on permanent file with the school principal by the DISD employee prior to the scheduled departure date. (See FMG(LOCAL) Exhibit E.)

All DISD employees engaging in non-school sponsored travel shall adhere to DH(LOCAL) and DH - Employee Standards of Conduct.

NON-SCHOOL SPONSORED FIELD TRIP PERMISSION FORM

The Dickinson Independent School District does not endorse any commercial ventures and is not associated in any manner with \_\_\_\_\_ (Name of sponsoring organization) which conducts educational excursions and workshops. Any DISD employee serving as an agent for the sponsoring organization who receives free transportation, compensation, or consideration, if any, directly from the organization, does so on his or her time and by choice, and is totally devoid of any relationship with the DISD school curricular and extracurricular programs.

The Dickinson Independent School District is supportive of any travel and workshop attendance for the educational value it will provide to the students; however, each participant and the parents/guardians must be aware that the above is not a school sponsored or school affiliated activity.

Please sign below and return a copy to the DISD employee who has established a relationship with the sponsoring organization.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Date

**DICKINSON INDEPENDENT SCHOOL DISTRICT**  
**BOARD AGENDA DOCUMENT**

**Meeting Date:** April 2, 2024  
**Item Title:** 2024-2025 Instruction Materials Certification  
**Agenda Item:** Dr. Jeff Pack

**Background Information:**

In accordance with Texas Education Code (TEC) §31.101, local education agencies (LEAs) are required to certify annually to the State Board of Education (SBOE) and the commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, LEAs are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under (i) the Children's Internet Protection Act (Pub. L. No. 106-554); (ii) Section 28.0022; (iii) Section 43.22, Penal Code; and (iv) any other law or regulation that protects students from obscene or harmful content. The TEKS Certification 2024–25 Survey includes a section for LEAs to certify they meet this requirement.

**Recommendation:**

The Superintendent and the Deputy Superintendent for Educational Services recommend ratification of the 2024-2025 Instruction Materials Certification.

**Action Item:**  Yes  No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_

# Certification of Provision of Instructional Materials Survey 2024–25

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## Survey Pre-Work

### 2024–25 Certification of Provision of Instructional Materials

In accordance with [Texas Education Code 31.1011](#), local educational agencies (LEAs) are required to certify annually to the State Board of Education (SBOE) and the commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, LEAs are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under (i) the Children's Internet Protection Act (Pub. L. No. 106-554); (ii) Section [28.0022](#); (iii) Section [43.22](#), Penal Code; and (iv) any other law or regulation that protects students from obscene or harmful content. The TEKS Certification 2024–25 Survey includes a section to allow LEAs to certify they meet this requirement.

Like last year's process, the agency will utilize the following tools:

#### **Certification 2024–25 Form:**

Printable, hard copy of the survey to be completed offline and presented to the board of trustees or governing body for ratification and signatures.

#### **Certification 2024–25 Survey:**

Web-based application where LEAs will submit their responses collected on the TEKS Certification 2024–25 Form, and where LEAs will upload the signature page of the Form.

This year's Certification Process requires:

- The completion of the Certification 2024–25 Form;
- Ratification by the LEA's board of trustees or governing body in an open, public-noticed meeting; and
- Submission of the Certification 2024–25 Survey and upload of the ratified Certification 2024–25 Form.

TEA recommends that LEAs complete these steps by **May 1, 2024**. The Certification 2024–25 Form can be accessed at the following link on the [Instructional Materials webpage](#).

The state online instructional materials ordering system, EMAT, will close for annual maintenance on March 29, 2024, and is scheduled to reopen on May 15, 2024. **Completion of the Certification Process is required to regain access to allotment funds when EMAT reopens in May of 2024.**

Certification 2024–25 Survey submissions received after May 15, 2024, will typically be processed within five business days, then access to EMAT provided.

## Instructions to Complete the Certification Process for 2024–25

1. **Review the Certification 2024–25 Form:** Print the fillable TEKS Certification 2024–25 Form found on the [Instructional Materials website](#).
2. **Gather information:** The form may require consultation with content area leads or other LEA staff.
3. **Complete Certification 2024–25 Form:** Complete the TEKS Certification 2024–25 Form by hand or digitally.
4. **Obtain needed signatures:** Ratify the **Certification 2024–25 Form** by the LEA’s board of trustees or governing body in an upcoming, open board meeting.
5. **Submit Certification 2024–25 Survey:** Complete the online Certification 2024–25 Survey by answering the questions. Inside the survey you will upload the signed Allotment and Certification 2024–25 Form from Step 4. The survey will be open for submissions beginning Monday, March 18, 2024, and will be located on the [Instructional Materials website](#).

## Additional Supports

- TEA will be hosting a webinar to review the Certification 2024–25 Process on *Monday, March 18th, at 2:00 p.m. CDT*. [Registration](#) is required.
- TEA will host office hours on *Monday, March 25, at 11:00 a.m. CDT and Thursday, March 28, at 11:00 a.m. CDT*. [Registration](#) is required.
- To facilitate completion of this year’s submission, LEAs may request a copy of their previous year’s submission by submitting a [Help Desk Ticket](#).
- For questions about the Certification 2024–25 Form, Survey, or Process, please submit a [Help Desk Ticket](#).

## Review Terminology

### *Additional Supports*

- **Scope and Sequence:** A document that provides a brief outline of the standards and a recommended teaching order for a particular course/grade-level over the course of a school year.
- **Full-subject materials** (often referred to as Tier 1 or core materials): instructional material designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.
- **Supplemental materials** (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional material designed to assist in the instruction of one or more of the essential knowledge and skills

## About the Qualtrics Survey

*Within the Qualtrics survey you will be given a list of commonly known publishers and products. Should your LEA use a LEA-developed product, or the product is not listed, you will be asked to write in the name of the publisher and product.*

# Certification 2024–25 Survey

## Background Information

QUESTION 1.0: Name of person completing this form

*Jacquelyn Kennedy*

QUESTION 1.1: Your email address

*jkennedy@dickinsonisd.org*

QUESTION 1.2:

Select the role that best describes your position at your district or charter: [Single Select]

- Instructional Materials Coordinator
- Curriculum Director
- Principal
- Administrative Assistant
- Superintendent
- Other

## LEA Information

QUESTION 2.0: Region #

*Region 4*

QUESTION 2.1: LEA Name and Number

*DICKINSON ISD 084-901*

QUESTION 2.2: Superintendent's Name

*Carla Voelkel*

QUESTION 2.3: Superintendent's email address

*cvoelkel@dickinsonisd.org*

QUESTION 2.4: School board president's or governing body's name

*Corey Magliolo*

QUESTION 2.5: School board president's or governing body's email address

*T5CMagliolo@dickinsonisd.org*

QUESTION 2.6: Date of the school board meeting at which the Certification Form was be presented and approved?

*April 2, 2024*

# Reading Language Arts Certification

## Scope and Sequence - All Grade Levels RLA

### QUESTION 3.0:

How is reading language arts content implemented in your LEA

Please indicate your LEA's approach to managing the implementation of reading language arts content in each of the following grade bands. [Single select for each grade band]

QUESTION	Grades	The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	K-2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## English Reading Language Arts K-5 TEKS Coverage Certification

### QUESTION 4.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **English RLA TEKS grades K-5?** (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

## English Reading Language Arts K-5 Instructional Materials

### QUESTION 5.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district will use regularly (once a week or more, on average) for **English RLA grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**English RLA grades K–2 full-subject and/or supplemental publisher(s)/ product(s) used:**

Amplify, Tutoring with mCLASS Intervention  
Houghton Mifflin Harcourt (HMH), Into Reading Texas  
Amplify, mCLASS  
Children's Learning Institute, Circle  
Curriculum Associates, i-Ready, Ready Texas Reading  
Curriculum Associates, Think Up! RLA  
Florida Center of Reading Research, Student Center Activities  
Heinemann, Comprehension Toolkit  
Heinemann, Leveled Literacy Intervention (LLI)  
Lead4Ward, Lead4Ward ELAR Grades K-5  
Learning Ally, Audiobook Solution  
Newsela Inc., Newsela  
Scholastic, Story Works  
Stenhouse Publishers, Patterns of Power  
Stenhouse Publishers, Patterns of Wonder  
Steps to Literacy, Rigby PM Series  
Wilson Language, Foundations

