# Agenda of Regular Meeting and Public Hearing on the 2026-2027 ECISD Turn Around Plan, Targeted Improvement Plans and Local Improvement Plans

## The Board of Trustees
## Ector County Independent School District

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A Regular Meeting and Public Hearing on the 2026-2027 ECISD Turn Around Plan, Targeted Improvement Plans and Local Improvement Plans of the Board of Trustees of Ector County Independent School District will be held November 17, 2026, beginning at 6:00 PM.

The subjects to be discussed or considered are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. Call to Order - Roll Call
2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of the Texas Open Meetings Act, Texas Government Code, Chapter 551, have been met in connection with public notice of this meeting.
3. Pledge Allegiance to US and Texas Flags:
Lyndon B. Johnson Elementary School Students Eli Chavarria and Leighton Sanchez
4. Invocation: Pastor Stephen Ewing, Kingston Avenue Baptist Church
5. Special Presentations:
Announcement of Top United Way of Odessa Fundraisers
Presentation of Community Impact Award Winner
Introduction of College Board Recognitions from Permian High School
6. Opening Remarks by Superintendent
7. Public Comment
8. Public Hearing
    - A. Public Hearing on the 2026-2027 ECISD Turn Around Plan, Targeted Improvement Plans and Local Improvement Plans — 3
    - B. Discussion of and Request for Approval of the 2026-2027 ECISD School Improvement Plans (Local Improvement, Targeted Improvement and Turn Around Plans) — 4
9. Bond 2023
    - A. Bond 2023 Update — 353
    - B. Discussion of and Request for Approval of Bond 2023 Purchases over $100,000 — 354
10. Action Items
    - A. Discussion of and Request for Approval of Annual Financial Report — 370
    - B. Discussion of and Request for Approval of Purchases over $100,000 — 371

C. Discussion of and Request for Approval of 2026-2027 Budget Amendment #3 375
D. Discussion of and Request for Approval of a One-Time Employee Incentive Stipend for the 2026-2027 School Year 381
11. Consent Agenda
A. Request for Approval of Minutes of Meetings 382
B. Request for Approval of Bills for Payment 394
C. Request for Approval of Acceptance of Donations Over $10,000 414
D. Request for Approval of Quarterly Investment Report 417
E. Request for Approval of Recommendations of Library Materials 421
F. Request for Approval of Interlocal Agreement for School Crossing Guards with the City of Odessa 424
G. Request for Approval of T-TESS and T-PESS Appraisers for 2026-2027 425
H. Request for Approval of Walsh, Gallegos, Kyle, Robinson & De Los Santos P.C. Special Education Legal Services Retainer Agreement for Ector County ISD 427
I. Request for Approval of Adding Alpine ISD as a Member District of the Ector County Regional Day School for the Deaf Shared Services Agreement 444
J. Request for Approval of Adding Balmorhea ISD as a Member District of the Ector County Regional Day School Program for the Deaf Shared Services Agreement 461
K. Request for Approval of Public School District and Open-Enrollment Charter School Agreement 2026-2027 Between Ector County ISD and Texas Virtual School Network 478
12. Report/Discussion Items
A. Presentation and Discussion of 2025-26 Senate Bill 1882 Partnership Performance Outcomes 491
13. Possible Request for Approval to Move to Closed Meeting — Personnel Matters — Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District, or hear a complaint or charge against an officer or employee.];
Security Personnel, Devices or Security Audits — Section 551.076 of the Texas Government Code (Intruder Detection Audit Finding for Discussion);
Consultations with Attorney - Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]
14. Information Items 492
A. Financials 493
B. Purchases Over $100,000 Informational Report 498
C. Routine Personnel Report 500
D. Added Administrative Professional and Stipend/Supplemental Pay Plan 501
15. Closing Remarks by Superintendent
16. Adjournment

## PUBLIC HEARING ON THE 2026-2027 ECISD TURN AROUND PLAN, TARGETED IMPROVEMENT PLANS AND LOCAL IMPROVEMENT PLANS

A public hearing for the Turn Around Plan (TAP), Targeted Improvement Plans (TIPs), and Local Improvement Plans (LIPs) for the 2026-2027 school year will be conducted in accordance with the Texas Administrative Code to approve the plans. Dr. Robert C. Trejo, Chief Academic Officer, will review the process and information related to the Turn Around Plan, Targeted Improvement Plans and Local Improvement Plans that campuses have undertaken as presented in the board workshop.

# Ector County Independent School District

## Action Page

**TO:** Board of Trustees

**FROM:** Dr. Robert C. Trejo, Chief Academic Officer

**SUBJECT:** **DISCUSSION OF AND REQUEST FOR APPROVAL OF THE 2026-2027 ECISD SCHOOL IMPROVEMENT PLANS (LOCAL IMPROVEMENT, TARGETED IMPROVEMENT, AND TURN AROUND PLANS)**

**DATE:** November 17, 2026

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Request discussion and approval of the Turn Around Plan (TAP), Targeted Improvement Plans (TIPs) and Local Improvement Plans (LIPs) which are designed to improve student outcomes by addressing academic needs, implementing interventions, and creating a supportive environment for student success. These plans are aligned with the Effective Schools Framework (ESF) components and will be submitted to the Texas Education Agency upon approval.

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Administrative Recommendation:

Approval of the 2026-2027 Turn Around Plan (TAP), Targeted Improvement Plans (TIPs), and Local Improvement Plans (LIPs).

# Ector County Independent School District

# Cavazos Elementary

# 2026-2027 Turnaround Plan

## Needs Assessment and Stakeholder Engagement

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TAP is likely to be denied.

No

Please upload artifacts demonstrating a robust observation and feedback system.

Classroom_Walkthrough_Observation_Form_26_27.pdf
Cavazos_Walkthrough_Coaching_Tracker_2026-27.xlsx
LIFT Companion Guide_Content Agnostic_ObsFeedback (1).pdf
Content Agnostic Classroom Observation Tool.pdf

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Turnaround Plan, in accordance with Texas Education Code (TEC) §39A.104, with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Turnaround Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.104, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.103 and §39A.104, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

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Please select the date of board approval for this plan:

November 17, 2026

As part of the Turnaround Plan (TAP) submission, in accordance with Texas Education Code (TEC) §39A.104, the LEA must upload documentation of stakeholder feedback or the stakeholder engagement process. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted. Please upload a copy of public comments or additional documents explaining the lack of public comments:

Phase 1 - Lauro_Cavazos_Stakeholder_Feedback_Executive_Summary.pdf.pdf

## SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

Our campus is not engaged in a TEA program

Which, if any, program is your school system interested in to support this strategy?

Our campus is not engaged in a TEA program

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Other, District Staff

Please specify the other organization:

Darryl Williams – Get Better Faster / Teach Like a Champion

How many district staff members will be responsible for capacity building with this campus?

3

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

Darryl Williams, Capacity Builder, 50%
Dr. Magdalena Aguilar, Executive Director of Leadership (Principal Manager), 50%
September Garrett, Campus Instructional Specialist, 100%

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Dr. Magdalena Aguilar, Executive Director of Leadership (Principal Manager), 50%
Dr. Magdalena Aguilar serves as the Executive Director of Leadership and brings 38 years of experience in education. She holds a Doctorate in Curriculum and Instruction from New Mexico State University, a Master's in Educational Leadership, and a Bachelor of Science in Education

from the University of Texas at El Paso. Her extensive background includes serving as a School Improvement Officer for four years in a district of 45,000 students, leading a team that included three content area specialists, a Bilingual Director, and a Special Education Director. During her tenure, the district achieved A and B ratings, with campuses earning Exemplary distinctions. As a Bilingual Director for four years, Dr. Aguilar implemented a districtwide Early Exit Program in collaboration with a team of instructional specialists, resulting in an “Excellent” rating on the TAPR report.
Dr. Aguilar also served as a principal for more than 25 years, including 15 years at the elementary level, where her campuses reached both Exemplary and Blue Ribbon status. As a high school principal for seven years, she consistently led her campus to an “A” accountability rating each year while also overseeing the DAEP program for middle and high school students. Her career began as a bilingual teacher, serving over seven years at both the elementary and secondary levels. Throughout her career, Dr. Aguilar has demonstrated a steadfast commitment to instructional excellence, equity, and leadership development.

Darryl Williams, Capacity Builder, 50%
Uncommon Schools / Teach Like a Champion - Darryl Williams - Darryl Williams and the Teach Like a Champion team bring a strong record of success in school turnaround through their work with Uncommon Schools and initiatives such as TurnNJ, which produced significant, measurable gains in student achievement in historically underperforming schools. Under Williams’s leadership and coaching, schools have implemented proven instructional and leadership practices that moved campuses from struggling to exceeding state standards. Their data-driven, teacher development–focused approach has been independently validated for closing achievement gaps and sustaining high performance across diverse, high-need student populations.

September Garrett, Campus Instructional Specialist, 100%
As a person with 20 years of experience in education, I have encountered a variety of types of campuses from private to ACE and to charter schools and experience from elementary, middle, and high schools. I have taught at three schools that were turn around campuses. In Dallas ISD I was at an ACE school that turned the grade from a F to a B and with Third Future I have been at two different schools that turned one campus from an F to a B and the other from a C to an A (previously an F campus as well).
At the ACE campus we used the lap checklists and linear data trackers with heavy use of recycled STAAR questions for lessons and digital exit tickets for immediate data. During lessons we strictly used I Do, We Do, You Do model for direct teach.
With Third Future at the middle school we used I Do, You Do,  We Do model for direct teach and online exit tickets to have immediate data for reteach. During lessons, we use a lot of turn and talks, white boards and note cards (ECRs and SCRs) to gather data during the lesson to know what types of questions to use for reteaching lessons. Data trackers were provided and used daily and monitored by grade level AP's. Curriculum and lessons were provided to teachers to use with fidelity. Reteach worksheets were differentiated and used during reteach time based on how the student did during the exit ticket and allowed for rigor for students that

successfully learned the lesson and then scaffolded for students that did not learn the TEK for the day. This allowed teachers to stretch students that needed to be pushed and could work independently, and the teacher worked directly to reteach in small groups with the students that didn't learn the TEK for the day.
In the elementary we did the same model . The only thing that was different is that we had more intervention groups. There was a teacher for the low students, one for SpEd, one for GT/ Advanced, and one for mid-level students so that all students had additional support for either Math or Reading. Teachers used more digital lessons for engagement and to gather data in real time.

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Staffing:
- Campus Instructional Specialist - 3 Positions, (District Title 2 Funds, $240,000)
- Opportunity Culture, (4 Multi Classroom Leaders, 1 Master Team Reach Teacher; Campus Title I funds - $72,000)

Tutoring:
- $22,993, Campus Title 1 Funds

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

n/a

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

The district has added three instructional specialist positions to this campus using title funds. Instructional specialist positions bring content expertise to assist in coaching teachers and pulling student intervention groups. Additionally, certified staff members who transferred to this campus were eligible for a travel stipend. The district also incentivized transfers of TIA designated teachers and Opportunity Culture teachers (Multi-classrom leaders, Master Team Reach Teachers, and Reach Associates) to ensure high quality instruction at this campus.  Staff has been distributed according to campus need to ensure high-quality staff in high-need areas. Students are assigned to Opportunity Culture / TIA Designated teachers based on student need and data indications.

## Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Other

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

No

What new curriculum will be adopted for: K-5 Math?

Other

When will the district adopt the new curriculum for: K-5 Math?

June 30, 2027

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

500

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

175

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

| Type of Assessment | Please specify other assessment type: | Campus or District | Frequency | Purpose (how will these results be used) |
|---|---|---|---|---|
| Other | District Common Assessment (District Checkpoint) | District | Monthly | Campuses will participate in District Checkpoint assessments directly tied to the scope and sequence of each grade level / content area. These are administered in the 5th week and 9th week of each 9-week grading period. These assessments are designed to take no more than a single class period and assess recently covered material. Campuses engage in data review after each of these assessments and respond to identified needs through reteaching, spiraling, and / or extension. The district also provides growth tables after each assessment. Together with performance data, the growth data is also used to assist with student grouping, determination of interventions, and MTSS tiering. |
| Interim | | District | Semester | Campuses will take the RLA and Math interim in Fall, and interims for RLA, Math, and Science in the Spring. These STAAR aligned assessments are used not only to give students practice and familiarity in the STAAR platform, but also to provide campuses data on STAAR-aligned performance, growth, and predictive analytics. Growth tables and performance data are provided to campuses after each of these assessments to assist with student grouping, remediation and intervention plans, and data tracking. |

| Type of Assessment | Please specify other assessment type: | Campus or District | Frequency | Purpose (how will these results be used) |
|---|---|---|---|---|
| Other | I-Ready | District | BOY/MOY/ EOY | Students participate in the i-ready assessment to engage in a personalized learning pathway throughout the year. The results of the assessments and learning pathway also provide teachers with scripted lessons for student intervention. |

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

The district accountability team will produce student growth tables after each checkpoint and interim assessment. These growth tables utilize the state accountability methodology and compare growth to the prior year STAAR assessment. These growth tables provide not only overall growth scores, but also student listings and demographic group growth scores for Domain III monitoring. The campus will review these growth tables after each checkpoint and interim assessment and utilize them for planning student interventions during the campus intervention block, MTSS-tiering, and student grouping within classrooms. Campuses also monitor growth utilizing iReady in all grade levels. Campuses use both iReady and STAAR growth tables to provide student data tracking for growth over time on the district required growth tracker maintained by teachers for their class rosters.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

The campus has a daily intervention block in the master schedule (RLA = M, W, F; Math = T / Th) for 30 minutes daily. Teachers also provide targeted small group instruction during small group rotations daily. The campus instructional specialist also pulls small groups of students throughout the day for targeted instruction and intervention. The campus is planning to begin tutoring in October and all student groups will be invited based on student data, including EB and SPED students. Students are identified for intervention based on district-required criteria as well as teacher data for lack of student growth or performance. After each assessment cycle (checkpoint assessments), teachers identify areas for reteaching and remediation, as well as low performing or low-growth students in need of intervention. This allows the intervention cycle to be updated after each 5 and 9 week assessment cycle.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by both grade level and content area. PLCs meet by grade level 2x per month and by content area 2x per month. Bilingual teachers participate in an additional PLC specific to bilingual teachers 2x per month. All teachers attend one 45 minute PLC weekly. This time is protected in the master schedule.

How frequently will PLCs occur?

All teachers attend one 45 minute PLC weekly.

Who will facilitate PLCs?

Campus administrators facilitate the PLCs.

Who is required to attend PLCs?

Teachers (including Bilingual teachers), Multi Classroom Leaders, Instructional Specialist, Special education teachers and Campus Administrators attend PLCs

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

ECISD's Professional Learning Community (PLC) cycle is a structured, nine-week process implemented twice each semester to connect collaborative planning, student learning evidence, and instructional action. Teams meet for a protected 45-minute period guided by four questions: What do we want students to learn? How will we know they have learned it? How will we respond when students have not learned it? How will we extend learning for students who have already demonstrated mastery? Before the recurring cycles begin, teams establish norms, assign roles, confirm access to district resources, and examine historical and beginning-of-year student data. This initial review helps teachers identify student strengths and needs, prioritize standards, establish a checkpoint-period SMART goal, and name students who may need intervention or enrichment. The nine-week sequence then moves through Internalize Instruction I, Refinement I, Internalize Instruction II, Refinement II, Checkpoint A, Data Analysis, Internalize Instruction III, Refinement III, and Checkpoint B. During the Internalize Instruction meetings, teachers unpack priority standards, clarify the required knowledge and level of thinking, align pacing, and collaboratively create or annotate lessons and develop exemplars. Teams use district curriculum resources and student trackers to plan instruction that addresses specific learning needs and develop formative assessments, such as exit tickets and Do Nows, to gather evidence of mastery.

During the Refinement meetings, teams use that evidence to evaluate instruction and develop targeted responses. A consistent six-step protocol guides teachers to identify the standard assessed, examine student performance, analyze errors and misconceptions, name the students who struggled and how, determine what to teach differently, and establish how improvement will be measured. Teachers then document flexible student groups, plan in-class intervention and enrichment using approved resources, implement those plans, and bring resulting evidence to the next PLC. Checkpoint A provides a mid-cycle opportunity to review progress, strengthen Tier 1 instruction, and consider whether students need targeted or intensive intervention, enrichment, or acceleration through MTSS. After administering the checkpoint assessment, teams examine results at the grade, classroom, and individual-student levels during the Data Analysis meeting, evaluate their SMART goal, and establish a new goal that extends the first checkpoint period's work. The remaining meetings integrate reteaching needs with upcoming instruction and continue the planning, assessment, and refinement process through Checkpoint B. End-of-cycle results and teacher reflections inform the next nine-week cycle. Throughout the process, facilitators promote equal participation, connect each meeting to the previous meeting's action items, and submit agendas, minutes, and supporting artifacts to the District PLC Folder, maintaining a documented cycle of instructional decisions and follow-through. Emphasis has been placed on lesson internalization and rehearsal through the creation of lesson exemplars.

Upload PLC agenda (optional):

daf0a15c-1214-4e7d-b2c8-983502aaeaef_ECISD_9_Week_PLC_Facilitator_Guide.pdf
Copy of PLC Agendas.pdf

## Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | Teach Like a Champion / Get Better Faster / Bambrick-Santoyo Training: Darryl Williams, CEO of Teach Like a Champion trainings EDLs, Principals, APs, and Multi-classroom leaders monthly on best practices for school leadership and coaching teachers. Topics covered include: developing systems and processes, school culture, tiering teachers for support, coaching and providing effective feedback, and implementing aggressive monitoring. | Darryl Williams | Principal Manager (EDL), Principal, Assistant Principals, MCLs |
| Other Campus Admin (Assistant Principals, Instructional Coaches) | Data Tours: Campus and District Leaders participate in data tours that enhance leaders' data literacy for major data points used throughout the district. The goal of each data tour is to deeply understand the data provided as well as its impact on accountability and next steps for the campus team. Each data tour has components that start with the 30,000 ft view and lead to individual student level interventions. These occur a minimum of 6 times annually for elementary campuses. | District Accountability & School Improvement Team | Principal, Campus Leadership Team |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Teacher | Academic Tours<br>Description: Academic tours are designed to roll out academic initiatives and information to campus leadership and teachers. This includes the district PLC process, use of district curriculum documents, and the districtwide instructional framework. These occur throughout the year, a minimum of 4 times, including during BOY professional development, September PD, October PD, and January PD. | District Academics Department | All teachers |
| Other Campus Admin (Assistant Principals, Instructional Coaches) | (Beginning Year 2) Emergent Tree Tier 1 Program:<br>Campuses will attend 3 in person training sessions, 2 virtual coaching sessions, and 2 in person coaching visits to ensure fidelity of implementation of the Tier 1 behavior program. | Emergent Tree Consultants and Coaches | Campus Emergent Tree Team (Principal, Administration, and Select Teacher Team) |
| Teacher | RBIS - RBIS (Research-Based Instructional Strategies) training equips educators with evidence-based practices for delivering rigorous, standards-aligned Tier 1 instruction. The training helps teachers deepen their understanding of content-specific instructional practices, strengthen lesson design and delivery, anticipate student misconceptions, and use effective strategies that promote student thinking, engagement, and mastery of grade-level content.<br><br>Reading and Math teachers will attend before the start of the 27-28 school year. | Region 18 Service Center | 3-5 RLA and Math teachers |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Teacher | New ELPs Training - The new Texas ELPS training prepares educators to implement the updated English Language Proficiency Standards (ELPS) by integrating language development into daily content-area instruction. The training emphasizes intentionally supporting students in developing listening, speaking, reading, and writing skills while maintaining access to rigorous, grade-level academic content. | District Bilingual / ESL Team | All content area teachers, Principals, administrators |
| Principal | School Improvement Orientation - Texas School Improvement (SI) Orientation provides campus and district leaders with an overview of TEA's school improvement framework, requirements, and processes for identified campuses. The training helps teams understand their improvement pathway, required planning and monitoring activities, available supports, and expectations for using data and evidence-based practices to drive continuous improvement. | Region 18 Service Center | Principal, Principal Manager |
| Teacher | Get Better Faster Training is provided to teachers by campus leadership after principals, APs, and MCLs receive it. These campus leaders roll out relevant pieces of the training and next steps to their teachers after each session. | Principals, Campus Leaders | Teachers |
| Principal | Beginning Year 2: Emergent Tree Tier 1 Training | Emergent Tree, District Behavior Team | Principals and Designated Campus Implementation Team |
| Teacher | Beginning Year 2: Emergent Tree Tier 1 | Campus Principal and Implementation Team | Teachers |

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

New teachers have a mentor assigned to them. Additionally, all instructional facilitators have a teacher of record that oversees and supports them. Mutli-classroom leaders and the Master Team Reach Teacher all have "coach loads" of teachers with time during the day to observe, model, and coach teachers who need additional support in addition to the administrative observation and feedback cycles.
At the district level, all Academic PD days have differentiated tracks which include specific pathways for new and novice teachers. Instructional facilitators are required to participate in the "IF Academy" and all uncertified staff have personalized certification plans.
Teachers are tiered according to need and performance, with Tier 1 teachers needing little support to be successful, and tier 2 and 3 teachers needing increasing coaching and support to be successful. Tier 2 and 3 teachers are assigned an opportunity culture coach for additional coaching, observation, and feedback cycles beyond the campus T-Tess cadence.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Principals, Assistant Principals, Executive Directors of leadership, and MCLs use the see it, name it, do it cycle for coaching conversations:
Darryl Williams training is evaluated using a combination of the "see it, name it, do it" coaching scripting cycle and the district walkthrough form. The priority is scripting coaching conversations for action steps.
Principals, Assistant Principals, MCLs, Executive Directors of Leadership, Academics, Accountability, and School Improvement staff use the district walkthrough form to ensure that district expectations set in professional learning are translating to changed practices in the classroom:
District-level training is evaluated using the district classroom walkthrough form, which was adapted from the School Improvement Observation tool. Priority look-fors are frequent practice, checks for understanding, and monitoring.
SIBME serves as a calibration tool and support for both instruments, allowing observers to collect evidence and align feedback.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Biweekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

All teachers have received the new ELPs training, and all bilingual teachers have received Summit K-12 training. On October 13th PD day, additional bilingual training is coming to the campus. All teachers receive Special Education training during the September 8th district PD day. Additionally, the district sped supervisor has been coming frequently to support the campus specialized classroom (special education). During the October 13th PD day, teachers will also receive training in accommodations for special education students. Moving into year-two, needs based professional development will be planned on campus PD days for special populations.

## Milestones

List 16-20 key milestones your campus will complete to implement this strategy (8-10 per year). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027, December 2027, May 2028, August 2028.

### Milestone 1

Description – What specific action or deliverable will be completed?

Observation and Feedback Cycles Calibration- Campus administrators regularly (at least monthly) utilize Sibme for walkthrough calibration.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Administration

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of administrators will have completed calibrated walkthroughs with Sibme; Screenshots from each campus administrator Sibme account showing use of the app for calibrated walkthroughs

Support Needed – What training, coaching, resources, or tools are required?

Sibme training (Completed Summer 2026); Sibme app access, ongoing Simbe training and support thorugh HR and Leadership (EDLs)

### Milestone 2

Description – What specific action or deliverable will be completed?

Classrooms will implement positive learning environment and classroom management routines, including Emergent Tree (as appropriate for Cohort).

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Emergent Tree Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

"80% of randomly sampled classrooms will: manage instructional time effectively including transitions, routines, and procedures, in ways that maximize instructional time AND implement district, campus and/or campus behavior systems . Teacher address misbehaviors with minimal disruption to the classroom and students follow teacher expectations with positive reinforcement. This will be measured by the Observation tool (classroom management and environment section).

Support Needed – What training, coaching, resources, or tools are required?

Emergent Tree Training, Tier 1 Fidelity Checklist; Tier 1 Fidelity walks from Emergent Tree and MTSS Behavior Specialists

### Milestone 3

Description – What specific action or deliverable will be completed?

Classrooms will implement district adopted High-Quality Instructional Materials (HQIM) and pacing guides with fidelity.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of randomly sampled classrooms will show evidence of fidelity to district adopted HQIM and pacing; Campus walkthroughs sampled by EDL / DCSI using district walkthrough tool.

Support Needed – What training, coaching, resources, or tools are required?

EduHub Access, District Walkthrough forms

### Milestone 4

Description – What specific action or deliverable will be completed?

Campuses will monitor the progress of Emergent Bilingual English language development and utilize district adopted platform for language practice.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus LPAC Administrator / ESL Facilitator

Evidence of Completion – What artifact, data, or observable action will verify completion?

MOY Summit K-12 assessment shows 95% participation rate among Emergent Bilingual Students; Elementary campus master schedules reflect the Transitional Bilingual Early Exit Model as adopted by the district, and teachers utilize adopted langauge development curriculum appropriately. MOY Summit K-12 Assessment report; Bilingual / ESL classroom monitoring and walkthroughs.

Support Needed – What training, coaching, resources, or tools are required?

Summitt K-12 Access, Summitt K-12 Training (provided Sept. 2026); Summitt K-12 training; TELPAS Data Tour

### Milestone 5

Description – What specific action or deliverable will be completed?

Implementation of expectations for academic language and rigorous questioning; Campus leaders will provide ongoing professional learning, coaching, and observation feedback focused on academic language development and rigorous questioning strategies
Campuses will implement the use of academic language and rigorous questioning in Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

80% of randomly sampled classrooms will: use precise acadmic language and rigorous, meaningful, standards aligned tasks and questioning strategies that bild and deepen student understanding measured by scoring a 3 or higher on the Observation Tool.
- Key terms are introduced and used during explanations
- Tasks and questions build and deepen student understanding
Participated in PD provided by Academics team

Support Needed – What training, coaching, resources, or tools are required?

Eduhub Access, Unit overviews; Academic Tours, including AVID WICOR Training, Coaching for teachers who have this action step (MCLs, instructional coaches, and / or campus administrators)

**Milestone 6**

Description – What specific action or deliverable will be completed?

Campuses will implement the AVID WICOR instructional framework to ensure multiple means of participation, engagement, and frequent practice in Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Campus Emergent Tree Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

80% of randomly sampled classrooms will: demonstrate more than one engagement strategy and practice that reveals student thinking (discussion, writing, student practice aligned with AVID WICOR measured by scoring a 3 or higher on the Observation Tool, presence in lesson plans and exemplars, etc.

- Students have regular opportunities to practice during the lesson.
- Participation is high with few or no students disengaged.

Support Needed – What training, coaching, resources, or tools are required?

AVID WICOR Training, AVID WICOR strategies and resources (EduHub).

**Milestone 7**

Description – What specific action or deliverable will be completed?

Campuses teachers will plan and  implement checks for understanding and academic monitoring in Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Administration

Evidence of Completion – What artifact, data, or observable action will verify completion?

In at least 80% of randomly sampled classrooms, teachers will: deliberately check for understanding through qustioning, student work tasks, and / or formative assessments, and monitor for student understanding of lesson objectives (not just task completion) measured by scoring a 3 or higher on the Observation Tool; submission of PLC documenation, exemplars and lesson plans.

- Checks for understanding provide clearn information about how students are progressing toward the objective
- Teacher collects clear evidence of student understanding.

Support Needed – What training, coaching, resources, or tools are required?

Darryl Williams Training for MCLs, Assisstant Principals, Principals, and EDLs
Coaching for teachers who have this action step (MCLs, instructional coaches, and / or campus administrators)

### Milestone 8

Description – What specific action or deliverable will be completed?

The campus administration will implement observation and feedback cycles according to teacher need and tiering to ensure high quality instrction and coaching for teachers.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Administration

Evidence of Completion – What artifact, data, or observable action will verify completion?

85% of walkthroughs in core content area classrooms show a documented action step based on Campus Action Step Tracker.

Creation and maintenance of teacher tiering roster, observation rosters, principal calendars

Support Needed – What training, coaching, resources, or tools are required?

District walkthrough form, EduHub Access; Coaching for teachers identified in Tier 2 or 3 (MCLs, instructional coaches, and / or campus administrators), EDL support, coaching, and supervision of principals who do not meet observation and feedback goals / expectations
Darryl Williams / Teach Like a Champion, teacher waterfall

### Milestone 9

Description – What specific action or deliverable will be completed?

The campus will implement the district PLC and data analysis structures to strengthen data-based decision-making at the classroom, team, and campus levels. During weekly PLC meetings, teams will use student data trackers, assessment results, and student work to analyze growth and mastery, identify students needing intervention or enrichment, and plan targeted instructional responses. Through the district's Closing the Loop process, teams will implement these responses, monitor student progress, and review subsequent evidence to determine effectiveness and adjust instruction. Campus leadership will participate in Superintendent data reviews using district-provided and district-reported data to evaluate campus progress, identify priorities, and guide instructional support.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, PLC Leads

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of Closing the Loops data analysis documents and weekly PLC documents have been completed and uploaded to the PLC artifacts "Data Tours" folder in google drive for Checkpoint 2B, 3A, 3B, and Spring Interim (for impacted grades and subject areas) and students have been identified for intervention or enrichment groups. Weekly submission of PLC artifacts, including agendas, data analysis, updated student data trackers, instructional action steps, and follow-up monitoring; completed Closing the Loop documentation; and documentation of participation in Superintendent data reviews, including identified priorities and resulting campus action steps.

Support Needed – What training, coaching, resources, or tools are required?

District PLC Artifact Folder, Closing the Loops Data Analysis Data Tour (provided Sept. 2026), PlayLab app

**Milestone 10**

Description – What specific action or deliverable will be completed?

The campus will ensure all returning RLA and Math teachers in applicable grade levels for RLA and Math receive RBIS training.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of Returning RLA and Math teachers will have received RBIS Training

Support Needed – What training, coaching, resources, or tools are required?

Funding for training ($250 for RLA per teacher, $500 for Math per teacher)

### Milestone 11

Description – What specific action or deliverable will be completed?

Following Emergent Tree Tier 1 training, pilot teachers will establish and consistently implement Reach and Respond, Frayer models, feedback boards, and aligned feedback to strengthen classroom management and create positive learning environments. Campus leaders will conduct fidelity checks and provide feedback and coaching based on identified implementation needs.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Emergent Tree Campus Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

All pilot teachers demonstrate implementation of the identified Tier 1 practices, documented through the Emergent Tree Tier 1 Fidelity Checklist. Completed fidelity checks, classroom artifacts, and coaching records demonstrate implementation and follow-up support.

Support Needed – What training, coaching, resources, or tools are required?

Emergent Tree Training, Tier 1 Fidelity Checklist

### Milestone 12

Description – What specific action or deliverable will be completed?

The campus will sustain and strengthen implementation of district-adopted High-Quality Instructional Materials and pacing guides by using Year 1 walkthrough findings to identify and address implementation gaps. Campus leaders and instructional coaches will support teachers through lesson internalization, modeling, and targeted coaching. Teachers will use student evidence to plan scaffolds while maintaining the rigor and intent of the adopted curriculum.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

All randomly sampled applicable classrooms demonstrate fidelity to district-adopted HQIM and pacing, documented through the district walkthrough tool. Lesson internalization artifacts and coaching records demonstrate how the campus addressed gaps identified in Year 1.

Support Needed – What training, coaching, resources, or tools are required?

EduHub Access, District Walkthrough forms

**Milestone 13**

Description – What specific action or deliverable will be completed?

Teachers will implement Tier 1 instruction that includes clear, standards-aligned lesson objectives; precise academic language; rigorous tasks and questioning; AVID WICOR engagement strategies; frequent checks for understanding; and academic monitoring that informs immediate instructional adjustments. Campus leaders will use walkthrough findings to identify teachers needing additional support and provide targeted modeling, coaching, practice, and follow-up observations.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

At least 80% of randomly sampled classrooms score 3 or higher on each applicable district observation-tool component related to these instructional practices. Walkthrough summaries, lesson artifacts, and coaching records document implementation and improvement in identified areas.

Support Needed – What training, coaching, resources, or tools are required?

EduHub resources and unit overviews, AVID WICOR resources and training, Darryl Williams/ Teach Like a Champion resources, and targeted coaching for teachers who do not meet expectations.

**Milestone 14**

Description – What specific action or deliverable will be completed?

Campus leadership will review student growth, student-group performance, PLC decisions, intervention progress, and walkthrough findings after each district assessment checkpoint. Leadership will participate in Superintendent data reviews using district-provided and district-reported data, evaluate whether instructional responses are producing improvement, and adjust coaching, intervention, enrichment, and campus support priorities based on the findings.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, PLC Leads, Intervention Staff.

Evidence of Completion – What artifact, data, or observable action will verify completion?

Campus and Superintendent data-review artifacts document findings, decisions, responsible staff, and follow-up dates. Subsequent reviews show whether prior actions improved student outcomes and identify adjustments when progress was insufficient. The end-of-year evaluation summarizes implementation, student growth, student-group results, and priorities for the following year.

Support Needed – What training, coaching, resources, or tools are required?

District data reports, Superintendent data-review protocols, student progress-monitoring records, and support from EDLs and Accountability & School Improvement.

### Milestone 15

Description – What specific action or deliverable will be completed?

Building on the pilot implementation in milestone 11, the campus will train and support all content-area teachers in implementing Emergent Tree Tier 1 practices. The campus team will use pilot findings to refine implementation supports, establish consistent expectations across classrooms, and provide coaching to teachers whose fidelity checks identify gaps.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

80% of randomly sampled classrooms will: manage instructional time effectively including transitions, routines, and procedures, in ways that maximize instructional time AND implement district, campus and/or campus behavior systems . Teacher address mishehaviors with minimal distruption to the classroom and students follow teacher expectations with positive reinforcment.

On Emergent Tree Year 2 Campuses: 80% of randomly sampled classrooms will show evidence of Emergent Tree Tier 1 Fidelity. (Temperture checks, frayer models, feedback boards, aligned feedback)

Support Needed – What training, coaching, resources, or tools are required?

Emergent Tree Training, Tier 1 Fidelity Checklist

### Milestone 16

Description – What specific action or deliverable will be completed?

The campus will continue the observation and feedback cycles established in Year 1 and refine support based on current teacher needs. Campus administrators will review and update the teacher tiering roster at the beginning of the year and at least each grading period, using walkthrough evidence, progress on prior action steps, and student learning evidence. Observation frequency and coaching intensity will reflect teacher tiering, and follow-up observations will determine whether teachers have implemented their action steps.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Administration

Evidence of Completion – What artifact, data, or observable action will verify completion?

At least 85% of core-content walkthroughs include a documented action step in the Campus Action Step Tracker. Updated teacher tiering rosters, observation schedules, coaching records, and follow-up observations demonstrate differentiated support and progress on action steps.

Support Needed – What training, coaching, resources, or tools are required?

District walkthrough form, EduHub Access

**Milestone 17**

Description – What specific action or deliverable will be completed?

The campus will review RBIS training records annually and ensure newly hired or newly assigned RLA and Math teachers in applicable grade levels complete the appropriate training. Teachers with outstanding training needs will be scheduled for the next available session and receive interim support applying research-based instructional strategies through PLCs and coaching.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

A current staff training roster verifies that all applicable RLA and Math teachers have completed RBIS training by the checkpoint. Registration and completion records document training for new staff and teachers with previously identified gaps.

Support Needed – What training, coaching, resources, or tools are required?

Funding for training ($250 for RLA per teacher, $500 for Math per teacher)

### Milestone 18

Description – What specific action or deliverable will be completed?

The campus will protect recurring PLC time in the master schedule and implement a consistent lesson internalization process using district-adopted HQIM. Teams will unpack upcoming standards and lesson objectives, complete key student tasks, develop exemplars, anticipate misconceptions, plan academic language and questioning, and identify checks for understanding and necessary scaffolds.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

The master schedule identifies protected PLC time. Weekly PLC artifact submissions include lesson internalization documentation, completed exemplars, anticipated misconceptions, and planned checks for understanding. Campus leaders review artifacts and classroom implementation to provide feedback on planning quality.

Support Needed – What training, coaching, resources, or tools are required?

District PLC facilitator guide, HQIM and unit overviews, EduHub resources, protected collaborative planning time, and facilitator training and coaching.

### Milestone 19

Description – What specific action or deliverable will be completed?

PLC teams will maintain student data trackers and review assessment results, student work, and progress-monitoring evidence to evaluate growth and mastery for individual students and applicable student groups. Teachers will update trackers before data-analysis meetings so PLC time focuses on explaining learning patterns, identifying misconceptions and instructional needs, and selecting specific responses. Through Closing the Loop, teams will identify students needing intervention or enrichment and document the instructional response, responsible teacher, and follow-up assessment.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, PLC Leads

Evidence of Completion – What artifact, data, or observable action will verify completion?

Weekly PLC artifact submissions include updated student trackers and documented analysis, instructional decisions, and follow-up results. Completed Closing the Loop documents show how teams respond to individual and student-group needs and adjust instruction when students do not demonstrate expected progress.

Support Needed – What training, coaching, resources, or tools are required?

District student data trackers and reports, Closing the Loop protocols, assessment-platform access, and coaching on facilitating analysis and instructional decision-making.

**Milestone 20**

Description – What specific action or deliverable will be completed?

The campus will prepare applicable Math teachers to implement the newly adopted district Math curriculum through initial training, ongoing professional learning, and unit and lesson internalization during PLCs. Campus leaders and instructional coaches will monitor implementation, identify challenges, and provide targeted modeling and coaching to strengthen the use of curriculum tasks, representations, questioning, and assessments.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Math Teachers, PLC Leads, Instructional Coaches/MCLs.

Evidence of Completion – What artifact, data, or observable action will verify completion?

Training records verify participation by all applicable Math teachers. PLC artifacts document unit and lesson internalization. Walkthroughs demonstrate implementation of the adopted curriculum and pacing, and coaching records document follow-up support for identified gaps.

Support Needed – What training, coaching, resources, or tools are required?

District Academics training, adopted Math curriculum and assessments, EduHub resources, implementation guidance, and ongoing content-specific coaching.

## Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

The principal from Cavazos will meet with Executive Directors of Leadership weekly for coaching, support, and weekly data reviews. This campus will also participate in a monthly meeting after each District Checkpoint assessment with Superintendent Dr. Boyer, Chief of Schools, Mr. Marquez, and Chief Academic Officer Dr. Trejo, to review campus data, campus PLC artifacts, attendance and discipline reports, and fidelity of implementation of academic interventions. Campuses will monitor the progress of the TIP at least monthly to review with Executive Directors of Leadership. If this campus is struggling to meet milestones of the TAP, additional support and monitoring will be provided.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Cheryl Wilson (DCSI) will review monthly updates on the implementation of the Targeted Improvement Plan.
Executive Directors will review data and documentation weekly with principals.
Superintendent Dr. Boyer, Chief of Schools, Mr. Marquez, and Chief of Academics, Dr. Trejo will review campus data with principals during monthly superintendent data reviews.
The principal at Cavazos will monitor milestones and campus implementation, including through the use of Campus Leadership Team meetings and calibration with her assistant principal.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress will be collected monthly and uploaded to campus TIP folders hosted by the Accountability and School Improvement Team. Campuses will also provide artifacts during superintendent data reviews 3x per semester.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

All Milestone progress data and artifacts will be shared with Executive Directors of Leadership and cabinet level leadership for review utilizing the TIP folder for data collection in Microsoft TEAMS / One Drive, as well as the superintendent data review process.
Data for milestones related to observation / feedback cycles will be pulled from Eduphoria (Strive) from the district observation tool. Assessment data is also maintained in Eduphoria and will be pulled from that location. Emergent Tree data is collected and maintained by the behavior team who will provide this information for the milestones (beginning year 2).

## Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 71 |
| Meets Grade Level | 45 |
| Masters Grade Level | 16 |

Not applicable: RLA STAAR goals (SY 26-27)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 65 |
| Meets Grade Level | 46 |
| Masters Grade Level | 16 |

Not applicable: Math STAAR goals (SY 26-27)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 69 |
| Meets Grade Level | 40 |
| Masters Grade Level | 15 |

Not applicable: overall STAAR goals (SY 26-27)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

16

Not applicable: Academic Achievement goal (SY 26-27)

No

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

3

Not applicable: ELP Component goal (SY 26-27)

No

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 27-28.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 73 |
| Meets Grade Level | 46 |
| Masters Grade Level | 20 |

Not applicable: RLA STAAR goals (SY 27-28)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 27-28.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 70 |
| Meets Grade Level | 49 |
| Masters Grade Level | 20 |

Not applicable: Math STAAR goals (SY 27-28)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 27-28.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 70 |
| Meets Grade Level | 45 |
| Masters Grade Level | 20 |

Not applicable: overall STAAR goals (SY 27-28)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 27-28?

16

Not applicable: Academic Achievement goal (SY 27-28)

No

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 27-28?

3

Not applicable: ELP Component goal (SY 27-28)

No

Will this campus have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

16

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

8

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 27-28?

16

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 27-28?

8

## Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

In the assurances section regarding stakeholder feedback, we were only able to share one of the stakeholder feedback documents. Please find additional documentation for the stakeholder feedback process attached here.

Upload additional documents (optional):

Phase 1 - Raw Data - Lauro Cavazos Elementary - Request for Stakeholder Input (Responses) (2).xlsx
Phase 1 - Lauro_Cavazos_Stakeholder_Feedback_Executive_Summary.pdf.pdf

# Ector County Independent School District

# Blackshear Elementary

# 2026-2027 Targeted Improvement Plan

## Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

No

Please upload artifacts demonstrating a robust observation and feedback system.

Classroom Walkthrough Observation Form 26-27 (1).pdf
Action Step Tracker 2026.xlsx
f91108ba-420e-424a-
bcd6-01ef60707eec_LIFT_Companion_Guide_Content_Agnostic_ObsFeedback_1_.pdf
Analytics available.docx
0cd27ad3-33bc-4317-81d5-26aa89b5cd6f_Content_Agnostic_Classroom_Observation_Tool.pdf

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

—

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

—

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

—

Please select the date of board approval for this plan:

November 17, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

—

## SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

Our campus is not engaged in a TEA program

Which, if any, program is your school system interested in to support this strategy?

Our campus is not engaged in a TEA program

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Other, District Staff

Please specify the other organization:

Darryl Williams – Get Better Faster / Teach Like a Champion

How many district staff members will be responsible for capacity building with this campus?

2

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

Julie Marshall, EDL, 50%
Darryl Williams, Capacity Builder, 50%
Rachel Cervantes, Campus Instructional Specialist, 100%

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Julie Marshall -
Julie Garner Marshall is a district instructional leader with 35 years of experience in public education. She has worked extensively with TEA turnaround campuses serving high-needs

student populations and leading comprehensive school improvement efforts. In a previous district role, she contributed to the development and monitoring of Campus Improvement Plans, Improvement Required Plans, and TEA Turnaround Plans, providing direct support to multiple middle schools engaged in turnaround processes. Her career includes service as a Principal, Curriculum Facilitator, District ELA Coordinator, and Success Coach at campuses with high economic disadvantage, including Zavala Elementary and Blackshear Elementary. She holds a Master of Science in Counseling and Principal Certification from the University of Texas Permian Basin, as well as two bachelor's degrees from Texas Tech University. Her leadership experience demonstrates a strong record of coaching, data-driven improvement, and elevating instructional quality on struggling campuses.

Darryl Williams -
Uncommon Schools / Teach Like a Champion - Darryl Williams - Darryl Williams and the Teach Like a Champion team bring a strong record of success in school turnaround through their work with Uncommon Schools and initiatives such as TurnNJ, which produced significant, measurable gains in student achievement in historically underperforming schools. Under Williams's leadership and coaching, schools have implemented proven instructional and leadership practices that moved campuses from struggling to exceeding state standards. Their data-driven, teacher development–focused approach has been independently validated for closing achievement gaps and sustaining high performance across diverse, high-need student populations.

Mrs. Rachel Cervantes – Campus Specialist
Mrs. Rachel Cervantes is a proud product of Ector County ISD and has dedicated much of her professional career to serving the students and families of ECISD. Her deep roots in the district and extensive experience on the Blackshear Elementary campus make her a valuable asset to our school community.
Mrs. Cervantes began her teaching career at Blackshear Elementary, where she taught first-grade bilingual students for approximately nine years. She later served as a Reading Recovery teacher at Dowling Elementary and spent approximately five years teaching first-grade bilingual students at Burleson Elementary. She returned to Blackshear as a lower-grade interventionist for approximately three years, followed by several years teaching second grade and first grade.
After a distinguished career in education, Mrs. Cervantes retired in 2024. Her commitment to students and love for education brought her back to Blackshear in 2025, where she now serves as a Campus Specialist.
In her current role, Mrs. Cervantes is providing targeted support to fourth-grade mathematics, working alongside teachers to strengthen instruction, support small-group intervention, and help students make academic progress. Her extensive classroom experience, particularly in the primary grades, gives her a strong understanding of foundational skills and the instructional needs of diverse learners.
Mrs. Cervantes is an experienced, dependable, and student-centered educator who brings a wealth of knowledge to our campus. She builds positive relationships with teachers and

students, shares practical instructional strategies, and approaches her work with a genuine desire to help others succeed. Her willingness to step into areas of need and support the campus wherever she is needed demonstrates her strong commitment to Blackshear Elementary and the success of every Bobcat.

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Opportunity Culture ($225,000 - Title 1 Funds)
- 5 Multi Classroom Leaders (1 Self Contained 2nd Grade, 4 RLA)
- 5 Teacher Residents (1 per grade level 1st-5th)

District assigned Campus Instructional Specialist ($80,000 - Title 2 Funds)

$15,000 (Local Funds) for Retired Certified Teacher Tutors

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

n/a

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

Instructional Specialists are assigned by the district based on school improvement status and campus need; 1 was added to this campus. Staffing positions and title funds have been allocated to increase the number of effective / high-growth teachers on the campus. Staff has been distributed according to campus need to ensure high-quality staff in high-need areas. Students are assigned to Opportunity Culture / TIA Designated teachers based on student need and data indications.

## Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Other

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

525

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

525

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

175

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

| Type of Assessment | Please specify other assessment type: | Campus or District | Frequency | Purpose (how will these results be used) |
|---|---|---|---|---|
| Other | District Common Assessment (District Checkpoint) | District | Monthly | Campuses will participate in District Checkpoint assessments directly tied to the scope and sequence of each grade level / content area. These are administered in the 5th week and 9th week of each 9-week grading period. These assessments are designed to take no more than a single class period and assess recently covered material. Campuses engage in data review after each of these assessments and respond to identified needs through reteaching, spiraling, and / or extension. The district also provides growth tables after each assessment. Together with performance data, the growth data is also used to assist with student grouping, determination of interventions, and MTSS tiering. |
| Interim | | District | Semester | Campuses will take the RLA and Math interim in Fall, and interims for RLA, Math, and Science in the Spring. These STAAR aligned assessments are used not only to give students practice and familiarity in the STAAR platform, but also to provide campuses data on STAAR-aligned performance, growth, and predictive analytics. Growth tables and performance data are provided to campuses after each of these assessments to assist with student grouping, remediation and intervention plans, and data tracking. |

| Type of Assessment | Please specify other assessment type: | Campus or District | Frequency | Purpose (how will these results be used) |
|---|---|---|---|---|
| Other | I-Ready | District | BOY/MOY/ EOY | Students participate in the i-ready assessment to engage in a personalized learning pathway throughout the year. The results of the assessments and learning pathway also provide teachers with scripted lessons for student intervention. |

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

The district accountability team will produce student growth tables after each checkpoint and interim assessment. These growth tables utilize the state accountability methodology and compare growth to the prior year STAAR assessment. These growth tables provide not only overall growth scores, but also student listings and demographic group growth scores for Domain III monitoring. The campus will review these growth tables after each checkpoint and interim assessment and utilize them for planning student interventions during the campus intervention block, MTSS-tiering, and student grouping within classrooms. Teachers maintain a year-long student data tracker.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

Ms. Cervantes (4th) and Ms. Cornell (5th) pull intervention groups including specifically Emergent Bilingual and Special Education students during the daily small group rotation for on the spot reteaching and intervention. The campus has also hired two retired teachers to pull intervention groups in RLA. The campus also has a daily intervention block in the master schedule for each grade level for specific intervention based on assessment data and MTSS status.  After each assessment cycle (checkpoint assessments), teachers identify areas for reteaching and remediation, as well as low performing or low-growth students in need of intervention on the district Closing the Loops document. This allows the intervention cycle to be updated after each 5 and 9 week assessment cycle.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs meet by grade level, once weekly for RLA and once weekly for Math for 50 minutes weekly.

How frequently will PLCs occur?

PLCs meet by grade level, once weekly for RLA and once weekly for Math for 50 minutes weekly. This time is protected on the master schedule.

Who will facilitate PLCs?

PLCs are facilitated by Multi-Classroom Leaders and Campus Administrators. The Assistant Principal Ms. Reddell oversees K-2 PLCs and Ms. Rivera oversees all 3-5 PLCs.

Who is required to attend PLCs?

All teachers, Special Education Teachers, Campus instructional Specialists (Math), and Campus Administrators. This includes campus bilingual teachers and the campus LPAC administrator.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

This campus uses the district PLC protocol which follows the 9-week instructional cycle and data cadence in the district. This ensures that weekly PLC structures are completed while embedding internalization, TEKS analysis, and data protocols into the cadence of meetings.

Upload PLC agenda (optional):

ECISD 9-Week PLC Facilitator Guide.pdf

## Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Other Campus Admin (Assistant Principals, Instructional Coaches) | Teach Like a Champion / Get Better Faster / Bambrick-Santoyo Training: Darryl Williams, CEO of Teach Like a Champion trainings EDLs, Principals, APs, and Multi-classroom leaders monthly on best practices for school leadership and coaching teachers. Topics covered include: developing systems and processes, school culture, tiering teachers for support, coaching and providing effective feedback, and implementing aggressive monitoring. | Darryl Williams | Principal Manager (EDL), Principal, Assistant Principals, MCLs |
| Other Campus Admin (Assistant Principals, Instructional Coaches) | Data Tours: Campus and District Leaders participate in data tours that enhance leaders' data literacy for major data points used throughout the district. The goal of each data tour is to deeply understand the data provided as well as its impact on accountability and next steps for the campus team. Each data tour has components that start with the 30,000 ft view and lead to individual student level interventions. | District Accountability & School Improvement Team | Principal, Campus Leadership Team |
| Teacher | Academic Tours<br>Description: Academic tours are designed to roll out academic initiatives and information to campus leadership and teachers. This includes the district PLC process, use of district curriculum documents, and the districtwide instructional framework. | District Academics Department | All teachers |
| Other Campus Admin (Assistant Principals, Instructional Coaches) | Emergent Tree Tier 1 Program:<br>Campuses will attend 3 in person training sessions, 2 virtual coaching sessions, and 2 in person coaching visits to ensure fidelity of implementation of the Tier 1 behavior program. | Emergent Tree Consultants and Coaches | Campus Emergent Tree Team (Principal, Administration, and Select Teacher Team) |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Teacher | RBIS - RBIS (Research-Based Instructional Strategies) training equips educators with evidence-based practices for delivering rigorous, standards-aligned Tier 1 instruction. The training helps teachers deepen their understanding of content-specific instructional practices, strengthen lesson design and delivery, anticipate student misconceptions, and use effective strategies that promote student thinking, engagement, and mastery of grade-level content.<br><br>Reading and Math teachers will attend before the start of the 27-28 school year. | Region 18 Service Center | 3-5 RLA and Math teachers |
| Teacher | New ELPs Training - The new Texas ELPS training prepares educators to implement the updated English Language Proficiency Standards (ELPS) by integrating language development into daily content-area instruction. The training emphasizes intentionally supporting students in developing listening, speaking, reading, and writing skills while maintaining access to rigorous, grade-level academic content. | District Bilingual / ESL Team | All content area teachers, Principals, administrators |
| Principal | School Improvement Orientation - Texas School Improvement (SI) Orientation provides campus and district leaders with an overview of TEA's school improvement framework, requirements, and processes for identified campuses. The training helps teams understand their improvement pathway, required planning and monitoring activities, available supports, and expectations for using data and evidence-based practices to drive continuous improvement. | Region 18 Service Center | Principal, Principal Manager |

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

This campus has no staff members with less than 2 years of experience. Each uncertified staff member (4) has a personalized certification plan. The one Instructional Facilitator is attending IF Academy monthly.
Based on the campus improvement status, the principal has required all staff members to engage in all training opportunities for refreshing, retraining, and recalibrating as a campus. Teachers are tiered according to need and performance, with Tier 1 teachers needing little support to be successful, and tier 2 and 3 teachers needing increasing coaching and support to be successful. Tier 2 and 3 teachers are assigned an opportunity culture coach for additional coaching, observation, and feedback cycles beyond the campus T-Tess cadence.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Emergent Tree training is evaluated using the Emergent Tree Classroom coaching tool and Tier 1 / 2 fidelity checklists.
Darryl Williams training is evaluated using a combination of the "see it, name it, do it" coaching scripting cycle and the district walkthrough form.
District level training is evaluated using the district classroom walkthrough form.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Biweekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

The bilingual staff members received training the new ELPs and Summitt K-12. Ms. Rivera is planning to provide a campus-wide ELPs and content / language objective training on October 13th.
All teachers received Special Education training on Sept. 8th. Ms. Rivera is planning another special education support training this fall.

## Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

### Milestone 1

Description – What specific action or deliverable will be completed?

Observation and Feedback Cycles Calibration- Campus administrators regularly (at least monthly) utilize Sibme for walkthrough calibration.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Administration

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of administrators will have completed calibrated walkthroughs with Sibme; Screenshots from each campus administrator Sibme account showing use of the app for calibrated walkthroughs

Support Needed – What training, coaching, resources, or tools are required?

Sibme training (Completed Summer 2026); Sibme app access, ongoing Simbe training and support thorugh HR and Leadership (EDLs)

### Milestone 2

Description – What specific action or deliverable will be completed?

Classrooms will implement positive learning environment and classroom management routines, including Emergent Tree (as appropriate for Cohort).

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Emergent Tree Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

80% of randomly sampled classrooms will: manage instructional time effectively including transitions, routines, and procedures, in ways that maximize instructional time AND implement district, campus and/or campus behavior systems . Teacher address misbehaviors with minimal disruption to the classroom and students follow teacher expectations with positive reinforcement. This will be measured by the Observation tool (classroom management and environment section).

Support Needed – What training, coaching, resources, or tools are required?

Emergent Tree Training, Tier 1 Fidelity Checklist; Tier 1 Fidelity walks from Emergent Tree and MTSS Behavior Specialists

### Milestone 3

Description – What specific action or deliverable will be completed?

Classrooms will implement district adopted High-Quality Instructional Materials (HQIM) and pacing guides with fidelity.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of randomly sampled classrooms will show evidence of fidelity to district adopted HQIM and pacing; Campus walkthroughs sampled by EDL / DCSI using district walkthrough tool.

Support Needed – What training, coaching, resources, or tools are required?

EduHub Access, District Walkthrough forms

### Milestone 4

Description – What specific action or deliverable will be completed?

Campuses will monitor the progress of Emergent Bilingual English language development and utilize district adopted platform for language practice.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus LPAC Administrator / ESL Facilitator

Evidence of Completion – What artifact, data, or observable action will verify completion?

MOY Summit K-12 assessment shows 95% participation rate among Emergent Bilingual Students; Elementary campus master schedules reflect the Transitional Bilingual Early Exit Model as adopted by the district, and teachers utilize adopted language development curriculum appropriately. MOY Summit K-12 Assessment report; Bilingual / ESL classroom monitoring and walkthroughs.

Support Needed – What training, coaching, resources, or tools are required?

Summitt K-12 Access, Summitt K-12 Training (provided Sept. 2026); Summitt K-12 training; TELPAS Data Tour

**Milestone 5**

Description – What specific action or deliverable will be completed?

Implementation of expectations for academic language and rigorous questioning; Campus leaders will provide ongoing professional learning, coaching, and observation feedback focused on academic language development and rigorous questioning strategies
Campuses will implement the use of academic language and rigorous questioning in Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

80% of randomly sampled classrooms will: use precise acadmic language and rigorous, meaningful, standards aligned tasks and questioning strategies that bild and deepen student understanding measured by scoring a 3 or higher on the Observation Tool.
- Key terms are introduced and used during explanations
- Tasks and questions build and deepen student understanding
Participated in PD provided by Academics team

Support Needed – What training, coaching, resources, or tools are required?

Eduhub Access, Unit overviews; Academic Tours, including AVID WICOR Training, Coaching for teachers who have this action step (MCLs, instructional coaches, and / or campus administrators)

**Milestone 6**

Description – What specific action or deliverable will be completed?

Campuses will implement the AVID WICOR instructional framework to ensure multiple means of participation, engagement, and frequent practice in Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

80% of randomly sampled classrooms will: demonstrate more than one engagement strategy and practice that reveals student thinking (discussion, writing, student practice aligned with AVID WICOR measured by scoring a 3 or higher on the Observation Tool, presence in lesson plans and exemplars, etc.

- Students have regular opportunities to practice during the lesson.
- Participation is high with few or no students disengaged.

Support Needed – What training, coaching, resources, or tools are required?

AVID WICOR Training, AVID WICOR strategies and resources (EduHub).

### Milestone 7

Description – What specific action or deliverable will be completed?

Campuses teachers will plan and  implement checks for understanding and academic monitoring in Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

In at least 80% of randomly sampled classrooms, teachers will: deliberately check for understanding through qustioning, student work tasks, and / or formative assessments, and monitor for student understanding of lesson objectives (not just task completion) measured by scoring a 3 or higher on the Observation Tool; submission of PLC documenation, exemplars and lesson plans.

- Checks for understanding provide clearn information about how students are progressing toward the objective
- Teacher collects clear evidence of student understanding.

Support Needed – What training, coaching, resources, or tools are required?

Darryl Williams Training for MCLs, Assisstant Principals, Principals, and EDLs
Coaching for teachers who have this action step (MCLs, instructional coaches, and / or campus administrators)

### Milestone 8

Description – What specific action or deliverable will be completed?

The campus administration will implement observation and feedback cycles according to teacher need and tiering to ensure high quality instruction and coaching for teachers.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Administration

Evidence of Completion – What artifact, data, or observable action will verify completion?

85% of walkthroughs in core content area classrooms show a documented action step based on Campus Action Step Tracker.

Creation and maintenance of teacher tiering roster, observation rosters, principal calendars

Support Needed – What training, coaching, resources, or tools are required?

District walkthrough form, EduHub Access; Coaching for teachers identified in Tier 2 or 3 (MCLs, instructional coaches, and / or campus administrators), EDL support, coaching, and supervision of principals who do not meet observation and feedback goals / expectations Darryl Williams / Teach Like a Champion, teacher waterfall

### Milestone 9

Description – What specific action or deliverable will be completed?

The campus will implement the district PLC and data analysis structures to strengthen data-based decision-making at the classroom, team, and campus levels. During weekly PLC meetings, teams will use student data trackers, assessment results, and student work to analyze growth and mastery, identify students needing intervention or enrichment, and plan targeted instructional responses. Through the district's Closing the Loop process, teams will implement these responses, monitor student progress, and review subsequent evidence to determine effectiveness and adjust instruction. Campus leadership will participate in Superintendent data reviews using district-provided and district-reported data to evaluate campus progress, identify priorities, and guide instructional support.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, PLC Leads

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of Closing the Loops data analysis documents and weekly PLC documents have been completed and uploaded to the PLC artifacts "Data Tours" folder in google drive for Checkpoint 2B, 3A, 3B, and Spring Interim (for impacted grades and subject areas) and students have been identified for intervention or enrichment groups. Weekly submission of PLC artifacts, including agendas, data analysis, updated student data trackers, instructional action steps, and follow-up monitoring; completed Closing the Loop documentation; and documentation of participation in Superintendent data reviews, including identified priorities and resulting campus action steps.

Support Needed – What training, coaching, resources, or tools are required?

District PLC Artifact Folder, Closing the Loops Data Analysis Data Tour (provided Sept. 2026), PlayLab app

**Milestone 10**

Description – What specific action or deliverable will be completed?

The campus will ensure all returning RLA and Math teachers in applicable grade levels for RLA and Math receive RBIS training.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of Returning RLA and Math teachers will have received RBIS Training

Support Needed – What training, coaching, resources, or tools are required?

Funding for training ($250 for RLA per teacher, $500 for Math per teacher)

## Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

The Blackshear principal will meet with Executive Directors of Leadership weekly for coaching, support, and weekly data reviews. This campus will also participate in a monthly meeting after each District Checkpoint assessment with Superintendent Dr. Boyer, Chief of Schools, Mr. Marquez, and Chief Academic Officer Dr. Trejo, to review campus data, campus PLC artifacts, attendance and discipline reports, and fidelity of implementation of academic interventions. Campuses will monitor the progress of the TIP at least monthly to review with Executive Directors of Leadership.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Cheryl Wilson (DCSI) will review monthly updates on the implementation of the Targeted Improvement Plan.
Executive Directors will review data and documentation weekly with principals.
Superintendent Dr. Boyer, Chief of Schools, Mr. Marquez, and Chief of Academics, Dr. Trejo will review campus data with principals during monthly superintendent data reviews.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress will be collected monthly and uploaded to campus TIP folders hosted by the Accountability and School Improvement Team. Campuses will also provide artifacts during superintendent data reviews 3x per semester.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

All Milestone progress data and artifacts will be shared with Executive Directors of Leadership and cabinet level leadership for review utilizing the TIP folder for data collection in Microsoft TEAMS / One Drive, as well as the superintendent data review process.

## Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 72 |
| Meets Grade Level | 44 |
| Masters Grade Level | 19 |

Not applicable: RLA STAAR goals (SY 26-27)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 59 |
| Meets Grade Level | 41 |
| Masters Grade Level | 20 |

Not applicable: Math STAAR goals (SY 26-27)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 66 |
| Meets Grade Level | 37 |
| Masters Grade Level | 19 |

Not applicable: overall STAAR goals (SY 26-27)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

16

Not applicable: Academic Achievement goal (SY 26-27)

No

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

2

Not applicable: ELP Component goal (SY 26-27)

No

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

16

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

8

## Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

—

Upload additional documents (optional):

—

# Ector County Independent School District

# Crockett Middle School

# 2026-2027 Targeted Improvement Plan

## Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

No

Please upload artifacts demonstrating a robust observation and feedback system.

Classroom Walkthrough Observation Form 26-27.pdf
f91108ba-420e-424a-
bcd6-01ef60707eec_LIFT_Companion_Guide_Content_Agnostic_ObsFeedback_1_.pdf
Analytics available.docx
0cd27ad3-33bc-4317-81d5-26aa89b5cd6f_Content_Agnostic_Classroom_Observation_Tool.pdf

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

No

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

No

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

No

Please select the date of board approval for this plan:

November 17, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

—

## SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

Our campus is not engaged in a TEA program

Which, if any, program is your school system interested in to support this strategy?

Our campus is not engaged in a TEA program

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Other, District Staff

Please specify the other organization:

Darryl Williams – Get Better Faster / Teach Like a Champion

How many district staff members will be responsible for capacity building with this campus?

4

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

EDL, Anthony Garcia, 50%
Outside Capacity Buildier, Darryl Williams, 50%
MCL, Sandra Kerr, 50%

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Darryl Williams -
Uncommon Schools / Teach Like a Champion - Darryl Williams - Darryl Williams and the Teach Like a Champion team bring a strong record of success in school turnaround through their work with Uncommon Schools and initiatives such as TurnNJ, which produced significant, measurable gains in student achievement in historically underperforming schools. Under Williams's leadership and coaching, schools have implemented proven instructional and leadership practices that moved campuses from struggling to exceeding state standards. Their data-driven, teacher development–focused approach has been independently validated for closing achievement gaps and sustaining high performance across diverse, high-need student populations.

Anthony Garcia
Anthony Garcia brings more than 15 years of experience in public education to his current role as Executive Director of Leadership at ECISD. He has held roles as a teacher, assistant principal, and principal at middle and high schools prior to taking his current role. As EDL over secondary campuses, Garcia is responsible for developing and supporting leadership across ECISD's campuses — guiding administrators, fostering school culture, and driving strategic initiatives aimed at student and educator success. His long-standing commitment to the Odessa area and his comprehensive experience at multiple school levels equip him to serve as a trusted leader in the district. Mr. Garcia holds a Bachelor's degree from Texas Tech University, and a Master's degree in Educational Leadership from Stephen F. Austin State University.

Sandra Keer
Sandra Kerr is beginning her 19th year at Crockett Middle School. Throughout her tenure, she has taught 7th-grade math for ten years, 8th-grade math for ten years, and Algebra I for three years. This year, she is excited to expand her instructional experience by teaching Algebra II. Ms. Kerr has been an integral part of Crockett's ongoing journey of growth and improvement, having witnessed and contributed to the school's successful turnaround process under previous administrations—a challenging yet deeply rewarding experience that resulted in measurable academic progress and strengthened instructional practices.
She currently serves as a TIA-designated teacher and a Multi-Classroom Leader, where she provides coaching and instructional support to three teachers while continuing to teach five classes of her own. Ms. Kerr holds both a Bachelor's and a Master's degree in Mathematics from the University of Texas Permian Basin and is certified in Mathematics for grades 4–12. Her leadership, expertise, and commitment to continuous improvement exemplify the high standards and collaborative culture of excellence at Crockett Middle School.

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

$15,000 (Title 1), Multi-Classroom Leader (Math)
$7,000 (Title 1), Team Reach Teacher (Math)
$33,000 (Title 1), Reach Associate (Math)
$15,000 (Title 1), Tutoring beginning in the fall
$70,000 (Projected Title 1), Air Tutor contract

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

n/a

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

Opportunity Culture (MCL, TRT, RA) in high needs area (Math). TIA designated teachers have been prioritized in Reading and Math. Students are rostered to TIA or Opportunity culture teachers based on need. 7th grade math and 8th grade social studies were restaffed as priority areas on the campus.

## Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

225

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

225

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

175

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

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| Other | District Common Assessment (District Checkpoint) | District | Monthly | Campuses will participate in District Checkpoint assessments directly tied to the scope and sequence of each grade level / content area. These are administered in the 5th week and 9th week of each 9-week grading period. These assessments are designed to take no more than a single class period and assess recently covered material. Campuses engage in data review after each of these assessments and respond to identified needs through reteaching, spiraling, and / or extension. The district also provides growth tables after each assessment. Together with performance data, the growth data is also used to assist with student grouping, determination of interventions, and MTSS tiering. |
| Interim | | District | Semester | Campuses will take the RLA and Math interim in Fall, and interims for RLA, Math, and Science in the Spring. These STAAR aligned assessments are used not only to give students practice and familiarity in the STAAR platform, but also to provide campuses data on STAAR-aligned performance, growth, and predictive analytics. Growth tables and performance data are provided to campuses after each of these assessments to assist with student grouping, remediation and intervention plans, and data tracking. |

| Type of Assessment | Please specify other assessment type: | Campus or District | Frequency | Purpose (how will these results be used) |
|---|---|---|---|---|
| Other | I-Ready | District | BOY/MOY/ EOY | Students participate in the i-ready assessment to engage in a personalized learning pathway throughout the year. The results of the assessments and learning pathway also provide teachers with scripted lessons for student intervention. |

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

The district accountability team will produce student growth tables after each checkpoint and interim assessment. These growth tables utilize the state accountability methodology and compare growth to the prior year STAAR assessment. These growth tables provide not only overall growth scores, but also student listings and demographic group growth scores for Domain III monitoring. The campus will review these growth tables after each checkpoint and interim assessment and utilize them for planning student interventions during the campus intervention block, MTSS-tiering, and student grouping within classrooms.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

All students who failed a math or reading STAAR have been placed in Math or Reading Lab classes for remediation. There is a daily RTI block ("Colt Time") for all students. (Monday - ILead, Tuesday - RLA, Wednesday - Math, Thursday - IB, Friday - RLA / Math by student need). After school tutoring takes places throughout the school year, and an upcoming Air Tutor contract will be designed to target students with additional needs during lab class time. Additionally, high priority students were placed with high-growth teachers (TIA designated or Opportunity Culture) as much as possible.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

All PLCs are organized by content area. All core subject teachers share a PLC period with their content area and meet daily.

