

Agenda of Regular Meeting

The Board of Trustees Splendora ISD

A Regular meeting of the Board of Trustees of Splendora ISD will be held November 18, 2024, beginning at 6:00 PM in the Splendora Junior High, 23411 FM 2090, Splendora , TX 77372.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. ROLL CALL
2. CERTIFICATE(S) OF ELECTION, STATEMENT(S) OF OFFICER(S), OATH(S) OF OFFICE 3
3. CLOSED SESSION ITEM(S) - The Board will reconvene at 7:00 PM.
 - A. Safety - Section 551.076
 - B. Personnel - Section 551.074
 1. Resignation(s)/Retirement(s)/New Hire(s)
 - C. Real Estate - Section 551.072
 - D. Consultation with Attorney - Section 551.071
4. INVOCATION
5. U.S. & STATE OF TEXAS PLEDGE OF ALLEGIANCES
6. GOOD THINGS
7. BOARD LEADERSHIP GUIDELINES & CODE OF ETHICS 13
8. STRATEGIC DIRECTION REVIEW 33
9. SAFETY UPDATE 34
10. 2022 BOND UPDATES
 - A. Program Manager Update- Turner & Townsend 40
11. SUPERINTENDENT'S REPORT
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 - B. Month-At-A-Glance 56
 - C. Balanced Scorecard Board Presentation
 1. Priority 2.1 Strengthen Organizational Capacity and Leadership Development to Support Future Growth and Stability 58
12. STUDENT RECOGNITION- FFA, CROSS COUNTRY, & COLLEGE BOARD
13. AUDIENCE

14. ADMINISTRATIVE PRESENTATIONS	
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16. CONSENT AGENDA ITEMS	
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D. Consider Approval of the Campus and District Improvement Plans	349
E. Adopt a Resolution of the Board of Trustees of the Splendora Independent School District to Allocate No More Than \$2,500 to Support the Greater East Montgomery County Chamber	351
F. Consider Approval to Upgrade the Current Transportation Radio System for the Safe Cycle 2 Grant	354
G. Consider Approval of Student Council Out of State Travel	358
17. ACTION ITEMS	
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C. Approve Board Reports/Activities Calendar, Board Meetings Calendar, and Board Operating Procedures Manual	364
D. Discussion and Possible Action to Approve Superintendent Search Firm	387
18. CLOSED SESSION ITEMS	
19. POSSIBLE ACTION ARISING FROM CLOSED SESSION	
20. POSSIBLE AGENDA ITEMS FOR NEXT MEETING	
21. ADJOURN	

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on _____, at

For the Board of Trustees

Certificate of Election 2024

In the name and by the authority of

The State of Texas

This is to certify that

Allen Wells

was duly elected for purposes of the November 5, 2024 election, pursuant to the cancelation order issued on September 23, 2024, canceling the election that was scheduled to be held on November 5, 2024.

In testimony whereof I have hereunto signed my name and caused the Seal of Splendora ISD to be affixed in the county of Montgomery, this the 18th day of November 2024.

_____ Notary Signature

Form 23-3 - Statement of Officer (General Information)

The attached form is designed to meet minimal constitutional filing requirements pursuant to the relevant provisions. *This form and the information provided are not substitutes for the advice and services of an attorney.*

Execution and Delivery Instructions

A Statement of Officer required to be filed with the Office of the Secretary of State is considered filed once it has been received by this office.

Mail: P.O. Box 12887, Austin, Texas 78711-2887.

Overnight mail or hand deliveries: James Earl Rudder Officer Building, 1019 Brazos, Austin, Texas 78701.

Fax: (512) 463-5569.

Email: Scanned copies of the executed Statement may be sent to register@sos.texas.gov

NOTE: The Statement of Officer form, commonly referred to as the "Anti-Bribery Statement," must be executed and filed with the Office of the Secretary of State before taking the Oath of Office (Form 2204).

Commentary

Article XVI, section 1 of the Texas Constitution requires all elected or appointed state and local officers to take the official oath of office found in section 1(a) and to subscribe to the anti-bribery statement found in section 1(b) before entering upon the duties of their offices.

Elected and appointed state-level officers required to file the anti-bribery statement with the Office of the Secretary of State include members of the Legislature, the Secretary of State, and all other officers whose jurisdiction is coextensive with the boundaries of the state or who immediately belong to one of the three branches of state government. Questions about whether a particular officer is a state-level officer may be resolved by consulting relevant statutes, constitutional provisions, judicial decisions, and attorney general opinions. For more information, see Op. Tex. Att'y Gen. No. JC-0575 (2002) (determining the meaning of "state officer" as it is used in Article XVI).

Effective September 1, 2017, Senate Bill 1329, which was enacted by the 85th Legislature, Regular Session, amended chapter 602 of the Government Code to require the following judicial officers and judicial appointees to file their oath and statement of officer with the secretary of state:

Officers appointed by the supreme court, the court of criminal appeals, or the State Bar of Texas; and
Associate judges appointed under Subchapter B or C, Chapter 201, Family Code.

Local officers must retain the signed anti-bribery statement with the official records of the office. *As a general rule, city and county officials do not file their oath of office with the Secretary of State— these officials file at the local level. The Legislature amended the Texas Constitution, Article 16, Section 1, in November 2001 to no longer require local level elected officials to file with our office. **The Office of the Secretary of State does NOT file Statements or Oaths from the following persons:** Assistant District Attorneys; City Officials, including City Clerks, City Council Members, Municipal Judges, Justices of the Peace, and Police/Peace Officers; Zoning/Planning Commission Members; County Officials, including County Clerks, County Commissioners, County Judges, County Tax Assessors, and District Clerks; and Officials of Regional Entities, such as, Appraisal Review Districts, Emergency Service Districts, and School Districts (ISD's).*

Questions about this form should be directed to the Government Filings Section at (512) 463-6334 or register@sos.texas.gov

Revised 09/2023

Form #23-3 Rev. 09/2023

Submit to:
SECRETARY OF STATE
Government Filings
Section P O Box 12887
Austin, TX 78711-2887
512-463-6334
512-463-5569 - Fax
Filing Fee: None



STATEMENT OF OFFICER

Statement

I, Allen Wells, do solemnly swear (or affirm) that I have not directly or indirectly paid, offered, promised to pay, contributed, or promised to contribute any money or thing of value, or promised any public office or employment for the giving or withholding of a vote at the election at which I was elected or as a reward to secure my appointment or confirmation, whichever the case may be, so help me God.

Title of Position to Which Elected/Appointed: Splendora ISD School Board Trustee Position 5

Execution

Under penalties of perjury, I declare that I have read the foregoing statement and that the facts stated therein are true.

Date: _____

Signature of Officer

**Form 23-2 - Oath of Office
(General Information)**

The attached form is designed to meet minimal constitutional filing requirements pursuant to the relevant provisions. *This form and the information provided are not substitutes for the advice and services of an attorney.*

Execution and Delivery Instructions

The Oath is considered filed once it has been received by this office.

Mail: P.O. Box 12887, Austin, Texas 78711-2887.

Overnight mail or hand deliveries: James Earl Rudder Officer Building, 1019 Brazos, Austin, Texas 78701.

Fax: (512) 463-5569. If faxed, the original Oath should also be mailed to the appropriate address above.

Email: Scanned copies of the executed Oath may be sent to register@sos.state.tx.us. If emailed, the original Oath should also be mailed to the appropriate address above.

NOTE: Do not have the Oath of Office administered to you before executing and filing the Statement of Officer (Form 2201 – commonly referred to as the “Anti-Bribery Statement”) with the Office of the Secretary of State.

Commentary

All state or county officers, other than the governor, lieutenant governor, and members of the legislature, who qualify for office, are commissioned by the governor. Tex. Gov’t Code, Section 601.005. The Secretary of State performs ministerial duties to administer the commissions issued by the governor, including confirming that officers are qualified prior to being commissioned. Submission of this oath of office to the Office of the Secretary of State confirms an officer’s qualification so that the commission may be issued.

Pursuant to art. XVI, Section 1 of the Texas Constitution, the Oath of Office *may not* be taken until a Statement of Officer (see Form 2201) has been subscribed to and, as required, filed with the Office of the Secretary of State. Additionally, gubernatorial appointees who are appointed during a legislative session *may not* execute their Oath until after confirmation by the Senate. Tex. Const. art. IV, Section 12. A Statement of Officer form required to be filed with the Office of the Secretary of State is filed upon receipt by the Secretary of State. The Oath of Office may be administered by anyone authorized under the provisions of Chapter 602 of the Texas Government Code. Commonly used officials include notaries public and judges.

Officers Required to File Oath of Office with the Secretary of State:

- Gubernatorial appointees, appellate and district court judges, and district attorneys
- Directors of districts operating pursuant to chapter 36 or 49 of the Texas Water Code file a duplicate original of their Oath of Office within 10 days of its execution. Tex. Water Code Ann. Sections 36.055(d); 49.055(d)

Officers Not Required to File Oath of Office with the Secretary of State:

- Members of the Legislature elected to a *regular* term of office will have their Oath of Office administered in chambers on the opening day of the session and recorded in the appropriate Journal. Members elected to an *unexpired* term of office should file their Oath of Office with either the Chief Clerk of the House or the Secretary of the Senate, as appropriate.
- All other persons should file their Oaths locally. Please check with the county clerk, city secretary or board/commission secretary for the proper filing location.

Questions about this form should be directed to the Government Filings Section at (512) 463-6334 or register@sos.state.tx.us.

Revised 9/2023

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SECRETARY OF STATE
Government Filings Section
P O Box 12887
Austin, TX 78711-2887
512-463-6334



OATH OF OFFICE

Filing Fee: None

IN THE NAME AND BY THE AUTHORITY OF THE STATE OF TEXAS,
I, Allen Wells, do solemnly swear (or affirm), that I will faithfully execute the duties of the office of Splendora ISD School Board Trustee Position 5 of the State of Texas, and will to the best of my ability preserve, protect, and defend the Constitution and laws of the United States and of this State, so help me God.

Signature of Officer

State of _____)
County of _____)

Sworn to and subscribed before me
this _____ day of _____, 20 ____.

(seal)

Signature of Notary Public or Other Officer
Administering Oath

Printed or Typed Name

Certificate of Election 2024

In the name and by the authority of

The State of Texas

This is to certify that

Jason Sessum

was duly elected for purposes of the November 5, 2024 election, pursuant to the cancellation order issued on September 23, 2024, canceling the election that was scheduled to be held on November 5, 2024.

In testimony whereof I have hereunto signed my name and caused the Seal of Splendora ISD to be affixed in the county of Montgomery, this the 18th day of November 2024.

_____ Notary Signature

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Local officers must retain the signed anti-bribery statement with the official records of the office. *As a general rule, city and county officials do not file their oath of office with the Secretary of State— these officials file at the local level. The Legislature amended the Texas Constitution, Article 16, Section 1, in November 2001 to no longer require local level elected officials to file with our office. **The Office of the Secretary of State does NOT file Statements or Oaths from the following persons:** Assistant District Attorneys; City Officials, including City Clerks, City Council Members, Municipal Judges, Justices of the Peace, and Police/Peace Officers; Zoning/Planning Commission Members; County Officials, including County Clerks, County Commissioners, County Judges, County Tax Assessors, and District Clerks; and Officials of Regional Entities, such as, Appraisal Review Districts, Emergency Service Districts, and School Districts (ISD's).*

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Section P O Box 12887
Austin, TX 78711-2887
512-463-6334
512-463-5569 - Fax
Filing Fee: None



STATEMENT OF OFFICER

Statement

I, Jason Sessum, do solemnly swear (or affirm) that I have not directly or indirectly paid, offered, promised to pay, contributed, or promised to contribute any money or thing of value, or promised any public office or employment for the giving or withholding of a vote at the election at which I was elected or as a reward to secure my appointment or confirmation, whichever the case may be, so help me God.

Title of Position to Which Elected/Appointed: Splendora ISD School Board Trustee Position 4

Execution

Under penalties of perjury, I declare that I have read the foregoing statement and that the facts stated therein are true.

Date: _____

Signature of Officer

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Revised 9/2023

This space reserved for office use

Submit to:
SECRETARY OF STATE
Government Filings Section
P O Box 12887
Austin, TX 78711-2887
512-463-6334



OATH OF OFFICE

Filing Fee: None

IN THE NAME AND BY THE AUTHORITY OF THE STATE OF TEXAS,
I, Jason Sessum, do solemnly swear (or affirm), that I will faithfully execute the duties of the office of Splendora ISD School Board Trustee Position 4 of the State of Texas, and will to the best of my ability preserve, protect, and defend the Constitution and laws of the United States and of this State, so help me God.

Signature of Officer

State of _____)
County of _____)

Sworn to and subscribed before me
this _____ day of _____, 20__.

(seal)

Signature of Notary Public or Other Officer
Administering Oath

Printed or Typed Name

Splendor Independent School District
Governance Team Guidelines & Operating Procedures

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Introduction

Governance Team Guidelines & Operating Procedures (hereinafter referred to as ‘the document’) defines the “partnership” between the superintendent and board members to a great extent. It clarifies expectations for one another, as well as responsibilities for practices and issues that are anticipated to occur on a frequent basis. It does not attempt to cover all potential scenarios as the document is meant to be a brief reference guide for each member of the team. Just like a partnership in the business world, each individual wants to know what he or she is responsible for accomplishing in order for the organization to be successful.

The *Governance Team* in Splendor ISD will operate more effectively and efficiently if the expectations for “how we will function as a team” are clearly defined. *Governance Team Guidelines & Operating Procedures* is based on practice, not theory. It is also a “living document” in that it should be reviewed annually and modifications should be made at the pleasure of the Governance Team and the needs of the district. A good time to review this document is after each school board election as it is an excellent tool for new board member orientation.