**English RLA grades 3–5 full-subject and/or supplemental publisher(s)/ product(s) used:**

Amplify, Tutoring with mCLASS Intervention  
Houghton Mifflin Harcourt (HMH), Into Reading Texas  
Amplify, mCLASS  
Children's Learning Institute, Circle  
Curriculum Associates, i-Ready, Ready Texas Reading  
Curriculum Associates, Think Up! RLA  
Florida Center of Reading Research, Student Center Activities  
Heinemann, Comprehension Toolkit  
Heinemann, Leveled Literacy Intervention (LLI)  
Lead4Ward, Lead4Ward ELAR Grades K-5  
Learning Ally, Audiobook Solution  
Newsela Inc., Newsela  
Scholastic, Story Works  
Stenhouse Publishers, Patterns of Power  
Stenhouse Publishers, Patterns of Wonder  
Steps to Literacy, Rigby PM Series  
Wilson Language, Foundations

## Spanish Reading Language Arts K–5 TEKS Coverage Certification

### QUESTION 6.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **Spanish RLA TEKS grades K–5?** (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

## Spanish Reading Language Arts K–5 Instructional Materials

### QUESTION 7.0:

Share the **full subject and/or supplemental** publisher(s)/ product(s) that teachers in your district will use regularly (once a week or more, on average) for **Spanish RLA grades K–5** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): Instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Spanish RLA grades K–2** full-subject and/or supplemental publisher(s)/ product(s) used:

"Pacific Learning , El Camino Al Éxito (Spanish Phonics)  
El Próximo Paso Al Éxito (Spanish Phonics)"  
Pacific Learning, SIL (El Sistema de Intervención de la Lectura)  
Amplify, mCLASS Lectura  
Houghton Mifflin Harcourt (HMH), ¡Arriba la Lectura! Texas Reading & Writing  
Children's Learning Institute (CLI), Circle  
Curriculum Associates, i-Ready  
Lead4Ward, Lead4Ward ELAR Grades K-5  
Learning A-Z, LLC, Raz-Plus ELL Texas Edition  
Literacy Resources LLC, Heggerty Phonemic Awareness Curriculum  
Newsela Inc., Newsela  
Stenhouse Publishers, Patterns of Power  
Stenhouse Publishers, Patterns of Wonder  
Steps to Literacy, Rigby PM Series  
Summit K-12, Accelerated Literacy & Language Development  
Imagine Español & Imagine Learning and Literacy

**Spanish RLA grades 3–5 full-subject and/or supplemental publisher(s)/ product(s) used:**

"Pacific Learning , El Camino Al Éxito (Spanish Phonics)  
El Próximo Paso Al Éxito (Spanish Phonics)"  
Pacific Learning, SIL (El Sistema de Intervención de la Lectura)  
Amplify, mCLASS Lectura  
Houghton Mifflin Harcourt (HMH), ¡Arriba la Lectura! Texas Reading & Writing  
Curriculum Associates, i-Ready  
Lead4Ward, Lead4Ward ELAR Grades K-5  
Learning A-Z, LLC, Raz-Plus ELL Texas Edition  
Literacy Resources LLC, Heggerty Phonemic Awareness Curriculum  
Newsela Inc., Newsela  
Stenhouse Publishers, Patterns of Power  
Stenhouse Publishers, Patterns of Wonder  
Steps to Literacy, Rigby PM Series  
Summit K-12, Accelerated Literacy & Language Development  
Imagine Español & Imagine Learning and Literacy

## English Reading Language Arts 6–8 TEKS Coverage Certification

### QUESTION 8.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

## English Reading Language Arts 6–8 Instructional Materials

### QUESTION 9.0:

Share the **full subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**English RLA grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:**

College Board, SpringBoard Texas Edition  
Houghton Mifflin Harcourt (HMH), Into Literature Texas  
Curriculum Associates (formally Mentoring Minds), Think Up!  
Heinemann, Comprehension Toolkit  
Heinemann, Fountas & Pinnell Leveled Literacy Intervention (LLI)  
IXL Learning, IXL Language Arts  
Lead4Ward, Lead4Ward ELAR Grades 6-8  
Learning Ally, The Audiobook Solution (ABS)  
NoRedInk Corp., NoRedInk  
Quill, Quill ELAR Resources  
Stenhouse Publishers, Patterns of Power  
Summit K-12, Accelerated Literacy & Language Development  
Texas Education Agency (TEA), Texas Gateway

## English Reading Language Arts 9–12 TEKS Coverage Certification

### QUESTION 10.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

Yes

No

## English Reading Language Arts 9–12 Instructional Materials

### QUESTION 11.0:

Are the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**English RLA grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:**

Savvas Learning Company (formerly Pearson), my Perspectives  
Bedford, Freeman & Worth Publishing Group, Advanced Language and Literature  
Bedford, Freeman & Worth Publishing Group, Foundations of Language and Literature  
McGraw Hill School Division (Contract Vendor)-Study Sync Texas EOC  
College Board, AP Central Provided Assessments and Resources  
Edgenuity Inc., Imagine Learning  
Houghton Mifflin Harcourt (HMH), Read 180  
Lead4Ward, Lead4Ward

# Mathematics Certification

## Scope and Sequence - All Grade Levels Mathematics

QUESTION 12.0:

How is mathematics content implemented in your LEA?

Please indicate your LEA's approach to managing the implementation of mathematics content in each of the following grade band. [Single select for each grade band]

QUESTION	Grades	The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	K-2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Mathematics K-5 TEKS Coverage Certification

QUESTION 13.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **mathematics TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

## Mathematics K–5 Instructional Materials

### QUESTION 14.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **mathematics grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

### Mathematics grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:

Great Minds, Eureka Math TEKS Edition  
Houghton Mifflin Harcourt (HMH), Go Math! Texas  
Houghton Mifflin Harcourt (HMH), Go Math! Texas Spanish  
Amplify, mClass Math  
Baker and Petsche Publishing, Countdown to Math STAAR  
Baker and Petsche Publishing, Fast Focus  
BrainPOP, Jr. and BrainPOP, BrainPOP, Jr. and BrainPOP Math Resources  
Curriculum Associates, i-Ready Classroom Mathematics  
Education Service Center Region - based products, other - product not listed  
Engaging Math, Engaging Math Resources  
ETA Hand2Mind, Guided Math K-2  
IXL Learning, IXL Math Resources  
Khan Academy, Khan Academy Math Resources  
Lead4Ward, Lead4Ward Math  
MIND Research institute and MIND Education, ST Math  
Russell's Educational Consulting, Teks AIRR Math  
ST Math  
Building Fact Fluency – Graham Fletcher

## Mathematics 6–8 TEKS Coverage Certification

### QUESTION 15.0

For school year 2024–25, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 6–8?** (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials). [Single Select]

Yes

No

## Mathematics 6–8 Instructional Materials

### QUESTION 16.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Mathematics grades 6–8** full-subject and/or supplemental publisher(s)/ product(s) used:

Amplify Education Inc., Amplify Math  
Desmos Studio, PBC, Desmos Math Tools and/or Classroom Resources  
Education Service Center Region - based products, other - product not listed  
Engaging Math, Engaging Math Resources  
IXL Learning, IXL Math Resources  
Lead4Ward, Lead4Ward Math

## Mathematics 9–12 TEKS Coverage Certification

### QUESTION 17.0:

For School Year 2024–25, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

## Mathematics 9–12 Instructional Materials

### QUESTION 18.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Mathematics grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:**

Cengage Learning (formerly Thomson Learning/Brooks-Cole), Precalculus + Limits, A Graphing Approach  
Cosenza & Associates, LLC, Algebraic Reasoning  
McGraw Hill, School Education Group, Algebra 1, Algebra 2, Geometry, and/or Precalculus  
Desmos Studio, PBC, Desmos Math Tools and/or Classroom Resources  
Bedford Freeman and Worth Publishers - Stats  
Bedford Freeman and Worth Publishers - AP Stats  
College Board, AP Central Provided Assessments and Resources  
Desmos Studio, PBC, Desmos Math Tools and/or Classroom Resources  
Edgenuity Inc., Imagine Learning Math  
Education Service Center Region - based products  
IXL Learning, IXL Math Resources  
Kuta Software, Kuta Math Resources  
Lead4Ward, Lead4Ward Math  
Texas Home Learning (Texas Education Agency), Texas College Bridge  
The University of Texas at Austin, OnRamps

## Social Studies Certification

### Scope and Sequence - All Grade Levels Social Studies

QUESTION 19.0:

How is social studies content implemented in your LEA?