How frequently will PLCs occur?

PLCs occur daily for 45 minutes.

Who will facilitate PLCs?

RLA - Ms. Holguin (Assistant Principal)
Math - Senovio Ortiz (Principal)
Social Studies - (Rotation of Administrators while in process of hiring 3rd AP)
Science - Ms. Avila (Assistant Principal)

Who is required to attend PLCs?

All content area teachers, Reach Associates, all Special Education teachers related to the content area. ESL facilitator attends RLA PLCs.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

The campus uses ECISD's 9-Week PLC Framework, a structured, cyclical process focused on using student data to continuously improve Tier 1 instruction and provide targeted intervention and enrichment. PLC teams meet in a designated 45-minute period and center their work around DuFour's four guiding questions: What do we want students to learn? How will we know if they have learned it? How will we respond when students do not learn it? How will we extend learning for students who have already demonstrated mastery?

Throughout each 9-week cycle, teams move through a recurring sequence of internalizing instruction, refining instruction based on formative data, administering checkpoints, and analyzing results. Teachers collaboratively unpack priority standards, establish SMART goals, develop and annotate lesson plans and exemplars, create common formative assessments, and use student performance data to adjust instruction.

A consistent 6-Step Data Protocol is used when reviewing formative and summative assessment results. Teams identify the standard assessed, examine how students performed, conduct error analysis to determine why students struggled, identify specific students and their needs, develop a reteach plan, and determine how they will measure whether students improved.

The protocol intentionally moves beyond discussing overall scores by requiring teams to name and group students for targeted intervention or enrichment and develop instructional responses based on those needs. Following checkpoint assessments, teams analyze grade-level, classroom, and individual student performance, identify trends, evaluate progress toward the current SMART goal, establish the next instructional focus and SMART goal, and use those findings to begin the next cycle of planning.

It is important to note that beyond the 45 minute required agenda, this campus meets daily to plan, model and internalize lessons, and review formative data.

Upload PLC agenda (optional):

ECISD 9-Week PLC Facilitator Guide.pdf

## Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Other Campus Admin (Assistant Principals, Instructional Coaches) | Teach Like a Champion / Get Better Faster / Bambrick-Santoyo Training: Darryl Williams, CEO of Teach Like a Champion trainings EDLs, Principals, APs, and Multi-classroom leaders monthly on best practices for school leadership and coaching teachers. Topics covered include: developing systems and processes, school culture, tiering teachers for support, coaching and providing effective feedback, and implementing aggressive monitoring. | Darryl Williams | Principal Manager (EDL), Principal, Assistant Principals, MCLs |
| Other Campus Admin (Assistant Principals, Instructional Coaches) | Data Tours: Campus and District Leaders participate in data tours that enhance leaders' data literacy for major data points used throughout the district. The goal of each data tour is to deeply understand the data provided as well as its impact on accountability and next steps for the campus team. Each data tour has components that start with the 30,000 ft view and lead to individual student level interventions. | District Accountability & School Improvement Team | Principal, Campus Leadership Team |
| Teacher | Academic Tours<br>Description: Academic tours are designed to roll out academic initiatives and information to campus leadership and teachers. This includes the district PLC process, use of district curriculum documents, and the districtwide instructional framework. | District Academics Department | All teachers |
| Other Campus Admin (Assistant Principals, Instructional Coaches) | Emergent Tree Tier 2 Bridges Program: Campuses in "scale" for Emergent Tree Tier 1 behavior system are participating in 2 full-day professional development sessions for the Tier 2 bridges program (September, Spring), as well as virtual and in person coaching visits to ensure strong implementation and fidelity on these campuses. | Emergent Tree Consultants and Coaches | Campus Emergent Tree Team (Principal, Administration, and Select Teacher Team) |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Teacher | RBIS - RBIS (Research-Based Instructional Strategies) training equips educators with evidence-based practices for delivering rigorous, standards-aligned Tier 1 instruction. The training helps teachers deepen their understanding of content-specific instructional practices, strengthen lesson design and delivery, anticipate student misconceptions, and use effective strategies that promote student thinking, engagement, and mastery of grade-level content.<br><br>Reading and Math teachers will attend before the start of the 27-28 school year. | Region 18 Service Center | RLA and Math teachers |
| Teacher | New ELPs Training - The new Texas ELPS training prepares educators to implement the updated English Language Proficiency Standards (ELPS) by integrating language development into daily content-area instruction. The training emphasizes intentionally supporting students in developing listening, speaking, reading, and writing skills while maintaining access to rigorous, grade-level academic content. | District Bilingual / ESL Team | All content area teachers, Principals, administrators |
| Principal | School Improvement Orientation - Texas School Improvement (SI) Orientation provides campus and district leaders with an overview of TEA's school improvement framework, requirements, and processes for identified campuses. The training helps teams understand their improvement pathway, required planning and monitoring activities, available supports, and expectations for using data and evidence-based practices to drive continuous improvement. | Region 18 Service Center | Principal, Principal Manager |

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Within the district, Instructional Facilitators (IFs) (uncertified) are part of the IF Academy designed to support these staff members and push toward certification. Additionally, district PD days are designed with differentiated pathways based on experience level.
On campus, teachers are tiered for support. Tiering factors in teacher experience levels to ensure new / novice teachers ensure frequent observation and feedback cycles. In addition, teacher tiering also factors in high need areas based on data, high-need teachers, and ensures weekly observations for high-need teachers.
New, novice, and teachers with identified need also participate in weekly "excel beyond the bell" 1 hour sessions on Thursdays which goes over timely topics. These sessions often front load upcoming expectations or provide a deeper dive into particular topics to enhance understanding.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Emergent Tree training is evaluated using the Emergent Tree Classroom coaching tool and Tier 1 / 2 fidelity checklists.
Darryl Williams training is evaluated using a combination of the "see it, name it, do it" coaching scripting cycle and the district walkthrough form.
District level training is evaluated using the district classroom walkthrough form.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Other

Please describe the observation frequency:

High need teachers are observed and provided feedback / action steps weekly, other teachers receive observations and feedback at least monthly, based on teacher tiering of needs.

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

The campus is requiring all teachers to be trained in the new ELPS with support provided by the district Bilingual / ESL team. Future trainings planned include Content Based Language instruction (CBLI) and Summit K-12. At least two Special Education trainings will be provided in collaboration with the district special education team.

## Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

### Milestone 1

Description – What specific action or deliverable will be completed?

Observation and Feedback Cycles Calibration- Campus administrators regularly (at least monthly) utilize Sibme for walkthrough calibration.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Administration

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of administrators will have completed calibrated walkthroughs with Sibme; Screenshots from each campus administrator Sibme account showing use of the app for calibrated walkthroughs

Support Needed – What training, coaching, resources, or tools are required?

Sibme training (Completed Summer 2026); Sibme app access, ongoing Simbe training and support through HR and Leadership (EDLs)

### Milestone 2

Description – What specific action or deliverable will be completed?

Classrooms will implement positive learning environment and classroom management routines, including Emergent Tree (as appropriate for Cohort).

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Emergent Tree Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

On Emergent Tree Year 2 Campuses: 80% of randomly sampled classrooms will show evidence of Emergent Tree Tier 1 Fidelity. (Temperature checks, frayer models, feedback boards, aligned feedback)

Support Needed – What training, coaching, resources, or tools are required?

Emergent Tree Training, Tier 1 Fidelity Checklist; Tier 1 Fidelity walks from Emergent Tree and MTSS Behavior Specialists

### Milestone 3

Description – What specific action or deliverable will be completed?

Classrooms will implement district adopted High-Quality Instructional Materials (HQIM) and pacing guides with fidelity.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of randomly sampled classrooms will show evidence of fidelity to district adopted HQIM and pacing; Campus walkthroughs sampled by EDL / DCSI using district walkthrough tool.

Support Needed – What training, coaching, resources, or tools are required?

EduHub Access, District Walkthrough forms

### Milestone 4

Description – What specific action or deliverable will be completed?

Campuses will monitor the progress of Emergent Bilingual English language development and utilize district adopted platform for language practice.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus LPAC Administrator / ESL Facilitator

Evidence of Completion – What artifact, data, or observable action will verify completion?

MOY Summit K-12 assessment shows 95% participation rate among Emergent Bilingual Students; Elementary campus master schedules reflect the Transitional Bilingual Early Exit Model as adopted by the district, and teachers utilize adopted language development curriculum appropriately. MOY Summit K-12 Assessment report; Bilingual / ESL classroom monitoring and walkthroughs.

Support Needed – What training, coaching, resources, or tools are required?

Summitt K-12 Access, Summitt K-12 Training (provided Sept. 2026); Summitt K-12 training; TELPAS Data Tour

**Milestone 5**

Description – What specific action or deliverable will be completed?

Implementation of expectations for academic language and rigorous questioning; Campus leaders will provide ongoing professional learning, coaching, and observation feedback focused on academic language development and rigorous questioning strategies
Campuses will implement the use of academic language and rigorous questioning in Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

80% of randomly sampled classrooms will: use precise academic language and rigorous, meaningful, standards aligned tasks and questioning strategies that build and deepen student understanding measured by scoring a 3 or higher on the Observation Tool.
- Key terms are introduced and used during explanations
- Tasks and questions build and deepen student understanding
Participated in PD provided by Academics team

Support Needed – What training, coaching, resources, or tools are required?

Eduhub Access, Unit overviews; Academic Tours, including AVID WICOR Training, Coaching for teachers who have this action step (MCLs, instructional coaches, and / or campus administrators)

**Milestone 6**

Description – What specific action or deliverable will be completed?

Campuses will implement the AVID WICOR instructional framework to ensure multiple means of participation, engagement, and frequent practice in Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

80% of randomly sampled classrooms will: demonstrate more than one engagement strategy and practice that reveals student thinking (discussion, writing, student practice aligned with AVID WICOR measured by scoring a 3 or higher on the Observation Tool, presence in lesson plans and exemplars, etc.

- Students have regular opportunities to practice during the lesson.
- Participation is high with few or no students disengaged.

Support Needed – What training, coaching, resources, or tools are required?

AVID WICOR Training, AVID WICOR strategies and resources (EduHub).

### Milestone 7

Description – What specific action or deliverable will be completed?

Campuses teachers will plan and  implement checks for understanding and academic monitoring in Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Administration

Evidence of Completion – What artifact, data, or observable action will verify completion?

"85% of walkthroughs in core content area classrooms show a documented action step based on Campus Action Step Tracker.

Creation and maintenance of teacher tiering roster, observation rosters, principal calendars

Support Needed – What training, coaching, resources, or tools are required?

District walkthrough form, EduHub Access; Coaching for teachers identified in Tier 2 or 3 (MCLs, instructional coaches, and / or campus administrators), EDL support, coaching, and supervision of principals who do not meet observation and feedback goals / expectations Darryl Williams / Teach Like a Champion, teacher waterfall

### Milestone 8

Description – What specific action or deliverable will be completed?

The campus will implement the district PLC and data analysis structures to strengthen data-based decision-making at the classroom, team, and campus levels. During weekly PLC meetings, teams will use student data trackers, assessment results, and student work to analyze growth and mastery, identify students needing intervention or enrichment, and plan targeted instructional responses. Through the district's Closing the Loop process, teams will implement these responses, monitor student progress, and review subsequent evidence to determine effectiveness and adjust instruction. Campus leadership will participate in Superintendent data reviews using district-provided and district-reported data to evaluate campus progress, identify priorities, and guide instructional support.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, PLC Leads

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of Closing the Loops data analysis documents and weekly PLC documents have been completed and uploaded to the PLC artifacts "Data Tours" folder in google drive for Checkpoint 2B, 3A, 3B, and Spring Interim (for impacted grades and subject areas) and students have been identified for intervention or enrichment groups. Weekly submission of PLC artifacts, including agendas, data analysis, updated student data trackers, instructional action steps, and follow-up monitoring; completed Closing the Loop documentation; and documentation of participation in Superintendent data reviews, including identified priorities and resulting campus action steps.

Support Needed – What training, coaching, resources, or tools are required?

District PLC Artifact Folder, Closing the Loops Data Analysis Data Tour (provided Sept. 2026), PlayLab app

### Milestone 9

Description – What specific action or deliverable will be completed?

The campus will ensure all returning RLA and Math teachers in applicable grade levels for RLA and Math receive RBIS training.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of Returning RLA and Math teachers will have received RBIS Training

> Support Needed – What training, coaching, resources, or tools are required?
>
> Funding for training ($250 for RLA per teacher, $500 for Math per teacher)

## Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

CSI Campuses will meet with Executive Directors of Leadership weekly for coaching, support, and weekly data reviews. These will also participate in meetings after each district checkpoint assessment with Superintendent Dr. Boyer, Chief of Schools, Mr. Marquez, and Chief Academic Officer Dr. Trejo, to review campus data, campus PLC artifacts, attendance and discipline reports, and fidelity of implementation of academic interventions. Campuses will monitor the progress of the TIP at least monthly to review with Executive Directors of Leadership.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Cheryl Wilson (DCSI) will review monthly updates on the implementation of the Targeted Improvement Plan.
Executive Directors of Leadership (Principal Managers) will review data and documentation weekly with principals.
Superintendent Dr. Boyer, Chief of Schools, Mr. Marquez, and Chief of Academics, Dr. Trejo, will review campus data with principals during monthly superintendent data reviews.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress will be collected monthly and uploaded to campus TIP folders hosted by the Accountability and School Improvement Team. Campuses will also provide artifacts during superintendent data review meetings quarterly.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

All Milestone progress data and artifacts will be shared with Executive Directors of Leadership and cabinet level leadership for review utilizing the TIP folder for data collection in Microsoft TEAMS / One Drive, as well as the superintendent data review process.

## Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 69 |
| Meets Grade Level | 44 |
| Masters Grade Level | 21 |

Not applicable: RLA STAAR goals (SY 26-27)

—

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 64 |
| Meets Grade Level | 40 |
| Masters Grade Level | 12 |

Not applicable: Math STAAR goals (SY 26-27)

—

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 60 |
| Meets Grade Level | 40 |
| Masters Grade Level | 20 |

Not applicable: overall STAAR goals (SY 26-27)

—

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

16

Not applicable: Academic Achievement goal (SY 26-27)

—

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

2

Not applicable: ELP Component goal (SY 26-27)

—

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

16

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

8

## Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

—

Upload additional documents (optional):

—

# Ector County Independent School District

# Dowling Elementary

# 2026-2027 Targeted Improvement Plan

## Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

No

Please upload artifacts demonstrating a robust observation and feedback system.

Classroom_Walkthrough_Observation_Form_26_27.pdf
f91108ba-420e-424a-
bcd6-01ef60707eec_LIFT_Companion_Guide_Content_Agnostic_ObsFeedback_1_.pdf
Analytics available.docx
0cd27ad3-33bc-4317-81d5-26aa89b5cd6f_Content_Agnostic_Classroom_Observation_Tool.pdf

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

—

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

—

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

—

Please select the date of board approval for this plan:

November 17, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

—

## SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

Our campus is not engaged in a TEA program

Which, if any, program is your school system interested in to support this strategy?

Our campus is not engaged in a TEA program

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Other, District Staff

Please specify the other organization:

Darryl Williams – Get Better Faster / Teach Like a Champion

How many district staff members will be responsible for capacity building with this campus?

2

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

Dr. Magdalena Aguilar, Executive Director of Leadership (Principal Manager), 50%
Darryl Williams, Capacity Builder, 50%
Wendy Gamboa, Campus Instructional Specialist, 100%

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Dr. Magdalena Aguilar, Executive Director of Leadership (Principal Manager), 50%
Dr. Magdalena Aguilar serves as the Executive Director of Leadership and brings 38 years of experience in education. She holds a Doctorate in Curriculum and Instruction from New Mexico State University, a Master's in Educational Leadership, and a Bachelor of Science in Education

from the University of Texas at El Paso. Her extensive background includes serving as a School Improvement Officer for four years in a district of 45,000 students, leading a team that included three content area specialists, a Bilingual Director, and a Special Education Director. During her tenure, the district achieved A and B ratings, with campuses earning Exemplary distinctions. As a Bilingual Director for four years, Dr. Aguilar implemented a districtwide Early Exit Program in collaboration with a team of instructional specialists, resulting in an “Excellent” rating on the TAPR report.
Dr. Aguilar also served as a principal for more than 25 years, including 15 years at the elementary level, where her campuses reached both Exemplary and Blue Ribbon status. As a high school principal for seven years, she consistently led her campus to an “A” accountability rating each year while also overseeing the DAEP program for middle and high school students. Her career began as a bilingual teacher, serving over seven years at both the elementary and secondary levels. Throughout her career, Dr. Aguilar has demonstrated a steadfast commitment to instructional excellence, equity, and leadership development.

Darryl Williams, Capacity Builder, 50%
Uncommon Schools / Teach Like a Champion - Darryl Williams - Darryl Williams and the Teach Like a Champion team bring a strong record of success in school turnaround through their work with Uncommon Schools and initiatives such as TurnNJ, which produced significant, measurable gains in student achievement in historically underperforming schools. Under Williams’s leadership and coaching, schools have implemented proven instructional and leadership practices that moved campuses from struggling to exceeding state standards. Their data-driven, teacher development–focused approach has been independently validated for closing achievement gaps and sustaining high performance across diverse, high-need student populations.

Wendy Gamboa, Campus Instructional Specialist, 100%
Ms. Gamboa is in her second year as a reading specialist. She worked with third-, fourth-, and fifth-grade students, helping 67% of the students she served demonstrate growth on i-Ready from the middle of the year to the end of the year. During her three years at Crockett, she taught reading and saw strong growth among her ESL students, as well as growth in her special education reading class and advanced reading course for seventh graders.
In her first year of teaching, during the 2006–2007 school year, 94% of her students passed the state reading assessment. During the years she taught second grade, most of her students finished the year reading at or above grade level. Her teacher evaluations have consistently reflected proficient or advanced/accomplished performance. Ms. Gamboa holds certifications in EC–4 all content areas, grades 4–8 English Language Arts and Reading and Social Studies, and pre-K–8 ESL.

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Campus Instructional Specialist - District Title II Funds - $80,000
Math Tutor (Part Time) - $22,000, Title 1 Funds
Opportunity Culture
- MCL IIs (3) ($51,000)
- MCL I (1) ($15,000)
- Reach Associates (3) ($33,000)
- Teacher Resident (1) ($33,000)

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

n/a

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

Instructional Specialists are assigned by the district based on school improvement status and campus need - 1 campus instructional specialist has been assigned to this campus. Staffing positions and title funds have been allocated to increase the number of effective / high-growth teachers on the campus. Staff has been distributed according to campus need to ensure high-quality staff in high-need areas, including a significant redesign of grades 4 and 5 staffing. Students are assigned to Opportunity Culture / TIA Designated teachers based on student need and data indications.

## Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Other

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

600

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

175

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

| Type of Assessment | Please specify other assessment type: | Campus or District | Frequency | Purpose (how will these results be used) |
|---|---|---|---|---|
| Other | District Common Assessment (District Checkpoint) | District | Monthly | Campuses will participate in District Checkpoint assessments directly tied to the scope and sequence of each grade level / content area. These are administered in the 5th week and 9th week of each 9-week grading period. These assessments are designed to take no more than a single class period and assess recently covered material. Campuses engage in data review after each of these assessments and respond to identified needs through reteaching, spiraling, and / or extension. The district also provides growth tables after each assessment. Together with performance data, the growth data is also used to assist with student grouping, determination of interventions, and MTSS tiering. |
| Interim | | District | Semester | Campuses will take the RLA and Math interim in Fall, and interims for RLA, Math, and Science in the Spring. These STAAR aligned assessments are used not only to give students practice and familiarity in the STAAR platform, but also to provide campuses data on STAAR-aligned performance, growth, and predictive analytics. Growth tables and performance data are provided to campuses after each of these assessments to assist with student grouping, remediation and intervention plans, and data tracking. |

| Type of Assessment | Please specify other assessment type: | Campus or District | Frequency | Purpose (how will these results be used) |
|---|---|---|---|---|
| Other | I-Ready | District | BOY/MOY/ EOY | Students participate in the i-ready assessment to engage in a personalized learning pathway throughout the year. The results of the assessments and learning pathway also provide teachers with scripted lessons for student intervention. |

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

The district accountability team will produce student growth tables after each checkpoint and interim assessment. These growth tables utilize the state accountability methodology and compare growth to the prior year STAAR assessment. These growth tables provide not only overall growth scores, but also student listings and demographic group growth scores for Domain III monitoring. The campus will review these growth tables after each checkpoint and interim assessment and utilize them for planning student interventions during the campus intervention block, MTSS-tiering, and student grouping within classrooms. Teachers maintain student data trackers throughout the school year for their class rosters. After each assessment cycle (checkpoint assessments), teachers identify areas for reteaching and remediation, as well as low performing or low-growth students in need of intervention on the district Closing the Loops document. This allows the intervention cycle to be updated after each 5 and 9 week assessment cycle.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

Each grade level has a daily intervention block as part of the campus master schedule. Emergent Bilingual students and Special Education students are included in small group targeted instruction and campus intervention time as their schedules allow (so as not to interfere with the delivery of required services listed in IEPs). This includes interventions provided by both the campus instructional specialists and classroom teachers. Teachers maintain student data trackers throughout the school year for their class rosters.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by grade level and occur weekly for 60 minutes each; this time is protected on the master schedule. Grade level PLCs meet (across contents).

How frequently will PLCs occur?

PLCs occur weekly for 60 minutes each.

Who will facilitate PLCs?

Campus administrators and MCLs facilitate PLCs

Who is required to attend PLCs?

All teachers are required to attend, including instructional facilitators, and Bilingual teachers. Special Education teachers have a separate PLC. Bilingual teachers attend PLCs with their grade levels, and Special Education teachers collaborate with general education teachers outside of PLC time to best serve students.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

This campus uses the district PLC protocol which follows the 9-week instructional cycle and data cadence in the district. This ensures that weekly PLC structures are completed while embedding internalization, TEKS analysis, and data protocols into the cadence of meetings.

Upload PLC agenda (optional):

ECISD 9-Week PLC Facilitator Guide.pdf

## Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Other Campus Admin (Assistant Principals, Instructional Coaches) | Teach Like a Champion / Get Better Faster / Bambrick-Santoyo Training: Darryl Williams, CEO of Teach Like a Champion trainings EDLs, Principals, APs, and Multi-classroom leaders monthly on best practices for school leadership and coaching teachers. Topics covered include: developing systems and processes, school culture, tiering teachers for support, coaching and providing effective feedback, and implementing aggressive monitoring. | Darryl Williams | Principal Manager (EDL), Principal, Assistant Principals, MCLs |
| Other Campus Admin (Assistant Principals, Instructional Coaches) | Data Tours: Campus and District Leaders participate in data tours that enhance leaders' data literacy for major data points used throughout the district. The goal of each data tour is to deeply understand the data provided as well as its impact on accountability and next steps for the campus team. Each data tour has components that start with the 30,000 ft view and lead to individual student level interventions. | District Accountability & School Improvement Team | Principal, Campus Leadership Team |
| Teacher | Academic Tours<br>Description: Academic tours are designed to roll out academic initiatives and information to campus leadership and teachers. This includes the district PLC process, use of district curriculum documents, and the districtwide instructional framework. | District Academics Department | All teachers |
| Other Campus Admin (Assistant Principals, Instructional Coaches) | Emergent Tree Tier 2 Bridges Program: Campuses in "scale" for Emergent Tree Tier 1 behavior system are participating in 2 full-day professional development sessions for the Tier 2 bridges program (September, Spring), as well as virtual and in person coaching visits to ensure strong implementation and fidelity on these campuses. | Emergent Tree Consultants and Coaches | Campus Emergent Tree Team (Principal, Administration, and Select Teacher Team) |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Teacher | RBIS - RBIS (Research-Based Instructional Strategies) training equips educators with evidence-based practices for delivering rigorous, standards-aligned Tier 1 instruction. The training helps teachers deepen their understanding of content-specific instructional practices, strengthen lesson design and delivery, anticipate student misconceptions, and use effective strategies that promote student thinking, engagement, and mastery of grade-level content.<br><br>Reading and Math teachers will attend before the start of the 27-28 school year. | Region 18 Service Center | 3-5 RLA and Math teachers |
| Teacher | New ELPs Training - The new Texas ELPS training prepares educators to implement the updated English Language Proficiency Standards (ELPS) by integrating language development into daily content-area instruction. The training emphasizes intentionally supporting students in developing listening, speaking, reading, and writing skills while maintaining access to rigorous, grade-level academic content. | District Bilingual / ESL Team | All content area teachers, Principals, administrators |
| Principal | School Improvement Orientation - Texas School Improvement (SI) Orientation provides campus and district leaders with an overview of TEA's school improvement framework, requirements, and processes for identified campuses. The training helps teams understand their improvement pathway, required planning and monitoring activities, available supports, and expectations for using data and evidence-based practices to drive continuous improvement. | Region 18 Service Center | Principal, Principal Manager |

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Within the district, Instructional Facilitators (IFs) (uncertified) are part of the IF Academy designed to support these staff members and push toward certification. Additionally, district PD days are designed with differentiated pathways based on experience level. Campus Principal is selecting campus training and audiences based on demonstrated staff needs. Teachers are tiered according to need and performance, with Tier 1 teachers needing little support to be successful, and tier 2 and 3 teachers needing increasing coaching and support to be successful. Tier 2 and 3 teachers are assigned an opportunity culture coach for additional coaching, observation, and feedback cycles beyond the campus T-Tess cadence.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Emergent Tree training is evaluated using the Emergent Tree Classroom coaching tool and Tier 1 / 2 fidelity checklists.
Darryl Williams training is evaluated using a combination of the "see it, name it, do it" coaching scripting cycle and the district walkthrough form.
District level training is evaluated using the district classroom walkthrough form.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Biweekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

The district Bilingual / ESL team has been pushing into the campus to support the implementation of the new Transitional Bilingual Early Exit model and language development curriculum. This team also attends and assists in facilitating bilingual PLCs. The campus principal is facilitating the implementation of 4 new required district special education trainings.

## Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

### Milestone 1

Description – What specific action or deliverable will be completed?

Observation and Feedback Cycles Calibration- Campus administrators regularly (at least monthly) utilize Sibme for walkthrough calibration.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Administration

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of administrators will have completed calibrated walkthroughs with Sibme; Screenshots from each campus administrator Sibme account showing use of the app for calibrated walkthroughs

Support Needed – What training, coaching, resources, or tools are required?

Sibme training (Completed Summer 2026); Sibme app access, ongoing Simbe training and support thorugh HR and Leadership (EDLs)

**Milestone 2**

Description – What specific action or deliverable will be completed?

Classrooms will implement positive learning environment and classroom management routines, including Emergent Tree (as appropriate for Cohort).

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Emergent Tree Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

On Emergent Tree Year 2 Campuses: 80% of randomly sampled classrooms will show evidence of Emergent Tree Tier 1 Fidelity. (Temperature checks, Frayer models, feedback boards, aligned feedback)

Support Needed – What training, coaching, resources, or tools are required?

Emergent Tree Training, Tier 1 Fidelity Checklist; Tier 1 Fidelity walks from Emergent Tree and MTSS Behavior Specialists

### Milestone 3

Description – What specific action or deliverable will be completed?

Classrooms will implement district adopted High-Quality Instructional Materials (HQIM) and pacing guides with fidelity.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of randomly sampled classrooms will show evidence of fidelity to district adopted HQIM and pacing; Campus walkthroughs sampled by EDL / DCSI using district walkthrough tool.

Support Needed – What training, coaching, resources, or tools are required?

EduHub Access, District Walkthrough forms

### Milestone 4

Description – What specific action or deliverable will be completed?

Campuses will monitor the progress of Emergent Bilingual English language development and utilize district adopted platform for language practice.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus LPAC Administrator / ESL Facilitator

Evidence of Completion – What artifact, data, or observable action will verify completion?

MOY Summit K-12 assessment shows 95% participation rate among Emergent Bilingual Students; Elementary campus master schedules reflect the Transitional Bilingual Early Exit Model as adopted by the district, and teachers utilize adopted langauge development curriculum appropriately. MOY Summit K-12 Assessment report; Bilingual / ESL classroom monitoring and walkthroughs.

Support Needed – What training, coaching, resources, or tools are required?

Summitt K-12 Access, Summitt K-12 Training (provided Sept. 2026); Summitt K-12 training; TELPAS Data Tour

**Milestone 5**

Description – What specific action or deliverable will be completed?

Implementation of expectations for academic language and rigorous questioning; Campus leaders will provide ongoing professional learning, coaching, and observation feedback focused on academic language development and rigorous questioning strategies
Campuses will implement the use of academic language and rigorous questioning in Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

80% of randomly sampled classrooms will: use precise academic language and rigorous, meaningful, standards aligned tasks and questioning strategies that build and deepen student understanding measured by scoring a 3 or higher on the Observation Tool.
- Key terms are introduced and used during explanations
- Tasks and questions build and deepen student understanding
Participated in PD provided by Academics team

Support Needed – What training, coaching, resources, or tools are required?

Eduhub Access, Unit overviews; Academic Tours, including AVID WICOR Training, Coaching for teachers who have this action step (MCLs, instructional coaches, and / or campus administrators)

**Milestone 6**

Description – What specific action or deliverable will be completed?

Campuses will implement the AVID WICOR instructional framework to ensure multiple means of participation, engagement, and frequent practice in Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

80% of randomly sampled classrooms will: demonstrate more than one engagement strategy and practice that reveals student thinking (discussion, writing, student practice aligned with AVID WICOR measured by scoring a 3 or higher on the Observation Tool, presence in lesson plans and exemplars, etc.

- Students have regular opportunities to practice during the lesson.
- Participation is high with few or no students disengaged.

Support Needed – What training, coaching, resources, or tools are required?

AVID WICOR Training, AVID WICOR strategies and resources (EduHub).

### Milestone 7

Description – What specific action or deliverable will be completed?

Campuses teachers will plan and  implement checks for understanding and academic monitoring in Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

In at least 80% of randomly sampled classrooms, teachers will: deliberately check for understanding through questioning, student work tasks, and / or formative assessments, and monitor for student understanding of lesson objectives (not just task completion) measured by scoring a 3 or higher on the Observation Tool; submission of PLC documentation, exemplars and lesson plans.

- Checks for understanding provide clear information about how students are progressing toward the objective
- Teacher collects clear evidence of student understanding.

Support Needed – What training, coaching, resources, or tools are required?

Darryl Williams Training for MCLs, Assistant Principals, Principals, and EDLs
Coaching for teachers who have this action step (MCLs, instructional coaches, and / or campus administrators)

### Milestone 8

Description – What specific action or deliverable will be completed?

The campus administration will implement observation and feedback cycles according to teacher need and tiering to ensure high quality instrction and coaching for teachers.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Administration

Evidence of Completion – What artifact, data, or observable action will verify completion?

85% of walkthroughs in core content area classrooms show a documented action step based on Campus Action Step Tracker.

Creation and maintenance of teacher tiering roster, observation rosters, principal calendars

Support Needed – What training, coaching, resources, or tools are required?

District walkthrough form, EduHub Access; Coaching for teachers identified in Tier 2 or 3 (MCLs, instructional coaches, and / or campus administrators), EDL support, coaching, and supervision of principals who do not meet observation and feedback goals / expectations Darryl Williams / Teach Like a Champion, teacher waterfall

### Milestone 9

Description – What specific action or deliverable will be completed?

The campus will implement the district PLC and data analysis structures to strengthen data-based decision-making at the classroom, team, and campus levels. During weekly PLC meetings, teams will use student data trackers, assessment results, and student work to analyze growth and mastery, identify students needing intervention or enrichment, and plan targeted instructional responses. Through the district's Closing the Loop process, teams will implement these responses, monitor student progress, and review subsequent evidence to determine effectiveness and adjust instruction. Campus leadership will participate in Superintendent data reviews using district-provided and district-reported data to evaluate campus progress, identify priorities, and guide instructional support.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, PLC Leads

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of Closing the Loops data analysis documents and weekly PLC documents have been completed and uploaded to the PLC artifacts "Data Tours" folder in google drive for Checkpoint 2B, 3A, 3B, and Spring Interim (for impacted grades and subject areas) and students have been identified for intervention or enrichment groups. Weekly submission of PLC artifacts, including agendas, data analysis, updated student data trackers, instructional action steps, and follow-up monitoring; completed Closing the Loop documentation; and documentation of participation in Superintendent data reviews, including identified priorities and resulting campus action steps.

Support Needed – What training, coaching, resources, or tools are required?

District PLC Artifact Folder, Closing the Loops Data Analysis Data Tour (provided Sept. 2026), PlayLab app

**Milestone 10**

Description – What specific action or deliverable will be completed?

The campus will ensure all returning RLA and Math teachers in applicable grade levels for RLA and Math receive RBIS training.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of Returning RLA and Math teachers will have received RBIS Training

Support Needed – What training, coaching, resources, or tools are required?

Funding for training ($250 for RLA per teacher, $500 for Math per teacher)

## Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

The Dowling Principal will meet with Executive Directors of Leadership weekly for coaching, support, and weekly data reviews. This campus will also participate in a monthly meeting after each District Checkpoint assessment with Superintendent Dr. Boyer, Chief of Schools, Mr. Marquez, and Chief Academic Officer Dr. Trejo, to review campus data, campus PLC artifacts, attendance and discipline reports, and fidelity of implementation of academic interventions. Campuses will monitor the progress of the TIP at least monthly to review with Executive Directors of Leadership.
If this campus is struggling to meet milestones of the TAP, additional support and monitoring will be provided.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Cheryl Wilson (DCSI) will review monthly updates on the implementation of the Targeted Improvement Plan.
Executive Directors will review data and documentation weekly with principals.
Superintendent Dr. Boyer, Chief of Schools, Mr. Marquez, and Chief of Academics, Dr. Trejo will review campus data with principals during monthly superintendent data reviews.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress will be collected monthly and uploaded to campus TIP folders hosted by the Accountability and School Improvement Team. Campuses will also provide artifacts during superintendent data reviews 3x per semester.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

All Milestone progress data and artifacts will be shared with Executive Directors of Leadership and cabinet level leadership for review utilizing the TIP folder for data collection in Microsoft TEAMS / One Drive, as well as the superintendent data review process.

## Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 72 |
| Meets Grade Level | 45 |
| Masters Grade Level | 15 |

Not applicable: RLA STAAR goals (SY 26-27)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 65 |
| Meets Grade Level | 43 |
| Masters Grade Level | 15 |

Not applicable: Math STAAR goals (SY 26-27)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 65 |
| Meets Grade Level | 42 |
| Masters Grade Level | 15 |

Not applicable: overall STAAR goals (SY 26-27)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

16

Not applicable: Academic Achievement goal (SY 26-27)

No

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

2

Not applicable: ELP Component goal (SY 26-27)

No

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

16

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

8

## Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

—

Upload additional documents (optional):

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# Ector County Independent School District

# Ector Middle School

# 2026-2027 Targeted Improvement Plan

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## Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

No

Please upload artifacts demonstrating a robust observation and feedback system.

Classroom Walkthrough Observation Form 26-27.pdf
Get Better Faster Obser. Tool (CORN).pdf
Coaching Cycle Log 2026-2027.xlsx
f91108ba-420e-424a-
bcd6-01ef60707eec_LIFT_Companion_Guide_Content_Agnostic_ObsFeedback_1_.pdf
Analytics available.docx
0cd27ad3-33bc-4317-81d5-26aa89b5cd6f_Content_Agnostic_Classroom_Observation_Tool.pdf

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

No

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

No

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

No

Please select the date of board approval for this plan:

November 17, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

—

## SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

Our campus is not engaged in a TEA program

Which, if any, program is your school system interested in to support this strategy?

Our campus is not engaged in a TEA program

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Other, District Staff

Please specify the other organization:

Darryl Williams – Get Better Faster / Teach Like a Champion

How many district staff members will be responsible for capacity building with this campus?

3

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

Anthony Garcia, Executive Director of Leadership, 50%
Darryl Williams, Get Better Faster / Capacity Builder, 50%
Flor Peña, Campus Instructional Specialist, 100%
Lesly Perez, Instructional Coach, 50%

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Darryl Williams -

Uncommon Schools / Teach Like a Champion - Darryl Williams - Darryl Williams and the Teach Like a Champion team bring a strong record of success in school turnaround through their work with Uncommon Schools and initiatives such as TurnNJ, which produced significant, measurable gains in student achievement in historically underperforming schools. Under Williams's leadership and coaching, schools have implemented proven instructional and leadership practices that moved campuses from struggling to exceeding state standards. Their data-driven, teacher development–focused approach has been independently validated for closing achievement gaps and sustaining high performance across diverse, high-need student populations.

Anthony Garcia
Anthony Garcia brings more than 15 years of experience in public education to his current role as Executive Director of Leadership at ECISD. He has held roles as a teacher, assistant principal, and principal at middle and high schools prior to taking his current role. As EDL over secondary campuses, Garcia is responsible for developing and supporting leadership across ECISD's campuses — guiding administrators, fostering school culture, and driving strategic initiatives aimed at student and educator success. His long-standing commitment to the Odessa area and his comprehensive experience at multiple school levels equip him to serve as a trusted leader in the district. Mr. Garcia holds a Bachelor's degree from Texas Tech University, and a Master's degree in Educational Leadership from Stephen F. Austin State University.

Lesly Perez: Instructional Coach:
I began my career in education with two years as a substitute teacher across elementary and high school levels, including two long-term positions teaching high school Spanish. I transitioned into full-time teaching before, serving as an Instructional Coach at Ector Middle School. Throughout my teaching career, I regularly served as a Lead Teacher. In this role, I supported my peers with lesson planning, curriculum alignment, modeling instructional strategies, conducting observations, and hosting shadowing opportunities. To continually refine my practice, I have completed professional development in all core subjects, blended learning, the Texas Reading Academies, Gifted and Talented (GT) training, Professional Learning Communities (PLCs), and AVID (Advancement Via Individual Determination) training. Through AVID, I incorporate high-engagement strategies centered on WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) to foster critical thinking, structured note-taking, collaborative learning, and college and career readiness in the classroom. This marks my first year working in a turnaround school, which has been an exciting and rewarding opportunity. I have experienced firsthand the strong organizational structure, clear expectations, and comprehensive resources provided to support student success. I actively lead and engage in PLCs, lesson design, exemplar creation, instructional modeling, walkthroughs, coaching, and the Emergent Tree framework. We have also dived into leadership reports, closing the loop and going over data to help with reteaching and closing the gaps. I remain committed to continuous growth by attending targeted professional development to expand my knowledge and strengthen my coaching practice.

Flor Pena: Specialist
During my two years at Ector, I have grown significantly as an instructional educator and developed a deeper understanding of how intentional systems drive student achievement. Working in a turnaround environment has strengthened my knowledge of TEKS-aligned instruction, rigorous lesson planning, exemplars, targeted intervention, progress monitoring, and data-driven decision-making. I have also learned the importance of pairing strong student relationships with high academic expectations and accountability for learning. Through strategic grouping, intervention, assessment data, and consistent monitoring of student mastery, I have seen how purposeful instructional practices can accelerate student growth. My experience at Ector has reinforced that rigor, consistency, collaboration, and targeted instructional support are essential to improving outcomes for every student.

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Staffing -
Opportunity Culture
- 3 Multi-Classroom Leaders ($45,000) (1 Math, 1 Reading, 1 Science)
- Instructional Coach (Title 1 Funds $55,000, Reallocation of position)
- Campus Specialist is paid for by District Title 2 funds ($80,000)

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

n/a

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

Staffing positions and title funds have been allocated to increase the number of effective / high-growth teachers on the campus. One campus instructional specialist has been assigned by the district to this campus, and the campus has used Title 1 funds to secure a campus instructional coach as well. Staff has been distributed according to campus need to ensure high-quality staff in high-need areas. Students are assigned to Opportunity Culture/TIA-designated teachers based on student need and data indicators.

## Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

235

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

235

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?

Yes

How many instructional minutes per week are in the master schedule for 9-12 Math curriculum delivery?

235

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 Math curriculum?

Yes

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

175

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

| Type of Assessment | Please specify other assessment type: | Campus or District | Frequency | Purpose (how will these results be used) |
|---|---|---|---|---|
| Other | District Common Assessment (District Checkpoint) | District | Monthly | Campuses will participate in District Checkpoint assessments directly tied to the scope and sequence of each grade level / content area. These are administered in the 5th week and 9th week of each 9-week grading period. These assessments are designed to take no more than a single class period and assess recently covered material. Campuses engage in data review after each of these assessments and respond to identified needs through reteaching, spiraling, and / or extension. The district also provides growth tables after each assessment. Together with performance data, the growth data is also used to assist with student grouping, determination of interventions, and MTSS tiering. |
| Interim | | District | Semester | Campuses will take the RLA and Math interim in Fall, and interims for all 4 core subject area in the Spring. These STAAR aligned assessments are used not only to give students practice and familiarity in the STAAR platform, but also to provide campuses data on STAAR-aligned performance, growth, and predictive analytics. Growth tables and performance data are provided to campuses after each of these assessments to assist with student grouping, remediation and intervention plans, and data tracking. |

| Type of Assessment | Please specify other assessment type: | Campus or District | Frequency | Purpose (how will these results be used) |
|---|---|---|---|---|
| Other | I-Ready | District | BOY/MOY/ EOY | Students participate in the i-ready assessment to engage in a personalized learning pathway throughout the year. The results of the assessments and learning pathway also provide teachers with scripted lessons for student intervention. |

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

The district accountability team will produce student growth tables after each checkpoint and interim assessment. These growth tables utilize the state accountability methodology and compare growth to the prior year STAAR assessment. These growth tables provide not only overall growth scores, but also student listings and demographic group growth scores for Domain III monitoring. The campus will review these growth tables after each checkpoint and interim assessment and utilize them for planning student interventions during the campus intervention block, MTSS-tiering, and student grouping within classrooms.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

All students who failed Math, Reading, or Science STAAR are assigned to a lab class for remediation and intervention including Emergent Bilingual and Special Education students. The master schedule also includes a daily RTI block (Eagle's Nest) of 27 minutes. The campus has scheduled specific subject areas for remediation and intervention each day (6th & 7th Grade RLA & Math Monday-Thursday, Friday = SEL; 8th grade has each core subject 1 day per week Monday - Thursday, with SEL on Fridays). Emergent Bilingual students are pulled for intervention groups and Summitt K-12 practice weekly by the Campus Instructional Specialist. All core subject area teachers provide tutoring 3x per week (after school, before school, or during Eagle's nest).

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by Grade Level and Content area (ie. 6th grade RLA has a shared PLC period).

How frequently will PLCs occur?

Teachers in tested subject areas meet daily for 47 minutes for PLC (6-8th reading; 6-alg 1 math, 8th Science, 8th social studies). All other courses meet 1x per week.

Who will facilitate PLCs?

Multi Classroom Teachers, Assistant Principals, and Lead Teachers co-facilitate all PLCs. Administrators are present in all tested core subject area PLCs.

Who is required to attend PLCs?

All teachers and administrators are required to attend PLCs. The associated Special Education and ESL staff attend PLCs for their co-taught courses. Special Populations teachers also have a PLC planning time during Eagle's nest daily.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

This campus uses the district PLC protocol which follows the 9-week instructional cycle and data cadence in the district. This ensures that weekly PLC structures are completed while embedding internalization, TEKS analysis, and data protocols into the cadence of meetings.

Upload PLC agenda (optional):

ECISD 9-Week PLC Facilitator Guide - Google Docs.pdf

## Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Other Campus Admin (Assistant Principals, Instructional Coaches) | Teach Like a Champion / Get Better Faster / Bambrick-Santoyo Training: Darryl Williams, CEO of Teach Like a Champion trainings EDLs, Principals, APs, and Multi-classroom leaders monthly on best practices for school leadership and coaching teachers. Topics covered include: developing systems and processes, school culture, tiering teachers for support, coaching and providing effective feedback, and implementing aggressive monitoring. | Darryl Williams | Principal Manager (EDL), Principal, Assistant Principals, MCLs |
| Other Campus Admin (Assistant Principals, Instructional Coaches) | Data Tours: Campus and District Leaders participate in data tours that enhance leaders' data literacy for major data points used throughout the district. The goal of each data tour is to deeply understand the data provided as well as its impact on accountability and next steps for the campus team. Each data tour has components that start with the 30,000 ft view and lead to individual student level interventions. | District Accountability & School Improvement Team | Principal, Campus Leadership Team |
| Teacher | Academic Tours<br>Description: Academic tours are designed to roll out academic initiatives and information to campus leadership and teachers. This includes the district PLC process, use of district curriculum documents, and the districtwide instructional framework. | District Academics Department | All teachers |
| Other Campus Admin (Assistant Principals, Instructional Coaches) | Emergent Tree Tier 2 Bridges Program: Campuses in "scale" for Emergent Tree Tier 1 behavior system are participating in 2 full-day professional development sessions for the Tier 2 bridges program (September, Spring), as well as virtual and in person coaching visits to ensure strong implementation and fidelity on these campuses. | Emergent Tree Consultants and Coaches | Campus Emergent Tree Team (Principal, Administration, and Select Teacher Team) |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Teacher | RBIS - RBIS (Research-Based Instructional Strategies) training equips educators with evidence-based practices for delivering rigorous, standards-aligned Tier 1 instruction. The training helps teachers deepen their understanding of content-specific instructional practices, strengthen lesson design and delivery, anticipate student misconceptions, and use effective strategies that promote student thinking, engagement, and mastery of grade-level content.<br><br>Reading and Math teachers will attend before the start of the 27-28 school year. | Region 18 Service Center | RLA and Math teachers |
| Teacher | New ELPs Training - The new Texas ELPS training prepares educators to implement the updated English Language Proficiency Standards (ELPS) by integrating language development into daily content-area instruction. The training emphasizes intentionally supporting students in developing listening, speaking, reading, and writing skills while maintaining access to rigorous, grade-level academic content. | District Bilingual / ESL Team | All content area teachers, Principals, administrators |
| Principal | School Improvement Orientation - Texas School Improvement (SI) Orientation provides campus and district leaders with an overview of TEA's school improvement framework, requirements, and processes for identified campuses. The training helps teams understand their improvement pathway, required planning and monitoring activities, available supports, and expectations for using data and evidence-based practices to drive continuous improvement. | Region 18 Service Center | Principal, Principal Manager |

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

District Professional development was adjusted this year to include a pathway for novice
For teacher with 0-3 years of experience, or teachers with demonstrated need, Teacher's Nest occurs after school monthly as a required professional development time facilitated by campus principal, assistant principals, department chairs, and multi-classroom leaders. During this time, specific timely and relevant topics are covered (classroom management, AVID WICOR engagement strategies, Darryl Williams Content).
Teachers can be added to this training based on teacher tiering.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Emergent Tree training is evaluated using the Emergent Tree Classroom coaching tool and Tier 1 / 2 fidelity checklists.
Darryl Williams training is evaluated using a combination of the "see it, name it, do it" coaching scripting cycle and the district walkthrough form.
District level training is evaluated using the district classroom walkthrough form.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Other

Please describe the observation frequency:

Core content area teachers receive observations and feedback bi-weekly; however, high need teachers receive more frequent observation and feedback cycles.

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Once monthly, teachers receive a Bilingual / ESL training from district staff and from the Campus instructional specialist. The entire staff attending training on how to read and support IEPs, and another special education training is planned in the fall with staff. All staff also attended ELPs training, MTSS, ARD, and 504 training at "Ector University" in Fall 2026.

## Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific,

actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

### Milestone 1

Description – What specific action or deliverable will be completed?

Observation and Feedback Cycles Calibration- Campus administrators regularly (at least monthly) utilize Sibme for walkthrough calibration.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Administration

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of administrators will have completed calibrated walkthroughs with Sibme; Screenshots from each campus administrator Sibme account showing use of the app for calibrated walkthroughs

Support Needed – What training, coaching, resources, or tools are required?

Sibme training (Completed Summer 2026); Sibme app access, ongoing Simbe training and support through HR and Leadership (EDLs)

### Milestone 2

Description – What specific action or deliverable will be completed?

Classrooms will implement positive learning environment and classroom management routines, including Emergent Tree (as appropriate for Cohort).

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Emergent Tree Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

80% of randomly sampled classrooms will show evidence of Emergent Tree Tier 1 Fidelity. (Temperature checks, frayer models, feedback boards, aligned feedback)

Support Needed – What training, coaching, resources, or tools are required?

Emergent Tree Training, Tier 1 Fidelity Checklist; Tier 1 Fidelity walks from Emergent Tree and MTSS Behavior Specialists

**Milestone 3**

Description – What specific action or deliverable will be completed?

Classrooms will implement district adopted High-Quality Instructional Materials (HQIM) and pacing guides with fidelity.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of randomly sampled classrooms will show evidence of fidelity to district adopted HQIM and pacing; Campus walkthroughs sampled by EDL / DCSI using district walkthrough tool.

Support Needed – What training, coaching, resources, or tools are required?

EduHub Access, District Walkthrough forms

**Milestone 4**

Description – What specific action or deliverable will be completed?

Campuses will monitor the progress of Emergent Bilingual English language development and utilize district adopted platform for language practice.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus LPAC Administrator / ESL Facilitator

Evidence of Completion – What artifact, data, or observable action will verify completion?

MOY Summit K-12 assessment shows 95% participation rate among Emergent Bilingual Students; Elementary campus master schedules reflect the Transitional Bilingual Early Exit Model as adopted by the district, and teachers utilize adopted language development curriculum appropriately. MOY Summit K-12 Assessment report; Bilingual / ESL classroom monitoring and walkthroughs.

Support Needed – What training, coaching, resources, or tools are required?

Summitt K-12 Access, Summitt K-12 Training (provided Sept. 2026); Summitt K-12 training; TELPAS Data Tour

**Milestone 5**

Description – What specific action or deliverable will be completed?

Implementation of expectations for academic language and rigorous questioning; Campus leaders will provide ongoing professional learning, coaching, and observation feedback focused on academic language development and rigorous questioning strategies
Campuses will implement the use of academic language and rigorous questioning in Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

80% of randomly sampled classrooms will: use precise academic language and rigorous, meaningful, standards aligned tasks and questioning strategies that build and deepen student understanding measured by scoring a 3 or higher on the Observation Tool.
- Key terms are introduced and used during explanations
- Tasks and questions build and deepen student understanding
Participated in PD provided by Academics team

Support Needed – What training, coaching, resources, or tools are required?

Eduhub Access, Unit overviews; Academic Tours, including AVID WICOR Training, Coaching for teachers who have this action step (MCLs, instructional coaches, and / or campus administrators)

### Milestone 6

Description – What specific action or deliverable will be completed?

Campuses will implement the AVID WICOR instructional framework to ensure multiple means of participation, engagement, and frequent practice in Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

80% of randomly sampled classrooms will: demonstrate more than one engagement strategy and practice that reveals student thinking (discussion, writing, student practice aligned with AVID WICOR measured by scoring a 3 or higher on the Observation Tool, presence in lesson plans and exemplars, etc.

- Students have regular opportunities to practice during the lesson.
- Participation is high with few or no students disengaged.

Support Needed – What training, coaching, resources, or tools are required?

AVID WICOR Training, AVID WICOR strategies and resources (EduHub).

### Milestone 7

Description – What specific action or deliverable will be completed?

Campuses teachers will plan and  implement checks for understanding and academic monitoring in Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

In at least 80% of randomly sampled classrooms, teachers will: deliberately check for understanding through questioning, student work tasks, and / or formative assessments, and monitor for student understanding of lesson objectives (not just task completion) measured by scoring a 3 or higher on the Observation Tool; submission of PLC documentation, exemplars and lesson plans.

- Checks for understanding provide clear information about how students are progressing toward the objective
- Teacher collects clear evidence of student understanding.

Support Needed – What training, coaching, resources, or tools are required?

Darryl Williams Training for MCLs, Assistant Principals, Principals, and EDLs
Coaching for teachers who have this action step (MCLs, instructional coaches, and / or campus administrators)

**Milestone 8**

Description – What specific action or deliverable will be completed?

The campus administration will implement observation and feedback cycles according to teacher need and tiering to ensure high quality instrction and coaching for teachers.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Administration

Evidence of Completion – What artifact, data, or observable action will verify completion?

85% of walkthroughs in core content area classrooms show a documented action step based on Campus Action Step Tracker.

Creation and maintenance of teacher tiering roster, observation rosters, principal calendars

Support Needed – What training, coaching, resources, or tools are required?

District walkthrough form, EduHub Access; Coaching for teachers identified in Tier 2 or 3 (MCLs, instructional coaches, and / or campus administrators), EDL support, coaching, and supervision of principals who do not meet observation and feedback goals / expectations Darryl Williams / Teach Like a Champion, teacher waterfall

**Milestone 9**

Description – What specific action or deliverable will be completed?

The campus will implement the district PLC and data analysis structures to strengthen data-based decision-making at the classroom, team, and campus levels. During weekly PLC meetings, teams will use student data trackers, assessment results, and student work to analyze growth and mastery, identify students needing intervention or enrichment, and plan targeted instructional responses. Through the district's Closing the Loop process, teams will implement these responses, monitor student progress, and review subsequent evidence to determine effectiveness and adjust instruction. Campus leadership will participate in Superintendent data reviews using district-provided and district-reported data to evaluate campus progress, identify priorities, and guide instructional support.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, PLC Leads

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of Closing the Loops data analysis documents and weekly PLC documents have been completed and uploaded to the PLC artifacts "Data Tours" folder in google drive for Checkpoint 2B, 3A, 3B, and Spring Interim (for impacted grades and subject areas) and students have been identified for intervention or enrichment groups. Weekly submission of PLC artifacts, including agendas, data analysis, updated student data trackers, instructional action steps, and follow-up monitoring; completed Closing the Loop documentation; and documentation of participation in Superintendent data reviews, including identified priorities and resulting campus action steps.

Support Needed – What training, coaching, resources, or tools are required?

District PLC Artifact Folder, Closing the Loops Data Analysis Data Tour (provided Sept. 2026), PlayLab app

### Milestone 10

Description – What specific action or deliverable will be completed?

The campus will ensure all returning RLA and Math teachers in applicable grade levels for RLA and Math receive RBIS training.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of Returning RLA and Math teachers will have received RBIS Training

Support Needed – What training, coaching, resources, or tools are required?

Funding for training ($250 for RLA per teacher, $500 for Math per teacher)

## Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

CSI Progress Campuses with at least a C Rating will meet with Executive Directors of Leadership weekly for coaching, support, and weekly data reviews. These will also participate in meetings quarterly with Superintendent Dr. Boyer, Chief of Schools, Mr. Marquez, and Chief Academic Officer Dr. Trejo, to review campus data, campus PLC artifacts, attendance and discipline reports, and fidelity of implementation of academic interventions. Campuses will monitor the progress of the TIP at least monthly to review with Executive Directors of Leadership.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Cheryl Wilson (DCSI) will review monthly updates on the implementation of the Targeted Improvement Plan.
Executive Directors of Leadership (Principal Managers) will review data and documentation weekly with principals.
Superintendent Dr. Boyer, Chief of Schools, Mr. Marquez, and Chief of Academics, Dr. Trejo, will review campus data with principals during monthly superintendent data reviews.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress will be collected monthly and uploaded to campus TIP folders hosted by the Accountability and School Improvement Team. Campuses will also provide artifacts during superintendent data review meetings quarterly.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

All Milestone progress data and artifacts will be shared with Executive Directors of Leadership and cabinet level leadership for review utilizing the TIP folder for data collection in Microsoft TEAMS / One Drive, as well as the superintendent data review process.

## Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 72 |
| Meets Grade Level | 44 |
| Masters Grade Level | 22 |

Not applicable: RLA STAAR goals (SY 26-27)

—

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 75 |
| Meets Grade Level | 46 |
| Masters Grade Level | 17 |

Not applicable: Math STAAR goals (SY 26-27)

—

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 69 |
| Meets Grade Level | 43 |
| Masters Grade Level | 20 |

Not applicable: overall STAAR goals (SY 26-27)

—

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

16

Not applicable: Academic Achievement goal (SY 26-27)

—

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

2

Not applicable: ELP Component goal (SY 26-27)

—

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

16

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

8

## Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

—

Upload additional documents (optional):

—

# Ector County Independent School District



# Lee Buice Elementary

# 2026-2027 Targeted Improvement Plan

## Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

No

Please upload artifacts demonstrating a robust observation and feedback system.

Classroom_Walkthrough_Observation_Form_26_27.pdf
f91108ba-420e-424a-
bcd6-01ef60707eec_LIFT_Companion_Guide_Content_Agnostic_ObsFeedback_1_.pdf
Analytics available.docx
0cd27ad3-33bc-4317-81d5-26aa89b5cd6f_Content_Agnostic_Classroom_Observation_Tool.pdf

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

—

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

—

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

—

Please select the date of board approval for this plan:

November 17, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

—

## SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

Our campus is not engaged in a TEA program

Which, if any, program is your school system interested in to support this strategy?

Our campus is not engaged in a TEA program

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Other, District Staff

Please specify the other organization:

Darryl Williams – Get Better Faster / Teach Like a Champion

How many district staff members will be responsible for capacity building with this campus?

3

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

Julie Marshall, EDL, 50%
Darryl Williams, Capacity Builder, 50%
Irma Lopez, Instructional Coach, 100%

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Darryl Williams -
Uncommon Schools / Teach Like a Champion - Darryl Williams - Darryl Williams and the Teach Like a Champion team bring a strong record of success in school turnaround through their work with Uncommon Schools and initiatives such as TurnNJ, which produced significant, measurable gains in student achievement in historically underperforming schools. Under Williams's leadership and coaching, schools have implemented proven instructional and leadership practices that moved campuses from struggling to exceeding state standards. Their data-driven, teacher development–focused approach has been independently validated for closing achievement gaps and sustaining high performance across diverse, high-need student populations.

Julie Marshall -
Julie Garner Marshall is a district instructional leader with 35 years of experience in public education. She has worked extensively with TEA turnaround campuses serving high-needs student populations and leading comprehensive school improvement efforts. In a previous district role, she contributed to the development and monitoring of Campus Improvement Plans, Improvement Required Plans, and TEA Turnaround Plans, providing direct support to multiple middle schools engaged in turnaround processes. Her career includes service as a Principal, Curriculum Facilitator, District ELA Coordinator, and Success Coach at campuses with high economic disadvantage, including Zavala Elementary and Blackshear Elementary. She holds a Master of Science in Counseling and Principal Certification from the University of Texas Permian Basin, as well as two bachelor's degrees from Texas Tech University. Her leadership experience demonstrates a strong record of coaching, data-driven improvement, and elevating instructional quality on struggling campuses.

Irma Lopez-
Irma Lopez brings nine years of experience in education, including roles as a 2nd grade and 4th grade Reading teacher, and an Instructional Coach on a Title I campus identified for school improvement. She has also served as a principal fellow, an assistant principal, and currently works as an Instructional Coach, supporting turnaround efforts through PLCs, instructional coaching, modeling, data-driven practices, and targeted teacher and student support.

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Staffing -
Instructional Coach - Title 1 Funds ($80,000)
District Allocated Campus Instructional Specialist - Title II Funds ($80,000)

Region 18 Teacher Coaching - $12,000

Tutoring $10,000 (Title I Funds)

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

n/a

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

Instructional Specialists are assigned by the district based on school improvement status and campus need. Staffing positions and title funds have been allocated to increase the instructional coaching on the campus as well as campus intervention. Staff has been distributed according to campus need to ensure high-quality staff in high-need areas. Students are assigned to TIA Designated teachers based on student need and data indications.

## Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Other

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

175

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

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The district accountability team will produce student growth tables after each checkpoint and interim assessment. These growth tables utilize the state accountability methodology and compare growth to the prior year STAAR assessment. These growth tables provide not only overall growth scores, but also student listings and demographic group growth scores for Domain III monitoring. The campus will review these growth tables after each checkpoint and interim assessment and utilize them for planning student interventions during the campus intervention block, MTSS-tiering, and student grouping within classrooms.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

In-class interventions are provided daily as part of Tier 1 small group differentiation. Each grade level has a daily 30 minute RTI block. Campus expects to begin after school tutoring in the fall. Emergent Bilingual and Special Education students are included in these groups.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by grade level.

How frequently will PLCs occur?

PLCs occur 2x weekly for 45 each session

Who will facilitate PLCs?

PLCs are facilitated by the campus instructional coach and the campus administration.

Who is required to attend PLCs?

All teachers are required to attend PLCs, the campus administration and instruction coaches also attend. Special education teachers attend weekly on Tuesdays for PLCs related to students they serve. SPED teachers attend a SPED PLC on Thursdays. ESL certified teachers attend PLCs.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

This campus uses the district PLC protocol which follows the 9-week instructional cycle and data cadence in the district. This ensures that weekly PLC structures are completed while embedding internalization, TEKS analysis, and data protocols into the cadence of meetings.

Upload PLC agenda (optional):

ECISD 9-Week PLC Facilitator Guide.pdf

## Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Other Campus Admin (Assistant Principals, Instructional Coaches) | Math Academy (Principal and Instructional Coach) | Region 18 Service Center | Principal and Instructional Coach |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Other Campus Admin (Assistant Principals, Instructional Coaches) | Teach Like a Champion / Get Better Faster / Bambrick-Santoyo Training: Darryl Williams, CEO of Teach Like a Champion trainings EDLs, Principals, APs, and Multi-classroom leaders monthly on best practices for school leadership and coaching teachers. Topics covered include: developing systems and processes, school culture, tiering teachers for support, coaching and providing effective feedback, and implementing aggressive monitoring. | Darryl Williams | Principal Manager (EDL), Principal, Assistant Principals, MCLs |
| Other Campus Admin (Assistant Principals, Instructional Coaches) | Data Tours: Campus and District Leaders participate in data tours that enhance leaders' data literacy for major data points used throughout the district. The goal of each data tour is to deeply understand the data provided as well as its impact on accountability and next steps for the campus team. Each data tour has components that start with the 30,000 ft view and lead to individual student level interventions. | District Accountability & School Improvement Team | Principal, Campus Leadership Team |
| Teacher | Academic Tours<br>Description: Academic tours are designed to roll out academic initiatives and information to campus leadership and teachers. This includes the district PLC process, use of district curriculum documents, and the districtwide instructional framework. | District Academics Department | All teachers |
| Other Campus Admin (Assistant Principals, Instructional Coaches) | Emergent Tree Tier 2 Bridges Program: Campuses in "scale" for Emergent Tree Tier 1 behavior system are participating in 2 full-day professional development sessions for the Tier 2 bridges program (September, Spring), as well as virtual and in person coaching visits to ensure strong implementation and fidelity on these campuses. | Emergent Tree Consultants and Coaches | Campus Emergent Tree Team (Principal, Administration, and Select Teacher Team) |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Teacher | RBIS - RBIS (Research-Based Instructional Strategies) training equips educators with evidence-based practices for delivering rigorous, standards-aligned Tier 1 instruction. The training helps teachers deepen their understanding of content-specific instructional practices, strengthen lesson design and delivery, anticipate student misconceptions, and use effective strategies that promote student thinking, engagement, and mastery of grade-level content.<br><br>Reading and Math teachers will attend before the start of the 27-28 school year. | Region 18 Service Center | RLA and Math teachers |
| Teacher | New ELPs Training - The new Texas ELPS training prepares educators to implement the updated English Language Proficiency Standards (ELPS) by integrating language development into daily content-area instruction. The training emphasizes intentionally supporting students in developing listening, speaking, reading, and writing skills while maintaining access to rigorous, grade-level academic content. | District Bilingual / ESL Team | All content area teachers, Principals, administrators |
| Principal | School Improvement Orientation - Texas School Improvement (SI) Orientation provides campus and district leaders with an overview of TEA's school improvement framework, requirements, and processes for identified campuses. The training helps teams understand their improvement pathway, required planning and monitoring activities, available supports, and expectations for using data and evidence-based practices to drive continuous improvement. | Region 18 Service Center | Principal, Principal Manager |

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

District Academic support trainings are differentiated based on experience (Novice, Beginner, Experienced) with pathways based on experience. Additionally uncertified teachers (Instructional Facilitators) are all required to attend the District "IF Academy" and pursue a personalized certification plan. New and Novice teachers have been assigned a mentor teacher. Many mentor teachers are also attending the TEA mentor teacher training this school year. Teachers are tiered for coaching cycles to provide additional support for high-need teachers.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Emergent Tree training is evaluated using the Emergent Tree Classroom coaching tool and Tier 1 / 2 fidelity checklists.
Darryl Williams training is evaluated using a combination of the "see it, name it, do it" coaching scripting cycle and the district walkthrough form.
District level training is evaluated using the district classroom walkthrough form.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Other

Please describe the observation frequency:

Observation Frequency is based on teacher tiering. Teachers who need the most support (Tier 3) are observed weekly and experience twice monthly coaching cycles.

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Campus administrators were trained in new ELPs during summer 2026. All teachers were trained on district Special Education processes on Sept. 8th, 2026. Accessibility training for all campus staff related to learning management systems was provided Sept. 2026. Another special education training based on campus need will be scheduled in Fall of 2026 for teachers. Self-contained special education classrooms are receiving frequent support from district Special Education supervisor.

## Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones

should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

### Milestone 1

Description – What specific action or deliverable will be completed?

Observation and Feedback Cycles Calibration- Campus administrators regularly (at least monthly) utilize Sibme for walkthrough calibration.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Administration

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of administrators will have completed calibrated walkthroughs with Sibme; Screenshots from each campus administrator Sibme account showing use of the app for calibrated walkthroughs

Support Needed – What training, coaching, resources, or tools are required?

Sibme training (Completed Summer 2026); Sibme app access, ongoing Simbe training and support through HR and Leadership (EDLs)

### Milestone 2

Description – What specific action or deliverable will be completed?

Classrooms will implement positive learning environment and classroom management routines, including Emergent Tree (as appropriate for Cohort).

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Emergent Tree Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

On Emergent Tree Year 2 Campuses: 80% of randomly sampled classrooms will show evidence of Emergent Tree Tier 1 Fidelity. (Temperature checks, frayer models, feedback boards, aligned feedback)

Support Needed – What training, coaching, resources, or tools are required?

