

Minutes of Regular Meeting

The Board of Trustees

Duncanville ISD

A Regular Meeting of the Board of Trustees of Duncanville ISD was held Monday, March 23, 2026, at 6:30 PM in the Duncanville ISD Education Plaza, 710 S. Cedar Ridge Drive, Duncanville, TX 75137.

1. CALL TO ORDER AT 6:30 PM

President Jacqueline Culton called the meeting to order at 6:30 p.m. This meeting was called under the Texas Government Code 551.045.

Let the record show a quorum of Board of Trustees is present, that the meeting has been duly called and that the notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

The following trustees were in attendance: Jacqueline Culton, Dr. LaSonja Flowers, Phil McNeely, Cassandra Phillips, Janice Savage-Martin, and Janet Veracruz.

2. OPENING CEREMONIES

A. INVOCATION

Trustee Janet Veracruz

B. PLEDGE TO US FLAG AND TEXAS FLAG

Hastings Elementary Students

C. SUPERINTENDENT'S REPORT

Dr. T. Lamar Goree

1. UPDATE OF CURRENT DISTRICT EVENTS, INFORMATION, OPERATIONS, AND PROGRAMS

Dr. T. Lamar Goree

Dr. Goree presented the Superintendent's Report. Thank you very much, Madam President, and all the trustees for being here today, and everyone assembled here today.

Let's give those Hastings students another round of applause.

It is certainly reassuring that we are in good hands with our next level of leadership.

Today, I'd like to present our superintendent's report for this month, and I'd like to start off by celebrating the Duncanville High School basketball teams. Let's give them a round of applause.

I'd like to take a moment to recognize and congratulate the Duncanville High School Pantherettes and Panther Varsity basketball teams on a successful season. The Pantherettes competed with determination and advanced to the regional finals, while the Panthers made an impressive run to the state semi-finals. We are incredibly proud of our outstanding student athletes, our coaching staff, for

their hard work, dedication, and representing Duncanville ISD with excellence and Panther proud.

Let's give them one more round of applause.

February Attendance Winners. Congratulations to the students and staff of Alexander Elementary School and Kennemer Middle School. Both these wonderful campuses have been identified as February Attendance Winners for their outstanding commitment to being present and engaged.

Each month, we will continue to recognize campuses leading the way in attendance. Remember, when our students are in school, they are learning and growing every day. Congratulations again to the students and staff on these two campuses.

Well, the date is finally here. We've talked about this for many months and it's time on March 28th, 2026, to meet at Duncanville High School for our Champions Choice event. We'd like to invite all families and community members to attend the Champion's Choice School Shopping event this Saturday, March 28th, from 10:00 AM to 1:00 PM at Duncanville High School.

This event will feature booths from choice and signature programs across the district. Student performances, kids' activities, and more. Learn more and apply today at duncanvilleisd.org/choice. And again, I am looking forward to seeing everyone out to this fun event. We had a wonderful showing and a wonderful time last year, and it's just a great opportunity, not just for our community, but for our neighboring communities to come out and see the things that make Duncanville their Champions Choice.

Theater in our Schools Month. March is Theater in our Schools Month, and today I'm proud to recognize the outstanding theater programs across Duncanville ISD. Our programs are led by exceptional educators, and this is a wonderful opportunity to celebrate the powerful impact theater education has on students' growth and achievement.

At this time, we are honored to have students here today representing our theater programs. Please stand, students, so that you can be recognized at this time.

Any of our theater students here today?

Again though, I do want to take this opportunity to just recognize, and if you know of some of those theater students or even some of the people who are leading some of those theater programs, to take this opportunity to congratulate them and thank them for what they do every day.

Thank you, Madam President. That does conclude our superintendent's report.

President Culton commented. Thank you, Dr. Goree. And the board would also like to thank the Panthers and the Pantherettes, as well as Alexander and Kennemer. We're an environment of champions everywhere. So, hats off to all of you for doing your best.

D. RECOGNITIONS/COMMENDATIONS

Ana Avila

Ms. Ana Avila presented recognitions honoring the Duncanville High School Student Named TMEA All-State. Good evening again, Madam President, Board of Trustees, and Dr. Goree.

Tonight, we have one recognition honoring the Duncanville High School students who were named TMEA All-State Band members. Please join me in welcoming our Director of Fine Arts, Mr. Paul Doucet, to the podium, to share more about this outstanding accomplishment.

Mr. Paul Doucet added to the presentation. Good evening, Madam President Culton, members of the board, and Dr. Goree. It is a privilege to stand before you tonight to celebrate six extraordinary young musicians from Duncanville High School. Last month, these students reached the pinnacle of high school music in Texas by performing as a member of a TMEA All-State ensemble.

To truly understand the weight of this honor, over 60,000 students from across the state entered the TMEA All-State competitive process this year. Through a grueling series of auditions at the district, region, and area levels, only 1,830 students were selected to perform in one of the 18 TMEA All-State ensembles.

Our students represent the top 3% of all high school musicians in the state of Texas. This isn't just a win for our band program. It is a testament of the discipline, work ethic, and excellence we strive for in Duncanville ISD.

From February 11th through the 14th, these students traveled to San Antonio for the TMEA clinic and convention. They spent four days in intensive rehearsals with world-renowned conductors and culminated their experience with a professional level performance at the Henry B. Gonzalez Convention Center.

I would like to introduce our 2026 Texas All-State musicians; Mr. Noah Johnson, Mr. Davarian Hamilton, Mr. Andres Rubio, Mr. Ethan Rosario, Mr. Osiel Hernandez, and Mr. Mark Rosario.

We celebrate not only their achievement, but also the excellence of the music education taking place in Duncanville ISD. Please join me in a round of applause for our 2026 All-State musicians.

Ms. Avila added. Board of Trustees, I just got information that our theater students are here, and so we want to recognize them really quickly. We're going to have them come to the front and take a photo with you guys in honor of Theater in our Schools month.

Ms. Avila concluded the presentation. Once again, let's give one big round of applause to our theater students, our TMEA band students. We're so excited to share all the things and all the students' successes here during our board meetings and to give them that recognition.

1. DONATIONS

Ana Avila

Ms. Ana Avila presented Donations. Each month, we are proud to share the incredible generosity of our community and the ongoing support that they show for Duncanville ISD. Please look at the screens as I read the donations for this month.

For PACE High School, we have Erica McKenzie Realty Group for \$496. For Duncanville ISD, we have the Duncanville ISD Education Foundation for Duncanville Reads for \$7,500. Also, for Duncanville ISD, we have Natural Selection Productions for LLC for \$3,000. And last but not least, for Duncanville ISD, we have Southwest Dallas Area Retired School Employees for \$75.

The total year to date for the 25/26 school year for donations is \$58,756. Thank you so much to all our donors. We really appreciate it.

2. MADE WITH PRIDE

Ana Avila

Ms. Ana Avila presented Made With Pride. We will now move into our Made with Pride recognitions for the month of March.

Starting us off is going to be Kendall Graves' special education teacher from Bilhartz Elementary. Please come on up.