Please indicate your LEA's approach to managing the implementation of social studies content in each of the following grade band. [Single select for each grade band]

QUESTION	Grades	The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	K-2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Social Studies K-5 TEKS Coverage Certification

QUESTION 20.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **social studies TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

## Social Studies K–5 Instructional Materials

### QUESTION 21.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Social Studies grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:**

Studies Weekly, Inc., Texas Studies Weekly  
McGraw Hill, IMPACT Social Studies (K-5)  
BrainPop, BrainPop Social Studies  
BrainPop, Jr., BrainPop, Jr., Social Studies  
Capstone, Pebble Go  
DBQ Project, Elementary Mini-Qs, Texas and/or US History  
Discovery Education Inc., Discovery Education Social Studies  
Lead4Ward, Lead4Ward Social Studies Grades K-5  
Teacher Created Materials (TCM), Exploring Social Studies Texas Edition

## Social Studies 6–8 TEKS Coverage Certification

### QUESTION 22.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **social studies TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

## Social Studies 6–8 Instructional Materials

### QUESTION 23.0:

Select **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Social Studies grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:**

Discovery Education, Inc., Discovery Education Social Studies Brain Pop, BrainPop Social Studies DBQ Project, DBQs and Mini-Qs Discovery Education, Inc., Discovery Education Social Studies Edgenuity, Imagine Learning Education Service Center Region - based products, other - product not listed iCivics, iCivics Curriculum Resources Lead4Ward, Lead4Ward Social Studies Grades 6-8 Nearpod, Nearpod Social Studies PBS & GBH Educational Foundation, PBS Learning Media Stanford History Education Group (SHEG), Reading Like a History and/or Civil Online Reasoning YouTube, The History Channel
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## Social Studies 9–12 TEKS Coverage Certification

### QUESTION 24.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **social studies TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials)

Yes

No

## Social Studies 9–12 Instructional Materials

### QUESTION 25.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

### **Social Studies grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:**

Discovery Education, Inc, Discovery Education Social Studies  
McGraw Hill Psychology  
School Education Group, a division of The McGraw Hill Companies, Inc., Psychology  
College Board, AP Central Provided Assessments and Resources  
DBQ Project, DBQs and Mini-Qs  
Discovery Education, Inc, Discovery Education Social Studies  
Edgenuity, Imagine Learning  
Flocabulary, Flocabulary Social Studies  
iCivics, iCivics Curriculum Resources  
Jarrett Publishing Company, Mastering the TEKS  
Law Focused Education, Inc., Law-Related Education (LRE) Department of the State Bar of Texas Curriculum Resources  
Lead4ward, Lead4Ward Social Studies Grades 9-12  
Nearpod, Nearpod Social Studies  
PBS & GBH Educational Foundation, PBS Learning Media  
Stanford History Education Group (SHEG), Reading Like a Historian and/or Civic Online Reasoning  
YouTube, The History Channel

## Science Certification

### Scope and Sequence - All Grade Levels Science

QUESTION 26.0:

How is science content implemented in your LEA?

Please indicate your LEA's approach to managing the implementation of science content in each of the following grade bands. [Single select for each grade band]

QUESTION	Grades	The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	K-2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Science K-5 TEKS Coverage Certification

QUESTION 27.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the science TEKS grades K-5? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

## Science K–5 Instructional Materials

### QUESTION 28.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

### Science grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:

Studies Weekly, Inc., Texas Studies Weekly McGraw Hill, IMPACT Social Studies (K-5) BrainPop, BrainPop Social Studies BrainPop, Jr., BrainPop, Jr., Social Studies Capstone, Pebble Go DBQ Project, Elementary Mini-Qs, Texas and/or US History Discovery Education Inc., Discovery Education Social Studies Lead4Ward, Lead4Ward Social Studies Grades K-5 Teacher Created Materials (TCM), Exploring Social Studies Texas Edition
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## Science 6–8 TEKS Coverage Certification

### QUESTION 29.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **science TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

## Science 6–8 Instructional Materials

### QUESTION 30.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Science grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:**

Discovery Education, Inc., Discovery Education Social Studies Brain Pop, BrainPop Social Studies DBQ Project, DBQs and Mini-Qs Discovery Education, Inc., Discovery Education Social Studies Edgenuity, Imagine Learning Education Service Center Region - based products, other - product not listed iCivics, iCivics Curriculum Resources Lead4Ward, Lead4Ward Social Studies Grades 6-8 Nearpod, Nearpod Social Studies PBS & GBH Educational Foundation, PBS Learning Media Stanford History Education Group (SHEG), Reading Like a History and/or Civil Online Reasoning YouTube, The History Channel
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## Science 9–12 TEKS Coverage Certification

### QUESTION 31.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **science TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

## Science 9–12 Instructional Materials

### QUESTION 32.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district or charter will regularly use (once a week or more, on average) for **science grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

### Science grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

Discovery Education, Inc, Discovery Education Social Studies  
McGraw Hill Psychology  
School Education Group, a division of The McGraw Hill Companies, Inc., Psychology  
College Board, AP Central Provided Assessments and Resources  
DBQ Project, DBQs and Mini-Qs  
Discovery Education, Inc, Discovery Education Social Studies  
Edgenuity, Imagine Learning  
Flocabulary, Flocabulary Social Studies  
iCivics, iCivics Curriculum Resources  
Jarrett Publishing Company, Mastering the TEKS  
Law Focused Education, Inc., Law-Related Education (LRE) Department of the State Bar of Texas Curriculum Resources  
Lead4ward, Lead4Ward Social Studies Grades 9-12  
Nearpod, Nearpod Social Studies  
PBS & GBH Educational Foundation, PBS Learning Media  
Stanford History Education Group (SHEG), Reading Like a Historian and/or Civic Online Reasoning  
YouTube, The History Channel

## Children's Internet Protection Act

### The Children's Internet Protection Act

The Children's internet protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

In accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C, Section [28.0022](#), [Section 43.22](#), Penal Code, and any other law or regulation that protects students from obscene or harmful content.

QUESTION 34.0: Does your district or charter school protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C), Section 28.0022, Penal Code, and any other law or regulation that protects students from obscene or harmful content?

Yes

No

## Additional Informational Questions (Optional)\*

QUESTION 35.0:

Has your LEA used, or do you plan to use, the Texas Resource Review (TRR) to inform local decisions related to instructional materials adoption?

Yes

No

QUESTION 35.1:

**If "Yes" is selected:** In which subject area(s) have you used the TRR to obtain information about the quality of products? \*

English Reading Language Arts

Spanish Reading Language Arts

Prekindergarten

English Phonics

Spanish Phonics

Science

QUESTION 36.0:

How likely is it you would recommend TRR to other educators? 0 (Not at all likely) to 10 (Extremely Likely)\*

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

QUESTION 37.0:

**Assessment Platform:** Select the assessment platform (if any) your LEA leverages for unit/module, diagnostic, or interim, and for which type of assessments.

Product	Interim	Diagnostic	Unit/Module Formatives
Eduphoria	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DMCA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas Formative Assessment Resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAAR Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="NWEA - MAP"/>			
Other:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Amplify - mCLASS"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Insert here"/>			

QUESTION 38.0:

**Is your LEA planning on using the SBOE-Approved Instructional Materials Allotment?**

SBOE-Approved Instructional Materials Allotment - An annual entitlement of \$40 per enrolled student credited to a district's Instructional Materials and Technology Account to procure instructional materials placed on the approved list maintained by the SBOE under TEC §31.022. See TEC, §48.307

- Yes, we are.
- No, we do not have a need for it.
- Unsure, we need more information.

QUESTION 39.0:

**Is your LEA planning on using the Open Education Resource Funding Allotment?**

Open Education Resource Printing Allotment - An annual entitlement of up to \$20 per enrolled student credited to a district's Instructional Materials and Technology Account for expenses incurred in the printing and shipping of SBOE-approved open education resources. See TEC, §48.308

- Yes, we are.
- No, we do not have a need for it.
- Unsure, we need more information.

## Certification 2024-25 Survey Ratification [Printed and uploaded PDF]

In accordance with [Texas Education Code §31.1011](#), school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA).