The update and development of *Governance Team Guidelines & Operating Procedures* assures a common understanding among members of the Governance Team and provides an excellent foundation for new Board member orientation as it provides district and Board member responsibilities. Additionally, the document will describe the mode of operation of the Governance Team to new, district level administrative staff. The document should be reviewed periodically to ensure it accurately reflects the expectations of the Governance Team and that its contents reflect actual practices of the team and individual members.

Governance Team Members

Dr. Jeff Burke	Superintendent
Allen Wells	President
Dan Muirhead	Vice President
Kimberly Klepcyk	Secretary
Barry Welch	Assistant Secretary
Jason Sessum	Member
Brandon Fry	Member
Jennifer Stewart	Member

Board Organization, Duties, and Responsibilities

Organization

At the first meeting following school board elections, an agenda item will be placed to disband the present Board and select new officers. Nominations and voting must take place in open session.

The Board shall elect a President, Vice-President, Secretary, and an Assistant Secretary, who shall be members of the Board. Officers shall be elected by plurality vote of the members present and voting. Board officers shall serve for a term of one year or until a successor is elected. Officers may succeed themselves in office. A vacancy among officers of the Board shall be filled by a majority action of the Board.

Typically the selection of officers will follow the outline below:

- Motion made, seconded, and passed to disband the current board and appoint the Superintendent as temporary chairperson.
- The Superintendent then asks the Board for nominations for the office of Board President.
- After nominations have ceased, the Superintendent then calls for the vote, with the selection being made by majority vote of those members present.
- The Superintendent then turns the chair to the newly elected President. The President then conducts the election of the Vice-President using the same nominating and voting process. The same procedure is then used for the Secretary position and then the Assistant Secretary position.

Duties

President:

The legal duties and powers of the Board President are described in detail in policy BDAA Legal. He/she also has the right to discuss, make motions and resolutions, and vote on all matters coming before the Board. The Board President also appoints all Board committees, unless otherwise provided by policy or Board consensus.

Vice-President:

The Board Vice-President shall act in the capacity and perform the duties of the Board President in the event of the absence or incapacity of the president and will perform other duties as prescribed by the Board.

Secretary:

The Secretary of the Board shall keep or cause to be kept, an accurate record of the proceedings of each board meeting and will send, or cause to be sent, notices of board meetings. In the absence of the President and Vice-President of the Board, the Secretary shall call the meeting to order and conduct the election of a president pro tem. The Secretary will also perform other duties as directed by the Board.

Assistant Secretary:

The Assistant Secretary of the Board shall act in the capacity and perform the duties of the Secretary of the Board in the event of the Secretary's absence.

Responsibilities

In addition to the responsibilities of Board Officers listed above, Policy BAA Legal provides an overview of key Board responsibilities. Key responsibilities are briefly described as follows:

- Review and adopt the district's vision and mission statements (August)
- Conduct an annual evaluation of the superintendent (January)
- Conduct an annual board self-evaluation (May)
- Approve district goals (March)
- Review and adopt the annual district budget (June)

SISD related policies: (BEC Legal) (BDAA Local)

Board Essential Roles (See insert on next page)

Board Meetings

Board Meeting Agenda

- A. In consultation with the board president, the superintendent shall prepare the agenda for all board meetings. The deadline for including board agenda items will be the third business day prior to the board meeting. On request in writing of any board member, an agenda item may be included on the board agenda. If the agenda item has been acted upon within the previous twelve months, two board members are needed to request that it be placed on another board agenda.
- B. The draft agenda may include items from the board agenda calendar as scheduled in advance by the Board of Trustees as well as actions required by law. Before the agenda is finalized, the superintendent will consult with the board president for approval of the final agenda.
- C. The consent agenda may include items listed below and action may be taken with a single vote without discussion. Placement of items on the consent agenda will be done at the discretion of the superintendent and board president. At the board meeting, any board member may ask questions or discuss a consent agenda item by asking the board president to remove it from the consent agenda for the purpose of giving the item individual consideration. The board president will allow discussion on any item requested for removal from the consent agenda by a board member.

Examples of Consent Agenda Items

1. Minutes of regular and special board meetings
2. Acceptance of financial reports
3. Routine bid recommendations in alignment with district policy
4. Approval of personnel contracts that comply with district policy
5. Requests to use district facilities
6. Routine, non-controversial items
7. Board policy updates

The above items are examples only. Not all topics listed may be included as part of the consent agenda.

SISD related policies:

BE (LEGAL)

BE (LOCAL)

BJA (LOCAL)

Items Eligible for Executive Session

- A. 551.071. Consultation with attorney. A governmental body may conduct a private consultation with its attorney when the government body seeks advice about pending or contemplated litigation, a settlement offer, or any of the appropriate exceptions listed for an executive session. Example: Discussing a real estate transaction with an attorney.
- B. 551.072. Deliberation regarding real property. A governmental body may conduct a closed meeting (executive session) to deliberate the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the position of the governmental body.
- C. 551.074. Personnel matters. An executive session may be conducted to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee. Also, to hear a complaint or charge against an employee unless the employee who is the subject of the charge or complaint requests an open meeting or hearing to hear the complaint.
- D. 551.076. Deliberation regarding security devices. A governmental body may deliberate the deployment of security personnel or devices in an executive session.
- E. 551.0821. Personally identifiable information about public school student. Deliberation concerning a student in which personally identifiable information is discussed will be held in executive session – even if the student’s name is not mentioned in the deliberation.
- F. 551.084. Exclusion of witness from hearing. A governmental body that is conducting a hearing may exclude a witness from the hearing while another witness is testifying.
- G. 551.073. Prospective gift. The governmental body may conduct an executive session to deliberate a negotiated contract for a prospective gift or donation if deliberation in an open session would have a detrimental effect.
- H. Ed. Code 39.030. The Board of Trustees shall conduct an executive session to discuss or adopt individual assessment instruments or assessment instrument items.
- I. 418.183. Emergency management – homeland security. Issues related to 418.175 in the Government Code are exempted from the open meeting requirement; however, a tape recording of the proceedings should be made.

- J. 551.087. Economic development. Deliberations concerning the offer of financial incentives for companies to locate in the school district may be held in executive session.

SISD related policies: BEC (LEGAL) DCE (LEGAL) GF (LEGAL)
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Notice of Meetings

Members of the Board shall be given notice of regular and special meetings on Thursday prior to regularly scheduled Monday Board Meetings. Notice for special meetings will be at least 72 hours prior to the scheduled time of the meeting and at least two hours prior to the time of an emergency meeting.

The district shall provide special notice of each meeting to any news media that has requested notification. When an emergency meeting is called or an emergency item is added to an agenda, the district shall notify any news media that have previously requested special notice of all meetings. (BE Legal)

Executive Session/Closed Meetings

Notice of all meetings shall provide for the possibility of a closed meeting during an open meeting, as provided by law. (BEC Legal)

For each closed meeting, except for consultations with its attorney, the board shall keep a certified agenda of the proceedings. The presiding officer and secretary shall certify that the agenda is a true and correct record of the proceedings. (BEC Legal) Board members must limit discussion to those items specified in the closed session.

No voting or polling of members is allowed in closed session. A final decision, or vote must take place in an open meeting. (BEC Legal)

No board member or other participant in a closed meeting shall, without lawful authority, disclose to a member of the public any deliberations made in a closed session.

Board Meetings/Audience Participation

Participants must have signed up prior to Board Meeting start time. At regular Board meetings, the Board shall permit public comment, regardless of whether the topic is an item on the agenda posted with notice of the meeting. At all other Board meetings, public comment shall be limited to items on the agenda posted with notice of the meeting. Participation is limited to three minutes to make comments to the Board, unless the participant requires the use of a translator, in which case participation is limited to six minutes. The Board will only consider complaints that remain unresolved after being addressed through proper administrative channels and when they have

been placed on the agenda. The Board of Trustees shall not deliberate, respond, or make decisions regarding any subject that is not included on the agenda that is posted.

Board Member Preparation for Meetings

- A. The Superintendent will ensure that all information needed for informed decision-making is supplied to each Board member in agenda information delivered four days prior to the regular board meeting. The agenda and support materials will be provided electronically unless a request is made for a written copy. If a written copy is requested, Board members are asked to discuss delivery options at the time of the request.
- B. Each Board member will prepare for the Board meeting by studying the agenda and support materials and asking clarifying questions of the Superintendent at least one day in advance of the meeting if possible. While it is likely that questions often result as part of the discussion of an agenda item, when a Board member knows that he/she will have a specific question it is appreciated if that question is asked prior to the meeting.

Board Member Questions Concerning the Agenda

- A. Board members are encouraged to ask for information from the Superintendent at least one day prior to the Board meeting. This will allow time for appropriate research, if needed.
- B. Any questions about agenda items or requests for additional information prior to the board meeting will be directed to the Superintendent. The Superintendent or his/her designee for that particular agenda item will respond to the Board member and an electronic copy of the question and response will be provided to all Board members.
- C. The Superintendent will determine if the information requested is readily available or will require additional time to gather or research. If additional time is needed the Superintendent and the Board member will agree upon an appropriate time frame in which the information will be provided.
- D. If a written summary or report is requested, the Superintendent will present a copy of it to each Board member.
- E. Even when information about agenda items is provided in advance or Board members receive answers to specific questions prior to the Board meeting; they are not prohibited from discussing or asking additional questions during the Board meeting.

- F. Board members seeking information during the Board meeting should ensure that the question pertains to agenda items.

Exhibiting Professionalism and Courtesy in Board Meetings

Board members shall observe and adhere to parliamentary procedures according to *Robert's Rules of Order, Newly Revised* and the Board President will ensure that discussion is related to the agenda item being addressed.

The Board President may recognize Board members prior to comments being given about an agenda item, particularly if several members wish to speak to the item.

Professional courtesy will be extended to all members of the Governance Team, school district staff, and visitors to the Board meeting.

Communication

Governance Team Communication

- A. The Superintendent will communicate with each Board member via weekly reports (emails) that will include information such as:
 - 1. District events
 - 2. Progress reports on Board goals and directives
 - 3. Follow-up reports in answer to Board member questions
 - 4. Information or reports requested by a Board member
 - 5. General program updates
- B. The Superintendent will communicate requested information to all Board members in as timely a manner as possible without interfering with the regular conduct of district business.
- C. The Superintendent will meet with the Board President as needed, or communicate by telephone or electronic means to inform him/her of district issues that may need to come before the Board for discussion or action.
- D. Board member phone calls to the Superintendent will be returned during the same day if at all possible.

- E. Board members may communicate with other individual members for purposes of asking questions, clarifying information, or socializing under circumstances that do not conflict with or circumvent the Texas Open Meetings Act.
- F. Board members may not communicate with other individual members for purposes of soliciting votes in support of or opposition to items of business that may come before the Board.
- G. Board members who wish to share information relevant to district business or issues before the Board will relay the information to the Superintendent for distribution to all members in his/her weekly reports.

Splendora ISD related policies: BE (LEGAL)	BJA (LOCAL)
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Board Member Requests for Information Not Related to Meeting Agendas

- A. Board members will contact the Superintendent to request information about the school district or Board of Trustee business.
- B. The Superintendent, at his/her discretion, may refer the Board member to a staff person with direct knowledge about the information requested.
- C. The Superintendent will determine if the information requested is readily available or additional time is needed to gather information or research the issue.
- D. If the information is available, the Superintendent will provide it to the requesting Board member.
- E. If a written response is provided, a copy of the information will be provided to each Board member.
- F. If the Superintendent determines that the request is unreasonable and will divert staff time or attention from Board priorities, the Superintendent or the requesting Board member may ask the Board President to place the request on a meeting agenda. The requesting Board member may then ask if a majority of the Board wishes to direct the Superintendent to generate a report to include the requested information.

Board Member Contact with Campuses

- A. Board members are encouraged to attend as many school events as their time and schedule permits.
- B. Board members will check in with the principal's office when he/she arrives at a campus during the school day, as per guidelines for all visitors to campuses.
- C. Board members will not go into classrooms or other areas on campus for the purposes of conducting personnel evaluations or investigations.
- D. Board members may not give direction to any staff or student except when immediate safety or liability is an issue.
- E. While Board members have no authority when not at the board table, as individuals, it is sometimes difficult for staff members to see them as ordinary parents, therefore;
 - a. When visiting with teachers of their own children, Board members should make it clear that they are acting as parents rather than as a member of the Board.
 - b. Board members will not request or accept extraordinary consideration for themselves or their children.
- F. Board members will not ask district employees for extraordinary consideration for anyone.

Splendora ISD related policies: GKA (LEGAL) BBF (LOCAL)

Response by Board Members to Community Member or Employee Complaints

- A. Listen briefly and respectfully; remain impartial
- B. Ask if the complainant has followed the complaint procedure (following the "chain of command") outlined in district policy
- C. Remind the complainant of the Board's responsibility to remain impartial regarding complaints that may ultimately be brought to the Board on appeal.
- D. If the complainant does not know the district's complaint procedures or "chain of command," the Board member should provide the following information:

- a. The complainant must first discuss the problem with the authority closest to the problem. In most cases this is the immediate supervisor if it is an employee or the principal if it is a campus issue.
 - b. If the complainant is not satisfied with the resolution, he/she may file a formal grievance according to procedures outlined in policy for students and parents, employees, or community members.
 - c. If the complainant is not satisfied with the resolution offered through the formal complaint process, the complainant may appeal to the next level of authority as outlined in policy.
 - d. When all levels of administrative appeal have been exhausted without satisfaction by the complainant, he/she may appeal the complaint to the Board of Trustees according to procedures outlined in policy. The Board President will place the complaint on the agenda for presentation to and discussion by the Board.
 - e. The Board may uphold the decision of the Superintendent or designee regarding the complaint, overturn it, offer an alternative solution, or the Board may take no action.
 - f. Complaints regarding an individual will be heard in closed session unless specific law or local policy provides otherwise.
- E. Board members should inform the Superintendent of all relevant complaints from staff and community. If requested by the Board member forwarding the request, the Superintendent will notify the individual Board member as to the resolution of the complaint.