We are here today to celebrate Coach Kendall Graves, nominated by Maria Jamaica for the extraordinary impact he has on students, families, and the entire Bilhartz Elementary community.

Coach Graves is far more than a specials teacher. He truly sees each child, offering positive affirmations and making every student feel valued and important. Families often share how their children light up on the days that they have his class, and his influence stretches far beyond the gym. As Ms. Jamaica expressed, he is changing lives positively, and he is a gem and is Made With Pride in Duncanville.

His dedication is evident year after year with families continuing to enroll their children at Bilhartz because of the passion and care he pours into the school community.

After events like the Black History Month program, former students and their families eagerly lined up to greet him, grateful for the lasting impact he made in their lives. Even during COVID-19, Coach Graves brought energy and joy to students through virtual PE, so much so that his efforts were recognized on our local news.

His commitment, heart for children, and years of service make him truly deserving of this special recognition and celebration.

Will Coach Graves' family and friends in attendance today please stand to be recognized as well?

One last round of applause for Coach Graves.

Next, we have Khristana Sowels, instructional aide, also from Bilhartz Elementary. Please come on up.

Today, we proudly celebrate Khristana Sowels, nominated by multiple individuals for the incredible heart, energy, and dedication she brings to Bilhartz every single day. Known affectionately as Ms. K, she is attentive, engaging, and deeply committed to both students and staff. Whether stepping into cover classes, coordinating student programs, or decorating for campus events, she consistently goes above and beyond in her role as an instructional aide.

One of her nominators shared, "Ms. K exemplifies the very essence of what it means to be Made with

Pride in Duncanville." One shining example of her impact was during Hispanic Heritage Month, where despite not having a music teacher on campus, Ms. K organized a vibrant program filled with Latin music performances, ensuring that every student felt proud and included. She transformed the cafeteria into a warm, welcoming space for families, dedicating countless extra hours to prepare a meaningful and joyful experience.

Beyond special events, she also ensures student safety each day. She does this by assisting with dismissal and walking them safely into the community. Ms. K truly loves, leads, and grows, creating a culture of unity, excellence, and pride wherever she serves.

Will Ms. K's friends and family who are in attendance today please stand to be recognized as well? And let's give them all a big round of applause.

And last but not least, please help me welcome to the podium, Arturo Montoya, seventh grader at Reed Middle School. Come on up.

Today, we proudly celebrate Arturo Montoya, an extraordinary student whose journey is a powerful story of growth, resilience, and determination.

Nominated by his mother, Irma Montoya, Arturo transforms obstacles into motivation to excel. From earning the All-Stars Award from the city of Newberry, South Carolina for three consecutive years to becoming an invited member of the Beta Club, Arturo proved that discipline and perseverance can reshape his path, including moving to a new state and adjusting to a new school. He rose above it all and became one of the top students in his class while attending Brandenburg Intermediate.

Now, as a student at Reed Middle School, Arturo continues to thrive, carrying forward that same determination and excellence that has defined his journey. His achievements reflect far more than academic success. They reveal his character. He is described as empathetic, respectful, disciplined, reliable, a dedicated karate blue belt, a loving son, and a supportive brother.

As his mother proudly shared, his ability to adapt and his great emotional intelligence make him worthy of any recognition. He stands for what it means to be Made With Pride in Duncanville.

Will Arturo's family and friends in attendance today please stand to be recognized? And let's give them all a big round of applause.

Video played here.

President Culton commented. Thank you, Ms. Avila. So, taking it back to my church roots, if we had 1000 tongues, we couldn't thank you enough for what you're doing. So, Coach Graves, Ms. K, we are truly appreciative of what you have instilled, your efforts, your time, your care and concern, your excellence, your character. Thank you very much for what you have done. And for Arturo Montoya, who went from a restless child to a standout student. Now, that's what we're all about, because we're writing success stories one student at a time. So, keep doing what you're doing. Y'all have just made us so proud. Thank you all very much.

3. PERSONNEL INTRODUCTIONS

Pamela Brown

Ms. Pamela Brown presented Personnel Introductions. Good evening, Board President Colton, Board of Trustees, and Dr. Gori. Tonight, I'm going to ask Mr. William Mitchell to join me at the podium.

We are pleased to introduce William Mitchell as the new Chief Athletic Director for Duncanville ISD. Mr. Mitchell has 24 years of experience in education and a strong foundation in athletic leadership and program management. Mr. Mitchell joined the Panther family in 2023 as assistant director of athletics. Through his leadership in UIL compliance, scheduling, transportation, event coordination, and budget oversight, he quickly strengthened and streamlined the district's athletic operations. He was promoted to director of athletics and now serves as chief athletic director, providing executive leadership for all district programs while strengthening systems that support student athletes and coaches.

Prior to joining Duncanville ISD, Mr. Mitchell served in Dallas ISD as assistant director of athletics, director of football operations, director of track and field, and head boys and girls track coach. His experience includes leading championship programs, managing athletic departments, and aligning athletics with district priorities focused on student achievement and wellness.

Mr. Mitchell holds a Master of Education and Education Administration from Texas A&M University Commerce and a Bachelor of Science and Physical Education from the University of Arkansas Pine Bluff. Please join us in congratulating Mr. Mitchell on his continued leadership and commitment to the Panther family.

And he also has friends and family members if they would kind of stand and wave your hands in support of him tonight, those that came out to support. Thank you.

President Culton commented. Thank you, Mrs. Brown. And congratulations, Mr. Mitchell. We're glad you're at the helm and we're expecting great things.

4. BOARD MEMBER ANNOUNCEMENTS AND ACKNOWLEDGMENTS

Board Member

Trustee Dr. Flowers commented. I wanted to take this time to ask the athletic department. You didn't stand with the friends and family, but you're a part of that. Can we get the athletic department to stand who is here to support Coach Mitchell?

And secondly, I wanted to go back to the attendance recognition, not to take anything away from the students and the staff, but also to remember the parents because these students don't drive, and they don't walk themselves to the bus stops. And so, we just want to make sure that we acknowledge so all parents of Alexander and Kennemer. Parents, thank you so much. So, there's a trifecta.

President Culton commented. We would like to publicly acknowledge the fact that our dear trustee, Janice Savage-Martin, lost her husband. And so, we're all praying for her.

Dr. Goree commented. Dearly.

3. COMMUNICATIONS FROM CITIZENS

There no communications from citizens.

4. CLOSED SESSION as authorized by the Texas Open Meetings Act, Texas Government Code Chapter 551.

The board went into closed session at 7:04 p.m.

A. CONSULTATION WITH THE BOARD ATTORNEY (§551.071)

Private Consultation with the Boards' attorney with respect to pending or contemplated litigation, settlement offers, and matters where the attorney's duty to the Board, pursuant to the code of professional responsibility of the State Bar of Texas, clearly conflicts with the provisions of the Open Meetings Act.