Emergent Tree Training, Tier 1 Fidelity Checklist; Tier 1 Fidelity walks from Emergent Tree and MTSS Behavior Specialists

### Milestone 3

Description – What specific action or deliverable will be completed?

Classrooms will implement district adopted High-Quality Instructional Materials (HQIM) and pacing guides with fidelity.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of randomly sampled classrooms will show evidence of fidelity to district adopted HQIM and pacing; Campus walkthroughs sampled by EDL / DCSI using district walkthrough tool.

Support Needed – What training, coaching, resources, or tools are required?

EduHub Access, District Walkthrough forms

### Milestone 4

Description – What specific action or deliverable will be completed?

Campuses will monitor the progress of Emergent Bilingual English language development and utilize district adopted platform for language practice.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus LPAC Administrator / ESL Facilitator

Evidence of Completion – What artifact, data, or observable action will verify completion?

MOY Summit K-12 assessment shows 95% participation rate among Emergent Bilingual Students; Elementary campus master schedules reflect the Transitional Bilingual Early Exit Model as adopted by the district, and teachers utilize adopted language development curriculum appropriately. MOY Summit K-12 Assessment report; Bilingual / ESL classroom monitoring and walkthroughs.

Support Needed – What training, coaching, resources, or tools are required?

Summitt K-12 Access, Summitt K-12 Training (provided Sept. 2026); Summitt K-12 training; TELPAS Data Tour

**Milestone 5**

Description – What specific action or deliverable will be completed?

Implementation of expectations for academic language and rigorous questioning; Campus leaders will provide ongoing professional learning, coaching, and observation feedback focused on academic language development and rigorous questioning strategies
Campuses will implement the use of academic language and rigorous questioning in Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

80% of randomly sampled classrooms will: use precise academic language and rigorous, meaningful, standards aligned tasks and questioning strategies that build and deepen student understanding measured by scoring a 3 or higher on the Observation Tool.
- Key terms are introduced and used during explanations
- Tasks and questions build and deepen student understanding
Participated in PD provided by Academics team

Support Needed – What training, coaching, resources, or tools are required?

Eduhub Access, Unit overviews; Academic Tours, including AVID WICOR Training, Coaching for teachers who have this action step (MCLs, instructional coaches, and / or campus administrators)

**Milestone 6**

Description – What specific action or deliverable will be completed?

Campuses will implement the AVID WICOR instructional framework to ensure multiple means of participation, engagement, and frequent practice in Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

80% of randomly sampled classrooms will: demonstrate more than one engagement strategy and practice that reveals student thinking (discussion, writing, student practice aligned with AVID WICOR measured by scoring a 3 or higher on the Observation Tool, presence in lesson plans and exemplars, etc.

- Students have regular opportunities to practice during the lesson.
- Participation is high with few or no students disengaged.

Support Needed – What training, coaching, resources, or tools are required?

AVID WICOR Training, AVID WICOR strategies and resources (EduHub).

### Milestone 7

Description – What specific action or deliverable will be completed?

Campuses teachers will plan and  implement checks for understanding and academic monitoring in Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

In at least 80% of randomly sampled classrooms, teachers will: deliberately check for understanding through questioning, student work tasks, and / or formative assessments, and monitor for student understanding of lesson objectives (not just task completion) measured by scoring a 3 or higher on the Observation Tool; submission of PLC documentation, exemplars and lesson plans.

- Checks for understanding provide clear information about how students are progressing toward the objective
- Teacher collects clear evidence of student understanding.

Support Needed – What training, coaching, resources, or tools are required?

Darryl Williams Training for MCLs, Assistant Principals, Principals, and EDLs
Coaching for teachers who have this action step (MCLs, instructional coaches, and / or campus administrators)

### Milestone 8

Description – What specific action or deliverable will be completed?

The campus administration will implement observation and feedback cycles according to teacher need and tiering to ensure high quality instruction and coaching for teachers.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Administration

Evidence of Completion – What artifact, data, or observable action will verify completion?

85% of walkthroughs in core content area classrooms show a documented action step based on Campus Action Step Tracker.

Creation and maintenance of teacher tiering roster, observation rosters, principal calendars

Support Needed – What training, coaching, resources, or tools are required?

District walkthrough form, EduHub Access; Coaching for teachers identified in Tier 2 or 3 (MCLs, instructional coaches, and / or campus administrators), EDL support, coaching, and supervision of principals who do not meet observation and feedback goals / expectations Darryl Williams / Teach Like a Champion, teacher waterfall

### Milestone 9

Description – What specific action or deliverable will be completed?

The campus will implement the district PLC and data analysis structures to strengthen data-based decision-making at the classroom, team, and campus levels. During weekly PLC meetings, teams will use student data trackers, assessment results, and student work to analyze growth and mastery, identify students needing intervention or enrichment, and plan targeted instructional responses. Through the district's Closing the Loop process, teams will implement these responses, monitor student progress, and review subsequent evidence to determine effectiveness and adjust instruction. Campus leadership will participate in Superintendent data reviews using district-provided and district-reported data to evaluate campus progress, identify priorities, and guide instructional support.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, PLC Leads

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of Closing the Loops data analysis documents and weekly PLC documents have been completed and uploaded to the PLC artifacts "Data Tours" folder in google drive for Checkpoint 2B, 3A, 3B, and Spring Interim (for impacted grades and subject areas) and students have been identified for intervention or enrichment groups. Weekly submission of PLC artifacts, including agendas, data analysis, updated student data trackers, instructional action steps, and follow-up monitoring; completed Closing the Loop documentation; and documentation of participation in Superintendent data reviews, including identified priorities and resulting campus action steps.

Support Needed – What training, coaching, resources, or tools are required?

District PLC Artifact Folder, Closing the Loops Data Analysis Data Tour (provided Sept. 2026), PlayLab app

**Milestone 10**

Description – What specific action or deliverable will be completed?

The campus will ensure all returning RLA and Math teachers in applicable grade levels for RLA and Math receive RBIS training.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of Returning RLA and Math teachers will have received RBIS Training

Support Needed – What training, coaching, resources, or tools are required?

Funding for training ($250 for RLA per teacher, $500 for Math per teacher)

## Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

This CSI Progress Campus will meet with Executive Directors of Leadership weekly for coaching, support, and weekly data reviews. These will also participate in meetings quarterly with Superintendent Dr. Boyer, Chief of Schools, Mr. Marquez, and Chief Academic Officer Dr. Trejo, to review campus data, campus PLC artifacts, attendance and discipline reports, and fidelity of implementation of academic interventions. Campuses will monitor the progress of the TIP at least monthly to review with Executive Directors of Leadership.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Cheryl Wilson (DCSI) will review monthly updates on the implementation of the Targeted Improvement Plan.
Executive Directors of Leadership (Principal Managers) will review data and documentation weekly with principals.
Superintendent Dr. Boyer, Chief of Schools, Mr. Marquez, and Chief of Academics, Dr. Trejo, will review campus data with principals during monthly superintendent data reviews.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress will be collected monthly and uploaded to campus TIP folders hosted by the Accountability and School Improvement Team. Campuses will also provide artifacts during superintendent data review meetings quarterly.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

All Milestone progress data and artifacts will be shared with Executive Directors of Leadership and cabinet level leadership for review utilizing the TIP folder for data collection in Microsoft TEAMS / One Drive, as well as the superintendent data review process.

## Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 72 |
| Meets Grade Level | 46 |
| Masters Grade Level | 17 |

Not applicable: RLA STAAR goals (SY 26-27)

—

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 70 |
| Meets Grade Level | 48 |
| Masters Grade Level | 19 |

Not applicable: Math STAAR goals (SY 26-27)

—

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 68 |
| Meets Grade Level | 40 |
| Masters Grade Level | 17 |

Not applicable: overall STAAR goals (SY 26-27)

—

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

16

Not applicable: Academic Achievement goal (SY 26-27)

—

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

2

Not applicable: ELP Component goal (SY 26-27)

—

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

16

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

8

## Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

—

Upload additional documents (optional):

—

# Ector County Independent School District

# Pease Elementary

# 2026-2027 Targeted Improvement Plan

## Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

No

Please upload artifacts demonstrating a robust observation and feedback system.

Pease_Instructional_Walkthrough_Action_Tracker.xlsm
Classroom Walkthrough Observation Form 26-27.pdf
Pease Instructional Walkthrough Action Tracker.xlsm
f91108ba-420e-424a-
bcd6-01ef60707eec_LIFT_Companion_Guide_Content_Agnostic_ObsFeedback_1_.pdf
Analytics available.docx
0cd27ad3-33bc-4317-81d5-26aa89b5cd6f_Content_Agnostic_Classroom_Observation_Tool.pdf

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

—

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

—

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

—

Please select the date of board approval for this plan:

November 17, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

—

## SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

Our campus is not engaged in a TEA program

Which, if any, program is your school system interested in to support this strategy?

Our campus is not engaged in a TEA program

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Other, District Staff

Please specify the other organization:

Darryl Williams – Get Better Faster / Teach Like a Champion

How many district staff members will be responsible for capacity building with this campus?

6

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

Julie Marshall, Executive Director of Leadership, 50%
Darryl Williams, Capacity Builder, 50%
Rocky Phillips, Instructional Specialist (RLA), 100%
Yancey Southard, Assistant Principal, 50%
Jamie Anderson, IB Coordinator, 50%

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Julie Marshall -
Julie Garner Marshall is a district instructional leader with 35 years of experience in public education. She has worked extensively with TEA turnaround campuses serving high-needs student populations and leading comprehensive school improvement efforts. In a previous district role, she contributed to the development and monitoring of Campus Improvement Plans, Improvement Required Plans, and TEA Turnaround Plans, providing direct support to multiple middle schools engaged in turnaround processes. Her career includes service as a Principal, Curriculum Facilitator, District ELA Coordinator, and Success Coach at campuses with high economic disadvantage, including Zavala Elementary and Blackshear Elementary. She holds a Master of Science in Counseling and Principal Certification from the University of Texas Permian Basin, as well as two bachelor's degrees from Texas Tech University. Her leadership experience demonstrates a strong record of coaching, data-driven improvement, and elevating instructional quality on struggling campuses.

Darryl Williams -
Uncommon Schools / Teach Like a Champion - Darryl Williams - Darryl Williams and the Teach Like a Champion team bring a strong record of success in school turnaround through their work with Uncommon Schools and initiatives such as TurnNJ, which produced significant, measurable gains in student achievement in historically underperforming schools. Under Williams's leadership and coaching, schools have implemented proven instructional and leadership practices that moved campuses from struggling to exceeding state standards. Their data-driven, teacher development–focused approach has been independently validated for closing achievement gaps and sustaining high performance across diverse, high-need student populations.
Micah Arrott, Principal, 100%

Rocky Phillips, Instructional Specialist (RLA), 100%
Rocky Phillips has extensive experience supporting school turnaround by strengthening instruction, developing
teachers, and creating systems of accountability focused on student achievement. She has led PLC and
data-analysis cycles, supported teachers in unpacking standards and internalizing lessons, and used
assessment data to develop targeted reteach, intervention, and enrichment plans. Through consistent
coaching, progress monitoring, and a strong focus on Tier 1 instruction, she has helped teams close
achievement gaps, improve instructional practices, and increase student growth. Her approach centers on
knowing the standards, knowing the data, knowing the scholars, and consistently closing the loop.

Jamie Anderson, IB Coordinator, 50%

Now in her 18th year in public education, Jamie has firsthand experience contributing to a successful school
turnaround at Pease Elementary, a Title I campus that improved its state accountability rating from an F to a C.
As the IB PYP Coordinator and a member of the campus leadership team, she has helped drive improvement
by strengthening instructional practices, using data to guide decisions, building teacher capacity, and
establishing systems of accountability and support.
Beyond academics, Jamie has helped transform campus culture through IB PYP, AVID, student leadership,
and the House System, creating greater student ownership, engagement, and belonging. This experience has
reinforced her belief that sustainable school turnaround occurs when strong instruction, high expectations,
intentional leadership, and a positive school culture work together toward one shared vision: success for every
student.

Yancey Southard, Assistant Principal, 50%
He has direct experience working in a school turnaround environment and contributing to significant campus
improvement. During the 2025–2026 school year, he served as a K–5 math specialist on an Improvement
Required campus that increased its accountability score from a 66 to an 87 in a single school year.
In that role, he supported campus improvement through data analysis, targeted small-group instruction, MTSS
implementation and documentation, and direct instructional support across multiple grade levels. His work
required identifying student needs, using assessment data to guide intervention, monitoring progress, and
supporting teachers in adjusting instruction based on student performance.
He also brings experience teaching mathematics across multiple grade levels and districts, including work on
campuses with histories of turnaround and improved accountability performance. Throughout his career, he
has demonstrated strong student performance on STAAR and developed a strong understanding of how
effective instruction, purposeful intervention, consistent progress monitoring, and the strategic use of data can
contribute to sustained campus improvement.

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Instructional Specialist ($80,000 - Title 2 District Funds)
IB Coordinator ($80,000 - Choice Schools Fund)
1 Multi-Classroom Leader Level II ($17,000 - Redistributed Position)
3 Multi-Classroom Leaders Level I ($45,000 - Redistributed Position)
2 Team Reach Teachers ($16,000 - Redistributed Position / Title I Funds)
3 Teacher Residents ($99,000 - Teacher Resident Funding)
Darryl Williams - Funding by district, Title II

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

n/a

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

Instructional Specialists are assigned by the district based on school improvement status and campus need. Staffing positions and title funds have been allocated to increase the number of effective / high-growth teachers on the campus. Staff has been distributed according to campus need to ensure high-quality staff in high-need areas. Students are assigned to Opportunity Culture / TIA Designated teachers based on student need and data indications.

## Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Other

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

585

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

585

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

175

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

| Type of Assessment | Please specify other assessment type: | Campus or District | Frequency | Purpose (how will these results be used) |
|---|---|---|---|---|
| Other | District Common Assessment (District Checkpoint) | District | Monthly | Campuses will participate in District Checkpoint assessments directly tied to the scope and sequence of each grade level / content area. These are administered in the 5th week and 9th week of each 9-week grading period. These assessments are designed to take no more than a single class period and assess recently covered material. Campuses engage in data review after each of these assessments and respond to identified needs through reteaching, spiraling, and / or extension. The district also provides growth tables after each assessment. Together with performance data, the growth data is also used to assist with student grouping, determination of interventions, and MTSS tiering. |
| Interim | | District | Semester | Campuses will take the RLA and Math interim in Fall, and interims for RLA, Math, and Science in the Spring. These STAAR aligned assessments are used not only to give students practice and familiarity in the STAAR platform, but also to provide campuses data on STAAR-aligned performance, growth, and predictive analytics. Growth tables and performance data are provided to campuses after each of these assessments to assist with student grouping, remediation and intervention plans, and data tracking. |

| Type of Assessment | Please specify other assessment type: | Campus or District | Frequency | Purpose (how will these results be used) |
|---|---|---|---|---|
| Other | I-Ready | District | BOY/MOY/ EOY | Students participate in the i-ready assessment to engage in a personalized learning pathway throughout the year. The results of the assessments and learning pathway also provide teachers with scripted lessons for student intervention. |

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

The district accountability team will produce student growth tables after each checkpoint and interim assessment. These growth tables utilize the state accountability methodology and compare growth to the prior year STAAR assessment. These growth tables provide not only overall growth scores, but also student listings and demographic group growth scores for Domain III monitoring. The campus will review these growth tables after each checkpoint and interim assessment and utilize them for planning student interventions during the campus intervention block, MTSS-tiering, and student grouping within classrooms.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

All grade levels pull two invention groups daily as part of the master schedule (two groups for reading, and two groups for math). Instructional specialist pulls student groups for intervention as well. Students are selected for small groups based on assessment data from assessments listed above. Students in special populations are included in these groups.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

Two double blocked PLCs occur weekly. On Tuesdays vertical PLCs (K-5) meet by content area (Reading, Math, Science, Social Studies, and Bilingual) meet. On Fridays grade bands meet for PLCs (K-1, 2-3, and 4-5.). The double is 90 minutes twice per week.

How frequently will PLCs occur?

PLCs meet twice weekly for 90 minutes each (a total of 180 minutes weekly).

Who will facilitate PLCs?

Principal, MCLs, and Assistant Principal facilitate by assigned subject area.

Who is required to attend PLCs?

All content area teachers attend, all teacher residents, and Special education teachers are all required to attend. Separate PLCs for Specials teachers take place on Fridays.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

This campus uses the district PLC protocol which follows the 9-week instructional cycle and data cadence in the district. This ensures that weekly PLC structures are completed while embedding internalization, TEKS analysis, and data protocols into the cadence of meetings.

Upload PLC agenda (optional):

ECISD 9-Week PLC Facilitator Guide.pdf

## Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Teacher | Texas IB Schools Training for all Teachers and Paraprofessionals, takes place annually in the summer and at least twice throughout the year. | TIBS | All staff |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Other Campus Admin (Assistant Principals, Instructional Coaches) | Teach Like a Champion / Get Better Faster / Bambrick-Santoyo Training: Darryl Williams, CEO of Teach Like a Champion trainings EDLs, Principals, APs, and Multi-classroom leaders monthly on best practices for school leadership and coaching teachers. Topics covered include: developing systems and processes, school culture, tiering teachers for support, coaching and providing effective feedback, and implementing aggressive monitoring. | Darryl Williams | Principal Manager (EDL), Principal, Assistant Principals, MCLs |
| Other Campus Admin (Assistant Principals, Instructional Coaches) | Data Tours: Campus and District Leaders participate in data tours that enhance leaders' data literacy for major data points used throughout the district. The goal of each data tour is to deeply understand the data provided as well as its impact on accountability and next steps for the campus team. Each data tour has components that start with the 30,000 ft view and lead to individual student level interventions. | District Accountability & School Improvement Team | Principal, Campus Leadership Team |
| Teacher | Academic Tours<br>Description: Academic tours are designed to roll out academic initiatives and information to campus leadership and teachers. This includes the district PLC process, use of district curriculum documents, and the districtwide instructional framework. | District Academics Department | All teachers |
| Other Campus Admin (Assistant Principals, Instructional Coaches) | Emergent Tree Tier 1:<br>Campuses in Year 1 of the Emergent Tree Tier 1 Behavior program will attend training in person 3x per year (July, September, Spring), have two in-person coaching visits, and 2 virtual coaching visits. | Emergent Tree Consultants and Coaches | Campus Emergent Tree Team (Principal, Administration, and Select Teacher Team) |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Teacher | RBIS - RBIS (Research-Based Instructional Strategies) training equips educators with evidence-based practices for delivering rigorous, standards-aligned Tier 1 instruction. The training helps teachers deepen their understanding of content-specific instructional practices, strengthen lesson design and delivery, anticipate student misconceptions, and use effective strategies that promote student thinking, engagement, and mastery of grade-level content.<br><br>Reading and Math teachers will attend before the start of the 27-28 school year. | Region 18 Service Center | RLA and Math teachers |
| Teacher | New ELPs Training - The new Texas ELPS training prepares educators to implement the updated English Language Proficiency Standards (ELPS) by integrating language development into daily content-area instruction. The training emphasizes intentionally supporting students in developing listening, speaking, reading, and writing skills while maintaining access to rigorous, grade-level academic content. | District Bilingual / ESL Team | All content area teachers, Principals, administrators |
| Principal | School Improvement Orientation - Texas School Improvement (SI) Orientation provides campus and district leaders with an overview of TEA's school improvement framework, requirements, and processes for identified campuses. The training helps teams understand their improvement pathway, required planning and monitoring activities, available supports, and expectations for using data and evidence-based practices to drive continuous improvement. | Region 18 Service Center | Principal, Principal Manager |

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

All new teachers receive a coach for modeling and lesson plan support from the administrative support in addition to having a mentor teacher.
Within the district, Instructional Facilitators (IFs) (uncertified) are part of the IF Academy designed to support these staff members and push toward certification. Additionally, district PD days are designed with differentiated pathways based on experience level.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Emergent Tree training is evaluated using the Emergent Tree Classroom coaching tool and Tier 1 / 2 fidelity checklists.
Darryl Williams training is evaluated using a combination of the "see it, name it, do it" coaching scripting cycle and the district walkthrough form.
District level training is evaluated using the district classroom walkthrough form.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Biweekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

All teachers received training on the new ELPs. The campus will provide Content Based Language Instruction (CBLI) training through the district Bilingual / ESL department by the end of the first semester. The district special education team has been supporting the specialized classroom frequently. And all teachers will attend a special education training based on campus needs by the end of the first semester.

## Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

### Milestone 1

Description – What specific action or deliverable will be completed?

Observation and Feedback Cycles Calibration- Campus administrators regularly (at least monthly) utilize Sibme for walkthrough calibration.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Administration

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of administrators will have completed calibrated walkthroughs with Sibme; Screenshots from each campus administrator Sibme account showing use of the app for calibrated walkthroughs

Support Needed – What training, coaching, resources, or tools are required?

Sibme training (Completed Summer 2026); Sibme app access, ongoing Simbe training and support through HR and Leadership (EDLs)

**Milestone 2**

Description – What specific action or deliverable will be completed?

Classrooms will implement positive learning environment and classroom management routines, including Emergent Tree (as appropriate for Cohort).

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Emergent Tree Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

80% of randomly sampled classrooms will: manage instructional time effectively including transitions, routines, and procedures, in ways that maximize instructional time AND implement district, campus and/or campus behavior systems . Teacher address misbehaviors with minimal disruption to the classroom and students follow teacher expectations with positive reinforcement. This will be measured by the Observation tool (classroom management and environment section).

Support Needed – What training, coaching, resources, or tools are required?

Emergent Tree Training, Tier 1 Fidelity Checklist; Tier 1 Fidelity walks from Emergent Tree and MTSS Behavior Specialists

### Milestone 3

Description – What specific action or deliverable will be completed?

Classrooms will implement district adopted High-Quality Instructional Materials (HQIM) and pacing guides with fidelity.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of randomly sampled classrooms will show evidence of fidelity to district adopted HQIM and pacing; Campus walkthroughs sampled by EDL / DCSI using district walkthrough tool.

Support Needed – What training, coaching, resources, or tools are required?

EduHub Access, District Walkthrough forms

### Milestone 4

Description – What specific action or deliverable will be completed?

Campuses will monitor the progress of Emergent Bilingual English language development and utilize district adopted platform for language practice.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus LPAC Administrator / ESL Facilitator

Evidence of Completion – What artifact, data, or observable action will verify completion?

MOY Summit K-12 assessment shows 95% participation rate among Emergent Bilingual Students; Elementary campus master schedules reflect the Transitional Bilingual Early Exit Model as adopted by the district, and teachers utilize adopted language development curriculum appropriately. MOY Summit K-12 Assessment report; Bilingual / ESL classroom monitoring and walkthroughs.

Support Needed – What training, coaching, resources, or tools are required?

Summitt K-12 Access, Summitt K-12 Training (provided Sept. 2026); Summitt K-12 training; TELPAS Data Tour

**Milestone 5**

Description – What specific action or deliverable will be completed?

Implementation of expectations for academic language and rigorous questioning; Campus leaders will provide ongoing professional learning, coaching, and observation feedback focused on academic language development and rigorous questioning strategies
Campuses will implement the use of academic language and rigorous questioning in Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

80% of randomly sampled classrooms will: use precise academic language and rigorous, meaningful, standards aligned tasks and questioning strategies that build and deepen student understanding measured by scoring a 3 or higher on the Observation Tool.
- Key terms are introduced and used during explanations
- Tasks and questions build and deepen student understanding
Participated in PD provided by Academics team

Support Needed – What training, coaching, resources, or tools are required?

Eduhub Access, Unit overviews; Academic Tours, including AVID WICOR Training, Coaching for teachers who have this action step (MCLs, instructional coaches, and / or campus administrators)

**Milestone 6**

Description – What specific action or deliverable will be completed?

Campuses will implement the AVID WICOR instructional framework to ensure multiple means of participation, engagement, and frequent practice in Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

80% of randomly sampled classrooms will: demonstrate more than one engagement strategy and practice that reveals student thinking (discussion, writing, student practice aligned with AVID WICOR measured by scoring a 3 or higher on the Observation Tool, presence in lesson plans and exemplars, etc.

- Students have regular opportunities to practice during the lesson.
- Participation is high with few or no students disengaged.

Support Needed – What training, coaching, resources, or tools are required?

AVID WICOR Training, AVID WICOR strategies and resources (EduHub).

### Milestone 7

Description – What specific action or deliverable will be completed?

Campuses teachers will plan and  implement checks for understanding and academic monitoring in Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

"In at least 80% of randomly sampled classrooms, teachers will: deliberately check for understanding through questioning, student work tasks, and / or formative assessments, and monitor for student understanding of lesson objectives (not just task completion) measured by scoring a 3 or higher on the Observation Tool; submission of PLC documentation, exemplars and lesson plans.

- Checks for understanding provide clear information about how students are progressing toward the objective
- Teacher collects clear evidence of student understanding.

Support Needed – What training, coaching, resources, or tools are required?

Darryl Williams Training for MCLs, Assistant Principals, Principals, and EDLs
Coaching for teachers who have this action step (MCLs, instructional coaches, and / or campus administrators)

### Milestone 8

Description – What specific action or deliverable will be completed?

The campus administration will implement observation and feedback cycles according to teacher need and tiering to ensure high quality instruction and coaching for teachers.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Administration

Evidence of Completion – What artifact, data, or observable action will verify completion?

85% of walkthroughs in core content area classrooms show a documented action step based on Campus Action Step Tracker.

Creation and maintenance of teacher tiering roster, observation rosters, principal calendars

Support Needed – What training, coaching, resources, or tools are required?

District walkthrough form, EduHub Access; Coaching for teachers identified in Tier 2 or 3 (MCLs, instructional coaches, and / or campus administrators), EDL support, coaching, and supervision of principals who do not meet observation and feedback goals / expectations Darryl Williams / Teach Like a Champion, teacher waterfall

### Milestone 9

Description – What specific action or deliverable will be completed?

The campus will implement the district PLC and data analysis structures to strengthen data-based decision-making at the classroom, team, and campus levels. During weekly PLC meetings, teams will use student data trackers, assessment results, and student work to analyze growth and mastery, identify students needing intervention or enrichment, and plan targeted instructional responses. Through the district's Closing the Loop process, teams will implement these responses, monitor student progress, and review subsequent evidence to determine effectiveness and adjust instruction. Campus leadership will participate in Superintendent data reviews using district-provided and district-reported data to evaluate campus progress, identify priorities, and guide instructional support.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, PLC Leads

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of Closing the Loops data analysis documents and weekly PLC documents have been completed and uploaded to the PLC artifacts "Data Tours" folder in google drive for Checkpoint 2B, 3A, 3B, and Spring Interim (for impacted grades and subject areas) and students have been identified for intervention or enrichment groups. Weekly submission of PLC artifacts, including agendas, data analysis, updated student data trackers, instructional action steps, and follow-up monitoring; completed Closing the Loop documentation; and documentation of participation in Superintendent data reviews, including identified priorities and resulting campus action steps.

Support Needed – What training, coaching, resources, or tools are required?

District PLC Artifact Folder, Closing the Loops Data Analysis Data Tour (provided Sept. 2026), PlayLab app

**Milestone 10**

Description – What specific action or deliverable will be completed?

The campus will ensure all returning RLA and Math teachers in applicable grade levels for RLA and Math receive RBIS training.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of Returning RLA and Math teachers will have received RBIS Training

Support Needed – What training, coaching, resources, or tools are required?

Funding for training ($250 for RLA per teacher, $500 for Math per teacher)

## Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

CSI Progress Campuses with at least a C Rating will meet with Executive Directors of Leadership weekly for coaching, support, and weekly data reviews. These will also participate in meetings quarterly with Superintendent Dr. Boyer, Chief of Schools, Mr. Marquez, and Chief Academic Officer Dr. Trejo, to review campus data, campus PLC artifacts, attendance and discipline reports, and fidelity of implementation of academic interventions. Campuses will monitor the progress of the TIP at least monthly to review with Executive Directors of Leadership.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Cheryl Wilson (DCSI) will review monthly updates on the implementation of the Targeted Improvement Plan.
Executive Directors of Leadership (Principal Managers) will review data and documentation weekly with principals.
Superintendent Dr. Boyer, Chief of Schools, Mr. Marquez, and Chief of Academics, Dr. Trejo, will review campus data with principals during monthly superintendent data reviews.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress will be collected monthly and uploaded to campus TIP folders hosted by the Accountability and School Improvement Team. Campuses will also provide artifacts during superintendent data review meetings quarterly.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

All Milestone progress data and artifacts will be shared with Executive Directors of Leadership and cabinet level leadership for review utilizing the TIP folder for data collection in Microsoft TEAMS / One Drive, as well as the superintendent data review process.

## Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 78 |
| Meets Grade Level | 46 |
| Masters Grade Level | 24 |

Not applicable: RLA STAAR goals (SY 26-27)

—

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 72 |
| Meets Grade Level | 47 |
| Masters Grade Level | 21 |

Not applicable: Math STAAR goals (SY 26-27)

—

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 71 |
| Meets Grade Level | 45 |
| Masters Grade Level | 22 |

Not applicable: overall STAAR goals (SY 26-27)

—

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

16

Not applicable: Academic Achievement goal (SY 26-27)

—

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

2

Not applicable: ELP Component goal (SY 26-27)

—

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

16

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

8

## Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

—

Upload additional documents (optional):

—

Academics & Accountability

**Local Improvement Plan Template 26-27**

**Campus Name: Austin Elementary School**

**Areas of Identification:**

| | | | |
|---|---|---|---|
| RLA Meets – SPED | Math Meets - SPED | Student Success - SPED | |

**Campus Improvement Team Agendas / Sign Ins:**

| |
|---|
| Date: LIP 9.4.26 AUSTIN.pdf |
| Date: (Insert Date) / Insert Link |

**Data Monitoring Documentation – Link Data Tours (including Closing the Loops) folder for monitoring:**

**Austin Data Tour Folder**

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**Area of need #1**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **RLA Academic Achievement (Meets) - Special Education.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | 26% of Students served in Special Education will achieve meets on STAAR RLA. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30 |

| | |
|---|---|
| | December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Jessica Moreno, Principal<br>Stephani Castillo, AP<br>Larry Orona & Sped Team |
| Educational Interventions: | • Targeted Small Group Instruction – Scheduled daily in classrooms<br>• Master schedule includes daily intervention block<br>• Montessori Specialist schedule designed to support content area teachers and students as appropriate<br>• Small groups will specifically target approaches level students in this demographic for extension and enrichment on and above grade level. |
| Allocation of Resources: | Required: Time Adjustments<br>• Targeted Small Group Instruction – Scheduled daily in classrooms<br>• Master schedule includes daily intervention block<br>• Montessori Specialist schedule designed to support content area teachers and students as appropriate<br>• Increased tier 1 instructional time in classrooms by 45 minutes daily<br>Required: Funding Adjustments<br>• Montessori Specialist schedule designed to support content area teachers and students as appropriate - $80,000<br>• District level support for Title funding arrangements<br>Required: Staffing Adjustments |

| | |
|---|---|
| | • Montessori Specialist schedule designed to support content area teachers and students as appropriate - $80,000<br>• Strategic staffing of grades 4-6 to prioritize TIA designated and high-growth teachers<br>• Additional administrative instructional support in grade 3, coaching |

Data Monitoring:

Restate Goal: 26% of Students served in Special Education will achieve meets on STAAR RLA.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %:<br>6th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %:<br>6th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %:<br>6th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %:<br>6th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %:<br>6th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %:<br>6th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %:<br>6th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %:<br>6th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %:<br>6th %: | |

**Area of need #2**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools

Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Math Academic Achievement (Meets) - Special Education**.

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | 29% of Students served in Special Education will achieve meets on Math STAAR. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Jessica Moreno, Principal<br>Stephani Castillo, AP<br>Larry Orona & Sped Team |
| Educational Interventions: | • Targeted Small Group Instruction – Scheduled daily in classrooms<br>• Master schedule includes daily intervention block<br>• Montessori Specialist schedule designed to support content area teachers and students as appropriate<br>• Small groups will specifically target approaches level students in this demographic for extension and enrichment on and above grade level.<br>• Required use of district adopted HQIM |
| Allocation of Resources: | Required: Time Adjustments |

| | |
|---|---|
| | • Targeted Small Group Instruction – Scheduled daily in classrooms<br>• Master schedule includes daily intervention block<br>• Montessori Specialist schedule designed to support content area teachers and students as appropriate<br>• Increased tier 1 instructional time in classrooms by 45 minutes daily<br>Required: Funding Adjustments<br>• Montessori Specialist schedule designed to support content area teachers and students as appropriate - $80,000<br>• District level support for Title funding arrangements<br>Required: Staffing Adjustments<br>• Montessori Specialist schedule designed to support content area teachers and students as appropriate - $80,000<br>• Strategic staffing of grades 4-6 to prioritize TIA designated and high-growth teachers<br>Additional administrative instructional support in grade 3, coaching |

Data Monitoring:

Restate Goal: 29% of Students served in Special Education will achieve meets on STAAR RLA.

| **Checkpoint 1A:** | **Checkpoint 1B: (October)** | **Interim (Fall) (October)** 3rd %: | **Checkpoint 2A: (November)** | **Checkpoint 2B: (December)** |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| **(September)**<br>3rd %:<br>4th %:<br>5th %:<br>6th %: | 3rd %:<br>4th %:<br>5th %:<br>6th %: | 4th %:<br>5th %:<br>6th %: | 3rd %:<br>4th %:<br>5th %:<br>6th %: | 3rd %:<br>4th %:<br>5th %:<br>6th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %:<br>6th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %:<br>6th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %:<br>6th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %:<br>6th %: | |

**Area of need #3**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Student Success (STAAR D1) - Special Education**.

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | The average of Approaches, Meets, and Masters for students served in Special Education will be 23% across all subject areas and grade levels (3, 4, 5, 6, RLA, Math, Science). |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Jessica Moreno, Principal<br>Stephani Castillo, AP<br>Larry Orona & Sped Team |
| Educational Interventions: | • Targeted Small Group Instruction – Scheduled daily in classrooms<br>• Master schedule includes daily intervention block<br>• Montessori Specialist schedule designed to support content area teachers and students as appropriate<br>• Small groups will specifically target approaches level students in this demographic for extension and |

| | |
|---|---|
| | enrichment on and above grade level.<br>• Required use of district adopted HQIM<br>• Exploring STEM Lab position for science |
| Allocation of Resources: | Required: Time Adjustments<br>• Targeted Small Group Instruction – Scheduled daily in classrooms<br>• Master schedule includes daily intervention block<br>• Montessori Specialist schedule designed to support content area teachers and students as appropriate<br>• Increased tier 1 instructional time in classrooms by 45 minutes daily<br>Required: Funding Adjustments<br>• Montessori Specialist schedule designed to support content area teachers and students as appropriate - $80,000<br>• District level support for Title funding arrangements<br>Required: Staffing Adjustments<br>• Montessori Specialist schedule designed to support content area teachers and students as appropriate - $80,000<br>• Strategic staffing of grades 4-6 to prioritize TIA designated and high-growth teachers<br>Additional administrative instructional support in grade 3, coaching |

Data Monitoring:

Restate Goal: The average of Approaches, Meets, and Masters for students served in Special Education will be 23% across all subject areas and grade levels (3, 4, 5, RLA, Math, Science).

| **Checkpoint 1A: (September)**<br>RLA:<br>3rd %:<br>4th %:<br>5th %:<br>6th %:<br><br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>6th %:<br><br>Science:<br>5th %: | **Checkpoint 1B: (October)**<br>RLA:<br>3rd %:<br>4th %:<br>5th %:<br>6th %:<br><br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>6th %:<br><br>Science:<br>5th %: | **Interim (Fall) (October)**<br>RLA:<br>3rd %:<br>4th %:<br>5th %:<br>6th %:<br><br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>6th %:<br><br>Science:<br>5th %: | **Checkpoint 2A: (November)**<br>RLA:<br>3rd %:<br>4th %:<br>5th %:<br>6th %:<br><br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>6th %:<br><br>Science:<br>5th %: | **Checkpoint 2B: (December)**<br>RLA:<br>3rd %:<br>4th %:<br>5th %:<br>6th %:<br><br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>6th %:<br><br>Science:<br>5th %: |
|---|---|---|---|---|
| **Interim (Spring) (January)**<br>RLA:<br>3rd %:<br>4th %:<br>5th %:<br>6th %:<br><br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>6th %:<br><br>Science:<br>5th %: | **Checkpoint 3A: (February)**<br>RLA:<br>3rd %:<br>4th %:<br>5th %:<br>6th %:<br><br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>6th %:<br><br>Science:<br>5th %: | **Checkpoint 3B: (March)**<br>RLA:<br>3rd %:<br>4th %:<br>5th %:<br>6th %:<br><br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>6th %:<br><br>Science:<br>5th %: | **Checkpoint 4A: (April)**<br>RLA:<br>3rd %:<br>4th %:<br>5th %:<br>6th %:<br><br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>6th %:<br><br>Science:<br>5th %: | |

**Assurances:**

If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.

District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) **Dr. Magdalena Aguilar**. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.

Academics & Accountability

**Local Improvement Plan Template 26-27**

**Campus Name: Bonham Middle School**

**Areas of Identification:**

| | | |
|---|---|---|
| Math Meets – Continuously Enrolled | Student Success – Continuously Enrolled | Math Growth: Continuously Enrolled |

**Campus Improvement Team Agendas / Sign Ins:**

| |
|---|
| Date: LIP 9.4.26 BONHAM.pdf |
| Date: (Insert Date) / Insert Link |

**Data Monitoring Documentation – Link Data Tours (including Closing the Loops) folder for monitoring:**

**Bonham Data Tours Folder**

Planning for Closing the Gaps 2027_068901042.pdf

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**Area of need #1**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Academic Achievement Math (Meets) - Continuously Enrolled.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | 47% of continuously enrolled students will achieve Meets on STAAR Math. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30 |

| | |
|---|---|
| | November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | AP, Melissa Carver<br>MCLs – Samantha Baker (DC), Monica Olivas |
| Educational Interventions: | • Math lab classes in the master schedule for all students who did not pass STAAR – includes some students who were at approaches (borderline students); MCLs pull small groups from these classes<br>• Parliament Time, Daily RTI block of 40 minutes, leveled groups including students who are at approaches / meets / masters<br>• Tutoring funds set aside, beginning in January; $7,500<br>• IXL is used in Math Lab classes for personalized learning pathways<br>• I-ready personalized pathway for Tier 1 instruction and interventions |
| Allocation of Resources: | Required: Time Adjustments<br>• Math lab classes in the master schedule for all students who did not pass STAAR – includes some students who were at approaches (borderline students); MCLs pull small groups from these classes<br>• Parliament Time, Daily RTI block of 40 minutes, leveled groups including students who are at approaches / meets / masters<br>• Tutoring funds set aside, beginning in January; $7,500<br>Required: Funding Adjustments |

| | |
|---|---|
| | • Every math teacher has a dedicated coach, MCLs & Opportunity Culture ($34,000); Reach Associate ($33,000)<br>• Tutoring funds set aside, beginning in January; $7,500<br>Required: Staffing Adjustments<br>• Every math teacher has a dedicated coach, MCLs & Opportunity Culture ($34,000); Reach Associate ($33,000)<br>• Strategic staffing with Math – added lab classes to 8th grade; TIA designated teachers assigned to labs and lab groups; strategic placement of students with TIA designated teachers |

Data Monitoring:

Restate Goal: 47% of continuously enrolled students will achieve Meets on STAAR Math.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>6th %:<br>6th grade honors:<br>7th %:<br>7th Honors:<br>8th %:<br>Alg 1: | **Checkpoint 1B: (October)**<br>6th %:<br>6th grade honors:<br>7th %:<br>7th Honors:<br>8th %:<br>Alg 1: | **Interim (Fall) (October)**<br>6th %:<br>6th grade honors:<br>7th %:<br>7th Honors:<br>8th %:<br>Alg 1: | **Checkpoint 2A: (November)**<br>6th %:<br>6th grade honors:<br>7th %:<br>7th Honors:<br>8th %:<br>Alg 1: | **Checkpoint 2B: (December)**<br>6th %:<br>6th grade honors:<br>7th %:<br>7th Honors:<br>8th %:<br>Alg 1: |
| **Interim (Spring) (January)**<br>6th %:<br>6th grade honors: | **Checkpoint 3A: (February)**<br>6th %:<br>6th grade honors: | **Checkpoint 3B: (March)**<br>6th %:<br>6th grade honors: | **Checkpoint 4A: (April)**<br>6th %:<br>6th grade honors: | |

| | | | | |
|---|---|---|---|---|
| 7th %:<br>7th Honors:<br>8th %:<br>Alg 1: | 7th %:<br>7th Honors:<br>8th %:<br>Alg 1: | 7th %:<br>7th Honors:<br>8th %:<br>Alg 1: | 7th %:<br>7th Honors:<br>8th %:<br>Alg 1: | |

**Area of need #2**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Math Growth – Continuously Enrolled.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | 67% of continuously enrolled students will meet or exceed expected academic growth on STAAR Math. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | AP, Melissa Carver<br>MCLs – Samantha Baker (DC), Monica Olivas |
| Educational Interventions: | • Math lab classes in the master schedule for all students who did not pass STAAR – includes some students who were at approaches (borderline students); MCLs pull small groups from these classes<br>• Parliament Time, Daily RTI block of 40 minutes, leveled groups including students who are at approaches / meets / masters<br>• Tutoring funds set aside, beginning in January; $7,500<br>• IXL is used in Math Lab classes for personalized learning pathways |

| | |
|---|---|
| | • I-ready personalized pathway for Tier 1 instruction and interventions |
| Allocation of Resources: | Required: Time Adjustments<br>• Math lab classes in the master schedule for all students who did not pass STAAR – includes some students who were at approaches (borderline students); MCLs pull small groups from these classes<br>• Parliament Time, Daily RTI block of 40 minutes, leveled groups including students who are at approaches / meets / masters<br>• Tutoring funds set aside, beginning in January; $7,500<br>Required: Funding Adjustments<br>• Every math teacher has a dedicated coach, MCLs & Opportunity Culture ($34,000); Reach Associate ($33,000)<br>• Tutoring funds set aside, beginning in January; $7,500<br>Required: Staffing Adjustments<br>• Every math teacher has a dedicated coach, MCLs & Opportunity Culture ($34,000); Reach Associate ($33,000)<br>Strategic staffing with Math – added lab classes to 8th grade; TIA designated teachers assigned to labs and lab groups; strategic placement of students with TIA designated teachers |

Data Monitoring:

Restate Goal: 67% of continuously enrolled students will meet or exceed expected academic growth on STAAR Math.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>6th %:<br>6th grade honors:<br>7th %:<br>7th Honors:<br>8th %:<br>Alg 1: | **Checkpoint 1B: (October)**<br>6th %:<br>6th grade honors:<br>7th %:<br>7th Honors:<br>8th %:<br>Alg 1: | **Interim (Fall) (October)**<br>6th %:<br>6th grade honors:<br>7th %:<br>7th Honors:<br>8th %:<br>Alg 1: | **Checkpoint 2A: (November)**<br>6th %:<br>6th grade honors:<br>7th %:<br>7th Honors:<br>8th %:<br>Alg 1: | **Checkpoint 2B: (December)**<br>6th %:<br>6th grade honors:<br>7th %:<br>7th Honors:<br>8th %:<br>Alg 1: |
| **Interim (Spring) (January)**<br>6th %:<br>6th grade honors:<br>7th %:<br>7th Honors:<br>8th %:<br>Alg 1: | **Checkpoint 3A: (February)**<br>6th %:<br>6th grade honors:<br>7th %:<br>7th Honors:<br>8th %:<br>Alg 1: | **Checkpoint 3B: (March)**<br>6th %:<br>6th grade honors:<br>7th %:<br>7th Honors:<br>8th %:<br>Alg 1: | **Checkpoint 4A: (April)**<br>6th %:<br>6th grade honors:<br>7th %:<br>7th Honors:<br>8th %:<br>Alg 1: | |

**Area of need #3**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Student Success (STAAR D1) - Continuously Enrolled.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | The average of Approaches, Meets, and Masters for continuously enrolled students will be 47% across all subject areas and grade levels. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Amanda Bizzell, Principal |
| Educational Interventions: | • Math and reading lab classes in the master schedule for all students who did not pass STAAR – includes some students who were at approaches (borderline students);<br>• MCLs pull small groups from these classes<br>• Parliament Time, Daily RTI block of 40 minutes, leveled groups including students who are at approaches / meets / masters |

| | |
|---|---|
| | • Tutoring funds set aside, beginning in January; $7,500 (each for math and reading – total of $15,000)<br>• IXL is used in Math Lab classes for personalized learning pathways<br>• I-ready personalized pathway for Tier 1 instruction and interventions |
| Allocation of Resources: | Required: Time Adjustments<br>• Math and reading lab classes in the master schedule for all students who did not pass STAAR – includes some students who were at approaches (borderline students);<br>• MCLs pull small groups from these classes<br>• Parliament Time, Daily RTI block of 40 minutes, leveled groups including students who are at approaches / meets / masters<br>• Tutoring funds set aside, beginning in January; $7,500 for each subject ($15,000 total)<br>Required: Funding Adjustments<br>• Every math teacher has a dedicated coach, MCLs & Opportunity Culture ($34,000); Reach Associate ($33,000)<br>• Two RLA MCLs ($34,000) and an RLA reach associate ($33,000)<br>• Tutoring funds set aside, beginning in January; $7,500 for each of RLA and Math ($15,000)<br>• Science and Social studies are planning to contract Region 18 content area support – pending approval ($30,000) for teacher support and PD<br>Required: Staffing Adjustments |

| | |
|---|---|
| | • Every math and RLA teacher has a dedicated coach, MCLs & Opportunity Culture (funding above)<br>• Strategic staffing with Math – added lab classes to 8th grade; TIA designated teachers assigned to labs and lab groups; strategic placement of students with TIA designated teachers<br>• Strategic Staffing with RLA – hired additional RLA staff, prioritized students with TIA designated teachers across the department<br>• Science staffing – moved up a high growth teacher as department chair and to be placed with 8th grade math teacher<br>• Social Studies – teachers – 1 returning, one new with MCL coach |

Data Monitoring:

Restate Goal: The average of Approaches, Meets, and Masters for continuously enrolled students will be 47% across all subject areas and grade levels.

| **Checkpoint 1A: (September)** | **Checkpoint 1B: (October)** | **Interim (Fall) (October)** | **Checkpoint 2A: (November)** | **Checkpoint 2B: (December)** |
|---|---|---|---|---|
| RLA:<br>6th %:<br>7th %:<br>8th %:<br><br>Math:<br>6th %:<br>7th %:<br>8th %:<br><br>Science: | 6th %:<br>7th %:<br>8th %:<br>Math:<br>6th %:<br>7th %:<br>8th %:<br>Science:<br>8th %:<br>Social Studies:<br>8th %: | 6th %:<br>7th %:<br>8th %:<br>Math:<br>6th %:<br>7th %:<br>8th %: | 6th %:<br>7th %:<br>8th %:<br>Math:<br>6th %:<br>7th %:<br>8th %:<br>Science:<br>8th<br>Social Studies:<br>8th %: | 6th %:<br>7th %:<br>8th %:<br>Math:<br>6th %:<br>7th %:<br>8th %:<br>Science:<br>8th<br>Social Studies:<br>8th %: |

| | | | | |
|---|---|---|---|---|
| 8th %:<br><br>Social Studies:<br>8th %: | | | | |
| **Interim (Spring) (January)**<br>6th %:<br>7th %:<br>8th %:<br>Math:<br>6th %:<br>7th %:<br>8th %:<br>Science:<br>8th<br>Social Studies:<br>8th %: | **Checkpoint 3A: (February)**<br>6th %:<br>7th %:<br>8th %:<br>Math:<br>6th %:<br>7th %:<br>8th %:<br>Science:<br>8th<br>Social Studies:<br>8th %: | **Checkpoint 3B: (March)**<br>6th %:<br>7th %:<br>8th %:<br>Math:<br>6th %:<br>7th %:<br>8th %:<br>Science:<br>8th<br><br>Social Studies:<br>8th %: | **Checkpoint 4A: (April)**<br>6th %:<br>7th %:<br>8th %:<br>Math:<br>6th %:<br>7th %:<br>8th %:<br>Science:<br>8th<br><br>Social Studies:<br>8th %: | |

**Assurances:**

If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.

District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) **Anthony Garcia.** If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.

**Local Improvement Plan Template 26-27**

**Campus Name: Burnet Elementary**

**Areas of Identification:**

| | | | |
|---|---|---|---|
| RLA Meets – SPED, Continuously Enrolled | Math Meets – SPED, Hispanic, Eco Dis, Continuously Enrolled | Student Success – SPED, Hispanic, Eco Dis, Continuously Enrolled | RLA Growth - Hispanic, Eco Dis, Continuously Enrolled |

**Campus Improvement Team Agendas / Sign Ins:**

| |
|---|
| Date: LIP 9.4.26 BURNET.pdf |
| Date: (Insert Date) / Insert Link |

**Data Monitoring Documentation – Link Data Tours (including Closing the Loops) folder for monitoring:**

**Burnet Data Tour Folder**

**Goal Sheet:** Planning for Closing the Gaps 2027_068901104.pdf

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**Area of need #1**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **RLA Academic Achievement (Meets) - Special Education, Continuously Enrolled.**

| Criteria: | Campus Plan: |
|---|---|
| Campus Goal for this area: | • 22% of students served in Special Education will achieve Meets on STAAR RLA.<br>• 47% of continuously enrolled students will achieve meets on STAAR RLA. |

| | |
|---|---|
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Reading Specialist, Barbara Hirst<br>Principal, Lety Amalla<br>Special Education Teacher, Christy Garbosa |
| Educational Interventions: | • Daily small group intervention during Tier 1 instruction / blended learning<br>• Each teacher has a scheduled intervention time in the master schedule<br>• Title 1 funds have been set aside for RLA tutoring beginning in the fall; $10,000 |
| Allocation of Resources: | Required: Time Adjustments<br>• Daily small group intervention during Tier 1 instruction / blended learning<br>• Each teacher has a scheduled intervention time in the master schedule<br>• RLA specialist will pull small groups to work with students<br>Required: Funding Adjustments<br>• Title 1 funds have been set aside for RLA tutoring beginning in the fall; $10,000<br>• Campus RLA specialist funded by district title II funds |

| | |
|---|---|
| | Required: Staffing Adjustments<br>• Campus RLA specialist funded by district title II funds |

**Data Monitoring:**

**Restate Goal:** 22% of students served in Special Education will achieve Meets on STAAR RLA.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

**Restate Goal:** 47% of continuously enrolled students will achieve meets on STAAR RLA.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %: | |

| | | | | |
|---|---|---|---|---|
| 5th %: | 5th %: | 5th %: | 5th %: | |

**Area of need #2**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Math Academic Achievement (Meets) - Special Education, Hispanic, Eco Dis, Continuously Enrolled**.

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | • 28% of students served in Special Education will achieve Meets on STAAR Math.<br>• 41% of Hispanic students will achieve Meets on STAAR Math.<br>• 40% of Economically Disadvantaged students will achieve meets on STAAR Math.<br>• 44% of continuously enrolled students will achieve meets on STAAR Math. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Melissa Johnson, Instructional Specialist<br>Lety Amalla, Principal<br>Special Education Teacher, Christy Garbosa |
| Educational Interventions: | • Daily small group intervention during Tier 1 instruction / blended learning |

| | |
|---|---|
| | • Each teacher has a scheduled intervention time in the master schedule<br>• Title 1 funds have been set aside for Math tutoring beginning in the fall; $10,000 |
| Allocation of Resources: | Required: Time Adjustments<br>• Daily small group intervention during Tier 1 instruction / blended learning<br>• Each teacher has a scheduled intervention time in the master schedule<br>• Math specialist will pull small groups to work with students<br>Required: Funding Adjustments<br>• Title 1 funds have been set aside for RLA tutoring beginning in the fall; $10,000<br>• Campus Math specialist funded by district title II funds<br>Required: Staffing Adjustments<br>Campus Math specialist funded by district title II funds |

Data Monitoring:

Restate Goal: 28% of students served in Special Education will achieve Meets on STAAR Math.

| **Checkpoint 1A: (September)** | **Checkpoint 1B: (October)** | **Interim (Fall) (October)** | **Checkpoint 2A: (November)** | **Checkpoint 2B: (December)** |
|---|---|---|---|---|
| 3rd %:<br>4th %:<br>5th %: | 3rd %:<br>4th %:<br>5th %: | 3rd %:<br>4th %:<br>5th %: | 3rd %:<br>4th %:<br>5th %: | 3rd %:<br>4th %:<br>5th %: |

| | | | | |
|---|---|---|---|---|
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

Restate Goal: 41% of Hispanic students will achieve Meets on STAAR Math.

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|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

Restate Goal: 40% of Economically Disadvantaged students will achieve meets on STAAR Math.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring)** | **Checkpoint 3A:** | **Checkpoint 3B:** | **Checkpoint 4A:** | |

| | | | | |
|---|---|---|---|---|
| **(January)**<br>3rd %:<br>4th %:<br>5th %: | **(February)**<br>3rd %:<br>4th %:<br>5th %: | **(March)**<br>3rd %:<br>4th %:<br>5th %: | **(April)**<br>3rd %:<br>4th %:<br>5th %: | |

Restate Goal: 44% of continuously enrolled students will achieve meets on STAAR Math.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

**Area of need #3**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Student Success (STAAR D1) -** SPED, Hispanic, Eco Dis, Continuously Enrolled.

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | • The average of Approaches, Meets, and Masters for students served in Special Education will be 23% across all subject areas and grade levels (3, 4, 5, RLA, Math, Science).<br>• The average of Approaches, Meets, and Masters for Hispanic students will be 41% across all subject areas and grade levels (3, 4, 5, RLA, Math, Science).<br>• The average of Approaches, Meets, and Masters for Eco Dis will be 38% across all subject areas and grade levels (3, 4, 5, RLA, Math, Science).<br>• The average of Approaches, Meets, and Masters for continuously enrolled students will be 45% across all subject areas and grade levels (3, 4, 5, RLA, Math, Science). |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |

| | |
|---|---|
| Staff responsible for updating these metrics (Names of staff responsible, position) | Melissa Johnson, Instructional Specialist<br>Barbara Hirst, Instructional Specialist<br>5th Grade Teacher (Science) Mrs. Martinez<br>Lety Amalla, Principal<br>Special Education Teacher, Christy Garbosa |
| Educational Interventions: | • Daily small group intervention during Tier 1 instruction / blended learning<br>• Each teacher has a scheduled intervention time in the master schedule<br>• Title 1 funds have been set aside for Math tutoring beginning in the fall; $10,000 + $10,000 RLA |
| Allocation of Resources: | Required: Time Adjustments<br>• Daily small group intervention during Tier 1 instruction / blended learning<br>• Each teacher has a scheduled intervention time in the master schedule<br>• Math & RLA specialist will pull small groups to work with students<br>Required: Funding Adjustments<br>• Title 1 funds have been set aside for RLA tutoring beginning in the fall; $10,000 + $10,000 for Math<br>• Campus Math & RLA specialist funded by district title II funds<br>Required: Staffing Adjustments<br>Campus Math & RLA specialist funded by district title II funds |

Data Monitoring:

Restate Goal: The average of Approaches, Meets, and Masters for students served in Special Education will be 23% across all subject areas and grade levels (3, 4, 5, RLA, Math, Science).

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| **Checkpoint 1A: (September)**<br>RLA:<br>3rd %:<br>4th %:<br>5th %:<br><br>Math:<br>3rd %:<br>4th %:<br>5th %:<br><br>Science:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | |

Restate Goal: The average of Approaches, Meets, and Masters for Hispanic students will be 41% across all subject areas and grade levels (3, 4, 5, RLA, Math, Science).

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| **Checkpoint 1A: (September)**<br>RLA:<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %: |

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| Math:<br>3rd %:<br>4th %:<br>5th %:<br><br>Science:<br>5th %: | 4th %:<br>5th %:<br>Science:<br>5th %: | 5th %:<br>Science:<br>5th | 4th %:<br>5th %:<br>Science:<br>5th | 4th %:<br>5th %:<br>Science:<br>5th |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | |

Restate Goal: The average of Approaches, Meets, and Masters for Eco Dis will be 38% across all subject areas and grade levels (3, 4, 5, RLA, Math, Science).

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| **Checkpoint 1A: (September)**<br>RLA:<br>3rd %:<br>4th %:<br>5th %:<br><br>Math:<br>3rd %:<br>4th %:<br>5th %:<br><br>Science:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th |

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| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | |

Restate Goal: The average of Approaches, Meets, and Masters for Continuously enrolled students will be 45% across all subject areas and grade levels (3, 4, 5, RLA, Math, Science)

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| **Checkpoint 1A: (September)**<br>RLA:<br>3rd %:<br>4th %:<br>5th %:<br><br>Math:<br>3rd %:<br>4th %:<br>5th %:<br><br>Science:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %:<br>Math: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %:<br>Math: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %:<br>Math: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %:<br>Math: | |

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| 3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | |

**Area of need #4**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **RLA Growth – Hispanic, Eco Dis, Continuously Enrolled.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | • 62% of Hispanic students will meet or exceed expected academic growth on STAAR RLA.<br>• 60% of Economically Disadvantaged students will meet or exceed expected academic growth on STAAR RLA.<br>• 64% of continuously enrolled students will meet or exceed expected academic growth on STAAR RLA. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Reading Specialist, Barbara Hirst<br>Principal, Lety Amalla<br>Special Education Teacher, Christy Garbosa |

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|---|---|
| Educational Interventions: | • Daily small group intervention during Tier 1 instruction / blended learning<br>• Each teacher has a scheduled intervention time in the master schedule<br>• Title 1 funds have been set aside for RLA tutoring beginning in the fall; $10,000 |
| Allocation of Resources: | Required: Time Adjustments<br>• Daily small group intervention during Tier 1 instruction / blended learning<br>• Each teacher has a scheduled intervention time in the master schedule<br>• RLA specialist will pull small groups to work with students<br>Required: Funding Adjustments<br>• Title 1 funds have been set aside for RLA tutoring beginning in the fall; $10,000<br>• Campus RLA specialist funded by district title II funds<br>Required: Staffing Adjustments<br>• Campus RLA specialist funded by district title II funds |

**Data Monitoring:**

**Restate Goal:** 62% of Hispanic students will meet or exceed expected academic growth on STAAR RLA.

| **Checkpoint 1A: (September)** | **Checkpoint 1B: (October)** | **Interim (Fall) (October)** | **Checkpoint 2A: (November)** | **Checkpoint 2B: (December)** |
|---|---|---|---|---|
| 3rd %:<br>4th %:<br>5th %: | 3rd %:<br>4th %:<br>5th %: | 3rd %:<br>4th %:<br>5th %: | 3rd %:<br>4th %:<br>5th %: | 3rd %:<br>4th %:<br>5th %: |

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| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

**Restate Goal:** 60% of Economically Disadvantaged students will meet or exceed expected academic growth on STAAR RLA.

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| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

**Restate Goal:** 64% of continuously enrolled students will meet or exceed expected academic growth on STAAR RLA.

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|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |

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|---|---|---|---|---|
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

**Assurances:**

If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.

District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) **Dr. Magdalena Aguilar.** If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.

Academics & Accountability

**Local Improvement Plan Template 26-27**

**Campus Name: E. K. Downing Elementary**

**Areas of Identification:**

| | | | |
|---|---|---|---|
| RLA Meets – SPED | Math Meets – SPED | Student Success – SPED | RLA Growth, SPED |

**Campus Improvement Team Agendas / Sign Ins:**

| |
|---|
| Date: LIP 9.10.26 EK DOWNING.pdf |
| Date: (Insert Date) / Insert Link |

**Data Monitoring Documentation – Link Data Tours (including Closing the Loops) folder for monitoring:**

**EKD Data Tour Folder**

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**Area of need #1**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **RLA Academic Achievement – Special Education.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | 22% of students served in Special Education will achieve Meets on STAAR RLA. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30 |

| | |
|---|---|
| | October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Jennie Chavez, Principal |
| Educational Interventions: | • Tutoring starts in October<br>• Daily RTI Block in Master schedule<br>• Campus specialists pull targeted intervention groups (3) |
| Allocation of Resources: | Required: Time Adjustments<br>• Tutoring starts in October<br>• Daily RTI Block in Master schedule<br>• Campus specialists pull targeted intervention groups (3)<br>Required: Funding Adjustments<br>• District funding 3 campus specialists with Title 2<br>• Title 1 funds used for tutoring ($30,000)<br>• Opportunity Culture ($3,000)<br>Required: Staffing Adjustments<br>• 1 RLA Specialist, 1 Bilingual Specialist<br>• 3 MCLs, 1 Teach Resident, and 4 Reach Associates |

Data Monitoring:

Restate Goal: 22% of students served in Special Education will achieve Meets on STAAR RLA.

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|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

**Area of need #2**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Math Academic Achievement – Special Education.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | 28% of students served in Special Education will achieve Meets on STAAR Math. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Jennie Chavez, Principal |
| Educational Interventions: | • Tutoring starts in October<br>• Daily RTI Block in Master schedule<br>• Campus specialists pull targeted intervention groups (3) |
| Allocation of Resources: | Required: Time Adjustments<br>• Tutoring starts in October<br>• Daily RTI Block in Master schedule<br>• Campus specialists pull targeted intervention groups (3)<br>Required: Funding Adjustments<br>• District funding 3 campus specialists with Title 2 |

| | |
|---|---|
| | • Title 1 funds used for tutoring ($30,000)<br>• Opportunity Culture ($3,000)<br>Required: Staffing Adjustments<br>• 1 Math Specialist, 1 Bilingual Specialist<br>2 MCLs, 1 Teacher Resident, and 4 Reach Associates (shared with RLA) |

Data Monitoring:

Restate Goal: 28% of students served in Special Education will achieve Meets on STAAR Math.

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|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

**Area of need #3**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Student Success (STAAR D1) - Special Education.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | 23% of students served in Special Education will be the average of Approaches, Meets, and Masters across all subject areas and grade levels. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Principal, Jennie Chavez |
| Educational Interventions: | • Tutoring starts in OctoberDaily RTI Block in Master schedule<br>• Campus specialists pull targeted intervention groups (3) |
| Allocation of Resources: | Required: Time Adjustments<br>• Tutoring starts in October<br>• Daily RTI Block in Master schedule<br>• Campus specialists pull targeted intervention groups (3)<br>Required: Funding Adjustments<br>• District funding 3 campus specialists with Title 2 |

| | |
|---|---|
| | • Title 1 funds used for tutoring ($30,000)<br>• Opportunity Culture ($3,000)<br>Required: Staffing Adjustments<br>• 1 Math Specialist, 1 Bilingual Specialist, 1 RLA Specialist<br>• 5 MCLs, 1 Teacher Resident, and 4 Reach Associates (shared with all subjects)<br>• Dedicated departmentalized 3-5 grade science teachers |

Data Monitoring:

Restate Goal: 23% of students served in Special Education will be the average of Approaches, Meets, and Masters across all subject areas and grade levels.

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|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>RLA:<br>3rd %:<br>4th %:<br>5th %:<br><br>Math:<br>3rd %:<br>4th %:<br>5th %:<br><br>Science:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

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|---|---|---|---|---|
| Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | |

**Area of need #4**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Growth RLA – Special Education.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | 50% of students served in Special Education will meet or exceed expected academic growth on STAAR RLA. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Jennie Chavez, Principal |
| Educational Interventions: | • Tutoring starts in October<br>• Daily RTI Block in Master schedule<br>• Campus specialists pull targeted intervention groups (3) |
| Allocation of Resources: | Required: Time Adjustments<br>• Tutoring starts in October<br>• Daily RTI Block in Master schedule<br>• Campus specialists pull targeted intervention groups (3)<br>Required: Funding Adjustments<br>• District funding 3 campus specialists with Title 2<br>• Title 1 funds used for tutoring ($30,000) |

| | |
|---|---|
| | • Opportunity Culture ($3,000)<br>Required: Staffing Adjustments<br>• 1 RLA Specialist, 1 Bilingual Specialist<br>3 MCLs, 1 Teach Resident, and 4 Reach Associates |

Data Monitoring:

Restate Goal: 50% of students served in Special Education will meet or exceed expected academic growth on STAAR RLA.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

**Assurances:**

If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.

District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) **Dr. Magdalena Aguilar**. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.

**Local Improvement Plan Template 26-27**

**Campus Name: Murry Fly Elementary**

**Areas of Identification:**

| | | | |
|---|---|---|---|
| RLA Meets – Continuously Enrolled | Math Meets – Continuously Enrolled | Student Success – Continuously Enrolled, | |

**Campus Improvement Team Agendas / Sign Ins:**

| |
|---|
| Date: LIP 9.10.26 MURRY FLY.pdf |
| Date: (Insert Date) / Insert Link |

**Data Monitoring Documentation – Link Data Tours (including Closing the Loops) folder for monitoring:**

**Fly Data Folder**

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**Area of need #1**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Academic Achievement RLA (Meets) – Continuously Enrolled.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | • 47% of continuously enrolled students will achieve Meets on STAAR RLA. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |

| | |
|---|---|
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Christina Salinas, Principal |
| Educational Interventions: | • Daily RTI block part of the master schedule<br>• After School tutoring will begin in the fall<br>• Teacher Leads (TIA Designated) support staff and students |
| Allocation of Resources: | Required: Time Adjustments<br>• Daily RTI block part of the master schedule<br>• After School tutoring will begin in the fall<br>Required: Funding Adjustments<br>• Title 1 funds will be set aside for fall tutoring (insert amount)<br>• RLA MCL (self-contained) ($17,000)<br>• Reach Associate also pulls small groups ($33,000)<br>• Teach Resident assigned to 4th grade to assist<br>Required: Staffing Adjustments<br>• RLA MCL (self-contained) ($17,000)<br>• Reach Associate also pulls small groups ($33,000)<br>• Teach Resident assigned to 4th grade to assist<br>• Teacher Leads (TIA Designated) support staff and students |

Data Monitoring:

Restate Goal: 47% of continuously enrolled students will achieve Meets on STAAR RLA.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

**Area of need #2**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Academic Achievement Math (Meets) - Continuously Enrolled**.