SISD related policies:

DGBA (LOCAL) FNG (LOCAL) GF (LOCAL) BBF (LOCAL)

Communicating with the Community and/or Personnel

- A. Board members are encouraged to participate in community activities. When doing so, Board members may choose to provide information and/or respond to questions based on the following:
 - a. Relay information about district goals or other district information the Board member is comfortable providing
 - b. Interact in a positive manner
 - c. Listen politely and respectfully to comments
 - d. Refer questions about specific district activities to the Superintendent when they do not know the answers or if the individual wants detailed information.

- B. The Board of Trustees encourages community input, however, it will not respond to anonymous calls or letters unless they involve the safety and security of students and/or employees. If the anonymous communication refers to a significant issue, the Board member will contact the Superintendent to inform him/her of its' content.
- C. Signed letters addressed to the Board or a Board member will be forwarded to the Superintendent for inclusion in the weekly information provided to the Board.
- D. The Board will communicate to the community collectively through district communication strategies authorized by the Board in policy or the district communication plan.

SISD related policies: BBF (LOCAL)

Communicating with the Media

- A. The Superintendent and the Board President shall act as spokespersons for the Board of Trustees to the media on all school district related issues. Generally speaking, questions concerning district operations should be referred to the Superintendent and questions regarding board policy or actions taken by the Board should be referred to the Board President. This practice will promote a single “position statement” which can be clearly understood by the public as opposed to potentially having multiple statements on an issue.
- B. A Board member who receives a call from the media requesting information, comments, or an interview regarding district related issues will direct them to the Superintendent and/or Board President, depending on the nature of the questions.
- C. Board members retain the right to speak to the media as individuals but are strongly encouraged to direct all media inquiries to the Superintendent and/or Board President.
- D. When speaking to a media representative, a Board member should clarify when speaking as an individual rather than as a spokesperson for the Board of Trustees. When speaking as an individual, the Board member will remind the media representative of the position or action of the Board of Trustees as a body – if the Board has taken action on the issue.

SISD related policies:

Evaluation of the Superintendent

Updating the Superintendent Evaluation Instrument

After district goals are identified and priorities of the Board are established for the next school year, the Governance Team should review the content of the Superintendent's evaluation instrument to ensure proper alignment. This will ensure that the Board and Superintendent have an understanding of the challenges and priorities that are going to be emphasized in the coming year and that appropriate evaluation indicators may be developed. The evaluation instrument shall be based on the Superintendent's job description, student performance, and Governance Team priorities. The document evaluating the performance of the Superintendent is confidential.

Objectives of the Superintendent Evaluation Process

Based on law and board policy the following objectives are associated with the superintendent evaluation process:

- Clarify to the Superintendent his or her role and priorities, as seen by the Board
- Clarify to Board members the Superintendent's role, according to the Board's written criteria, as expressed in the Superintendent's job description and the district's goals and priorities
- Foster an early understanding among new Board members of the evaluation process and the Superintendent's current performance objectives and priorities
- Develop and sustain a harmonious working relationship between the Board and the Superintendent
- Include indicators on the evaluation instrument that reflect high expectations and outstanding Governance for the day-to-day operations of the school district
- Ensure fairness and objectivity in the evaluation process

The superintendent evaluation process and evaluation instrument will be provided to Board members with agenda items for the meeting in which the evaluation is to be conducted.

SISD related policies:

BJA (LEGAL)

BJCD (EXHIBIT)

BJCD (LOCAL)

BJCD (LEGAL)

New Board Member Orientation & Governance Team Training

Reporting Requirements

The minutes of the last regular meeting of the Board held during a calendar year must reflect whether each Trustee has met or is delinquent in meeting the training required to be completed as of the date of the meeting. *Education Code 11.159*

Training Requirements

New Board members shall receive a district orientation session within 60 days before or after their election or appointment and an orientation to the Texas Education Code within the first 120 days of election or appointment. Texas Education Code orientation sessions are offered through the Regional Education Service Center. New Board members are also encouraged to attend the TASB Summer Governance Conference, if possible. New Board members will also be trained on parliamentary procedures according to *Robert's Rules of Order, Newly Revised*. Once a year all Board members will receive a review of parliamentary procedures according to *Robert's Rules of Order, Newly Revised*.

All Board members shall receive an update session following each session of the Texas Legislature and the entire Board and Superintendent shall annually participate in a team building session. The lengths of these trainings are not specified, but are usually at least three hours.

In addition to the orientation and team building training, all Board members shall receive additional continuing education on an annual basis. To the extent possible, the entire Board shall participate in continuing education programs together. In the first year of service, Board members shall receive at least ten hours of continuing education in fulfillment of assessed needs in addition to required orientations and team building training. Within 90 days of election or appointment, new board members should receive one (1) hour of Open Meetings Training provided by the Attorney General's Office.

After the first year of service Board members shall receive at least five hours of continuing education annually in fulfillment of assessed needs. This of course is in addition to required team building training and a Texas Education Code update if a session of the Texas Legislature has been held that year.

The Board President shall receive continuing education related to Governance duties of the Board President as some portion of the annual requirement.

SISD related policies: BBD (LEGAL) BBD (EXHIBIT)
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Professional Development for Board Members

Board members and the Superintendent are encouraged to seek and attend relevant opportunities for professional development in addition to required training activities. Membership in state and national organizations and attendance at conventions, conferences, clinics, and workshops provide opportunities to learn about best practices and bring new ideas back to Splendora ISD.

Subscriptions to school board newsletter services, journals, and other written works are also efficient ways to learn examples of new or best practices.

Board members wishing to participate or attend professional development activities that are not planned for the entire Board should contact the Superintendent and Board President. If either should have a question as to the appropriateness of the request, the matter shall be brought to the Board as an agenda item for consideration.

Board Member Reimbursement for Expenses

Professional development for Board members is encouraged and reimbursement for travel and related expenses should be included in the district's budget each year. Utilize policy BBG (LOCAL) for Board member reimbursement when attending meetings, workshops, and conventions as an official representative of the Board.

SISD related policies:

BBG (LOCAL) BBG (LEGAL)

Board Member Ethics & Vendor Influence

In addition to Splendora ISD Board Member Ethics, BBF (LOCAL) attached, Board members will comply with state required annual Conflict of Interest reports outlined in BBFA (LEGAL), if applicable. The Conflict of Interest form is provided by the Texas Ethics Commission and applies to any Board member when he or she, or any member of the family, receives more than \$2,500 per year from a business that contracts with the school district, or when a Board member, or member of his or her family, receives \$250 or more in aggregate gifts from a business that contracts with the school district.

Board members may be a reference as to the professionalism and quality of a potential vendor for the school district, but he or she should communicate to the vendor and school district personnel that their personal knowledge of the vendor should not be represented as individual preference or support. Vendor selection is based on school district business practices and guidelines, state law, and district policy.

Board members should not request assistance, information, or school district equipment from school district employees for the purpose of personal or professional gain or on behalf of a friend or relative.

SISD related policies:

BBF (LOCAL)

BBFA (LEGAL)

Gov't Code 171.004

As a member of the Board, I shall promote the best interests of the District as a whole and, to that end, shall adhere to the following ethical standards:

**Equity
In Attitude**

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.

**Trustworthiness
In Stewardship**

- I will be accountable to the public by representing District policies, programs, priorities, and progress accurately.
- I will be responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of District resources.
- I will make no personal promise or take private action that may compromise my performance or my responsibilities.

**Honor
In Conduct**

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

**Integrity
Of Character**

- I will refuse to surrender judgment to any individual or group at the expense of the District as a whole.
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will not disclose information that is confidential by law or that will needlessly harm the District if disclosed.

**Commitment
To Service**

- I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the Superintendent.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.

**Student-Centered
Focus**

- I will be continuously guided by what is best for all students of the District.



STRATEGIC DIRECTION 3.0 - *why we exist*

VISION Right People. Right Things. Right Way. Right Resources. Right Relationships

MISSION Cultivating Exceptional People


BELIEFS - <i>why we act</i>	PRINCIPLES
<u>Student-Focused</u> : We believe the greatest outcomes result when students come first.	<ul style="list-style-type: none"> • Be accountable. • Live with integrity. • Focus on student needs.
<u>Relationships</u> : We believe positive and supportive relationships create the conditions for students to be advocates in their education.	<ul style="list-style-type: none"> • Value each other.
<u>Culture</u> : We believe a healthy, collaborative culture fosters exploration and innovation in a supportive environment.	<ul style="list-style-type: none"> • Ensure a safe physical, emotional, + social environment.
<u>Servant Leaders</u> : We believe servant leaders and critical thinkers strengthen our community and democracy.	<ul style="list-style-type: none"> • Develop servant leaders.
<u>Learning</u> : We believe all students deserve high-quality, engaging learning experiences that honor the potential in each student.	<ul style="list-style-type: none"> • Create a dynamic learning environment.

LEARNER PROFILE

The Splendor ISD Learner Profile provides an educational setting where every student is empowered to be: Self Motivated, Confident, An Adaptable Learner, A Critical Thinker, A Productive Citizen

EDUCATOR PROFILE

The Splendor ISD Educator Profile includes all members of the learning organization who interact with, guide and support our students. Every educator will be inspired and motivated to be: Designers, Relational, Servant Leaders, and focused on a Growth Mindset.

 [Splendor ISD's Educator Profile](#)

STRATEGIC PRIORITIES

Click here for the most recent [SISD Strategic Priorities](#).



**Splendor ISD Board of Trustees
Agenda Item Information Form**

Board Meeting Date: November 18, 2024

Submitted Date: November 13, 2024

Agenda Business Items:

- Consent Agenda Item
(Board has acted on items such as this previously)
- New Action
(Board has not seen information previously and allows for more time to discuss)

Information Only Items:

- Presentation
- Recognition
- Information

Name of Person Responsible: Dianna Archer

Department or Campus: Student Services

Topic: General Safety Report

Background Information:

Attachments: [Safety Report](#)

Superintendent's Resolutions: Reviewed

Newly Reported Data

Fights	Mutual		Non-Mutual		Assault	
	October	Year	October	Year	October	Year
SHS	0	8	0	0	1	3
SJH	0	3	0	2	0	0
PCE	1	4	0	1	0	0
GLE	2	2	0	0	0	0
PWE	1	1	0	0	0	0
TLE	2	6	0	5	0	0
Total	6	24	0	8	1	3

Previously Monthly Data

Fights	Mutual		Non-Mutual		Assault	
	September	Year	September	Year	September	Year
SHS	2	8	0	0	0	2
SJH	3	3	2	2	0	0
PCE	3	3	1	1	0	0
GLE	0	0	0	0	0	0
PWE	0	0	0	0	0	0
TLE	4	4	1	5	0	0
Total	11	18	4	8	0	2

Mutual Combat- Two or more students that choose to mutually engage in physical contact using blows or force

Non Mutual Fight- One student engages in a physical force with another who doesn't engage in the physical altercation

Assault-A person intentionally knowingly causes bodily injury to another person

Newly Reported Data

Vaping	October	Year
SHS	1	7
SJH	0	4
PCE	0	0
GLE	0	0
PWE	0	0
TLE	0	0
Total	1	11

Previously Monthly Data

Vaping	September	Year
SHS	3	6
SJH	1	4
PCE	0	0
GLE	0	0
PWE	0	0
TLE	0	0
Total	4	10

Newly Reported Data

Threat Assessment	Threats Reports		Required a Threat Assessment	
	October	Year	October	Year
SHS	4	7	1	2
SJH	3	17	0	3
PCE	0	0	0	0
GLE	1	3	0	0
PWE	0	0	0	0
TLE	0	3	0	1
Total	8	30	1	6

Previously Monthly Data

Threat Assessment	Threats Reports		Required a Threat Assessment	
	September	Year	September	Year
SHS	3	3	0	1
SJH	14	14	3	3
PCE	0	0	0	0
GLE	2	2	0	0
PWE	0	0	0	0
TLE	2	3	0	1
Total	21	22	3	5

Newly Reported Data

Bullying/Cyberbullying	# of Cases Reported		# of Substantiated Cases	
	October	Year	October	Year
SHS	0	0	0	0
SJH	2	4	0	1
PCE	4	4	4	4
GLE	0	1	0	0
PWE	0	0	0	0
TLE	2	3	0	0
Total	8	14	0	5

Previously Monthly Data

Bullying/Cyberbullying	# of Cases Reported		# of Substantiated Cases	
	September	Year	September	Year
SHS	0	0	0	0
SJH	2	2	1	1
PCE	0	0	0	0
GLE	1	1	0	0
PWE	0	0	0	0
TLE	1	1	0	0
Total	0	4	0	1

NEWLY REPORTED DATA

Crisis Interventions/ Suicide	October 15 - Nov 13	Year to Date
SHS	5	11
SJH	9	20
PCE	0	0
GLE	1	5
PWE	3	7
TLE	5	9
Total	23	52

Expressed Thoughts of Suicide	October 15 - Nov 13	Year to Date
SHS	5	8
SJH	3	13
PCE	0	0
GLE	1	4
PWE	1	3
TLE	2	5
Total	12	33

Expressed Plan for Suicide	October 15 - Nov 13	Year to Date
SHS	2	2
SJH	1	4
PCE	0	0
GLE	0	1
PWE	2	3
TLE	0	0
Total	5	10

Suicide Attempt	August 14-Nov 13	Result
SHS	1	Hospitalized
SJH	1	Hospitalized
PCE	0	
GLE	0	
PWE	0	
TLE	0	
Total	2	

PREVIOUS MONTHLY DATA

Crisis Interventions/ Suicide	September 18 - Oct 15	Year to date
SHS	2	6
SJH	3	11
PCE	0	0
GLE	0	4
PWE	2	4
TLE	4	4
Total	11	29

Expressed Thoughts of Suicide	September 18 - Oct 15	Year to date
SHS	1	3
SJH	3	10
PCE	0	0
GLE	0	3
PWE	1	2
TLE	3	3
Total	8	21

Expressed a Plan for Suicide	September 18 - Oct 15	Year to date
SHS	0	0
SJH	1	3
PCE	0	0
GLE	0	1
PWE	1	1
TLE	0	0
Total	2	5

Crisis Interventions/ Suicide	August 14- September 15	Year
SHS	4	4
SJH	8	8
PCE	0	0
GLE	4	4
PWE	2	2
TLE	0	0
Total	18	18

Expressed Thoughts of Suicide	August 14- September 15	Year
SHS	2	2
SJH	7	7
PCE	0	0
GLE	3	3
PWE	1	1
TLE	0	0
Total	13	13

Expressed a Plan for Suicide	August 14- September 15	Year
SHS	0	0
SJH	2	2
PCE	0	0
GLE	1	1
PWE	0	0
TLE	0	0
Total	3	3



**Splendoria ISD Board of Trustees
Agenda Item Information Form**

Board Meeting Date: November 18, 2024

Submitted Date: November 11, 2024

Agenda Business Items:

- Consent Agenda Item
(Board has acted on items such as this previously)
New Action
(Board has not seen information previously and allows for more time to discuss)

Information Only Items:

- X Presentation
- Recognition
- Information

Name of Person Responsible: Reese Briggs

Department or Campus: Chief Operations Officer

Topic: Program Management Update provided by Turner & Townsend Heery.