B. PURCHASE, EXCHANGE, LEASE, OR VALUE OF REAL PROPERTY (§551.072)

C. PERSONNEL (§551.074)

Appointments, Discipline, Dismissals, Duties, Employment, Evaluations, Extensions, Leaves of Absences, Non-Renewals and Proposals for Non-Renewals, Renewals, Reassignments, Retirements, and Settlements

1. CONSIDERATION AND ACTION ON THE SUPERINTENDENT'S RECOMMENDATION TO APPOINT AND HIRE AN ASSISTANT ATHLETIC DIRECTOR
Pamela Brown

D. SAFETY AND SECURITY (§551.076)

Chief Max Geron

1. SAFETY AND SECURITY; INTRUDER DETECTION AUDIT FINDINGS
Chief Max Geron

5. RECONVENE IN OPEN SESSION AT 7:50 PM

6. TAKE ACTION ON ITEMS DISCUSSED IN CLOSED SESSION

Trustee Savage-Martin made a motion to approve the superintendent's recommendation that we hire and issue a one-year contract to Ms. Tamika Butts for the position of assistant athletic director; Trustee Veracruz seconded the motion. Motion passe 6-0.

Board Member Vote	Yea	Nay	Abstain
Jacqueline Culton	X		
Carla Fahey		absent	
Dr. LaSonja Flowers	X		
Phil McNeely	X		
Cassandra Phillips	X		
Janice Savage-Martin	X		
Janet Veracruz	X		

President Culton commented. We're very appreciative of Mrs. Butts, and congratulations to her. She'll come before the board next meeting.

7. CONSIDER APPROVAL OF CONSENT AGENDA ITEMS (ALL ITEMS MAY BE ACTED UPON AT THE SAME TIME BY THE BOARD OF TRUSTEES)

Trustee McNeely made a motion to approve the consent agenda; Trustee Phillips seconded the motion. Motion passes 6-0.

Board Member Vote	Yea	Nay	Abstain
Jacqueline Culton	X		
Carla Fahey	absent		
Dr. LaSonja Flowers	X		
Phil McNeely	X		
Cassandra Phillips	X		
Janice Savage-Martin	X		
Janet Veracruz	X		

A. FEBRUARY 9, 2026 BOARD WORKSHOP MINUTES

Jody Lofton

B. FEBRUARY 16, 2026 MEETING MINUTES

Jody Lofton

C. FINANCIAL REPORT

Shonna Pumphrey

D. APPROVAL OF PURCHASES OVER \$50,000

Shonna Pumphrey

E. APPROVAL FOR STUDENT AND PARENT ATTENDANCE AT THE NCCEP NATIONAL GEAR UP CONFERENCE

Dr. Sam Nix

8. CONSIDER APPROVAL OF ACTION AGENDA ITEMS

A. CANCELLATION OF THE SCHOOL BOARD ELECTION FOR MAY 2, 2026, TO ELECT TRUSTEES FOR PLACES 4 AND 5

Dr. Tellauance Graham

Dr. Tellauance Graham presented Cancellation of the School Board Election for May 2, 2026, to Elect Trustees for Place 4 and 5. Greetings President Culton, to all trustees, and to Dr. Goree. The following period for the May 2nd, 2026, Duncanville ISD trustee election has closed, and both placed four and five candidates are unopposed. Under the Texas Education Code, when all candidates are unopposed, the board may cancel the election and declare the candidates elected. Taking this action will result in one returning trustee and one new trustee joining the board. At this time, administration recommends

approval of the order of canceling the election and declaring the unopposed candidates elected.

Trustee Veracruz made a motion that the board approves the order of canceling the May 2nd, 2026, school board of trustees' election as presented; Trustee Dr. Flowers seconded the motion. Motion passes 6-0.

Board Member Vote	Yea	Nay	Abstain
Jacqueline Culton	X		
Carla Fahey	absent		
Dr. LaSonja Flowers	X		
Phil McNeely	X		
Cassandra Phillips	X		
Janice Savage-Martin	X		
Janet Veracruz	X		

B. CONSIDERATION OF 2026-2027 ACADEMIC CALENDAR

Dr. Sam Nix

Dr. Sam Nix presented Consideration for 2026-2027 Academic Calendar. Good evening, Madam President, members of the board. It is my absolute pleasure to bring for your consideration approval of the academic calendar for the 26-27 school year.

Our calendar committee composition is made up of educators, community members, and of course, with our goal being to create an optimal academic calendar for the '26-'27 school year. As we thought through, just to make sure you guys are aware of how many of each were participating, we had 13 teachers, we had 10 campus administrators, we had 32 central office individuals, 11 parents, five students and two community representatives, and those were mainly from Dallas College. We wanted to make sure that we provided you with a copy of the sign-in sheets for those who actually attended and came.

So just as a reminder of the key calendar requirements, we're required to have 75,600 minutes, three teacher work days, and 175 instructional days and 187 teacher contract days.

This is a reminder of our timeline that we started in January, just making sure that the board was familiar with the timeline in our project. February 3rd was the first time that we met with the calendar committee. We took the feedback from that meeting and built the calendars from February the 4th to the 9th and took that feedback to construct what the committee was sharing with us with the things that they wanted to see. We presented that to the committee on February the 10th. And then of course, February the 13th of the 28th, we worked with communications to do the revisions and sent them out for survey up until March the 23rd. We had a lot of people to give their feedback on the calendar that they're recommending.

The final draft calendars were as follows. We had three draft calendars. Each of those calendars had 175 days. Each of the calendars had the same instructional minutes. And one of the things that you, President Culton, and the board charged us with is building a calendar with extra days. Not the minimum number of instructional days, but the maximum number of instructional days. And we

charged the committee. We charged the committee that this is a calendar that is built around students. Although adults want time off and summers and things of that nature, and that's good, and we want to construct a calendar to meet the adults' needs, but not at the expense of student instruction and student time.

So, each of these calendars met that requirement, and all of them have 186 days, and you'll see that they're similar in all regards, except for little things like the first days of school and PD days and things of that nature.

Now I would just like to give you a high-level overview of the difference in the calendar options. So, calendar option A, basically highlights that the teachers report back the last week of July. Students start on August the 6th, and there's one week of fall break. And boy that fall break. I tell you what. We went in with the notion like, "All right, we're not going to have fall break. We're going to ..." And that was like, "Boy, I'll tell you what," I shouldn't have said those words. Because people need a break. They want that break, they want that time, and it's important. They were great. They constructed calendars that did both, right?

So, calendar A keeps that whole week of fall break. And as you can see there, the first semester and second semester days, they equal out. Total days, 187 for teachers and 175 for student instructional days. I thought it was important that you understood that the bad weather makeup days, and this is just something we just had so much conversation about, we just wanted to make sure that we were all clear about this. There is a policy that states, and it's page 75 from the student attendance accounting handbook, and it indicates that with any adopted calendar, we must account for at least two bad weather days in the calendar. So that is policy.

Even though we have additional days, the new policy is we still must identify two bad weather days. So that's why you see those two blue days that indicate bad weather makeup days, even though we still have additional days in our calendar. So, neither rain, snow, sleet, or shine come, we're going to be okay, I hope.

For calendar B, you'll see there that the teachers report back on August the 10th. So that's the biggest difference there. With a fall break, this is not a full week fall break. This is a three-day fall break from October the 12th through the 14th. So that was a change there to what the committee wanted, and you'll see that the same dates apply for most of the information.