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | 51% of continuously enrolled students will achieve Meets on STAAR Math. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Christina Salinas, Principal |
| Educational Interventions: | • Daily RTI block part of the master schedule<br>• After School tutoring will begin in the fall<br>• Teacher Leads (TIA Designated) support staff and students |
| Allocation of Resources: | Required: Time Adjustments<br>• Daily RTI block part of the master schedule<br>• After School tutoring will begin in the fall<br>Required: Funding Adjustments<br>• Title 1 funds will be set aside for fall tutoring (insert amount) |

| | |
|---|---|
| | • Math MCL (self-contained) (documented funding in RLA)<br>• Reach Associate also pulls small groups (documented funding in RLA)<br>• Teach Resident assigned to 4th grade to assist<br>Required: Staffing Adjustments<br>• Math MCL (self-contained)<br>• Reach Associate also pulls small groups<br>• Teach Resident assigned to 4th grade to assist<br>• Teacher Leads (TIA Designated) support staff and students |

Data Monitoring:

Restate Goal: 51% of continuously enrolled students will achieve Meets on STAAR Math.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

**Area of need #3**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Student Success (STAAR D1) - Continuously Enrolled.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | The average of Approaches, Meets, and Masters for continuously enrolled students will be 48% across all subject areas and grade levels. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Christina Salinas, Principal |
| Educational Interventions: | • Daily RTI block part of the master schedule<br>• After School tutoring will begin in the fall<br>• Teacher Leads (TIA Designated) support staff and students |
| Allocation of Resources: | Required: Time Adjustments<br>• Daily RTI block part of the master schedule<br>• After School tutoring will begin in the fall<br>Required: Funding Adjustments |

| | |
|---|---|
| | • Title 1 funds will be set aside for fall tutoring (insert amount)<br>• MCL (self-contained) (documented funding in RLA)<br>• Reach Associate also pulls small groups (documented funding in RLA)<br>• Teach Resident assigned to 4th grade to assist<br>Required: Staffing Adjustments<br>• MCL (self-contained)<br>• Reach Associate also pulls small groups<br>• Teach Resident assigned to 4th grade to assist<br>• Teacher Leads (TIA Designated) support staff and students |

Data Monitoring:

Restate Goal: The average of Approaches, Meets, and Masters for continuously enrolled students will be 48% across all subject areas and grade levels.

| **Checkpoint 1A: (September)** | **Checkpoint 1B: (October)** | **Interim (Fall) (October)** | **Checkpoint 2A: (November)** | **Checkpoint 2B: (December)** |
|---|---|---|---|---|
| RLA:<br>3rd %:<br>4th %:<br>5th %:<br><br>Math:<br>3rd %:<br>4th %:<br>5th %:<br><br>Science:<br>5th %: | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th %: | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th |

| Interim (Spring) (January) | Checkpoint 3A: (February) | Checkpoint 3B: (March) | Checkpoint 4A: (April) | |
|---|---|---|---|---|
| 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | |

**Assurances:**

If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.

District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) **Dr. Magdalena Aguilar**. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.

**Local Improvement Plan Template 26-27**

**Campus Name: Goliad Elementary**

**Areas of Identification:**

| | | | |
|---|---|---|---|
| RLA Meets – SPED | Math Meets – SPED | Student Success – SPED | RLA Growth, SPED |

**Campus Improvement Team Agendas / Sign Ins:**

| |
|---|
| Date: 8.28.26 / Goliad LIP Review Mtg #1 8.28.26.pdf |
| Date: (Insert Date) / Insert Link |

**Data Monitoring Documentation – Link Data Tours (including Closing the Loops) folder for monitoring:**

Data Tour Folder

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**Area of need #1**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Academic Achievement RLA (Meets) - Special Education**.

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | 22% of students served in Special Education will achieve Meets on STAAR RLA. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30 |

| | |
|---|---|
| | October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Ms. Moreno, Reading Specialist |
| Educational Interventions: | • Dedicated Daily RTI block for interventions<br>• Special Education teachers will pulling groups to intervene on grade level<br>• After school tutoring will begin in January based on data needs |
| Allocation of Resources: | Required: Time Adjustments<br>• Arranged the master schedule to include a daily RTI block<br>• Plans for teachers to stay afterschool for tutoring beginning in second semester<br>• Small group time is provided daily during the Tier 1 block, and Special education teacher schedule has been adjusted to accommodate this<br>Required: Funding Adjustments<br>• Campus reading specialist funded by District Level Title II funds<br>• MCLs (2) and MTRTs (2) - all teach reading - $54,000;<br>• Two Reach associates (also pull small groups) - $66,000<br>Required: Staffing Adjustments<br>• District allocated a campus reading specialist – also pull small groups<br>• Opportunity Culture in Reading<br>  ○ 2 Multi classroom leaders |

| | |
|---|---|
| | ○ 2 Master team reach teachers<br>○ 2 Reach associates<br>• Special Education teacher schedule aligned to tier 1 small group time for push in interventions |

Data Monitoring:

Restate Goal: 22% of students served in Special Education will achieve Meets on STAAR RLA.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

**Area of need #2**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Academic Achievement Math (Meets) - Special Education.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | 26% of students served in Special Education will achieve Meets on STAAR Math. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Ms. Lightfoot, Campus Math Specialist |
| Educational Interventions: | • Dedicated Daily RTI block for interventions<br>• After school tutoring will begin in January based on data needs |
| Allocation of Resources: | Required: Time Adjustments<br>• Arranged the master schedule to include a daily RTI block<br>• Plans for teachers to stay afterschool for tutoring beginning in second semester<br>Required: Funding Adjustments<br>• 1 MTRT – self contained - (3rd grade) ($12,000) assists also with Math |

| | |
|---|---|
| | • District pays for campus math specialist with Title II funds<br>Required: Staffing Adjustments<br>• District allocated a Campus Math Specialist – pulls student small groups<br>• Staffing – moved a TIA designated teacher to 4th grade |

Data Monitoring:

Restate Goal: 26% of students served in Special Education will achieve Meets on STAAR Math.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

**Area of need #3**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Student Success (STAAR D1) - Special Education**.

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | The average of Approaches, Meets, and Masters for students served in Special Education will be 23% across all subject areas and grade levels. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 30<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Ms. Lopez, Principal<br>Dr. Gomez, Assistant Principal |
| Educational Interventions: | • Dedicated Daily RTI block for interventions (reading, math, science)Special Education teachers will pulling groups to intervene on grade level (reading)<br>• After school tutoring will begin in January based on data needs (reading, math, science) |
| Allocation of Resources: | Required: Time Adjustments<br>• Arranged the master schedule to include a daily RTI block |

| | |
|---|---|
| | • Plans for teachers to stay afterschool for tutoring beginning in second semester<br>• Small group time is provided daily during the Tier 1 block, and Special education teacher schedule has been adjusted to accommodate this (RLA)<br>Required: Funding Adjustments<br>• Campus reading specialist funded by District Level Title II funds<br>  ○ 1 RLA<br>  ○ 1 Math<br>• MCLs (2) and MTRTs (2) - all teach reading - $54,000;<br>• Two Reach associates (also pull small groups) - $66,000<br>Required: Staffing Adjustments<br>• District allocated a campus reading specialist – also pull small groups<br>• Opportunity Culture in Reading<br>  ○ 2 Multi classroom leaders<br>  ○ 2 Master team reach teachers<br>  ○ 2 Reach associates<br>• Opportunity culture – 1 MTRT (Math) Special Education teacher schedule aligned to tier 1 small group time for push in interventions |

Data Monitoring:

Restate Goal: The average of Approaches, Meets, and Masters for students served in Special Education will be 23% across all subject areas and grade levels.

| **Checkpoint 1A: (September)** | **Checkpoint 1B: (October)** | **Interim (Fall) (October)** | **Checkpoint 2A: (November)** | **Checkpoint 2B: (December)** |
|---|---|---|---|---|
| RLA: | 3rd %: | 3rd %:<br>4th %: | 3rd %: | 3rd %: |

| | | | | |
|---|---|---|---|---|
| 3rd %:<br>4th %:<br>5th %:<br><br>Math:<br>3rd %:<br>4th %:<br>5th %:<br><br>Science:<br>5th %: | 4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th %: | 5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | |

**Area of need #4**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **RLA Growth - Special Education.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | 50% of students served in Special Education will show growth in STAAR RLA |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Ms. Moreno, Reading Specialist |
| Educational Interventions: | • Dedicated Daily RTI block for interventions<br>• Special Education teachers will pulling groups to intervene on grade level<br>• After school tutoring will begin in January based on data needs |
| Allocation of Resources: | Required: Time Adjustments<br>• Arranged the master schedule to include a daily RTI block<br>• Plans for teachers to stay afterschool for tutoring beginning in second semester<br>• Small group time is provided daily during the Tier 1 block, and Special |

| | |
|---|---|
| | education teacher schedule has been adjusted to accommodate this<br>Required: Funding Adjustments<br>• Campus reading specialist funded by District Level Title II funds<br>• MCLs (2) and MTRTs (2) - all teach reading - $54,000;<br>• Two Reach associates (also pull small groups) - $66,000<br>Required: Staffing Adjustments<br>• District allocated a campus reading specialist – also pull small groups<br>• Opportunity Culture in Reading<br>  ○ 2 Multi classroom leaders<br>  ○ 2 Master team reach teachers<br>  ○ 2 Reach associates<br>Special Education teacher schedule aligned to tier 1 small group time for push in interventions |

Data Monitoring:

Restate Goal: 50% of students served in Special Education will achieve Meets on STAAR Math.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %: | |

| | | | | |
|---|---|---|---|---|
| 5th %: | 5th %: | 5th %: | 5th %: | |

**Assurances:**

If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.

District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) **Julie Marshall**. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.

Academics & Accountability

**Local Improvement Plan Template 26-27**

**Campus Name: Ireland Elementary**

**Areas of Identification:**

| | | | |
|---|---|---|---|
| RLA Meets – White, Continuously Enrolled | Math Meets – White, Hispanic, Continuously Enrolled | Student Success – White, Hispanic, Continuously Enrolled | Math Growth- White, Hispanic, Continuously Enrolled |

**Campus Improvement Team Agendas / Sign Ins:**

| |
|---|
| Date: 8.31.26 / LIP Review 8.31.2 Ireland.pdf |
| Date: (Insert Date) / Insert Link |

**Data Monitoring Documentation – Link Data Tours (including Closing the Loops) folder for monitoring:**

**Data Tours Folder**

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**Area of need #1**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Academic Achievement RLA (Meets) - White, Continuously Enrolled**.

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | • 52% of White students will achieve Meets on STAAR RLA.<br>• 47% of continuously enrolled students will achieve Meets on STAAR RLA. |

| | |
|---|---|
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Sheryl Garcia, Reading MCL<br>Amanda Ramirez, Reading MCL |
| Educational Interventions: | • Daily RTI Block (40 Minutes Daily)<br>  ○ Will pull strategic small groups<br>• Small group time during Tier 1 time for deeper Tier 1 integration |
| Allocation of Resources: | Required: Time Adjustments<br>• Master Schedule has been adjusted to include a 40 minute daily RTI block<br>Required: Funding Adjustments<br>• Title Funds used for Opportunity Culture to staff 2 Reading MCL positions, $30,000<br>Required: Staffing Adjustments<br>• Title Funds used for Opportunity Culture to staff 2 Reading MCL positions, $30,000<br>• Strategic staffing of 3rd and 4th grade reading, including adding a TIA designated teacher to 4th grade RLA |

Data Monitoring:

Restate Goal: 52% of White students will achieve Meets on STAAR RLA.

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|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

Restate Goal: 47% of continuously enrolled students will achieve Meets on STAAR RLA.

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|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

**Area of need #2**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Academic Achievement Math (Meets) - White, Hispanic, Continuously Enrolled**.

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | • 46% of White students will achieve Meets on STAAR Math.<br>• 40% of Hispanic students will achieve Meets on STAAR Math.<br>• 44% of continuously enrolled students will achieve Meets on STAAR Math. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | MCL- Isaiah Chavez<br>MTRT - Edward Corrales |
| Educational Interventions: | • Daily RTI Block (40 Minutes Daily)<br>  ○ Will pull strategic small groups<br>• Small group time during Tier 1 time for deeper Tier 1 integration |
| Allocation of Resources: | Required: Time Adjustments<br>• Master Schedule has been adjusted to include a 40 minute daily RTI block |

| | |
|---|---|
| | Required: Funding Adjustments<br>• Title Funds used for Opportunity Culture to staff 2 Math MCL positions, $27,000<br>Required: Staffing Adjustments<br>• Title Funds used for Opportunity Culture to staff 2 Math MCL positions, $27,000<br>• Strategic staffing of 3rd and 4th grade Math, including adding a TIA designated teacher to 4th grade Math |

Data Monitoring:

Restate Goal: 46% of White students will achieve Meets on STAAR Math.

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|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

Restate Goal: 40% of Hispanic students will achieve Meets on STAAR Math.

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|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

Restate Goal: 44% of continuously enrolled students will achieve Meets on STAAR Math.

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|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

**Area of need #3**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Student Success (STAAR D1) – White, Hispanic, Continuously Enrolled.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | • The average of Approaches, Meets, and Masters for White students will be 50% across all subject areas and grade levels.<br>• The average of Approaches, Meets, and Masters for Hispanic students will be 41% across all subject areas and grade levels.<br>• The average of Approaches, Meets, and Masters for continuously enrolled students will be 47% across all subject areas and grade levels. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Mrs. Keast – Principal<br>Mrs. Campos – Assistant Principal |
| Educational Interventions: | • Daily RTI Block (40 Minutes Daily) |

| | |
|---|---|
| | ○ Will pull strategic small groups<br>• Small group time during Tier 1 time for deeper Tier 1 integration |
| Allocation of Resources: | Required: Time Adjustments<br>• Master Schedule has been adjusted to include a 40 minute daily RTI block<br>Required: Funding Adjustments<br>• Title Funds used for Opportunity Culture to staff 2 RLA MCLs, 2 Math MCL positions, $57,000<br>Required: Staffing Adjustments<br>• Title Funds used for Opportunity Culture to staff 2 Reading MCLs, 2 Math MCL positions, $57,000<br>• Strategic staffing of 3rd and 4th grade Reading and Math, including adding a TIA designated teacher to 4th grade Math and Reading |

Data Monitoring:

Restate Goal: The average of Approaches, Meets, and Masters for White students will be 50% across all subject areas and grade levels.

| **Checkpoint 1A: (September)** | **Checkpoint 1B: (October)** | **Interim (Fall) (October)** | **Checkpoint 2A: (November)** | **Checkpoint 2B: (December)** |
|---|---|---|---|---|
| RLA:<br>3rd %:<br>4th %:<br>5th %:<br><br>Math:<br>3rd %:<br>4th %:<br>5th %: | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th %: | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th |

| | | | | |
|---|---|---|---|---|
| Science:<br>5th %: | | | | |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | |

Restate Goal: The average of Approaches, Meets, and Masters for Hispanic students will be 41% across all subject areas and grade levels.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>RLA:<br>3rd %:<br>4th %:<br>5th %:<br><br>Math:<br>3rd %:<br>4th %:<br>5th %:<br><br>Science:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th |
| **Interim (Spring) (January)** | **Checkpoint 3A: (February)** | **Checkpoint 3B: (March)** | **Checkpoint 4A: (April)** | |

| | | | | |
|---|---|---|---|---|
| 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | |

Restate Goal: The average of Approaches, Meets, and Masters for continuously enrolled students will be 47% across all subject areas and grade levels.

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|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>RLA:<br>3rd %:<br>4th %:<br>5th %:<br><br>Math:<br>3rd %:<br>4th %:<br>5th %:<br><br>Science:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %: | |

| | | | | |
|---|---|---|---|---|
| 5th %:<br>Science:<br>5th | 5th %:<br>Science:<br>5th | 5th %:<br>Science:<br>5th | 5th %:<br>Science:<br>5th | |

**Area of need #4**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Math Growth- White, Hispanic, Continuously Enrolled**.

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | • 70% of White students will meet or exceed expected academic growth on STAAR Math.<br>• 68% of Hispanic students will meet or exceed expected academic growth on STAAR Math.<br>• 69% of continuously enrolled students will meet or exceed expected academic growth on STAAR Math. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | MCL- Isaiah Chavez<br>MTRT - Edward Corrales |
| Educational Interventions: | ○ Daily RTI Block (40 Minutes Daily) Will pull strategic small groups<br>• Small group time during Tier 1 time for deeper Tier 1 integration |

| | |
|---|---|
| Allocation of Resources: | Required: Time Adjustments<br>• Master Schedule has been adjusted to include a 40 minute daily RTI block<br>Required: Funding Adjustments<br>• Title Funds used for Opportunity Culture to staff 2 Math MCL positions, $27,000<br>Required: Staffing Adjustments<br>• Title Funds used for Opportunity Culture to staff 2 Math MCL positions, $27,000<br>• Strategic staffing of 3rd and 4th grade Math, including adding a TIA designated teacher to 4th grade Math |

Data Monitoring:

Restate Goal: 70% of White students will meet or exceed expected academic growth on STAAR Math.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

Restate Goal: 68% of Hispanic students will meet or exceed expected academic growth on STAAR Math.

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|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

Restate Goal: 69% of continuously enrolled students will meet or exceed expected academic growth on STAAR Math.

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|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

**Assurances:**

If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.

District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) **Julie Marshall**. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.

**Local Improvement Plan Template 26-27**

**Campus Name: Barbara Jordan Elementary**

**Areas of Identification:**

| | | | |
|---|---|---|---|
| RLA Meets – White, SPED, Continuously Enrolled | Math Meets – White, SPED, , Continuously Enrolled | Student Success – White, Continuously Enrolled | Math Growth- White, SPED |

**Campus Improvement Team Agendas / Sign Ins:**

| |
|---|
| Date: 8.24.2026 / Jordan - Campus Improvement Team Mtg #1.pdf |
| Date: 825/2026 meeting |

**Data Monitoring Documentation – Link Data Tours (including Closing the Loops) folder for monitoring:**

(Insert Link)

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**Area of need #1**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Academic Achievement RLA (Meets) – White, SPED, Continuously Enrolled.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | • 55% of White students will achieve Meets on STAAR RLA.<br>• 26% of students served in Special Education will achieve Meets on STAAR RLA. |

| | |
|---|---|
| | • 47% of continuously enrolled students will achieve Meets on STAAR RLA. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 30<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Mrs. Casey Boswell, Instructional Coach (RLA) |
| Educational Interventions: | • Improving Tier 1 Instruction through PLC processes<br>• PLCs for RLA will meet two days a week (Wednesday, Thursday) including Lesson Internalization, Modeling, Scripting<br>• Mandatory Small Group – During Tier 1 small group time (EduHub district framework)<br>• 2:15 Daily Intervention Block – will focus on HB 1416 hours for students with history of STAAR failure + students in identified populations listed here. |
| Allocation of Resources: | Required: Time Adjustments<br>• Adjusted master schedule to include 2 PLC periods weekly<br>• Adjusted master schedule to include daily intervention block<br>Required: Funding Adjustments<br>• $79,000 – Instructional Coach |

| | |
|---|---|
| | • $12,490 – Tutoring / Teacher pay for after school tutoring + hire a retired teacher tutor<br>Required: Staffing Adjustments<br>• Added instructional coach position<br>• Set aside funding to hire a retired teacher<br>• Several strategic moves in staffing in response to data |

Data Monitoring:

Restate Goal: 55% of White students will achieve Meets on STAAR RLA.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

Restate Goal: 26% of students served in Special Education will achieve Meets on STAAR RLA.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |

| | | | | |
|---|---|---|---|---|
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

Restate Goal: 47% of continuously enrolled students will achieve Meets on STAAR RLA.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

**Area of need #2**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Academic Achievement Math (Meets) – White, SPED, Continuously Enrolled.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | • 54% of White students will achieve Meets on STAAR Math.<br>• 28% of students served in Special Education will achieve Meets on STAAR Math.<br>• 49% of continuously enrolled students will achieve Meets on STAAR Math. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 30<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Jolynn Varela, Assistant Principal (Math) |
| Educational Interventions: | • Improving Tier 1 Instruction through PLC processes PLCs for Math will meet two days a week (Monday, Tuesday) including Lesson Internalization, Modeling, Scripting |

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|---|---|
| | • Mandatory Small Group – During Tier 1 small group time (EduHub district framework)<br>• 2:15 Daily Intervention Block – will focus on HB 1416 hours for students with history of STAAR failure + students in identified populations listed here. |
| Allocation of Resources: | Required: Time Adjustments<br>• Adjusted master schedule to include 2 PLC periods weekly<br>• Adjusted master schedule to include daily intervention block<br>Required: Funding Adjustments<br>• $79,000 – Instructional Coach<br>• $12,490 – Tutoring / Teacher pay for after school tutoring + hire a retired teacher tutor<br>Required: Staffing Adjustments<br>• Added instructional coach position<br>• Set aside funding to hire a retired teacher<br>Several strategic moves in staffing in response to data |

Data Monitoring:

Restate Goal: 54% of White students will achieve Meets on STAAR Math.

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|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring)** | **Checkpoint 3A:** | **Checkpoint 3B:** | **Checkpoint 4A:** | |

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|---|---|---|---|---|
| **(January)**<br>3rd %:<br>4th %:<br>5th %: | **(February)**<br>3rd %:<br>4th %:<br>5th %: | **(March)**<br>3rd %:<br>4th %:<br>5th %: | **(April)**<br>3rd %:<br>4th %:<br>5th %: | |

Restate Goal: 28% of students served in Special Education will achieve Meets on STAAR Math.

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|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

Restate Goal: 49% of continuously enrolled students will achieve Meets on STAAR Math.

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| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |

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|---|---|---|---|---|
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

**Area of need #3**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Student Success (STAAR D1) – White, Continuously Enrolled.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | • The average of Approaches, Meets, and Masters for White students will be 54% across all subject areas and grade levels.<br>• The average of Approaches, Meets, and Masters for continuously enrolled students will be 48% across all subject areas and grade levels. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 30<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Jolynn Varela, Assistant Principal<br>Casey Boswell, Instructional Coach |
| Educational Interventions: | • Improving Tier 1 Instruction through PLC processes PLCs for Math will meet two days a week (Monday, Tuesday); RLA (Wednesday, Thursday) and Science 1x weekly on Tuesdsays) including Lesson |

| | |
|---|---|
| | Internalization, Modeling, Scripting, Mandatory Small Group – During Tier 1 small group time (EduHub district framework)<br>• 2:15 Daily Intervention Block – will focus on HB 1416 hours for students with history of STAAR failure + students in identified populations listed here. |
| Allocation of Resources: | Required: Time Adjustments<br>• Adjusted master schedule to include 2 PLC periods weekly<br>• Adjusted master schedule to include daily intervention block<br>Required: Funding Adjustments<br>• $79,000 – Instructional Coach<br>• $12,490 – Tutoring / Teacher pay for after school tutoring + hire a retired teacher tutor<br>Required: Staffing Adjustments<br>• Added instructional coach position<br>• Set aside funding to hire a retired teacher<br>Several strategic moves in staffing in response to data |

Data Monitoring:

Restate Goal: The average of Approaches, Meets, and Masters for White students will be 54% across all subject areas and grade levels.

| **Checkpoint 1A: (September)** | **Checkpoint 1B: (October)** | **Interim (Fall) (October)** | **Checkpoint 2A: (November)** | **Checkpoint 2B: (December)** |
|---|---|---|---|---|
| RLA:<br>3rd %:<br>4th %:<br>5th %: | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %: | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %: | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %: | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %: |

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|---|---|---|---|---|
| Math:<br>3rd %:<br>4th %:<br>5th %:<br><br>Science:<br>5th %: | 4th %:<br>5th %:<br>Science:<br>5th %: | 5th %:<br>Science:<br>5th | 4th %:<br>5th %:<br>Science:<br>5th | 4th %:<br>5th %:<br>Science:<br>5th |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | |

Restate Goal: The average of Approaches, Meets, and Masters for continuously enrolled students will be 48% across all subject areas and grade levels.

| **Checkpoint 1A: (September)** | **Checkpoint 1B: (October)** | **Interim (Fall) (October)** | **Checkpoint 2A: (November)** | **Checkpoint 2B: (December)** |
|---|---|---|---|---|
| RLA:<br>3rd %:<br>4th %:<br>5th %:<br><br>Math:<br>3rd %:<br>4th %:<br>5th %:<br><br>Science: | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th %: | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th |

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|---|---|---|---|---|
| 5th %: | | | | |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | [redacted] |

**Area of need #4**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Math Growth- White, SPED.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | • 68% of White students will meet or exceed expected academic growth on STAAR Math.<br>• 57% of students served in Special Education will meet or exceed expected academic growth on STAAR Math. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 30<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Jolynn Varela, Assistant Principal (Math) |
| Educational Interventions: | • Improving Tier 1 Instruction through PLC processes PLCs for Math will meet two days a week (Monday, Tuesday) including Lesson Internalization, Modeling, Scripting<br>• Mandatory Small Group – During Tier 1 small group time (EduHub district framework)<br>• 2:15 Daily Intervention Block – will focus on HB 1416 hours for |

| | |
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| | students with history of STAAR failure + students in identified populations listed here. |
| Allocation of Resources: | Required: Time Adjustments<br>• Adjusted master schedule to include 2 PLC periods weekly<br>• Adjusted master schedule to include daily intervention block<br>Required: Funding Adjustments<br>• $79,000 – Instructional Coach<br>• $12,490 – Tutoring / Teacher pay for after school tutoring + hire a retired teacher tutor<br>Required: Staffing Adjustments<br>• Added instructional coach position<br>• Set aside funding to hire a retired teacher<br>Several strategic moves in staffing in response to data |

Data Monitoring:

Restate Goal: 68% of White students will meet or exceed expected academic growth on STAAR Math.

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|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

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Restate Goal: 57% of students served in Special Education will meet or exceed expected academic growth on STAAR Math.

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| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

**Assurances:**

If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.

District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) **Julie Marshall**. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.

Academics & Accountability

**Local Improvement Plan Template 26-27**

**Campus Name: Nimitz Middle School**

**Areas of Identification:**

| | | |
|---|---|---|
| RLA Meets - SPED | Math Meets – SPED | Student Success – SPED |

**Campus Improvement Team Agendas / Sign Ins:**

| |
|---|
| Date: (LIP 9.3.26 NIMITZ.pdf |
| Date: (Insert Date) / Insert Link |

**Data Monitoring Documentation – Link Data Tours (including Closing the Loops) folder for monitoring:**

**Nimitz Data Folder**

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**Area of need #1**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Academic Achievement RLA (Meets) - Special Education.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | 19% of students served in Special Education will achieve Meets on STAAR RLA. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30 |

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|---|---|
| | November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Mr. Magness, Assistant Principal |
| Educational Interventions: | - Reading lab classes (students who failed prior year STAAR assessment) including SPED students in Master schedule<br>- Master schedule includes daily RTI block (admiral time) for 30 minutes, for reading intervention (2 days a week for Reading)<br>- All RLA teachers tutor 2x per week through the school year, SPED students are invited, and SPED teachers stay 2x per week |
| Allocation of Resources: | Required: Time Adjustments<br>• Reading lab classes (students who failed prior year STAAR assessment) including SPED students in Master schedule<br>• Master schedule includes daily RTI block (admiral time) for 30 minutes, for reading intervention (2 days a week for Reading)<br>• All RLA teachers tutor 2x per week through the school year, SPED students are invited, and SPED teachers stay 2x per week<br>Required: Funding Adjustments<br>• MCL for 8th grade RLA (coaches 6-8 RLA) - $17,000<br>• Reach Associate for RLA - $33,000 – also pulls student small groups<br>Required: Staffing Adjustments |

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|---|---|
| | • MCL for 8th grade RLA (coaches 6-8 RLA) - $17,000<br>• Reach Associate for RLA - $33,000 – also pulls student small groups<br>• Moved 6th grade RLA to 7th grade RLA, placed MCL coach load with teachers who need the most support |

Data Monitoring:

Restate Goal: 19% of students served in Special Education will achieve Meets on STAAR RLA.

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| **Checkpoint 1A: (September)**<br>6th %:<br>7th %:<br>8th %: | **Checkpoint 1B: (October)**<br>6th %:<br>7th %:<br>8th %: | **Interim (Fall) (October)**<br>6th %:<br>7th %:<br>8th %: | **Checkpoint 2A: (November)**<br>6th %:<br>7th %:<br>8th %: | **Checkpoint 2B: (December)**<br>6th %:<br>7th %:<br>8th %: |
| **Interim (Spring) (January)**<br>6th %:<br>7th %:<br>8th %: | **Checkpoint 3A: (February)**<br>6th %:<br>7th %:<br>8th %: | **Checkpoint 3B: (March)**<br>6th %:<br>7th %:<br>8th %: | **Checkpoint 4A: (April)**<br>6th %:<br>7th %:<br>8th %: | |

**Area of need #2**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Academic Achievement Math (Meets) - Special Education.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | 14% of students served in Special Education will achieve Meets on STAAR Math. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Ms. Carlos, Assistant Principal |
| Educational Interventions: | - Math lab classes (students who failed prior year STAAR assessment) including SPED students in Master schedule<br>- Master schedule includes daily RTI block (admiral time) for 30 minutes, for reading intervention (2 days a week for Math)<br>- All Math teachers tutor 2x per week through the school year, SPED students are invited, and SPED teachers stay 2x per week |
| Allocation of Resources: | Required: Time Adjustments |

| | |
|---|---|
| | • Math lab classes (students who failed prior year STAAR assessment) including SPED students in Master schedule<br>• Master schedule includes daily RTI block (admiral time) for 30 minutes, for reading intervention (2 days a week for Math)<br>• All Math teachers tutor 2x per week through the school year, SPED students are invited, and SPED teachers stay 2x per week<br>Required: Funding Adjustments<br>• 6th grade and 7th grade Math MCLs ($30,000 total)<br>• Reach Associate for Math (shared with reading)- (cost documented in RLA) – also pulls student small groups<br>• Instructional Coach oversees Math ($75,000)<br>Required: Staffing Adjustments<br>• 6th grade and 7th grade Math MCLs ($30,000 total)<br>• Reach Associate for Math (shared with reading)- (cost documented in RLA) – also pulls student small groups<br>• Instructional Coach oversees Math ($75,000)<br>• Aligned MCL Schedules with teacher coachload |

Data Monitoring:

Restate Goal: 14% of students served in Special Education will achieve Meets on STAAR Math.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>6th %:<br>6th Advanced:<br>7th %:<br>7th Advanced<br>8th %:<br>Alg 1:<br>Alg 2: | **Checkpoint 1B: (October)**<br>6th %:<br>7th %:<br>8th %: | **Interim (Fall) (October)**<br>6th %:<br>7th %:<br>8th %: | **Checkpoint 2A: (November)**<br>6th %:<br>7th %:<br>8th %: | **Checkpoint 2B: (December)**<br>6th %:<br>7th %:<br>8th %: |
| **Interim (Spring) (January)**<br>6th %:<br>7th %:<br>8th %: | **Checkpoint 3A: (February)**<br>6th %:<br>7th %:<br>8th %: | **Checkpoint 3B: (March)**<br>6th %:<br>7th %:<br>8th %: | **Checkpoint 4A: (April)**<br>6th %:<br>7th %:<br>8th %: | |

**Area of need #3**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Student Success (STAAR D1) - Special Education.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | The average of Approaches, Meets, and Masters for students served in Special Education will be 23% across all subject areas and grade levels. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Christan Pugh, Principal |
| Educational Interventions: | - Math and RLA lab classes (students who failed prior year STAAR assessment) including SPED students in Master schedule<br>- Master schedule includes daily RTI block (admiral time) for 30 minutes, for reading intervention (2 days a week for Math; 2 days RLA, Fridays rotate SS and Sci)<br>- All Math and RLA teachers tutor 2x per week through the school year, |

| | |
|---|---|
| | SPED students are invited, and SPED teachers stay 2x per week |
| Allocation of Resources: | Required: Time Adjustments<br>• Math / RLA lab classes (students who failed prior year STAAR assessment) including SPED students in Master schedule<br>• Master schedule includes daily RTI block (admiral time) for 30 minutes, for reading intervention (2 days a week for Math; 2 days RLA; Fridays alternate SS and Sci)<br>• All Math and RLA teachers tutor 2x per week through the school year, SPED students are invited, and SPED teachers stay 2x per week<br>Required: Funding Adjustments<br>• 6th grade and 7th grade Math MCLs ($30,000 total) ; 8th grade RLA MCL ($15,000); 8th grade Science MCL ($17,000)<br>• Reach Associate for Math (shared with reading)- (cost documented in RLA) – also pulls student small groups<br>• Instructional Coach oversees Math ($75,000)<br>• Master Team Reach Teachers – RLA ($10,000); Science ($8,000)<br>Required: Staffing Adjustments<br>• 6th grade and 7th grade Math MCLs ($30,000 total) ; 8th grade RLA MCL ($15,000); 8th grade Science MCL ($17,000)<br>• Reach Associate for Math (shared with reading)- (cost documented in RLA) – also pulls student small groups<br>• Instructional Coach oversees Math ($75,000) |

| | |
|---|---|
| | • Master Team Reach Teachers – RLA ($10,000); Science ($8,000) |

Data Monitoring:

Restate Goal: The average of Approaches, Meets, and Masters for students served in Special Education will be 23% across all subject areas and grade levels.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>RLA:<br>6th %:<br>7th %:<br>8th %:<br><br>Math:<br>6th %:<br>7th %:<br>8th %:<br><br>Science:<br>8th %:<br><br>Social Studies:<br>8th %: | **Checkpoint 1B: (October)**<br>RLA:<br>6th %:<br>7th %:<br>8th %:<br><br>Math:<br>6th %:<br>7th %:<br>8th %:<br><br>Science:<br>8th %:<br><br>Social Studies:<br>8th %: | **Interim (Fall) (October)**<br>RLA:<br>6th %:<br>7th %:<br>8th %:<br><br>Math:<br>6th %:<br>7th %:<br>8th %:<br><br>Science:<br>8th<br><br>Social Studies:<br>8th %: | **Checkpoint 2A: (November)**<br>RLA:<br>6th %:<br>7th %:<br>8th %:<br><br>Math:<br>6th %:<br>7th %:<br>8th %:<br><br>Science:<br>8th<br><br>Social Studies:<br>8th %: | **Checkpoint 2B: (December)**<br>RLA:<br>6th %:<br>7th %:<br>8th %:<br><br>Math:<br>6th %:<br>7th %:<br>8th %:<br><br>Science:<br>8th<br><br>Social Studies:<br>8th %: |
| **Interim (Spring) (January)**<br>RLA:<br>6th %:<br>7th %:<br>8th %:<br><br>Math:<br>6th %: | **Checkpoint 3A: (February)**<br>RLA:<br>6th %:<br>7th %:<br>8th %:<br><br>Math:<br>6th %: | **Checkpoint 3B: (March)**<br>RLA:<br>6th %:<br>7th %:<br>8th %:<br><br>Math:<br>6th %: | **Checkpoint 4A: (April)**<br>RLA:<br>6th %:<br>7th %:<br>8th %:<br><br>Math:<br>6th %: | |

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|---|---|---|---|---|
| 7th %:<br>8th %:<br><br>Science:<br>8th<br><br>Social Studies:<br>8th %: | 7th %:<br>8th %:<br><br>Science:<br>8th<br><br>Social Studies:<br>8th %: | 7th %:<br>8th %:<br><br>Science:<br>8th<br><br>Social Studies:<br>8th %: | 7th %:<br>8th %:<br><br>Science:<br>8th<br><br>Social Studies:<br>8th %: | |

**Assurances:**

If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.

District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) **Anthony Garcia.** If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.

**Local Improvement Plan Template 26-27**

**Campus Name: Noel Elementary**

**Areas of Identification:**

| | | | |
|---|---|---|---|
| RLA Meets – SPED, Continuously Enrolled | Math Meets – SPED, Continuously Enrolled | Student Success – , SPED, Continuously Enrolled | |

**Campus Improvement Team Agendas / Sign Ins:**

| |
|---|
| Date: 9.1.26 LIP REVIEW NOEL 9.1.26.pdf |
| Date: (Insert Date) / Insert |

**Data Monitoring Documentation – Data Tours (including Closing the Loops ) folder for monitoring:**

Data Tours Link - Noel

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**Area of need #1**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Academic Achievement RLA (Meets) – SPED, Continuously Enrolled.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | • 26% of students served in Special Education will achieve Meets on STAAR RLA.<br>• 47% of continuously enrolled students will achieve Meets on STAAR RLA. |

| | |
|---|---|
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Laura Roman, MCL (3-5) |
| Educational Interventions: | - Intervention Block daily – 45 minutes part of the master schedule<br>- $10,000 has been set aside for afterschool tutoring and interventions<br>- Intentional planning for Special Education students (inclusion in afterschool tutoring), partnership with Tier 1 teachers and Special Education teacher |
| Allocation of Resources: | Required: Time Adjustments<br>• Added a daily 45 minute intervention block to the master schedule,<br>• Planned for afterschool tutoring beginning in Late Fall<br>• Reach Associate schedule allows for pulling of small groups<br>Required: Funding Adjustments<br>• Set aside $10,000 for afterschool tutoring (RLA only)<br>• Title 1 Funding used for 1 4th grade reading MCL - $15,000 and 1 Reach Associate - $33,000 |

| | |
|---|---|
| | Required: Staffing Adjustments<br>• Strategic staffing moves made to realign qualified staff<br>• 1 reading MCL (coaches grades 3-5 RLA)<br>• 2 new bilingual international teachers – adding certified bilingual staff |

Data Monitoring:

Restate Goal: 26% of students served in Special Education will achieve Meets on STAAR RLA.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

Restate Goal: 47% of continuously enrolled students will achieve Meets on STAAR RLA.

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|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |

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|---|---|---|---|---|
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

**Area of need #2**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Academic Achievement Math (Meets) – SPED, Continuously Enrolled.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | • 29% of students served in Special Education will achieve Meets on STAAR Math.<br>• 45% of continuously enrolled students will achieve Meets on STAAR Math. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Patricia Holguin, MCL – 5th Grade |
| Educational Interventions: | - Intervention Block daily – 45 minutes part of the master schedule<br>- $10,000 has been set aside for afterschool tutoring and interventions<br>- Intentional planning for Special Education students (inclusion in afterschool tutoring), partnership |

| | |
|---|---|
| | with Tier 1 teachers and Special Education teacher |
| Allocation of Resources: | Required: Time Adjustments<br>• Added a daily 45 minute intervention block to the master schedule,<br>• Planned for afterschool tutoring beginning in Late Fall<br>• Reach Associate schedule allows for pulling of small groups<br>Required: Funding Adjustments<br>• Set aside $10,000 for afterschool tutoring (RLA only)<br>• Title 1 Funding used for 1 5th grade math MCL - $15,000 and 1 Reach Associate - (shared)<br>Required: Staffing Adjustments<br>• Strategic staffing moves made to realign qualified staff<br>• 1 Math MCL, Shared Reach Associate pulls small groups |

Data Monitoring:

state Goal: 29% of students served in Special Education will achieve Meets on STAAR Math.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

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Restate Goal: 45% of continuously enrolled students will achieve Meets on STAAR Math.

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| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

**Area of need #3**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Student Success (STAAR D1) – SPED, Continuously Enrolled.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | • The average of Approaches, Meets, and Masters for students served in Special Education will be 23% across all subject areas and grade levels.<br>• The average of Approaches, Meets, and Masters for continuously enrolled students will be 45% across all subject areas and grade levels |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Marcela Macias, Principal |
| Educational Interventions: | - Intervention Block daily – 45 minutes part of the master schedule<br>- In addition to $10,000 each for reading / math ($20,000 total), |

| | |
|---|---|
| | funds will be allocated for Science enrichment for Meets and Masters<br>- Intentional planning for Special Education students (inclusion in afterschool tutoring), partnership with Tier 1 teachers and Special Education teacher |
| Allocation of Resources: | Required: Time Adjustments<br>• Added a daily 45 minute intervention block to the master schedule,<br>• Planned for afterschool tutoring beginning in Late Fall<br>• Reach Associate schedule allows for pulling of small groups<br>Required: Funding Adjustments<br>• Set aside $10,000 for afterschool tutoring (RLA only) , $10,000 for Math, additional funds for Science tutoring<br>• Title 1 Funding used for 1 5th grade math MCL - $15,000 and 1 Reach Associate - (shared - $33,000); 1 4th Grade RLA MCL<br>Required: Staffing Adjustments<br>• Strategic staffing moves made to realign qualified staff<br>• 1 Math MCL, Shared Reach Associate pulls small groups; 1 RLA MCL |

Data Monitoring:

Restate Goal: The average of Approaches, Meets, and Masters for students served in Special Education will be 23% across all subject areas and grade levels.

| **Checkpoint 1A: (September)** | **Checkpoint 1B: (October)** | **Interim (Fall) (October)** 3rd %: | **Checkpoint 2A: (November)** | **Checkpoint 2B: (December)** |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| RLA:<br>3rd %:<br>4th %:<br>5th %:<br><br>Math:<br>3rd %:<br>4th %:<br>5th %:<br><br>Science:<br>5th %: | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th %: | 4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | |

Restate Goal: The average of Approaches, Meets, and Masters for continuously enrolled students will be 45% across all subject areas and grade levels

| **Checkpoint 1A: (September)** | **Checkpoint 1B: (October)** | **Interim (Fall) (October)** | **Checkpoint 2A: (November)** | **Checkpoint 2B: (December)** |
|---|---|---|---|---|
| RLA:<br>3rd %:<br>4th %:<br>5th %:<br><br>Math: | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %: | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %: | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %: | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %: |

| | | | | |
|---|---|---|---|---|
| 3rd %:<br>4th %:<br>5th %:<br><br>Science:<br>5th %: | 5th %:<br>Science:<br>5th %: | Science:<br>5th | 5th %:<br>Science:<br>5th | 5th %:<br>Science:<br>5th |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | |

**Assurances:**

If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.

District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) **Julie Marshall**. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.

Academics & Accountability

**Local Improvement Plan Template 26-27**

**Campus Name: THE Odessa High School**

**Areas of Identification:**

| | | |
|---|---|---|
| RLA Meets - Hispanic, SPED | Math Meets – Hispanic, SPED | Federal Graduation Rate: Hispanic, SPED |

**Campus Improvement Team Agendas / Sign Ins:**

| |
|---|
| Date: LIP 9.3.26 OHS.pdf |
| Date: (Insert Date) / Insert |

**Data Monitoring Documentation – Data Tours (including Closing the Loops ) folder for monitoring:**

**OHS Data Folder**

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**Area of need #1**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Academic Achievement RLA (Meets) - Hispanic, Special Education.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | • 36% of Hispanic students will achieve Meets on STAAR RLA.<br>• 13% of students served in Special Education will achieve Meets on STAAR RLA. |

| | |
|---|---|
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Instructional Specialist – Avery Hernandez<br>Summer Percifield – Department Chair |
| Educational Interventions: | • Intervention and Remediation classes have been added to the master schedule for students who failed prior year STAAR assessments<br>• 3 MCLs IIs in RLA, 1 MTRT, 1 RA ($92,000)<br>• Tiering of students and teachers for additional support (student groupings and teacher supports)<br>• Strategically adjusting class sizes based on tiering<br>• Tutoring funds have been set aside for at-risk stipends ($21,000) |
| Allocation of Resources: | Required: Time Adjustments<br>• Adjustments to the master schedule for intervention and remediation courses for Reading<br>• Use of Reach Associate to pull student small groups<br>• Plan for tutoring funds<br>Required: Funding Adjustments<br>• $92,000 for Opportunity culture in RLA, |

| | |
|---|---|
| | • $21,000 allocated for tutoring<br>Required: Staffing Adjustments<br>• 3 MCLs IIs in RLA, 1 MTRT, 1 RA ($92,000)<br>• Tiering of students and teachers for additional support (student groupings and teacher supports)<br>• Strategically adjusting class sizes based on tiering<br>• Increased the number of teachers English I & II through consolidation of elective courses to reduce class sizes |

Data Monitoring:

Restate Goal: 36% of Hispanic students will achieve Meets on STAAR RLA.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>English I %:<br>English II %: | **Checkpoint 1B: (October)**<br>English I %:<br>English II %: | **Interim (Fall) (October)**<br>English I %:<br>English II %: | **Checkpoint 2A: (November)**<br>English I %:<br>English II %: | **Checkpoint 2B: (December)**<br>English I %:<br>English II %: |
| **Interim (Spring) (January)**<br>English I %:<br>English II %: | **Checkpoint 3A: (February)**<br>English I %:<br>English II %: | **Checkpoint 3B: (March)**<br>English I %:<br>English II %: | **Checkpoint 4A: (April)**<br>English I %:<br>English II %: | |

Restate Goal: 13% of students served in Special Education will achieve Meets on STAAR RLA.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)** | **Checkpoint 1B: (October)** | **Interim (Fall) (October)**<br>English I %: | **Checkpoint 2A: (November)** | **Checkpoint 2B: (December)** |

| | | | | |
|---|---|---|---|---|
| English I %:<br>English II %: | English I %:<br>English II %: | English II %: | English I %:<br>English II %: | English I %:<br>English II %: |
| **Interim (Spring) (January)**<br>English I %:<br>English II %: | **Checkpoint 3A: (February)**<br>English I %:<br>English II %: | **Checkpoint 3B: (March)**<br>English I %:<br>English II %: | **Checkpoint 4A: (April)**<br>English I %:<br>English II %: | |

**Area of need #2**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our Academic Achievement Math (Meets) - Hispanic, Special Education.

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | • 31% of Hispanic students will achieve Meets on STAAR Math.<br>• 15% of students served in Special Education will achieve Meets on STAAR Math. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Instructional Specialist, Tara Wein<br>Melissa Escalante, Department Chair |
| Educational Interventions: | • Intervention and Remediation classes have been added to the master schedule for students who failed prior year STAAR assessments<br>• 2 MCLs, 4 MTRTs ($82,000)<br>• Tiering of students and teachers for additional support (student groupings and teacher supports)<br>• Strategically adjusting class sizes based on tiering |

| | |
|---|---|
| | • Tutoring funds have been set aside for at-risk stipends (tutoring funds reported for RLA) |
| Allocation of Resources: | Required: Time Adjustments<br>• Adjustments to the master schedule for intervention and remediation courses for Reading<br>• Plan for tutoring funds<br>Required: Funding Adjustments<br>• $82,000 for Opportunity culture in Math,<br>• $21,000 allocated for tutoring (shared with reading)<br>Required: Staffing Adjustments<br>• 2 MCLs, 4 MTRTs ($82,000)<br>• Tiering of students and teachers for additional support (student groupings and teacher supports)<br>• Strategically adjusting class sizes based on tiering<br>• Increased the number of teachers in Algebra through consolidation of elective courses to reduce class sizes |

Data Monitoring:

Restate Goal: 31% of Hispanic students will achieve Meets on STAAR Math.

| **Checkpoint 1A: (September)** Algebra 1%: | **Checkpoint 1B: (October)** Algebra 1%: | **Interim (Fall) (October)** Algebra 1%: | **Checkpoint 2A: (November)** Algebra 1%: | **Checkpoint 2B: (December)** Algebra 1%: |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| **Interim (Spring) (January)** Algebra 1%: | **Checkpoint 3A: (February)** Algebra 1%: | **Checkpoint 3B: (March)** Algebra 1%: | **Checkpoint 4A: (April)** Algebra 1%: | |

Restate Goal: 15% of students served in Special Education will achieve Meets on STAAR Math.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)** Algebra 1%: | **Checkpoint 1B: (October)** Algebra 1%: | **Interim (Fall) (October)** Algebra 1%: | **Checkpoint 2A: (November)** Algebra 1%: | **Checkpoint 2B: (December)** Algebra 1%: |
| **Interim (Spring) (January)** Algebra 1%: | **Checkpoint 3A: (February)** Algebra 1%: | **Checkpoint 3B: (March)** Algebra 1%: | **Checkpoint 4A: (April)** Algebra 1%: | |

**Area of need #3**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Federal Graduation Rate – Hispanic, Special Education.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | • 87% of Hispanic students will graduate within the federal graduation rate methodology.<br>• 80% of students served in Special Education will graduate within the federal graduation rate methodology. |
| Campus Data to be regularly reviewed and tracked for this metric: | Credit accumulation, absences, current EOC completion, IGC process, CCMR Completion, Credit Recovery, Drop out reports / recovery |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Campus Administrators, Counselors, CCMR Coordinators, Registrar<br><br>Stephanie Moran, Associate Principal |
| Educational Interventions: | • $86,000 set aside for credit recovery<br>• Dropout prevention specialist (conducts home visits, interventions with students)<br>• CCMR Coordinators |

| | |
|---|---|
| | • Ector Acceleration Academy and Community Outreach Center partnerships<br>• IGC committee processes (begin late spring)<br>• Dual Credit Partnership with Odessa College |
| Allocation of Resources: | Required: Time Adjustments<br>• Move to the 9-period day to assist with credit accumulation and recovery, as well as CCMR<br>• Dual Credit College Transition course embedded in 9 and 12th grade schedules<br>• Use of edgenuity courses (both facilitated and non-facilitated courses)<br>Required: Funding Adjustments<br>• $86,000 set aside for credit recovery<br>• Project Graduation – community donations – expanded to support struggling seniors<br>Required: Staffing Adjustments<br>• Dropout prevention specialist (conducts home visits, interventions with students)<br>• CCMR Coordinators<br>• Facilitated courses for credit recovery |

Data Monitoring:

Restate Goal: 87% of Hispanic students will graduate within the federal graduation rate methodology.

| | | | |
|---|---|---|---|
| **(September)**<br>% Cohort 2027 (Hispanic) Credits on Track:<br><br>**% Cohort 2027 (Hispanic) EOC 3+ passed:** | **(October)**<br>% Cohort 2027 (Hispanic) Credits on Track: | **(November)**<br>% Cohort 2027 (Hispanic) Credits on Track: | **(December)**<br>% Cohort 2027 (Hispanic) Credits on Track: |
| **(January)**<br>% Cohort 2027 (Hispanic) Credits on Track:<br><br>**% Cohort 2027 (Hispanic) EOC 3+ passed:** | **(February)**<br>% Cohort 2027 (Hispanic) Credits on Track:<br><br>**% Cohort 2027 (Hispanic) IGC Process Complete (Pending final spring test)** | **(March)**<br>% Cohort 2027 (Hispanic) Credits on Track:<br><br>**% Cohort 2027 (Hispanic) IGC Process Complete (Pending final spring test)** | **(April)**<br>% Cohort 2027 (Hispanic) Credits on Track:<br><br>**% Cohort 2027 (Hispanic) IGC Process Complete (Pending final spring test)** |

Restate Goal: 80% of students served in Special Education will graduate within the federal graduation rate methodology.

| | | | |
|---|---|---|---|
| **(September)**<br>% Cohort 2027 (SPED) Credits on Track:<br><br>**% Cohort 2027 (SPED) EOC 3+ passed: % Cohort 2027 (** | **(October)**<br>% Cohort 2027 (SPED) Credits on Track: | **(November)**<br>% Cohort 2027 (SPED) Credits on Track: | **(December)**<br>% Cohort 2027 (SPED) Credits on Track: |
| **(January)**<br>% Cohort 2027 (SPED) Credits on Track: | **(February)**<br>% Cohort 2027 (SPED) Credits on Track: | **(March)**<br>% Cohort 2027 (SPED) Credits on Track: | **(April)**<br>% Cohort 2027 (SPED) Credits on Track: |

| | | | |
|---|---|---|---|
| **% Cohort 2027** (SPED) **EOC 3+ passed:** | **% Cohort 2027** (SPED) **IGC Process Complete (Pending final spring test)** | **% Cohort 2027** (SPED) **IGC Process Complete (Pending final spring test)** | **% Cohort 2027** (SPED) **IGC Process Complete (Pending final spring test)** |

**Assurances:**

If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.

District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) **Anthony Garcia.** If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.

Academics & Accountability

**Local Improvement Plan Template 26-27**

**Campus Name: Buddy West Elementary**

**Areas of Identification:**

| | | | |
|---|---|---|---|
| RLA Meets – Hispanic, EB, SPED, Continuously Enrolled | Math Meets – Hispanic, EB, Continuously Enrolled | Student Success – Hispanic, EB, SPED, Continuously Enrolled | RLA Growth: Hispanic, SPED, Continuously Enrolled |
| Math Growth: SPED | | | |

**Campus Improvement Team Agendas / Sign Ins:**

| |
|---|
| Date: LIP 9.4.26 WEST.pdf |
| Date: (Insert Date) / Insert |

**Data Monitoring Documentation – Data Tours (including Closing the Loops ) folder for monitoring:**

West Data Tours Folder

West Goals Sheet: Planning for Closing the Gaps 2027_068901042.pdf

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**Area of need #1**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Academic Achievement RLA (Meets) – Hispanic, EB, SPED, Continuously Enrolled.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | • 39% of Hispanic students will achieve Meets on STAAR RLA. |

| | |
|---|---|
| | • 35% of Emergent Bilingual students will achieve Meets on STAAR RLA.<br>• 26% of students served in Special Education will achieve Meets on STAAR RLA.<br>• 47% of continuously enrolled students will achieve Meets on STAAR RLA. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Nora Gonzales, Principal |
| Educational Interventions: | • Two reading instructional specialists pull targeted small groups for grades 3-5<br>• Each teacher has dedicated targeted small group time scheduled daily<br>• Master Schedule includes daily RTI/MTSS block<br>• Exploring options for tutoring<br>• Reach associates pull small groups |
| Allocation of Resources: | Required: Time Adjustments<br>• Two reading instructional specialists pull targeted small groups for grades 3-5 |

| | |
|---|---|
| | • Each teacher has dedicated targeted small group time scheduled daily<br>• Master Schedule includes daily RTI/MTSS block<br>• Exploring options for tutoring<br>Required: Funding Adjustments<br>• Two RLA instructional specialists are paid for with district Title II funds<br>• For RLA, campus has two MCLs ($30,000); 2 Reach Associates in RLA ($66,000)<br>Required: Staffing Adjustments<br>• Two RLA instructional specialists are paid for with district Title II funds<br>• For RLA, campus has two MCLs ($30,000); 2 Reach Associates in RLA ($66,000)<br>• Strategic staffing – all 4th and 5th grade teachers are TIA designated |

Data Monitoring:

Restate Goal: 39% of Hispanic students will achieve Meets on STAAR RLA.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

Restate Goal: 35% of Emergent Bilingual students will achieve Meets on STAAR RLA.

| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
|---|---|---|---|---|
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

Restate Goal: 26% of students served in Special Education will achieve Meets on STAAR RLA.

| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
|---|---|---|---|---|
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

Restate Goal: 47% of continuously enrolled students will achieve Meets on STAAR RLA.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

**Area of need #2**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Academic Achievement Math (Meets) – Hispanic, EB, Continuously Enrolled.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | • 44% of Hispanic students will achieve Meets on STAAR Math.<br>• 45% of Emergent Bilingual students will achieve Meets on STAAR Math.<br>• 51% of continuously enrolled students will achieve Meets on STAAR Math. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Nora Gonzales, Principal |
| Educational Interventions: | • Two instructional specialists pull targeted small groups for grades 3-5<br>• Each teacher has dedicated targeted small group time scheduled daily<br>• Master Schedule includes daily RTI/MTSS block<br>• Exploring options for tutoring |

| | |
|---|---|
| | • Reach associates pull small groups |
| Allocation of Resources: | Required: Time Adjustments<br>• Two instructional specialists pull targeted small groups for grades 3-5<br>• Each teacher has dedicated targeted small group time scheduled daily<br>• Master Schedule includes daily RTI/MTSS block<br>• Exploring options for tutoring<br>Required: Funding Adjustments<br>• Two instructional specialists are paid for with district Title II funds<br>• For math, campus has two MCLs ($30,000); 2 Reach Associates in RLA ($66,000)<br>Required: Staffing Adjustments<br>• Two instructional specialists are paid for with district Title II funds<br>• For math, campus has two MCLs ($30,000); 2 Reach Associates in RLA ($66,000)<br>Strategic staffing – all 4th and 5th grade teachers are TIA designated |

Data Monitoring:

Restate Goal: 44% of Hispanic students will achieve Meets on STAAR Math.

| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
|---|---|---|---|---|
| **Interim (Spring)** | **Checkpoint 3A:** | **Checkpoint 3B:** | **Checkpoint 4A:** | |

| | | | | |
|---|---|---|---|---|
| **(January)**<br>3rd %:<br>4th %:<br>5th %: | **(February)**<br>3rd %:<br>4th %:<br>5th %: | **(March)**<br>3rd %:<br>4th %:<br>5th %: | **(April)**<br>3rd %:<br>4th %:<br>5th %: | [redacted] |

Restate Goal: 45% of Emergent Bilingual students will achieve Meets on STAAR Math.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | [redacted] |

Restate Goal: 51% of continuously enrolled students will achieve Meets on STAAR Math.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)** | **Checkpoint 3A: (February)** | **Checkpoint 3B: (March)** | **Checkpoint 4A: (April)** | [redacted] |

| | | | | |
|---|---|---|---|---|
| 3rd %:<br>4th %:<br>5th %: | 3rd %:<br>4th %:<br>5th %: | 3rd %:<br>4th %:<br>5th %: | 3rd %:<br>4th %:<br>5th %: | |

**Area of need #3**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Student Success (STAAR D1) – Hispanic, EB, SPED, Continuously Enrolled.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | • The average of Approaches, Meets, and Masters for Hispanic students will be 41% across all subject areas and grade levels.<br>• The average of Approaches, Meets, and Masters for Emergent Bilingual students will be 37% across all subject areas and grade levels.<br>• The average of Approaches, Meets, and Masters for students served in Special Education will be 23% across all subject areas and grade levels.<br>• The average of Approaches, Meets, and Masters for continuously enrolled students will be 48% across all subject areas and grade levels. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 30<br>March 30<br>April 30<br>May 30 |

| | |
|---|---|
| Staff responsible for updating these metrics (Names of staff responsible, position) | Nora Gonzales, Principal |
| Educational Interventions: | • Two instructional specialists pull targeted small groups for grades 3-5<br>• Each teacher has dedicated targeted small group time scheduled daily<br>• Master Schedule includes daily RTI/MTSS block<br>• Exploring options for tutoring<br>• Reach associates pull small groups |
| Allocation of Resources: | Required: Time Adjustments<br>• Two instructional specialists pull targeted small groups for grades 3-5<br>• Each teacher has dedicated targeted small group time scheduled daily<br>• Master Schedule includes daily RTI/MTSS block<br>• Exploring options for tutoring<br>Required: Funding Adjustments<br>• Two instructional specialists are paid for with district Title II funds<br>• For math and reading campus has two MCLs ($60,000); 2 Reach Associates in RLA ($132,000)<br>Required: Staffing Adjustments<br>• Two instructional specialists are paid for with district Title II funds<br>• For math and reading campus has two MCLs ($60,000); 2 Reach Associates in RLA ($132,000)<br>• Strategic staffing – all 4th and 5th grade teachers are TIA designated |

Data Monitoring:

Restate Goal: The average of Approaches, Meets, and Masters for Hispanic students will be 41% across all subject areas and grade levels.

| **Checkpoint 1A: (September)** | **Checkpoint 1B: (October)** | **Interim (Fall) (October)** | **Checkpoint 2A: (November)** | **Checkpoint 2B: (December)** |
|---|---|---|---|---|
| RLA:<br>3rd %:<br>4th %:<br>5th %:<br><br>Math:<br>3rd %:<br>4th %:<br>5th %:<br><br>Science:<br>5th %: | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th %: | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th |
| **Interim (Spring) (January)** | **Checkpoint 3A: (February)** | **Checkpoint 3B: (March)** | **Checkpoint 4A: (April)** | |
| 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | |

Restate Goal: The average of Approaches, Meets, and Masters for Emergent Bilingual students will be 37% across all subject areas and grade levels.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>RLA:<br>3rd %:<br>4th %:<br>5th %:<br><br>Math:<br>3rd %:<br>4th %:<br>5th %:<br><br>Science:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | |

Restate Goal: The average of Approaches, Meets, and Masters for students served in Special Education will be 23% across all subject areas and grade levels.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>RLA:<br>3rd %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %: |

| | | | | |
|---|---|---|---|---|
| 4th %:<br>5th %:<br><br>Math:<br>3rd %:<br>4th %:<br>5th %:<br><br>Science:<br>5th %: | 5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th %: | Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | |

Restate Goal: The average of Approaches, Meets, and Masters for continuously enrolled students will be 48% across all subject areas and grade levels.

| **Checkpoint 1A: (September)** | **Checkpoint 1B: (October)** | **Interim (Fall) (October)** | **Checkpoint 2A: (November)** | **Checkpoint 2B: (December)** |
|---|---|---|---|---|
| RLA:<br>3rd %:<br>4th %:<br>5th %:<br><br>Math:<br>3rd %:<br>4th %: | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science: | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science: | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science: |

| | | | | |
|---|---|---|---|---|
| 5th %:<br><br>Science:<br>5th %: | 5th %: | | 5th | 5th |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | |

**Area of need #4**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **RLA Growth: Hispanic, SPED, Continuously Enrolled.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | • 62% of Hispanic students will meet or exceed expected academic growth on STAAR RLA.<br>• 60% of students served in Special Education will meet or exceed expected academic growth on STAAR RLA.<br>• 65% of continuously enrolled students will meet or exceed expected academic growth on STAAR RLA. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 23<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Nora Gonzales, Principal |
| Educational Interventions: | • Two reading instructional specialists pull targeted small groups for grades 3-5 |

| | |
|---|---|
| | • Each teacher has dedicated targeted small group time scheduled daily<br>• Master Schedule includes daily RTI/MTSS block<br>• Exploring options for tutoring<br>• Reach associates pull small groups |
| Allocation of Resources: | Required: Time Adjustments<br>• Two reading instructional specialists pull targeted small groups for grades 3-5<br>• Each teacher has dedicated targeted small group time scheduled daily<br>• Master Schedule includes daily RTI/MTSS block<br>• Exploring options for tutoring<br>Required: Funding Adjustments<br>• Two RLA instructional specialists are paid for with district Title II funds<br>• For RLA, campus has two MCLs ($30,000); 2 Reach Associates in RLA ($66,000)<br>Required: Staffing Adjustments<br>• Two RLA instructional specialists are paid for with district Title II funds<br>• For RLA, campus has two MCLs ($30,000); 2 Reach Associates in RLA ($66,000)<br>Strategic staffing – all 4th and 5th grade teachers are TIA designated |

Data Monitoring:

Restate Goal: 62% of Hispanic students will meet or exceed expected academic growth on STAAR RLA.

| **Checkpoint 1A: (September)** 3rd %: | **Checkpoint 1B: (October)** 3rd %: | **Interim (Fall) (October)** 3rd %: 4th %: | **Checkpoint 2A: (November)** 3rd %: | **Checkpoint 2B: (December)** 3rd %: |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| 4th %:<br>5th %: | 4th %:<br>5th %: | 5th %: | 4th %:<br>5th %: | 4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

Restate Goal: 60% of students served in Special Education will meet or exceed expected academic growth on STAAR RLA.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

Restate Goal: 65% of continuously enrolled students will meet or exceed expected academic growth on STAAR RLA.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

**Area of need #5**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Math Growth: SPED.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | 57% of students served in Special Education will meet or exceed expected academic growth on STAAR Math. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 28<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Nora Gonzales, Principal |
| Educational Interventions: | • Two instructional specialists pull targeted small groups for grades 3-5<br>• Each teacher has dedicated targeted small group time scheduled daily<br>• Master Schedule includes daily RTI/MTSS block<br>• Exploring options for tutoring<br>• Reach associates pull small groups |
| Allocation of Resources: | Required: Time Adjustments<br>• Two instructional specialists pull targeted small groups for grades 3-5 |

| | |
|---|---|
| | • Each teacher has dedicated targeted small group time scheduled daily<br>• Master Schedule includes daily RTI/MTSS block<br>• Exploring options for tutoring<br>Required: Funding Adjustments<br>• Two instructional specialists are paid for with district Title II funds<br>• For math, campus has two MCLs ($30,000); 2 Reach Associates in RLA ($66,000)<br>Required: Staffing Adjustments<br>• Two instructional specialists are paid for with district Title II funds<br>• For math, campus has two MCLs ($30,000); 2 Reach Associates in RLA ($66,000)<br>Strategic staffing – all 4th and 5th grade teachers are TIA designated |

Data Monitoring:

Restate Goal: 57% of students served in Special Education will meet or exceed expected academic growth on STAAR Math.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

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| | | | | |

**Assurances:**

If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.

District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) **Dr. Magdalena Aguilar**. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.

**Local Improvement Plan Template 26-27**

**Campus Name: Zavala Elementary School**

**Areas of Identification: Overall D-Rated Campus, Priority Areas listed below).**

| | | | |
|---|---|---|---|
| RLA Meets – Hispanic, SPED | Math Meets – SPED, Hispanic, | Student Success – Hispanic, SPED, | Math Growth: Hispanic, SPED |

**Campus Improvement Team Agendas / Sign Ins:**

| |
|---|
| Date: 8.27.26 - Zavala LIP Meeting # 1 8.27.26.pdf |
| Date: (Insert Date) / Insert |

**Data Monitoring Documentation – Data Tours (including Closing the Loops) folder for monitoring:**

**Data Tours Folder - Zavala**

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**Area of need #1**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Academic Achievement RLA (Meets) - Hispanic, Special Education.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | • 39% of Hispanic students will achieve Meets on STAAR RLA.<br>• 26% of students served in Special Education will achieve Meets on STAAR RLA. |

| | |
|---|---|
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 30<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | 5th Grade MCL – Mr. Sembergman<br>Ms. DeLoera, Principal<br>Ms. Ramos, Assistant Principal |
| Educational Interventions: | • After school tutoring (beginning in the fall)<br>• Daily Small group during intervention block, using I-ready guided lessons<br>• IXL lessons for HB 1416 students<br>• LLI for Comprehension<br>• Includes **enrichment** for approaches students to work toward meets and masters |
| Allocation of Resources: | Required: Time Adjustments<br>• Daily intervention block is part of the master schedule<br>• After school tutoring schedule<br>Required: Funding Adjustments<br>• Title 1 funds are set aside to pay for teachers to stay for after school tutoring - $25,000<br>• Title 1 also pays for Reading MCL (Mr. Sembergman) - $15,000<br>Required: Staffing Adjustments<br>• Using title 1 funds for reading MCL<br>• Using title 1 funds for Reading Reach Associate |

Data Monitoring:

Restate Goal: 39% of Hispanic students will achieve Meets on STAAR RLA.

| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
|---|---|---|---|---|
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

Restate Goal: 26% of students served in Special Education will achieve Meets on STAAR RLA.

| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
|---|---|---|---|---|
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

**Area of need #2**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Academic Achievement Math (Meets) - Hispanic, Special Education.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | • 27% of students served in Special Education will achieve Meets on STAAR Math.<br>• 44% of Hispanic students will achieve Meets on STAAR Math. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 30<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Ms. Cabello, Campus Math Specialist<br>Ms. Ramos, Assistant Principal,<br>Ms. DeLoera, Principal |
| Educational Interventions: | • After school tutoring (beginning in the fall)<br>• Daily Small group during intervention block, using I-ready guided lessons<br>• IXL lessons for HB 1416 students<br>• Do the Math – lessons for intervention; Lonestar Math |

| | |
|---|---|
| | • Includes **enrichment** for approaches students to work toward meets and masters |
| Allocation of Resources: | Required: Time Adjustments<br>• Daily intervention block is part of the master schedule<br>• After school tutoring schedule<br>Required: Funding Adjustments<br>• Title 1 funds are set aside to pay for teachers to stay for after school tutoring - $25,000<br>• Title 2 also pays for Math Specialist (district title funds)<br>Required: Staffing Adjustments<br>• District Allocation for Campus Math Specialist |

Data Monitoring:

Restate Goal: 27% of students served in Special Education will achieve Meets on STAAR Math.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

Restate Goal: 44% of Hispanic students will achieve Meets on STAAR Math.