## Other Certified Subject Areas

QUESTION 40.0:

Please select each subject in the required curriculum below for which your district provides each student with instructional materials that cover all elements of the essential knowledge and skills:

[multiple select]

- Career & Technical Education
- Fine Arts
- Health
- Technology Applications
- English Language Proficiency Standards
- Languages other than English

District County Number (6-digit ID):

084-901

District Name:

Dickinson ISD

Date of Ratification by Local School Board of Trustees or Governing Body:

April 2, 2024

**Signature of the Board President and Secretary or Governing Board Officer**

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Secretary

*After ratification, please scan THIS SIGNATURE PAGE of this form and submit to TEA through the electronic Certification of Provision of Instructional Materials Survey*

**DICKINSON INDEPENDENT SCHOOL DISTRICT**  
**BOARD AGENDA DOCUMENT**

**Meeting Date:** April 2, 2024  
**Item Title:** Quarterly Investment Report  
**Agenda Item:** Ryan Boone / Kelly Logsdon  
**Background Information:**

Attached is the quarterly investment report for December 1, 2023 through February 29, 2024 and comparison data for prior years.

**Recommendation:**

The Superintendent, Deputy Superintendent for Business and Operations and the Executive Director of Business Operations recommend approval of the quarterly investment report for December 1, 2023 through February 29, 2024.

**Action Item:**  Yes  No

**DICKINSON INDEPENDENT SCHOOL DISTRICT**  
Quarterly Investment Report  
December 1, 2023 - February 29, 2024

This report has been prepared according to the requirements of Texas Government Code Chapter 2256 and I hereby certify that all investment activities are in compliance with local and state investment policy.



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Ryan Boone  
Deputy Superintendent for Business & Operations



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Kelly Logsdon  
Executive Director of Business Services



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Leslie Hudson  
Executive Director of Payroll



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Laura Lambert  
Senior Accountant

**Dickinson Independent School District  
Investments by Government Pools  
OPERATING**

<b>Monthly Cash Balance By Government Pool</b>												
<b>Pool</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>
Logic	4,877,077	4,900,035	4,922,426	4,945,592	4,968,733	4,990,372						
Texas Class	2,282,528	299,778	301,157	302,586	304,009	3,817,928						
Gulf Coast EFCU	5,324,321	5,387,690	5,403,510	5,460,498	5,460,498	5,460,498						
Texas Range	11,829,022	11,922,482	12,148,128	12,176,425	12,178,657	12,254,896						
Texas FIT	2,751,216	2,762,164	1,772,181	1,780,594	7,487,965	8,745,535						
<b>Total</b>	<b>27,064,164</b>	<b>25,272,149</b>	<b>24,547,402</b>	<b>24,665,695</b>	<b>30,399,862</b>	<b>35,269,229</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Net Change	541,676	-1,792,015	-724,747	118,293	5,734,167	4,869,367	0	0	0	0	0	0

<b>Monthly Interest Earned by Government Pool</b>													
<b>Pool</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>	<b>Total</b>
Logic	22,015	22,957	22,392	23,166	23,141	21,639							<b>135,310</b>
Texas Class	5,502	7,502	1,379	1,429	1,423	15,342							<b>32,577</b>
Gulf Coast EFCU	0	63,369	15,820	56,988	0	0							<b>136,177</b>
Texas Range	9,348	93,459	225,646	28,298	2,232	76,239							<b>435,222</b>
Texas FIT	4,813	12,567	10,018	8,412	27,371	37,571							<b>100,752</b>
<b>Total</b>	<b>41,678</b>	<b>199,854</b>	<b>275,255</b>	<b>118,293</b>	<b>54,167</b>	<b>150,791</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>840,038</b>

<b>Investment Holdings</b>						
<b>Pool</b>	<b>Settlement Day</b>	<b>Description</b>	<b>Maturity Date</b>	<b>Rate</b>	<b>Investment Amount</b>	<b>Estimated Value at Maturity</b>
Texas Range	1/5/24	TERM	3/5/24	5.3900%	3,676,425	3,708,911
Texas Range	11/29/23	TERM	5/15/24	5.6200%	2,000,000	2,051,593
Texas Range	2/28/24	TERM	5/17/24	5.3600%	2,534,655	2,563,979
Texas Range	2/27/24	TERM	5/24/24	5.3600%	4,039,583	4,091,051
Gulf Coast EFCU	11/8/23	12 month super jumbo cd #20	11/7/24	5.6000%	2,729,386	2,882,232
Gulf Coast EFCU	3/2/23	12 month super jumbo cd #21	3/1/24	5.1000%	2,596,153	2,728,557
<b>Total</b>					<b>17,576,203</b>	<b>18,026,324</b>

**Dickinson Independent School District  
Ten Year Balance History  
OPERATING**

<b>Cash Balance</b>												
<b>Year</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>
2014-15	35,424,432	35,916,810	32,168,575	30,170,343	37,172,376	43,174,634	43,180,250	37,192,580	34,194,538	29,915,239	29,801,034	33,206,830
2015-16	37,207,179	40,219,426	38,237,442	44,247,411	47,234,787	51,247,183	47,256,444	44,266,883	41,282,996	38,295,541	38,312,411	39,347,700
2016-17	45,375,666	43,431,962	49,417,925	50,435,468	52,461,542	60,498,394	53,529,331	50,551,891	46,633,422	43,664,587	42,738,360	43,780,279
2017-18	48,798,756	48,844,463	49,870,305	54,895,049	60,931,901	61,045,981	61,097,442	58,211,038	52,278,091	47,337,052	47,699,614	47,798,402
2018-19	48,850,615	51,322,653	49,424,925	49,577,250	58,615,471	66,723,974	61,851,069	55,958,121	54,093,282	54,191,449	51,801,768	53,705,255
2019-20	60,888,636	60,012,550	53,703,105	59,432,691	69,487,534	75,855,044	69,727,150	63,806,409	56,704,668	53,727,163	49,747,402	47,867,920
2020-21	53,739,783	56,849,350	54,915,997	50,921,104	65,940,917	71,802,263	62,956,494	56,970,934	53,975,862	48,977,167	45,997,208	45,907,822
2021-22	45,798,755	41,818,996	44,825,184	41,826,337	56,340,645	62,345,147	57,357,687	46,374,414	46,392,180	43,410,477	37,431,833	34,657,889
2022-23	35,795,592	29,233,869	27,369,644	31,888,920	48,315,351	56,465,403	50,740,505	42,156,348	40,886,624	30,637,772	29,789,600	26,522,488
2023-24	27,064,164	25,272,149	24,547,402	24,665,695	30,399,862	35,269,229	0	0	0	0	0	0

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<b>Interest Earned</b>													
<b>Year</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>	<b>Total</b>
2014-15	2,398	2,379	1,763	1,771	2,032	2,259	5,616	2,329	1,928	1,473	5,052	5,793	<b>34,793</b>
2015-16	2,576	15,223	19,877	9,967	8,922	10,937	12,261	10,438	16,112	8,314	7,959	8,649	<b>131,235</b>
2016-17	27,873	56,292	22,719	17,517	26,072	36,854	32,414	22,559	81,532	31,166	75,553	43,414	<b>473,965</b>
2017-18	18,701	45,705	25,842	24,744	36,852	114,080	51,464	113,593	67,056	58,960	36,309	98,546	<b>691,852</b>
2018-19	52,213	51,496	102,270	152,248	38,219	108,503	127,096	107,053	135,158	98,168	110,320	103,487	<b>1,186,231</b>
2019-20	183,412	123,914	190,554	229,582	64,449	148,273	81,744	79,261	48,258	22,394	20,339	120,719	<b>1,312,899</b>
2020-21	71,663	109,596	66,647	5,107	19,813	3,727	11,850	14,442	11,662	1,315	20,041	941	<b>336,804</b>
2021-22	607	20,241	6,089	1,253	14,307	4,501	12,541	16,727	17,764	18,298	21,354	63,328	<b>197,010</b>
2022-23	37,703	43,680	35,775	29,274	116,431	150,053	175,102	217,193	232,974	51,149	153,038	134,264	<b>1,376,636</b>
2023-24	41,678	199,854	275,255	118,293	54,167	150,791	0	0	0	0	0	0	<b>840,038</b>

**Dickinson Independent School District  
Investments by Government Pools  
DEBT SERVICE**

**Monthly Cash Balance By Government Pool**

Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas Class	2,591,615	2,603,869	3,616,156	6,157,811	20,736,701	6,658,286						
Texas Range	13,724,624	13,795,910	13,795,912	13,795,914	13,988,637	13,996,493						
<b>Total</b>	<b>16,316,239</b>	<b>16,399,779</b>	<b>17,412,068</b>	<b>19,953,725</b>	<b>34,725,338</b>	<b>20,654,779</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Net Change	109,014	83,540	1,012,289	2,541,657	14,771,613	-14,070,559	0	0	0	0	0	0