Then for calendar C, you'll see the difference there is that teachers report back the first week in August, students start August the 11th, which is a little different than the first two calendars, and then of course the fall break is October the 12th and the 13th with the teacher the workday on the 14th. So, it's just a play there on what that break looks like and how long it is, things of that nature. And then you'll see the rest of the information is similar.

The survey from the three calendars was sent out to our stakeholders. Communications did a phenomenal job of making sure that survey was clean, clear, provided to all our stakeholders, sending reminders, making sure everybody was aware, making sure that everyone knew just as reminders that the survey was out and when the date was. It was sent out in English and Spanish. We had five groups

of stakeholders to take the survey and we had 1,117 responses.

The next slide just kind of shows what that data looks like. You'll see the question there, both in English and Spanish, and you'll see that we had 18% of our students, which equated to 210 students, participate. We had parents or guardians, 412 of them. We had staff members, 422, and then we had parents or guardians and staff members. That's a clear delineation there. In the past, we kind of have some staff members that also serve as parents and guardians, so we wanted to delineate and see how many of our just true parents are responding versus how many of our employees versus our parents are responding. And so that equates to that whole 1,117 responses.

Lastly, overwhelmingly, the committee, as well as the feedback from our stakeholders, is recommending calendar A, at 81%. And then of course we have calendar B coming in at 11% and calendar C coming in at 7%. Ironically, the shorter the fall break, the less popular the calendar option. But neither here nor there. I think that their still recommendation still meets the needs.

I just want to publicly thank every parent. I want to thank every student. I want to thank every community member. Because it takes a lot to get off work and then spend several hours planning and thinking through and not fighting, but just delineating over what we're going to do and how we're going to do it. And I just really want to thank the committee for their time. Every student, every teacher, every principal.

And so, board, the recommendation from the committee, from our surveys, is that the board adopt calendar A as the '26-'27 academic calendar. And at this time, it would be my pleasure to answer any questions that you may have.

Trustee Dr. Flowers commented. I don't have a question, but I'm glad that the majority chose option A for two reasons. Teachers need it. And secondly, it's a nightmare on attendance. When we have two days in or three days in, it doesn't work in our favor to even choose B and C because of attendance for ADA.

Trustee Savage-Martin commented. I was a former staff member, and we started this full week when I was working here and it was much needed, so I know.

President Culton commented. Dr. Nix, thank you for bringing this proposal to us on this evening, and we also would like to thank the committee members, the staff, parents, students, and community members that participated as a part of the committee because looking at the sign-up sheets, y'all had several meetings. And nine times out of 10, people attended. We appreciate that, and, we appreciate the fact that they understood the assignment because we asked for additional days and that's what you all did. So, thank you very much for that.

Trustee Savage-Martin made a motion to approve the academic calendar option A as presented for the 2026-'27 academic school year; Trustee Phillips seconded the motion. Motion passes 6-0.

Board Member Vote	Yea	Nay	Abstain
Jacqueline Culton	X		
Carla Fahey	absent		
Dr. LaSonja Flowers	X		
Phil McNeely	X		
Cassandra Phillips	X		
Janice Savage-Martin	X		
Janet Veracruz	X		

President Culton commented. Thanks again, Dr. Nix. Thank you, Dr. Goree and the members of the committee, for the hard work and dedication that you all put into bringing us the calendar for next year.

C. CONSIDERATION AND ACTION ON THE TEACHER INCENTIVE ALLOTMENT SPENDING PLAN
Pamela Brown

Ms. Pamela Brown presented Consideration and Action on the Teacher Incentive Allotment Spending Plan. Good evening again, Board President Culton, Board of Trustees, and Dr. Goree. Tonight, I will walk you through the proposed teacher incentive allotment or TIA spending plan. This plan outlines how we will use state funding to support rewarding, retaining and recruiting teachers.

The goal of the TIA is simple: To recruit, retain, and reward teachers highly effective teachers. There are two main pathways to get the TIA designation. One is through the national board certification, and teachers can go through their process on their own, and then the other is through the local designation system, which districts have the autonomy to develop their local designation systems within the state guidelines. These recognitions or these designations allow us to recognize our strong teaching staff while also recruiting teachers to Duncanville ISD by providing additional compensation based on student performance and teacher observations.

To earn a designation, teachers are evaluated in two main areas. Their classroom performance and students' academic growth. The T-TES evaluation system is the state approved appraisal system for teachers, which we also use in Duncanville ISD. Student growth can be derived through a variety of methods, but in our district, we do use the pre and posttest model to track student progress from beginning of year to end of year growth. For the '24-'25 school year, we use the NWEA math assessment for K through eight math and reading, algebra one, English one, and English two. This year, we are using i-Ready for K through eight math and reading. We're using the map assessment for English one, English two, algebra one, and this year we have also added the fifth and eighth grade science and biology components. Additionally, we have the Circle Pre-K4 assessment for the Pre-K four-year-olds, and that is a reading test.

So, with those required components dealing with teacher observation and student growth, you can see the different levels that the teachers have to reach in order to receive a designation. These minimums

are set by the state and so districts have the opportunity to add their own designation systems on top of this. The designations last for five years. They're put on the teacher's teaching certificates and so that designation can follow them wherever they go once they earn it. It lasts for five years. And so, with the T-TESS Evaluation System, teachers are ranked on a scale from one to five, with one being "needs improvement" and five being "distinguished." As you can see, for example, Recognized has an average of 3.7 and then they would have to have at least 55% of their students to meet growth. And again, this is the state's criteria. This year also, they have added a new Acknowledged level. So based on this year's data, next year teachers can qualify for the new Acknowledged level which has the observation of 3.5 and the student growth of 50%. Districts also have some flexibility within local guidelines to add additional criteria for the selection.

Designated teachers earn annual stipends that range based on various levels. Here, you see some information listed. This just shows a range of funding that is available for each level. It prioritizes hard-to-fill positions. Rural areas earn more. The amount that is designated on each campus varies depending on the campus' socioeconomic status of the students. So, one elementary in Duncanville ISD will get one amount for Recognized and another elementary could get a different amount. There's still an average amount and they will be closely aligned, but it will vary based on the student population at their campus. Also, these funds are TRS eligible, meaning they do count towards their retirement for compensation purposes.

This chart outlines our eligibility by phase. As you can see, the designations that teachers will receive this year are based on the assessments, the data that was captured last year during the '24-'25 school year. And as you can see in the light blue, we've added the science and that Pre-K4 exam that I just reviewed on the previous slide. And so next year, we will be adding social studies and pre-K3 reading. And so, each year, we're using this phased-in approach to allow us to share accuracy while we make adjustments to the plan. Each year, all data must be validated by TEA and so that is an annual process where you must meet that validation test. And so, our recommendation is to use this phase-in approach with the goal of hopefully including all teachers at the end of five years.