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|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

**Area of need #3**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Student Success (STAAR D1) - Hispanic, Special Education.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | • The average of Approaches, Meets, and Masters for Hispanic students will be 41% across all subject areas and grade levels.<br>• The average of Approaches, Meets, and Masters for students served in Special Education will be 23% across all subject areas and grade levels. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 30<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Ms. Ramos, Assistant Principal,<br>Ms. DeLoera, Principal |
| Educational Interventions: | • After school tutoring (beginning in the fall)<br>• Daily Small group during intervention block, using I-ready guided lessons |

| | |
|---|---|
| Allocation of Resources: | Required: Time Adjustments<br>• Daily intervention block is part of the master schedule<br>• After school tutoring schedule<br>Required: Funding Adjustments<br>• Title 1 funds are set aside to pay for teachers to stay for after school tutoring - $25,000<br>• Title 2 also pays for Math Specialist (district title funds)<br>• Campus title 1 funds for Reading MCL - $15,000<br>Required: Staffing Adjustments<br>• District Allocation for Campus Math Specialist<br>• Allocation of Reading MCL and Opportunity culture (RA) |

Data Monitoring:

Restate Goal: The average of Approaches, Meets, and Masters for Hispanic students will be 41% across all subject areas and grade levels.

| **Checkpoint 1A: (September)** | **Checkpoint 1B: (October)** | **Interim (Fall) (October)** | **Checkpoint 2A: (November)** | **Checkpoint 2B: (December)** |
|---|---|---|---|---|
| RLA:<br>3rd %:<br>4th %:<br>5th %:<br><br>Math:<br>3rd %:<br>4th %:<br>5th %:<br><br>Science:<br>5th %: | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th %: | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | 3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th |

| | | | | |
|---|---|---|---|---|
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | |

Restate Goal: The average of Approaches, Meets, and Masters for students served in Special Education will be 23% across all subject areas and grade levels.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>RLA:<br>3rd %:<br>4th %:<br>5th %:<br><br>Math:<br>3rd %:<br>4th %:<br>5th %:<br><br>Science:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %:<br>Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

| | | | | |
|---|---|---|---|---|
| Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | Math:<br>3rd %:<br>4th %:<br>5th %:<br>Science:<br>5th | |

**Area of need #4**

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Math Growth – Hispanic, Special Education.**

| **Criteria:** | **Campus Plan:** |
|---|---|
| Campus Goal for this area: | • 66% of Hispanic students will meet or exceed expected academic growth on STAAR Math.<br>• 56% of students served in Special Education will meet or exceed expected academic growth on STAAR Math. |
| Campus Data to be regularly reviewed and tracked for this metric: | Checkpoint assessments, Interim Assessments, |
| Monitoring Frequency (List dates): | Data will be updated by:<br>Sept 30<br>October 30<br>November 30<br>December / January 30<br>February 30<br>March 30<br>April 30<br>May 30 |
| Staff responsible for updating these metrics (Names of staff responsible, position) | Ms. Cabello, Campus Math Specialist<br>Ms. Ramos, Assistant Principal,<br>Ms. DeLoera, Principal |
| Educational Interventions: | • After school tutoring (beginning in the fall)<br>• Daily Small group during intervention block, using I-ready guided lessons<br>• IXL lessons for HB 1416 students<br>• Do the Math – lessons for intervention; Lonestar Math |

| | |
|---|---|
| | • Includes **enrichment** for approaches students to work toward meets and masters |
| Allocation of Resources: | Required: Time Adjustments<br>• Daily intervention block is part of the master schedule<br>• After school tutoring schedule<br>Required: Funding Adjustments<br>• Title 1 funds are set aside to pay for teachers to stay for after school tutoring - $25,000<br>• Title 2 also pays for Math Specialist (district title funds)<br>Required: Staffing Adjustments<br>District Allocation for Campus Math Specialist |

Data Monitoring:

Restate Goal: 66% of Hispanic students will meet or exceed expected academic growth on STAAR Math.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

Restate Goal: 56% of students served in Special Education will meet or exceed expected academic growth on STAAR Math.

| | | | | |
|---|---|---|---|---|
| **Checkpoint 1A: (September)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 1B: (October)**<br>3rd %:<br>4th %:<br>5th %: | **Interim (Fall) (October)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2A: (November)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 2B: (December)**<br>3rd %:<br>4th %:<br>5th %: |
| **Interim (Spring) (January)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3A: (February)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 3B: (March)**<br>3rd %:<br>4th %:<br>5th %: | **Checkpoint 4A: (April)**<br>3rd %:<br>4th %:<br>5th %: | |

**Assurances:**

If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.

District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) **Julie Marshall.** If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.

## BOND 2023 UPDATE

Superintendent and Board of Trustees will discuss various aspects of the 2023 Bond.

# Ector County Independent School District

## Action Page

**TO:** Board of Trustees

**FROM:** Albessa Chavez, Chief Financial Officer

**SUBJECT:** **DISCUSSION OF AND REQUEST FOR APPROVAL OF BOND 2023 PURCHASES OVER $100,000**

**DATE:** November 17, 2026

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As Required by Board Policy CH (Local), following is a list to consider and take possible action to authorize, negotiate, and enter into term agreements with recommended vendors to be awarded by purchase orders once approved.

**********

Administrative Recommendation:
Approval of Bond 2023 Purchases over $100,000

**ECISD**
**Request for Bond Purchases Over $100,000**
**November 2026**

| Item | Vendor(s) | Estimated Contract Price | Funding | Requestor/ Department | Reference | Service/ Product | Service/Product Summary | Contract Term |
|---|---|---|---|---|---|---|---|---|
| 1B | Amstar, Inc. | Previously Approved $4,334,128<br>Increase Required $1,294,229<br>New Total Amount $5,628,357 | Bond Funds 693 | Anthony Sorola District Operations | ECISD AWARDED RFP 24-31 ADDENDUM 1; TIPS 241001 Trade/Labor/Material JOC; 1 of 3 Renewal Options | Job Order Contracting General Construction Services | Job Packages for 26-27 at Wilson & Young Middle School. Amstar, Inc. is the general contractor that will be completing the following priority 1 and 2 renovation tasks:<br>Fire & Life Safety<br>ADA Compliance<br>Electrical Distribution/Gear<br>Waterproofing/sealant<br>HVAC Mechanical<br>Plumbing - Domestic Water<br>Plumbing - Sanitary Sewer | FY 2026/2027 |
| 2B | Lee Construction and Maintenance Company, Inc. | $2,420,346 | Bond Funds 693 | Anthony Sorola District Operations | ECISD AWARDED RFP 24-31 ADDENDUM 1 ; TIPS 25050402 eConverge JOC; 1 of 3 Renewal Options | Job Order Contracting General Construction Services | Job Packages for 26-27 at Nimitz Middle School. Lee Construction and Maintenance Company, Inc. is the general contractor that will be completing the following priority 1 and 2 renovation tasks:<br>Fire & Life Safety<br>ADA Compliance<br>Electrical Distribution/Gear<br>Waterproofing/sealant<br>HVAC Mechanical<br>Plumbing - Domestic Water<br>Plumbing - Sanitary Sewer | FY 2026/2027 |
| 3B | Lee Construction and Maintenance Company, Inc. | Previously Approved $2,065,575<br>Increase Required $87,860<br>New Total Amount $2,144,435 | Bond Funds 693 | Anthony Sorola District Operations | ECISD AWARDED RFP 24-31 ADDENDUM 1; TIPS 25050402 eConverge JOC;1 of 3 Renewal Options | Job Order Contracting General Construction Services | Job Packages for 26-27 at Bonham Middle School. LMC is the general contractor that will be completing the following priority 1 and 2 renovation tasks:<br>Fire & Life Safety<br>ADA Compliance<br>Electrical Distribution/Gear<br>Waterproofing/sealant<br>HVAC Mechanical<br>Plumbing- Sanitary Sewer<br>Plumbing- Domestic Water | FY 2026/2027 |
| 4B | Mid-Tex Construction | $1,571,513 | Bond Funds 693 | Anthony Sorola District Operations | ECISD AWARDED RFP 24-31 ADDENDUM 1; TIPS 26010402 Trades/Labor/Materials JOC;1 of 3 Renewal Options | Job Order Contracting General Construction Services | Job Packages for 26-27 at Zavala Elementary. Mid-Tex Construction is the general contractor that will be completing the following priority 1 and 2 renovation tasks:<br>Wall Repair Exterior<br>Waterproofing<br>ADA Compliance<br>HVAC- Mechanical<br>Plumbing - Domestic Water<br>Plumbing - Sanitary Sewer | FY 2026/2027 |

**ECISD**
**Request for Bond Purchases Over $100,000**
**November 2026**

| Item | Vendor(s) | Estimated Contract Price | Funding | Requestor/ Department | Reference | Service/ Product | Service/Product Summary | Contract Term |
|---|---|---|---|---|---|---|---|---|
| 5B | Mid-Tex Construction | Previously Approved $1,400,399<br>Decrease Required $1,197,639<br>New Total Amount $202,760 | Bond Funds 693 | Anthony Sorola District Operations | ECISD AWARDED RFP 24-31 ADDENDUM 1; TIPS 26010402 Trades/Labor/Materials JOC; 1 of 3 Renewal Options | Job Order Contracting General Construction Services | Job Packages for 26-27 at New Tech Odessa. Mid-Tex Construction is the general contractor that will be completing the following priority 1 and 2 renovation tasks:<br>Fire & Life Safety<br>Building Envelope | FY 2026/2027 |
| 6B | WR Construction, Inc. | $1,302,033 | Bond Funds 693 | Anthony Sorola District Operations | ECISD AWARDED RFP 24-31 ADDENDUM 1; TIPS 25050401 eConverge JOC; 1 of 3 Renewal Options | Job Order Contracting General Construction Services | Job Packages for 26-27 at San Jacinto Elementary. WR Construction is the general contractor that will be completing the following priority 1 and 2 renovation tasks:<br>Waterproofing<br>ADA Compliance<br>HVAC- Mechanical<br>Plumbing - Domestic Water<br>Plumbing - Sanitary Sewer | FY 2026/2027 |
| 7B | Lee Construction and Maintenance Company, Inc. | $1,102,146 | Bond Funds 693 | Anthony Sorola District Operations | ECISD AWARDED RFP 24-31 ADDENDUM 1; TIPS 26010402 Trades/Labor/Materials JOC; 1 of 3 Renewal Options | Job Order Contracting General Construction Services | Job Packages for 26-27 at Alamo Elementary. Lee Construction and Maintenance Company, Inc. is the general contractor that will be completing the following priority 1 and 2 renovation tasks:<br>Waterproofing/sealant<br>Plumbing - Domestic Water<br>Plumbing - Sanitary Sewer | FY 2026/2027 |
| 8B | Lopez and Son's, Inc. | Previously Approved AEC $374,832<br>Increase Required AEC $11,513<br>New Total Amount AEC $386,345 | Bond Funds 693 | Anthony Sorola District Operations | ECISD AWARDED RFP 24-31 ADDENDUM 1; TIPS 25050401 eConverge JOC; 1 of 3 Renewal Options | Job Order Contracting General Construction Services | Job Packages for 26-27 at Alternative Education Center. Lopez and Son's is the general contractor that will be completing the following priority 1 and 2 renovation tasks:<br>HVAC- Mechanical<br>Electrical Distribution/Electrical Gear<br>ADA Compliance<br>Waterproofing<br>Plumbing- Sanitary Sewer<br>Plumbing- Domestic | FY 2026/2027 |
| 9B | Amstar, Inc. | $648,141 | Bond Funds 693 | Anthony Sorola District Operations | ECISD AWARDED RFP 24-31 ADDENDUM 1; TIPS 241001 Trade/Labor/Materials JOC; 1 of 3 Renewal Options | Job Order Contracting General Construction Services | Job Packages for 26-27 at Blackshear Elementary. Amstar Inc is the general contractor that will be completing the following priority 1 and 2 renovation tasks:<br>Wall Repair- Exterior<br>Waterproofing<br>ADA Compliance<br>Plumbing - Sanitary Sewer | FY 2026/2027 |



Board Approval:_____



Date: 11/17/2026

**ECISD**
**Request for Bond Purchases Over $100,000**
**November 2026**

| Item | Vendor(s) | Estimated Contract Price | Funding | Requestor/ Department | Reference | Service/ Product | Service/Product Summary | Contract Term |
|---|---|---|---|---|---|---|---|---|
| 10B | Teinert Construction | $529,613 | Bond Funds 693 | Anthony Sorola District Operations | ECISD AWARDED RFP 24-31 ADDENDUM 1; TIPS 23010402 Trade/Labor/Materials JOC; 1 of 3 Renewal Options | Job Order Contracting General Construction Services | Job Packages for 26-27 at Bowie Middle School and Gonzales Elementary. Teinert Construction is the general contractor that will be completing the following priority 1 and 2 renovation tasks:<br>Electrical Distribution<br>HVAC- Mechanical<br>Plumbing - Domestic Water<br>Plumbing - Sanitary Sewer<br>ADA Compliance<br>Waterproofing Sealant | FY 2026/2027 |
| 11B | Henthorn Commercial Construction | $188,038 | Bond Funds 693 | Anthony Sorola District Operations | ECISD AWARDED RFP 24-31 ADDENDUM 1; Reg. 16 TEXBUY RFP #023-086; 1 of 3 Renewal Options | Job Order Contracting General Construction Services | Job Packages for 26-27 at Austin Elementary. Henthorn Commercial Construction is the general contractor that will be completing the following priority 1 and 2 renovation tasks:<br>Waterproofing Sealant<br>Fire & Life Safety<br>Plumbing - Domestic Water | FY 2026/2027 |
| 12B | Lopez and Son's, Inc. | Previously Approved $531,630<br>Increase Required $66,036<br>New Total Amount $465,594 | Bond Funds 693 | Anthony Sorola District Operations | ECISD AWARDED RFP 24-31 ADDENDUM 1; TIPS 25050401 eConverge JOC; 1 of 3 Renewal Options | Job Order Contracting General Construction Services | Job Packages for 26-27 at Crockett Middle School. Lopez and Son's is the general contractor that will be completing the following priority 1 and 2 renovation tasks:<br>HVAC- Mechanical<br>Electrical Distribution/Electrical Gear<br>ADA Compliance<br>Waterproofing<br>Plumbing- Sanitary Sewer<br>Plumbing- Domestic | FY 2026/2027 |

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ECISD District Operations

**RFP #24-31 Addendum 1 /TIPS #241001 –** Job Order Contracting Services for General Construction – Job Packages for 26-27 – Wilson & Young Middle School - 1 of 3 Renewal Options

- **Purpose:** Amstar, Inc. is the general contractor that will be completing the following priority 1 and 2 renovation tasks at Wilson & Young Middle School:
  - Fire & Life Safety
  - ADA Compliance
  - Electrical Distribution/Gear
  - Waterproofing/sealant
  - HVAC- Mechanical
  - Plumbing - Domestic Water
  - Plumbing - Sanitary Sewer

- **Background Info:** As part of the ECISD 2023 Bond Package, the district has a number of priority 1 and 2 renovation tasks that must be completed. The district has a pool of contractors approved to be assigned these tasks for each campus.

- **Cost:** $5,628,357 estimated
- **Funding Source:** 693/Bond Funds
- **Recommended Supplier/Service Provider:**
  - Amstar, Inc.

_____ _____
Board Approval Date

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ECISD District Operations

## RFP #24-31 Addendum 1 /TIPS #25050402 – Job Order Contracting Services for General Construction – Job Packages for 26-27 – Nimitz Middle School - 1 of 3 Renewal Options

- **Purpose:** LMC is the general contractor that will be completing the following priority 1 and 2 renovation tasks at Nimitz Middle School:
  - Fire & Life Safety
  - ADA Compliance
  - Electrical Distribution/Gear
  - Waterproofing/sealant
  - HVAC- Mechanical
  - Plumbing - Domestic Water
  - Plumbing - Sanitary Sewer

- **Background Info:** As part of the ECISD 2023 Bond Package, the district has a number of priority 1 and 2 renovation tasks that must be completed. The district has a pool of contractors approved to be assigned these tasks for each campus.

- **Cost:** $2,420,346 estimated
- **Funding Source:** 693/Bond Funds
- **Recommended Supplier/Service Provider:**
  - Lee Construction and Maintenance Company, Inc.

_____ _____
Board Approval Date

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ECISD District Operations

**RFP #24-31 Addendum 1 /TIPS #25050402 –** Job Order Contracting Services for General Construction – Job Packages for 26-27 – Bonham Middle School - 1 of 3 Renewal Options

- **Purpose:** LMC is the general contractor that will be completing the following priority 1 and 2 renovation tasks at Bonham Middle School:
  - Fire & Life Safety
  - ADA Compliance
  - Electrical Distribution/Gear
  - Waterproofing/sealant
  - HVAC- Mechanical
  - Plumbing - Domestic Water
  - Plumbing - Sanitary Sewer

- **Background Info:** As part of the ECISD 2023 Bond Package, the district has a number of priority 1 and 2 renovation tasks that must be completed. The district has a pool of contractors approved to be assigned these tasks for each campus.

- **Cost:** $2,144,435 estimated
- **Funding Source:** 693/Bond Funds
- **Recommended Supplier/Service Provider:**
  - Lee Construction and Maintenance Company, Inc.

_____ _____
Board Approval Date

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ECISD District Operations

**RFP #24-31 Addendum 1 /TIPS #26010402–** Job Order Contracting Services for General Construction – Job Packages for 26-27 – Zavala Elementary School - 1 of 3 Renewal Options

- **Purpose:** Mid-Tex Construction is the general contractor that will be completing the following priority 1 and 2 renovation tasks at Zavala Elementary School:
  - Wall Repair Exterior
  - Waterproofing
  - ADA Compliance
  - HVAC- Mechanical
  - Plumbing - Domestic Water
  - Plumbing - Sanitary Sewer

- **Background Info:** As part of the ECISD 2023 Bond Package, the district has a number of priority 1 and 2 renovation tasks that must be completed. The district has a pool of contractors approved to be assigned these tasks for each campus.

- **Cost:** $1,571,513 estimated
- **Funding Source:** 693/Bond Funds
- **Recommended Supplier/Service Provider:**
  - Mid-Tex Construction

_____ _____
Board Approval Date

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ECISD District Operations

**RFP #24-31 Addendum 1 /TIPS #26010402–** Job Order Contracting Services for General Construction – Job Packages for 26-27 – New Tech Odessa - 1 of 3 Renewal Options

- **Purpose:** Mid-Tex Construction is the general contractor that will be completing the following priority 1 and 2 renovation tasks at New Tech Odessa:
  - Fire & Life Safety
  - Building Envelope

- **Background Info:** As part of the ECISD 2023 Bond Package, the district has a number of priority 1 and 2 renovation tasks that must be completed. The district has a pool of contractors approved to be assigned these tasks for each campus.

- **Cost:** $202,760 estimated
- **Funding Source:** 693/Bond Funds
- **Recommended Supplier/Service Provider:**
  - Mid-Tex Construction

_____ _____
Board Approval Date


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ECISD District Operations

**RFP #24-31 Addendum 1 /TIPS #25050401–** Job Order Contracting Services for General Construction – Job Packages for 26-27 – San Jacinto Elementary School - 1 of 3 Renewal Options

- **Purpose:** WR Construction is the general contractor that will be completing the following priority 1 and 2 renovation tasks at San Jacinto Elementary School:
  - Waterproofing
  - ADA Compliance
  - HVAC- Mechanical
  - Plumbing - Domestic Water
  - Plumbing - Sanitary Sewer

- **Background Info:** As part of the ECISD 2023 Bond Package, the district has a number of priority 1 and 2 renovation tasks that must be completed. The district has a pool of contractors approved to be assigned these tasks for each campus.

- **Cost:** $1,302,033 estimated
- **Funding Source:** 693/Bond Funds
- **Recommended Supplier/Service Provider:**
  - WR Construction, Inc.

_____ _____
Board Approval Date

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ECISD District Operations

**RFP #24-31 Addendum 1 /TIPS #26010402 -** Job Order Contracting Services for General Construction – Job Packages for 26-27 – Alamo Elementary School - 1 of 3 Renewal Options

- **Purpose:** LMC is the general contractor that will be completing the following priority 1 and 2 renovation tasks at Alamo Elementary School:
  - Waterproofing/Sealant
  - Plumbing - Domestic Water
  - Plumbing - Sanitary Sewer

- **Background Info:** As part of the ECISD 2023 Bond Package, the district has a number of priority 1 and 2 renovation tasks that must be completed. The district has a pool of contractors approved to be assigned these tasks for each campus.

- **Cost:** $1,102,146 estimated
- **Funding Source:** 693/Bond Funds
- **Recommended Supplier/Service Provider:**
  - Lee Construction and Maintenance Company, Inc.

_____ _____
Board Approval Date

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ECISD District Operations

**RFP #24-31 Addendum 1 /TIPS #25050401 -** Job Order Contracting Services for General Construction – Job Packages for 26-27 – AEC - 1 of 3 Renewal Options

- **Purpose:** Lopez & Sons is the general contractor that will be completing the following priority 1 and 2 renovation tasks at Alternative Education Center:
    - HVAC- Mechanical
    - Electrical Distribution/Electrical Gear
    - ADA Compliance
    - Waterproofing
    - Plumbing- Sanitary Sewer
    - Plumbing- Domestic

- **BackgroundInfo:** As part of the ECISD 2023 Bond Package, the district has a number of priority 1 and 2 renovation tasks that must be completed. The district has a pool of contractors approved to be assigned these tasks for each campus.

- **Cost:**
    - AEC: $386,345 estimated
- **FundingSource:** 693/Bond Funds
- **RecommendedSupplier/ServiceProvider:**
    - Lopez & Sons Inc.

_____ _____
Board Approval Date

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ECISD District Operations

**RFP #24-31 Addendum 1 /TIPS #241001–** Job Order Contracting Services for General Construction – Job Packages for 26-27 – Blackshear Elementary School - 1 of 3 Renewal Options

- **Purpose:** Amstar, Inc. is the general contractor that will be completing the following priority 1 and 2 renovation tasks at Blackshear Elementary School:
  - ADA Compliance
  - Wall Repair - Exterior
  - Waterproofing
  - Plumbing - Sanitary Sewer

- **Background Info:** As part of the ECISD 2023 Bond Package, the district has a number of priority 1 and 2 renovation tasks that must be completed. The district has a pool of contractors approved to be assigned these tasks for each campus.

- **Cost:** $648,141 estimated
- **Funding Source:** 693/Bond Funds
- **Recommended Supplier/Service Provider:**
  - Amstar, Inc.

_____ _____
Board Approval Date

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ECISD District Operations

**RFP #24-31 Addendum 1 /TIPS #23010402 -** Job Order Contracting Services for General Construction – Job Packages for 26-27 – Bowie Middle School, Gonzalez Elementary School - 1 of 3 Renewal Options

- **Purpose:** Teinert is the general contractor that will be completing the following priority 1 and 2 renovation tasks at Bowie Middle School and Gonzalez Elementary School:
  - HVAC- Mechanical
  - Electrical Distribution/Electrical Gear
  - ADA Compliance
  - Waterproofing
  - Plumbing- Sanitary Sewer
  - Plumbing- Domestic

- **BackgroundInfo:** As part of the ECISD 2023 Bond Package, the district has a number of priority 1 and 2 renovation tasks that must be completed. The district has a pool of contractors approved to be assigned these tasks for each campus.

- **Cost: $529,613 estimated**
- **FundingSource:** 693/Bond Funds
- **RecommendedSupplier/ServiceProvider:**
  - Teinert Construction

_____ _____
Board Approval Date

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ECISD District Operations

**RFP #24-31 Addendum 1 /TEXBUY RFP #023-086** - Job Order Contracting Services for General Construction – Job Packages for 26-27 – Austin Elementary School - 1 of 3 Renewal Options

- **Purpose:** Henthorn Commercial Construction is the general contractor that will be completing the following priority 1 and 2 renovation tasks at Austin Elementary School:
  - Waterproofing/Sealant
  - Fire & Life Safety
  - Plumbing- Domestic

- **Background Info:** As part of the ECISD 2023 Bond Package, the district has a number of priority 1 and 2 renovation tasks that must be completed. The district has a pool of contractors approved to be assigned these tasks for each campus.

- **Cost:** $188,038
- **FundingSource:** 693/Bond Funds
- **RecommendedSupplier/ServiceProvider:**
  - Henthorn Commercial Construction

_____ _____
Board Approval Date

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ECISD District Operations

**RFP #24-31 Addendum 1 /TIPS #25050401** - Job Order Contracting Services for General Construction – Job Packages for 26-27 – Crockett Middle School - 1 of 3 Renewal Options

- **Purpose:** Lopez & Sons is the general contractor that will be completing the following priority 1 and 2 renovation tasks at Crockett Middle School:
    - HVAC- Mechanical
    - Electrical Distribution/Electrical Gear
    - ADA Compliance
    - Waterproofing
    - Plumbing- Sanitary Sewer
    - Plumbing- Domestic

- **BackgroundInfo:** As part of the ECISD 2023 Bond Package, the district has a number of priority 1 and 2 renovation tasks that must be completed. The district has a pool of contractors approved to be assigned these tasks for each campus.

- **Cost:**
    - Crockett: $465,594 estimated
- **FundingSource:** 693/Bond Funds
- **RecommendedSupplier/ServiceProvider:**
    - Lopez & Sons Inc.

_____ _____
Board Approval Date


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# Ector County Independent School District

## Action Page

**TO:** Board of Trustees

**FROM:** Albessa Chavez, Chief Financial Officer

**SUBJECT:** **DISCUSSION OF AND REQUEST FOR APPROVAL OF ANNUAL FINANCIAL REPORT**

**DATE:** November 17, 2026

---

Albessa Chavez, Chief Financial Officer, will present the 2025-2026 school year annual financial report to the Board for approval.

External auditors Whitley Penn LLP will provide the audit opinion and be available to answer questions related to the audit.

**********

Administrative Recommendation:

Approval of Annual Financial Report

# Ector County Independent School District

## Action Page

**TO:** Board of Trustees

**FROM:** Albessa Chavez, Chief Financial Officer

**SUBJECT:** **DISCUSSION OF AND REQUEST FOR APPROVAL OF PURCHASES OVER $100,000**

**DATE:** November 17, 2026

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As Required by Board Policy CH (Local), following is a list to consider and take possible action to authorize, negotiate, and enter into term agreements with recommended vendors to be awarded by purchase orders once approved.

**********

Administrative Recommendation:
Approval of Purchases over $100,000

**ECISD**
**Request for Purchases over $100,000**
**November 2026**

| Item | Vendor(s) | Estimated Contract Value | Funding | Requestor/ Department | Reference | Service/ Product | Service/Product Summary | Contract Term |
|---|---|---|---|---|---|---|---|---|
| 1R | Generator Supercenter of Midland | $ 285,194 | Federal Funds 240 | Jieun Pando School Nutrition | RFP #27-02SN | School Nutrition Warehouse Generator Project | Installing a backup generator will help maintain critical refrigeration and freezer operations during power outages, protect food inventory, minimize financial losses, and support continuity of School Nutrition operations. | FY 2026/2027 |



Date: 11/17/2026

Board Approval:_____

**Jieun Pando**
Ector County ISD Director of School Nutrition (432) 456-9741
1120 W 10th St Odessa, TX
Odessa, TX 79763
Jieun.Pando@ectorcountyisd.org

# RFP #27-02SN School Nutrition Warehouse Generator Project

- **Purpose:** The School Nutrition Department is seeking to secure a qualified vendor to provide and install a backup generator at the ECISD School Nutrition Warehouse to support continuity of refrigeration and freezer operations during power outages.

- **Background Info:** The School Nutrition Warehouse serves as the central storage and distribution facility for USDA commodities and commercially purchased food products delivered to campuses throughout the District. The warehouse houses walk-in freezers and a refrigerator, which are essential for maintaining safe food-storage temperatures and protecting valuable food inventory. Power outages can compromise refrigeration and freezer operations, potentially resulting in significant food loss and disruptions to meal service. Installing a backup generator will help maintain critical refrigeration and freezer operations during power outages, protect food inventory, minimize financial losses, and support continuity of School Nutrition operations.

- **Cost:** $285,194 estimated
- **Funding Source:** 240/Federal Fund
- **Recommended Supplier/Service Provider:**
  - Generator Supercenter of Midland

_____ _____

Board Approval Date

# ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
## ODESSA, TEXAS
27-02SN School Nutrition Warehouse Generator Project
**SCORE SHEET**
Closed: October 21, 2026 10:00 AM

Consolidated

44.031b

| Criteria | Suppliers<br>Generator Supercenter of Midland |
|---|---|
| Evaluator 1 | 95 |
| Evaluator 2 | 90 |
| Evaluator 3 | 100 |
| **Total** | **285** |
| **Average** | **95** |

# Ector County Independent School District

## Action Page

**TO:** Board of Trustees

**FROM:** Albessa Chavez, Chief Financial Officer

**SUBJECT:** **DISCUSSION OF AND REQUEST FOR APPROVAL OF 2026-2027 BUDGET AMENDMENT # 3**

**DATE:** November 17, 2026

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A summary of the recommended Budget Amendment # 3 for the 2026-2027 budget will be provided under separate cover.

Please be advised, these are changes in estimated budgeted funds, to fund items as noted.

**********

Administrative Recommendation:

Approval of 2026-2027 Budget Amendment # 3.




**ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT**
**AMENDED BUDGET - FUNCTION AND OBJECT**
**GENERAL, SCHOOL NUTRITION, AND DEBT SERVICE FUNDS**
**FOR THE PERIOD JULY 1, 2026 THRU JUNE 30, 2027**
**FISCAL YEAR 2026-2027**

| | | GENERAL FUND | | | |
|---|---|---|---|---|---|
| | | ORIGINAL BUDGET 7/1/2026 | AMENDED BUDGET 10/31/2026 | Additions (Deductions) #3 | AMENDED BUDGET 11/30/2026 |
| **REVENUES** | | | | | |
| 5700 | Local and Intermediate | $ 144,090,241 | $ 151,773,032 | $ - | $ 151,773,032 |
| 5800 | State | 207,799,928 | 199,364,933 | - | 199,364,933 |
| 5900 | Federal | 2,375,000 | 2,375,000 | - | 2,375,000 |
| | Total - All Revenues | $ 354,265,169 | $ 353,512,965 | $ - | $ 353,512,965 |
| **APPROPRIATIONS by FUNCTION** | | | | | |
| 11 | Instruction | $ 205,583,941 | $ 206,565,825 | $ 4,339,850 | $ 210,905,675 |
| 12 | Instructional Resources and Media Services | 1,778,096 | 1,779,241 | 39,100 | 1,818,341 |
| 13 | Curriculum and Staff Development | 7,901,139 | 7,933,378 | 162,316 | 8,095,694 |
| 21 | Instructional Leadership | 5,020,187 | 5,031,587 | 127,483 | 5,159,070 |
| 23 | School Leadership | 22,465,415 | 22,487,734 | 490,589 | 22,978,323 |
| 31 | Guidance, Counseling and Evaluation Services | 17,580,321 | 17,609,726 | 420,254 | 18,029,980 |
| 32 | Social Work Services | 1,582,729 | 1,582,729 | 74,133 | 1,656,862 |
| 33 | Health Services | 3,428,923 | 3,428,923 | 81,637 | 3,510,560 |
| 34 | Student Transportation | 8,949,836 | 9,858,660 | 132,263 | 9,990,923 |
| 35 | Food Services | - | - | - | - |
| 36 | Co/Extra Curricular Activities | 8,290,717 | 8,578,942 | 37,417 | 8,616,359 |
| 41 | General Administration | 8,625,724 | 8,782,210 | 145,126 | 8,927,336 |
| 51 | Plant Maintenance and Operations | 34,796,030 | 37,401,363 | 379,377 | 37,780,740 |
| 52 | Security and Monitoring Services | 6,827,921 | 6,830,921 | 153,000 | 6,983,921 |
| 53 | Data Processing Services | 16,068,696 | 19,479,025 | 126,555 | 19,605,580 |
| 61 | Community Services | 5,031,036 | 5,034,536 | 38,053 | 5,072,589 |
| 71 | Debt Services | 1,371,000 | 1,371,000 | - | 1,371,000 |
| 81 | Facilities Acquisition and Construction | 1,180,000 | 2,287,060 | 2,847 | 2,289,907 |
| 99 | Intergovernmental Charges | 1,950,000 | 1,950,000 | - | 1,950,000 |
| | Total - All Appropriations | $ 358,431,711 | $ 367,992,860 | $ 6,750,000 | $ 374,742,860 |
| **OTHER FINANCING SOURCES/(USES)** | | | | | |
| 7000 | Other Financing Sources | $ 150,000 | $ 500,000 | $ - | $ 500,000 |
| 8000 | Other Financing (Uses) | (525,000) | (3,525,000) | (2,000,000) | (5,525,000) |
| | Total Other Financing Sources (Uses) | $ (375,000) | $ (3,025,000) | $ (2,000,000) | $ (5,025,000) |
| | Excess (Deficiency) of Revenues and Other Financing Sources over Appropriations | $ (4,541,542) | $ (17,504,895) | $ (8,750,000) | $ (26,254,895) |
| | Fund Balance Beginning July 1 | $ 131,402,355 | $ 131,402,355 | $ | $ 131,402,355 |
| 3000 | Fund Balance Ending June 30 (Estimated) | $ 126,860,813 | $ 113,897,460 | $ (8,750,000) | $ 105,147,460 |
| **APPROPRIATIONS by OBJECT** | | | | | |
| 6100 | Payroll Costs | $ 284,005,072 | $ 283,855,413 | $ 6,735,000 | $ 290,590,413 |
| 6200 | Purchased/Contracted Services | 33,084,106 | 37,207,890 | (26,375) | 37,181,515 |
| 6300 | Supplies and Materials | 18,630,290 | 18,815,568 | (20,613) | 18,794,955 |
| 6400 | Other Operating Expenses | 11,399,774 | 11,475,937 | 37,443 | 11,513,380 |
| 6500 | Debt Service | 1,371,000 | 1,371,000 | - | 1,371,000 |
| 6600 | Capital Outlay | 9,941,469 | 15,267,052 | 24,545 | 15,291,597 |
| | Total - All Appropriations | $ 358,431,711 | $ 367,992,860 | $ 6,750,000 | $ 374,742,860 |

Finance Division

**ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT**
**AMENDED BUDGET - FUNCTION AND OBJECT**
**GENERAL, SCHOOL NUTRITION, AND DEBT SERVICE FUNDS**
**FOR THE PERIOD JULY 1, 2026 THRU JUNE 30, 2027**
**FISCAL YEAR 2026-2027**

| | | SCHOOL NUTRITION FUND | | | |
|---|---|---|---|---|---|
| | | ORIGINAL BUDGET 7/1/2026 | AMENDED BUDGET 10/31/2026 | Additions (Deductions) #3 | AMENDED BUDGET 11/30/2026 |
| **REVENUES** | | | | | |
| 5700 | Local and Intermediate | $ 1,205,650 | $ 1,205,650 | $ - | $ 1,205,650 |
| 5800 | State | 433,160 | 433,160 | - | 433,160 |
| 5900 | Federal | 19,057,977 | 19,057,977 | - | 19,057,977 |
| | Total - All Revenues | $ 20,696,787 | $ 20,696,787 | $ - | $ 20,696,787 |
| **APPROPRIATIONS by FUNCTION** | | | | | |
| 11 | Instruction | $ - | $ - | $ - | $ - |
| 12 | Instructional Resources and Media Services | - | - | - | - |
| 13 | Curriculum and Staff Development | - | - | - | - |
| 21 | Instructional Leadership | - | - | - | - |
| 23 | School Leadership | - | - | - | - |
| 31 | Guidance, Counseling and Evaluation Services | - | - | - | - |
| 32 | Social Work Services | - | - | - | - |
| 33 | Health Services | - | - | - | - |
| 34 | Student Transportation | - | - | - | - |
| 35 | Food Services | 20,721,787 | 21,664,286 | 150,000 | 21,814,286 |
| 36 | Co/Extra Curricular Activities | - | - | - | - |
| 41 | General Administration | - | - | - | - |
| 51 | Plant Maintenance and Operations | - | - | - | - |
| 52 | Security and Monitoring Services | - | - | - | - |
| 53 | Data Processing Services | - | - | - | - |
| 61 | Community Services | - | - | - | - |
| 71 | Debt Services | - | - | - | - |
| 81 | Facilities Acquisition and Construction | - | - | - | - |
| 99 | Intergovernmental Charges | - | - | - | - |
| | Total - All Appropriations | $ 20,721,787 | $ 21,664,286 | $ 150,000 | $ 21,814,286 |
| **OTHER FINANCING SOURCES/(USES)** | | | | | |
| 7000 | Other Financing Sources | $ 25,000 | $ 25,000 | $ - | $ 25,000 |
| 8000 | Other Financing (Uses) | - | - | - | - |
| | Total Other Financing Sources (Uses) | $ 25,000 | $ 25,000 | $ - | $ 25,000 |
| | Excess (Deficiency) of Revenues and Other Financing Sources over Appropriations | $ - | $ (942,499) | $ (150,000) | $ (1,092,499) |
| | Fund Balance Beginning July 1 | $ 13,859,199 | $ 13,859,199 | $ | $ 13,859,199 |
| 3000 | Fund Balance Ending June 30 (Estimated) | $ 13,859,199 | $ 12,916,700 | $ (150,000) | $ 12,766,700 |
| **APPROPRIATIONS by OBJECT** | | | | | |
| 6100 | Payroll Costs | $ 7,673,876 | $ 7,673,876 | $ 150,000 | $ 7,823,876 |
| 6200 | Purchased/Contracted Services | 287,000 | 287,000 | - | 287,000 |
| 6300 | Supplies and Materials | 12,666,411 | 12,666,411 | - | 12,666,411 |
| 6400 | Other Operating Expenses | 74,500 | 74,500 | - | 74,500 |
| 6500 | Debt Service | - | - | - | - |
| 6600 | Capital Outlay | 20,000 | 962,499 | - | 962,499 |
| | Total - All Appropriations | $ 20,721,787 | $ 21,664,286 | $ 150,000 | $ 21,814,286 |

Finance Division

**ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT**
**AMENDED BUDGET - FUNCTION AND OBJECT**
**GENERAL, SCHOOL NUTRITION, AND DEBT SERVICE FUNDS**
**FOR THE PERIOD JULY 1, 2026 THRU JUNE 30, 2027**
**FISCAL YEAR 2026-2027**

| | | DEBT SERVICE FUND | | | |
|---|---|---|---|---|---|
| | | ORIGINAL BUDGET 7/1/2026 | AMENDED BUDGET 10/31/2026 | Additions (Deductions) #3 | AMENDED #REF! 11/30/2026 |
| **REVENUES** | | | | | |
| 5700 | Local and Intermediate | $ 46,607,801 | $ 50,761,482 | $ - | $ 50,761,482 |
| 5800 | State | 2,332,247 | 390,270 | - | 390,270 |
| 5900 | Federal | - | - | - | - |
| | Total - All Revenues | $ 48,940,048 | $ 51,151,752 | $ - | $ 51,151,752 |
| **APPROPRIATIONS by FUNCTION** | | | | | |
| 11 | Instruction | $ - | $ - | $ - | $ - |
| 12 | Instructional Resources and Media Services | - | - | - | - |
| 13 | Curriculum and Staff Development | - | - | - | - |
| 21 | Instructional Leadership | - | - | - | - |
| 23 | School Leadership | - | - | - | - |
| 31 | Guidance, Counseling and Evaluation Services | - | - | - | - |
| 32 | Social Work Services | - | - | - | - |
| 33 | Health Services | - | - | - | - |
| 34 | Student Transportation | - | - | - | - |
| 35 | Food Services | - | - | - | - |
| 36 | Co/Extra Curricular Activities | - | - | - | - |
| 41 | General Administration | - | - | - | - |
| 51 | Plant Maintenance and Operations | - | - | - | - |
| 52 | Security and Monitoring Services | - | - | - | - |
| 53 | Data Processing Services | - | - | - | - |
| 61 | Community Services | - | - | - | - |
| 71 | Debt Services | 48,940,048 | 48,940,048 | - | 48,940,048 |
| 81 | Facilities Acquisition and Construction | - | - | - | - |
| 99 | Intergovernmental Charges | - | - | - | - |
| | Total - All Appropriations | $ 48,940,048 | $ 48,940,048 | $ - | $ 48,940,048 |
| **OTHER FINANCING SOURCES/(USES)** | | | | | |
| 7000 | Other Financing Sources | $ - | $ - | $ - | $ - |
| 8000 | Other Financing (Uses) | - | - | - | - |
| | Total Other Financing Sources (Uses) | $ - | $ - | $ - | $ - |
| | Excess (Deficiency) of Revenues and Other Financing Sources over Appropriations | $ - | $ 2,211,704 | $ - | $ 2,211,704 |
| | Fund Balance Beginning July 1 | $ 49,384,407 | $ 49,384,407 | $ | $ 49,384,407 |
| 3000 | Fund Balance Ending June 30 (Estimated) | $ 49,384,407 | $ 51,596,111 | $ - | $ 51,596,111 |
| **APPROPRIATIONS by OBJECT** | | | | | |
| 6100 | Payroll Costs | $ - | $ - | $ - | $ - |
| 6200 | Purchased/Contracted Services | - | - | - | - |
| 6300 | Supplies and Materials | - | - | - | - |
| 6400 | Other Operating Expenses | - | - | - | - |
| 6500 | Debt Service | 48,940,048 | 48,940,048 | - | 48,940,048 |
| 6600 | Capital Outlay | - | - | - | - |
| | Total - All Appropriations | $ 48,940,048 | $ 48,940,048 | $ - | $ 48,940,048 |

**Ector County ISD**
**Finance Department**
**Budget Amendment #3**
**Requests to be Appropriated**
**Fiscal Year 2026-2027**

| Description | | Amount |
|---|---|---|
| **GENERAL FUND** | | |
| **The following will result in a decrease to fund balance.** | | |
| One-time Employee Incentive Stipend | $ | 6,750,000 |
| Medical Trust Fund support | $ | 2,000,000 |
| | **$** | **8,750,000** |
| **The following will result in no change to fund balance.** | | |
| None | $ | - |
| | **$** | **-** |
| **The following will result in an increase to fund balance.** | | |
| None | $ | - |
| | $ | - |
| **Net effect to fund balance** | **$** | **(8,750,000)** |
| **SCHOOL NUTRITION FUND** | | |
| **The following will result in a decrease to fund balance.** | | |
| One-time Employee Incentive Stipend | $ | 150,000 |
| | **$** | **150,000** |
| **The following will result in no change to fund balance.** | | |
| None | $ | - |
| | **$** | **-** |
| **The following will result in an increase to fund balance.** | | |
| None | $ | - |
| | $ | - |
| **Net effect to fund balance** | **$** | **(150,000)** |

**DEBT SERVICE FUND**

**The following will result in a decrease to fund balance.**

| | |
|---|---|
| None | $ - |
| | **$ -** |

**The following will result in no change to fund balance.**

| | |
|---|---|
| None | $ - |
| | **$ -** |

**The following will result in an increase to fund balance.**

| | |
|---|---|
| None | $ - |
| | $ - |

| | |
|---|---|
| **Net effect to fund balance** | **$ -** |

# Ector County Independent School District

## Action Page

**TO:** Board of Trustees

**FROM:** Albessa Chavez, Chief Financial Officer

**SUBJECT:** **DISCUSSION OF AND REQUEST FOR APPROVAL OF A ONE-TIME EMPLOYEE INCENTIVE STIPEND FOR THE 2026-2027 SCHOOL YEAR**

**DATE:** November 17, 2026

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During November 8, 2026, Board workshop, Trustees discussed providing employees with a one-time incentive stipend after employee raises were not included in the 2026-2027 budget. Based on Board direction, Administration recommends a one-time incentive stipend equal to 3% of eligible employees' base salary to provide additional financial support and recognize continued service to ECISD.

Eligible employees must have an effective employment date on or before September 1, 2026, and be employed in an eligible full-time ECISD position on December 18, 2026.

The stipend is one-time and nonrecurring, will not increase base salaries or modify the district's salary schedules, and supports the public purposes of employee retention, workforce stability, and instructional and operational continuity.

**********

Administrative Recommendation:

Approval of a One-Time Employee Incentive Stipend for the 2026-2027 School Year as presented.

# REQUEST FOR APPROVAL OF MINUTES OF MEETINGS

Attached you will find minutes of meetings of the Board of Trustees for:

October 13, 2026 – Board Workshop Meeting
October 20, 2026 – Regular Board Meeting

**AT A BOARD WORKSHOP OF THE BOARD OF TRUSTEES OF ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT HELD ON OCTOBER 13, 2026, BEGINNING AT 6:00 P.M. IN THE ADMINISTRATION BUILDING THIRD FLOOR CONFERENCE ROOM A/B, 802 NORTH SAM HOUSTON, ODESSA, ECTOR COUNTY, TEXAS, WITH THE FOLLOWING MEMBERS:**

| **Present:** | **Absent:** |
|---|---|
| Delma Abalos | Dr. Steve Brown |
| Rosalita Garcia | |
| Tammy Hawkins | |
| Christopher Stanley | |
| Robert Thayer | |
| Wayne Woodall | |

**School Officials:** Dr. Keeley Boyer, Mike Adkins, Albessa Chavez, Mauricio Marquez, Jessica Redman, Dr. Anthony Sorola, Dr. Matt Spivy, Dr. Lauren Tavarez, Dr. Robert Trejo

**Others:** Alex Reynolds, Yolanda Gordan, Eric Smith, Kristen Vesely, Berta Saldibar, Dallas Kennedy, Monia Orona, Nory Leachon, Mary Franco

**27760** **Meeting Called to Order**: Robert Thayer, Board Vice-President called the Board of Trustees Meeting to order at 6:00 p.m.

**27761** **Verification of Compliance with Open Meeting Law:** Robert Thayer, Board Vice-President certified that the provisions of the Texas Open Meetings Act, Texas Government Code, Chapter 551, have been met in connection with public notice of this meeting.

**27762** **Opening Remarks by Superintendent**: In her opening remarks, Superintendent Dr. Keeley Boyer reminded Trustees that October is National Principal Month and announced that the principals would be treated to lunch the following day.

**27763** **Public Comment**: Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item on which they wish to address the Board. *BED(LOCAL)*

There was no public comment.

**Report/Discussion Items**

**27764** **Presentation of the 2026 ECISD Medical Plan Committee Update**: Chief Human Capital Officer Dr. Matt Spivy opened this item for discussion and introduced Eric Smith Principal Consultant of Universal Benefits Consortium who provided the ECISD Medical Plan Committee report to the Trustees. ECISD's medical plan currently operates on a calendar-year basis, with the plan year ending December 31. The committee recommended changing the plan year to begin September 1 to better align with the District's fiscal year (July 1 through June 30).

This adjustment would allow medical plan costs to be more accurately incorporated into the District's annual budget planning process.

Health care costs continue to rise, with 2025 being a particularly challenging year for ECISD as medical plan expenses increased by slightly more than 9%. ECISD operates a self-funded medical plan, meaning the District is responsible for covering medical expenses not paid by employees through premiums, deductibles, copayments, and other cost-sharing provisions. Under the current plan structure, medical expenses are outpacing premium revenue, with projections indicating a potential $9 million deficit in 2027.

To address these rising costs and improve the plan's financial sustainability, several changes are being implemented. These include transitioning Options I and II to HMO plans that require referrals from a primary care physician, while Option III will remain a high-deductible PPO plan; increasing monthly premiums, deductibles, out-of-pocket maximums, and prescription drug deductibles; eliminating coverage for GLP-1 medications prescribed for weight loss; and eliminating coverage for out-of-network services, except in emergency situations.

The primary focus is on keeping employee-only coverage costs as low as possible; however, premiums for spouses, children, and families coverage will increase. These changes are projected to offset most of the anticipated $9 million deficit in the 2027 medical plan.

CareATC, the District's stand-alone health clinic, will remain available to employees, with expanded operating hours. The clinic has also been credentialed to serve as a primary care provider and make referrals as needed. Recuro, the District's telehealth service offering virtual urgent care at no cost to employees, will also continue to be available. Open Enrollment begins next week, and additional information regarding dates, times, and locations will be distributed to employees.

In light of these changes following a budget year with no salary increases, Trustees asked District leadership to explore the possibility of providing employees with a retention bonus to help offset the increased costs. District leaders agreed to explore options for making this a reality.

No action required.

**27765** **Strategic Plan Update**: Chief Academic Officer Dr. Robert Trejo along with Executive Director of Academics Kristen Vesely and Executive Director of Bilingual/ESL Berta Saldibar provided Trustees with an update on the District's strategic plan, focusing on the Bilingual program and the AVID WICOR instructional framework.

Teachers are implementing the Transitional Bilingual Early Exit Model, with evidence that professional development is translating into classroom practice. Students have increased opportunities for English language development, and

the majority of students in grades 3–5 are now testing in English. Family engagement efforts also remain active across campuses.

At this time last year, the District introduced the first 10 strategies for implementing AVID WICOR as its instructional framework. At the September professional development day, the remaining five strategies were introduced, completing the rollout. Curriculum resources have been streamlined, aligned, and organized to better support teachers. Additionally, the team has begun recording exemplar instructional videos to create a resource library that teachers can access to support classroom implementation.

No action required.

**27766** **Possible Request for Approval to Move to Closed Meeting – Personnel Matters – Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District, or hear a complaint or charge against an officer or employee.]; Consultations with Attorney – Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]**:

There was no closed session.

**27767** **Closing Remarks by Superintendent**: There were no closing remarks.

**27768** **Adjournment**: Robert Thayer, Board Vice-President adjourned the Board meeting at 7:42 p.m.

| | |
|---|---|
| _____ | _____ |
| **Board Vice-President** | **Board Secretary** |
| *Robert Thayer* | *Christopher Stanley* |

**AT A REGULAR MEETING OF THE BOARD OF TRUSTEES OF ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT HELD ON OCTOBER 20, 2026, BEGINNING AT 6:00 P.M. IN THE ADMINISTRATION BUILDING BOARD ROOM, 802 NORTH SAM HOUSTON, ODESSA, ECTOR COUNTY, TEXAS, WITH THE FOLLOWING MEMBERS:**

| **Present**: | **Absent**: |
|---|---|
| Delma Abalos | Wayne Woodall |
| Dr. Steve Brown | |
| Rosalita Garcia | |
| Tammy Hawkins | |
| Christopher Stanley | |
| Robert Thayer | |

**School Officials:** Dr. Keeley Boyer, Mike Adkins, Albessa Chavez, Mauricio Marquez, Jessica Redman, Dr. Anthony Sorola, Dr. Matt Spivy, Dr. Lauren Tavarez, Dr. Robert Trejo

**Others:** Alex Reynolds, Cheryl Wilson, Scott Rudes, Kristen Vesely, Anthony Garcia, Maggie Aguilar, Tracey Borchardt, Berta Saldibar, Morgan Eaton, Maria Segura, Marisha Higgins, Karl Miller, Jason & Brandy Secrest, Jasmin Diaz, Ali Hernandez, Liz & Freddy Avila, Santana Rodriguez, Carole Campbell, Pablo Davila, Rocio Davila, Nat Armendarez, Adriana Ontiveros, Pablo Herrera, JM Sanchez, Melissa Valenzuela, C. Castro Toriano, Rita Lopez, Sandra Talavera, Nory Leachon, and Mary Franco

**27769** **Meeting Called to Order**: Dr. Steve Brown, Board President called the Board of Trustees Meeting to order at 6:00 p.m.

**27770** **Verification of Compliance with Open Meeting Law:** Dr. Steve Brown, Board President verified that the provisions of the Texas Open Meetings Act, Texas Government Code, Chapter 551, have been met in connection with public notice of this meeting.

**27771** **Pledge of Allegiance to United States and Texas Flags**: The United States and Texas flag pledges were led by Ireland Elementary School Students Jazlyn Ortiz and Emery Ortiz.

**27772** **Invocation**: The Invocation was led by ECISD Administrative Assistant and former United Methodist Pastor Nory Leachon.

**27773** **Special Presentations**:

**Introduction of Two Elementary Students Selected as National Math Stars**: Chief Communications Officer Mike Adkins presented this item. Two ECISD students, Gryffin George, a third-grade student at Austin Montessori, and Ariana Borra, a third-grade student at Reagan Elementary, have been selected as National Math Stars through the Pathfinder Stars initiative. They were among just over 600 students selected from approximately 9,000 high-achieving elementary math students across 10 states. Fewer than 7% of applicants are accepted into the program. As National Math Stars, Gryffin and Ariana will receive 10 years of

support, including advanced mathematics learning opportunities, mentorship, guidance, financial assistance, and STEM enrichment experiences.

**Presentation of Behind-the-Scenes Heroes Award Winners**: Mike Adkins, Chief Communications Officer presented this item. The District highlighted its *Growing Forward. Together.* strategic plan, emphasizing that student success is a shared commitment strengthened through partnerships with community organizations, mentors, and volunteers. As examples of this commitment, the ECISD Development Office recognized five outstanding volunteers as "Behind the Scenes Heroes" for their dedication and service to ECISD students, schools, and programs.

- Minerva Lares was recognized for her leadership as co-president of the Odessa High School Band Boosters and treasurer of the Cameron Elementary PTA. Her efforts in fundraising, financial organization, and revitalizing the PTA have strengthened both organizations.

- Matthew Rutherford was recognized for his contributions to the Odessa FFA program, including helping construct livestock pens for a major fundraiser supporting student participation in FFA events. He also mentors and supports students and teachers and assists with program activities and fundraisers.

- Santana Rodriguez was recognized for her service as treasurer of the Permian High School Lady Panthers Basketball Booster Club and her support of the PHS volleyball program. Her continued volunteer service while facing significant health challenges exemplifies courage, perseverance, and dedication.

- Freddy Avila, known as "Mr. Freddy," was recognized for more than 13 years of volunteer service supporting the Odessa High School and Permian High School band and winter guard programs. His contributions include constructing props, repairing equipment, and transporting equipment to out-of-town Area and State competitions.

- Maria Segura was recognized for her leadership in rebuilding the Permian Panther Paws Booster Club board. She recruited, trained, and mentored new board members, establishing a strong foundation of organization, teamwork, and confidence to support the program.

The District expressed its appreciation for these volunteers and their significant contributions to student success and the ECISD community, exemplifying the spirit of *Growing Forward. Together.*

**Announcement of College Board Recognitions for Choice High Schools**: Mike Adkins, Chief Communications Officer, presented this item. The Board was informed that this was the first of three planned recognitions to be presented over the next three Board meetings honoring students who received College Board National Recognitions. A total of 135 students earned 166 recognitions, an increase from the previous year.

To qualify, students were required to meet the applicable academic criteria, including PSAT/NMSQT performance in the top 10% of test takers at their school or qualifying scores on two or more distinct AP exams taken in eighth, ninth, or tenth grade, as well as a cumulative GPA of 3.3 or higher by the time of submission.

These honors recognize students' academic achievements and may strengthen their college and scholarship applications while connecting them with universities nationwide.

Students recognized at this meeting represented New Tech Odessa, Odessa Collegiate Academy, OCTECHS, and the STEM Academy. Students from Odessa High School and Permian High School will be recognized at the next two Board meetings over the coming months.

**27774** **Opening Remarks by Superintendent**: In opening remarks, Superintendent Dr. Keeley Boyer congratulated the Odessa High School and Permian High School marching bands on their performances at last weekend's regional contest and their advancement to the UIL Area contest. She noted that this marks the 87th consecutive year Odessa High School has advanced to the Area contest, the longest streak in Texas - a remarkable achievement. Dr. Boyer also reminded Trustees of the ribbon-cutting and dedication ceremony scheduled for next Wednesday at Vasquez Middle School.

**27775** **Public Comment**: Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item on which they wish to address the Board. *BED(LOCAL)*

There were no public comments.

**Bond 2023**

**27776** **Bond 2023 Update**: Chief Operations Officer Dr. Anthony Sorola and Chief Financial Officer Albessa Chavez provided the Board of Trustees with an update on the progress of Bond 2023 projects.

**Project Completion**: Vasquez Middle School and the Permian High School JROTC facility are officially complete, bringing the total number of completed projects to nine.

**ATLAS Career & Technical Education Center**:

- Exterior framing and sheathing, roofing, electrical, plumbing, fire sprinkler, and stormwater work are underway.

**Adela & Gilbert Vasquez Middle School**:

- The school opened at the start of the academic year without auditorium access. Auditorium seating has since been installed, and audio/visual system training was completed last week
- Final landscaping is underway

**Transition Learning Center**:
- Interior and exterior framing installation is complete

**PHS JROTC Facility**:
- Officially Complete

**Agricultural (Ag) Farm Facility**:
- Electrical rough-ins and plumbing work continue
- Heaters are being installed in the barn

**New Transportation Facility**:
- Demolition is complete.
- Site renovation and construction activities are in the early stages

**Roofing Package 2**:
- This package includes Noel Elementary, Cameron, San Jacinto, Crockett, and Ector schools.
- Pre-construction meetings were held in late September
- Work has begun at Noel Elementary School
- Plumbing renovations at four schools are scheduled to begin this winter
- Rooftop HVAC replacements are planned at 12 campuses over the coming months

**Bond Program Financial Update**:
- Three years after the successful bond election, more than 80% of the original $424 million bond allocation has either been spent or designated for specific purposes.

No action required.

**27777** **Discussion of and Request for Approval of Bond 2023 Purchases over $100,000**: Moved by Stanley, seconded by Hawkins to approve the Bond 2023 Purchases over $100,000 as presented.

**For**: Abalos, Brown, Garcia, Hawkins, Stanley, Thayer

Motion unanimously approved.

**27778** **Discussion of and Request for Approval to Delegate Authority to the Superintendent to Negotiate and Execute Individual Job Orders for Bond 2023 Priority 1 & 2 Construction with the Listed General Contractors at the Specified Cost – Jordan ES, Pease ES, and Bosworth Company HVAC Projects**: Moved by Thayer, seconded by Abalos to approve to Delegate Authority to the Superintendent to Negotiate and Execute Individual Job Orders for Bond 2023 Priority 1 & 2 Construction with the Listed General Contractors at the Specified Cost – Jordan ES, Pease ES, and Bosworth Company HVAC Projects as presented.

**For**: Abalos, Brown, Garcia, Hawkins, Stanley, Thayer

Motion unanimously approved.

**Public Hearing on Financial Accountability**

**27779** **Public Hearing on District's FIRST (Financial Integrity Rating System of Texas) Report**: Chief Financial Officer Albessa Chavez presented this item for discussion. Trustees held a public hearing on the District's FIRST report. FIRST stands for Financial Integrity Rating System of Texas. Ector County ISD earned an A, scoring 100 on the state's FIRST report which assesses how school districts spend their money annually. This FIRST report is for 2025-26, which is based on financial data from 2024-25. Our District earned a Superior Achievement rating, which is equivalent to a grade of A. This was the ninth time in the past ten years ECISD earned an A. In the 24 years since this report's inception, ECISD has earned an A in financial integrity 20 times. Created by the 76th Texas Legislature in 2001, FIRST is designed to encourage public schools to better manage their financial resources to provide the maximum allocation possible for direct instructional purposes. The FIRST ratings are calculated using a series of financial indicators, such as administrative cost expenditures; the accuracy of a district or charter's financial information submitted to TEA; and any financial vulnerabilities or material weaknesses in internal controls as determined by an external auditor. Congratulations to our ECISD Finance Department for their hard work in managing tax dollars responsibly.

There was no public comment.

**Action Items**

**27780** **Discussion of and Request for Approval of Purchases over $100,000**: Moved by Stanley, seconded by Thayer to approve the Purchases over $100,000 as presented. The items on this month's list are for vendors to repair diesel and gasoline buses and vehicles, and vendors to repair School Nutrition refrigeration equipment.

**For**: Abalos, Brown, Garcia, Hawkins, Stanley, Thayer

Motion unanimously approved.

**27781** **Discussion of and Request for Approval of 2026-2027 Budget Amendment #2**: Moved by Garcia, seconded by Hawkins to approve 2026-2027 Budget Amendment #2 as presented.

**For**: Abalos, Brown, Garcia, Hawkins, Stanley, Thayer

Motion unanimously approved.

**27782** **Discussion of and Request for Approval of 2026 Certified Tax Roll**: Moved by Thayer, seconded by Stanley to approve the 2026 Certified Tax Roll as presented. Information from the Ector County Appraisal District shows total taxable property value in Ector County for 2026 is **$ 19,230,836,294**.

**For**: Abalos, Brown, Garcia, Hawkins, Stanley, Thayer

Motion unanimously approved.

**27783** **Discussion of and Request for Approval of Appointment/Reappointment of School Health Advisory Council (SHAC) Members**: Moved by Abalos, seconded by Hawkins to approve the Appointment/Reappointment of School Health Advisory Council (SHAC) Members as presented.

The school board is required to establish a SHAC to reflect community values in the District's health education instruction. The majority of council members must be parents of enrolled students who are not District employees. Trustees voted to approve 11 members for the School Health Advisory Council (SHAC): Amy Marquez-Pando, Abigail Carrasco, Cristina Sierra, Fonda Lindsey, Amanda Castellanos, Sasha Campbell, Dani Mendell, Jordyn Avery, Braden Harris, Susana Rodriguez, and Angela Paxton. The approved SHAC Members will serve for a two-year term.

**For**: Abalos, Brown, Garcia, Hawkins, Stanley, Thayer

Motion unanimously approved.

**27784** **Consent Agenda**: Moved by Stanley, seconded by Thayer to approve the Consent Agenda as presented.

A. Request for Approval of Minutes of Meetings
B. Request for Approval of Bills for Payment
C. Request for Approval of Acceptance of Donations Over $10,000
D. Request for Approval of Recommendations of Library Materials
E. Request for Approval of Revised Ector County ISD School Health Advisory Council Bylaws
F. Request for Approval of Cooperative Agreement of Affiliation between Ector County Independent School District and The University of Texas Permian Basin
G. Request for Approval of School Prevention Partnership Agreement between Ector County Independent School District and Basin Lighthouse /Impact Youth
H. Request for Approval of Adding Presidio ISD as a Member District of the Ector County Regional Day School Program for the Deaf Shared Services Arrangement Agreement
I. Request for Approval of PHS Orchestra Student Out-of-State Travel to Memphis and Nashville, TN
J. Request for Approval of Interlocal Agreement for Cooperative Purchasing of Property Insurance

**For**: Abalos, Brown, Garcia, Hawkins, Stanley, Thayer

Motion unanimously approved.

**Report/Discussion Items**

**27785** **Discussion of 2026 Demographic Report and Elementary School Attendance Boundaries**: Trustees received a demographic report from Zonda Education outlining regional economic trends, housing development, student enrollment patterns, and projected enrollment for ECISD.

The report indicated that home sales within ECISD peaked in 2022 and have declined significantly since then, while Ector County's population has continued to grow. Approximately 19,000 students, representing 61% of the District's total student population, reside within the Odessa city limits. The report also identified nine active subdivisions, four potential subdivisions in various stages of planning, and development activity underway on more than 1,200 lots. Most of these subdivisions are located in the northeastern portions of the city and county.

Additionally, the report noted that approximately 5,600 students residing within ECISD attend charter or virtual schools. Declining birth rates across Texas, along with decreasing kindergarten and first-grade enrollment, contribute to a projected 10-year enrollment trend that is expected to remain relatively stable at approximately 30,000 students, despite continued demographic shifts.

Following the presentation, Trustees discussed enrollment disparities among elementary campuses, including lower enrollment at Burnet Elementary (271 students) and Gonzales Elementary (337 students), compared with higher enrollment at Murry Fly Elementary (946 students). Trustees requested that the demographer develop potential attendance boundary adjustments to help better balance elementary school enrollments. Trustees also expressed support for exploring the development of additional Choice or Magnet school programs at campuses experiencing low enrollment.

No action required.

**27786** **Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District; or hear a complaint or charge against an officer or employee.] (Discussion of Superintendent's Appraisal and Contract); Consultations with Attorney – Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]**:

Board President Dr. Steve Brown convened the Board of Trustees to closed session at 7:48 p.m.

Board President Dr. Steve Brown reconvened the Board of Trustees to open session at 8:05 p.m.

**27787** **Possible Action on Superintendent's Contract**: Moved by Thayer, seconded by Abalos to extend Dr. Keeley Boyer's contract by one year, through June 30, 2031, with no increase in pay.

**For**: Abalos, Brown, Garcia, Hawkins, Stanley, Thayer

Motion unanimously approved.

**27788** **Information Items**: The Board of Trustees were provided with the following information items: Financials, Purchases Over $100,000 Informational Report, Routine Personnel Report, and Added and Reclassified Memorandum September 2026.

**27789** **Closing Remarks by Superintendent**: Superintendent Dr. Keeley Boyer thanked the Board of Trustees for their support of the work and the team.

**27790** **Adjournment**: Dr. Steve Brown adjourned the Board meeting at 7:19 p.m.

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| _____ | _____ |
| **Board President** | **Board Secretary** |
| *Dr. Steve Brown* | *Christopher Stanley* |




## REQUEST FOR APPROVAL OF BILLS FOR PAYMENT

Attached you will find a list of disbursements for the previous month for your approval.

TO: BOARD OF TRUSTEES
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

FROM: ACCOUNTS PAYABLE

RE: CHECK REGISTER

The following check amounts for the operations, materials and supplies for the maintenance of the School District are presented for your approval.