**Monthly Interest Earned by Government Pool**

Pool	September	October	November	December	January	February	March	April	May	June	July	August	Total
Texas Class	11,732	12,254	12,287	14,114	67,840	62,348							180,575
Texas Range	97,281	71,286	2	2	192,723	7,857							369,151
<b>Total</b>	<b>109,013</b>	<b>83,540</b>	<b>12,289</b>	<b>14,116</b>	<b>260,563</b>	<b>70,205</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>549,726</b>

**Investment Holdings**

Pool	Settlement Day	Description	Maturity Date	Rate	Investment Amount	Estimated Value at Maturity
Texas Range	10/25/23	TERM	4/22/24	5.7600%	2,774,151	2,852,737
Texas Range	2/8/24	TERM	5/14/24	5.3900%	7,490,849	7,596,752
Texas Range	9/6/23	TERM	5/31/24	5.8100%	3,723,637	3,882,052
<b>Total</b>					<b>13,988,637</b>	<b>14,331,541</b>

**Dickinson Independent School District  
Ten Year Balance History  
DEBT SERVICE**

<b>Cash Balance</b>												
<b>Year</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>
2014-15	6,013,341	6,013,801	6,614,265	7,764,977	4,347,401	9,797,771	9,798,759	9,799,823	9,800,935	11,401,139	6,076,125	6,271,565
2015-16	6,271,747	6,272,836	6,274,064	6,275,586	13,585,808	10,494,059	13,499,830	13,506,038	13,512,728	13,118,516	7,791,542	451,144
2016-17	8,800,969	8,232,509	8,395,035	14,153,316	21,118,977	15,030,408	16,043,182	16,056,998	16,071,682	16,038,748	9,902,306	10,504,567
2017-18	10,515,229	10,526,471	11,037,856	15,195,447	21,122,320	17,410,151	17,428,591	17,448,473	17,476,685	18,905,724	18,052,557	12,031,994
2018-19	12,053,324	12,650,208	13,661,610	15,676,395	25,517,327	15,284,969	16,313,373	16,341,893	16,370,722	16,380,746	16,545,345	10,814,880
2019-20	10,815,814	10,816,728	10,645,783	11,662,217	23,598,646	14,291,236	15,297,072	19,059,354	16,605,453	17,008,551	10,793,267	10,820,839
2020-21	10,820,918	10,906,499	11,903,157	13,903,344	22,716,559	17,116,740	17,120,978	19,121,459	19,122,035	19,126,457	12,027,471	12,027,546
2021-22	12,027,608	12,027,671	14,027,782	17,028,024	10,865,597	18,869,307	18,871,329	18,894,116	18,899,891	18,907,854	18,530,783	12,167,176
2022-23	12,174,626	13,595,423	13,604,981	19,623,777	32,143,094	21,802,190	18,896,886	21,631,445	21,667,616	22,704,564	22,569,213	16,207,225
2023-24	16,316,239	16,399,779	17,412,068	19,953,725	34,725,338	20,654,779	0	0	0	0	0	0

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<b>Interest Earned</b>													
<b>Year</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>	<b>Total</b>
2014-15	447	459	465	572	480	561	989	1,063	1,112	1,304	1,139	890	<b>9,481</b>
2015-16	961	1,094	1,193	1,522	3,007	5,585	5,771	6,208	6,691	6,887	5,953	143	<b>45,015</b>
2016-17	4,940	5,987	5,589	8,281	13,448	10,354	12,774	13,816	14,684	14,851	15,798	10,233	<b>130,755</b>
2017-18	10,662	11,242	11,385	10,907	16,568	10,071	18,440	19,881	28,212	29,039	30,156	22,075	<b>218,638</b>
2018-19	21,330	9,629	11,402	14,784	30,627	85,283	28,403	28,520	28,828	10,023	15,648	135,150	<b>419,627</b>
2019-20	933	914	69,262	16,433	26,124	5,396	5,836	7,803	3,920	3,097	1,754	27,574	<b>169,046</b>
2020-21	79	85,131	108	186	2,910	2,525	2,068	2,546	3,117	4,422	320	74	<b>103,486</b>
2021-22	62	63	112	241	2,387	3,709	2,023	2,891	5,774	7,964	11,404	38,285	<b>74,915</b>
2022-23	7,449	20,797	9,558	18,796	54,242	149,539	92,962	34,560	36,170	36,949	202,722	35,426	<b>699,170</b>
2023-24	109,013	83,540	12,289	14,116	260,563	70,205	0	0	0	0	0	0	<b>549,726</b>

**Dickinson Independent School District  
Investments by Government Pools  
WORKERS' COMPENSATION**

<b>Monthly Cash Balance By Government Pool</b>												
<b>Pool</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>
Texas Range	2,939,846	2,939,857	2,939,868	2,998,421	2,998,425	2,998,430						
<b>Total</b>	<b>2,939,846</b>	<b>2,939,857</b>	<b>2,939,868</b>	<b>2,998,421</b>	<b>2,998,425</b>	<b>2,998,430</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Net Change	10	11	11	58,553	4	5	0	0	0	0	0	0

<b>Monthly Interest Earned by Government Pool</b>													
<b>Pool</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>	<b>Total</b>
Texas Range	10	11	11	58,553	4	4							58,593
<b>Total</b>	<b>10</b>	<b>11</b>	<b>11</b>	<b>58,553</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>58,593</b>

<b>Investment Holdings</b>						
<b>Pool</b>	<b>Settlement Day</b>	<b>Description</b>	<b>Maturity Date</b>	<b>Rate</b>	<b>Investment Amount</b>	<b>Estimated Value at Maturity</b>
Texas Range	12/4/23	TERM	5/1/24	5.5400%	2,183,039	2,232,275
Texas Range	6/29/23	TERM	3/22/24	5.7400%	814,382	848,483
<b>Total</b>					<b>2,997,421</b>	<b>3,080,758</b>

**Dickinson Independent School District  
Ten Year Balance History  
WORKERS' COMPENSATION**

<b>Cash Balance</b>												
<b>Year</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>
2014-15	200,504	200,508	200,514	1,200,549	1,200,596	1,200,637	1,200,686	1,200,738	1,200,794	1,200,851	1,200,915	1,200,988
2015-16	1,200,991	1,201,078	1,201,280	1,201,470	1,201,743	1,202,030	1,202,364	1,952,614	1,952,817	1,953,027	1,953,247	1,953,470
2016-17	1,953,690	1,953,919	1,954,149	1,962,782	1,963,168	1,963,497	1,863,886	1,864,276	1,864,710	1,765,147	1,765,612	1,766,092
2017-18	1,705,608	1,706,052	1,606,422	1,606,830	1,557,269	1,557,640	1,558,099	1,558,589	1,559,114	1,572,723	1,573,193	1,573,672
2018-19	1,574,154	1,574,689	1,581,377	1,581,963	1,582,576	1,583,132	1,595,294	1,595,925	1,596,565	1,597,188	1,597,831	1,612,105
2019-20	2,312,870	2,316,310	2,316,726	2,330,027	2,330,434	2,339,937	2,341,045	2,341,158	2,341,227	2,347,204	2,347,257	2,347,303
2020-21	2,347,339	2,347,373	2,347,404	2,352,728	2,352,749	2,352,759	2,352,764	2,352,767	2,352,769	2,354,481	2,354,486	2,354,493
2021-22	2,354,501	2,354,510	2,354,521	2,354,531	2,354,541	2,354,562	2,355,624	2,355,700	2,355,860	2,360,743	2,363,737	2,368,002
2022-23	2,369,608	2,370,368	2,371,278	2,372,386	2,373,582	2,374,713	2,375,988	2,377,270	2,378,647	2,939,815	2,939,725	2,939,836
2023-24	2,939,846	2,939,857	2,939,868	2,998,421	2,998,425	2,998,430	0	0	0	0	0	0

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<b>Interest Earned</b>													
<b>Year</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>	<b>Total</b>
2014-15	5	4	5	36	47	41	49	52	56	57	64	73	<b>489</b>
2015-16	84	99	109	190	273	287	334	250	203	210	220	223	<b>2,481</b>
2016-17	220	229	231	8,632	387	328	389	390	434	437	466	480	<b>12,623</b>
2017-18	9,516	444	370	408	439	371	460	490	525	13,610	470	479	<b>27,582</b>
2018-19	482	536	6,689	585	613	556	12,162	631	640	620	643	14,273	<b>38,430</b>
2019-20	765	3,439	415	13,301	408	9,502	1,108	114	69	5,977	53	45	<b>35,196</b>
2020-21	37	34	31	5,324	21	10	5	3	2	1,711	6	7	<b>7,191</b>
2021-22	8	10	11	11	10	21	1,062	76	160	4,883	2,994	4,265	<b>13,511</b>
2022-23	1,606	760	909	1,233	1,195	1,131	1,275	1,282	1,376	61,169	10	11	<b>71,957</b>
2023-24	10	11	11	58,553	4	4	0	0	0	0	0	0	<b>58,593</b>