TEA requires that 90% of the funds be spent directly on teacher compensation and districts are allowed to keep 10% to allow for district support. And so, while the board initially approved the TIA plan in the '23-'24 school year, the plan included allocating a portion of the funds to teachers who are not yet eligible to receive a designation due to that phased-in approach. Like I said, we're adding science this year, social studies. And a lot of your elective courses and things of that nature, CTE, fine arts, they will be added later down the line as we develop growth measures for those subject areas.

The updated proposal before you tonight allocates the full 90% to designated teachers. If approved, the designated teachers will receive 30% of the full 90% that they earn going to them. They will receive 30% of that in June, and they will receive the other 70% in August. The reason for that is the goal is to retain them in district, right? We want to encourage you to return to get the bulk of the TIA payment by returning for the next school year. And so that is the update to the original proposed plan that was presented in '23-'24.

The TIA committee did gather feedback from various stakeholders about the proposed changes in the spending plan. And so, 95.8% of the district and campus leaders surveyed supported allocating 90% of the funds directly to the designated teacher that earned the designation. 80% of teachers surveyed that

participate in the district-wide TIA committee supported allocating 90% of the funds directly to the TIA designated teacher versus the previous approach where other teachers who were not eligible will receive a portion of that funding. In the plan, it also includes what happens when people leave. And so, with the movement of teachers, if they are promoted or reassigned teachers, if they generate allotment, meaning they were a teacher of record when we submitted data to the state in February, if they are promoted or reassigned within the district, they will continue to get that alignment. Also, if they retired, they would continue to get that allotment.

Teachers, if they decide to leave the district, they will only get that June payment. And if they did not return, that 70% would have to go to other designated teachers at that campus. If there are no other designated teachers at that campus, then the funds must be distributed to other teachers at that same campus. That is a state rule. The money must go to teachers at that campus. Of course, if teachers are non-renewed or terminated, and these are part of our local criteria, they're non-renewed or terminated, the funds would be redistributed at the campus level, again to other designated teachers at that campus. And if there are no other designated teachers, then between other teachers that meet local criteria at the same campus. And of course, if they resigned before the end of the year and broke their contract, the same pattern would follow.

This slide just shows the number of designations, the number of teachers that we have that will receive designations this year and the estimated amount of funding that we will receive for each category. And I am proud to announce that we will be recognizing 32 teachers this school year, 29 of them having their first designation in Duncanville ISD and so we're proud about that. I think that was very great for our first year and so I just wanted you to have this data for your information.

This is just an example of the state timeline showing some of the progress of the TIA application and this cycle repeats every year. In April 2024, we applied for the system application. It's an annual application. So, the application is also due again. We did it again last year, April, and it must be done again this April. So, it's an annual application. In August, they notify us, "Your application has been accepted," and then we turn in the data in October, and so the data is submitted in October. In the springtime, we were notified in February, "You received the notification of system approval," and we will get the funding amounts in April to be paid out in June and in August. And so, this is an annual cycle. Are there any questions?

Trustee Dr. Flowers asked. Can you go back to the slide with the allocations, the master? That one. What is the correlation between the teachers with the designation and STAAR achievement? I understand this is MAPs and i-Ready, but what type of correlation can we see with STAAR?

Ms. Brown replied. That's a good question. That's something we will probably have to look into in more detail, but I can tell you that through the data validation process that we went through with TEA, they look at what they call a value-added measure, or the VAM component. And they look at a district's data and they say, "First of all, how are you comparing against other districts?" So, your data must be congruent in alignment. And then also, they say, "For the students that tested in these various areas, what kind of valued added measure, or VAM, do they have with STAAR and do we also see those similar patterns with TIA?" And so, we passed that portion of the test. But as far as a direct correlation between individual teachers, I do not have that. But I know as a whole, our district did pass the value-added

measure, which is one of the data tests that you must pass in order to get approved.

Trustee Dr. Flowers commented. That's good, but I also think it would be informative, especially for the board, to see the teachers that have the masters and the exemplary and the recognized designations. How did their students do on STAAR? That also helps us see how aligned STAAR, i-Ready, and MAP may be, and just give us some more information to discuss. I think that's important. I'd like to know, or the board, to have the information about the correlation with that.

Ms. Brown replied. I can get with C&I and we can work on getting their information.

President Culton commented and asked. I would like to say that I'm very excited that we are participating in this program. We know that our teachers are the backbone and they're driving academic excellence. So, these 32 teachers will receive the bonuses, for lack of a better term, for five years, correct?

Ms. Brown replied. Yes.

President Culton asked. And then is this money coming from the state?

Ms. Brown replied. Correct.

President Culton commented. This is a wonderful program, and we know that it's only going to grow. Next year, hopefully there'll be at least 64. But we know the way that Dr. Goree is working with all the administrators and the principals and all of that, we're going up. I'm very excited to see this.

Trustee Savage-Martin made a motion that the board approve the teacher allotment spending plan; Trustee Phillips seconded the motion. Motion passe 6-0.

Board Member Vote	Yea	Nay	Abstain
Jacqueline Culton	X		
Carla Fahey	absent		
Dr. LaSonja Flowers	X		
Phil McNeely	X		
Cassandra Phillips	X		
Janice Savage-Martin	X		
Janet Veracruz	X		

9. INFORMATION/DISCUSSION AGENDA

A. SECURITY & SAFETY UPDATE: INTRUDER DETECTION AUDIT FINDINGS

Chief Max Geron

Chief Max Geron presented Security & Safety Update: Intruder Detection Audit Findings. Madam President, members of the board, Dr. Goree, I just want to start off and say I love meetings where we celebrate students, staff, and faculty. Ms. Zamora is going to hate me for this, but I got to point out, I don't know if you noticed when Ms. Avila asked the theater students to stand up at first. There was

nobody that stood up. They were here. They were just acting like they weren't here.

In all seriousness, just to follow up, in closed session we discussed recent intruder detection audits and I will say that we make it a point to work with all the schools in the district to promote safety and security, regardless of intruder detection audit findings. We're striving to become even more proactive, share safety tips, and things like that. As is customary, we won't discuss the specifics in open session. We will, however, discuss them with the safety and security committee and with the individual schools and administrators. So, unless there are any additional questions, I just wanted to say thank you for just a phenomenal district. It's so exciting to be here. It's a great time.

B. BUILDING THE FUTURE, RAISING CHAMPIONS PROPOSED 2026-2027 ALEXANDER
ELEMENTARY STRATEGIC TRANSITION PLAN
Dr. Tellauance Graham

Dr. Tellauance Grham presented Building the Future, Raising Champions Proposed 2026-2027 Alexander Elementar Strategic Transition Plan. Greetings once again, President Culton and to all trustees and Dr. Goree.

Tonight, I'll present the proposed 2026-2027 Alexander Elementary Strategic Transition Plan. This is important because it's a part of our long-term strategy to ensure that we continue to build the future and raise champions in Duncanville. As we look at our executive summary, this is not just in recommendation. We are aligning our facilities, our finances, and our students' needs to ensure sustainability in Duncanville ISD. Let's start with our reality. Alexander Elementary will decline from about 400 students to about 285 projected students next year. That will make it the lowest enrolled elementary campus in our district. At the same time, we're operating in a budget constraint environment. This recommendation is about two things, operational efficiency and fiscal responsibility, and ultimately equity for all students in our district.