For the period 10/8/2026 to 11/4/2026

| ANALYSIS RECAPITULATION | AMOUNT |
|---|---|
| Operating Fund: | $ 24,526,809.44 |

**ECTOR COUNTY ISD**
**CHECK REGISTER**
**10/08/2026 - 11/04/2026**

| DATE | PAYEE | | AMOUNT |
|---|---|---|---|
| 10/14 | 4IMPRINT INC | $ | 1,339.16 |
| 10/14 | ALL ABOARD AMERICA! | | 5,525.43 |
| 10/14 | AMERIPRIDE SERVICES INC. | | 729.55 |
| 10/14 | AVID CENTER | | 179,642.00 |
| 10/14 | B-LINE FILTER & SUPPLY INC | | 64.47 |
| 10/14 | BUCK'S WHEEL & EQUIPMENT COMPANY | | 4,629.84 |
| 10/14 | CDW-G | | 92,589.70 |
| 10/14 | CENTERS FOR CHILDREN & FAMILIES | | 2,250.00 |
| 10/14 | AUTOMATIC ICE MACHINE | | 308.00 |
| 10/14 | DEMCO INC | | 148.39 |
| 10/14 | DIAMOND BUSINESS SERVICES INC | | 4,940.20 |
| 10/14 | FIRETROL PROTECTION SYSTEMS INC | | 10,260.00 |
| 10/14 | FROG STREET PRESS LLC | | 3,007.20 |
| 10/14 | HENRY SCHEIN INC | | 840.00 |
| 10/14 | J W PEPPER & SON INC | | 367.74 |
| 10/14 | LAKESHORE LEARNING MATERIALS | | 189.05 |
| 10/14 | LAWSON PRODUCTS INC | | 1,257.85 |
| 10/14 | MORPHOTRUST USA INC. | | 1,307.00 |
| 10/14 | MSC INDUSTRIAL SUPPLY CO. | | 423.04 |
| 10/14 | AIM MEDIA TEXAS OPERATING LLC | | 440.40 |
| 10/14 | O'REILLY AUTO ENTERPRISES LLC | | 1,638.99 |
| 10/14 | SCHOOL OUTFITTERS LLC | | 2,179.27 |
| 10/14 | SECURED DOCUMENT SHREDDING INC | | 3,518.67 |
| 10/14 | TEXAS ASSOCIATION FOR HEALTH PHYSICAL EDUCATION | | 260.00 |
| 10/14 | TEXAS ASSOCIATION OF SCHOOL | | 290.00 |
| 10/14 | TEXAS ELEMENTARY PRINCIPALS & SUPERVISORS ASSOC | | 798.00 |
| 10/14 | THE BOSWORTH LTD | | 6,783.21 |
| 10/14 | WEST MUSIC CO | | 377.35 |
| 10/14 | NAPA AUTO PARTS | | 626.40 |
| 10/14 | NAPA AUTO PARTS | | 546.96 |
| 10/14 | MULTICARE PLUS | | 75.00 |
| 10/14 | SANTIAGO SALOMON | | 3,049.50 |
| 10/14 | SELERIX SYSTEMS INC | | 7,171.50 |
| 10/14 | PESI INC | | 141.00 |
| 10/14 | ARAMARK UNIFORM & CAREER APPAREL GROUP INC. | | 1,578.65 |
| 10/14 | EDUCATIONAL THEATRE ASSOCIATION | | 145.00 |
| 10/14 | GATEWAY EDUCATION HOLDINGS LLC | | 13,000.00 |
| 10/14 | BEST CHOICE COFFEE SERVICES LLC | | 725.83 |
| 10/14 | SCHOOL SPECIALTY LLC | | 414.16 |
| 10/21 | AMERIPRIDE SERVICES INC. | | 736.75 |
| 10/21 | B-LINE FILTER & SUPPLY INC | | 2,250.76 |
| 10/21 | BUCK'S WHEEL & EQUIPMENT COMPANY | | 169.66 |
| 10/21 | CDW-G | | 1,897.26 |
| 10/21 | AUTOMATIC ICE MACHINE | | 5,914.29 |

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|---|---|---|
| 10/21 | DRAMATIC PUBLISHING | 262.85 |
| 10/21 | FIRETROL PROTECTION SYSTEMS INC | 4,876.68 |
| 10/21 | THE GOODHEART-WILLCOX COMPANY INC | 830.48 |
| 10/21 | NO TEARS LEARNING INC. | 1,113.75 |
| 10/21 | J W PEPPER & SON INC | 357.96 |
| 10/21 | LOU'S CLINICAL LAB INC | 1,671.00 |
| 10/21 | JOHN W GASPARINI INC | 2,909.44 |
| 10/21 | MSC INDUSTRIAL SUPPLY CO. | 66.00 |
| 10/21 | ODESSA WINLECTRIC | 4,056.89 |
| 10/21 | O'REILLY AUTO ENTERPRISES LLC | 923.16 |
| 10/21 | SHAR PRODUCTS CO | 292.45 |
| 10/21 | TEXAS ART EDUCATION ASSOCIATION (TAEA) | 250.00 |
| 10/21 | TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS | 155.00 |
| 10/21 | THE BOSWORTH LTD | 18,170.80 |
| 10/21 | WEST MUSIC CO | 239.73 |
| 10/21 | BROADWAY MOTORS INC | 244.84 |
| 10/21 | DISCOVERY EDUCATION INC | 3,750.00 |
| 10/21 | NAPA AUTO PARTS | 159.96 |
| 10/21 | NAPA AUTO PARTS | 570.86 |
| 10/21 | SEIDLITZ EDUCATION LLC | 430.00 |
| 10/21 | ARAMARK UNIFORM & CAREER APPAREL GROUP INC. | 1,813.04 |
| 10/21 | TOWNSQUARE MEDIA ODESSA | 1,590.00 |
| 10/21 | SOUTHERN TIRE MART LLC | 224.33 |
| 10/21 | WEST TEXAS FILTERS INC | 8,395.15 |
| 10/21 | SCHOOL SPECIALTY LLC | 746.73 |
| 10/28 | 4IMPRINT INC | 1,030.72 |
| 10/28 | AMERIPRIDE SERVICES INC. | 694.86 |
| 10/28 | BUCK'S WHEEL & EQUIPMENT COMPANY | 3,308.18 |
| 10/28 | CDW-G | 2,573.34 |
| 10/28 | AUTOMATIC ICE MACHINE | 364.00 |
| 10/28 | COMPUDATA SOLUTIONS LLC | 117.98 |
| 10/28 | DIAMOND BUSINESS SERVICES INC | 498.00 |
| 10/28 | FIRETROL PROTECTION SYSTEMS INC | 712.00 |
| 10/28 | HENRY SCHEIN INC | 802.08 |
| 10/28 | THE HON COMPANY LLC C/O OFFICEWISE | 6,719.07 |
| 10/28 | J W PEPPER & SON INC | 337.04 |
| 10/28 | LAKESHORE LEARNING MATERIALS | 774.84 |
| 10/28 | MSC INDUSTRIAL SUPPLY CO. | 341.20 |
| 10/28 | NATIONAL ASSOCIATION OF | 385.00 |
| 10/28 | O'REILLY AUTO ENTERPRISES LLC | 1,072.24 |
| 10/28 | PRO-ED | 391.60 |
| 10/28 | SCHOLASTIC BOOK FAIRS | 1,459.60 |
| 10/28 | SCHOLASTIC BOOK FAIR INC. | 4,063.04 |
| 10/28 | SCHOOL OUTFITTERS LLC | 9,449.00 |
| 10/28 | SHAR PRODUCTS CO | 124.12 |
| 10/28 | SHERWIN WILLIAMS | 516.17 |
| 10/28 | THE BOSWORTH LTD | 9,455.45 |
| 10/28 | VARSITY SPIRIT FASHION | 2,266.00 |
| 10/28 | WEST MUSIC CO | 469.00 |

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|---|---|---|
| 10/28 | BROADWAY MOTORS INC | 292.56 |
| 10/28 | HTL OPERATING LLC | 2,865.60 |
| 10/28 | NAPA AUTO PARTS | 2,555.68 |
| 10/28 | SEIDLITZ EDUCATION LLC | 0.99 |
| 10/28 | ALL PLAYERS NETWORK INC | 2,000.00 |
| 10/28 | MAXI AIDS INC | 245.60 |
| 10/28 | ARAMARK UNIFORM & CAREER APPAREL GROUP INC. | 1,313.64 |
| 10/28 | SOUTHERN TIRE MART LLC | 1,185.00 |
| 10/28 | RIVERSIDE ASSESSMENTS LLC | 10,140.00 |
| 10/28 | WEST TEXAS FILTERS INC | 6,979.43 |
| 10/28 | GATEWAY EDUCATION HOLDINGS LLC | 800.00 |
| 11/4 | AMERIPRIDE SERVICES INC. | 847.41 |
| 11/4 | BUCK'S WHEEL & EQUIPMENT COMPANY | 170.72 |
| 11/4 | CDW-G | 236,913.34 |
| 11/4 | FIRETROL PROTECTION SYSTEMS INC | 3,591.26 |
| 11/4 | THE GOODHEART-WILLCOX COMPANY INC | 4,336.80 |
| 11/4 | HAL LEONARD CORPORATION | 106.42 |
| 11/4 | NO TEARS LEARNING INC. | 1,039.50 |
| 11/4 | HENRY SCHEIN INC | 55.53 |
| 11/4 | HENRY SCHEIN INC | 809.60 |
| 11/4 | J W PEPPER & SON INC | 863.99 |
| 11/4 | MANSON WESTERN LLC | 387.20 |
| 11/4 | JOHN W GASPARINI INC | 559.90 |
| 11/4 | MIDLAND SAFETY & HEALTH SALES | 240.00 |
| 11/4 | MSC INDUSTRIAL SUPPLY CO. | 47.82 |
| 11/4 | NIMCO INC | 923.96 |
| 11/4 | O'REILLY AUTO ENTERPRISES LLC | 1,599.35 |
| 11/4 | REALLY GOOD STUFF LLC | 945.60 |
| 11/4 | SHAR PRODUCTS CO | 56.50 |
| 11/4 | SHERWIN WILLIAMS | 143.42 |
| 11/4 | SOUTHEASTERN PERFORMANCE | 591.84 |
| 11/4 | TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS | 155.00 |
| 11/4 | BROADWAY MOTORS INC | 780.48 |
| 11/4 | NAPA AUTO PARTS | 770.14 |
| 11/4 | NAPA AUTO PARTS | 209.25 |
| 11/4 | TEXAS COUNCIL OF ADMINISTRATORS OF | 4,000.00 |
| 11/4 | PESI INC | 249.99 |
| 11/4 | ARAMARK UNIFORM & CAREER APPAREL GROUP INC. | 1,832.30 |
| 11/4 | SEESAW LEARNING | 10,000.00 |
| 11/4 | SOUTHERN TIRE MART LLC | 768.00 |
| 10/15 | BLUE CROSS BLUE SHIELD TEXAS | 389,884.96 |
| 10/14 | A3 COMMUNICATIONS INC | 365,737.76 |
| 10/14 | AFP HOLDING LLC | 12,700.80 |
| 10/14 | AIDE GARCIA | 29.64 |
| 10/14 | AIRGAS USA LLC | 3,014.54 |
| 10/14 | ALEC WATSON | 155.00 |
| 10/14 | ALISHA SLIDER | 83.75 |
| 10/14 | ALLEN TEINERT CONSTRUCTION | 5,117,124.20 |
| 10/14 | AMANDA PADILLA | 74.18 |

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|---|---|---|
| 10/14 | AMANDA PARSONS | 115.07 |
| 10/14 | AMAZON CAPITAL SERVICES | 9,753.52 |
| 10/14 | AMBER ALLEN | 1,080.00 |
| 10/14 | AMSTAR INC | 95,064.63 |
| 10/14 | ANDREA CARPENTER | 51.98 |
| 10/14 | ANGELA JOHNSON | 71.21 |
| 10/14 | ANH NGUYEN | 334.24 |
| 10/14 | ANNIE NELSON | 190.76 |
| 10/14 | ASHLEY ROJO | 110.96 |
| 10/14 | AT&T | 123.40 |
| 10/14 | ATHLETIC SUPPLY INC | 8,785.65 |
| 10/14 | ATHLETIC SUPPLY INC | 7,229.43 |
| 10/14 | BATTERIES UNLIMITED WTX LLC | 259.50 |
| 10/14 | BECKY QUIROZ | 200.26 |
| 10/14 | BIG BEND TELECOM LTD | 4,902.52 |
| 10/14 | BIMBO BAKERIES USA | 4,768.26 |
| 10/14 | DICK BLICK COMPANY | 72.54 |
| 10/14 | BLUE STAR BUS SALES LTD | 1,873.44 |
| 10/14 | BRAUN BEEF & CO INC | 15,897.60 |
| 10/14 | BRITTANY RANEY | 400.00 |
| 10/14 | BRITTANY SWAIM | 50.46 |
| 10/14 | CABLE ONE, INC. | 1,457.00 |
| 10/14 | CABLE ONE, INC. | 1,008.26 |
| 10/14 | CALPINE CORPORATION | 147.48 |
| 10/14 | CELEBRATE SUCCESSFUL LEARNING LLC | 3,000.00 |
| 10/14 | CHRISTINA DUGAN | 83.07 |
| 10/14 | CHRISTINA SIFUENTEZ | 138.32 |
| 10/14 | CITY OF ODESSA WATER DEPT | 261,448.78 |
| 10/14 | CLINT STOWE | 145.24 |
| 10/14 | COCA-COLA SOUTHWEST BEVERAGES LLC | 1,215.80 |
| 10/14 | CONTRACT PAPER GROUP INC | 26,997.60 |
| 10/14 | CORY CHAVEZ | 214.55 |
| 10/14 | CROSS 49 SUPPLIES AND RENTALS CORP | 1,844.62 |
| 10/14 | CRYSTAL PENA | 30.10 |
| 10/14 | CULLIGAN WATER CONDITIONING OF WEST TEXAS | 759.04 |
| 10/14 | CUSTOM WHOLESALE SUPPLY INC | 529.94 |
| 10/14 | DAVID HERNANDEZ | 4.94 |
| 10/14 | DEBRA BYNUM | 41.88 |
| 10/14 | DESTINY CLEVENGER | 116.96 |
| 10/14 | EDUCENTRIC INC | 50,000.00 |
| 10/14 | ERICA PROANO | 20.00 |
| 10/14 | FERGUSON FACILITIES SUPPLY | 1,572.89 |
| 10/14 | FIRST FINANCIAL ADMINISTRATORS | 45,584.00 |
| 10/14 | FOLLETT CONTENT SOLUTIONS LLC | 220,790.34 |
| 10/14 | G H DAIRY | 32,143.64 |
| 10/14 | GABRIEL ALMENDAREZ | 167.50 |
| 10/14 | GABRIEL ALMENDAREZ | 111.72 |
| 10/14 | GALLAGHER CONSTRUCTION COMPANY LP | 122,000.00 |
| 10/14 | GERARDO JIMENEZ | 1,020.00 |

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|---|---|---|
| 10/14 | GOLD CREEK FOODS | 36,126.72 |
| 10/14 | GRAINGER | 1,411.02 |
| 10/14 | HEATHER BLAND | 107.46 |
| 10/14 | HOME DEPOT USA INC - STORE #562 | 327.50 |
| 10/14 | HURT EXTERMINATING | 18,365.00 |
| 10/14 | HYDRO HOLDING NORTH AMERICA | 1,450.00 |
| 10/14 | IMPERIAL BAG & PAPER COMPANY LLC | 19,075.60 |
| 10/14 | JAMI LYN GATEWOOD | 127.66 |
| 10/14 | JEANETTE NAVARRETE | 196.87 |
| 10/14 | JOIE SEATON | 30.40 |
| 10/14 | JOSEPH LUCAS | 153.52 |
| 10/14 | JULIA CARRASCO | 77.52 |
| 10/14 | JULIA KELTON | 213.71 |
| 10/14 | KATIE ARMSTRONG | 232.00 |
| 10/14 | KELLY STANSELL | 30.10 |
| 10/14 | KRISTI EICHER | 198.99 |
| 10/14 | KRONOS INC. | 2,405.00 |
| 10/14 | LABATT FOOD SERVICE | 36,682.04 |
| 10/14 | LAURA CAROLINA GARCIA SMIT | 23.10 |
| 10/14 | LIGHTS ON SOLUTIONS LLC | 35,906.59 |
| 10/14 | LISA ARMSTRONG | 83.07 |
| 10/14 | LUNCH MONY INC | 174.14 |
| 10/14 | LYNDSAY FREEMAN | 145.85 |
| 10/14 | MABEL GUTIERREZ | 184.07 |
| 10/14 | MABEL MORALES | 20.52 |
| 10/14 | MAHIRA SALINAS | 85.27 |
| 10/14 | MANSFIELD OIL COMPANY OF GAINESVILLE, INC | 47,625.74 |
| 10/14 | MARGARET EDWARDS | 108.08 |
| 10/14 | MARIA ALEJANDRA CACERES MARTINEZ | 139.00 |
| 10/14 | MARIA T. RUBIO | 132.24 |
| 10/14 | MARIA ZUBIATE | 78.28 |
| 10/14 | MARSH & MCLENNAN COMPANIES INC | 71.57 |
| 10/14 | MARY FULTON | 216.45 |
| 10/14 | MAYRA LEYVA | 86.18 |
| 10/14 | MELISSA QUINTELA | 10.87 |
| 10/14 | MICHELLE MADRID | 162.64 |
| 10/14 | MICHELLE SMITH | 124.56 |
| 10/14 | MIDLAND-ODESSA SYMPHONY & CHORALE | 3,000.00 |
| 10/14 | MIGHTY WASH OPERATIONS LLC | 1,350.00 |
| 10/14 | MOAK CASEY LLC | 660.00 |
| 10/14 | MOBILE COMMUNICATION AMERICA INC | 215.00 |
| 10/14 | MYECOPLANET LLC | 20.00 |
| 10/14 | NATIONAL FOOD GROUP INC | 18,156.80 |
| 10/14 | NEW TECHNOLOGY NETWORK, LLC | 58,546.50 |
| 10/14 | NEXTGEN SECURITY | 32,921.28 |
| 10/14 | NRG ENERGY INC | 22,022.08 |
| 10/14 | ODESSA FAMILY YMCA | 36,939.00 |
| 10/14 | ODP BUSINESS SOLUTIONS LLC | 734.72 |
| 10/14 | OFFICEWISE COMMERCIAL INTERIORS LLC | 313.38 |

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| 10/14 | OFFICEWISE COMMERCIAL INTERIORS LLC | 24,112.04 |
| 10/14 | OFFICEWISE COMMERCIAL INTERIORS LLC | 135,202.62 |
| 10/14 | SEWCO INC | 10,354.24 |
| 10/14 | SEWCO INC | 104.77 |
| 10/14 | ONCE RAMOS LLC | 569.25 |
| 10/14 | KAREN RAMIREZ | 300.00 |
| 10/14 | PALMETTO AIR GROUP INC | 20,885.20 |
| 10/14 | PARKHILL, SMITH & COOPER, INC. | 36,352.21 |
| 10/14 | PBK ARCHITECTS, INC | 33,750.00 |
| 10/14 | PENSKE COMMERCIAL VEHICLES US LLC | 1,698.68 |
| 10/14 | SHANNON D GAYLOR | 688.28 |
| 10/14 | PSI JF PETROLEUM GROUP | 1,252.24 |
| 10/14 | PETROPLEX OFFICE SUPPLY | 593.70 |
| 10/14 | PROJECT LEAD THE WAY INC | 950.00 |
| 10/14 | PUBLIC IMPACT LLC | 85,217.00 |
| 10/14 | RACHEL GALVAN | 89.07 |
| 10/14 | REGION 18 EDUCATION SERVICE CENTER | 2,125.00 |
| 10/14 | RENE BARRIENTES | 455.47 |
| 10/14 | RILEY COFFMAN | 313.35 |
| 10/14 | ROBERTS TRUCK CENTER OF TEXAS | 1,187.26 |
| 10/14 | RODNEY CHARLES ROMAN | 500.00 |
| 10/14 | RODNEY CHARLES ROMAN | 500.00 |
| 10/14 | SAFEBUILT TEXAS LLC | 8,666.21 |
| 10/14 | SARAH RODRIQUEZ | 113.70 |
| 10/14 | SHANNA EDWARDS | 30.32 |
| 10/14 | SHERYL GARCIA | 196.87 |
| 10/14 | SIRIA DUTCHOVER | 61.79 |
| 10/14 | SKILLSUSA TEXAS | 35.00 |
| 10/14 | STAR TECH GROUP | 120,000.00 |
| 10/14 | STEPHEN TROUB | 400.00 |
| 10/14 | STS BRAND LLC | 186.90 |
| 10/14 | SWEET PIZZA LLC | 102.98 |
| 10/14 | SYSCO USA, INC | 10,132.85 |
| 10/14 | TARPLEY MUSIC COMPANY | 5,386.70 |
| 10/14 | TASB, INC | 1,800.00 |
| 10/14 | TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS | 625.00 |
| 10/14 | TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS | 525.00 |
| 10/14 | TEXAS DEPARTMENT OF INFORMATION RESOURCES | 395.48 |
| 10/14 | TEXAS FINE ARTS ADMINISTRATORS, INC | 75.00 |
| 10/14 | TEXAS HIGH SCHOOL GYMNASTICS COACHES ASSOCIATION | 320.00 |
| 10/14 | THE ARCTICOM GROUP LLC | 970.00 |
| 10/14 | THE PITNEY BOWES | 355.58 |
| 10/14 | THE RON CLARK ACADEMY | 2,400.00 |
| 10/14 | SCRIPPS NATIONAL SPELLING BEE INC | 188.50 |
| 10/14 | THOMAS GONZALES | 124.18 |
| 10/14 | UMB BANK N.A. | 600.00 |
| 10/14 | UNITED REFRIGERATION | 158.61 |
| 10/14 | VALARIE SHREVES | 196.87 |
| 10/14 | VALERIE HELITON | 47.27 |

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| 10/14 | VERIZON WIRELESS SERVICES LLC | 22.38 |
| 10/14 | VERIZON WIRELESS SERVICES LLC | 2,930.43 |
| 10/14 | VERIZON WIRELESS SERVICES LLC | 341.91 |
| 10/14 | VERIZON WIRELESS SERVICES LLC | 335.97 |
| 10/14 | VEX ROBOTICS INC | 6,612.47 |
| 10/14 | VICTORIA NORENA | 158.46 |
| 10/14 | VIKTORIA R HENDERSON | 206.80 |
| 10/14 | VITAL SIGNS DOT DESIGN LLC | 3,227.11 |
| 10/14 | WENGER CORPORATION | 115,867.46 |
| 10/14 | WEST TEXAS EDUCATORS | 2,286.00 |
| 10/14 | WESTERN-BRW PAPER CO INC | 6,648.35 |
| 10/14 | ZAPOPAN BUSINESS GROUP LLC | 414.35 |
| 10/14 | YVONNE RENE FRANCO | 33.29 |
| 10/21 | A3 COMMUNICATIONS INC | 54,986.44 |
| 10/21 | PIZZA HUT 35511 | 105.93 |
| 10/21 | AIRGAS USA LLC | 468.41 |
| 10/21 | ALBERT J VALENCIA | 121.30 |
| 10/21 | ALLEN TEINERT CONSTRUCTION | 284,926.26 |
| 10/21 | AMAZON CAPITAL SERVICES | 57,564.38 |
| 10/21 | AMAZON CAPITAL SERVICES | 3,809.61 |
| 10/21 | AMERICAN FAMILY LIFE & CANCER | 6.00 |
| 10/21 | ANGEL ARMENTA | 119.55 |
| 10/21 | ANGELA AGUIRRE | 88.08 |
| 10/21 | ANH NGUYEN | 201.86 |
| 10/21 | ANNIE ARREDONDO | 44.46 |
| 10/21 | APPLE, INC | 337.00 |
| 10/21 | ASHLEY M DUNN | 20.82 |
| 10/21 | AT&T LONG DISTANCE | 31.48 |
| 10/21 | ATHLETIC SUPPLY INC | 22,296.83 |
| 10/21 | ATMOS ENERGY | 11,162.20 |
| 10/21 | ATMOS ENERGY | 1,532.98 |
| 10/21 | ATMOS ENERGY | 88.81 |
| 10/21 | AUTYM BRUNO | 147.59 |
| 10/21 | BATTERIES UNLIMITED WTX LLC | 259.50 |
| 10/21 | BIMBO BAKERIES USA | 469.60 |
| 10/21 | BLAKE MCDONALD | 102.75 |
| 10/21 | BLANCA LUJAN | 9.88 |
| 10/21 | BLUEFIN LLC | 11,120.00 |
| 10/21 | BRISA AGUIRRE | 91.20 |
| 10/21 | BRITTANY RANEY | 150.00 |
| 10/21 | BRITTANY SMITH | 137.64 |
| 10/21 | CALPINE CORPORATION | 167,453.97 |
| 10/21 | CAROLINA BIOLOGICAL SUPPLY CO | 106.42 |
| 10/21 | CIRCLE P RANCH SUPPLY INC | 87.98 |
| 10/21 | CLAUDIA GRANADOS | 29.03 |
| 10/21 | COCA-COLA SOUTHWEST BEVERAGES LLC | 1,880.54 |
| 10/21 | CODY GULLETT | 88.08 |
| 10/21 | COMMAND COMMISSIONING LLC | 1,950.00 |
| 10/21 | CONSOLIDATED ELECTRICAL DISTRIBUTORS | 2,093.68 |

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| 10/21 | CRYSTAL RAYOS | 19.46 |
| 10/21 | CULLIGAN WATER CONDITIONING OF WEST TEXAS | 490.25 |
| 10/21 | CUSTOM WHOLESALE SUPPLY INC | 844.49 |
| 10/21 | DALILAH VASQUEZ | 37.62 |
| 10/21 | C/O DELL USA L.P. | 52,966.30 |
| 10/21 | ECTOR COUNTY UTILITY DISTRICT | 24,855.18 |
| 10/21 | EDUPHORIA INCORPORATED | 2,670.00 |
| 10/21 | EFRAIN MORENO | 25.96 |
| 10/21 | EFREN ZUNIGA | 76.08 |
| 10/21 | ELIZABETH SAMORA | 51.68 |
| 10/21 | EMERGENT TREE EDUCATION INC | 30,900.00 |
| 10/21 | EMILY R CHASCO | 19.08 |
| 10/21 | FIDENCIA GUTIERREZ | 20.44 |
| 10/21 | FIRST FINANCIAL ADMINISTRATORS | 26,455.45 |
| 10/21 | FOLLETT CONTENT SOLUTIONS LLC | 400.48 |
| 10/21 | G H DAIRY | 25,788.70 |
| 10/21 | GABRIEL KYLE MANALASTAS | 66.05 |
| 10/21 | GABRIELA MEJIA | 52.97 |
| 10/21 | GABRIELLA HOLGUIN | 26.52 |
| 10/21 | GALLAGHER CONSTRUCTION COMPANY LP | 126,563.00 |
| 10/21 | GALLAGHER CONSTRUCTION COMPANY LP | 11,797.98 |
| 10/21 | GARDENDALE WATER CO | 188.00 |
| 10/21 | GENEVA GARCIA | 75.24 |
| 10/21 | GERARDO JIMENEZ | 1,295.00 |
| 10/21 | GOT TO SPECIALTIES LLC | 443.50 |
| 10/21 | GOYTIA ENTERPRISES COMPANY | 20,000.00 |
| 10/21 | GRAINGER | 10,200.31 |
| 10/21 | GRANDE COMMUNICATIONS NETWORK LLC | 1,641.71 |
| 10/21 | GRIMCO, INC | 3,889.85 |
| 10/21 | HECTOR LIMON | 25.96 |
| 10/21 | HECTOR LIMON | 546.94 |
| 10/21 | HOME DEPOT USA INC - STORE #562 | 379.79 |
| 10/21 | HOME DEPOT USA INC - STORE #562 | 2,116.00 |
| 10/21 | HUMBERTO HERNANDEZ JR | 2,475.00 |
| 10/21 | IMPERIAL BAG & PAPER COMPANY LLC | 17,821.01 |
| 10/21 | IMPERIAL BAG & PAPER COMPANY LLC | 2,357.73 |
| 10/21 | IRMA STEEN | 74.48 |
| 10/21 | ISABEL ARRAS-HUERTA | 64.14 |
| 10/21 | J HIGGINS LTD INC | 816.00 |
| 10/21 | J J FLOWER DISTRIBUTION LLC | 164.19 |
| 10/21 | JASMINE BUSTAMANTE | 74.71 |
| 10/21 | JESSICA DOMINGUEZ | 40.84 |
| 10/21 | JORGE DIAZ | 118.71 |
| 10/21 | JOSE ISACC CARILLO CONTRERAS | 900.00 |
| 10/21 | JOSE ISACC CARILLO CONTRERAS | 800.00 |
| 10/21 | JOSE RAPHAEL MASONSONG | 52.44 |
| 10/21 | JTM PROVISIONS COMPANY INC | 23,361.80 |
| 10/21 | JUANA GAYTAN | 36.63 |
| 10/21 | JUANA HERNANDEZ | 34.73 |

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| 10/21 | JULIA PAREDEZ | 47.12 |
| 10/21 | JULIA RAMIREZ | 229.14 |
| 10/21 | JUSTIN JEFFERY | 220.25 |
| 10/21 | K. B. SAFE & LOCK CO | 130.00 |
| 10/21 | KATIE ARMSTRONG | 290.00 |
| 10/21 | KEELEY BOYER | 320.86 |
| 10/21 | KINA PLAIA | 95.30 |
| 10/21 | KLEMENT DISTRIBUTION INC | 14,394.96 |
| 10/21 | KRONOS INC. | 8,923.20 |
| 10/21 | LABATT FOOD SERVICE | 64,510.66 |
| 10/21 | LAKRISHA RODRIGUEZ | 23.10 |
| 10/21 | LAURA SIKES | 166.90 |
| 10/21 | LEASE SERVICING CENTER INC | 102,559.93 |
| 10/21 | LETICIA FLORES | 129.58 |
| 10/21 | LINDE GAS & EQUIPMENT INC | 5,074.70 |
| 10/21 | LINDE GAS & EQUIPMENT INC | 495.00 |
| 10/21 | LINDE GAS & EQUIPMENT INC | 446.95 |
| 10/21 | LISA DONAHO | 48.41 |
| 10/21 | LONESTAR FORKLIFT 2017 USA INC | 4,815.00 |
| 10/21 | LORENZO R MASONSONG | 200.00 |
| 10/21 | MA HERNANDEZ REYES | 31.08 |
| 10/21 | MANSFIELD OIL COMPANY OF GAINESVILLE, INC | 23,418.15 |
| 10/21 | MARIBEL HERNANDEZ | 119.78 |
| 10/21 | MARIE AMANDA RAMOS | 30.00 |
| 10/21 | MARK JOSHUA G. STODOMINGO | 437.61 |
| 10/21 | MARLA HOPPINS | 59.81 |
| 10/21 | MARTIN FRANCO | 85.12 |
| 10/21 | MID-TEX OF MIDLAND INC | 64,625.00 |
| 10/21 | MIRIAM VALLECILLO | 49.02 |
| 10/21 | MISTY HINER | 39.82 |
| 10/21 | MR JOE ROCKS LLC | 395.20 |
| 10/21 | N-TUNE MUSIC & SOUND INC | 2,025.00 |
| 10/21 | NATALIE GUARA | 121.30 |
| 10/21 | NAYELI OLIVAREZ | 183.61 |
| 10/21 | NEXTGEN SECURITY | 21,879.00 |
| 10/21 | NEXTGEN SECURITY | 11,482.00 |
| 10/21 | NOHEMI YBARRA | 59.36 |
| 10/21 | OFFICEWISE COMMERCIAL INTERIORS LLC | 2,338.65 |
| 10/21 | OFFICEWISE COMMERCIAL INTERIORS LLC | 333,025.49 |
| 10/21 | SEWCO INC | 3,032.11 |
| 10/21 | OLIVIA PORRAS | 122.66 |
| 10/21 | CHRISTINA ESCONTRIAS | 36.25 |
| 10/21 | DAISY LOPEZ | 1,350.00 |
| 10/21 | DIVINA BINARAO | 200.00 |
| 10/21 | MARIA TREJO | 1,000.00 |
| 10/21 | MONICA PEREZ | 300.00 |
| 10/21 | NATALIE CHAVEZ | 200.00 |
| 10/21 | NATALIE CHAVEZ | 200.00 |
| 10/21 | NICOLE MARQUEZ | 2,700.00 |

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| 10/21 | RICHARD MALDONADO | 300.00 |
| 10/21 | RICHELYN PARABA | 200.00 |
| 10/21 | TATIANA CASTELAN | 400.00 |
| 10/21 | YASMIN ALVARADO | 200.00 |
| 10/21 | PARKHILL, SMITH & COOPER, INC. | 5,951.91 |
| 10/21 | PARTS TOWN, LLC | 373.14 |
| 10/21 | PATRICIA LOGAN | 220.85 |
| 10/21 | PBK ARCHITECTS, INC | 67,500.00 |
| 10/21 | PBK ARCHITECTS, INC | 1,399,278.95 |
| 10/21 | PENSKE COMMERCIAL VEHICLES US LLC | 986.04 |
| 10/21 | SHANNON D GAYLOR | 508.66 |
| 10/21 | PERMIAN MOVERS, INC. | 160.00 |
| 10/21 | JF PETROLEUM GROUP | 348.07 |
| 10/21 | PETROPLEX OFFICE SUPPLY | 3,811.58 |
| 10/21 | RACHEL MADRID | 17.02 |
| 10/21 | REBECA FLORES | 31.01 |
| 10/21 | REBECCA ROMO | 82.61 |
| 10/21 | RENE BARRIENTES | 188.94 |
| 10/21 | RHONDA LONG | 33.29 |
| 10/21 | RODNEY CHARLES ROMAN | 500.00 |
| 10/21 | RODNEY CHARLES ROMAN | 300.00 |
| 10/21 | RODNEY CHARLES ROMAN | 180.00 |
| 10/21 | ROSA HERNANDEZ | 25.92 |
| 10/21 | ROSAS CAFE & TORTILLA FACTORY LTD | 398.05 |
| 10/21 | ROSS JOHN LARA | 46.51 |
| 10/21 | RUBEN GARCIA | 127.91 |
| 10/21 | SARAH PATTON | 35.64 |
| 10/21 | SCOTT WALKER | 125.86 |
| 10/21 | SECRETARY OF STATE | 375.00 |
| 10/21 | SHONA DEE ANN LEWIS | 269.70 |
| 10/21 | STEPHANIE VILLAVICENCIO GARCIA | 92.11 |
| 10/21 | STEPHEN TROUB | 500.00 |
| 10/21 | STEPHEN TROUB | 150.00 |
| 10/21 | STOUT IMAGES, INC. | 577.78 |
| 10/21 | SYSCO USA, INC | 84,158.57 |
| 10/21 | TARPLEY MUSIC COMPANY | 4,059.34 |
| 10/21 | TERESA MOLINAR | 14.59 |
| 10/21 | TERRACON CONSULTANTS INC | 6,458.75 |
| 10/21 | TEXAS ASSOCIATION FOR BILINGUAL EDUCATION | 3,220.00 |
| 10/21 | TEXAS ASSOCIATION FOR THE GIFTED & TALENTED | 198.00 |
| 10/21 | TASB, INC | 50.00 |
| 10/21 | TEXAS ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS | 300.00 |
| 10/21 | TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS | 360.00 |
| 10/21 | TEXAS DANCE EDUCATORS ASSOCIATION | 650.00 |
| 10/21 | TEXAS DEPARTMENT | 5,354.00 |
| 10/21 | TEXAS MUSIC EDUCATORS ASSOCIATION | 300.00 |
| 10/21 | TEXAS TECH | 42,684.50 |
| 10/21 | THE ALWAYS FOOD SAFE COMPANY | 4,650.00 |
| 10/21 | THOMPSON & HORTON LLP | 2,018.75 |

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| 10/21 | TRACI AVILA | 68.70 |
| 10/21 | TRANE U.S. INC. | 8,176.01 |
| 10/21 | TRISTAN CROWDER | 102.52 |
| 10/21 | UIL MUSIC REGION 6 | 550.00 |
| 10/21 | UIL MUSIC REGION 6 | 550.00 |
| 10/21 | UNITED REFRIGERATION | 356.67 |
| 10/21 | UNITED RENTALS (NORTH AMERICA), INC. | 973.99 |
| 10/21 | VERIZON WIRELESS SERVICES LLC | 151.96 |
| 10/21 | VERIZON WIRELESS SERVICES LLC | 75.98 |
| 10/21 | VERIZON WIRELESS SERVICES LLC | 3,553.20 |
| 10/21 | VICKIE C WUSTERBARTH | 13.98 |
| 10/21 | RANCH SUPPLY OF ODESSA | 103.95 |
| 10/21 | ZAPOPAN BUSINESS GROUP LLC | 4,948.45 |
| 10/21 | YANIRA CASTILLO | 26.45 |
| 10/21 | YOLANDA MARTINEZ | 38.00 |
| 10/21 | ZULEMA PALOMINO | 44.31 |
| 10/21 | ZULEMA PALOMINO | 62.85 |
| 10/28 | 512 TERPS LLC | 520.00 |
| 10/28 | ANGEL ORTIZ | 3,600.00 |
| 10/28 | AFP HOLDING LLC | 12,700.80 |
| 10/28 | ALAN WILLIAMS | 796.40 |
| 10/28 | ALLEN TEINERT CONSTRUCTION | 470,739.22 |
| 10/28 | ALLEN TEINERT CONSTRUCTION | 126,854.34 |
| 10/28 | ALLIANCE RECOVERY LLC | 135.00 |
| 10/28 | ALONDRA SANDATE | 120.00 |
| 10/28 | AMANDA PARSONS | 133.46 |
| 10/28 | AMAZON CAPITAL SERVICES | 43,341.85 |
| 10/28 | ANTHONY SCOTT | 69.01 |
| 10/28 | ASHLEY SOTELO | 28.88 |
| 10/28 | ASHLI SATTERWHITE | 43.70 |
| 10/28 | AT&T | 9,890.65 |
| 10/28 | ATHLETIC SUPPLY INC | 3,382.02 |
| 10/28 | ATKINS HOLLMAN JONES PEACOCK | 13,916.88 |
| 10/28 | AUDIO ACOUSTICS HEARING CENTERS | 445.00 |
| 10/28 | BATTERIES UNLIMITED WTX LLC | 432.50 |
| 10/28 | BENCHMARK EDUCATION COMPANY | 28,492.80 |
| 10/28 | BIG DADDY'S | 1,450.00 |
| 10/28 | BIMBO BAKERIES USA | 2,381.58 |
| 10/28 | DICK BLICK COMPANY | 3,977.70 |
| 10/28 | BLUE STAR BUS SALES LTD | 686.16 |
| 10/28 | BRAUN BEEF & CO INC | 3,094.88 |
| 10/28 | BRITTANY RANEY | 400.00 |
| 10/28 | CAROL ANN BRODERSEN | 1,200.00 |
| 10/28 | CHARLES AND LEZIEE CHURCHFIELD | 32,244.94 |
| 10/28 | CHRISTY KENNEDY | 113.47 |
| 10/28 | CINERGY ENTERTAINMENT ODESSA INC | 2,922.99 |
| 10/28 | CITY OF ODESSA | 41,225.90 |
| 10/28 | CITY OF ODESSA WATER DEPT | 272.21 |
| 10/28 | CITY OF ODESSA WATER DEPT | 86.27 |

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| 10/28 | CODY SMITH | 286.00 |
| 10/28 | CONSUELO RODRIGUEZ | 308.00 |
| 10/28 | CRISIS PREVENTION INSTITUTE INC | 400.00 |
| 10/28 | CULLIGAN WATER CONDITIONING OF WEST TEXAS | 186.50 |
| 10/28 | CUSTOM WHOLESALE SUPPLY INC | 2,270.53 |
| 10/28 | CYNTHIA RUBALCADO | 38.00 |
| 10/28 | CYNTHIA SALAZAR | 36.32 |
| 10/28 | DANA SAFETY SUPPLY | 2,081.64 |
| 10/28 | DELGADO GUITARS LLC | 174.95 |
| 10/28 | ELLEN NOEL ART MUSEUM | 3,500.00 |
| 10/28 | EOFFICIAL ENTERPRISES, INC. | 15,635.03 |
| 10/28 | FERGUSON FACILITIES SUPPLY | 138.46 |
| 10/28 | FIDDLESTICKS FARMS | 63.00 |
| 10/28 | FIRST FINANCIAL ADMINISTRATORS | 10,505.00 |
| 10/28 | FIRST FINANCIAL ADMINISTRATORS | 70,822.53 |
| 10/28 | FIRST FINANCIAL ADMINISTRATORS | 3,125.00 |
| 10/28 | FIRST FINANCIAL ADMINISTRATORS | 100.00 |
| 10/28 | FIRST FINANCIAL ADMINISTRATORS | 200.00 |
| 10/28 | FIRST FINANCIAL ADMINISTRATORS | 14,529.50 |
| 10/28 | FOLLET SOFTWARE LLC | 19,785.89 |
| 10/28 | FOLLETT CONTENT SOLUTIONS LLC | 203.56 |
| 10/28 | G H DAIRY | 32,859.39 |
| 10/28 | G & G INVESTMENTS INC | 12,507.75 |
| 10/28 | GARY CUNNINGHAM | 154.10 |
| 10/28 | GERARDO JIMENEZ | 935.00 |
| 10/28 | GRAINGER | 969.26 |
| 10/28 | GRANDE COMMUNICATIONS NETWORK LLC | 6,719.22 |
| 10/28 | GRANDE COMMUNICATIONS NETWORK LLC | 1,591.58 |
| 10/28 | HARDY PARTY | 9,240.00 |
| 10/28 | HENTHORN COMMERCIAL CONSTRUCTION LLC | 8,686.17 |
| 10/28 | HOME DEPOT USA INC - STORE #562 | 561.06 |
| 10/28 | HUMBERTO HERNANDEZ JR | 20,939.02 |
| 10/28 | IMPACT PROMOTIONAL SERVICES LLC | 135.14 |
| 10/28 | IMPERIAL BAG & PAPER COMPANY LLC | 44,467.59 |
| 10/28 | INES CORRAL | 1,800.00 |
| 10/28 | IRVING HS - IRVING ISD | 285.00 |
| 10/28 | ISABEL CARDONA | 68.63 |
| 10/28 | JACE SCHREIBER | 230.51 |
| 10/28 | JNT RESOURCES PARTNERS, LP | 30,765.99 |
| 10/28 | JONN SIBLEY | 48.26 |
| 10/28 | JULIE SORUM | 469.60 |
| 10/28 | KATHERINE YORK | 140.00 |
| 10/28 | KATIE ARMSTRONG | 290.00 |
| 10/28 | LABATT FOOD SERVICE | 43,727.59 |
| 10/28 | LAURA CAROLINA GARCIA SMIT | 13.00 |
| 10/28 | LETICIA FLORES | 308.00 |
| 10/28 | LINA RODRIGUEZ | 71.59 |
| 10/28 | LORENZO R MASONSONG | 200.00 |
| 10/28 | MANSFIELD OIL COMPANY OF GAINESVILLE, INC | 50,555.79 |

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| 10/28 | THE MARIACHI CONNECTION, INC. | 592.00 |
| 10/28 | MASTERYPREP LLC | 8,348.40 |
| 10/28 | MCGRAW - HILL SCHOOL | 11,336.91 |
| 10/28 | MELANA MOSS | 204.67 |
| 10/28 | MISTY STEWART | 40.13 |
| 10/28 | MONICA TEPAS | 34.88 |
| 10/28 | MONK HOLDINGS LLC | 36.00 |
| 10/28 | MORRIS ENTERPRISES LLC | 14,358.48 |
| 10/28 | MSB SCHOOL SERVICES LLC | 2,694.38 |
| 10/28 | MULTI-HEALTH SYSTEMS INC | 495.00 |
| 10/28 | STATE OF NEW MEXICO | 300.00 |
| 10/28 | NEXTGEN SECURITY | 60,567.00 |
| 10/28 | NIKKI DANIELLE MONTOYA | 375.00 |
| 10/28 | NUNEZ FENCE | 7,050.00 |
| 10/28 | ODESSA SIGN SOLUTION LLC | 215.00 |
| 10/28 | ODESSA SIGN SOLUTION LLC | 25.00 |
| 10/28 | SEWCO INC | 4,542.56 |
| 10/28 | OHS GRAPHIC DESIGN | 255.00 |
| 10/28 | PARKHILL, SMITH & COOPER, INC. | 85,287.28 |
| 10/28 | PARKHILL, SMITH & COOPER, INC. | 953.74 |
| 10/28 | PARKHILL, SMITH & COOPER, INC. | 1,755.59 |
| 10/28 | PARKHILL, SMITH & COOPER, INC. | 36,236.89 |
| 10/28 | PARKHILL, SMITH & COOPER, INC. | 1,002.87 |
| 10/28 | LAURA S MORALES | 2,070.00 |
| 10/28 | PETROPLEX OFFICE SUPPLY | 23,755.22 |
| 10/28 | PRECISION BUSINESS MACHINES INC | 369.59 |
| 10/28 | PROJECT LEAD THE WAY INC | 2,200.00 |
| 10/28 | RODNEY CHARLES ROMAN | 500.00 |
| 10/28 | RODNEY CHARLES ROMAN | 250.00 |
| 10/28 | ROSHELL D CAUFIELD | 850.00 |
| 10/28 | ROSHELL D CAUFIELD | 750.00 |
| 10/28 | S.A. PIAZZA & ASSOC. INC | 36,408.96 |
| 10/28 | SANDRA G LOPEZ | 128,459.95 |
| 10/28 | THE SEWELL FAMILY OF COMPANIES INC | 1,446.26 |
| 10/28 | SIERRA DEKING | 47.99 |
| 10/28 | SIMS PLASTIC INC | 157.00 |
| 10/28 | SKILLSUSA TEXAS | 70.00 |
| 10/28 | SONOVA USA INC | 119.99 |
| 10/28 | STEPHEN TROUB | 400.00 |
| 10/28 | SUSAN TREVINO | 99.10 |
| 10/28 | SWEET PIZZA LLC | 404.75 |
| 10/28 | SYSCO USA, INC | 3,172.80 |
| 10/28 | TARPLEY MUSIC COMPANY | 7,292.38 |
| 10/28 | TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS | 1,150.00 |
| 10/28 | TEXAS DEPARTMENT OF INFORMATION RESOURCES | 395.48 |
| 10/28 | THE CINCINNATI LIFE INS. CO | 20.04 |
| 10/28 | THE CINCINNATI LIFE INS. CO | 160.01 |
| 10/28 | SCRIPPS NATIONAL SPELLING BEE INC | 188.50 |
| 10/28 | THELMA CHAPA | 173.81 |

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| 10/28 | TIM GILLEY | 65.44 |
| 10/28 | TYSON PREPARED FOOD, INC. | 12,199.32 |
| 10/28 | UNIPAK CORPORATION | 8,090.00 |
| 10/28 | UNITED REFRIGERATION | 1,269.24 |
| 10/28 | UNIVERSITY OF TEXAS AT AUSTIN HIGH SCHOOL | 1,250.00 |
| 10/28 | VERIZON WIRELESS SERVICES LLC | 462.76 |
| 10/28 | VITAL SIGNS DOT DESIGN LLC | 9,793.61 |
| 10/28 | WATCHFIRE ENTERPRISES INC | 3,299.57 |
| 10/28 | WATSON TRUCK & SUPPLY | 233.76 |
| 10/28 | WEST TEXAS EDUCATORS | 166,940.65 |
| 10/28 | WEST TEXAS EDUCATORS | 2,286.00 |
| 10/28 | ZAPOPAN BUSINESS GROUP LLC | 9,986.55 |
| 10/28 | Y'ALL HAUL TRAILERS | 320.58 |
| 10/28 | ZOOBEAN INC | 3,995.00 |
| 11/4 | 34ED LLC | 3,450.00 |
| 11/4 | A YARD DOG INC | 1,257.96 |
| 11/4 | ACCELERATION ACADEMIES | 125,000.00 |
| 11/4 | AIRGAS USA LLC | 4,088.05 |
| 11/4 | ALANNAH BARRENO | 19.68 |
| 11/4 | ALEC WATSON | 460.00 |
| 11/4 | ALISA ANN SALAZAR MUSELLA-GONZALES | 292.50 |
| 11/4 | ALLEN TEINERT CONSTRUCTION | 289,794.66 |
| 11/4 | ALLEN TEINERT CONSTRUCTION | 4,079,312.38 |
| 11/4 | AMAZON CAPITAL SERVICES | 40,023.87 |
| 11/4 | AMAZON CAPITAL SERVICES | 132.65 |
| 11/4 | AMAZON CAPITAL SERVICES | 6,786.00 |
| 11/4 | AMERICAN FAMILY LIFE & CANCER | 6.00 |
| 11/4 | APPLE, INC | 2,574.00 |
| 11/4 | ASHLEY ROJO | 126.01 |
| 11/4 | ASSOCIATION OF TEXAS | 3,509.56 |
| 11/4 | AT&T | 3,439.43 |
| 11/4 | AT&T MOBILITY | 68.43 |
| 11/4 | AT&T MOBILITY | 68.43 |
| 11/4 | ATHLETIC SUPPLY INC | 15,588.12 |
| 11/4 | BEVCAP MANAGEMENT LLC | 143,351.71 |
| 11/4 | BIMBO BAKERIES USA | 5,105.11 |
| 11/4 | DICK BLICK COMPANY | 554.40 |
| 11/4 | BRIA MAXEY | 55.48 |
| 11/4 | CALPINE CORPORATION | 221,165.50 |
| 11/4 | CAREER AND TECHNOLOGY ASSOCIATION OF TEXAS | 3,205.00 |
| 11/4 | CASHWAY WEST, INC. | 11.55 |
| 11/4 | CHARLES OLIVIER | 1,000.00 |
| 11/4 | CHERYL HINESLY | 29.41 |
| 11/4 | CHRISTINA SIFUENTEZ | 131.33 |
| 11/4 | CHRISTY KENNEDY | 124.18 |
| 11/4 | CITY OF ODESSA WATER DEPT | 191,849.81 |
| 11/4 | CLEARBROOK FARMS INC | 26,880.00 |
| 11/4 | COMMAND COMMISSIONING LLC | 4,290.00 |
| 11/4 | COMMAND COMMISSIONING LLC | 3,540.00 |

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| 11/4 | CONNIE LYNN DRAGER | 78.89 |
| 11/4 | CULLIGAN WATER CONDITIONING OF WEST TEXAS | 687.50 |
| 11/4 | CURRICULUM ASSOCIATES INC | 33,868.00 |
| 11/4 | CUSTOM WHOLESALE SUPPLY INC | 139.17 |
| 11/4 | DANA SAFETY SUPPLY | 28,554.08 |
| 11/4 | DARREN POOL | 425.00 |
| 11/4 | DARRYL WILLIAMS | 114,857.50 |
| 11/4 | C/O DELL USA L.P. | 227.49 |
| 11/4 | DORIANA WAUGH | 42.86 |
| 11/4 | ECISD EDUCATION FOUNDATION | 1,786.60 |
| 11/4 | ELIZABETH GRAY | 165.07 |
| 11/4 | EVELINA QUINONEZ | 78.36 |
| 11/4 | FIRST FINANCIAL ADMINISTRATORS | 26,185.85 |
| 11/4 | FIRST FINANCIAL ADMINISTRATORS | 823.89 |
| 11/4 | FIRST FINANCIAL ADMINISTRATORS | 6,877.92 |
| 11/4 | FIRST FINANCIAL ADMINISTRATORS | 4,978.48 |
| 11/4 | FIRST FINANCIAL ADMINISTRATORS | 6,314.84 |
| 11/4 | FIRST FINANCIAL ADMINISTRATORS | 4,560.08 |
| 11/4 | FIRST FINANCIAL ADMINISTRATORS | 5,249.26 |
| 11/4 | FIRST FINANCIAL ADMINISTRATORS | 61,493.53 |
| 11/4 | FIRST FINANCIAL ADMINISTRATORS | 26,452.89 |
| 11/4 | FIRST FINANCIAL ADMINISTRATORS | 124,701.48 |
| 11/4 | FIRST FINANCIAL ADMINISTRATORS | 2,062.31 |
| 11/4 | FOLLET SOFTWARE LLC | 11,400.00 |
| 11/4 | FOLLETT CONTENT SOLUTIONS LLC | 86.96 |
| 11/4 | FRANCESCA FLORANCE | 29.79 |
| 11/4 | FREDERICKSBURG EDUCATION INITIATIVE, INC | 3,225.00 |
| 11/4 | G H DAIRY | 36,400.76 |
| 11/4 | G & G INVESTMENTS INC | 14,156.25 |
| 11/4 | GARDENDALE WATER CO | 176.00 |
| 11/4 | GOYTIA ENTERPRISES COMPANY | 302,591.19 |
| 11/4 | GRAINGER | 4,464.42 |
| 11/4 | GRIMCO, INC | 4,569.12 |
| 11/4 | HAYDEE G. DAVILA | 16.19 |
| 11/4 | HEALTH SERVICES ADMINISTRATION | 661.80 |
| 11/4 | HEALTH SERVICES ADMINISTRATION | 23,445.52 |
| 11/4 | HENTHORN COMMERCIAL CONSTRUCTION LLC | 328,836.09 |
| 11/4 | HERITAGE LANDSCAPE SUPPLY GROUP INC | 45,555.22 |
| 11/4 | HOME DEPOT USA INC - STORE #562 | 2,629.10 |
| 11/4 | IMPERIAL BAG & PAPER COMPANY LLC | 1,166.99 |
| 11/4 | JACQUE CARRILLO | 54.19 |
| 11/4 | JAIME FRANCO | 30.02 |
| 11/4 | JNT RESOURCES PARTNERS, LP | 1,574.06 |
| 11/4 | JNT RESOURCES PARTNERS, LP | 27,745.27 |
| 11/4 | JOSE VALDEZ | 74.00 |
| 11/4 | JULIA KELTON | 278.08 |
| 11/4 | JULIE SORUM | 365.79 |
| 11/4 | JUMBURRITO | 273.80 |
| 11/4 | KATIE ARMSTRONG | 232.00 |

| | | |
|---|---|---|
| 11/4 | KELLEY RABORN | 25.08 |
| 11/4 | KELLIE THOMAS | 57.08 |
| 11/4 | KLEMENT DISTRIBUTION INC | 2,011.59 |
| 11/4 | KRISTI EICHER | 317.15 |
| 11/4 | LA EQUIPMENT RENTALS LLC | 537.39 |
| 11/4 | LABATT FOOD SERVICE | 59,856.51 |
| 11/4 | UIL DISTRICT 2-6A | 12,000.00 |
| 11/4 | UIL DISTRICT 2-6A | 12,000.00 |
| 11/4 | UIL DISTRICT 2-6A | 2,500.00 |
| 11/4 | UIL DISTRICT 2-6A | 2,500.00 |
| 11/4 | LEE CONSTRUCTION & MAINTENANCE COMPANY | 3,596.79 |
| 11/4 | LEGO BRAND RETAIL | 13,996.00 |
| 11/4 | LESLIE HANKINS | 17.94 |
| 11/4 | LORENZO R MASONSONG | 160.00 |
| 11/4 | MABEL GUTIERREZ | 153.60 |
| 11/4 | MANSFIELD OIL COMPANY OF GAINESVILLE, INC | 47,115.87 |
| 11/4 | MARGARET EDWARDS | 101.92 |
| 11/4 | MARIA T RODRIGUEZ | 40.37 |
| 11/4 | MICHAEL FLAX | 200.00 |
| 11/4 | MICHELLE MADRID | 123.20 |
| 11/4 | MIDLAND-ODESSA SYMPHONY & CHORALE | 3,000.00 |
| 11/4 | MIKE SYVERSON | 1,719.00 |
| 11/4 | MONK HOLDINGS LLC | 750.00 |
| 11/4 | MR JOE ROCKS LLC | 407.63 |
| 11/4 | MSB SCHOOL SERVICES LLC | 4.99 |
| 11/4 | NETSYNC NETWORK SOLUTIONS | 30,113.50 |
| 11/4 | NEXTGEN SECURITY | 535.00 |
| 11/4 | ODESSA COLLEGE | 1,281.00 |
| 11/4 | ODESSA SIGN SOLUTION LLC | 30.00 |
| 11/4 | SEWCO INC | 1,926.85 |
| 11/4 | SEWCO INC | 1,052.26 |
| 11/4 | KEYLA GARCIA LOPEZ | 47.00 |
| 11/4 | LARRY DUTCHOVER | 2,700.00 |
| 11/4 | LINET TURRO GAMEZ | 47.00 |
| 11/4 | LOUIS FRANCO | 300.00 |
| 11/4 | LUZ ELENA GAVIRIA | 47.00 |
| 11/4 | MESHA CLAY | 47.00 |
| 11/4 | PRISILA CARRASCO LEYVA | 30.00 |
| 11/4 | ROSA SARDUY GONZALEZ | 47.00 |
| 11/4 | YESICA MORENO ALVAREZ | 47.00 |
| 11/4 | OTIS ELEVATOR COMPANY INC | 3,409.94 |
| 11/4 | PALMETTO AIR GROUP INC | 41,770.40 |
| 11/4 | PALMETTO AIR GROUP INC | 20,885.20 |
| 11/4 | PANORAMA EDUCATION | 95,259.80 |
| 11/4 | PARTS TOWN, LLC | 69.39 |
| 11/4 | PENSKE COMMERCIAL VEHICLES US LLC | 46.50 |
| 11/4 | PERMIAN BASIN COMMUNITY CENTER FOR MHMR | 2,200.00 |
| 11/4 | SHANNON D GAYLOR | 420.00 |
| 11/4 | PIRAINO CONSULTING, INC | 351.75 |

| | | |
|---|---|---|
| 11/4 | PRECISION BUSINESS MACHINES INC | 326.97 |
| 11/4 | PROJECT LEAD THE WAY INC | 444.75 |
| 11/4 | RACHEL GALVAN | 78.51 |
| 11/4 | REALITYWORKS | 884.40 |
| 11/4 | REGION 18 EDUCATION SERVICE CENTER | 150.00 |
| 11/4 | ROBERTS TRUCK CENTER OF TEXAS | 734.57 |
| 11/4 | RODNEY CHARLES ROMAN | 315.00 |
| 11/4 | RODNEY CHARLES ROMAN | 315.00 |
| 11/4 | RODNEY CHARLES ROMAN | 500.00 |
| 11/4 | SARAH RODRIQUEZ | 98.57 |
| 11/4 | SCOTT MURI | 3,333.33 |
| 11/4 | SIMS PLASTIC INC | 94.01 |
| 11/4 | STACEY CAMPOS | 33.52 |
| 11/4 | STACEY CAMPOS | 83.37 |
| 11/4 | STEPHANIE WRIGHT | 125.00 |
| 11/4 | STEPHEN TROUB | 460.00 |
| 11/4 | STRIVE PUBLIC POLICY RESOURCES LLC | 15,700.00 |
| 11/4 | SWEET PIZZA LLC | 119.99 |
| 11/4 | SYSCO USA, INC | 14,912.64 |
| 11/4 | TARPLEY MUSIC COMPANY | 5,554.82 |
| 11/4 | TEXAS AFT AMP | 286.00 |
| 11/4 | TEXAS ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS | 120.00 |
| 11/4 | TEXAS CLASSROOM TEACHERS ASSOC | 3,147.00 |
| 11/4 | TEXAS COUNSELING ASSOCIATION | 1,110.00 |
| 11/4 | TEXAS ELEMENTARY PRINCIPALS & SUPERVISORS ASSOC | 177.32 |
| 11/4 | TEXAS EXCAVATION SAFETY SYSTEM, INC. | 14.95 |
| 11/4 | TEXAS HIGH SCHOOL GYMNASTICS COACHES ASSOCIATION | 320.00 |
| 11/4 | TEXAS HIGH SCHOOL POWERLIFTING | 75.00 |
| 11/4 | TEXAS INDUSTRIAL VOCATIONAL ASSOCIATION | 67.80 |
| 11/4 | TEXAS LIFE INSURANCE CO | 137,499.37 |
| 11/4 | TEXAS STATE TEACHERS ASSOCIATION | 31,250.07 |
| 11/4 | TEXAS TECH HEALTH SCIENCES CENTER | 1,000.00 |
| 11/4 | TEXAS TECH UNIVERSITY | 1,000.00 |
| 11/4 | THE ARCTICOM GROUP LLC | 4,532.50 |
| 11/4 | THE CLAVIER GROUP INC | 98,270.00 |
| 11/4 | SCRIPPS NATIONAL SPELLING BEE INC | 188.50 |
| 11/4 | TRANE U.S. INC. | 7,698.59 |
| 11/4 | UIL MUSIC REGION 6 | 300.00 |
| 11/4 | UNIVERSITY MEDICAL SUPPLY | 2,398.00 |
| 11/4 | US FOODS, INC. | 2,148.00 |
| 11/4 | VANDERBILT MUSIC COMPANY INC | 757.33 |
| 11/4 | VIKTORIA R HENDERSON | 109.97 |
| 11/4 | VITAL SIGNS DOT DESIGN LLC | 305.30 |
| 11/4 | WALSH GALLEGOS KYLE ROBINSON & DE LOS SANTOS PC | 180.00 |
| 11/4 | ZAPOPAN BUSINESS GROUP LLC | 3,120.65 |
| 11/4 | WORLD'S FINEST CHOCOLATE INC | 10,160.00 |
| 11/4 | Y'ALL HAUL TRAILERS | 34.10 |
| 10/8 | BLUE CROSS BLUE SHIELD TEXAS | 659,007.60 |
| 10/8 | BLUE CROSS BLUE SHIELD TEXAS | 416,714.84 |

| | | | |
|---|---|---|---|
| 10/15 | LUCYRX HEALTH SOLUTIONS, INC | | 284,323.74 |
| 10/19 | UTPB | | 188,127.00 |
| 10/19 | AETNA LIFE INSURANCE COMPANY | | 8,917.14 |
| 10/22 | AETNA LIFE INSURANCE COMPANY | | 45,205.40 |
| 10/29 | BLUE CROSS BLUE SHIELD TEXAS | | 505,717.69 |
| 10/29 | BLUE CROSS BLUE SHIELD TEXAS | | 662,620.74 |
| 10/29 | AETNA LIFE INSURANCE COMPANY | | 15,077.39 |
| 10/29 | LUCYRX HEALTH SOLUTIONS, INC | | 287,268.04 |
| 10/29 | BLUE CROSS BLUE SHIELD TEXAS | | 355,125.27 |
| 10/29 | CAREATC INC | | 7,222.22 |
| 10/29 | CAREATC INC | $ | 92,534.37 |
| | **TOTAL NUMBER OF CHECKS WRITTEN FOR DISTRICT** | | 839 |
| | **TOTAL AMOUNT WRITTEN FOR DISTRICT** | $ | 24,526,809.44 |




# REQUEST FOR APPROVAL OF ACCEPTANCE OF DONATIONS OVER $10,000

In accordance with policy CDC (local), Ector County ISD is requesting approval to receive the following donations greater than $10,000.

| Amount | Fund | From | Description |
|---|---|---|---|
| $17,410.15 | 199 | PHS Football Booster Club | In-kind donation to fix, repair and add to the irrigation system |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

_____ _____

Board Approval Date

*ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT - Odessa, TX*
*068901*
*OTHER REVENUES:*
*GRANTS FROM PRIVATE SOURCES*
*CDC (EXHIBIT) A (Reg)*

Permission is requested to accept this donation/gift for our school/department. The donor understands that the donation/gift will become the property of the Ector County Independent School District and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations. Approved donation/gift should be added to fixed assets inventory if applicable.

**Donation # 564**
**Campus:** 003 - Permian High School
**Principal/Non-Campus Administrator:** Tracey Borchardt
**Name of Donor:** Permian Football
**Email/Phone of Donor:** wes.crow@m2521.com
**Donor Mailing Address:** 1800 E 42nd
**Donation Description:** Survey / Irrigation System (sprinkler head)
**Type of Donation:** Physical items
**Value*:** 17410.15
*Values assigned for donation of equipment or services is for internal reporting purposes only. This value may not be used as an appraisal value for IRS purposes.
**Purpose of Donation:** To repair and add irrigation system
**Item/Service:** Football Booster Club is paying for the service to A&A Landscape and Maintenance of TX
**Purpose of Purchase:** To fix, repair and add to the irrigation system

| Approver | Response | Date | Comment |
|---|---|---|---|
| Lynda Inman | Approve | 11/03/2026 12:11 PM | NA |
| Keeley Boyer | Approve | 11/03/2026 1:34 PM | NA |
| Albessa Chavez | Approve | 11/03/2026 4:17 PM | Approved |
| Nidia Soriano | Approve | 11/09/2026 10:27 AM | NA |
| Tracey Borchardt | Approve | 11/10/2026 11:38 AM | NA |
| Morgan Eaton | Approve | 11/11/2026 12:01 PM | NA |
| Regina Saenz | Approve | 11/11/2026 12:03 PM | 199 |

**A&A Landscape and Maintenance of TX**
3947 N Sierra Ave
Odessa, TX 79764
4326959814
billing@aalandscapetx.com

**BILL TO**
Wes Crow
Permian Football Booster Club
2734 Fair Oaks Circle
Odessa, Texas 79762
United States

# INVOICE 8782

**DATE** 10/28/2026 **TERMS** Due on receipt

**DUE DATE** 10/28/2026

**PROJECT**
PHS Field Irrigation 1/3Deposit

| ITEM | DESCRIPTION | QTY | RATE | TOTAL |
|---|---|---|---|---|
| **Survey and Layout** | Site surveying, Layout, and Grade Staking includes: Equipment, Materials (stakes/flags), Specialized tools, and Labor. | 1 | 1,105.39 | 1,105.39 |
| **Irrigation System** | Provide and install material to make necessary adjustments to existing irrigation system. Includes; piping, sprinkler heads, vales, valve boxes, connection to backflow preventer and irrigation controller. The system will be checked for optimal functionality. | 1 | 15,062.13 | 15,062.13T |
| **Note** | Permian High School Football Fields - Irrigation<br><br>1800 E 42nd Street<br>Odessa, Texas 79762 | 0 | 0.00 | 0.00 |

Thank you for your trust in our services, we look forward to beautifying your property. Go MOJO!

## Ways to pay

View and pay

| | |
|---|---|
| SUBTOTAL | 16,167.52 |
| TAX | 1,242.63 |
| TOTAL | 17,410.15 |
| **TOTAL DUE** | **$17,410.15** |

A&A Landscape is not responsible if water pressure is under 65PSI for commercial jobs or 50PSI for residential. Warranty not applied when planting live material if there is no irrigation as part of contract. Price includes all materials, taxes, deliveries and labor to complete the above mentioned items. Invoices not paid within 30 days will incur late fees at a rate of 18% per year.

# REQUEST FOR APPROVAL OF THE QUARTERLY INVESTMENT REPORT

Attached is a quarterly report on District investments representing investments for the months of July 2026 – September 2026. The District's investments are governed by the Public Funds Investment Act, Texas Government Code (Chapter 2256) and legal and local policies CDA. Every effort is made to maximize investment earnings while protecting the District's assets.

The report represented is in compliance with legislation that requires quarterly reporting.