Background Information:

Attachments: TT Heery provided presentation

Superintendent's Resolutions: Reviewed



Turner & Townsend Heery

Splendoria ISD – 2022 Bond Program November 2024 Update

November 18, 2024

New Junior High School | Budget Update

New Junior High School 191,000 SF	CURRENT BUDGET	COMMITTED	FORECAST	COST AT COMPLETION	DELTA Over / (Under)
DESIGN FEES	\$3,555,160	\$3,555,160	\$0	\$3,555,160	\$0
OTHER PROFESSIONAL SERVICES	\$728,188	\$717,588	\$2,500	\$720,088	(\$8,100)
FURNITURE, FIXTURES, & EQUIPMENT	\$5,300,000	\$0	\$4,675,000	\$4,675,000	(\$625,000)
CONSTRUCTION COSTS	\$68,250,000	\$67,867,652	\$250,000	\$68,117,652	(\$132,348)
OWNER COSTS	\$6,254,306	\$1,901,675	\$3,111,166	\$5,012,841	(\$1,241,465)
TOTALS	\$84,087,653	\$74,042,075	\$8,038,666	\$82,080,741	(\$2,006,913)

88% COMMITTED TO DATE

New Junior High School | Budget Update

ALLOWANCE STATUS				
Description	Budget	Committed	Remaining \$	Remaining %
Allowance No. 01 - Project Sign	\$1,500	\$1,500	\$0	0%
Allowance No. 02 - Bldg. Pad & Foundation	\$50,000	\$13,052	\$36,949	74%
Allowance No. 03 - QA Testing	\$50,000	\$0	\$50,000	100%
Allowance No. 04 - CCTV Upgrade	\$100,000	\$40,668	\$59,332	59%
Allowance No. 05 - Spoils Handling	\$150,000	\$0	\$150,000	100%
Allowance No. 06 - Offsite Improvements	\$200,000	\$195,899	\$4,101	2%
Allowance No. 07 - Owners Contingency	\$1,625,000	\$522,915	\$1,102,085	68%
CMAR Contingency	\$1,200,000	\$115,605	\$1,084,395	90%
TOTALS	\$3,376,500	\$889,639	\$2,486,861	74%

New Junior High School | Schedule

MILESTONE SCHEDULE STATUS				
Milestone Activity	Baseline Date	Sched. Date	Completed ?	Delta (Days)
Notice to Proceed (Pkg. 4 - Building)	24-Jan-2024	24-Jan-2024	✓	0
Slab on Grade Completed	6-Jun-2024	6-Aug-2024	✓	61
Structural Steel Erection Completed	7-Oct-2024	10-Oct-2024	✓	3
Athletic Field Grass Installed	5-Jun-2024	30-Sep-2024	✓	117
Building Dry-In	16-Jan-2025	26-Dec-2024		(21)
Permanent Power Energized	6-Jan-2025	30-Dec-2024		(7)
HVAC Equipment Start-Up Completed	10-Mar-2025	24-Jan-2025		(45)
Substantial Completion	12-Jun-2025	12-Jun-2025		0

New Junior High School | Status of Construction

Construction Activities

- **Completed Activities**

- Lay SOD in Football Field, and Intumescent Paint & Primer in Gym

- **Current Activities**

- Waterproofing, Exterior Brick & Stone, Windows, 1-Sided Drywall and MUSCO Field Lighting

- **Upcoming Activities**

- Entergy Transformer to be Set and Ceramic Tile Install

45

New Junior High School | Status of Construction



46

New Junior High School | Status of Construction



Installing Exterior Window Frame



Backing Installed for Teaching Wall



Exterior Brick in Area 4

New Junior High School | Status of Construction



Insulated Overhead Ductwork in Area 2



Intumescent Paint & Primer in Gym



Interior of Snack Bar in Area 7

High School Addition | Budget Update

SHS - Additions 32,706 SF	CURRENT BUDGET	COMMITTED	FORECAST	COST AT COMPLETION	DELTA Over / (Under)
DESIGN FEES	\$964,372	\$964,372	\$0	\$964,372	\$0
OTHER PROFESSIONAL SERVICES	\$177,100	\$159,825	\$17,275	\$177,100	\$0
FURNITURE, FIXTURES, & EQUIPMENT	\$1,061,842	\$0	\$989,562	\$989,562	(\$72,281)
CONSTRUCTION COSTS	\$12,877,988	\$9,508,000	\$613,238	\$10,121,238	(\$2,756,750)
OWNER COSTS	\$1,046,993	\$300,000	\$709,659	\$1,009,659	(\$37,333)
TOTALS	\$16,128,294	\$10,932,197	\$2,329,734	\$13,261,931	(\$2,866,364)

82% COMMITTED TO DATE

High School Addition | Allowance & Schedule Update

ALLOWANCE STATUS				
Description	Budget	Committed	Remaining \$	Remaining %
Allowance No. 01 - Owners Contingency	\$300,000	\$87,906	\$212,094	71%
Allowance No. 02 - Graphics	\$20,000	\$0	\$20,000	100%
TOTALS	\$320,000	\$87,906	\$232,094	73%

MILESTONE SCHEDULE STATUS				
Milestone Activity	Baseline Date	Sched. Date	Completed ?	Delta (Days)
Notice to Proceed	1-Apr-2024	1-Apr-2024	✓	0
Building Pad Completed	12-Jun-2024	14-Jun-2024	✓	2
Concrete Slab on Grade Completed	29-Jul-2024	28-Aug-2024	✓	30
Courtyard Hardscape Completed	6-Aug-2024	19-Sep-2024	✓	44
Structural Steel Erection Completed	20-Nov-2024	8-Nov-2024	✓	(12)
Building Dry-In	28-Mar-2025	17-Jan-2025		(70)
Permanent Power Energized	22-Apr-2025	16-Apr-2025		(6)
HVAC Equipment Start-Up Completed	16-May-2025	30-Apr-2025		(16)
Substantial Completion	31-May-2025	31-May-2025		0

High School Addition | Status of Construction

Construction Activities

- **Completed Activities**

- Steel Erection, Pouring Ext. Stairs & Ramps, and Pouring Slab on Deck

- **Current Activities**

- Ext. CFMF, Interior Walls, Overhead MEP and Fireproofing

- **Upcoming Activities**

- Roof, In-wall Plumbing & Electrical, 1-Sided Drywall and Ext. Insulation Board

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High School Addition | Status of Construction



Cold Formed Metal Framing Progress



Overhead MEP on the 1st Level



Welding Bolts on 2nd Level

High School Addition | Status of Construction



Fireproofing on 1st Level



2nd Level Deck Poured

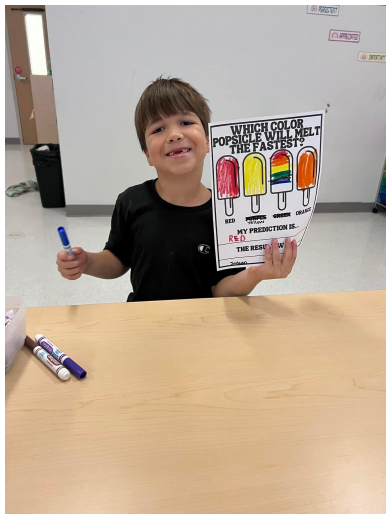


Courtyard

Q&A

11.8.24

Campus	EE	PK	KG	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Enrollment All served			In Membership Eligible) (ADA		
																Total	Last Day of Srs 5/22/24	Diff.	Total	Last Day of Srs 5/22/24	Diff.
SHS 001												428	451	387	375	1641	1469	172	1615.0	1444.0	171.0
SJH 041										437	439					876	808	68	875.0	808.0	67.0
PCE 101		39	90	82	96	95	84	110	93							689	699	-10	668.5	667.5	1.0
GLE 102	4	52	90	96	89	90	82	88	98							689	707	-18	660.5	674.5	-14.0
PWE 104	6	40	110	97	113	109	120	112	128							835	792	43	810.5	749.0	61.5
TLE 105	13	77	126	115	154	122	112	114	121							954	840	114	905.0	800.5	104.5
JJAEP																0	6	-6	3.0	0.0	3.0
District Total	23	208	416	390	452	416	398	424	440	437	439	428	451	387	375	5684	5321	363	5537.5	5143.5	394.0
First Day 23 - 24 8.9.23	5	201	311	382	335	335	364	373	379	383	371	436	362	366	285	4888			4717.5		
Difference	18	7	105	8	117	81	34	51	61	54	68	-8	89	21	90	796			820.0		
Current Day	23	208	416	390	452	416	398	424	440	437	439	428	451	387	375	5684			5537.5		
11.10.23	9	242	338	415	364	360	388	402	407	415	389	459	376	384	295	5243			5078		
Difference	14	-34	78	-25	88	56	10	22	33	22	50	-31	75	3	80	441			459.5		



Elementary students:

- Learn about changes in physical properties
- Practice writing
- Learn basic medical evaluation
- Performed in a play
- Enjoyed having administration on campus



Secondary students:

- SJH played with the SHS band at a football home game
- Won band competition advancing to Area
- Made it to the Bi-District playoff game
- Learned how to Stop the Bleed by applying a tourniquet
- Applied to college

Superintendent Spotlight





**Splendor ISD Board of Trustees
Agenda Item Information Form**

Board Meeting Date: November 18, 2024

Submitted Date: November 13, 2024

Agenda Business Items:

- Consent Agenda Item**
(Board has acted on items such as this previously)
- New Action**
(Board has not seen information previously and allows for more time to discuss)

Information Only Items:

- Presentation**
- Recognition**
- Information**

Name of Person Responsible: Dr. Shane Conklin

Department or Campus: Administration

Topic: Priority 2.1 Strengthen organizational capacity and leadership development to support future growth and stability

ATTACHMENTS

[Priority 2](#)

Superintendent's Resolutions: Reviewed

Balanced Scorecard Community Based Accountability System

Priority 2:
Focus on Staff-Well Being, Engagement and
Growth



STRATEGIC DIRECTION 3.0 - *why we exist*

VISION Right People. Right Things. Right Way. Right Resources. Right Relationships

MISSION Cultivating Exceptional People

BELIEFS - <i>why we act</i>	PRINCIPLES
<u>Student-Focused</u> : We believe the greatest outcomes result when students come first.	<ul style="list-style-type: none"> Be accountable. Live with integrity. Focus on student needs.
<u>Relationships</u> : We believe positive and supportive relationships create the conditions for students to be advocates in their education.	<ul style="list-style-type: none"> Value each other.
<u>Culture</u> : We believe a healthy, collaborative culture fosters exploration and innovation in a supportive environment.	<ul style="list-style-type: none"> Ensure a safe physical, emotional, + social environment.
<u>Servant Leaders</u> : We believe servant leaders and critical thinkers strengthen our community and democracy.	<ul style="list-style-type: none"> Develop servant leaders.
<u>Learning</u> : We believe all students deserve high-quality, engaging learning experiences that honor the potential in each student.	<ul style="list-style-type: none"> Create a dynamic learning environment.

LEARNER PROFILE

The Splendoria ISD Learner Profile provides an educational setting where every student is empowered to be: Self Motivated, Confident, An Adaptable Learner, A Critical Thinker, A Productive Citizen

EDUCATOR PROFILE

The Splendoria ISD Educator Profile includes all members of the learning organization who interact with, guide and support our students. Every educator will be inspired and motivated to be: Designers, Relational, Servant Leaders, and focused on a Growth Mindset.

[Splendoria ISD's Educator Profile](#)

STRATEGIC PRIORITIES

Click here for the most recent [SISD Strategic Priorities](#).

Splendoria ISD Strategic Plan Balanced Scorecard 2022-2026

- Mission:** Cultivating Exceptional People
- Vision:** Right People. Right Things. Right Way. Right Resources. Right Relationships

In Splendoria ISD, We Believe...