**Dickinson Independent School District  
Investments by Government Pools  
STUDENT ACTIVITY**

<b>Monthly Cash Balance By Government Pool</b>												
<b>Pool</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>
Texas Range	158,256	158,256	158,256	158,256	158,256	158,256						
<b>Total</b>	<b>158,256</b>	<b>158,256</b>	<b>158,256</b>	<b>158,256</b>	<b>158,256</b>	<b>158,256</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Net Change	5,780	0	0	0	0	0	0	0	0	0	0	0

<b>Monthly Interest Earned by Government Pool</b>													
<b>Pool</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>	<b>Total</b>
Texas Range	5,780	0	0	0	0	0							5,780
<b>Total</b>	<b>5,780</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5,780</b>

<b>Investment Holdings</b>						
<b>Pool</b>	<b>Settlement Day</b>	<b>Description</b>	<b>Maturity Date</b>	<b>Rate</b>	<b>Investment Amount</b>	<b>Estimated Value at Maturity</b>
Texas Range	9/29/23	TERM	6/24/24	5.8400%	158,255	165,048
<b>Total</b>					<b>158,255</b>	<b>165,048</b>

**Dickinson Independent School District  
Ten Year Balance History  
STUDENT ACTIVITY**

<b>Cash Balance</b>												
<b>Year</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>
2014-15	85,812	85,814	85,816	85,819	85,822	85,825	85,828	85,832	85,836	85,840	85,845	85,845
2015-16	85,850	85,857	85,871	85,884	85,904	85,925	85,948	85,972	85,997	86,023	86,050	86,077
2016-17	86,104	86,132	86,160	86,194	86,233	86,270	86,316	86,366	86,423	86,485	86,556	86,630
2017-18	86,702	86,778	86,853	86,940	87,036	87,125	87,238	87,357	87,485	87,615	87,756	87,899
2018-19	88,043	88,203	88,363	88,535	88,714	88,877	89,060	89,238	89,418	89,595	89,777	89,942
2019-20	90,102	90,248	90,373	90,497	90,620	90,734	90,812	90,846	90,866	90,882	90,899	90,912
2020-21	90,923	90,933	90,942	90,950	90,956	90,959	90,960	90,961	90,962	90,963	90,965	90,967
2021-22	90,969	90,971	90,974	90,977	90,980	90,984	90,996	91,019	91,067	91,142	91,260	91,428
2022-23	91,609	91,837	92,110	152,468	152,469	152,470	152,471	152,472	152,473	152,474	152,475	152,476
2023-24	158,256	158,256	158,256	158,256	158,256	158,256	0	0	0	0	0	0

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<b>Interest Earned</b>													
<b>Year</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>	<b>Total</b>
2014-15	2	2	2	3	3	3	4	4	4	4	5	5	<b>41</b>
2015-16	6	7	8	14	20	21	24	24	25	26	27	27	<b>229</b>
2016-17	27	28	28	33	39	37	46	50	56	63	71	73	<b>551</b>
2017-18	72	76	75	87	96	90	112	119	127	130	141	143	<b>1,268</b>
2018-19	144	160	160	172	180	163	182	178	180	175	182	166	<b>2,042</b>
2019-20	160	146	124	125	122	115	77	34	21	16	16	14	<b>970</b>
2020-21	11	10	9	8	6	3	1	1	1	1	2	2	<b>55</b>
2021-22	2	3	3	3	3	4	12	23	48	75	118	168	<b>462</b>
2022-23	181	228	273	235	1	1	1	1	1	1	1	1	<b>925</b>
2023-24	5,780	0	0	0	0	0	0	0	0	0	0	0	<b>5,780</b>

**Dickinson Independent School District  
Investments by Government Pools  
FOOD NUTRITION SERVICES**

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas Class	5,512,750	5,037,900	5,061,081	5,085,098	5,109,011	5,131,258						
<b>Total</b>	<b>5,512,750</b>	<b>5,037,900</b>	<b>5,061,081</b>	<b>5,085,098</b>	<b>5,109,011</b>	<b>5,131,258</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Net Change	-972,254	-474,850	23,181	24,017	23,913	22,247	0	0	0	0	0	0

Monthly Interest Earned by Government Pool													
Pool	September	October	November	December	January	February	March	April	May	June	July	August	Total
Texas Class	27,747	25,150	23,181	24,017	23,913	22,247							146,255
<b>Total</b>	<b>27,747</b>	<b>25,150</b>	<b>23,181</b>	<b>24,017</b>	<b>23,913</b>	<b>22,247</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>146,255</b>

Investment Holdings						
Pool	Settlement Day	Description	Maturity Date	Rate	Investment Amount	Estimated Value at Maturity
<b>Total</b>					<b>0</b>	<b>0</b>

**Dickinson Independent School District  
Ten Year Balance History  
FOOD NUTRITION SERVICES**

<b>Cash Balance</b>												
<b>Year</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>
2014-15	746,337	771,382	551,429	551,474	951,551	951,628	1,251,753	1,386,905	1,187,050	1,187,191	1,187,349	1,137,323
2015-16	1,137,705	1,142,884	1,043,098	3,843,851	3,845,221	845,547	1,346,003	1,196,575	1,197,176	325,776	325,952	326,145
2016-17	276,331	401,525	51,631	51,669	451,840	227,086	330,426	527,854	528,340	928,970	929,901	805,797
2017-18	496,433	396,891	747,489	748,379	749,366	750,297	751,412	1,278,277	1,080,225	1,082,143	1,084,194	1,036,252
2018-19	963,099	965,016	966,941	969,000	971,162	973,126	975,286	1,577,952	1,381,060	1,383,906	1,386,745	1,389,434
2019-20	1,041,607	1,043,455	1,045,118	1,247,057	1,249,021	1,250,775	1,252,330	1,253,459	1,254,263	1,254,590	1,055,276	855,525
2020-21	555,661	205,712	105,732	105,744	105,756	605,794	605,848	605,890	605,930	605,960	605,992	606,018
2021-22	606,040	606,063	606,089	606,125	2,106,256	2,106,454	2,106,966	3,607,992	3,610,484	3,612,151	3,618,956	3,625,998
2022-23	3,633,991	3,643,968	3,655,530	3,668,956	4,034,117	4,048,865	4,065,609	4,082,491	5,103,547	6,126,846	6,454,921	6,485,004
2023-24	5,512,750	5,037,900	5,061,081	5,085,098	5,109,011	5,131,258	0	0	0	0	0	0

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<b>Interest Earned</b>													
<b>Year</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>	<b>Total</b>
2014-15	66	45	47	45	78	77	125	152	145	141	158	175	<b>1,254</b>
2015-16	182	180	213	753	1,370	325	457	571	601	483	177	193	<b>5,504</b>
2016-17	186	193	106	39	171	246	281	487	487	629	931	896	<b>4,652</b>
2017-18	635	458	598	891	987	930	1,115	1,865	1,948	1,917	2,051	2,058	<b>15,453</b>
2018-19	1,847	1,918	1,925	10,885	2,162	1,964	2,161	8,952	3,108	2,846	2,839	2,689	<b>43,296</b>
2019-20	2,172	1,848	1,663	1,939	1,964	1,754	5,273	1,129	804	607	406	248	<b>19,807</b>
2020-21	137	51	20	13	12	38	103	145	186	216	32	26	<b>979</b>
2021-22	22	22	27	36	131	199	511	1,027	2,492	3,437	5,035	8,576	<b>21,515</b>
2022-23	7,992	4,526	11,562	13,426	15,161	14,748	16,744	33,825	21,056	23,299	28,075	30,083	<b>220,497</b>
2023-24	27,747	25,150	23,181	24,017	23,913	22,247	0	0	0	0	0	0	<b>146,255</b>

**Dickinson Independent School District  
Investments by Government Pools  
BOND - 2020**

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas Fit	19,142,679	15,850,044	13,864,497	12,187,439	12,250,324	6,171,579						
Texas Range	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>19,142,679</b>	<b>15,850,044</b>	<b>13,864,497</b>	<b>12,187,439</b>	<b>12,250,324</b>	<b>6,171,579</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Net Change	-2,176,054	-3,292,635	-1,985,547	-1,677,058	62,885	-6,078,745	0	0	0	0	0	0