**********

Administrative Recommendation:

Approval of Quarterly Investment Report

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
QUARTERLY REPORT OF INVESTMENTS
FOR THE PERIOD FROM JULY 1, 2026 THRU SEPTEMBER 30, 2026

| | BEGINNING BALANCE @ COST | No. | ADDITIONS AMOUNT | No. | DEDUCTIONS AMOUNT | INTEREST EARNED | ENDING BALANCE @ COST | % | AMORTIZED BOOK VALUE | MARKET (FAIR VALUE) | UNREALIZED GAIN (LOSS) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **RECAP** | | | | | | | | | | | |
| **ALL FUNDS** | | | | | | | | | | | |
| GENERAL FUND | $ 104,448,071.47 | 89 | 181,064,560.01 | 34 | 186,106,756.41 | 917,962.27 | $ 100,323,837.34 | 26.05% | $ 100,323,837.34 | $ 100,323,837.34 | $ - |
| SCHOOL NUTRITION FUND | 11,204,118.75 | 0 | - | 0 | - | 104,652.19 | 11,308,770.94 | 2.94% | 11,308,770.94 | 11,308,770.94 | - |
| DEBT SERVICE FUND | 50,049,567.33 | 3 | 833,826.51 | 2 | 39,731,898.25 | 276,519.85 | 11,428,015.44 | 2.97% | 11,428,015.44 | 11,428,015.44 | - |
| CAPITAL PROJECTS FUND | 272,884,958.44 | 4 | 45,543,051.63 | 19 | 83,959,119.13 | 2,476,864.54 | 236,945,755.48 | 61.53% | 236,945,755.48 | 236,945,755.48 | - |
| MEDICAL TRUST FUND | 4,429,197.55 | 3 | 7,194,200.00 | 17 | 9,062,100.00 | 18,790.83 | 2,580,088.38 | 0.67% | 2,580,088.38 | 2,580,088.38 | - |
| WORKER'S COMP FUND | 4,914,998.46 | 1 | 2,415,629.90 | 0 | - | 49,556.11 | 7,380,184.47 | 1.92% | 7,380,184.47 | 7,380,184.47 | - |
| SPECIAL FUNDS | 10,290,663.10 | 1 | 1,365.44 | 3 | 9,500.00 | 99,886.12 | 10,382,414.66 | 2.70% | 10,382,414.66 | 10,382,414.66 | - |
| INSURANCE RECOVERY | 4,654,691.70 | 0 | - | 0 | - | 43,224.83 | 4,697,916.53 | 1.22% | 4,697,916.53 | 4,697,916.53 | - |
| TOTAL | $ 462,938,391.25 | 101 | 237,052,633.49 | 75 | 318,869,373.79 | 3,988,060.96 | $ 385,109,711.91 | 100.00% | $ 385,109,711.91 | $ 385,109,711.91 | $ - |
| **ALL INVESTMENTS** | | | | | | | | | | | |
| TEXPOOL | $ 12,893,269.46 | 58 | 91,163,625.45 | 16 | 91,205,881.46 | 174,302.82 | $ 13,025,316.27 | 3.38% | $ 13,025,316.27 | $ 13,025,316.27 | $ - |
| TEXPOOL PRIME | 393,402,913.85 | 37 | 145,693,408.04 | 57 | 206,126,492.33 | 3,275,550.01 | 336,245,379.57 | 87.31% | 336,245,379.57 | 336,245,379.57 | - |
| LONE STAR | 1,053,688.53 | 0 | - | 0 | - | 9,797.78 | 1,063,486.31 | 0.28% | 1,063,486.31 | 1,063,486.31 | - |
| NEXBANK MONEY MARKET SAVINGS | 12,070,004.19 | 0 | - | 0 | - | 115,087.80 | 12,185,091.99 | 3.16% | 12,185,091.99 | 12,185,091.99 | - |
| TEXSTAR | 7,570,226.60 | 0 | - | 0 | - | 70,299.36 | 7,640,525.96 | 1.98% | 7,640,525.96 | 7,640,525.96 | - |
| TEXAS CLASS | 33,182,623.82 | 6 | 195,600.00 | 1 | 21,537,000.00 | 316,226.10 | 12,157,449.92 | 3.16% | 12,157,449.92 | 12,157,449.92 | |
| LOGIC | 2,765,664.80 | 0 | - | 0 | - | 26,797.09 | 2,792,461.89 | 0.73% | 2,792,461.89 | 2,792,461.89 | |
| TOTAL | $ 462,938,391.25 | 101 | 237,052,633.49 | 75 | 318,869,373.79 | 3,988,060.96 | $ 385,109,711.91 | 100.00% | $ 385,109,711.91 | $ 385,109,711.91 | $ - |

**NOTES:**
Weighted Average Maturity for ECISD is 1 day for all bank accounts and pooled investments.

The District's local government investment pools are recorded at amortized costs as permitted by GASB statement No. 79, certain *Investment Pools and Pool Participants*.

This quarterly report is in compliance with the investment strategy as established for the pooled investment fund and the Public Funds Investment Act, Texas Government Code (Chapter 2256).



PREPARED BY:

DANIEL RUIZ
ASSISTANT DIRECTOR OF FINANCE — *signature on file*

MORGAN EATON
DIRECTOR OF ACCOUNTING & FINANCE — *signature on file*

ALBESSA CHAVEZ
CHIEF FINANCIAL OFFICER — *signature on file*

ECISD Finance Division

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
QUARTERLY REPORT OF INVESTMENTS
FOR THE PERIOD FROM JULY 1, 2026 THRU SEPTEMBER 30, 2026

| | BEGINNING BALANCE @ COST | No. | ADDITIONS AMOUNT | No. | DEDUCTIONS AMOUNT | INTEREST EARNED | ENDING BALANCE @ COST | % | AMORTIZED BOOK VALUE | MARKET (FAIR VALUE) | UNREALIZED GAIN (LOSS) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **TEXPOOL** | | | | | | | | | | | |
| GENERAL FUND | $ 1,399,853.95 | 57 | 91,162,260.01 | 13 | 91,196,381.46 | 66,961.26 | $ 1,432,693.76 | 11.00% | $ 1,432,693.76 | $ 1,432,693.76 | $ - |
| SCHOOL NUTRITION FUND | 11,204,118.75 | - | - | - | - | 104,652.19 | 11,308,770.94 | 86.82% | 11,308,770.94 | 11,308,770.94 | - |
| SPECIAL FUNDS | 289,296.76 | 1 | 1,365.44 | 3 | 9,500.00 | 2,689.37 | 283,851.57 | 2.18% | 283,851.57 | 283,851.57 | - |
| TEXPOOL | $ 12,893,269.46 | 58 | 91,163,625.45 | 16 | 91,205,881.46 | 174,302.82 | $ 13,025,316.27 | 100.00% | $ 13,025,316.27 | $ 13,025,316.27 | $ - |
| % OF GRAND TOTAL | 2.79% | | | | | | 3.38% | | | | |
| **TEXPOOL PRIME** | | | | | | | | | | | |
| GENERAL FUND | $ 51,899,296.46 | 26 | 89,706,700.00 | 19 | 73,373,374.95 | 363,841.99 | $ 68,596,463.50 | 20.40% | $ 68,596,463.50 | $ 68,596,463.50 | $ - |
| DEBT SERVICE FUND | 50,049,567.33 | 3 | 833,826.51 | 2 | 39,731,898.25 | 276,519.85 | 11,428,015.44 | 3.40% | 11,428,015.44 | 11,428,015.44 | - |
| CAPITAL PROJECTS 2024A | 63,112,688.27 | 4 | 45,543,051.63 | 17 | 38,427,098.28 | 670,489.53 | 70,899,131.15 | 21.09% | 70,899,131.15 | 70,899,131.15 | - |
| CAPITAL PROJECTS 2024B | 87,397,067.84 | - | - | 1 | 32,660,285.73 | 682,750.53 | 55,419,532.64 | 16.48% | 55,419,532.64 | 55,419,532.64 | - |
| CAPITAL PROJECTS 2025X | 122,375,202.33 | - | - | 1 | 12,871,735.12 | 1,123,624.48 | 110,627,091.69 | 32.90% | 110,627,091.69 | 110,627,091.69 | - |
| MEDICAL TRUST FUND | 4,429,197.55 | 3 | 7,194,200.00 | 17 | 9,062,100.00 | 18,790.83 | 2,580,088.38 | 0.77% | 2,580,088.38 | 2,580,088.38 | - |
| WORKER'S COMP FUND | 4,138,527.73 | 1 | 2,415,629.90 | - | - | 42,336.05 | 6,596,493.68 | 1.96% | 6,596,493.68 | 6,596,493.68 | - |
| SPECIAL FUNDS | 10,001,366.34 | - | - | - | - | 97,196.75 | 10,098,563.09 | 3.00% | 10,098,563.09 | 10,098,563.09 | - |
| TEXPOOL PRIME | $ 393,402,913.85 | 37 | 145,693,408.04 | 57 | 206,126,492.33 | 3,275,550.01 | $ 336,245,379.57 | 100.00% | $ 336,245,379.57 | $ 336,245,379.57 | $ - |
| % OF GRAND TOTAL | 84.98% | | | | | | 87.31% | | | | |
| **LONE STAR** | | | | | | | | | | | |
| GENERAL FUND | $ 277,217.80 | - | - | - | - | 2,577.72 | $ 279,795.52 | 26.31% | $ 279,795.52 | $ 279,795.52 | $ - |
| WORKER'S COMP FUND | 776,470.73 | - | - | - | - | 7,220.06 | 783,690.79 | 73.69% | 783,690.79 | 783,690.79 | - |
| LONE STAR | $ 1,053,688.53 | - | - | - | - | 9,797.78 | $ 1,063,486.31 | 100.00% | $ 1,063,486.31 | $ 1,063,486.31 | $ - |
| % OF GRAND TOTAL | 0.23% | | | | | | 0.28% | | | | |
| **NEXBANK MONEY MARKET** | | | | | | | | | | | |
| GENERAL FUND | $ 12,070,004.19 | - | - | - | - | 115,087.80 | $ 12,185,091.99 | 100.00% | $ 12,185,091.99 | $ 12,185,091.99 | $ - |
| NEXBANK MONEY MARKET | $ 12,070,004.19 | - | - | - | - | 115,087.80 | $ 12,185,091.99 | 100.00% | $ 12,185,091.99 | $ 12,185,091.99 | $ - |
| % OF GRAND TOTAL | 2.61% | | | | | | 3.16% | | | | |
| **TEXSTAR** | | | | | | | | | | | |
| GENERAL FUND | $ 2,915,534.90 | - | - | - | - | 27,074.53 | $ 2,942,609.43 | 38.51% | $ 2,942,609.43 | $ 2,942,609.43 | $ - |
| INSURANCE RECOVERY | 4,654,691.70 | - | - | - | - | 43,224.83 | 4,697,916.53 | 61.49% | 4,697,916.53 | 4,697,916.53 | - |
| TEXSTAR | $ 7,570,226.60 | - | - | - | - | 70,299.36 | $ 7,640,525.96 | 100.00% | $ 7,640,525.96 | $ 7,640,525.96 | $ - |
| % OF GRAND TOTAL | 1.64% | | | | | | 1.98% | | | | |
| **TEXAS CLASS** | | | | | | | | | | | |
| GENERAL FUND | $ 33,120,499.37 | 6 | 195,600.00 | 1 | 21,537,000.00 | 315,621.88 | $ 12,094,721.25 | 99.48% | $ 12,094,721.25 | $ 12,094,721.25 | $ - |
| CHAPTER 313 | 62,124.45 | - | - | - | - | 604.22 | 62,728.67 | 0.82% | 62,728.67 | 62,728.67 | - |
| TEXAS CLASS | $ 33,182,623.82 | 6 | 195,600.00 | 1 | 21,537,000.00 | 316,226.10 | $ 12,157,449.92 | 100.00% | $ 12,157,449.92 | $ 12,157,449.92 | $ - |
| % OF GRAND TOTAL | 7.17% | | | | | | 3.16% | | | | |
| **LOGIC** | | | | | | | | | | | |
| GENERAL FUND | $ 2,765,664.80 | - | - | - | - | 26,797.09 | $ 2,792,461.89 | 22.92% | $ 2,792,461.89 | $ 2,792,461.89 | $ - |
| LOGIC | $ 2,765,664.80 | - | - | - | - | 26,797.09 | $ 2,792,461.89 | 22.92% | $ 2,792,461.89 | $ 2,792,461.89 | $ - |
| % OF GRAND TOTAL | 0.60% | | | | | | 0.73% | | | | |
| TOTAL ALL INVESTMENTS | $ 462,938,391.25 | 101 | 237,052,633.49 | 75.00 | 318,869,373.79 | 3,988,060.96 | $ 385,109,711.91 | 100.00% | $ 385,109,711.91 | $ 385,109,711.91 | $ - |



ECISD Finance Division

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
REPORT OF EARNINGS
JULY 1, 2026 THRU JUNE 30, 2026

**SUMMARY INVESTMENT EARNINGS**

(UNAUDITED)

| FUND | TEXPOOL | TEXPOOL PRIME | LONE STAR | TEXSTAR | LOGIC | NEXBANK MONEY MARKET SAVINGS | TEXAS CLASS | TOTAL |
|---|---|---|---|---|---|---|---|---|
| GENERAL | $ 66,961.26 | $ 363,841.99 | $ 2,577.72 | $ 27,074.53 | $ 26,797.09 | 115,087.80 | $ 315,621.88 | $ 917,962.27 |
| SCHOOL NUTRITION | 104,652.19 | - | - | - | - | - | - | 104,652.19 |
| DEBT SERVICE | - | 276,519.85 | - | - | - | - | - | 276,519.85 |
| CAPITAL PROJECTS | - | 2,476,864.54 | - | - | - | - | - | 2,476,864.54 |
| MEDICAL TRUST | - | 18,790.83 | - | - | - | - | - | 18,790.83 |
| WORKER'S COMP | - | 42,336.05 | 7,220.06 | - | - | - | - | 49,556.11 |
| SPECIAL FUNDS | 2,689.37 | 97,196.75 | - | - | - | - | - | 99,886.12 |
| INSURANCE REC | - | - | - | 43,224.83 | - | - | - | 43,224.83 |
| CHAPTER 313 | - | - | - | - | - | - | 604.22 | 604.22 |
| | $ 174,302.82 | $ 3,275,550.01 | $ 9,797.78 | $ 70,299.36 | $ 26,797.09 | 115,087.80 | $ 316,226.10 | $ 3,988,060.96 |
| PERCENT OF TOTAL | 4.37% | 82.13% | 0.25% | 1.76% | 0.67% | 2.89% | 7.93% | 100.00% |

**SUMMARY OF VARIOUS EARNINGS RATES**

| PERIOD | TEXPOOL | TEXPOOL PRIME | LONE STAR | TEXSTAR | LOGIC | NEXBANK MONEY MARKET SAVINGS | TEXAS CLASS | COMPARISON 90 DAY T-BILL |
|---|---|---|---|---|---|---|---|---|
| JULY 2026 | 3.6484% | 3.8052% | 3.6444% | 3.6208% | 3.7918% | 3.7500% | 3.7815% | 3.7100% |
| AUGUST 2026 | 3.6775% | 3.8234% | 3.6613% | 3.6561% | 3.8135% | 3.7500% | 3.8344% | 3.7400% |
| SEPTEMBER 2026 | 3.7590% | 3.9030% | 3.7299% | 3.7449% | 3.8924% | 3.9500% | 3.9078% | 3.8600% |
| OCTOBER 2026 | | | | | | | | |
| NOVEMBER 2026 | | | | | | | | |
| DECEMBER 2026 | | | | | | | | |
| JANUARY 2027 | | | | | | | | |
| FEBRUARY 2027 | | | | | | | | |
| MARCH 2027 | | | | | | | | |
| APRIL 2027 | | | | | | | | |
| MAY 2027 | | | | | | | | |
| JUNE 2027 | | | | | | | | |
| AVERAGE FOR PERIOD | 3.6950% (2) | 3.8439% (2) | 3.6785% (2) | 3.6739% (2) | 3.8326% (2) | 3.8167% (2) | 3.8412% (2) | 3.7700% (3) |

# REQUEST FOR APPROVAL OF RECOMMENDATIONS OF LIBRARY MATERIALS

SB 13, enacted by the 89th Texas Legislature, introduces additional requirements regarding a school district's procedures for procuring library materials and/or accepting donations of books intended for a campus library.

The materials referenced have been thoroughly reviewed to ensure compliance with the Texas State Library and Archives Commission School Library Programs: Standards and Guidelines for Texas, as well as all requirements specified in EFB (LEGAL).

This list has been available to the public for 30 days before the Board voted to accept the titles that were donated or requested for procurement in accordance with legal requirements.

The Digital Learning Department requests approval of the list of recommended library materials.

| Book Title | Author/ISBN |
|---|---|
| **Review for the November 2026 School Board Meeting** | |
| Athena : goddess of wisdom and war | Andrews, Elizabeth |
| Attacked! : Pearl Harbor and the day war came to America | Favreau, Marc |
| Bats at the library | Lies, Brian |
| Dandan's dream | Zhu, Xiaowen |
| Demeter : goddess of agriculture | Andrews, Elizabeth |
| Emma's poem : the voice of the Statue of Liberty | Glaser, Linda |
| Graciela in the abyss | Medina, Meg |
| Hades : god of the underworld | Andrews, Elizabeth |
| Hermes : messenger of the gods | Andrews, Elizabeth |
| I spy fantasy : a book of picture riddles | Marzollo, Jean |
| I spy imagine : a book of picture riddles | Marzollo, Dan |
| I spy treasure hunt : a book of picture riddles | Wick, Walter |
| Little Bunny's balloon | Jung, Wook Jin |
| Poseidon : god of the sea | Andrews, Elizabeth |
| A royal conundrum | Yee, Lisa |
| Tomie dePaola's The cloud book. | DePaola, Tomie |
| Zeus : king of the gods | Andrews, Elizabeth |
| Minecraft the manga 2 | Seto, Kazuyoshi |
| Millie Fleur's Worst Day ever | Mandin, Christy |
| Minecraft Attack of the Chicken Jockey | Webster, Christy |
| Minecraft I Escaped an Enderman | Webster, Christy |
| Awesome Animal Facts | Make Believe Ideas |
| Who Would win, Dinosaur Destruction | Pallota, Jerry |
| I Survived The Bombing of Pearl Harbor, 1941 | Tarshis, Lauren |
| Curlfriends New In Town | Miller, Sharee |
| Break | Miller, Kayla |
| Wrong Friend (Graphic Novel) | Harper, Charise Mericle |
| The Baby-Sitters Club Super Special (Graphic Novel) | Martin, Ann M. |
| Front Desk (The Graphic Novel) | Yang, Kelly |
| Party Hearty Kitty-Corn | Shannon Hale |
| Itty Bitty Kitty Corn | Shannon Hale |
| Twas The Night Before Thankgiving | Dav Pilkey |
| Diego Fuego | Allison and Rafael Rozo |
| 5 More Sleeps 'Till Halloween | Jimmy Fallon |
| Tot and Toad | Jim Benton |
| A Unicorn, a Dinosaur and a Shark | Jonathan Fenske |
| Humpty's Great Fall | Amy Moore |
| Squash and Pumpkin | G.G. McQueen |
| Stitch-or-Treat | Eric Geron |
| Brunocorn | Rory Mather |
| Rock And Roll | Ruby Amy Thompson |
| Unicorns Are My Best Friends | Amanda Deibert |

| Book Title | Author/ISBN |
|---|---|
| Hello! My name is ..Pine Cone | Mary Atkinson |
| Cantaloupe and HoneyDo | Mike Boldt |
| Frankenstein Doesn't Wear Earmuffs | John Loren |
| This Is The House That Monsters Built | Steve Metzger |
| How Do Dinosaurs Say Trick or Treat | Jane Yolen |
| 5 More Sleeps ' Till Christmas | Jimmy Fallon |
| The Little Drummer Girl | Sheila Walsh |
| A is for Axolotl | A is for Axolotl |
| Unicorns | Unicorns |
| The Good, The Bad, And The Spooky | The Good, The Bad, And The Spooky |
| Not Fair, Bear! | Not Fair, Bear! |
| The Humble Pie | The Humble Pie |
| Moana 2 - Moana's Opposites | Moana 2 - Moana's Opposites |
| Moana 2 - Book of Colors | Moana 2 - Book of Colors |
| Becoming BoBA | Becoming BoBA |

# AGREEMENT BETWEEN THE CITY OF ODESSA AND ECTOR COUNTY ISD REGARDING SCHOOL CROSSING GUARDS

Ector County ISD is requesting approval of an Interlocal Agreement for School Crossing Guards with the City of Odessa.

The term of this agreement shall be from the final date of acceptance and full execution of this Agreement by all Parties hereof and shall terminate July 14, 2031, unless terminated by either party by written notice on or before July 1 of the preceding year. This Agreement may be renewed on a year-to-year basis, without further action by the respective governing bodies, for a total of three (3) successive years, unless terminated earlier in accordance with the terms of this Agreement.

This agreement includes a total of 40 school crossing guards. The district agrees to reimburse the City in an amount equal to one-half (1/2) the share of the actual costs expended in the Program for all school campuses located within the city limits of the City of Odessa. For any school campuses located outside the city limits, but located in Ector County, the District will pay 100% of all expenses incurred by the City under the Agreement for Crossing Guard Services in advance of the City incurring such costs.

# REQUEST FOR APPROVAL OF BOARD T-TESS AND T-PESS APPRAISERS FOR 2026-2027

Each year, districts are required to have their Texas Teacher Evaluation & Support System (T-TESS) and Texas Principal Evaluation & Support System (T-PESS) appraisers approved by their Board of Trustees. The appraisers on the list have successfully completed and maintained the necessary credentials to be able to evaluate Teachers (T-TESS) and Principals (T-PESS) in ECISD.

# 2026-2027 T-TESS CERTIFIED APPRAISERS

| Last Name | First Name | T1 Cert Status | Cert Year |
|---|---|---|---|
| Gray | Elizabeth | Certified | 2026-2027 |
| Abila | Yvette | Certified | 2026-2027 |
| Drager | Connie | Certified | 2026-2027 |
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# REQUEST FOR APPROVAL OF WALSH GALLEGOS KYLE ROBINSON & DE LOS SANTOS P.C. SPECIAL EDUCATION LEGAL SERVICES RETAINER AGREEMENT FOR ECTOR COUNTY ISD

This Retainer Agreement establishes a limited attorney-client relationship only between the Law Firm and the District. The relationship exists only as to the consultations and additional legal work that are initiated by the District and accepted by the Law Firm pursuant to this Agreement.

WALSH GALLEGOS
KYLE ROBINSON & DE LOS SANTOS P.C.

November 4, 2026

Dr. Keeley Boyer
Superintendent
Ector County ISD
PO Box 3912
Odessa, Texas 79760

RE: Renewal of Membership in Walsh Gallegos' Retainer Program

Dear Dr. Boyer:

It is our privilege to serve Ector County Independent School District through the Walsh Gallegos Retainer Program. The District's membership is up for renewal on December 1, 2026, and so enclosed you will find our Legal Services Retainer Agreement. If the District chooses to continue its membership, please sign and return the agreement. The invoice for the renewal will be sent on or around 12/1/2026 with your regular monthly statement so there is no need to send a check with the signed agreement. This program includes the following valuable benefits for just $1,000.00 per year:

- No-charge telephone consultation on day-to-day general and special education matters with attorneys in any of our offices,
- Reduced rates for legal work,
- Reduced fees for inservices,
- Reduced rates for practical Walsh Gallegos products such as the web-based Student Code of Conduct, The Legal Guide to DAEP & Expulsion and the Extracurricular Code of Conduct,
- A free subscription to our bi-monthly general education newsletter "*Time Out with Walsh Gallegos,*"
- A free subscription to our monthly special education newsletter "*This Just In*," and
- Email updates about the latest developments in education law.

More information about these services and other advantages of the retainer program are included in the attached description. Also enclosed is information about our EFT/ACH payment

program that provides a convenient, efficient, secure, and less costly method of payment than paper checks.

It is an honor to be of service to Ector County Independent School District. Many districts have adopted the Texas Association of School Boards' policy BDD (Local), which requires approval of the agreement by the Board of Trustees; check your policy to see who is authorized to approve and sign the Agreement. Additionally, please note that in accordance with the requirements of HB 1295 we have filed Form 1295 with the Texas Ethics Commission and are enclosing a certification of filing of Form 1295 for your records.

We look forward to receiving your signed contract. In the meantime, please remember that you can call any of our offices and speak with the attorney of your choice to get the guidance you need, when you need it. I am pleased to be your shareholder contact regarding the retainer program. Should you have any questions about the Retainer Agreement or wish to reach me directly, please contact me at (800) 232-9169.

Sincerely,



Elvin W. Houston

EWH/glo
Enclosures

cc: Dr. Steve Brown, Board President
Ms. Melisa Valenzuela, Executive Director of Special Services

WALSH GALLEGOS
KYLE ROBINSON & DE LOS SANTOS P.C.

# SPECIAL EDUCATION LEGAL SERVICES AGREEMENT FOR ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

The Ector County Independent School District (hereinafter "District"), acting by and through the authorized Trustee or Employee whose signature appears below, hereby retains the law firm of Walsh Gallegos Kyle Robinson & De Los Santos P.C. (hereinafter "Law Firm"), to provide the services to the District set forth below.

1. Telephone Consultation: The Law Firm shall provide telephone consultation at no charge to the District's Board President, Superintendent, Special Education Director, or designee pertaining to questions arising out of the general operation of the District. The District shall have access to a statewide toll-free telephone number for calls to the Law Firm.

2. Additional Legal Work: The District shall be entitled to reduced hourly rates for additional legal work over and above general telephone consultation. Examples of such additional legal work are research, opinion letters, and legal advice or representation in adversarial matters. Expenses incurred by the Law Firm in providing such additional legal work shall be charged.

3. Publications: The Law Firm shall provide at no charge the monthly publication This Just In, dealing with special education law issues, and the bi-monthly general school law publication Time Out with Walsh Gallegos, both published by the Law Firm.

4. E-mail Updates: The Law Firm shall send periodic e-mail updates to designated District personnel and trustees relating to developments in school law. The content and publication schedule of such updates shall be determined solely by the Law Firm.

5. Retainer Term and Cost: There shall be a fee of $1,000.00 for this Retainer Agreement due upon execution and annually thereafter on the anniversary of the execution date below. This Retainer Agreement shall remain in effect until notice of cancellation is received.

6. Compliance with Texas Government Code Chapter 2271: Pursuant to Texas Government Code Chapter 2271, as amended, the Law Firm verifies that it does not boycott Israel and will not boycott Israel during the term of this Agreement.

7. Compliance with Texas Government Code Chapter 2252: Pursuant to Texas Government Code Chapter 2252, as amended, the Law Firm verifies that it is not engaged in business with Iran, Sudan, or a foreign terrorist organization, as prohibited by Section 2252.152.

8. Compliance with Texas Government Code Chapter 2276 and 809: Pursuant to Texas Government Code Chapters 2276 and 809, as amended, the Law Firm verifies that it does not boycott energy companies and will not boycott energy companies during the term of this Agreement.

9. Compliance with Texas Government Code Chapter 2274: Pursuant to Texas Government Code Chapter 2274, as amended, the Law Firm verifies that it does not discriminate against firearm entities or firearm trade associations and will not discriminate against firearm entities or firearm trade associations during the term of this Agreement.

10. Scope of Attorney-Client Relationship: This Retainer Agreement establishes a limited attorney-client relationship only between the Law Firm and the District. All communications between the parties shall be deemed privileged, and all work product shall be protected from disclosure. The relationship exists only as to the consultations and additional legal work that are initiated by the District and accepted by the Law Firm pursuant to this Agreement. The Retainer Agreement does not impose any duty upon the Law Firm to provide advice or work to the District regarding legal matters absent a request by the District's Board President, Superintendent, Special Education Director, or designee for such advice or work on a matter. The Law Firm and the District acknowledge and represent that this Agreement does not establish an attorney-client relationship between the Law Firm and any individual Trustees or Employees of the District. If a lawsuit or other adversarial matter is brought against the District and/or any Trustee or Employee of the District, the Law Firm may require the execution of one or more separate Letters of Engagement prior to undertaking an attorney-client relationship in the matter.

11. Confidential Relationship: All information furnished by the District to Law Firm hereunder, including their respective agents, and employees, shall be treated as confidential ("Confidential Information") and shall not be disclosed to third parties except as required by law or authorized in writing. Any Confidential Information of the District may be used by Law Firm only in connection with the Services. Law Firm agrees to protect the confidentiality of any Confidential Information in the same manner that it protects the confidentiality of its own proprietary and confidential information. Access to the Confidential Information shall be restricted to those of Law Firm's personnel engaged under this Agreement. All Confidential Information made available hereunder, including copies thereof, shall be returned in accordance with Law Firm's File Retention Policy or request by the District, whichever occurs first. The restrictions set forth in this section shall not apply to information that is or becomes in the public domain through no fault of Law Firm, is independently developed by Law Firm, is provided to Law Firm by a third party who is not subject to a duty of confidentiality, or is required to be disclosed pursuant to law or legal process.

12. Texas Lawyer's Creed: Under rules of the Texas Supreme Court and the State Bar of Texas, we advise our clients of the contents of the Texas Lawyer's Creed, a copy of which is enclosed. In addition, we advise clients that the State Bar of Texas investigates and prosecutes complaints of professional misconduct against attorneys licensed in Texas. A brochure entitled Attorney Complaint Information is available at all of our offices and is likewise available upon request. A client that has any questions about the State Bar's disciplinary process should call the Office of the General Counsel of the State Bar of Texas at 1-800-932-1900 (toll free).

13. Generative AI: While representing District, Law Firm may use generative AI tools and technology like Westlaw to assist in legal research, document drafting and other legal tasks. This technology enables us to provide more efficient and cost-effective legal services. However, it is important to note that while generative AI can enhance Law Firm's work, it is not a substitute for the expertise and judgment of Law Firm's attorneys. Law Firm will exercise professional judgment in using AI-generated content and ensure its accuracy and appropriateness in your specific matters. By entering into this agreement, District understands and agrees to Law Firm's use of AI-assisted applications, including Law Firm's limited, supervised use of those tools to process certain confidential information under Law Firm's continuing monitoring to reasonably protect the confidentiality of all information.

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

By: _____
(Signature)

_____
(Print Name)

_____
(Title)

_____
(Date)

WALSH GALLEGOS KYLE ROBINSON & DE LOS SANTOS P.C.

By: 

Joe A. De Los Santos
Managing Shareholder

11/1/2026
(Date)

## THE TEXAS LAWYER'S CREED -- A MANDATE FOR PROFESSIONALISM

*The Texas Supreme Court and the Texas Court of Criminal Appeals adopted this Creed, with the requirement that lawyers advise their clients of its contents when undertaking representation.*

I am a lawyer. I am entrusted by the People of Texas to preserve and improve our legal system. I am licensed by the Supreme Court of Texas. I must therefore abide by the Texas Disciplinary Rules of Professional Conduct, but I know that professionalism requires more than merely avoiding the violation of laws and rules. I am committed to this creed for no other reason than it is right.

### I. OUR LEGAL SYSTEM

A lawyer owes to the administration of justice personal dignity, integrity, and independence. A lawyer should always adhere to the highest principles of professionalism. I am passionately proud of my profession. Therefore, "My word is my bond." I am responsible to assure that all persons have access to competent representation regardless of wealth or position in life. I commit myself to an adequate and effective pro bono program. I am obligated to educate my clients, the public, and other lawyers regarding the spirit and letter of this Creed. I will always be conscious of my duty to the judicial system.

### II. LAWYER TO CLIENT

A lawyer owes to a client allegiance, learning, skill, and industry. A lawyer shall employ all appropriate means to protect and advance the client's legitimate rights, claims, and objectives. A lawyer shall not be deterred by any real or imagined fear of judicial disfavor or public unpopularity, nor be influenced by mere self-interest. I will advise my client of the contents of this creed when undertaking representation. I will endeavor to achieve my client's lawful objectives in legal transactions and in litigation as quickly and economically as possible. I will be loyal and committed to my client's lawful objectives, but I will not permit that loyalty and commitment to interfere with my duty to provide objective and independent advice. I will advise my client that civility and courtesy are expected and are not a sign of weakness. I will advise my client of proper and expected behavior. I will treat adverse parties and witnesses with fairness and due consideration. A client has no right to demand that I abuse anyone or indulge in any offensive conduct. I will advise my client that we will not pursue conduct which is intended primarily to harass or drain the financial resources of the opposing party. I will advise my client that we will not pursue tactics which are intended primarily for delay. I will advise my client that we will not pursue any course of action which is without merit. I will advise my client that I reserve the right to determine whether to grant accommodations to opposing counsel in

all matters that do not adversely affect my client's lawful objectives. A client has no right to instruct me to refuse reasonable requests made by other counsel. I will advise my client regarding the availability of mediation, arbitration, and other alternative methods of resolving and settling disputes.

III. LAWYER TO LAWYER

A lawyer owes to opposing counsel, in the conduct of legal transactions and the pursuit of litigation, courtesy, candor, cooperation, and scrupulous observance of all agreements and mutual understandings. Ill feelings between clients shall not influence a lawyer's conduct, attitude, or demeanor toward opposing counsel. A lawyer shall not engage in unprofessional conduct in retaliation against other unprofessional conduct. I will be courteous, civil, and prompt in oral and written communications. I will not quarrel over matters of form or style, but I will concentrate on matters of substance. I will identify for other counsel or parties all changes I have made in documents submitted for review. I will attempt to prepare documents which correctly reflect the agreement of the parties. I will not include provisions which have not been agreed upon or omit provisions which are necessary to reflect the agreement of the parties. I will notify opposing counsel, and, if appropriate, the Court or other persons, as soon as practicable, when hearings, depositions, meetings, conferences, or closings are cancelled. I will agree to reasonable requests for extensions of time and for waiver of procedural formalities, provided legitimate objectives of my client will not be adversely affected. I will not serve motions or pleadings in any manner that unfairly limits another party's opportunity to respond. I will attempt to resolve by agreement my objections to matters contained in pleadings and discovery requests and responses. I can disagree without being disagreeable. I recognize that effective representation does not require antagonistic or obnoxious behavior. I will neither encourage nor knowingly permit my client or anyone under my control to do anything which would be unethical or improper if done by me. I will not, without good cause, attribute bad motives or unethical conduct to opposing counsel nor bring the profession into disrepute by unfounded accusations of impropriety. I will avoid disparaging personal remarks or acrimony towards opposing counsel, parties, and witnesses. I will not be influenced by any ill feeling between clients. I will abstain from any allusion to personal peculiarities or idiosyncrasies of opposing counsel. I will not take advantage, by causing any default or dismissal to be rendered, when I know the identity of an opposing counsel, without first inquiring about that counsel's intention to proceed. I will promptly submit orders to the Court. I will deliver copies to opposing counsel before or contemporaneously with submission to the Court. I will promptly approve the form of orders which accurately reflect the substance of the rulings of the Court. I will not attempt to gain an unfair advantage by sending the Court or its staff correspondence or copies of correspondence. I will not arbitrarily schedule a deposition, court appearance, or hearing until a good faith effort has been made to schedule it by agreement. I will readily stipulate

to undisputed facts in order to avoid needless costs or inconvenience for any party. I will refrain from excessive and abusive discovery. I will comply with all reasonable discovery requests. I will not resist discovery requests which are not objectionable. I will not make objections nor give instructions to a witness for the purpose of delaying or obstructing the discovery process. I will encourage witnesses to respond to all deposition questions which are reasonably understandable. I will neither encourage nor permit my witness to quibble about words where their meaning is reasonably clear. I will not seek Court intervention to obtain discovery which is clearly improper and not discoverable. I will not seek sanctions or disqualification unless it is necessary for protection of my client's lawful objectives or is fully justified by the circumstances.

## IV. LAWYER AND JUDGE

Lawyers and judges owe each other respect, diligence, candor, punctuality, and protection against unjust and improper criticism and attack. Lawyers and judges are equally responsible to protect the dignity and independence of the Court and the profession. I will always recognize that the position of judge is the symbol of both the judicial system and administration of justice. I will refrain from conduct that degrades this symbol. I will conduct myself in Court in a professional manner and demonstrate my respect for the Court and the law. I will treat counsel, opposing parties, the Court, and members of the Court staff with courtesy and civility. I will be punctual. I will not engage in any conduct which offends the dignity and decorum of proceedings. I will not knowingly misrepresent, mischaracterize, misquote or miscite facts or authorities to gain an advantage. I will respect the rulings of the Court. I will give the issues in controversy deliberate, impartial and studied analysis and consideration. I will be considerate of the time constraints and pressures imposed upon the Court, Court staff and counsel in efforts to administer justice and resolve disputes.

WALSH GALLEGOS
KYLE ROBINSON & DE LOS SANTOS P.C.

# Program for EFT/ACH Payments

Walsh Gallegos Kyle Robinson & De Los Santos P.C. is working to improve our services to you and assist you in saving time and money. To that end, we now offer our clients the option to pay their invoices electronically by either Electronic Funds Transfer (EFT) or Automated Clearing House (ACH) payment--instead of the traditional paper, check-by-mail method.

An EFT/ACH payment authorizes the client's bank to move funds from its bank account to the bank account of the authorized merchant (Walsh, Gallegos). This movement of funds is done between banks electronically—thus the term Electronic Funds Transfer (EFT) or Automated Clearing House (ACH). This electronic movement of funds between banks is more convenient, efficient, secure, and far less costly than the handling of paper checks.

If your district is interested in participating in our EFT/ACH payment program, please e-mail a request to WA-EFT@wabsa.com or call Karla Alvarado at (800) 252-3405 to receive our bank account information for EFT/ACH payments.

We are excited to be able to extend this opportunity to our clients. Please feel free to contact us if you have any questions.

WALSH GALLEGOS
KYLE ROBINSON & DE LOS SANTOS P.C.

# File Retention Policy

At the conclusion of a matter, the file is closed and all documents related to the file are gathered in a centralized location and properly labeled. This includes both paper and electronic documents. Because the nature of our work means that many matters may become active again, we have established a policy of maintaining our closed files for a period of 10 years. If a file is reopened, the 10 year period will start again after the file is closed again.

At the end of 10 years, we will notify clients that we will be destroying all files that have been closed for more than 10 years.* Clients will have 30 days from the date of the letter to let us know if they would prefer that the files be returned to them instead of being destroyed. Clients can also request a list of the files we plan on destroying and request to inspect the files before making a decision about whether or not to allow them to be destroyed. We will provide an estimate cost for delivering the files to clients if they choose to have the files returned to them instead of being destroyed. Any files that are destroyed will be done so at our expense.

For more information about our File Retention Policy please contact Vicki Limon at vlimon@wabsa.com or by calling 512.454.6864.

*Note that there are certain types of files that our attorneys may flag to hold for longer than 10 years before being destroyed. Clients can request a list of all of the closed matters that we have for them at any time by contacting Vicki Limon at vlimon@wabsa.com.

WALSH GALLEGOS
KYLE ROBINSON & DE LOS SANTOS P.C.

# FEE SCHEDULE AS OF JULY 16, 2025
# LEGAL SERVICES RETAINER AGREEMENT

## For Retainer Program Clients

Annual retainer fee is $1,000 billed each year on the anniversary of the client joining the program.

Telephone consultation with school officials in this program regarding general routine legal matters is free of charge. The firm has toll-free telephone numbers that are made available to these clients.

An hourly rate of $265/hour for associates licensed less than one year, $290/hour for associates licensed one to two years, $340/hour for associates licensed over two years, or $360/hour for shareholders is charged for time spent on research, opinion letters, office visits, board meetings, and other work of a general nature.

For matters requiring more in-depth work, such as document review, negotiation of a contract, grievance, nonrenewal, review of constructions documents, litigation, administrative appeals, and the like, all time, including telephone calls, is charged at the current hourly retainer rates shown above, plus expenses. A new file is set up so that the billings show legal fees attributable to that particular matter.

## For Non-retainer Program Clients

An hourly rate of $265/hour for associates licensed less than one year, $290/hour for associates licensed one to two years, $360/hour for associates licensed over two years, or $380/hour for shareholders is charged for time spent on any work, including all telephone calls, office visits, litigation, research, opinion letters, hearings, and the like.

**The above rates are subject to change at any time.**

WALSH GALLEGOS
KYLE ROBINSON & DE LOS SANTOS P.C.

# BENEFITS OF THE RETAINER PROGRAM

1. **FREE TELEPHONE CONSULTATION:** The law firm provides telephone consultation at no charge to the District's Board President, Superintendent, Special Education Director or any designee pertaining to questions arising out of the general operation of the District. Last year, our member clients received an average of 10.27 free hours of telephone consultation. That is a $3,047.00 value in telephone calls alone!

   As a retainer client, the District has exclusive access to the statewide toll-free telephone numbers for calls to the law firm. Before making decisions with legal consequences, use our exclusive toll-free number to reach any Walsh Gallegos attorney:

   - Austin (800) 252-3405
   - San Antonio (800) 232-9169
   - Irving (800) 231-4207
   - Houston (888) 565-6864
   - Rio Grande Valley (866) 770-6864
   - Amarillo (800) 622-6864
   - Albuquerque (800) 771-6864

2. **REDUCED RATES FOR ADDITIONAL LEGAL WORK:** The District receives reduced hourly rates for additional works that goes beyond the initial general telephone consultations, such as analyzing documents, writing opinion letters, attending school board meetings, or follow up phone consultations. Though the hourly rates are reduced for retainer clients, any actual expenses (copy costs or mileage, for example) incurred by the law firm in providing such additional work are charged.

3. **FREE SUBSCRIPTIONS TO FIRM PUBLICATIONS:** Membership in the Walsh Gallegos Retainer Program also entitles the District to receive free subscriptions to both of the firm's newsletters:

   (1) the informative bi-monthly newsletter *"Time Out with Walsh Gallegos"* that provides timely reminders and practical suggestions about general education law issues arising throughout the school year, and

   (2) the monthly publication *"This Just In"* which addresses legal issues specific to the special needs of students with disabilities

4. **E-MAIL UPDATES:** As another benefit of the Retainer Program, Walsh Gallegos sends periodic e-mail updates to you (and to any other District personnel or trustees you designate) to help keep the District abreast of the latest developments in school law. These updates, averaging more than one per month, address a broad range of timely topics and are designed to keep you informed and better prepared in your work for the District. Examples of the topics of our updates include:

- EEOC Releases New Regulations for Pregnant Workers Fairness Act
- Attorney General Rule Updating Title II of the ADA Ensuring that Web Content and Mobile Apps are Accessible
- U.S. Department of Labor Increases Salary Threshold for Exempt Employees
- Final Title IX Regulations Released
- Supreme Court Clarifies Limits on Public Officials' Social Media Conduct
- Next Steps in Medicaid Review Process
- HB 3033 Crucial NEW Deadlines for Responding to PIA Requests
- New I-9 Form for Employment Eligibility Verification
- HB 114 Creates a New Mandatory DAEP Offense

Don't let your District personnel miss our next update!

5. **REDUCED RATES ON ALL WALSH GALLEGOS INSERVICES:** Our Retainer Program members also receive reduced rates on all inservices presented at the District. Our up-to-date training programs are presented by attorneys with firsthand experience and knowledge about the current legal issues confronting Texas school districts. Our retainer clients also receive priority scheduling for inservice training.

6. **REDUCED RATES ON ALL WALSH GALLEGOS PRODUCTS:** To assist clients in their day-to-day operations, we have developed several practical products to save you time and head off potential problems during the school year. These products are easy to navigate, written in plain language, and are full of useful suggestions. As a member of the Retainer Program, clients receive reduced rates on these helpful tools, including:

   - Interactive Student Code of Conduct
   - Discipline Guide for DAEP & Expulsion
   - Administrator's Anti-Bullying Toolkit
   - Sexual Harassment Investigation Guide
   - Operating Guidelines for Cameras in Special Education Settings

7. **ONE FREE ON-DEMAND WEBINAR:** Our retainer clients are also eligible for one free On-Demand webinar of the District's choice, to be selected from our published webinar schedule. Our On-Demand webinars provide excellent training for school administrators without having to leave the district.

WALSH GALLEGOS
KYLE ROBINSON & DE LOS SANTOS P.C.

# ECTOR COUNTY ISD E-MAIL UPDATE FORM

The Walsh Gallegos E-mail Update program is designed to keep our clients informed of the latest developments in school law. These updates address a broad range of topics related to legal issues confronting school districts. In addition, e-mail update recipients will also be notified of upcoming audio/video conferences and specialty publications produced by Walsh Gallegos.

Below is the list of personnel and/or Board of Trustees that are currently in our system. Please review carefully and make any necessary changes or additions. Also note that there may be some names without an e-mail address or position. Please provide a current e-mail address, indicate whether the individual should remain one of our e-mail update recipients, and provide the named position of the individual. If you are having difficulty receiving our e-mail updates, please ask your technology department to add mypinpointe.com to the list of accepted domains.

| Name | Title | E-mail Address |
|---|---|---|
| Dr. Keeley Boyer | Superintendent | keeley.boyer@ectorcountyisd.org |
| Dr. Steve Brown | Board President | brownrs@mygrande.net |
| Ms. Melisa Valenzuela | Executive Director of Special Services | melisa.valenzuela@ectorcountyisd.org |
| Ms. Albessa Chavez | Chief Financial Officer | albessa.chavez@ectorcountyisd.org |
| Ms. Tammy Hawkins | Board Member | hawkinstammy76@gmail.com |
| Mr. Chris Stanley | Board Secretary | Chris.stanley@ectorcountyisd.org |

Attach additional sheets if necessary. Please return this form to Client Services. If you have any questions or need additional information, please contact Client Services at (800) 252-3405.

VIA FAX
(512) 467-9318

VIA MAIL
Client Services
Walsh Gallegos
P.O. Box 2156
Austin, TX 78768

VIA E-MAIL
info@wabsa.com

# CERTIFICATE OF INTERESTED PARTIES

**FORM 1295**



Complete Nos. 1 - 4 and 6 if there are interested parties.
Complete Nos. 1, 2, 3, 5, and 6 if there are no interested parties.

**OFFICE USE ONLY**
**CERTIFICATION OF FILING**

**Certificate Number:**
2026-1535272

**Date Filed:**
11/02/2026

**Date Acknowledged:**

**1 Name of business entity filing form, and the city, state and country of the business entity's place of business.**
Walsh Gallegos Kyle Robinson & De Los Santos P.C.
Austin, TX United States

**2 Name of governmental entity or state agency that is a party to the contract for which the form is being filed.**
Ector County ISD

**3 Provide the identification number used by the governmental entity or state agency to track or identify the contract, and provide a description of the services, goods, or other property to be provided under the contract.**
07860
Legal services Retainer Agreement

| 4 Name of Interested Party | City, State, Country (place of business) | Nature of interest (check applicable) | |
|---|---|---|---|
| | | Controlling | Intermediary |
| Gallegos, Elena | Austin, TX United States | X | |
| Kyle, Paige | Austin, TX United States | X | |
| Robinson, Bridget | Austin, TX United States | X | |
| De Los Santos, Joe | Austin, TX United States | X | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

**5 Check only if there is NO Interested Party.** ☐

**6 UNSWORN DECLARATION**

My name is Joe De Los Santos, and my date of birth is 10/3/1971.

My address is 505 E. Huntland Drive, Suite 600, Austin (city), TX (state), 78752 (zip code), USA (country).

I declare under penalty of perjury that the foregoing is true and correct.

Executed in Travis County, State of Texas, on the 2nd day of November (month), 2026 (year).

Joe De Los Santos, Managing Shareholder
Signature of authorized agent of contracting business entity
(Declarant)




# REQUEST FOR APPROVAL OF ADDING ALPINE ISD AS A MEMBER DISTRICT OF THE ECTOR COUNTY REGIONAL DAY SCHOOL PROGRAM FOR THE DEAF SHARED SERVICES ARRANGEMENT AGREEMENT

The purpose of this Agreement is to add Alpine ISD to the Regional Day School Program for the Deaf Shared Services Agreement for the efficient delivery of legally required special education services to eligible students who are deaf or hard of hearing within the boundaries of ESC, Region 18. It is agreed and understood that any district in Region 18 with a student who has a hearing impairment which severely impairs processing linguistic information through hearing, even with recommended amplification, and which adversely affects educational performance shall be eligible for consideration for the Ector County Regional Day School Program for the Deaf subject to the Admission, Review, and Dismissal (ARD) Committee recommendations.

This agreement will be in effect until the member district decides to withdraw from the arrangement in accordance with the terms of the Shared Services Agreement.

It is recommended that the Board of Trustees approves adding Alpine ISD as a member district of the Ector County Regional Day School Program for the Deaf Shared Services Agreement as presented.

# ECTOR COUNTY REGIONAL DAY SCHOOL PROGRAM FOR THE DEAF

# SHARED SERVICES ARRANGEMENT AGREEMENT

Ector County Independent School District ("ECISD"), an accredited kindergarten through grade twelve (12) school district, shall provide a Regional Day School Program for the Deaf ("RDSPD"), as described herein under the authority of Education Code § 29.007 and Texas Government Code § 791.001 et seq., as the ECTOR COUNTY REGIONAL DAY SCHOOL PROGRAM FOR THE DEAF ("Ector County RDSPD"), for students in the following districts:

Andrews Independent School District, Big Spring Independent School District, Coahoma Independent School District, Crane Independent School District, Ector County Independent School District, Forsan Independent School District, Fort Stockton Independent School District, Glasscock County Independent School District, Grady Independent School District, Greenwood Independent School District, Iraan-Sheffield Independent School District, Kermit Independent School District, McCamey Independent School District, Midland Independent School District, Monahans-Wickett-Pyote Independent School District, Pecos-Barstow-Toyah Independent School District, Rankin Independent School District, Reagan County ISD, Stanton ISD, and other ESC Region 18 school districts as needed.

Member Districts agree that:

1. **General Requirements:**

1.1 The RDSPD SSA will be operated in compliance with federal and state law, including the Individuals with Disabilities Education Act, 20 U.S.C. § 1401 et seq.; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794; the American with Disabilities Act, 42 U.S.C. § 12101 et seq.; Chapter 29 of the Texas Education Code; Chapter 30 of the Texas Education Code; implementing regulations for all applicable statutes; TEA's Financial Accountability System Resource Guide Volume 13, section 1.3; and the Ector County RDSPD SSA policies and administrative guidelines approved by the Management Board, if any.

1.2 The Member Districts do not intend by entering this agreement, or otherwise, to create a separate or additional legal entity.

1.3 The purpose of this written contract ("Agreement") is to create a cooperative arrangement ("SSA") whereby the Member Districts may provide for the efficient delivery of legally required special education and related services to eligible students who are deaf or hard of hearing within the boundaries of ESC, Region 18. It is agreed and understood that any student who has a hearing impairment which severely impairs processing linguistic information through hearing, even with recommended amplification, and which adversely affects educational performance shall be eligible for consideration for the Ector County RDSPD, subject to the Admission, Review, & Dismissal (ARD) Committee recommendations.

1.4 PEIMS student data will be reported to TEA by the District in which the student is enrolled and receiving RDSPD services. The District that submits PEIMS student data will be considered the district of accountability for AYP and AEIS considerations. The Fiscal Agent and Member Districts must provide a PEIMS 011 record. Member Districts may report participation in more than one RDSPD SSA. Member Districts must indicate the fiscal agent county district number (068-901) in the E0777 data element on the PEIMS 011 record.

1.5 The ECTOR COUNTY RDSPD's administrative offices will be located in Odessa, Texas.

**2. Member Responsibilities:**

2.1 Member Districts agree that any funds assessed under Ector County RDSPD SSA policies or other legal requirements will be remitted within sixty (60) calendar days of receiving a statement from the Fiscal Agent.

2.2 Notwithstanding section 6.2, each Member District will be liable for any costs associated with its residentially-placed students. This includes any transportation costs incurred as a result of a District's initiated placement in the Texas School for the Deaf.

2.3 Notwithstanding section 6.2, each Member District will be liable for any costs associated with its students' participation in extracurricular activities including, but not limited to, interpreter services and transportation.

2.4 Notwithstanding section 6.2, each Member District will be liable for any other cost of a service that relates solely to an individual student that may be construed as a "low incidence" or "high cost" service.

2.5 Each Member District agrees to cooperate with the Fiscal Agent in maintaining the proper fiscal, personnel, and student records for the Ector County RDSPD operations.

2.6 Member Districts shall provide suitable and sufficient classroom space to accommodate students of the program who are auditory impaired.

2.7 A Member District may withdraw from the Ector County RDSPD SSA by notifying the Management Board in writing by December 15 proceeding the last fiscal year the Member District intends to remain in the Ector County RDSPD SSA. Upon delivery of such notice, the Member's withdrawal from the Ector County RDSPD SSA shall be effective June 30. The withdrawing Member District shall return any supplies, equipment, or fixtures in its possession, purchased with SSA funds, to the Ector County RDSPD offices, prior to or by the effective June 30. Upon withdrawal of an individual Member District, the funds due the withdrawing Member District, after charges and liabilities, shall be calculated and the withdrawing Member District's share, if any, shall be distributed based on its proportionate share in Section 6.2 herein.

2.8 Member Districts agree that other ESC Region 18 school districts ("New Districts") may be admitted and become a "Member District" to the Agreement without written approval by each currently participating district for so long as the new district agrees to abide by and be bound by all of the terms of the Agreement and any amendments thereto.

2.9 Should a Local Education Agency ("LEA") seek to become a Member District of the Ector County RDSPD SSA, a written request must be provided to the RDSPD Program Supervisor for consideration. In order for such request to be granted, the requesting LEA must provide documentation (Certificate) of its Board of Trustees approval of this Agreement and acceptance of the LEA as a Member District must be approved by the Fiscal Agent's Board of Trustees.

3. **Nonmember Participation:**

3.1 The Ector County RDSPD may provide services to students of any district that is not a member of the Ector County RDSPD SSA or to any Member District who has a student that is not enrolled in the Ector County RDSPD conditioned upon said district contracting and agreeing to pay for said services by executing a contract in the form as attached hereto as Exhibit A.

4. **Management Board:**

4.1 ECISD, hereby designated as the fiscal agent ("Fiscal Agent") under this SSA, shall have the authority for the governing of the Ector County RDSPD and shall establish a SSA Management Board ("Management Board") comprised of the Special Education Directors for each of the Member Districts or their designees.

4.2 The role and responsibility of the Management Board shall be to act in an advisory capacity to the Fiscal Agent.

4.3 The Fiscal Agent's Special Education Director will serve as chairperson of the Management Board and the chairperson shall designate a person or persons to maintain minutes of each Management Board meeting.

4.4 The Management Board will meet, at least annually, to review the SSA Agreement. The RDSPD Program Supervisor may present an annual status report on the Ector County RDSPD to the Management Board.

5. **Fiscal Agent**

5.1 Ector County Independent School District shall serve as the Fiscal Agent. Ector County Independent School District acknowledges that it is an accredited Texas school district and that it offers grades kindergarten through 12. The Fiscal Agent, as a Member District, is subject to Member District responsibilities.

5.2 Except as otherwise provided herein, the Fiscal Agent is responsible for applying for, receiving, collecting, expending, and distributing all funds, regardless of source, in accordance with the adopted budget. The Fiscal Agent shall provide accounting services, reports, Ector County RDSPD records, suitable facilities for special education administrative and support staff, and shall perform any other responsibilities required by Ector County RDSPD SSA policies. It is agreed and understood that the Fiscal Agent assumes no responsibility for a Member District's failure to maintain its effort.

5.3 The Fiscal Agent is responsible for preparing the operational budget for the Ector County RDSPD. The Fiscal Agent will account for salaries and expenses of Ector County RDSPD personnel and Ector County RDSPD operating expenses. The parties acknowledge that the Fiscal Agent may access total State and Federal allocations, such as IDEA Part B funds; State Deaf funds; and any other funding received for the purpose of furthering this program. Member District per-pupil tuition calculations are based on the expenditures that exceed all the total state and federal allocations.

5.4 Except as otherwise provided herein, the Fiscal Agent will prepare and submit any reports or applications required by federal or state law or Ector County RDSPD policy. It is agreed and understood that the Fiscal Agent assumes no responsibility for a Member District's failure to maintain its effort.

5.5 The Fiscal Agent may negotiate contracts with outside service providers for special education and related services for students with disabilities in accordance with law and Fiscal Agent policies. The Fiscal Agent shall request ADA compliance by each service provider.

5.6 The Fiscal Agent must notify the Member Districts of any intention to withdraw as Fiscal Agent of the SSA on or before December 31 (no less than one year) preceding the last fiscal year it intends to serve as Fiscal Agent. It is agreed and understood that the withdrawing Fiscal Agent will notify TEA of its intent to withdraw as Fiscal Agent on or before February 1 one year proceeding the last fiscal year it intends to serve as Fiscal Agent. After a satisfactory independent audit

of the SSA's accounts, the transfer of Fiscal Agent status will become effective July 1 of the last fiscal year. All TEA timelines shall apply to any reconfiguration, including a change in Fiscal Agent.

5.7 Should the Fiscal Agent cease for any reason to serve, the Management Board will by majority vote of a quorum appoint a Member District as Fiscal Agent. Any Member District who may be appointed to serve as Fiscal Agent has the option to refuse to serve as Fiscal Agent. All TEA timelines shall apply to any reconfiguration, including a change in Fiscal Agent.

## 6. Fiscal Practices

6.1 The Ector County RDSPD will operate on a budget prepared by the Program Supervisor and Fiscal Agent Special Education Director and approved by the Fiscal Agent's Board of Trustees.

6.2 Administrative costs, including, but not limited to, all costs and salaries related to the supervisor, classroom teachers, itinerant teachers, interpreters, classroom aides, and RDSPD office staff, as well as any uncontrollable costs, incurred by the Ector County RDSPD, over and above the amount of state deaf and/or federal funds, shall be assessed as follows:

Each Member District's share of such excess costs shall be determined by multiplying the total excess costs by a fraction, the numerator of which is the number of students of the Member District in the program and the denominator of which is the total number of students served by the program.

6.3 Member Districts will be notified in writing, regarding the costs, as indicated in Section 6.2, to be charged back to Member Districts and what the maximum total of their shared excess costs are estimated to be.

6.4 A Member District shall not be responsible for any costs associated with the Ector County RDSPD SSA unless such Member District has a student receiving services from the Ector County RDSPD.

6.5 The Ector County RDSPD Program Supervisor may purchase goods and services necessary to administer and operate the Ector County RDSPD. All non-consumable instructional materials shall be deemed property of the Ector County RDSPD when such supplies and materials are purchased with Ector County RDSPD funds.

## 7. Personnel

7.1 The chief administrator of the Ector County RDSPD will be the Program Supervisor. The Program Supervisor shall be employed by the Fiscal Agent and be subject to the personnel policies of the Fiscal Agent. Administrative decisions regarding daily operations of the instructional program, including but not limited to related services and staff development, and approved budgeted expenditures consistent with Fiscal Agent policy are within the authority of the Program Supervisor and do not require Management Board action. The budget is available for review by the Management Board. The Fiscal Agent Special Education Director, on behalf of the Fiscal Agent, will determine the extent of the administrative authority of the Program Supervisor. The Program Supervisor shall be under the supervision of the Fiscal Agent Special Education Director. All personnel will be appropriately certified or licensed to perform any applicable services.

7.2 Ector County RDSPD employees are employed by the Fiscal Agent and are subject to the personnel policies, including but not limited to, all policies governing contracts, at-will employment, and standards of conduct, leave and other benefits of the Fiscal Agent and any Ector County RDSPD SSA operating guidelines and procedures. Additionally, the Fiscal Agent retains final hiring and termination authority regarding employment of Fiscal Agent personnel. Any Member District that has an employee that serves only that district shall be individually responsible for screening, interviewing, hiring, terminating and the expense of that employee.

7.3 Except as provided in Section 7.2, any hearing on an employee grievance, termination, or nonrenewal is the responsibility of, and will be held in accordance with the policies of, the Fiscal Agent.

7.4 The Fiscal Agent shall be responsible for evaluating deaf education personnel pursuant to the evaluation policies and procedures of the Fiscal Agent. Member

Districts may provide evaluation input for employees providing itinerant services to Ector County RDSPD students at the discretion of the Program Supervisor.

**8. Transportation**

8.1 Each Member District bears responsibility for providing or contracting for the transportation of each of its transportation-eligible students to each facility at which services are provided.

**9. Risk of Loss**

9.1 Except as otherwise provided herein, each Member District bears its own risk of loss. "Loss" includes, but is not limited to, damages to or loss of personal or real property, costs of administrative hearings, litigation expenses, awards of actual damages, court costs, attorney's fees, and settlement costs.

9.2 Each Member District will insure it's owned or leased vehicles used in the transportation of students with disabilities for the statutory maximum limits of school district liability for motor vehicle accidents.

**10. Legal Responsibilities**

10.1 The Member District wherein the student resides shall be solely responsible for the provision of a Free Appropriate Public Education ("FAPE").

10.2 The Member District wherein the student resides is responsible for legal costs, court costs and attorney's fees, resulting from litigation directly involving that student.

10.3 If the Ector County RDSPD is a named party in a legal action, the Member District wherein the student resides remains responsible for legal costs, court costs and attorney's fees, resulting from litigation directly involving such student including

reimbursement to the RDSPD for any legal costs incurred by the Ector County RDSPD.

10.4 Each Member District shall be responsible for legal fees incurred due to complaints, grievances, or litigation arising from an employee with whom the district has a contract or with whom the district has an employment relationship.

10.5 The legal responsibilities stated herein shall survive the expiration of this contract should litigation arise from events that occurred during the term of the contract.

10.6 The Member Districts of this SSA contract agree to negotiate in good faith in an effort to resolve any dispute related to the contract that may arise from the Member Districts. If the dispute cannot be resolved by negotiations, the dispute shall be submitted to mediation before resort to litigation. If the need for mediation arises, a mutually acceptable mediator shall be chosen by the parties to the dispute who shall share the cost of mediation services based upon an equal split between the Member Districts. Mediation is a voluntary dispute resolution process in which the parties to the dispute meet with an impartial person, called a mediator, who will help to resolve the dispute informally and confidentially. Mediators facilitate the resolution of disputes but cannot impose binding decisions. The parties to the dispute must agree before any settlement is binding.

## 11. Dissolution

11.1 Dissolution of this Agreement shall require the affirmative vote of a majority of the Member Districts. The Fiscal Agent shall notify TEA of the SSA's intent to dissolve by February 1 prior to the end of the fiscal year it intends to remain an SSA. Upon dissolution, the SSA's funds and any other remaining assets, after any charges and liabilities, will be divided among the Member Districts based on a prorated share determined by the number of students being served on December 1 of the year the SSA dissolves. The dissolution will take effect July 1 after the first January 1 following the dissolution vote.

11.2 Agreements pertaining to purchase of real property shall supersede any provisions herein.

**12. The Agreement**

12.1 This Agreement will be automatically renewed by each Member District annually unless notice of withdrawal or dissolution is given under the terms of this agreement.

12.2 This Agreement will supersede all previous agreements among the parties in relation to the operation of the Ector County RDSPD SSA.

12.3 This Agreement will apply to and bind the representatives and successors in interest of the parties to this agreement.

12.4 This Agreement is governed by the laws of the State of Texas.

12.5 If any provision of this Agreement becomes or is held violative of any law or unenforceable, then the invalidity of that provision will not invalidate the remaining provisions. The Member Districts agree that all remaining provisions of this Agreement will remain in effect.

12.6 Citations of and references to any specific federal or state statute or administrative regulation in this Agreement include any amendment to or successor of that statute or regulation.

12.7 The effectiveness of this Agreement is conditioned upon the approval of the Texas Commissioner of Education, pursuant to Education Code § 29.007.

12.8 It is understood and agreed that this Agreement may be executed in a number of identical counterparts, each of which shall be deemed an original for all purposes.

Executed this _____ day of _____, 20___

ANDREWS INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

ALPINE INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: 10-6-2026

BOARD PRESIDENT

ANDREWS INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

BALMORHEA INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

BIG SPRING INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

CRANE INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

COAHOMA INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE _____

BOARD PRESIDENT

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

FORSAN INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE _____

BOARD PRESIDENT

GRADY INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

GRANFALLS INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

GREENWOOD INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

IRAAN-SHEFFIELD INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

KERMIT INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

McCAMEY INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

MIDLAND INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

MONAHANS-WICKETT-PYOTE INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

PECOS-BARSTOW-TOYAH INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

PRESIDIO INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

RANKIN INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

REAGAN COUNTY INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

STANTON INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

WINK LOVING INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

## Certificate of Shared Service Arrangement with Alpine ISD

**The undersigned, as the Secretary of the above named school district does hereby certify that the attached Regional Day School Program for the Deaf Shared Services Arrangement Agreement ("Agreement") was duly signed and executed by the President of the Board of Trustees of the above named district at a meeting or after a meeting that was lawfully called and held wherein the Board of Trustees of the above named district approved the Agreement.**

**Witness my signature this _____ day of October 6, 2016.**

**Secretary's Signature** [signature]

**_____ Independent School District is standing as a Member District of the Ector County RDSPD SSA was duly considered at a lawfully called and held Board meeting and is hereby granted.**

_____ _____

**ECISD (Fiscal Agent) Board President** **Date**

**EXHIBIT A**

**CONTRACT FOR SERVICES**

**ECTOR COUNTY REGIONAL DAY SCHOOL PROGRAM FOR THE DEAF**

**P.O. BOX 3912 * ODESSA * TEXAS**

**School District:** Alpine ISD **Contact Person:** Mesinda Llanez

**Address:** 704 W. Sul Ross Ave
Alpine, TX 79830

**This document, when executed by both parties, shall serve as a contract between the**

_____ **and Ector County Regional Day School for**

**the Deaf for services as described below:**

**TERMS AND CONDITIONS:**

1. **The undersigned acknowledges that it is not a member of the Ector County Regional Day School Program for the Deaf Shared Services Arrangement or that it is a member that has need for services of a student that is not enrolled in the program and therefore must execute this agreement agreeing to be responsible for all charges incurred for any services provided. The undersigned agrees to pay for all services and charges at the customary and usual rates as is charged the Ector County RDSPD.**

2. **The Ector County RDSPD agrees to provide services to the extent they are available to the undersigned district after execution of this agreement and upon written request of the undersigned district.**

**Ector County Regional Day School Program for the Deaf Supervisor**

_____ **DATE:** 10/23/26

**Special Education Director of** Alpine **ISD**

Mesinda A. Llanez **DATE:** 10-6-26

# REQUEST FOR APPROVAL OF ADDING BALMORHEA ISD AS A MEMBER DISTRICT OF THE ECTOR COUNTY REGIONAL DAY SCHOOL PROGRAM FOR THE DEAF SHARED SERVICES ARRANGEMENT AGREEMENT

The purpose of this Agreement is to add Balmorhea ISD to the Regional Day School Program for the Deaf Shared Services Agreement for the efficient delivery of legally required special education services to eligible students who are deaf or hard of hearing within the boundaries of ESC, Region 18. It is agreed and understood that any district in Region 18 with a student who has a hearing impairment which severely impairs processing linguistic information through hearing, even with recommended amplification, and which adversely affects educational performance shall be eligible for consideration for the Ector County Regional Day School Program for the Deaf subject to the Admission, Review, and Dismissal (ARD) Committee recommendations.