- Student-Focused:** We believe the greatest outcomes result when students come first.
- Relationships:** We believe positive and supportive relationships create the conditions for students to be advocates in their education.
- Culture:** We believe a healthy, collaborative culture fosters exploration and innovation in a supportive environment.
- Servant Leaders:** We believe servant leaders and critical thinkers strengthen our community and democracy.
- Learning:** We believe all students deserve high-quality, engaging learning experiences that honor the potential in each student.

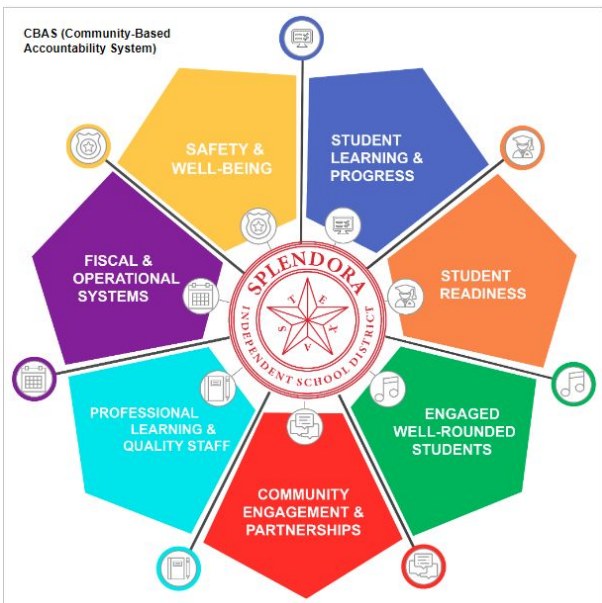
Strategic Priorities	Performance Goals
Priority 1: Focus On Student Success	1.1 Increase opportunities to support student engagement and well-being (BG 24-25) 1.2 Increase focus on student learning and growth 1.3 Ensure life readiness: students are college and/or career and/or military ready 1.4 Ensure social/emotional wellness and physical safety for all students
Priority 2: Focus on Staff Well-Being, Engagement and Growth	2.1 Strengthen organizational capacity and leadership development to support future growth and stability. (BG 24-25) 2.2 Focus on staff wellness and safety 2.3 Increase staff satisfaction, engagement, trust and retention
Priority 3: Focus on Community Engagement, Transparency and Trust	3.1 Augment community partnerships 3.2 Increase engagement with all parents 3.3 Increase transparency and trust 3.4 Improve communication strategies and community engagement efforts to share relevant information, celebrate achievements, and increase participation in district events. (BG 24-25)
Priority 4: Focus on Strategic Alignment of Financial and Operational Systems for Long Term District Growth	4.1 Develop systematic long range facility plan 4.2 Ensure the efficient and strategic alignment of resources through coherent, transparent budget development, adoption, and management to achieve cost avoidance. 4.3 Ensure the consistent, clear, and transparent provision of measurable data for all stakeholders. 4.4 Ensure district-wide school safety and emergency preparedness (BG 24-25)

5. PROFESSIONAL
LEARNING &
QUALITY STAFF





Community-Based Accountability System



Professional Learning & Quality Staff

- To what degree do we induct new employees into our learning organization?
- To what degree do we provide professional learning that promotes reflection, enhances instructional quality, and builds staff capacity?

Evidence

- Campus (PWE) Induction Example
- Exceptional Leaders I & II
- Rice University Executive Leadership Development



To what degree are we inducting new employees into our learning organization?

2.1 Strengthen organizational capacity and leadership development to support future growth and stability.



- **The purpose of our teacher mentor program is to support and develop new or less experienced teachers through guidance from veteran educators. The goals of our program include:**
 - Professional Growth
 - Improved Student Outcomes
 - Emotional & Professional Support
 - Retention of Quality Staff
 - Building Community & Collaboration
 - School-wide alignment
- **Program Elements**
 - Aligns with House System
 - Team Captains serve as mentor teachers
 - Quarterly meetings

Piney Woods

Mentor Name:

Mentee Name:

Mentor Documentation

8/13/2024

House Team Captains will meet with the new teachers on their team periodically throughout the year to provide mentorship and support

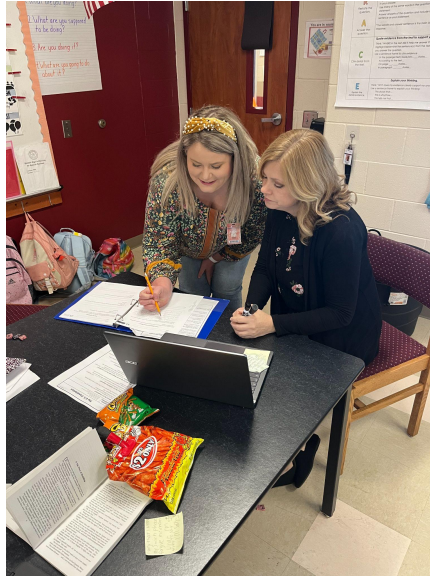
Guiding Questions

Do you have any questions about processes and procedures in your room?	
Do you know who to contact if you need help?	
What can I do to take stress off your plate?	

Advice for Parent Communication

1. Share how you communicate with your parents throughout the week
2. Share how you communicate with your parents when there is an issue between two students
3. Share format for positive communication
4. Share format for communication about grades

Mentee Notes:



Mentee Notes Continued:

How to Budget Your Time

1. When do you work on planning?
2. What is your process for SPED paperwork?
3. When and how do you grade? Do you grade everything the students work on?

Mentee Notes:

Questions for the Mentor

What Questions do you have for your mentor(s)? (Fill in your questions below with answers)

Advice from the Mentor

State three areas of focus for the mentee to focus on during the first 6 to 9 weeks of school. These areas will be revisited in the next mentor meeting.

- 1.
- 2.
- 3.





To what degree do we provide personalized learning that promotes reflection, enhances instructional quality, and build staff capacity?

2.1 Strengthen organizational capacity and leadership development to support future growth and stability.



➤ **Rice University Executive Leadership Development Program**

- 12 days of Professional Development
- 7 Rounds of Executive Coaching
- Toolkit for Self-Coaching
- A 360 Leadership Assessment, a Hogan Assessment, Optimum Assessment

➤ **Session Topics**

- Change Management
- Leading Yourself
- Leading Teams
- Telling Your Story
- Communication During Change and Crisis
- The Four Paths of Influence



Exceptional Leaders I & II

2.1 Strengthen organizational capacity and leadership development to support future growth and stability.



Exceptional Leaders I

- 21 participants representing all 6 campuses
- 6 Sessions
 - Exploring Leadership
 - Emotional Intelligence for Leaders
 - Trust Based Leadership
 - Data-Informed Leadership
 - Culture Responsive Leadership
 - Mock Interviews

Exceptional Leaders I Participant: Billy Brittain

Exceptional Leaders II

- 16 participants in representing all 6 campuses
- 6 Sessions
 - Exploring Leadership
 - Art of Building Teams
 - Leadership for Equity
 - Strategic Thinking-Building Systems
 - School Finance
 - Mock Interviews

Exceptional Leaders II Participant: Zach Mills

Balanced Scorecard Community Based Accountability System

Questions?





**Splendoria ISD Board of Trustees
Agenda Item Information Form**

Board Meeting Date: 11.18.24

Submitted Date: 11.13.24

Agenda Business Items:

- ~~Consent Agenda Item~~
(Board has acted on items such as this previously)
- New Action**
(Board has not seen information previously and allows for more time to discuss)

Information Only Items:

- Presentation**
- Recognition**
- Information**

Name of Person Responsible: Calesta House

Department or Campus: Business Department - Federal Programs

Topic: District and Campus Improvement Plans

Background Information: Title I, Part A requirement
[Cover Page for District & Campus Plans](#)

Attachments:

[District & Campus Improvement Plans Presentation](#)

Superintendent's Resolutions:

District and Campus Improvement Plans 2024-2025

*Building Success through
Community, Equity, and Growth*



Mission, Vision, and Values

Mission: Cultivating Exceptional People

Vision: Right People, Right Things, Right Way, Right Resources, Right Relationships

Values: Emphasis on strengths and talents of each child

Key Focus Areas

- Student Learning & Progress
- Community Engagement & Partnerships
- Professional Learning & Quality Staff
- Fiscal & Operational Systems
- Safety & Well Being

Student Learning & Progress

Goals and Strategies

- **Objective:** Ensure equitable academic outcomes
- **Strategies:**
 - Professional development on instructional techniques
 - Interventions for at-risk and bilingual students
 - Data - driven lesson design in PLCs
 - Student centered learning tools to encourage engagement
 - Continuous improvement via data and professional reflection

Community Engagement & Partnerships

Goals and Strategies

- **Objective:** Strengthen school-community connections
- **Strategies:**
 - Establish organized event-planning committees
 - Enhance parent communication in multiple languages
 - Maintain a special events calendar for transparency
 - Collect parent feedback for continuous improvement
 - Provide timely notifications for all school events

Professional Learning & Quality Staff Goals and Strategies

- **Objective:** Retain and grow high-quality staff
- **Strategies:**
 - Recognition and personalized affirmation
 - Aligned professional development opportunities
 - Regular staff feedback sessions to foster engagement

Fiscal & Operational Systems, Safety & Well Being

- Fiscal Goals: Ensure well-maintained facilities and access to resources
- Safety Goals: Prioritize safety for students and staff and promote social well-being

Conclusion and Next Steps

- **Commitment:** Supporting equitable outcomes, community engagement, and staff development
- **Next steps:**
 - Address barriers through strategic resource allocation
 - Continuous feedback and improvement across all focus areas

Thank you!



Cultivating Exceptional People

Overview of Plan Development

Campus Improvement Plans

Each campus conducted a Campus Needs Assessment (CNA) in collaboration with Campus Design Teams and stakeholders, including students, parents, community members, and business representatives. Based on data from this assessment, teams identified three primary goals with targeted strategies for the 2024-2025 school year. Progress will be reviewed periodically (October, January, and March), with a summative evaluation in June. These plans are “living documents,” updated as necessary to best serve our organization.

District Improvement Plan

The Community-Based Accountability System (CBAS) Committee assessed board goals alongside campus responses and strategies to select three foundational pillars for district-wide support. System responses and strategies were reviewed and refined by the District Educational Improvement Council (DEIC), composed of educators, administrators, parents, community members, and business members. Like the campus plans, the district plan is a living document, continually reviewed and updated.

Focus and Adaptability

This year, we have prioritized three primary goals, with accompanying strategies, for district and campus documentation. Although we have not outlined system responses and strategies for every pillar and key question, this does not indicate a lack of focus on these areas. Rather, it reflects our decision to concentrate on specific, impactful objectives for the 2024-2025 school year, while maintaining a commitment to all elements within our Community-Based Accountability System.

Splendoria Independent School District

District Improvement Plan

2024-2025



Mission Statement

Cultivating Exceptional People

Vision

Right People

Right Things

Right Way

Right Resources

Right Relationships

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Value Statement

Every child has strengths and talents. Splendora ISD will focus on these strengths and talents regardless of a test score. To do anything less neglects our duty as parents, educators, and community members.

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Comprehensive Needs Assessment

Student Learning & Progress

Student Learning & Progress Summary

District Goal Summary: Student Learning and Progress

The district aims to achieve equitable outcomes for all students by equipping campuses with the necessary training, data analysis tools, and intervention strategies, while promoting collaboration through Professional Learning Communities (PLCs) and targeted instructional practices.

Key Strategies:

1. **Professional Development on Instructional Strategies and Data-Driven Instruction:**

Teachers will receive training focused on small group instruction and data analysis to ensure all student groups are progressing equitably. Targeted development will also help teachers design product focused activities that aligns with TEKS standards and promotes mastery of key skills.

2. **Targeted Interventions and Support for At-Risk and Emergent Bilingual Students:**

The district will offer resources for individualized language plans and tiered interventions for struggling students. Regular data tracking will be used to monitor progress and effectiveness of these interventions.

3. **Enhancing PLC and Lesson Design for TEKS-Aligned Instruction:**

Collaborative PLC and lesson planning will focus on aligning instruction with TEKS standards, regularly revisiting strategies through data-driven discussions. A district-wide standards tracking tool will help monitor student mastery and guide instructional adjustments.

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4. **Student-Centered Learning Tools and Accountability:**

Essential Questions will be integrated into classrooms to promote engagement and reflection. Teachers will use student responses in PLC meetings to drive instructional decisions and support ongoing learning.

5. **Fostering Continuous Improvement through Professional Development:**

The district will ensure all professional development aligns with the strategic plan, offering sessions that address both academic and social-emotional needs. Teachers will reflect on and adjust their lesson designs using data, ensuring steady student growth throughout the year.

This comprehensive approach will help raise student performance and ensure consistent progress for all student groups, with targeted support for those who need it most.

Student Learning & Progress Strengths

Strengths of the District Goal Summary: Student Learning and Progress

1. **Focus on Equitable Outcomes:**

The district prioritizes equity by providing targeted support and ensuring that all student groups, including at-risk and emergent bilingual students, have the tools needed for success.

2. Comprehensive Professional Development:

Training is provided for teachers during the summer months and scheduled professional development days.

3. Data-Driven Instruction and Monitoring:

Regular data analysis through PLCs and progress monitoring helps teachers make informed decisions, identify areas for improvement, and ensure that students are progressing toward mastery of key skills.

4. Targeted Interventions for At-Risk Students:

The district's commitment to tiered interventions and individualized language plans addresses the needs of struggling and emergent bilingual students, promoting growth and closing learning gaps.

5. Collaborative Planning and Structured Support:

The use of PLCs for collaborative lesson design ensures alignment with TEKS standards and fosters a culture of shared accountability. Teachers benefit from regular, structured opportunities to adjust instruction based on student needs.

6. Student-Centered Learning and Accountability:

Tools like the integration of Essential Questions promote student engagement, ownership of learning, and accountability for tracking their progress.