As we look at the data behind this decision, I want to be very clear. This is not a reactionary decision. This is a result of a multifactor analysis. First, enrollment trends, facility conditions we'll look at tonight, the financial impact of having this campus, and student access to resources or things we'll discuss in this decision. This is not about a building. This is about how we responsibly serve students over the next five to 10 years in Duncanville.

Our current enrollment realities. In Texas, we know that funding follows students. Through your average daily attendance, that's what drives our revenue. Over the last five years, our district has lost over 838 students. That equates to approximately \$7.1 million in lost funding. That's not theoretical. That's dollars impacting staffing, programs, and opportunities for students. When we keep underutilized buildings open, we spread our resources thinner and reduce what each student can receive across the district. This is about protecting the educational experience for all students, not just one campus.

As we look specifically at Alexander, the data shows a clear, sustained downward trend from 417 students to a projected 285 students next year. That's a 21% decline. This is not a temporary fluctuation. It's a long-term pattern based on the demographic study that we have seen several times over the past few years. Alexander now serves the fewest students in our district and at this scale, it becomes difficult to offer robust programs for students at the campus and maximizing that staffing efficiency that larger

campuses have.

Next, we will look at our facility operations. This building is over 50 years old. The older facilities come with higher maintenance costs and increased risk of HVAC and roofing and infrastructure problems. We're investing more dollars into maintaining a building serving fewer students each year. That's not a sustainable model. Here's the key to operational reality. The building is operating at about 52% utilization. That means nearly half of the building is underused, but 100% of the costs remain. Schools do not scale down efficiently. That means you still need a principal, you still need staff, and you still must maintain the entire facility. So, we're paying full price for half of the usage.

Now let's look at the proposed solution that we have for Alexander. We're not displacing students. We're repositioning them into stronger environments. Receiving campuses will have available space and capacity, increased peer interaction and engagement, and that creates more balanced class sizes and more efficient staffing for our campuses. As you can see, the campuses that we plan on sending our students to are Daniel, Brandenburg, and Central. You can look at the projected capacity of the campuses that will be receiving the students and the utilization of those campuses. Currently, students will be accepted at Central through our choice application process.

Next, we want to look specifically at the configuration of our proposal, and I'll go through each column. The total column reflects the projected student enrollment for each campus. Next, the capacity column shows how many students each building is designated to hold. The utilization represents the building, how much of the building is currently being used based on current enrollment. And the ED column reflects economically disadvantaged students, in which the final column is the percentage of economically disadvantaged students.

There are a few key takeaways that I want to highlight on this slide. First, Alexander and Merrifield will no longer serve elementary students, which is a part of our effort to right size the district. Second, Central operates differently. It's a choice campus so enrollment is based on students who apply and qualify. Currently, we're going through that process. Third and very important, no campus exceeds 86% of utilization under this plan. That means we're not overcrowding schools and we're creating balanced and efficient learning environments for our students. Now the most important insight is that even after closing two elementary campuses, our district-wide utilization is still under 62%. That means we have the capacity for over 2,000 additional elementary students in Duncanville ISD in elementary.

Our current feeder patterns. As you can see, the Byrd feeder pattern has those four campuses with Bilhartz split, the Kennemer feeder pattern has three campuses, with most of the Bilhartz students, and the Reed feeder pattern all going to Duncanville High School. The proposed feeder pattern for next year is with the Byrd feeder pattern will now have Daniel, Hastings, that same part of Bilhartz, and part of the new Brandenburg Elementary. Kennemer feeder pattern is Hyman, Acton, and part of Bilhartz. Reed is Hardin, Fairmeadows, and part of Brandenburg. And finally, the brand new Central Fine Arts Academy will open, and it will have its own feeder pattern because it will soon be a K-8 campus, next year opening as a K-5 campus. And of course, we have our new Smith Early Learning Campus opening next year as well.

Now, because we want to ensure our community that we will make sure that this building is taken care of, this building will not be abandoned. It will be repurposed for district use, ensuring continued value. Long-term use will be evaluated strategically. This allows us to preserve that asset and avoid

unnecessary disposal costs.

As we look at our timeline and next steps, we're committed to that thoughtful, transparent process. And as you can see, community meetings are in April. The final recommendation to the board will be next month in April as well. We'll have clear communication to the family if this were to pass next month in April and a structured staff transition plan has already been worked on by our HR department. This is not rushed. We are ensuring clarity during this process.

As I leave you with this, the decision about closing this school was not taken lightly. It's about strengthening the district. If we do nothing, we continue to lose resources. We continue to dilute opportunities for all students. If we act now, we will stabilize an opportunity for our finances and reinvest in instruction. Again, thank you for this time and I welcome any questions at this time.

Trustee Savage-Martin commented. I'm a little concerned about Alexander becoming a storage facility. There are some nice homes in that area and if I owned one, I wouldn't really be happy about that. Now our maintenance department keeps the building and outwardly looking very nice, but I'm just concerned about it being a storage facility.

Dr. Graham replied. That's something we have discussed to ensure that that building continues to look nice. During the process of converting that to a storage facility, you won't be able to tell that it's a storage facility on the outside. It will still look the same during this time.

Trustee Savage-Martin asked. As I recall, there's kind of nooks and crannies in the building. What about vandalism, a place for kids to go and play and whatever? What about that type of thing?

Dr. Graham: replied. Currently, with vandalism, that's always a problem when you have a facility that's not manned all the time so that is something that we can't say will not happen. But if you continue to keep the building up, normally people don't pick buildings that are kept up to vandalize. So that's why it's important for our maintenance department to continue to cut the grass, keep it looking like a nice building and for that community as you stated before.

President Culton asked. Will we have any staff that will be housed at that facility?

Dr. Graham: replied. Now, as far as staff from the maintenance department? They'll be working over there. They won't be staffed.

President Culton asked. They won't be officed there?

Dr. Graham replied. No.

Dr. Goree added. Thank you. And thank you, Dr. Graham, for the excellent report. Again, I do want to reiterate, and Dr. Graham did say this though, that we are going out into the community over the next 30 days before this comes back to the board, because we certainly do want our community to be informed. And thank the board members for your insightful questions tonight, because I do believe those will be some of the things that we will face as we go into this challenging decision. Thank you.

C. FUTURE CONSIDERATION AND POSSIBLE ACTION UNDER DFFB (LOCAL) TO APPROVE A REDUCTION IN FORCE DUE TO A PROGRAM CHANGE, IDENTIFY THE EMPLOYMENT AREAS TO BE AFFECTED, PROPOSE NON-RENEWAL OF TERM CONTRACTS UNDER DFBB (LOCAL), AND/OR TERMINATE PROBATIONARY CONTRACTS AT THE END OF THE CONTRACT PERIOD IN THE BEST INTERESTS OF THE DISTRICT UNDER DFAB (LEGAL)

Pamela Brown

Ms. Pamela Brown presented Future Consideration and Possible Action Under DFFB (Local) to Approve a Reduction in Force Due to a Program Change, Identify the Employment Areas to be Affected, Propose Non-Renewal of Term Contracts Under DFBB (Local), and/or Terminate Probationary Contracts at the End of the Contract Period in the Best Interests of the District Under DFAB (Legal). Good evening again, Board President Culton, Board of Trustees, and Dr. Goree. Tonight, I'm going to walk you through the proposed program changes and how they may impact staffing across the district. This presentation will outline what a program change is, what we are recommending, and what it means for our staff moving forward.