This agreement will be in effect until the member district decides to withdraw from the arrangement in accordance with the terms of the Shared Services Agreement.

It is recommended that the Board of Trustees approves adding Balmorhea ISD as a member district of the Ector County Regional Day School Program for the Deaf Shared Services Agreement as presented.

# ECTOR COUNTY REGIONAL DAY SCHOOL PROGRAM FOR THE DEAF

# SHARED SERVICES ARRANGEMENT AGREEMENT

Ector County Independent School District ("ECISD"), an accredited kindergarten through grade twelve (12) school district, shall provide a Regional Day School Program for the Deaf ("RDSPD"), as described herein under the authority of Education Code § 29.007 and Texas Government Code § 791.001 et seq., as the ECTOR COUNTY REGIONAL DAY SCHOOL PROGRAM FOR THE DEAF ("Ector County RDSPD"), for students in the following districts:

Andrews Independent School District, Big Spring Independent School District, Coahoma Independent School District, Crane Independent School District, Ector County Independent School District, Forsan Independent School District, Fort Stockton Independent School District, Glasscock County Independent School District, Grady Independent School District, Greenwood Independent School District, Iraan-Sheffield Independent School District, Kermit Independent School District, McCamey Independent School District, Midland Independent School District, Monahans-Wickett-Pyote Independent School District, Pecos-Barstow-Toyah Independent School District, Rankin Independent School District, Reagan County ISD, Stanton ISD, and other ESC Region 18 school districts as needed.

Member Districts agree that:

1. **General Requirements:**

1.1 The RDSPD SSA will be operated in compliance with federal and state law, including the Individuals with Disabilities Education Act, 20 U.S.C. § 1401 et seq.; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794; the American with Disabilities Act, 42 U.S.C. § 12101 et seq.; Chapter 29 of the Texas Education Code; Chapter 30 of the Texas Education Code; implementing regulations for all applicable statutes; TEA's Financial Accountability System Resource Guide Volume 13, section 1.3; and the Ector County RDSPD SSA policies and administrative guidelines approved by the Management Board, if any.

1.2 The Member Districts do not intend by entering this agreement, or otherwise, to create a separate or additional legal entity.

1.3 The purpose of this written contract ("Agreement") is to create a cooperative arrangement ("SSA") whereby the Member Districts may provide for the efficient delivery of legally required special education and related services to eligible students who are deaf or hard of hearing within the boundaries of ESC, Region 18. It is agreed and understood that any student who has a hearing impairment which severely impairs processing linguistic information through hearing, even with recommended amplification, and which adversely affects educational performance shall be eligible for consideration for the Ector County RDSPD, subject to the Admission, Review, & Dismissal (ARD) Committee recommendations.

1.4 PEIMS student data will be reported to TEA by the District in which the student is enrolled and receiving RDSPD services. The District that submits PEIMS student data will be considered the district of accountability for AYP and AEIS considerations. The Fiscal Agent and Member Districts must provide a PEIMS 011 record. Member Districts may report participation in more than one RDSPD SSA. Member Districts must indicate the fiscal agent county district number (068-901) in the E0777 data element on the PEIMS 011 record.

1.5 The ECTOR COUNTY RDSPD's administrative offices will be located in Odessa, Texas.

**2. Member Responsibilities:**

2.1 Member Districts agree that any funds assessed under Ector County RDSPD SSA policies or other legal requirements will be remitted within sixty (60) calendar days of receiving a statement from the Fiscal Agent.

2.2 Notwithstanding section 6.2, each Member District will be liable for any costs associated with its residentially-placed students. This includes any transportation costs incurred as a result of a District's initiated placement in the Texas School for the Deaf.

2.3 Notwithstanding section 6.2, each Member District will be liable for any costs associated with its students' participation in extracurricular activities including, but not limited to, interpreter services and transportation.

2.4 Notwithstanding section 6.2, each Member District will be liable for any other cost of a service that relates solely to an individual student that may be construed as a "low incidence" or "high cost" service.

2.5 Each Member District agrees to cooperate with the Fiscal Agent in maintaining the proper fiscal, personnel, and student records for the Ector County RDSPD operations.

2.6 Member Districts shall provide suitable and sufficient classroom space to accommodate students of the program who are auditory impaired.

2.7 A Member District may withdraw from the Ector County RDSPD SSA by notifying the Management Board in writing by December 15 proceeding the last fiscal year the Member District intends to remain in the Ector County RDSPD SSA. Upon delivery of such notice, the Member's withdrawal from the Ector County RDSPD SSA shall be effective June 30. The withdrawing Member District shall return any supplies, equipment, or fixtures in its possession, purchased with SSA funds, to the Ector County RDSPD offices, prior to or by the effective June 30. Upon withdrawal of an individual Member District, the funds due the withdrawing Member District, after charges and liabilities, shall be calculated and the withdrawing Member District's share, if any, shall be distributed based on its proportionate share in Section 6.2 herein.

2.8 Member Districts agree that other ESC Region 18 school districts ("New Districts") may be admitted and become a "Member District" to the Agreement without written approval by each currently participating district for so long as the new district agrees to abide by and be bound by all of the terms of the Agreement and any amendments thereto.

2.9 Should a Local Education Agency ("LEA") seek to become a Member District of the Ector County RDSPD SSA, a written request must be provided to the RDSPD Program Supervisor for consideration. In order for such request to be granted, the requesting LEA must provide documentation (Certificate) of its Board of Trustees approval of this Agreement and acceptance of the LEA as a Member District must be approved by the Fiscal Agent's Board of Trustees.

3. **Nonmember Participation:**

3.1 The Ector County RDSPD may provide services to students of any district that is not a member of the Ector County RDSPD SSA or to any Member District who has a student that is not enrolled in the Ector County RDSPD conditioned upon said district contracting and agreeing to pay for said services by executing a contract in the form as attached hereto as Exhibit A.

4. **Management Board:**

4.1 ECISD, hereby designated as the fiscal agent ("Fiscal Agent") under this SSA, shall have the authority for the governing of the Ector County RDSPD and shall establish a SSA Management Board ("Management Board") comprised of the Special Education Directors for each of the Member Districts or their designees.

4.2 The role and responsibility of the Management Board shall be to act in an advisory capacity to the Fiscal Agent.

4.3 The Fiscal Agent's Special Education Director will serve as chairperson of the Management Board and the chairperson shall designate a person or persons to maintain minutes of each Management Board meeting.

4.4 The Management Board will meet, at least annually, to review the SSA Agreement. The RDSPD Program Supervisor may present an annual status report on the Ector County RDSPD to the Management Board.

5. **Fiscal Agent**

5.1 Ector County Independent School District shall serve as the Fiscal Agent. Ector County Independent School District acknowledges that it is an accredited Texas school district and that it offers grades kindergarten through 12. The Fiscal Agent, as a Member District, is subject to Member District responsibilities.

5.2 Except as otherwise provided herein, the Fiscal Agent is responsible for applying for, receiving, collecting, expending, and distributing all funds, regardless of source, in accordance with the adopted budget. The Fiscal Agent shall provide accounting services, reports, Ector County RDSPD records, suitable facilities for special education administrative and support staff, and shall perform any other responsibilities required by Ector County RDSPD SSA policies. It is agreed and understood that the Fiscal Agent assumes no responsibility for a Member District's failure to maintain its effort.

5.3 The Fiscal Agent is responsible for preparing the operational budget for the Ector County RDSPD. The Fiscal Agent will account for salaries and expenses of Ector County RDSPD personnel and Ector County RDSPD operating expenses. The parties acknowledge that the Fiscal Agent may access total State and Federal allocations, such as IDEA Part B funds; State Deaf funds; and any other funding received for the purpose of furthering this program. Member District per-pupil tuition calculations are based on the expenditures that exceed all the total state and federal allocations.

5.4 Except as otherwise provided herein, the Fiscal Agent will prepare and submit any reports or applications required by federal or state law or Ector County RDSPD policy. It is agreed and understood that the Fiscal Agent assumes no responsibility for a Member District's failure to maintain its effort.

5.5 The Fiscal Agent may negotiate contracts with outside service providers for special education and related services for students with disabilities in accordance with law and Fiscal Agent policies. The Fiscal Agent shall request ADA compliance by each service provider.

5.6 The Fiscal Agent must notify the Member Districts of any intention to withdraw as Fiscal Agent of the SSA on or before December 31 (no less than one year) preceding the last fiscal year it intends to serve as Fiscal Agent. It is agreed and understood that the withdrawing Fiscal Agent will notify TEA of its intent to withdraw as Fiscal Agent on or before February 1 one year proceeding the last fiscal year it intends to serve as Fiscal Agent. After a satisfactory independent audit

of the SSA's accounts, the transfer of Fiscal Agent status will become effective July 1 of the last fiscal year. All TEA timelines shall apply to any reconfiguration, including a change in Fiscal Agent.

5.7 Should the Fiscal Agent cease for any reason to serve, the Management Board will by majority vote of a quorum appoint a Member District as Fiscal Agent. Any Member District who may be appointed to serve as Fiscal Agent has the option to refuse to serve as Fiscal Agent. All TEA timelines shall apply to any reconfiguration, including a change in Fiscal Agent.

## 6. Fiscal Practices

6.1 The Ector County RDSPD will operate on a budget prepared by the Program Supervisor and Fiscal Agent Special Education Director and approved by the Fiscal Agent's Board of Trustees.

6.2 Administrative costs, including, but not limited to, all costs and salaries related to the supervisor, classroom teachers, itinerant teachers, interpreters, classroom aides, and RDSPD office staff, as well as any uncontrollable costs, incurred by the Ector County RDSPD, over and above the amount of state deaf and/or federal funds, shall be assessed as follows:

Each Member District's share of such excess costs shall be determined by multiplying the total excess costs by a fraction, the numerator of which is the number of students of the Member District in the program and the denominator of which is the total number of students served by the program.

6.3 Member Districts will be notified in writing, regarding the costs, as indicated in Section 6.2, to be charged back to Member Districts and what the maximum total of their shared excess costs are estimated to be.

6.4 A Member District shall not be responsible for any costs associated with the Ector County RDSPD SSA unless such Member District has a student receiving services from the Ector County RDSPD.

6.5 The Ector County RDSPD Program Supervisor may purchase goods and services necessary to administer and operate the Ector County RDSPD. All non-consumable instructional materials shall be deemed property of the Ector County RDSPD when such supplies and materials are purchased with Ector County RDSPD funds.

## 7. Personnel

7.1 The chief administrator of the Ector County RDSPD will be the Program Supervisor. The Program Supervisor shall be employed by the Fiscal Agent and be subject to the personnel policies of the Fiscal Agent. Administrative decisions regarding daily operations of the instructional program, including but not limited to related services and staff development, and approved budgeted expenditures consistent with Fiscal Agent policy are within the authority of the Program Supervisor and do not require Management Board action. The budget is available for review by the Management Board. The Fiscal Agent Special Education Director, on behalf of the Fiscal Agent, will determine the extent of the administrative authority of the Program Supervisor. The Program Supervisor shall be under the supervision of the Fiscal Agent Special Education Director. All personnel will be appropriately certified or licensed to perform any applicable services.

7.2 Ector County RDSPD employees are employed by the Fiscal Agent and are subject to the personnel policies, including but not limited to, all policies governing contracts, at-will employment, and standards of conduct, leave and other benefits of the Fiscal Agent and any Ector County RDSPD SSA operating guidelines and procedures. Additionally, the Fiscal Agent retains final hiring and termination authority regarding employment of Fiscal Agent personnel. Any Member District that has an employee that serves only that district shall be individually responsible for screening, interviewing, hiring, terminating and the expense of that employee.

7.3 Except as provided in Section 7.2, any hearing on an employee grievance, termination, or nonrenewal is the responsibility of, and will be held in accordance with the policies of, the Fiscal Agent.

7.4 The Fiscal Agent shall be responsible for evaluating deaf education personnel pursuant to the evaluation policies and procedures of the Fiscal Agent. Member

Districts may provide evaluation input for employees providing itinerant services to Ector County RDSPD students at the discretion of the Program Supervisor.

**8. Transportation**

8.1 Each Member District bears responsibility for providing or contracting for the transportation of each of its transportation-eligible students to each facility at which services are provided.

**9. Risk of Loss**

9.1 Except as otherwise provided herein, each Member District bears its own risk of loss. "Loss" includes, but is not limited to, damages to or loss of personal or real property, costs of administrative hearings, litigation expenses, awards of actual damages, court costs, attorney's fees, and settlement costs.

9.2 Each Member District will insure it's owned or leased vehicles used in the transportation of students with disabilities for the statutory maximum limits of school district liability for motor vehicle accidents.

**10. Legal Responsibilities**

10.1 The Member District wherein the student resides shall be solely responsible for the provision of a Free Appropriate Public Education ("FAPE").

10.2 The Member District wherein the student resides is responsible for legal costs, court costs and attorney's fees, resulting from litigation directly involving that student.

10.3 If the Ector County RDSPD is a named party in a legal action, the Member District wherein the student resides remains responsible for legal costs, court costs and attorney's fees, resulting from litigation directly involving such student including

reimbursement to the RDSPD for any legal costs incurred by the Ector County RDSPD.

10.4 Each Member District shall be responsible for legal fees incurred due to complaints, grievances, or litigation arising from an employee with whom the district has a contract or with whom the district has an employment relationship.

10.5 The legal responsibilities stated herein shall survive the expiration of this contract should litigation arise from events that occurred during the term of the contract.

10.6 The Member Districts of this SSA contract agree to negotiate in good faith in an effort to resolve any dispute related to the contract that may arise from the Member Districts. If the dispute cannot be resolved by negotiations, the dispute shall be submitted to mediation before resort to litigation. If the need for mediation arises, a mutually acceptable mediator shall be chosen by the parties to the dispute who shall share the cost of mediation services based upon an equal split between the Member Districts. Mediation is a voluntary dispute resolution process in which the parties to the dispute meet with an impartial person, called a mediator, who will help to resolve the dispute informally and confidentially. Mediators facilitate the resolution of disputes but cannot impose binding decisions. The parties to the dispute must agree before any settlement is binding.

## 11. Dissolution

11.1 Dissolution of this Agreement shall require the affirmative vote of a majority of the Member Districts. The Fiscal Agent shall notify TEA of the SSA's intent to dissolve by February 1 prior to the end of the fiscal year it intends to remain an SSA. Upon dissolution, the SSA's funds and any other remaining assets, after any charges and liabilities, will be divided among the Member Districts based on a prorated share determined by the number of students being served on December 1 of the year the SSA dissolves. The dissolution will take effect July 1 after the first January 1 following the dissolution vote.

11.2 Agreements pertaining to purchase of real property shall supersede any provisions herein.

**12. The Agreement**

12.1 This Agreement will be automatically renewed by each Member District annually unless notice of withdrawal or dissolution is given under the terms of this agreement.

12.2 This Agreement will supersede all previous agreements among the parties in relation to the operation of the Ector County RDSPD SSA.

12.3 This Agreement will apply to and bind the representatives and successors in interest of the parties to this agreement.

12.4 This Agreement is governed by the laws of the State of Texas.

12.5 If any provision of this Agreement becomes or is held violative of any law or unenforceable, then the invalidity of that provision will not invalidate the remaining provisions. The Member Districts agree that all remaining provisions of this Agreement will remain in effect.

12.6 Citations of and references to any specific federal or state statute or administrative regulation in this Agreement include any amendment to or successor of that statute or regulation.

12.7 The effectiveness of this Agreement is conditioned upon the approval of the Texas Commissioner of Education, pursuant to Education Code § 29.007.

12.8 It is understood and agreed that this Agreement may be executed in a number of identical counterparts, each of which shall be deemed an original for all purposes.

Executed this _____ day of _____, 20___

ANDREWS INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

ALPINE INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

ANDREWS INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

BALMORHEA INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: 10/14/26

BOARD PRESIDENT

BIG SPRING INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

CRANE INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

COAHOMA INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE _____

BOARD PRESIDENT

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

FORSAN INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE _____

BOARD PRESIDENT

GRADY INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

GRANFALLS INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

GREENWOOD INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

IRAAN-SHEFFIELD INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

KERMIT INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

McCAMEY INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

MIDLAND INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

MONAHANS-WICKETT-PYOTE INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

PECOS-BARSTOW-TOYAH INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

[redacted] INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

RANKIN INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

REAGAN COUNTY INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

STANTON INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

WINK LOVING INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

BOARD PRESIDENT

WINK LOVING INDEPENDENT SCHOOL DISTRICT

BY: _____ DATE: _____

BOARD PRESIDENT

## Certificate of Shared Service Arrangement with Balmorhea ISD

**The undersigned, as the Secretary of the above named school district does hereby certify that the attached Regional Day School Program for the Deaf Shared Services Arrangement Agreement ("Agreement") was duly signed and executed by the President of the Board of Trustees of the above named district at a meeting or after a meeting that was lawfully called and held wherein the Board of Trustees of the above named district approved the Agreement.**

**Witness my signature this** 14th **day of** October, **2026.**

**Secretary's Signature** Marisol Vurdell

Balmorhea **Independent School District is standing as a Member District of the Ector County RDSPD SSA was duly considered at a lawfully called and held Board meeting and is hereby granted.**

_____ _____

**ECISD (Fiscal Agent) Board President** **Date**

**EXHIBIT A**

**CONTRACT FOR SERVICES**

**ECTOR COUNTY REGIONAL DAY SCHOOL PROGRAM FOR THE DEAF**

**P.O. BOX 3912 * ODESSA * TEXAS**

**School District:** Balmorhea ISD **Contact Person:** Mesinda Llanez

**Address:** 588 Coop-704 W. SW Ross Ave
Alpine, Tx 79830

**This document, when executed by both parties, shall serve as a contract between the**

_____ **and Ector County Regional Day School for**

**the Deaf for services as described below:**

**TERMS AND CONDITIONS:**

1. **The undersigned acknowledges that it is not a member of the Ector County Regional Day School Program for the Deaf Shared Services Arrangement or that it is a member that has need for services of a student that is not enrolled in the program and therefore must execute this agreement agreeing to be responsible for all charges incurred for any services provided. The undersigned agrees to pay for all services and charges at the customary and usual rates as is charged the Ector County RDSPD.**

2. **The Ector County RDSPD agrees to provide services to the extent they are available to the undersigned district after execution of this agreement and upon written request of the undersigned district.**

**Ector County Regional Day School Program for the Deaf Supervisor**

_____ **DATE:** 10/27/26

**Special Education Director of** Balmorhea **ISD**

Mesinda A. Llanez **DATE:** 10-14-26




# REQUEST FOR APPROVAL OF PUBLIC SCHOOL DISTRICT AND OPEN-ENROLLMENT CHARTER SCHOOL AGREEMENT 2026-2027 BETWEEN ECTOR COUNTY ISD AND TEXAS VIRTUAL SCHOOL NETWORK

The TXVSN, created by the 80th Texas Legislature in 2007, provides teacher-led, highly interactive electronic (online) courses for students across the state that have been approved by the Texas Education Agency (TEA). The purpose of this agreement is to provide guidelines necessary for participation in the TXVSN statewide course catalog. This agreement requires annual signatures from the public school district superintendent and the designated TXVSN District Administrator.

It is recommended that the Board of Trustees approve the Public School District and Open-Enrollment Charter School Agreement 2026-2027 between Ector County ISD and Texas Virtual School Network as presented.

# Statewide Course Catalog
# Public School District and Open-Enrollment Charter School Agreement 2026-2027

Note: The following agreement contains language reflective of current Texas Virtual School Network (TXVSN) processes and operations. The Texas Education Agency (TEA) will notify receiver districts of any changes to processes, operations, and related functions as needed and will invite receiver district feedback.

The TXVSN, created by the 80th Texas Legislature in 2007, provides teacher-led, highly interactive electronic (online) courses that have been approved by the Texas Education Agency (TEA) to Texas students and schools. The following terms of agreement provide guidelines necessary for participation in the TXVSN statewide course catalog. This agreement requires an annual signature from the public school district or charter school superintendent and designation by the superintendent of a TXVSN District Administrator. The parties to this agreement are TXVSN central operations and the TXVSN receiver district whose official representative's name and authorized signature appear below. Please read the agreement in its entirety before signing.

## Definitions



1. State virtual school network, Texas Virtual School Network, network, and TXVSN mean the state-led online learning initiative established under Texas Education Code (TEC) Chapter 30A as it existed prior to the passage of Senate Bill 569, 89th Texas Legislature, 2025 (SB 569), and as effectively continued until the end of the 2026-2027 school year, per section 15 of the bill. The TXVSN is comprised of two components, the supplemental statewide course catalog and the full-time virtual online schools program. Authorized by TEC Chapter 30A as it existed prior to the passage of SB 569, per section 15 of the bill , the TXVSN is a partnership network administered by the TEA in coordination with regional education service centers (ESCs), Texas public school districts and charter schools, non-profit entities, private entities, corporations, and institutions of higher education as defined by 20 U.S.C. §1001.
2. TXVSN course provider (or course provider) is an entity that meets eligibility requirements and provides an electronic course through the TXVSN.
3. An electronic (online) course is an educational course in which instruction and content are delivered primarily over the Internet, a student and teacher are in different locations for a majority of the student's instructional period, most instructional activities take place in an online environment, the online instructional activities are integral to the academic program, extensive communication between a student and a teacher and among students is emphasized, and a student is not required to be located on the physical premises of a school district or charter school. An electronic course is the equivalent of what would typically be taught in one semester. For example: English IA is treated as a single electronic course and English IB is treated as a single electronic course.
4. TXVSN central operations refers to TEA and other designated staff charged with carrying out the day-to-day operations of the TXVSN, including the centralized student registration system, statewide course catalog listings, and other administrative and reporting functions.
5. TXVSN course review refers to the submission and review process that ensures courses provided through the TXVSN meet requirements adopted by the State Board of Education and the commissioner of education per TEC, Chapter 30A as it existed prior to the passage of SB 569, per section 15 of the bill.
6. The TXVSN statewide course catalog is a supplemental online instructional program available through approved TXVSN course providers.
7. TXVSN receiver district (or receiver district) is a Texas public school district or charter school that has one or more students enrolled in the district or charter school who take one or more online courses provided through the TXVSN statewide course catalog.
8. Course and enrollment types:

a. Accelerated courses are scheduled for less than 10 weeks in duration.
b. Semester-paced courses follow a traditional semester schedule of 10 or more weeks in duration.
c. Continuous enrollment courses have a flexible instructional start and end date.
d. Non-continuous enrollment courses have a fixed instructional start and end date.

9. Successful course completion is the term that applies when a student taking a course has demonstrated academic proficiency of the content and has earned a minimum passing grade of 70% or above on a 100-point scale, as assigned by the properly credentialed online teacher(s).
10. A responsible adult is the person designated by the school district or open-enrollment charter school who is 21 or older and is not a relative of a student. An examination proctor must be a responsible adult.
11. A course examination is an assessment that measures students' mastery of 50% or more of the entire course knowledge, skills, and student expectations.
12. School days, for the purposes of calculating the TXVSN course drop period, follow the schedule determined by TXVSN central operations.
13. Course cost is the per student fee that TXVSN course providers charge to deliver an instructor-led online course provided through the TXVSN statewide course catalog to students. Each TXVSN course provider must publish its course cost in the TXVSN catalog. Per TEC, §30A.155 as it existed prior to the passage of SB 569, per section 15 of the bill, course cost may not exceed $400 dollars per semester course. Many TXVSN course providers charge a lesser fee. 480
14. Normal course load for a student is defined by the Texas Attorney General as seven credit hours per school year (i.e., seven courses per semester).

## TXVSN Receiver District Responsibilities

**TXVSN receiver district shall implement legal requirements by:**

1. notifying students and parents of the option to enroll in an electronic course offered through the TXVSN at the time and in the manner that the school district or open-enrollment charter school informs students and parents about courses offered in the district's or school's traditional classroom setting;
2. adopting and sending, at least once per school year, to a parent of each district or school student enrolled at the middle and high school level a copy of the written policy adopted under TEC, §30A.007 as it existed prior to the passage of SB 569, per section 15 of the bill that provides students with the opportunity to enroll in electronic courses provided through the TXVSN, consistent with TEC §26.0031. This policy must:
    a. specify how parents and students are to be notified of the option to enroll in courses offered through the TXVSN;
    b. not deny the request of a parent to enroll a student in a course offered through the TXVSN, other than as allowed by exceptions specified in TEC §26.0031; and
    c. ensure that the Admission, Review, and Dismissal committee of a student with a disability determines if enrollment in a TXVSN course(s) meets the student's needs.
3. following attendance accounting procedures for TXVSN courses based on criteria established by TEC, Chapter 30A as it existed prior to the passage of SB 569, per section 15 of the bill and described in the most current version of the TEA's annual Student Attendance Accounting Handbook, including withdrawing a student from a TXVSN course when the student is no longer actively participating in the course.
4. confirming student eligibility to enroll in a course provided through the TXVSN based on the following criteria:

a. the student, on September 1 of the school year;
    i. is younger than 21 years of age; or
    ii. is younger than 26 years of age and entitled to the benefits of the Foundation School Program (FSP) under the TEC, §42.003;
b. the student has not graduated from high school; and
c. the student
    i. is otherwise eligible to enroll in a public school in this state; or
    ii. meets the following requirements:
        1. is a dependent of a member of the United States military;
        2. was previously enrolled in high school in this state; and
        3. no longer resides in this state as a result of a military deployment or transfer.

5. understanding that if an eligible student participates in a course offered through the TXVSN, meets the requirements for enrollment, and is enrolled in the Texas school district or charter school, the student is eligible to generate FSP funding in the same manner as a student who receives instruction in a traditional classroom. A student is eligible to generate FSP funding for participation in a TXVSN course or program regardless of whether the student is physically present at school while participating in the course or program.
6. recognizing that for a TXVSN course to count toward Average Daily Attendance (ADA) eligibility status, the student must successfully complete the course.
7. understanding that a total of no more than three semester courses taken through the TXVSN statewide course catalog during any one semester may be used in determining a student's ADA eligibility, except for a student who lacks eight or fewer credits to meet his or her graduation plan, per the specifications in TEA's current annual Student Attendance Accounting Handbook.
8. recognizing that it may decline to pay the cost for a student of more than three courses during any semester during the regular school year or a course taken during the summer semester, although this does not limit the ability of the student to enroll in additional electronic courses at the student's expense.
9. recognizing that full-time enrollment in the TXVSN means enrollment in four or more TXVSN courses and confirming the eligibility of the student to enroll full-time in courses offered through the TXVSN. A student enrolled in a TXVSN receiver district is eligible to enroll full time in courses offered through the TXVSN statewide course catalog only if the student meets the eligibility requirements in 4(a) – (c)(i) and meets one of the following three criteria:
    a. was enrolled in a public school in this state in the preceding school year;
    b. is a dependent of a member of the United States military who has been deployed or transferred to this state and was enrolled in a publicly funded school outside of this state in the preceding school year;
    c. has been placed in substitute care in this state, regardless of whether the student was enrolled in a public school in this state in the preceding school year; or
    d. is a dependent of a member of the United States military; and
        i. was previously enrolled in high school in this state; and
        ii. no longer resides in this state as a result of a military deployment or transfer.
10. establishing local procedures for students who reside within the district or open-enrollment charter school's attendance zone and are eligible to enroll but are not enrolled in a school district or charter school ("un-enrolled students") to register for up to two electronic courses per semester offered through the TXVSN statewide course catalog. The un-

enrolled student (e.g., private school or home school student) is not eligible to generate FSP. The district or charter school shall charge the course cost published in the TXVSN course catalog for enrollment in an electronic course provided through the TXVSN statewide course catalog to the student. Un-enrolled students will be assigned to the receiver district's campus in the TXVSN system for purposes of TXVSN reporting and invoicing only. Procedures must:

a. address collection of the course cost from the student by the district or charter school and timely payment for the course per the invoicing process identified by TXVSN central operations;

b. address award of the appropriate unit of credit to the student for completing the course;

c. note that the un-enrolled student is not considered to be a public school student and is not entitled to any right, privilege, activities, or services available to a student enrolled in a public school, other than the right to receive the appropriate unit of credit for completing an electronic course;

d. communicate whether a nominal administrative fee, not to exceed $50, will be assessed to the un-enrolled student by the district or charter school (TEC §30A.155 as it existed prior to the passage of SB 569, per section 15 of the bill); and

e. ensure that the semester course cost does not exceed $400.

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**The TXVSN receiver district shall plan and implement participation in the TXVSN statewide course catalog by**

11. designating staff to fulfill the following TXVSN roles:

    a. the District Administrator is the primary contact with TXVSN central operations for all compliance and financial communications as well as for access to TXVSN systems for district-wide student records and reporting;

    b. the TXVSN Site Coordinator(s) enrolls students in TXVSN courses; receives grade reports from course instructors; proctors or arranges examination proctors; mentors, monitors, and supports students taking courses or supervises persons assigned to mentor, monitor, and support students; and, serves as a primary contact for the online course instructor; and

    c. a mentor is a responsible adult who is assigned to mentor, monitor, and support all students to ensure satisfactory progress is made in the course.

12. abiding by the enrollment schedule and any published priorities, enrollment and drop dates, and processes established by TXVSN central operations.

13. supplying TXVSN central operations with a current listing of campus principals and notifying the principals that they are required to confirm the registration of TXVSN Site Coordinator(s) on their campus.

**The TXVSN receiver district shall use TXVSN systems to:**

14. select the course that best meets students' needs by reviewing the course catalog descriptions and TXVSN course provider data published in the TXVSN course catalog.

15. notify TXVSN central operations of all course drops by the deadlines established by TXVSN central operations using the MyTXVSN secure workspace.

16. monitor key dates for students to drop courses according to the following drop periods:

    a. For a non-continuous enrollment course, a 14-school-day drop period after instructional start date;

    b. For a continuous enrollment course, a 14-school-day drop period after instructional start date or after student's enrollment date if student joins the course after the instructional start date; and

    c. For an accelerated course, a four-school-day drop period after the instructional start date.

17. follow appropriate **dual enrollment** procedures for a dual credit course, including:

a. registering the student in TXVSN using the MyTXVSN system;
b. enrolling the student into the TXVSN course;
c. applying to and also enrolling the student in the selected institution of higher education offering the dual credit course through the TXVSN;
d. adhering to the selected higher education institution's enrollment and drop schedule; and
e. implementing dual credit rules as established by the TEA and the Texas Higher Education Coordinating Board. The Texas Administrative Code (TAC), §4.84 and §9.144, requires that any dual credit partnership between a secondary school and a public college include a written agreement approved by the governing boards or designated authorities of both institutions. The agreement between the secondary school and a public college must comply with the TXVSN agreement for courses provided through the TXVSN. This TXVSN agreement does not replace the agreement between the institution of higher education and the secondary school.

**The receiver district shall support students enrolled in TXVSN statewide catalog courses by:**

18. ensuring that the TXVSN Site Coordinator(s) and mentor(s) communicate regularly with course instructors and with students to monitor students' progress throughout the course and support their successful course completion.
19. accepting the final grade awarded by the TXVSN course provider for students still enrolled in a TXVSN course after the drop period has passed and applying local grading policy and weights as appropriate.
20. retaining responsibility for providing student services, including bilingual/ESL education, special education, hospital/homebound services, migrant education, §504, or other support services. It is the responsibility of the receiver district to communicate a student's need for modifications or accommodations well in advance of the course start date.
21. providing technical support to students when the school's software and hardware are used to access courses.
22. providing students with required materials such as textbooks, calculators, or lab materials for the selected course if not included by the course provider. Required materials are noted in the course detail description of each course.
23. ensuring that an adult who is 21 or older monitors the student during laboratory and field investigations and physical activity in physical education courses.

**The receiver district shall apply the most current attendance accounting rules established by the TEA.**

**Important PEIMS Reporting Information**: The receiver district shall ensure that student enrollment in each TXVSN catalog course is reported per PEIMS Code Table C182 using the Non-Campus Based Instructional Code "05".

The following examples of attendance accounting rules for students who are enrolled in the receiver district are taken from the Student Attendance Accounting Handbook:

24. Enrollment in courses taken through the TXVSN may apply toward ADA eligibility status. For a TXVSN course to count toward ADA eligibility status, the student must successfully complete the course regardless of whether or not the student is physically present at the school when taking the online course.
25. For purposes of determining and reporting the ADA eligibility code of a student enrolled in one or more TXVSN courses (i.e., for purposes of determining whether the student is eligible for half-day or full-day attendance), the student is considered to be scheduled for and receiving instruction for 60 minutes each day for each virtual course taken through the TXVSN. In other words, each TXVSN course is considered to be 60 minutes of daily instructional time for purposes of the 2- through 4-hour rule. (See 3.2.2 Funding Eligibility for more information on ADA eligibility.)
26. A total of no more than three semester courses taken through the TXVSN statewide course catalog may be used in determining a student's ADA eligibility for any one semester with a maximum of six total semester courses in a school

year. (An exception applies to a student who lacks up to eight semester courses to meet his or her graduation plan, is in the final semester of the school year, and did not generate FSP funding in the first semester of that school year. That student may earn funding for a maximum of six semester courses through the TXVSN course catalog in the second semester of the school year. (See 12.2.2.1 for more information.)

27. For purposes of recording a student's daily attendance, a student enrolled full time in TXVSN courses (enrolled in a minimum of four TXVSN courses) is considered to have been present (in attendance) for each day of instruction in the reporting period.
28. The daily attendance of a student who is not enrolled full time in TXVSN courses is determined by whether that student was present or absent at the official attendance-taking time, or, if the student is not scheduled to be on campus at the official attendance-taking time, whether the student was present or absent at the alternate attendance-taking time set for that student.
29. The TEA determines a student's ultimate ADA eligibility status for a semester based on whether the student successfully completed each TXVSN online semester course in which the student was enrolled, using high school course completion data reported by the district. If the student did not successfully complete a TXVSN high school course, the TEA adjusts the student's ADA eligibility status accordingly. Resulting adjustments to the district's FSP funding are made in the following school year.



**The receiver district shall agree and adhere to the following financial procedures:**

30. TEA is not a vendor. TEA does not manage the internal purchase orders (POs) of a district or charter school. The district or charter school is responsible for management of their purchase orders.
31. A school district or open-enrollment charter school may charge a fee for enrollment in an electronic course provided through the TXVSN statewide course catalog to a student who resides in this state and: (1) is enrolled in a school district or open-enrollment charter school as a full-time student with a course load greater than that normally taken* by students in the equivalent grade level in other school districts or open-enrollment charter schools; elects to enroll in an electronic course provided through the network for which the school district or open-enrollment charter school in which the student is enrolled as a full-time student declines to pay the cost, as authorized by TEC §26.0031(c-1); or enrolls in a TXVSN course during the summer. (*A normal course load is defined by the Attorney General as seven credit hours per school year (i.e., seven courses per semester.)
32. A school district or open-enrollment charter school that is not the course provider may charge a student enrolled in the district or school a nominal fee, not to exceed $50, if the student enrolls in an electronic course provided through the TXVSN that exceeds the course load normally taken* by students in the equivalent grade level as authorized by TEC §30A.155 (c-1) as it existed prior to the passage of SB 569, per section 15 of the bill. (*A normal course load is defined by the Attorney General as seven credit hours per school year (i.e., seven courses per semester.)
33. The receiver district is responsible for making timely payment of 100% percent of the course cost for each student remaining in the course after the designated drop period and successfully completing coursework. It is responsible for timely payment of 70% of course cost for each student remaining in the course after the designated drop period, including students who were withdrawn after the designated drop period or did not successfully complete the coursework.
34. The receiver district is responsible for making timely payment for any course cost, even in the event where the district drops a student due to the student leaving the district and the student subsequently completing the course. In the event the student's new school district accepts the TXVSN receiver agreement and the course, then the new receiver district is then responsible for making timely payment, if the prior receiver district has not paid the course cost.
35. The receiver district will receive an invoice at the end of each semester based on the conditions noted above for each course provider in which the district had one or more student enrollment(s), including a student who transfers from the

receiver district to another educational setting after beginning enrollment in a TXVSN course.

36. Payment of the course cost is due from the receiver district to the TEA in the amount and by the deadline indicated on the invoice regardless of the receiver district's internal policy regarding timing of a student's payment to the district, in cases where a student may be legally required to pay the course cost.
37. The receiver district will address any fee or invoice disputes directly with the course provider through the process identified by TXVSN central operations.

## TXVSN Course Provider Responsibilities

**A TXVSN course provider shall:**

1. implement the TXVSN Course Provider Agreement.
2. provide access to courses as articulated in the TXVSN course catalog.
3. provide instructors who are Texas-certified in the course subject area and grade level (TEC Chapter 21, Subchapter B). Higher education institution instructors are subject to credentialing requirements of the higher education institution and may or may not have K-12 certifications.



4. provide online instructors who have successfully completed TXVSN-approved professional development (TEC §30A.112 as it existed prior to the passage of SB 569, per section 15 of the bill) or otherwise meet the requirements of the TXVSN Professional Development Policy.
5. retain records of background checks and fingerprinting for contract, substitute, or online instructors as articulated in TEC§22.0834(a) and §22.0836(h).
6. provide student progress reports and award a final grade in numeric format in accordance with the guidelines established by TXVSN central operations.
7. supply the district, school, and students with access to its acceptable use policy, course schedule, and other policies and procedures.
8. not promise or provide equipment or any other thing of value to a student or a student's parent as an inducement for the student to enroll in an electronic course offered through the state virtual school network (TEC §30A.1052 as it existed prior to the passage of SB 569, per section 15 of the bill).
9. follow the Financial Aid for Swift Transfer (FAST program) rules as determined by the Texas Higher Education Coordinating Board (THECB) if the course provider is an institution of higher education and participates in the FAST program.

## TXVSN Central Operations Responsibilities

**The TXVSN central operations shall:**

1. ensure that all courses included in the TXVSN statewide course catalog are reviewed to ensure alignment with the Texas Essential Knowledge and Skills (TEKS) and other quality standards, per the requirements established in TEC, Chapter 30A as it existed prior to the passage of SB 569, per section 15 of the bill.
2. publish the TXVSN course catalog, including courses, sections, and seats.
3. provide security for all TXVSN online data, information, and transactions.
4. provide the MyTXVSN secure workspace for reconciliation of student registration/enrollment data and use as the TXVSN communication center.
5. act as liaison between the receiver district and TXVSN course provider as appropriate.

6. make informed choice data on courses and TXVSN course providers available on https://catalog.mytxvsn.org.
7. collect and publish student and parent satisfaction data (TEC §30A.1021 as it existed prior to the passage of SB 569, per section 15 of the bill, as well as TXVSN course provider success data) on a routine basis.
8. staff a TXVSN Help Desk.
9. provide equal access to and support for each TXVSN course provider's courses.
10. facilitate TXVSN invoices sent to receiver districts and payments to be paid to TEA by receiver districts.

## Responsibilities of All Parties

**All parties agree to the following:**

1. No party assumes liability for systems under the control of the other party or for actions of the employees of the other party.
2. No party has agreed to waive defense, right, immunity, or other protection under the law.
3. Except as otherwise provided in the Preamble above and in the Term of Agreement below, this agreement may not be amended or modified except by written agreement signed by both parties. This agreement supersedes all prior written or verbal representations or agreements concerning the subject matter of this agreement. TXVSN central operations may add additional requirements in order to provide economical, efficient and quality services to Texas students. Any such requirements shall be an amendment to this agreement and notice thereof shall be given by TEA to each receiver district on a timely basis.
4. No person(s) shall, on the basis of race, color, national origin, sex, religion, age or disability, be excluded from participating in the TXVSN, be denied the benefits of the TXVSN, or be otherwise subjected to discrimination.
5. No otherwise eligible student shall, solely by reason of disability, be excluded from participation in courses offered through the TXVSN.
6. All notices required in this agreement shall be in writing unless otherwise specified.
7. TEA may exercise all or any remedies available to it under law to enforce the provisions of this agreement.
8. This agreement shall be interpreted according to the laws of the State of Texas. Exclusive venue for any disputes concerning the agreement shall be Travis County, Texas.
9. The persons signing this agreement are authorized by their respective entities to bind the entities to this agreement.



## Terms of Agreement

1. The term of this agreement is one year, beginning on the date signed below and ends on August 31, 2027. A new agreement will be required for each year of participation. The obligations of the receiver district shall continue and termination shall not be effective until all students enrolled in any courses at the time of expiration of this agreement have completed the course, all final course grades have been received, and invoices paid.
2. TEA may end this agreement without penalty if legislative authorization to offer an online course through the TXVSN is revoked.

## District Roles

Each district must establish a TXVSN Administrator and provide TXVSN invoice recipient contacts. Details are provided below.

**1. TXVSN Administrator (Required)**

The TXVSN District Administrator will have access to district-wide confidential student data, TXVSN reports and financial data and will serve as a primary contact for the district. The TXVSN District Administrator will also manage students in the MyTXVSN system and assist with student course enrollments. Please identify a TXVSN District Administrator and provide the contact information below. (All fields are required.) The TXVSN Administrator will also receive a copy of the TXVSN invoices that are emailed to the district's business office.

Name Dr. Kristen Vesely | Title Executive Director of Academics

Email kristen.vesely@ectorcountyisd.org | Phone 4324568492

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**2. TXVSN Invoice Recipients - District Business Office (Required)**

The Texas Education Agency will email the receiver district's district-level business office an invoice at the end of each semester for each course provider in which the district had one or more student enrollment(s). **Please confirm with your accounts payable department which group mailbox or business office employees contacts should be provided to ensure the TXVSN invoices are sent to the appropriate individual. Please share a copy of the signed agreement with the business office upon completion of this document.**

Please provide a) the email address of the district-level business office group mailbox (preferred) or b) provide the contact information for **two** district level business office employees who should receive invoicing information.

**A. District-level business office group mailbox and phone number** (e.g., accountspayable@greatisd.org, 555-555-5555)

Email accountspayable@ectorcountyisd.org | Phone 432-456-0000

**OR**

**B. Two district business office employees.** (Complete all fields.)

1. Name Albessa Chavez | Title Cheif Financial Officer

Email albessa.chavez@ectorcountyisd.org | Phone 432-456-9709

2. Name Morgan Eaton | Title Director of Finance

Email morgan.eaton@ectorcountyisd.org | Phone 432-456-0078

### 3. Additional TXVSN Invoice Recipients (Optional)

If there are additional district personnel who should receive a copy of the TXVSN invoice, please list their names and contact information below.

1. Name _____ | Title _____

   Email _____ | Phone _____

2. Name _____ | Title _____

   Email _____ | Phone _____

## Authorized Signature

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Persons authorized to enter into this agreement are as follows:

- Texas Public District: Superintendent
- Texas Open-enrollment Charter School: Chief Executive Officer

**Complete all fields below. Use Adobe Acrobat (or similar software) to digitally sign this form or provide a hand-written signature.**

Name of Superintendent/CEO Dr. Keeley Boyer | Title Superintendent

District Ector County ISD | CDN 068901

Email keeley.boyer@ectorcountyisd.org | Phone 432-456-9879

Authorized Official's Signature _____ | Date 11-17-2026

____ I understand, by my signature above, the district or charter school is obligated to comply with all requirements contained in this agreement.

## Completion Directions

Please complete the campus activation form on the next page and submit this signed annual agreement document to the TXVSN help desk.

## Receiver District or Open Enrollment Charter School

## TXVSN Campus Activation Form

1. List every campus that will be using the Texas Virtual School Network (TXVSN) catalog services in the below table, not just the new campuses.
2. Please fill out the entire row completely for each campus and submit this PDF Receiver Agreement to the TXVSN help desk.

| Campus ID (9 digit) | Campus Name | Principal First Name | Principal Last Name | Principal Email | Principal Phone |
|---|---|---|---|---|---|
| 068901003 | Permian High School | Megan | Watts | megan.watts@ectorcountyisd.org | 4324560039 |
| 068901002 | Odessa High School | Hector | Limon | hector.limon@ectorcountyisd.org | 432-456-0029 |
| 068901011 | G.H.W. Bush New Tech Odessa | Abel | Avila | abel.avila@ectorcountyisd.org | 432-456-6989 |
| 068901015 | Odessa Collegiate Academy | James | Ramage | james.ramage@ectorcountyisd.org | 432-456-0029 |
| 068901014 | OCTECHS | Karl | Miller | karl.miller@ectorcountyisd.org | 432-456-6409 |
| 068901004 | Alternative Center | Amanda | Warber | amanda.warber@ectorcountyisd.org | 432-456-0049 |
| 068901009 | STEM Academy | Shannon | Davidson | shannon.davidson@ectorcountyisd.org | 432-552-2580 |
| 068901042 | Bonham Middle School | Amanda | Bizzell | amanda.bizzell@ectorcountyisd.org | 432-456-0429 |
| 068901043 | Bowie Middle School | Mary | Gorman | mary.gorman@ectorcountyisd.org | 432-456-0439 |
| 068901043 | Crockett Middle School | Senovio | Ortiz | senovio.ortiz@ectorcountyisd.org | 432-456-0449 |
| 068901046 | Nimitz Middle School | Christan | Pugh | christan.pugh@ectorcountyisd.org | 432-456-0469 |
| 068901045 | Wilson & Young MOH Middle | Richard | Kyle | richard.kyle@ectorcountyisd.org | 432-456-0459 |
| 068901049 | Vasquez Middle School | Raquel | Rodriguez | raquel.rodriguez@ectorcountyisd.org | 432-456-0499 |
| 068901047 | Ector College Prep | Alejandra | Garcia | alejandra.garcia@ectorcountyisd.org | 432-456-0479 |
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# PRESENTATION AND DISCUSSION OF 2025-26 SENATE BILL 1882 PARTNERSHIP PERFORMANCE OUTCOMES

Presentation and discussion of 2025-26 end-of-year academic and financial performance data for Senate Bill 1882 partners - Odessa Family YMCA and STEM Academy. This annual review by the Board of Trustees of the agreed-upon goal progress measures is required by Policy ELA (LOCAL) as well as the contracts between ECISD and each partner. The Student and School Support Division will lead the discussion and be joined by representatives from each partner to share their end of year outcomes and plans for 2026-2027.




## INFORMATION ITEMS

- Financials
- Purchases Over $50,000 Informational Report
- Routine Personnel Report
- Added Administrative Professional and Stipend/Supplemental Pay Plan




## FINANCIALS

The financial statements for the three required adopted budgets for the most recently closed month for the current fiscal year follow.

# ECTOR COUNTY ISD, TX

## EOM BUDGET REPORT 199

**09/30/2026**

FOR 2027 03

| | ORIGINAL APPROP | TRANFRS/ ADJSTMTS | REVISED BUDGET | YTD ACTUAL | ENCUMBRANCES | AVAILABLE BUDGET | PCT USE/COL |
|---|---|---|---|---|---|---|---|
| 199 GENERAL FUND | | | | | | | |
| 00 GENERAL LEDGER AND REVENUE | -353,890,169 | -1,131,189 | -355,021,358 | -50,709,670.01 | .00 | -304,311,687.99 | 14.3% |
| 11 INSTRUCTION | 206,039,543 | 1,142,379 | 207,181,922 | 33,572,514.51 | 133,848,272.37 | 39,761,135.12 | 80.8% |
| 12 INSTRUCTIONAL RES & MEDIA SERV | 1,778,096 | 0 | 1,778,096 | 271,832.67 | 1,216,372.39 | 289,890.94 | 83.7% |
| 13 CURRICULUM & STAFF DEVELOPMENT | 7,910,139 | 0 | 7,910,139 | 1,284,886.06 | 3,564,064.82 | 3,061,188.12 | 61.3% |
| 21 INSTRUCTIONAL LEADERSHIP | 5,032,787 | 0 | 5,032,787 | 1,243,777.35 | 3,214,167.16 | 574,842.49 | 88.6% |
| 23 SCHOOL LEADERSHIP | 22,465,415 | 0 | 22,465,415 | 5,036,480.86 | 14,315,015.98 | 3,113,918.16 | 86.1% |
| 31 GUID, COUNS & EVALUATION SERVS | 17,640,321 | 10,000 | 17,650,321 | 3,262,036.51 | 11,978,919.50 | 2,409,364.99 | 86.3% |
| 32 SOCIAL WORK SERVICES | 1,582,729 | 0 | 1,582,729 | 264,969.73 | 1,222,460.49 | 95,298.78 | 94.0% |
| 33 HEALTH SERVICES | 3,428,923 | 0 | 3,428,923 | 604,180.69 | 2,525,152.33 | 299,589.98 | 91.3% |
| 34 STUDENT TRANSPORTATION | 10,452,236 | 908,824 | 11,361,060 | 1,536,495.22 | 4,751,103.80 | 5,073,460.98 | 55.3% |
| 36 CO/EXTRACURRICULAR ACTIVITIES | 8,491,717 | 245,724 | 8,737,441 | 1,517,128.96 | 3,112,535.52 | 4,107,776.52 | 53.0% |
| 41 GENERAL ADMINISTRATION | 8,720,596 | 0 | 8,720,596 | 2,152,555.13 | 5,190,507.55 | 1,377,533.32 | 84.2% |
| 51 FACILITIES MAINT & OPERATIONS | 35,344,430 | 2,598,333 | 37,942,763 | 7,204,130.47 | 19,876,569.22 | 10,862,063.31 | 71.4% |
| 52 SECURITY & MONITORING SERVICES | 7,499,921 | 0 | 7,499,921 | 1,592,778.48 | 3,893,916.09 | 2,013,226.43 | 73.2% |
| 53 DATA PROCESSING SERVICES | 16,068,696 | 3,410,329 | 19,479,025 | 2,841,241.80 | 8,725,201.67 | 7,912,581.53 | 59.4% |
| 61 COMMUNITY SERVICES | 1,475,162 | 0 | 1,475,162 | 318,374.02 | 928,895.82 | 227,892.16 | 84.6% |
| 71 DEBT SERVICE | 1,371,000 | 0 | 1,371,000 | 157,319.34 | 1,092,983.42 | 120,697.24 | 91.2% |
| 81 FACILITIES ACQUISITION & CONST | 1,180,000 | 1,107,060 | 2,287,060 | 327,711.95 | 1,278,538.58 | 680,809.47 | 70.2% |
| 99 INTERGOVERNMENTAL CHARGES | 1,950,000 | 0 | 1,950,000 | 488,217.75 | 1,461,782.25 | .00 | 100.0% |
| TOTAL GENERAL FUND | 4,541,542 | 8,291,460 | 12,833,002 | 12,966,961.49 | 222,196,458.96 | -222,330,418.45 | 1832.5% |
| TOTAL REVENUES | -354,415,169 | -1,131,189 | -355,546,358 | -50,709,670.01 | .00 | -304,836,687.99 | |
| TOTAL EXPENSES | 358,956,711 | 9,422,649 | 368,379,360 | 63,676,631.50 | 222,196,458.96 | 82,506,269.54 | |
| GRAND TOTAL | 4,541,542 | 8,291,460 | 12,833,002 | 12,966,961.49 | 222,196,458.96 | -222,330,418.45 | 1832.5% |

** END OF REPORT - Generated by EATON, MORGAN **

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# ECTOR COUNTY ISD, TX

## EOM BUDGET REPORT 240

**09/30/2026**

FOR 2027 03

| | ORIGINAL APPROP | TRANFRS/ ADJSTMTS | REVISED BUDGET | YTD ACTUAL | ENCUMBRANCES | AVAILABLE BUDGET | PCT USE/COL |
|---|---|---|---|---|---|---|---|
| 240 SCHOOL NUTRITION | | | | | | | |
| 00 GENERAL LEDGER AND REVENUE | -20,721,787 | 0 | -20,721,787 | -3,878,739.94 | .00 | -16,843,047.06 | 18.7% |
| 35 FOOD SERVICE | 20,721,787 | 942,499 | 21,664,286 | 3,120,706.44 | 11,886,706.60 | 6,656,872.96 | 69.3% |
| TOTAL SCHOOL NUTRITION | 0 | 942,499 | 942,499 | -758,033.50 | 11,886,706.60 | -10,186,174.10 | 1180.8% |
| TOTAL REVENUES | -20,721,787 | 0 | -20,721,787 | -3,878,739.94 | .00 | -16,843,047.06 | |
| TOTAL EXPENSES | 20,721,787 | 942,499 | 21,664,286 | 3,120,706.44 | 11,886,706.60 | 6,656,872.96 | |
| GRAND TOTAL | 0 | 942,499 | 942,499 | -758,033.50 | 11,886,706.60 | -10,186,174.10 | 1180.8% |

** END OF REPORT - Generated by EATON, MORGAN **

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# ECTOR COUNTY ISD, TX

## EOM BUDGET REPORT 599

**09/30/2026**

FOR 2027 03

| | ORIGINAL APPROP | TRANFRS/ ADJSTMTS | REVISED BUDGET | YTD ACTUAL | ENCUMBRANCES | AVAILABLE BUDGET | PCT USE/COL |
|---|---|---|---|---|---|---|---|
| 599 DEBT SERVICE FUND | | | | | | | |
| 00 GENERAL LEDGER AND REVENUE | -48,940,048 | 0 | -48,940,048 | -369,529.32 | .00 | -48,570,518.68 | .8% |
| 71 DEBT SERVICE | 48,940,048 | 0 | 48,940,048 | 39,731,898.25 | 9,202,649.75 | 5,500.00 | 100.0% |
| TOTAL DEBT SERVICE FUND | 0 | 0 | 0 | 39,362,368.93 | 9,202,649.75 | -48,565,018.68 | 100.0% |
| TOTAL REVENUES | -48,940,048 | 0 | -48,940,048 | -369,529.32 | .00 | -48,570,518.68 | |
| TOTAL EXPENSES | 48,940,048 | 0 | 48,940,048 | 39,731,898.25 | 9,202,649.75 | 5,500.00 | |
| GRAND TOTAL | 0 | 0 | 0 | 39,362,368.93 | 9,202,649.75 | -48,565,018.68 | 100.0% |

** END OF REPORT - Generated by EATON, MORGAN **

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**ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT**

MONTHLY REPORT OF TAX COLLECTIONS

FOR THE PERIOD OF JULY 1, 2026 THRU SEPTEMBER 30, 2026

| YEAR | | OUTSTANDING COLLECTIBLE AS OF 2025 TAX ROLL | CUMULATIVE ADJUSTMENT | ADJUSTED ROLL | PAID YEAR TO DATE | CURRENT MONTH'S COLLECTION | UNCOLLECTED BALANCE | PERCENT UNCOLLECTED OVERALL | PERCENT UNCOLLECTED CURRENT |
|---|---|---|---|---|---|---|---|---|---|
| CURRENT TAX | 2026 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | #DIV/0! | #DIV/0! |
| DELINQUENT TAX | | | | | | | | | |
| | 2025 | 12,415,452.77 | (1,446,529.36) | 10,968,923.41 | 2,779,886.19 | 87,541.21 | 8,189,037.22 | 65.96% | 74.66% |
| | 2024 | 5,767,482.53 | (299,745.68) | 5,467,736.85 | 213,263.33 | 47,907.64 | 5,254,473.52 | 91.11% | 96.10% |
| | 2023 | 4,667,805.64 | (129,169.86) | 4,538,635.78 | 156,169.40 | 35,607.86 | 4,382,466.38 | 93.89% | 96.56% |
| | 2022 | 2,899,977.08 | (54,327.91) | 2,845,649.17 | 97,041.54 | 23,893.65 | 2,748,607.63 | 94.78% | 96.59% |
| | 2021 | 1,693,969.84 | (41,399.06) | 1,652,570.78 | 79,966.41 | 25,985.35 | 1,572,604.37 | 92.84% | 95.16% |
| | 2020 | 1,543,926.19 | (35,333.31) | 1,508,592.88 | 32,094.71 | 4,400.04 | 1,476,498.17 | 95.63% | 97.87% |
| | 2019 | 1,036,210.75 | 0.00 | 1,036,210.75 | 26,001.92 | 4,338.29 | 1,010,208.83 | 97.49% | 97.49% |
| | 2018 | 813,288.56 | 0.00 | 813,288.56 | 13,922.71 | 1,709.84 | 799,365.85 | 98.29% | 98.29% |
| | 2017 | 668,901.64 | (31.06) | 668,870.58 | 7,167.94 | 600.69 | 661,702.64 | 98.92% | 98.93% |
| | 2016+ | 5,169,438.38 | (215.43) | 5,169,222.95 | 30,668.33 | 3,295.31 | 5,138,554.62 | 99.40% | 99.41% |
| TOTAL DELINQUENT TAX | | 36,676,453.38 | (2,006,751.67) | 34,669,701.71 | 3,436,182.48 | 235,279.88 | 31,233,519.23 | 85.16% | 90.09% |
| CED # 24 SII TAXES | | 44,017.87 | 0.00 | 44,017.87 | 70.79 | 0.00 | 43,947.08 | 99.84% | 99.84% |
| TOTAL ALL TAXES | | 36,720,471.25 | (2,006,751.67) | 34,713,719.58 | 3,436,253.27 | 235,279.88 | 31,277,466.31 | | |



| PENALTY / INTEREST / DISCOUNT | | | YEAR TO DATE |
|---|---|---|---|
| CURRENT P & I | 0.00 | 0.00 | 0.00 |
| DISCOUNTS | 0.00 | 0.00 | 0.00 |
| DELINQUENT YEAR P & I | 939,679.84 | 168,355.60 | 1,108,035.44 |
| TOTAL PENALTY / INTEREST / DISCOUNT | 939,679.84 | 168,355.60 | 1,108,035.44 |
| TOTAL SCHOOL | 4,375,933.11 | 403,635.48 | 4,779,568.59 |

| | GENERAL FUND | | DEBT SERVICE | | |
|---|---|---|---|---|---|
| | TAXES PAID | P + I + C | TAXES PAID | P + I + C | TOTAL |
| TOTAL | 175,707.01 | 125,727.96 | 59,572.87 | 42,627.64 | 403,635.48 |




# PURCHASES OVER $100,000 INFORMATIONAL REPORT

The purchases over $100,000 for the previous month of the current fiscal year follow. The report includes all such large purchases, regardless of required previous board approval.

As per Board Policy CH (local), the Superintendent is not required to obtain Board approval for the following types of budgeted purchases, regardless of cost:

1. A purchase made pursuant to a Board-approved interlocal contract or a cooperative purchasing program, in accordance with law;
2. A purchase made through a state purchasing program that satisfies the District's obligation for competitive purchasing [see CH(LEGAL) or CBB(LEGAL)]; or
3. A continuing or periodic purchase under a Board-approved bid or contract.

# ECISD PURCHASE ORDERS >=$100,000 REPORT

| ITEM | PO DATE | PO # | VENDOR NAME | AMOUNT | GENERAL COMMENTS | APPROVAL PROCESS | GL ACCOUNT | REQUESTOR | DEPARTMENT |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 10/29/2026 | 27004538 | METEOR EDUCATION, LLC | $2,367,218.13 | CTE FF&E | REGION 10 ESC/EQUALIS GROUP | 468-23-6397-00-017-99-46825 | BETHANY IBARRA | DISTRICT OPERATIONS |
| | | | | | | | 468-21-6397-00-017-99-46825 | | |
| | | | | | | | 468-33-6397-00-017-99-46825 | | |
| | | | | | | | 468-23-6399-00-017-99-46825 | | |
| | | | | | | | 468-31-6397-00-017-99-46825 | | |
| | | | | | | | 468-52-6399-00-017-99-46825 | | |
| | | | | | | | 468-11-6399-00-017-11-46825 | | |
| | | | | | | | 468-31-6399-00-017-99-46825 | | |
| | | | | | | | 468-11-6397-00-017-11-46825 | | |
| | | | | | | | 468-51-6397-00-017-99-46825 | | |
| | | | | | | | 468-21-6399-00-017-99-46825 | | |
| | | | | | | | 468-52-6397-00-017-99-46825 | | |
| | | | | | | | 468-51-6399-00-017-99-46825 | | |
| | | | | | | | 468-33-6399-00-017-99-46825 | | |
| 2 | 10/20/2026 | 27004347 | CDW-G | $2,249,638.30 | STUDENT DEVICES-CHROMBOOKS-MARTIN | SOURCEWELL 121923- ECTOR COUNTY ISD (121923) | 199-11-6397-98-864-11- | MARTHA ALMAGUER | INFORMATION TECHNOLOGY |
| 3 | 10/05/2026 | 27003923 | AVID CENTER | $179,642.00 | AVID CENTER CONTRACT/SOFTWARE 26-27 | ECISD APPROVED SOLE SOURCE VENDOR | 199-13-6411-00-854-24- | LIDIA VALENZUELA | AVID |
| | | | | | | | 199-11-6399-00-854-24- | | |
| | | | | | | | 199-11-6248-00-854-24- | | |
| 4 | 10/22/2026 | 27004413 | CDW-G | $177,981.91 | SWITCHES FOR PA/BELL/CLOCK PROJECT | SOURCEWELL 121923- ECTOR COUNTY ISD (121923) | 693-11-6639-00-864-11-70224 | MARTHA ALMAGUER | INFORMATION TECHNOLOGY |
| 5 | 10/19/2026 | 27004250 | SANDRA G LOPEZ | $175,032.78 | RPL 26009858 AEC P1P2 -DO NOT SEND TO VENDOR | TIPS #25050401 ECONVERGE JOC | 693-81-6629-00-004-99-65624 | BETHANY IBARRA | DISTRICT OPERATIONS |
| | | | | | | | 693-81-6629-00-004-99-65424 | | |
| | | | | | | | 693-81-6629-00-004-99-65524 | | |
| 6 | 10/08/2026 | 27004053 | BUSRIGHT INC | $141,000.00 | BUS RIGHT TECH SUPPORT & UPGRADES FOR SCHOOL BUS | TIPS COOP # 260105 | 199-34-6394-00-986-99- | LYDIA BAEZA | TRANSPORTATION |
| 7 | 10/29/2026 | 27004546 | OFFICEWISE COMMERCIAL INTERIORS LLC | $127,649.28 | VMS ADDITIONAL FURNITURE | BUYBOARD #767-25 FFE & 755-24 SUPPLIES | 693-12-6397-00-049-11-50024 | BETHANY IBARRA | DISTRICT OPERATIONS |
| | | | | | | | 693-36-6397-00-049-99-50024 | | |
| | | | | | | | 693-23-6397-00-049-99-50024 | | |
| | | | | | | | 693-11-6397-00-049-11-50024 | | |
| | | | | | | | 693-35-6397-00-049-99-50024 | | |
| | | | | | | | 693-12-6399-00-049-11-50024 | | |

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Odessa, Texas

**MEMORANDUM**

TO: Dr. Keeley Boyer, Superintendent of Schools

FROM: Dr. Matthew Spivy, Chief Human Capital Officer

RE: Routine Personnel Report for October 2026

DATE: 10/30/2026

**Elementary Level Recommendations**

| NAME | JOB CLASS | CAMPUS | EFFECTIVE DATE |
|---|---|---|---|
| MICHELLE ESTRADA | FOURTH GRADE (REG) | JOHNSON ELEMENTARY | 10/1/2026 |

**Secondary Level Recommendations**

| NAME | JOB CLASS | CAMPUS | EFFECTIVE DATE |
|---|---|---|---|
| RYANNE LEWIS | DANCE | ECTOR MIDDLE SCHOOL | 10/19/2026 |
| YASMINE SIMENTAL | BUSINESS | NEW TECH ODESSA | 10/5/2026 |
| RONNIE MARQUEZ | SPANISH | VASQUEZ MIDDLE SCHOOL | 10/19/2026 |
| SALLY TORRES | SCIENCE/COACH | VASQUEZ MIDDLE SCHOOL | 10/19/2026 |

**Administrative Level Recommendations**

| NAME | JOB CLASS | CAMPUS/DEPARTMENT | EFFECTIVE DATE |
|---|---|---|---|
| LORI HILL | ADMIN INTERN | WILSON & YOUNG | 10/21/2026 |
| BRENDA CORTEZ | BOND & GRANT ACCOUNTANT | FINANCE | 10/19/2026 |

**Elementary Level Resignations**

| NAME | JOB CLASS | CAMPUS | EFFECTIVE DATE |
|---|---|---|---|
| MICHELLE DELAMATER | KINDER (REG) | PEASE ELEMENTARY | 10/8/2026 |
| CHRISTY PATRICK | THIRD GRADE (REG) | IRELAND ELEMENTARY | 10/23/2026 |

**Secondary Level Resignations**

| NAME | JOB CLASS | CAMPUS | EFFECTIVE DATE |
|---|---|---|---|
| MAYRA GUTIERREZ | CHOIR DIRECTOR MIDDLE SCHOOL | VASQUEZ MIDDLE SCHOOL | 10/9/2026 |
| JOSHUA ARREDONDO | SOCIAL STUDIES | CROCKETT MIDDLE SCHOOL | 10/6/2026 |
| BRIDGET LEVARIO | AVID TEACHER | PERMIAN HIGH SCHOOL | 10/6/2026 |
| ROSA GLOVER | SCIENCE | ODESSA HIGH SCHOOL | 10/31/2026 |
| COLIN SCHUEREN | SOCIAL STUDIES | PERMIAN HIGH SCHOOL | 10/26/2026 |
| YVONNE WOOD | DPT HD/ENGLISH | VASQUEZ MIDDLE SCHOOL | 10/28/2026 |
| ASLEY SEBILLON NEHRING | MATH | CROCKETT MIDDLE SCHOOL | 10/23/2026 |

**Administrative Level Resignations**

| NAME | JOB CLASS | CAMPUS/DEPARTMENT | EFFECTIVE DATE |
|---|---|---|---|
| GERARDO DIAZ | FINANCE ACCOUNTANT ACTV FUNDS | FINANCE | 10/30/26 |

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Odessa, Texas

## MEMORANDUM

TO: Dr. Keeley Boyer, Superintendent of Schools
FROM: Dr. Matthew Spivy, Chief Human Capital Officer
RE: Information Report for November 2027
DATE: 11/17/2026

| ADDED ADMINISTRATIVE PROFESSIONAL AND STIPEND/SUPPLEMENTAL PAY PLAN | | |
|---|---|---|
| **GROUP** | **POSITION CHANGE** | **STIPEND/PAY CHANGE** |
| ADMINISTRATIVE PROFESSIONAL - New Position | Coordinator - Educational Foundation Marketing & Events | AP Pay Grade 2 (Funded through MOU with Education Foundation) |
| Added - STIPEND | 1-Time Incentive Stipend for Full-Time ECISD Employees | Amount TBD |

| RECLASSIFIED ADMINISTRATIVE PROFESSIONAL AND STIPEND/SUPPLEMENTAL PAY PLAN | | |
|---|---|---|
| **GROUP** | **POSITION CHANGE** | **STIPEND/PAY CHANGE** |
| | | |
| | | |

| REMOVED ADMINISTRATIVE PROFESSIONAL AND STIPEND/SUPPLEMENTAL PAY PLAN | | |
|---|---|---|
| **GROUP** | **POSITION CHANGE** | **STIPEND/PAY CHANGE** |
| | | |