7. Continuous Reflection and Improvement:

The district promotes continuous improvement by aligning professional development with the strategic plan, encouraging reflection, and using data to adjust instruction to enhance student achievement.

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8. Support for Social-Emotional Learning:

Professional development includes a focus on social-emotional and behavioral needs, ensuring that the whole child is supported in the learning process, which can lead to better academic outcomes.

This strengths-based approach positions the district to effectively support teachers and students, fostering growth and achievement across all student groups.

Barriers Identifying Student Learning & Progress Needs

Barrier 1: Inconsistent Implementation of Professional Development: While the district provides training on instructional strategies, ensuring consistent application of these strategies across all campuses can be challenging. Some teachers may struggle to integrate new techniques or may lack follow-up support, leading to uneven results in student progress. **Root Cause:** A possible root cause of inconsistent implementation of professional development could be insufficient follow-up support and monitoring after initial training sessions. While professional development is provided, without ongoing coaching, feedback, or time for teachers to practice and refine new strategies, they may struggle to fully integrate these techniques into their daily instruction.

Barrier 2 (Prioritized): Limited Capacity for Data-Driven Instruction: Teachers may lack the time, expertise, or tools to effectively analyze data and adjust instruction accordingly. Insufficient access to real-time data or a lack of ongoing professional development in data analysis can hinder the ability to track student progress and make timely instructional changes. **Root Cause:** A possible root cause of the limited capacity for data-driven instruction could be inadequate time and resources allocated for data analysis and instructional

adjustment. Teachers are often tasked with multiple responsibilities, such as lesson planning, classroom management, grading, and meeting diverse student needs, leaving little time for in-depth data analysis.

Barrier 3 (Prioritized): Challenges in Supporting At-Risk and Emergent Bilingual Students: Implementing individualized language plans and tiered interventions may be complicated by limited staff capacity, lack of resources, or varying levels of teacher expertise in addressing the needs of diverse learners. Maintaining regular data tracking for these groups can be time-consuming and may face resource constraints. **Root Cause:** A possible root cause of challenges in supporting at-risk and emergent bilingual students could be insufficient staffing and specialized training. Limited availability of interventionists or bilingual specialists, coupled with varying levels of teacher expertise in differentiating instruction for diverse learners, may hinder the effective implementation of interventions.

Barrier 4 (Prioritized):

Collaborative Planning Time in PLCs: Providing sufficient time for teachers to collaborate in Professional Learning Communities (PLCs) and design TEKS-aligned lessons can be difficult due to scheduling conflicts or high demands on teachers' time. Without regular, structured collaboration, lesson planning may not be consistently aligned with the district's goals. **Root Cause:** A possible root cause of challenges with collaborative planning time in PLCs is competing demands on teachers' time and scheduling constraints. Teachers often face heavy workloads that limit their availability for dedicated, structured collaboration. Additionally, differences in schedules across grade levels, subjects, or departments can make it difficult to align common planning times.

Barrier 5: Resistance to Change: Teachers and staff may resist adopting new instructional methods, especially if they feel overwhelmed by other responsibilities or if there is a lack of clear communication about the benefits of the new strategies. Resistance to change can slow the adoption of data-driven instruction, new intervention strategies, or instructional practices aligned with TEKS standards. **Root Cause:** A possible root cause of resistance to change is insufficient support and communication around the rationale and benefits of new instructional methods. Teachers may feel overwhelmed by existing responsibilities and hesitant to adopt unfamiliar strategies, particularly if they perceive the changes as adding to their workload without clear evidence of positive impact.

Barrier 6: Sustaining Engagement with Continuous Improvement: While professional development may be offered, sustaining teacher engagement throughout the year can be a challenge. Some teachers may not feel the immediate relevance of certain training sessions or may struggle to consistently apply the lessons learned in their classroom settings. **Root Cause:** A root cause of limited engagement with continuous improvement is the disconnect between professional development and immediate classroom needs. Teachers may struggle to apply training if it doesn't directly address their daily challenges, leading to reduced motivation and inconsistent implementation over time.

Barrier 7: Student Engagement with Accountability Measures: Encouraging students to fully engage with essential questions and other accountability measures can be difficult, particularly if students do not see the immediate value or if the instructional design does not adequately cater to diverse learning needs. **Root Cause:** A root cause of limited student engagement with accountability measures is students' lack of perceived value or connection to their learning needs. This can hinder motivation and reflective practices, impacting continuous learning.

Community Engagement & Partnerships

Community Engagement & Partnerships Summary

District Goal Summary: Community Engagement and Partnerships

The district aims to support campuses in strengthening community engagement, improving parent communication, and facilitating effective event planning throughout the school year to foster collaboration and showcase student achievements.

Key Strategies:

1. Guidance for Committee Organization and Event Planning:

The district will help campuses establish committees with clear roles and expectations. These committees will meet every nine weeks to plan events such as open houses and multilingual showcases. The district will provide event planning templates, ensure alignment with campus goals, and distribute parent feedback surveys to gather input for future improvements.

2. Enhancing Parent Communication Systems:

To increase parent engagement, the district will ensure that Skyward access instructions are sent out every nine weeks in both Spanish and English. Technical support will be provided to generate reports identifying parents without email accounts. In cases where families do not use email, phone calls will be made, and communication will be supported through translation tools to reach non-English/Spanish speakers.

3. Facilitating a Special Events Calendar:

The district will assist in creating a special events calendar, requiring team leaders, club sponsors, and PTO officers to add upcoming events one month in advance. This calendar will help keep event planning organized and accessible to staff and families.

4. Ensuring Timely and Precise Communication with Stakeholders:

The district will support the campus by providing training and tools to enhance communication with parents and stakeholders. Timely notifications will be encouraged through various channels, including emails, newsletters, and phone calls, ensuring parents are well-informed about campus events.

By strengthening community partnerships and improving communication systems, these strategies aim to foster stronger connections between families, campuses, and the district, ultimately enhancing student success and engagement.

Community Engagement & Partnerships Strengths

Strengths of the District in Community Engagement and Partnerships

1. Structured Event Planning and Organization Support:

The district recognizes the need for more structure and communication when providing events for the students, parents and community.

2. Comprehensive Parent Communication Systems:

The district's focus on increasing parent communication, especially by sending out Skyward access instructions in both Spanish and English every nine weeks, demonstrates a commitment to inclusivity. Technical support for identifying families without email and personalized phone calls with translation tools for non-English speakers enhance the reach and accessibility of communication.

3. Collaborative Special Events Calendar:

By assisting campuses in developing a special events calendar, the district ensures that all events are well-coordinated and communicated in advance. This promotes transparency and helps families stay informed about upcoming events, improving participation and engagement.

4. Timely and Multilingual Communication:

The district recognizes the importance in providing training and tools to ensure timely and clear communication with stakeholders. Using multiple communication channels, including emails, newsletters, and phone calls, ensures that important information reaches all families, regardless of language or technological access.

5. Commitment to Feedback and Continuous Improvement:

The district's approach to gathering parent feedback through surveys for event planning reflects its commitment to continuous improvement. This feedback-driven process ensures that future events are aligned with community needs and expectations, promoting stronger partnerships.

These strengths highlight the district's focus on inclusive, organized, and consistent communication and event planning to foster a collaborative environment that enhances community engagement and supports student achievement.

Barriers Identifying Community Engagement & Partnerships Needs

Barrier 1: Limited Participation: Difficulty in getting parents, community members, and staff to consistently participate in committees or events due to conflicting schedules or lack of interest. **Root Cause:** conflicting schedules, which can make it challenging for individuals to prioritize involvement. Additionally, a lack of interest or awareness about the benefits of participation may contribute to lower engagement levels. Without effective outreach or incentives to participate, many potential members may feel disconnected from the school community, further diminishing their involvement.

Barrier 2: Communication Gaps: Parents may not receive or understand communications sent via Skyward or other platforms, particularly those who lack internet access or 86 proficiency in English/Spanish. **Root Cause:** Parents may not receive or understand communications sent through Skyward or other platforms due to limited internet access or language proficiency in English and Spanish. This can result in missed information and reduced engagement.

Barrier 3: Resource Limitations: Insufficient staff or financial resources may hinder effective planning and execution of events, reducing the overall quality and impact of community engagement efforts. **Root Cause:** Insufficient staff or financial resources can impede effective event planning and execution, negatively impacting the quality and effectiveness of community engagement efforts.

Barrier 4: Inadequate Feedback Mechanisms: Low response rates on parent feedback surveys can result in a lack of valuable insights to inform future event planning and improvement efforts. **Root Cause:** Low response rates on parent feedback surveys may lead to a lack of valuable insights for informing future event planning and improvements.

Barrier 5 (Prioritized): Sustaining Engagement: Maintaining consistent interest and involvement from parents and community members over time can be challenging, especially if they do not see immediate benefits. **Root Cause:** Consistently maintaining interest and involvement from parents and community members can be difficult, especially if they don't perceive immediate benefits.

Barrier 6: Technical Challenges: Issues with technology, such as difficulty accessing platforms or using translation tools, may limit effective communication with non-English speakers. **Root Cause:** Technology issues, like difficulties accessing platforms or using translation tools, can hinder effective communication with non-English speakers.

Barrier 7 (Prioritized): Scheduling Conflicts: Coordinating the schedules of committee members and other stakeholders for regular meetings can be problematic, leading to ineffective planning and follow-through on initiatives. **Root Cause:** Coordinating committee members' and stakeholders' schedules for regular meetings can be challenging, resulting in ineffective planning and follow-through on initiatives.

Professional Learning & Quality Staff

Professional Learning & Quality Staff Summary

District Goal Summary: Retaining High-Quality Teachers and Staff

The district aims to support campuses in retaining high-quality teachers and staff by fostering a culture of recognition, providing personalized affirmation, and offering targeted professional development.

Key Strategies:

1. **Culture of Recognition and Appreciation:**

The district will promote weekly and monthly recognition efforts, including public acknowledgments through platforms like LiveSchool, newsletters, and social media, as well as campus parades for Teacher and Staff Member of the Month. Regular check-ins between campus leaders and staff will ensure consistent feedback and personal engagement.

2. **Personalized Affirmation Systems:**

Campuses will be encouraged to survey teachers and staff to understand their preferred methods of recognition and implement a variety of affirmation techniques, such as handwritten notes, "Cat compliments," and other incentives, to meet individual preferences.

3. **Professional Development Resources:**

The district will ensure that all departments have access to the necessary district resources. Professional development will be scheduled intentionally to expose staff to relevant materials and support their growth.

4. **Strategic Alignment of Professional Development:**

A year-long professional development schedule will be created to align with each campus's strategic goals, ensuring that all PD days focus on curriculum internalization and instructional strategies that enhance teaching and learning outcomes.

5. **Tailored Learning Opportunities:**

Staff will be offered personalized professional learning through breakout sessions addressing academic, behavioral, and social-emotional needs. Leadership development will be promoted by encouraging teachers to lead PD sessions, fostering collaboration and continuous improvement.

6. **Staff Engagement and Success Metrics:**

Staff engagement surveys will track satisfaction, aiming for 90% of teachers and staff to report feeling valued by campus leadership by the end of the 2024-2025 school year.

These strategies will help create a supportive, motivating environment that fosters teacher retention and professional growth.

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Professional Learning & Quality Staff Strengths

Strengths of the District in Retaining High-Quality Teachers and Staff:

1. **Consistent Recognition and Appreciation:**

- Weekly recognition through various platforms (LiveSchool, newsletters, announcements) and monthly celebrations (Teacher/Staff Member of the Month) foster a culture of appreciation and boost morale.

- Regular recognition reinforces the value of teachers and staff, ensuring they feel seen and acknowledged.

2. Personalized Affirmation:

- Conducting interest surveys to understand how teachers and staff prefer to be recognized allows for personalized engagement, making affirmations more meaningful.
- Daily affirmation events (e.g., handwritten notes, compliments) cater to individual preferences, helping to build stronger relationships and improve staff well-being.

3. Department-Specific Professional Development:

- Providing tailored resources and support ensures all staff members have access to necessary tools and professional development, enhancing job satisfaction and effectiveness.
- Clear channels for requesting resources foster responsiveness to staff needs.

4. Alignment with Strategic Goals:

- A year-long professional development schedule that aligns with the strategic plan ensures that all training is purposeful and directly supports campus objectives.
- Emphasis on instructional design meetings and curriculum internalization helps staff stay focused on goals that drive student success.

5. Tailored Professional Learning Opportunities:

- Offering breakout sessions that cater to different professional needs (academic, behavioral, social-emotional) provides flexibility and allows staff to focus on personal and professional growth.
- Encouraging teachers to lead professional development builds leadership capacity and promotes collaboration.

6. Ongoing Feedback and Engagement:

- Weekly check-ins between leadership and staff promote open communication, addressing both personal and professional needs, fostering trust, and maintaining consistent feedback loops.
- Using staff engagement surveys to measure success ensures data-driven adjustments and promotes a culture of continuous improvement, aiming for high satisfaction levels (90% by 2024-2025).

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These strengths support teacher retention by fostering a positive work environment, providing targeted professional growth, and encouraging personal connections between staff and leadership.

Barriers Identifying Professional Learning & Quality Staff Needs

Barrier 1 (Prioritized): Limited Time and Resources for Recognition: Administrators and leadership may struggle to find the time or resources to consistently recognize staff through weekly newsletters, social media announcements, or campus parades. The demands of managing daily operations could take precedence, leading to inconsistent implementation of recognition efforts. **Root Cause:** Lack of scheduled time and resources to recognize staff

Barrier 2: Resistance to Change or Personalization: Some teachers or staff members might resist new systems of personalized affirmation if they feel uncomfortable being publicly recognized or have differing preferences for how they want to receive feedback. Ensuring that affirmation systems are truly personalized may also be difficult in larger schools with many staff members. **Root Cause:** Lack of staff input on how they would prefer to be recognized.