Per DFBB, a program change is basically describing the adjustment of district operations. This can include changes to courses being offered, schedules, curriculum offerings, or the restructuring of departments and positions. These program change adjustments usually allow the district to better meet student needs and operate more efficiently.

With the proposal, there are four key factors that are determining the information that we're bringing to you tonight. And we're recommending these changes based on the need to address current budget challenges and alignment with fiscal responsibility, aligning staff with current student enrollment. Dr. Graham just reviewed some of the declining enrollment. For example, at Alexander, and we know that we've had declining enrollment across the district. It'll allow us to prioritize core academic programs that support student success. And lastly, it would allow us to make sure that we're using our resources, our staff, as efficiently as possible in alignment with the fiscal responsibility, course academic needs, and that enrollment alignment.

Our campuses are currently developing master schedules based on student course requests. This means that we are prioritizing courses that support academic success. We're adjusting programs based on student selection and academic needs and aligning staff to ensure that we are meeting those needs effectively.

Some of the possible areas that could be impacted mainly involve elective courses at the secondary level. When possible, with the program changes, we will reassign teachers to open positions in the district that match their certification. Final decisions on courses and staffing will depend on student enrollment and the master scheduling needs, and our goal is to minimize the disruption while still making the necessary adjustments.

With the timeline, we have begun initial communication with staff regarding potential changes and possible reassignment options as we are working on designing master schedules. If needed, the administration may return to the board in April to recommend a reduction in force related to program changes and/or determination of probationary contracts due to the program changes. Any such action would apply only to positions that no longer align with student enrollment or course offerings. Our goal

through this process is to stay focused on students while being responsible with our resources and supporting our staff as much as we can through the changes. And doing all of this with the budget and fiscal responsibility in mind, the budget is primarily made up of about 85% of staff, usually 80 to 85% with most districts. And so, staffing is primarily what impacts district's budgets and they usually go hand in hand with student enrollment and align that.

I am happy to answer any questions that you may have at this time.

Dr. Goree added. Madam President, if I may add to that, thank you, Mrs. Brown. This is really a proactive measure that we're stepping forward with. We may not even have to do this, but as we work through individual schedules, making sure that we are as responsible as we could be to meet our students' needs and, quite frankly, our financial needs, we did want to present this information to the board tonight.

Trustee McNeely asked. I just see when you're changing master schedules at every building?

Ms. Brown replied. Secondary master schedules are being updated and aligned, and so that's why it's primarily affecting...

Trustee McNeely commented. And we're doing that to prioritize core academic programs. I thought we did that anyway.

Ms. Brown replied. Yes, but the master schedule design is providing a greater emphasis on some of those core areas, providing the students with the opportunity to get additional math or reading intervention during the day at some of our secondary campuses. And so that impacts some of the elective course offerings.

Dr. Goree added. And one thing I'll add to that, this is really speaking to our middle schools, and the way we look at how we first are performing at the middle school level and then prioritizing that seat time in some of those core academics. And what we found is, as we work through our master schedules, we could do a... Well, let's just say we could increase our opportunities if we had students in core spaces. From a program perspective, nothing at this point is being eliminated. Everything is just a matter of how we're looking at how we're utilizing our time.

Trustee McNeely asked. But you're bringing this for us to vote on later?

Dr. Goree replied. Right. There may be nothing to vote on.

Trustee McNeely commented. This sounds like a blank check. I don't have enough information to vote on this.

Dr. Goree replied. Right. This is information only. This is nothing you're voting on.

Trustee McNeely commented. I understand that, but it starts with information and it ends up with a

vote sooner or later.

Dr. Goree replied. Right, but we don't have anything to vote on now.

Trustee McNeely commented. I want to know what you're changing. I want to know when you start changing master schedules, what are we changing?

Dr. Goree replied. Absolutely. And we can't provide that from the middle school perspective.

Trustee McNeely commented. I'm not voting for a blank check.

Dr. Goree replied. Agree.

Trustee Savage-Martin commented. I've read recently that the University of North Texas is doing the same thing in reducing courses, thus reducing staff because there's no enrollment in that area. So, it's the very same thing, and I'm sure that it's not the only college or university that's doing that.

Ms. Brown added. May I add something? If this were brought, we may not have to bring anything back to the board in April, but if it is brought back to the board in April, it would be similar to last year where there are specified areas and there would be specified names, and that would be on the agenda item. So, it would outline clearly the program area, and it would outline clearly any employees that were impacted by name if it's brought back to the board in April.

Trustee McNeely commented and asked. If you're making that many changes, I don't want it the day we're going to vote on it or two days before. I want to know ahead of time, way ahead of time. Did I make myself clear?

Dr. Goree replied. That's clear, yes.

Trustee Dr. Flowers asked. I have a question, and Dr. Goree, it's really for you. When we talk about program changes, are we looking at the middle school and... Mrs. Brown, I'm not excluding you. Are we looking at things like maybe having to double block math or double block English because of student achievement? We have this big achievement gap, and so students may lose elective classes and have two English classes or two math classes to support not just passing the star, but to close the academic gap. Are those some of the program changes that we are looking at and trying to plan for?

Dr. Goree replied. You just described the plan at the middle school. And again, what we will bring is what the middle school master schedules look like, as well as we work through this at the high school, bring what that looks like. But again, our charge, of course, with our deficit is to really... We must be creative with our people. And as we're creative with our people, we want to do that, and we do exactly what you described. We protect the academic side of the conversation, protect the fine arts, protect the athletics, protect all of those at the same time, but be more efficient with how we're utilizing people. But we will certainly provide that in adequate time with many opportunities for us to speak about what we're changing.

And again, we're working very closely with staff, teachers, principals, everyone as we've gone through this. There have been several conversations around the recommended changes at our middle school, and it does speak to our performance of the school schools.

Trustee McNeely commented. I'm not against changes. I'm just against being held in the dark.

Dr. Goree replied. Absolutely. I can assure you, you will have adequate information about anything. This was only so that we could begin the board to be-

Trustee McNeely commented. I'm just telling you, if I don't have enough information, I am not voting for it.

Dr. Goree replied. I understand, but this is us making sure the board had some information today as we move into our budget cycle. We have several budget sessions scheduled. All those things are done intentionally so that board members do have an opportunity to speak your part before we come to a vote on the budget.

President Culton asked. So, but this is not budget driven, it's academic driven.