Monthly Interest Earned by Government Pool													
Pool	September	October	November	December	January	February	March	April	May	June	July	August	Total
Texas Fit	92,978	79,029	68,722	63,248	57,730	72,028						0	433,735
Texas Range	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>92,978</b>	<b>79,029</b>	<b>68,722</b>	<b>63,248</b>	<b>57,730</b>	<b>72,028</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>433,735</b>

Investment Holdings						
Pool	Settlement Day	Description	Maturity Date	Rate	Investment Amount	Estimated Value at Maturity
Texas FIT	10/6/23	TX Choice Pool	4/5/24	5.7149%	6,000,000	6,170,510
<b>Total</b>					<b>6,000,000</b>	<b>6,170,510</b>

**Dickinson Independent School District  
Ten Year Balance History  
BOND - 2020**

<b>Cash Balance</b>												
<b>Year</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>
2020-21	0	0	0	0	0	0	93,693,004	93,326,786	93,127,831	92,727,567	91,768,236	90,888,288
2021-22	90,102,507	89,956,233	89,538,966	89,021,958	88,953,225	81,107,922	79,506,746	77,285,578	74,527,123	70,347,134	70,166,299	63,340,222
2022-23	57,664,452	57,451,005	53,820,283	50,251,221	43,956,967	42,317,513	39,729,055	38,549,800	35,823,840	26,200,470	22,493,963	21,318,733
2023-24	19,142,679	15,850,044	13,864,497	12,187,439	12,250,324	6,171,579	0	0	0	0	0	0

<b>Interest Earned</b>													
<b>Year</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>	<b>Total</b>
2020-21	0	0	0	0	0	0	7,604	10,182	9,245	7,936	7,069	6,933	<b>48,969</b>
2021-22	5,619	5,286	5,438	8,118	11,367	10,001	15,340	21,744	39,625	53,794	86,731	122,588	<b>385,651</b>
2022-23	130,800	164,128	199,288	195,654	188,773	158,094	169,679	166,287	157,620	131,435	110,287	97,168	<b>1,869,213</b>
2023-24	92,978	79,029	68,722	63,248	57,730	72,028	0	0	0	0	0	0	<b>433,735</b>

\* March 11, 2021 received \$94,200,000 from bond sale

**Dickinson Independent School District  
Investments by Government Pools  
BOND - 2023**

Monthly Cash Balance by Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas FIT	121,094,867	121,680,690	122,247,931	122,852,465	123,438,849	123,986,679						
<b>Total</b>	<b>121,094,867</b>	<b>121,680,690</b>	<b>122,247,931</b>	<b>122,852,465</b>	<b>123,438,849</b>	<b>123,986,679</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Net Change	566,494	585,823	567,241	604,534	586,384	547,830	0	0	0	0	0	0

Monthly Interest Earned by Government Pool													
Pool	September	October	November	December	January	February	March	April	May	June	July	August	Total
Texas FIT	566,494	585,823	567,241	604,534	586,384	547,830							3,458,306
<b>Total</b>	<b>566,494</b>	<b>585,823</b>	<b>567,241</b>	<b>604,534</b>	<b>586,384</b>	<b>547,830</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3,458,306</b>

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Investment Holdings						
Pool	Settlement Day	Description	Maturity Date	Rate	Investment Amount	Estimated Value at Maturity
Texas FIT	8/4/23	TX Choice Pool	8/2/24	5.8049%	80,000,000	84,618,543
<b>Total</b>					<b>80,000,000</b>	<b>84,618,543</b>

**Dickinson Independent School District  
Ten Year Balance History  
BOND - 2023**

<b>Cash Balance</b>												
<b>Years</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>
2021-22												
2022-23	0	0	0	0	0	0	0	0	0	0	0	120,528,373
2023-24	121,094,867	121,680,690	122,247,931	122,852,465	123,438,849	123,986,679	0	0	0	0	0	0

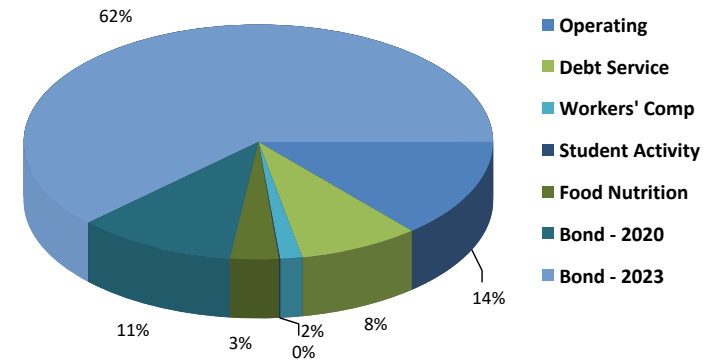
<b>Interest Earned</b>													
<b>Years</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>	<b>Total</b>
2021-22	0	0	0	0	0	0	0	0	0	0	0	0	0
2022-23	0	0	0	0	0	0	0	0	0	0	0	528,373	528,373
2023-24	566,494	585,823	567,241	604,534	586,384	547,830	0	0	0	0	0	0	3,458,306

\* August 3, 2023 received \$120,000,000 from bond sale

## Dickinson Independent School District Portfolio Investments by Fund/Cash Balance by Government Pools

Portfolio Investments by Fund for 5 Years							
Year	Operating	Debt Service	Workers' Comp	Student Activity	Food Nutrition	Bond - 2020	Bond - 2023
2018-2019	53,705,255	10,814,880	1,612,105	89,942	1,389,434	0	0
2019-2020	47,867,920	10,820,839	2,347,303	90,912	855,525	0	0
2020-2021	45,907,822	12,027,546	2,354,493	90,967	606,018	90,888,288	0
2021-2022	34,657,889	12,167,176	2,368,002	91,428	3,625,998	63,340,222	0
2022-2023	26,522,488	16,207,225	2,939,836	152,476	6,485,004	21,318,733	120,528,373

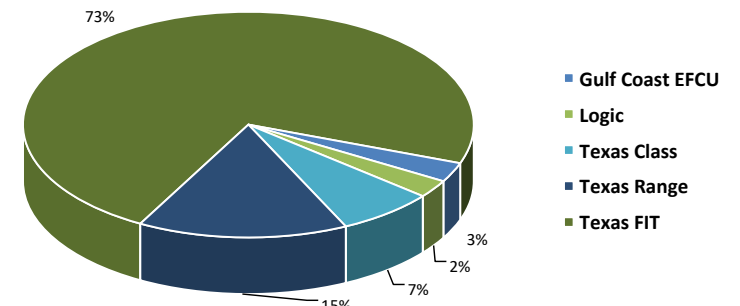
### Portfolio Investments by Fund



Monthly Cash Balance by Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Gulf Coast EFCU	5,324,321	5,387,690	5,403,510	5,460,498	5,460,498	5,460,498	0	0	0	0	0	0
Logic	4,877,077	4,900,035	4,922,426	4,945,592	4,968,733	4,990,372	0	0	0	0	0	0
Texas Class	10,386,893	7,941,547	8,978,394	11,545,495	26,149,721	15,607,472	0	0	0	0	0	0
Texas Range	28,651,748	28,816,505	29,042,164	29,129,016	29,323,975	29,408,075	0	0	0	0	0	0
Texas FIT	142,988,762	140,292,898	137,884,609	136,820,498	143,177,138	138,903,793	0	0	0	0	0	0
<b>Total</b>	<b>192,228,801</b>	<b>187,338,675</b>	<b>186,231,103</b>	<b>187,901,099</b>	<b>209,080,065</b>	<b>194,370,210</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Current Monthly Investment Holdings by Government Pool			
Fund	Investment Amount	Estimated Value at Maturity	Estimated Interest Earned
Operating	17,576,203	18,026,324	450,121
Debt Service	13,988,637	14,331,541	342,904
Workers' Comp	2,997,421	3,080,758	83,337
Student Activity	158,255	165,048	6,793
Food Nutrition	0	0	0
Bond - 2020	6,000,000	6,170,510	170,510
Bond - 2023	80,000,000	84,618,543	4,618,543
<b>Total</b>	<b>120,720,516</b>	<b>126,392,724</b>	<b>5,672,209</b>