Barrier 3: Budget Constraints: Implementing rewards, events, and affirmation systems often requires financial investment. Budget limitations could affect the ability to provide material incentives, certificates, or support for professional development, impacting the effectiveness of recognition and affirmation strategies. **Root Cause:** Budget constraints

causing a prioritization of funding

Barrier 4 (Prioritized): Access to Tailored Professional Development: Ensuring that all departments receive appropriate professional development resources can be challenging. Departments with fewer staff or specific needs may feel underserved if district-wide professional development doesn't align well with their unique subject matter. **Root Cause:** limited time for professional development

Barrier 5: Survey Participation and Honest Feedback: Achieving a 90% engagement rate in staff surveys might be difficult if staff are not motivated to participate or provide honest feedback. If teachers feel their input won't lead to real changes, survey results may not accurately reflect their satisfaction levels. **Root Cause:** Staff members not seeing the benefit of taking their time to fill out a survey

Barrier 6 (Prioritized): Leadership Capacity for Regular Check-Ins: Campus leaders may not have the bandwidth to consistently conduct meaningful weekly check-ins with all teachers and staff. This could limit the personal engagement and feedback loop that is key to the strategy's success. **Root Cause:** Campus leaders - organization and time management

Barrier 7: Cultural Differences in Recognition and Feedback: Recognizing the diverse cultural and personal preferences of staff members may present a challenge. What motivates one teacher may not be the same for another, requiring a nuanced approach to ensure affirmation and recognition resonate with everyone equally. **Root Cause:** Failure to effectively leverage the data from staff surveys

Priority Barriers

Barrier 1: Limited Capacity for Data-Driven Instruction: Teachers may lack the time, expertise, or tools to effectively analyze data and adjust instruction accordingly. Insufficient access to real-time data or a lack of ongoing professional development in data analysis can hinder the ability to track student progress and make timely instructional changes.

Root Cause 1: A possible root cause of the limited capacity for data-driven instruction could be inadequate time and resources allocated for data analysis and instructional adjustment. Teachers are often tasked with multiple responsibilities, such as lesson planning, classroom management, grading, and meeting diverse student needs, leaving little time for in-depth data analysis.

Barrier 1 Areas: Student Learning & Progress

Barrier 2: Challenges in Supporting At-Risk and Emergent Bilingual Students: Implementing individualized language plans and tiered interventions may be complicated by limited staff capacity, lack of resources, or varying levels of teacher expertise in addressing the needs of diverse learners. Maintaining regular data tracking for these groups can be time-consuming and may face resource constraints.

Root Cause 2: A possible root cause of challenges in supporting at-risk and emergent bilingual students could be insufficient staffing and specialized training. Limited availability of interventionists or bilingual specialists, coupled with varying levels of teacher expertise in differentiating instruction for diverse learners, may hinder the effective implementation of interventions.

Barrier 2 Areas: Student Learning & Progress

Barrier 3: Collaborative Planning Time in PLCs: Providing sufficient time for teachers to collaborate in Professional Learning Communities (PLCs) and design TEKS-aligned lessons can be difficult due to scheduling conflicts or high demands on teachers' time. Without regular, structured collaboration, lesson planning may not be consistently aligned with the district's goals.

Root Cause 3: A possible root cause of challenges with collaborative planning time in PLCs is competing demands on teachers' time and scheduling constraints. Teachers often face heavy workloads that limit their availability for dedicated, structured collaboration. Additionally, differences in schedules across grade levels, subjects, or departments can make it difficult to align common planning times.

Barrier 3 Areas: Student Learning & Progress

Barrier 4: Sustaining Engagement: Maintaining consistent interest and involvement from parents and community members over time can be challenging, especially if they do not see immediate benefits.

Root Cause 4: Consistently maintaining interest and involvement from parents and community members can be difficult, especially if they don't perceive immediate benefits.

Barrier 4 Areas: Community Engagement & Partnerships

Barrier 5: Scheduling Conflicts: Coordinating the schedules of committee members and other stakeholders for regular meetings can be problematic, leading to ineffective planning and follow-through on initiatives.

Root Cause 5: Coordinating committee members' and stakeholders' schedules for regular meetings can be challenging, resulting in ineffective planning and follow-through on initiatives.

Barrier 5 Areas: Community Engagement & Partnerships

Barrier 6: Limited Time and Resources for Recognition: Administrators and leadership may struggle to find the time or resources to consistently recognize staff through weekly newsletters, social media announcements, or campus parades. The demands of managing daily operations could take precedence, leading to inconsistent implementation of recognition efforts.

Root Cause 6: Lack of scheduled time and resources to recognize staff

Barrier 6 Areas: Professional Learning & Quality Staff

Barrier 7: Access to Tailored Professional Development: Ensuring that all departments receive appropriate professional development resources can be challenging. Departments with fewer staff or specific needs may feel underserved if district-wide professional development doesn't align well with their unique subject matter.

Root Cause 7: limited time for professional development

Barrier 7 Areas: Professional Learning & Quality Staff

Barrier 8: Leadership Capacity for Regular Check-Ins: Campus leaders may not have the bandwidth to consistently conduct meaningful weekly check-ins with all teachers and staff. This could limit the personal engagement and feedback loop that is key to the strategy's success.

Root Cause 8: Campus leaders - organization and time management

Barrier 8 Areas: Professional Learning & Quality Staff

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Community Based Accountability System (CBAS)

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data





Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Pillars

Pillar 1: Student Learning & Progress

Key Question 1: To what degree are all students demonstrating growth?

System Response (Goal) 1 Details	Reviews			
System Response (Goal) 1: Support campuses in achieving equitable outcomes for all students by providing training, data analysis tools, and intervention strategies, while fostering collaboration through PLCs and targeted instructional practices.	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 1: Provide Professional Development on Instructional Strategies and Data-Driven Instruction:

- * Offer training to teachers on small group instructional specific to their subject area ensuring alignment with effective instructional strategies 93
- * Support PLCs by focusing on disaggregated data analysis to ensure equitable student progress across all groups. Provide district-level support on using data for Tier 1 instruction, progress monitoring, and placing students into appropriate intervention groups to consistently track growth and student achievement.
- * Provide teachers with targeted professional development on designing product-focused activities that align with TEKS standards and higher Depth of Knowledge (DOK) levels. This strategy will support mastery of key skills.

Intended Audience: teachers, PLC groups, instructional coaches, campus administration

Provider / Presenter / Person Responsible: Teaching & Learning Department

Date(s) / Timeframe: throughout the 2024-2025 school year

Collaborating Departments: Teaching & Learning Department

Delivery Method: varies

Staff Responsible: Teaching & Learning, Campus Administrators, Instructional Coaches

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Strategy 2: Targeted interventions and Individualized Plans for At-Risk and Emergent Bilingual Students:

- * Offer resources for developing individualized language plans for emergent bilingual students to address specific learning needs and language development

goals.

* Ensure that interventions for Tier 2 students are provided by subject teachers and that Tier 3 students receive targeted support from interventionists. Monitor the effectiveness of interventions by tracking student data regularly.

Intended Audience: teachers, PLC groups, intervention teachers, instructional coaches

Provider / Presenter / Person Responsible: Teaching & Learning Department, Multilingual Department

Date(s) / Timeframe: 2024 - 2025 school year

Collaborating Departments: Teaching & Learning Department, Multilingual Department

Delivery Method: varies

Staff Responsible: Teaching & Learning Department, Multilingual Department, Instructional Coaches, Interventionist

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Strategy 3: Enhance PLC and Lesson Design Structures to Support TEKS - aligned Planning:

* Collaborate with campuses to establish and regularly revisit PLC and lesson design structures. Provide training during professional development sessions to ensure teachers are equipped with the tools and knowledge needed to plan or internalize lessons that align with TEKS standards.

* Assist in creating a PLC and lesson planning / internalization schedule that allows for more collaboration and targeted action planning. This will include weekly meetings to identify high-priority standards, develop interventions, and analyze student progress through data-driven discussions. 94

Intended Audience: teachers, instructional coaches

Provider / Presenter / Person Responsible: Teaching & Learning Department, Campus Administrators, Instructional Coaches

Date(s) / Timeframe: ongoing

Collaborating Departments: Teaching & Learning Department

Delivery Method: varies

Staff Responsible: Teaching & Learning Department

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Strategy 4: Support Student-Centered Learning Tools and Accountability:

* Encourage the use of Essential Questions in every classroom by offering professional development on crafting effective questions, providing resources for posting these questions, and incorporating student responses into PLC discussions to guide instructional adjustments.

* Include Essential Questions and objectives in lesson plans, walkthrough forms, and classroom displays to ensure consistency and student engagement.

Intended Audience: teachers, students

Provider / Presenter / Person Responsible: Instructional Coaches

Date(s) / Timeframe: ongoing

Collaborating Departments: Campus Administration

Delivery Method: PLCs, Professional Development sessions

Staff Responsible: Campus Administration, Instructional Coaches

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Strategy 5: Foster a Culture of Continuous Improvement through Professional Development and Reflection:

- * Work with campuses to ensure that 100% of professional development sessions align with the strategic plan and focus on academic and social-emotional learning needs.
- * Promote the use of internalization documents and assessment data to reflect on and adjust lesson designs throughout the year, ensuring student growth and mastery of standards on multiple measures of assessments.

Intended Audience: Campus Instructional Team

Provider / Presenter / Person Responsible: Teaching & Learning Department

Date(s) / Timeframe: ongoing

Collaborating Departments: Teaching & Learning Department

Delivery Method: varies

Staff Responsible: Teaching & Learning Department, Campus Administration

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Pillar 1: Student Learning & Progress

Key Question 2: To what degree are we using the data and developing a personalized learning environment to impact instruction for all students?

Pillar 2: Student Readiness

Key Question 1: To what degree are we identifying and utilizing students' strengths and talents to fulfill their hopes and dreams?

Pillar 2: Student Readiness

Key Question 2: To what degree are we preparing students for life readiness?

Pillar 3: Engaged, Well-Rounded Students

Key Question 1: To what degree do students demonstrate noble actions?


Pillar 3: Engaged, Well-Rounded Students


Key Question 2: To what degree do students utilize opportunities provided by the district to take initiative and advance personal growth?


Pillar 4: Community Engagement & Partnerships


Key Question 1: To what degree does our community have opportunities to partner with the school district?

System Response (Goal) 1 Details	Reviews			
System Response (Goal) 1: Support the campuses in strengthening community engagement, enhancing parent communication, and ensuring effective planning for events throughout the school year.	Formative			Summative
	Oct	Jan	Mar	June
	On Track			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Strategy 1: Provide Guidance for Committee Organization and Event Planning:

- * Assist the campuses in setting up committees with clearly defined roles and expectations. Each committee will meet at least once every nine weeks to plan community engagement events like open houses and multilingual showcases.
- * Offer resources and templates for event planning agendas and ensure alignment with the goals of showcasing students' strengths, talents, and growth.
- * Facilitate the distribution of parent feedback surveys to assess event effectiveness and gather input for future improvements.

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Intended Audience: Campus Administration, staff members

Provider / Presenter / Person Responsible: Communications Department, Chief Administration Officer, Chief Learning Officer, Director of Federal Programs

Date(s) / Timeframe: ongoing

Collaborating Departments: Administration Office, Teaching and Learning Department

Delivery Method: varies

Staff Responsible: Communications Department, Chief Administration Officer, Chief Learning Officer, Director of Federal Programs

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Strategy 2: Enhance Parent Communication Systems:

- * Support the campuses by ensuring that Skyward access instructions are sent to all parents/guardians at the beginning of every nine week period. This communication will be in both Spanish and English.

Intended Audience: Campus Registrars, Parents / Guardians

Provider / Presenter / Person Responsible: Communications Department, PEIMS Coordinator

Date(s) / Timeframe: Each nine week period

Collaborating Departments: PEIMS, Communications Department, Campus Administration

Delivery Method: varies

Staff Responsible: Campus Administrators

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Strategy 3: Facilitate the Creation of a Special Events Calendar:

- * Assist the campus in developing a special events calendar that requires all team leaders, club sponsors, and PTO officers to add upcoming events at least one month in advance.
- * Provide a platform or tool for efficient calendar management that ensures all event information is clear, organized, and accessible to staff and families.
- * Encourage the campus to use parent feedback and surveys to assess the success of events and gather insights for future planning.

Intended Audience: Campus administration

Provider / Presenter / Person Responsible: Communications Department

Date(s) / Timeframe: ongoing

Collaborating Departments: Communications, Teaching & Learning, Campus Administration

Delivery Method: varies

Staff Responsible: Communications, Chief Administration Officer, Chief Learning Officer

TEA Priorities:

Improve low-performing schools

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Strategy 4: Ensure Timely and Precise Communication with Stakeholders:

- * Offer training or tools for staff to communicate with parents and community stakeholders effectively. This includes ensuring all event notifications are timely, transparent, and available in multiple languages where necessary.
- * Encourage regular updates to parents through emails, newsletters, and phone calls to inform them about upcoming campus-wide events and happenings.

Intended Audience: Campus Staff

Provider / Presenter / Person Responsible: Communications Department

Date(s) / Timeframe: ongoing

Collaborating Departments: Communications, Administration

Delivery Method: varies

Staff Responsible: Communications Department

TEA Priorities:





Recruit, support, retain teachers and principals

Pillar 4: Community Engagement & Partnerships

Key Question 2: To what degree are stakeholders adequately informed and able to interact with SISD personnel?

Pillar 5: Professional Learning & Quality Staff

Key Question 1: To what degree do our recruitment and retention strategies align with the district's strategic plan?