Dr. Goree replied. Correct. So, its budget driven and academic driven, though, because again, we have an 18 million dollar deficit that we must cut. That's going to have to speak to people. And as we do that though, we don't want to just be the district that just decides we're just going to start cutting people. The team has worked diligently with our principals and with our staff around what are those things that are going to yield the best academic outcomes. And I'm excited to give you guys tomorrow as quickly as I can, the middle school plan, because I think it's brilliant and excited to get that to you so that you can see where we've already made incredible progress in our middle school scheduling. In fact, we're pretty sure we won't have to come back to middle school because everything has worked itself out. However, as we continue to work through these schedules, we want to make sure that the board is informed.

And this was just a method to begin that information stage for the board as we move into the cycle. But it definitely has got to do with money as well, because again, our charge has been to balance the budget as well.

Trustee Dr. Flowers commented. I just wanted to clarify its positions instead of people.

Dr. Goree replied. It's absolutely positions. But too, I want to reiterate, there is no vote that's required. No one wanted to vote tonight. This was only about beginning the conversation. And I thank everyone on the board. Coach, thank you too, because you begin to help us know those things that we're going to have to... Those blanks that we must fill in before we come to the vote, because there will be a vote one day.

Trustee McNeely commented. This left a lot of blanks, so I just feel like you're wasting my time.

Dr. Goree replied. I understand, sir. Thank you

D. UPDATE ON CENTRAL FINE ARTS ACADEMY

Dr. Sam Nix

Dr. Sam Nix present Update on Central Fine Arts Academy. Madam President, members of the board, it is my absolute pleasure to bring for you a consideration of an update that we have. Last month, we provided you with an update of our Smith Early Learning Academy, the progress that was taking place on that campus. And this month, we would like to provide you with an update on where we are with our Central Fine Arts Academy. I'd like to invite Ms. Ayanna Parker, the campus principal, for this new campus that will be opening to the podium to provide a comprehensive overview of the progress of that campus at this time. Ms. Parker.

Ms. Ayanna Parker added to the presentation. Good evening, President Culton, board members, and Dr. Goree. Thank you for the opportunity to provide an update on the progress of Central Fine Arts Academy, which is scheduled to open in fall 2026. This academy represents an exciting step forward for Duncanville ISD as we align academic excellence with the arts to cultivate creativity, scholarship, and student success across the district.

Central Fine Arts Academy will be a dedicated fine arts academy opening in fall 2026 as a K-5 campus, adding a grade level each year until the campus is kindergarten through eighth grade. The school will integrate music, visual art, theater, dance, into daily instruction, not just as electives, but as a part of core learning. Students will experience learning that develops creativity, collaboration, and critical thinking.

Our instructional model will emphasize performance, opportunities helping students build confidence and discipline. Beyond academics, the arts support social emotional growth, resilience, empathy, and self-expression. The academy will operate from 7:45 to 3:15, and these hours were intentionally adjusted to minimize traffic congestion with Hardin Elementary and improve arrival and dismissal flow for families and buses. This model allows us to nurture both scholars and artists from the earliest grades.

Arts integration connects core academic learning with music, visual art, dance, and theater. Students learn through creative processes that deepen their understanding of academic concepts. This approach increases engagement because students are not only learning content, but they are also creating, performing, and expressing understanding through the arts. This approach is not just engaging. Research shows it significantly impacts student outcomes.

So, arts integration increases in achievement and research shows that it supports social emotional development as well. Studies indicate measurable outcomes such as 10% improvement in reading, math, and science scores, 5% increase in student attendance, 5% decrease in behavior incidents, and students being four times more likely to be recognized for academic achievement. These outcomes reinforce why integrating arts with academics is such a powerful strategy for student success.

Central Fine Arts Academy will operate as a choice school requiring application for enrollment. Since Central Fine Arts Academy does not have an attendance zone, in district transportation will be provided, ensuring equitable access for families.

Students in grades kinder through second grade will participate in an arts exposure model, introducing them to multiple art forms, and then students in grades three through five will move into a focused pathway model, allowing deeper integration of the arts across their academic courses. This structure allows us to develop early exposure while intentionally building towards mastery. Year one, we will have a capacity of 288 students with planned growth each year to approximately 430 students.

For our staffing timeline, staffing planning began in the fall with HR, determining the staffing model in January. Teacher interviews began in February for both fine arts and foundational academic teachers. Interviews are continuing this month with teacher notifications expected in April. Our goal is to recruit educators who are not only strong instructors but also believe deeply in the power of arts integration. We have implemented a comprehensive marketing strategy to ensure families across Duncanville are aware of this opportunity. Some of our efforts included updating our campus branding and logos, social media updates across district platforms, promotional videos, highlighting the school and construction progress. And then we will also be participating in the Champions Choice event, and we were on the podcast with Dr. Goree as well. And then we will also be creating yard signs to be displayed across the district. These efforts are helping build excitement and awareness across the community.

These slides highlight new learning spaces designated to support both academic instruction and artistic development. The building will include dedicated fine arts classrooms, collaborative learning spaces, performance and rehearsal areas, creative studios, and flexible learning environments. These spaces were designed intentionally to support both rigorous academics and artistic exploration. One special feature we are excited about is within the cafeteria area, which will include an archive wall honoring the history of Central Elementary. This wall will feature photographs that commemorate the generations of students, families, and educators who have been a part of the central community.

In closing, Central Fine Arts Academy represents more than the opening of a new campus. It represents an investment in the future of Duncanville ISD. By aligning rigorous academics with creativity of the arts, we are creating an environment where students can discover their talents, strengthen their academic skills, and develop the confidence to lead. In Duncanville, we proudly call ourselves the city of Champions. At Central Fine Arts Academy, we are preparing champions in a different but equally important way. Champions in scholarship, creativity, collaboration, and innovation. Central Fine Arts Academy will help build a pipeline of scholars and artists who will continue to contribute to the excellence and pride of Duncanville ISD. Thank you again for your continued support of this vision and for your commitment to providing innovative opportunities that elevate excellence for every student in our district. Any questions?

President Culton commented. Thank you, Dr. Parker. That was an excellent presentation.

Ms. Ayanna Parker replied. Not Dr. Parker.

Trustee Savage-Martin asked. Kindergarten, is that fourth graders or third and fourth?

Ms. Parker replied. Kindergarten through fifth grade for year one.

Trustee Savage-Martin commented. Five-year-olds. Sorry.

Ms. Parker replied. Five-year-olds, yes. Yes.

President Culton asked. Will this also include voice? I know it says music. Is that musical?

Ms. Parker replied. For music, we'll have music, traditional music, choir, and piano.

President Culton commented. Oh, great. Wonderful.

Dr. Goree commented. If you drive by, you'll see the construction is moving along well.

President Culton commented. Thank you. And I wanted to thank Mrs. Avila and her team because throughout everything we've talked about tonight, it had a substantial communication piece. So, thank you and your team for all that y'all do as well. Yeah, with excellence.

10. ADJOURNMENT AT 8:57 PM

Trustee Savage-Martin made a motion to adjourn; Trustee McNeely seconded the motion.

President Culton commented. Thank you. Thank you very much. Thank you for your attendance and thank you trustees for your dedication and faithfulness.



Dr. T. Lamar Goree
Superintendent of Schools

Board President

Board Secretary