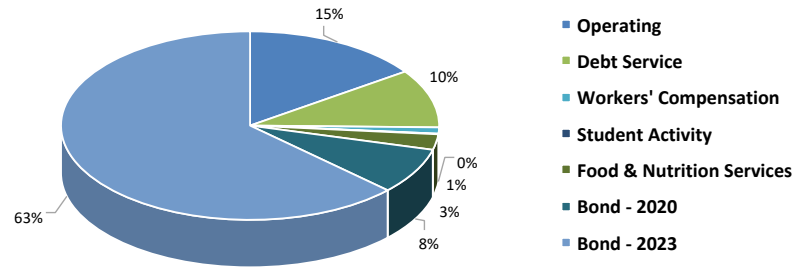
### Annual Cash Balance by Government Pool



Dickinson Independent School District  
Interest Earned by Fund/Interest Earned by Government Pool  
Fiscal Year 2023-2024

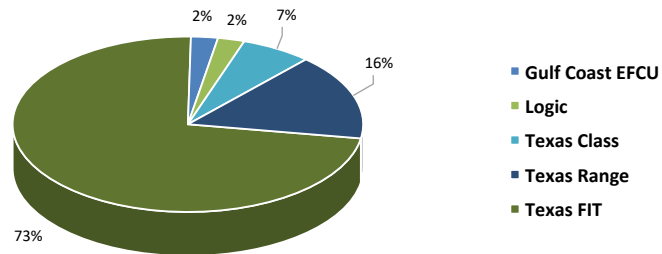
Annual Interest Earned by Fund	
Fund	Amount
Operating	840,038
Debt Service	549,726
Workers' Compensation	58,593
Student Activity	5,780
Food & Nutrition Services	146,255
Bond - 2020	433,735
Bond - 2023	3,458,306
<b>Total</b>	<b>5,492,433</b>

**Annual Interest Earned by Fund**



Monthly Interest Earned by Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Gulf Coast EFCU	0	63,369	15,820	56,988	0	0	0	0	0	0	0	0
Logic	22,015	22,957	22,392	23,166	23,141	21,639	0	0	0	0	0	0
Texas Class	44,981	44,906	36,847	39,560	93,176	99,937	0	0	0	0	0	0
Texas Range	112,419	164,756	225,659	86,853	194,959	84,100	0	0	0	0	0	0
Texas FIT	664,285	677,419	645,981	676,194	671,485	657,429	0	0	0	0	0	0
<b>Total</b>	<b>843,700</b>	<b>973,407</b>	<b>946,699</b>	<b>882,761</b>	<b>982,761</b>	<b>863,105</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Annual Interest Earned by Government Pool**

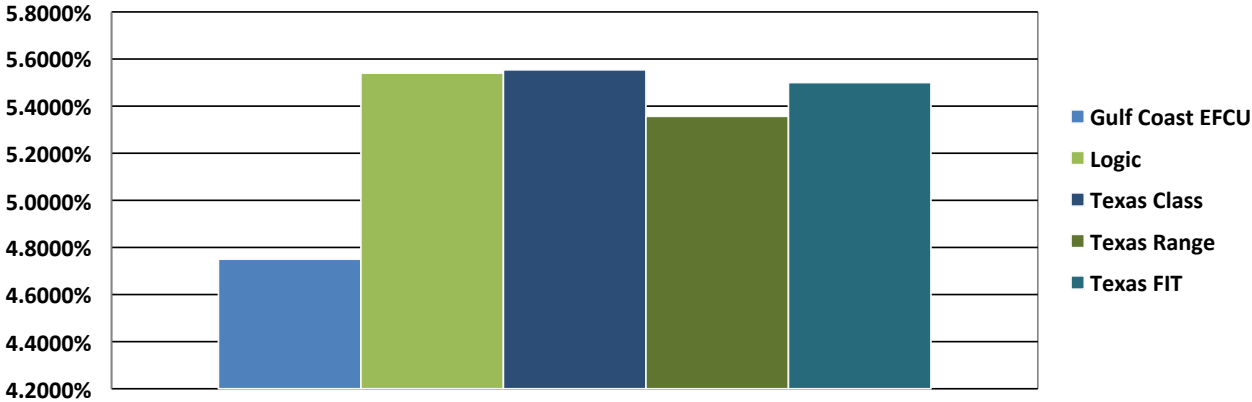


Dickinson Independent School District  
 Rate of Return by Fund/Rate of Return by Government Pool  
 Fiscal Year 2023–2024

Average Monthly Rate of Return by Fund		
Fund	Amount	Yield Rate
Operating	5.3401%	Variable
Debt Service	5.4554%	Variable
Workers' Compensation	5.3567%	Variable
Student Activity	5.3567%	Variable
Food & Nutrition Services	5.5541%	Variable
Bond - 2020	5.4283%	Variable
Bond - 2023	5.5000%	Variable

Average Monthly Rate of Return by Government Pool					
Month	Gulf Coast EFCU	Logic	Texas Class	Texas Range	Texas FIT
September	4.7500%	5.5168%	5.5213%	5.3500%	5.4300%
October	4.7500%	5.5432%	5.5550%	5.3500%	5.5100%
November	4.7500%	5.5598%	5.5859%	5.3700%	5.5600%
December	5.3000%	5.5411%	5.5744%	5.3800%	5.5900%
January	5.3000%	5.5102%	5.5403%	5.3600%	5.5600%
February	5.3000%	5.4812%	5.4842%	5.4700%	5.5100%
March	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
April	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
May	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
June	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
July	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
August	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
<b>Average</b>	<b>4.7500%</b>	<b>5.5399%</b>	<b>5.5541%</b>	<b>5.3567%</b>	<b>5.5000%</b>

**Average Rate of Return by Government Pool**



**DICKINSON INDEPENDENT SCHOOL DISTRICT**  
**BOARD AGENDA DOCUMENT**

**Meeting Date:** April 2, 2024

**Item Title:** Board of Trustees Meeting Calendar for 2024-2025

**Agenda Item:** Carla Voelkel

**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 2024-2025.

**Action Item:**  Yes  No



## 2024-2025 Board of Trustees Meeting Dates

Board Meetings begin at 6:30 p.m.

<p><b>Monday, July 15</b> Action/Workshop Meeting</p>	<p><b>Monday, August 5</b> Action Meeting</p> <p><b>Monday, August 26</b> Special Called to Approve Budget Amendments, Year End Business, Public Hearing for Budget Approval &amp; Setting Tax Rate</p>	<p><b>Monday, September 9</b> Action Meeting</p> <p><b>Monday, September 16</b> Workshop Meeting (if needed)</p>
<p><b>Monday, October 7</b> Action Meeting</p> <p><b>Monday, October 21</b> Workshop Meeting (if needed)</p>	<p><b>Monday, November 4</b> Action Meeting</p> <p><b>Monday, November 18</b> Workshop Meeting (if needed)</p>	<p><b>Monday, December 9</b> Action Meeting 7:00 p.m.</p>
<p><b>Monday, January 13</b> Action Meeting</p> <p><b>Monday, January 27</b> Workshop Meeting (if needed)</p>	<p><b>Monday, February 3</b> Action Meeting</p> <p><b>Monday, February 17</b> Workshop Meeting (if needed)</p>	<p><b>Monday, March 3</b> Action Meeting</p> <p><b>Monday, March 31</b> Workshop Meeting (if needed)</p>
<p><b>Monday, April 7</b> Action Meeting</p> <p><b>Monday, April 21</b> Workshop Meeting (if needed)</p>	<p><b>Monday, May 12</b> Action Meeting Canvass Election Returns/Election of Officers</p>	<p><b>Monday, June 2</b> Action Meeting</p> <p><b>Monday, June 16</b> Workshop Meeting (if needed)</p>

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA DOCUMENT**

**Meeting Date:** April 2, 2024

**Item Title:** Consent Agenda Items

**Agenda Item:** Carla Voelkel, Superintendent

**Background Information:**

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

- Budget Amendments/Adjustments for March 7, 21, 26, 2024
- March 5, 2024 Minutes
- Donation to DHS Cheer-DHS Cheer Boosters
- Campus Fundraising Request-DHS c/o 2025
- Out of State Travel-DHS TAFE Nationals

**Recommendation:**

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

**Action Item:**     Yes             No

# DICKINSON INDEPENDENT SCHOOL DISTRICT

## EXECUTIVE BOARD AGENDA DOCUMENT

**Meeting Date:** April 2, 2024

**Item Title:** Executive Session

**Agenda Item:** President of the Board

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

**Time To Executive Session:** \_\_\_\_\_

**Time Out of Executive Session:** \_\_\_\_\_ 172