Director of Curriculum & Instruction's Board Report
November 2, 2026

1. Teacher Incentive Allotment (TIA)
The district submitted its TIA data on October 21. Following TEA's initial review of the submission, the agency will begin the System Alignment Review, and no additional action is required from the district at this time. Upon completion of the review, TEA will provide notification and guidance regarding next steps.

Our consultant, Tammy Kreuz, indicated that the data validation process is especially rigorous this year due to the increase in TIA-designated teachers statewide. While she noted that our submission appeared strong, final validation will depend on TEA's broader evaluation of statewide data.

2. LIFT Grant - Bluebonnet Learning
Implementation of the Bluebonnet Learning curriculum continues to progress at the Primary and Elementary, supported by ongoing professional learning, classroom-based support, and the distribution of instructional resources. Mrs. McLendon, Mrs. Bordelon, and I continue to participate in training with Region 5 personnel focused on unit and lesson internalization, PLC implementation, observation and feedback protocols, and the development of effective coaching cycles.

To support continuous instructional improvement, both principals and I routinely conduct classroom observations and provide teachers with targeted feedback focused on strengthening instructional practices and ensuring effective curriculum implementation. Our district coaches from Region 5 also participate in classroom observations and offer feedback in PLCs with our campus principals on an ongoing basis.

3. Instructional Framework Development Update
As part of the district's ongoing partnership with Region 5 through the LIFT initiative, campus and district leaders recently participated in professional learning focused on developing a district RLA Instructional Framework. This work is designed to establish a shared vision for high-quality instruction, promote consistency in instructional practices across classrooms, and align professional learning, coaching, and feedback systems to support student achievement.

The RLA Instructional Framework will provide clear expectations for effective teaching and learning, and serve as a guide for instructional decision-making as the district continues its focus on

strengthening Tier 1 instruction and improving student outcomes. To ensure stakeholder input, a focus group meeting is scheduled for November 9 to gather feedback and recommendations on the district's draft RLA Instructional Framework. I will present the final Instructional Framework to you at the December meeting.

4. Testing Dates

- **August 17–September 4:** Beginning-of-Year Testing
- **January 5–22:** Middle-of-Year Testing
- **February 1–5:** Field Testing
    - Elementary: Grade 3 and Grade 5 RLA
    - JH: Grade 7 Math and Grade 8 RLA
    - HS: English I and U.S. History
- **February 10:** Interim STAAR Math (Grades 6–8)
- **February 11:** Interim STAAR Social Studies (Grade 8)
- **February 15–March 26:** TELPAS Testing Window
- **February 23:** Interim STAAR RLA (Grades 6–8)
- **February 25:** Interim STAAR Science (Grade 8)
- **March 15–April 16:** STAAR Alternate 2 Testing Window
- **April 13:** STAAR RLA (Grades 3–5 and 6–8) and English I EOC
- **April 14:** English II EOC
- **April 15:** STAAR Science (Grades 5 and 8)
- **April 20:** STAAR Math (Grades 3–5), STAAR History (Grade 8), Biology EOC, and U.S. History EOC
- **April 27:** STAAR Math (Grades 6–8) and Algebra I EOC
- **April 26–May 14:** End-of-Year Testing

5. Child Care Center – Updated Enrollment

The Child Care Center currently serves **18 children**: 7 in the infant class, including 6 full-time enrollees and 1 drop-in who attends at least 13 days per month; 2 in the toddler classroom; and 9 in the preschool room. Of the preschool students, 5 attend daily, 1 is a drop-in student attending three days per week, and 3 attend in the afternoons while also being enrolled in the Pre-K 3 program at the primary school.