System Response (Goal) 1 Details	Reviews			
System Response (Goal) 1: Support campuses in retaining high-quality teachers and staff by promoting recognition, professional development, and personalized engagement throughout the school year.	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 1: Implement a Culture of Recognition and Appreciation:

- * Encourage campuses to provide weekly or monthly recognition for teachers' and staff's efforts using platforms such as Facebook, newsletters, and morning announcements.
- * Support the implementation of celebrations, such as campus parades, for Teacher and Staff Member of the Month. Provide resources to help campuses with certificates, rewards, and social media announcements, ensuring recognition
- * Promote weekly check-ins between campus leadership and teachers to foster personal connections and offer consistent feedback. Ensure leaders have the tools to maintain meaningful interactions that address professional and personal well-being.

Intended Audience: Campus administration, teachers, campus staff

Provider / Presenter / Person Responsible: Chief Administration Officer, Director of Communications

Date(s) / Timeframe: ongoing

Collaborating Departments: Administration, Communications Department

Delivery Method: varies

Staff Responsible: Communications Department

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 2: Develop Personalized Affirmation Systems:

- * Assist campuses in administering interest surveys so that administration understands every teacher and staff member's preferred method of receiving affirmation.
- * Support campuses in scheduling daily affirmation events, such as "Cat Compliments", handwritten notes, WOW wagon walks and incentives like jeans and

t-shirt passes.

Intended Audience: Campus Administration

Provider / Presenter / Person Responsible: Communications, Teaching & Learning

Date(s) / Timeframe: ongoing

Collaborating Departments: Communications, Administration, Teaching & Learning

Delivery Method: varies

Staff Responsible: Director of Communications, Chief Administration Officer, Chief Learning Officer

TEA Priorities:

Recruit, support, retain teachers and principals

Pillar 5: Professional Learning & Quality Staff

Key Question 2: To what degree are we inducting new employees into our learning organization?

Pillar 5: Professional Learning & Quality Staff

Key Question 3: To what degree do we provide personalized professional learning that promotes reflection, enhances instructional quality, and builds staff capacity?

Pillar 6: Fiscal & Operational Systems

Key Question 1: To what degree are all facilities well-maintained and conducive to learning?

Pillar 6: Fiscal & Operational Systems

Key Question 2: To what degree do staff have access to resources necessary to fulfill the strategic plan?

Pillar 7: Safety & Well-Being

Key Question 1: To what degree do our students and staff feel safe at school?

Pillar 7: Safety & Well-Being

Key Question 2: To what degree do we ensure social well-being for all students?

Pillar 7: Safety & Well-Being

Key Question 3: To what degree do we ensure social well-being for all staff?

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Banks, Jamian	Instructional Coach - Humanities	Splendora High School	1.0
Black, Deborah	Instructional Coach	Piney Woods Elementary	.89
Brooks, Joyce	Aide - Media Specialist	Peach Creek Elementary	.04
Carson, Coralynne	Aide - Self Contained Special Education	Splendora Junior High	1.0
Foster, Lisa	Communications Coordinator	District	1.0
Freeze, Macy	Aide - Media Specialist	Piney Woods Elementary	1.0
Guzman - Hernandez, Kimberly	Aide - Media Specialist	Timber Lakes Elementary	1.0
Hernandez - Rivero, Veronica	Instructional Coach	Green Leaf Elementary	1.0
Hernandez, Lesbia	Aide - Self Contained Special Education	Splendora Junior High	1.0
Jenkins, Tammy	Aide - Self Contained Special Education	Splendora Junior High	1.0
Landrum, Courtney	Aide - Media Specialist	Green Leaf Elementary	1.0
Martinez, Prisma	Aide - Media Specialist	Splendora High School	1.0
Mixon, Lindsey	Instructional Coach	Peach Creek Elementary	114 .76
Richardson, Lori	Instructional Coach	Timber Lakes Elementary	.80
Robinson, Donita	Aide - Self Contained Special Education	Splendora Junior High	1.0
Ward, Amanda	Aide - Media Specialist	Green Leaf Elementary	1.0

Splendora Independent School District

Greenleaf Elementary School

2024-2025 Campus Improvement Plan

Accountability Rating: C

Distinction Designations:
Academic Achievement in Science



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Mission Statement

Cultivating Exceptional People

Vision

Right People. Right Things. Right Way. Right Resources. Right Relationships.

Value Statement

Everyone Learning Every Day

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Comprehensive Needs Assessment

Student Learning & Progress

Student Learning & Progress Summary

Our STAAR scores this year showed a few areas of improvement, as well as several areas where growth is needed.

Our Approaching rate was higher than the district average in:

-3rd, 4th and 6th grade Reading

-3rd, 4th and 5th grade Math

-5th grade Science

Our Approaching rate fell below the district average in:

-5th grade Reading

-6th grade Math

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Overall STAAR Percentages for Approaches, Meets, and Masters by Subject:

Reading- 70% Approaches, 22% Meets, 11% Masters

Math- 72% Approaches, 24% Meets, 9% Masters

Science- 53% Approaches, 13% Meets, 7% Masters

STAAR Percentages for Approaches, Meets, and Masters by Grade and Subject:

3rd Reading - **71% Approaches** (SISD 68%), 19% Meets (SISD 28%), **13% Masters** (SISD 9%) - increased from 2023

3rd Math - **64% Approaches** (SISD 59%), **19% Meets** (SISD 17%), **8% Masters** (SISD 7%) - increased from 2023

4th Reading - **76% Approaches** (SISD 72%), **30% Meets** (SISD 26%), 8% Masters (SISD 8%) - increased from 2023

4th Math - **80% Approaches** (SISD 57%), **35% Meets** (SISD 20%), **20% Masters** (SISD 10%) - increased from 2023

5th Reading - 62% Approaches (**SISD 66%**), 11% Meets (**SISD 21%**), 14% Masters (**SISD 15%**) - *decreased from 2023*

5th Math - **83% Approaches** (SISD 71%), **34% Meets** (SISD 28%), **9% Masters** (SISD 7%) - increased from 2023

5th Science - **53% Approaches** (SISD 42%), **13% Meets** (SISD 10%), **7% Masters** (SISD 3%) - *decreased from 2023*

6th Reading - **73% Approaches** (SISD 71%), **33% Meets** (SISD 30%), 6% Masters (**SISD 14%**) -

6th Math - 62% Approaches (**SISD 64%**), 8% Meets (**SISD 17%**), 1% Masters (**SISD 3%**) -

NWEA MAP Reading Data - Student Growth Projection Percentages:

Kinder: 48% Met, 34% Exceeded

1st grade: 22% Met, 15% Exceeded

2nd grade: 58% Met, 44% Exceeded

3rd grade: 48% Met, 39% Exceeded

4th grade: 42% Met, 34% Exceeded

5th grade: 27% Met, 17% Exceeded

6th grade: 56% Met, 47% Exceeded

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NWEA MAP Math Data - Student Growth Projection Percentages:

Kinder: 56% Met, 39% Exceeded

1st grade: 30% Met, 22% Exceeded

2nd grade: 62% Met, 52% Exceeded

3rd grade: 79% Met, 71% Exceeded

4th grade: 72% Met, 60% Exceeded

5th grade: 30% Met, 19% Exceeded

6th grade: 34% Met, 28% Exceeded

2023 to 2024 TELPAS Yearly Progress Indicator:

1st Grade: 86% scored Same Level, 14% scored 1 Level Higher

2ndGrade: 100% scored Same Level

3rd Grade: 80% scored Same Level, 20% scored 1 Level Higher

4th Grade: 69% scored Same Level, 31% scored 1 Level Higher

5th Grade: 70% scored Same Level, 30 % scored 1 Level Higher

6th Grade: 84% scored Same Level, 15% scored 1 Level Higher

2023 to 2024 TELPAS Scores per Grade Level :

Kinder: Beginning 6%, Intermediate 53%, Advanced 41%, Advanced High 0%

1st Grade: Beginning 13%, Intermediate 43%, Advanced 39%, Advanced High 4%

2nd Grade: Beginning 44%, Intermediate 48%, Advanced 8%, Advanced High 0%

3rd Grade: Beginning 15%, Intermediate 65%, Advanced 15%, Advanced High 4%

4th Grade: Beginning 16%, Intermediate 52%, Advanced 23%, Advanced High 10%

5th Grade: Beginning 8%, Intermediate 33%, Advanced 46%, Advanced High 12%

6th Grade: Beginning 0%, Intermediate 26%, Advanced 63%, Advanced High 11%

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Student Learning & Progress Strengths

Compared to the 2022-2023 school year, almost all content areas and grade levels increased in 2024.

Our Approaching rate was higher than the district average in 3rd, 4th and 6th grade Reading; 3rd, 4th and 5th grade Math; and 5th grade Science. For 4th and 5th grade Math STAAR, students are reaching higher levels of performance as students in the rest of the district and the rest of the state.

Barriers Identifying Student Learning & Progress Needs

Barrier 1 (Prioritized): On STAAR Math, 24% of 3rd -6th grade Greenleaf Elementary students scored at a "Meets" level. On STAAR Reading, 22% of 3rd-6th grade Greenleaf Elementary students scored at a "Meets" level. **Root Cause:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student

data and using this information in order to plan effective small group instruction.

Barrier 2 (Prioritized): On STAAR Math, 9% of 3rd-6th grade Greenleaf Elementary students scored at a "Masters" level. On STAAR Reading, 11% of 3rd-6th grade Greenleaf Elementary students scored at a "Masters" level. **Root Cause:** The campus needs a higher standard of expectations regarding the learning activities that teachers plan to promote higher order thinking.

Barrier 3 (Prioritized): 82% of emergent bilingual students at Greenleaf Elementary are showing little to no growth on TELPAS. **Root Cause:** Students at Greenleaf Elementary lack support services such as after-school programs that support language enrichment.

Engaged, Well-Rounded Students

Engaged, Well-Rounded Students Summary

On June 3, 2024, the Campus Needs Assessment Committee met to consider the degree to which students have utilized opportunities provided by the district to take initiative and advance personal growth. The Committee determined that high absenteeism at Greenleaf Elementary is preventing students from engaging in the opportunities available. Attendance data showed that the overall attendance for the 2023-2024 school year dropped to 92.64%, falling short of the 95% goal set for the academic school year. The students in the committee identified several aspects of their school experience that promote consistent attendance. These included hands-on learning experiences, opportunities to build relationships with their peers and their teachers, and campus celebrations focusing on growth and achievement.

Engaged, Well-Rounded Students Strengths

Teachers and staff at Greenleaf Elementary maintain open lines of communication with parents and guardians about the importance of attendance and their role in supporting their student's education. The campus follows the district's process to address student absences which begins with the teacher reaching out to parents after three consecutive student absences without notification from the parent. Parents receive written notification as well as a phone call when students are absent five days.

In addition to open lines of communication, the campus provides rewards to incentivize attendance including perfect attendance plaques at the end of the school year.

Barriers Identifying Engaged, Well-Rounded Students Needs

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Barrier 1 (Prioritized): Greenleaf Elementary School's Average Daily Attendance Rate dropped to 92.64% last year. **Root Cause:** The campus' approach to incentivize attendance did not effectively address attendance issues.

Professional Learning & Quality Staff

Professional Learning & Quality Staff Summary

On June 10th, 2024, the Campus Needs Assessment Committee met a second time to discuss to what degree our onboarding, induction and retention strategies align with the district's strategic plan. The Committee discussed how teacher retention is crucial for the success of Greenleaf Elementary as it ensures consistency and stability, benefiting students' academic and emotional development. Using the results of the Staff Engagement Survey administered in the Spring of 2024, which included questions about job satisfaction and campus culture, the Committee considered how having better staff engagement survey results could help Greenleaf Elementary reduce the turnover rates. High retention rates often indicate good working conditions and high job satisfaction among teachers, translating to better teaching and improved student outcomes.

Professional Learning & Quality Staff Strengths

Greenleaf Elementary implements various strategies to encourage and affirm teachers. These include:

- Recognizing one teacher and one staff member for their hardwork every month
- Highlighting specific accomplishments in the weekly campus newsletter
- Providing "glows" as feedback during walkthroughs

Barriers Identifying Professional Learning & Quality Staff Needs

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Barrier 1 (Prioritized): 40% of teachers and staff feel undervalued. **Root Cause:** There is disconnect between what the campus find value in and what is communicated with teachers.

Barrier 2 (Prioritized): 40% of teachers and staff do not feel encouraged or affirmed. **Root Cause:** The campus lacks a process to understand how teachers and staff are affirmed in order to take action.

Safety & Well-Being

Safety & Well-Being Summary

Greenleaf Elementary is committed to ensuring students and staff are in an optimal environment that is safe, secure, and conducive to learning. Discipline referrals for the 2023-2024 school year showed an increase of 71 incidences of students refusing to work and failing to comply with directions. Of the 71 incidences, 65 of the referrals involved students in 4th through 6th grades. The interventions used to mitigate the behavior included a warning or conference with administration, followed by lunch detention and then in-school suspension. There were 46 initial incidents by a single student that led to a warning or a conference with administration. After the 46 incidents, there were 17 instances of a student failing to comply a second time, which led to lunch detention as a consequence. Out of the 17 secondary incidences, there were 9 referrals for students failing to comply a third time, which led to the students being assigned in-school suspension (ISS).

Keeping students out of in-school suspension is important for several reasons:

1. **Academic Impact:** Students in ISS miss out on instructional time and classroom activities, which can hinder their academic progress. Continuous classroom engagement is crucial for understanding and retaining new concepts.
2. **Behavioral Reinforcement:** ISS might not effectively address the root causes of behavioral issues. Instead of helping students learn from their mistakes, it can reinforce negative behaviors by removing them from a structured environment.
3. **Family and Community Relationships:** Frequent use of ISS can strain relationships between schools, families, and communities. A collaborative approach to behavior management that involves families and community resources can be more effective and foster better relationships.

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Safety & Well-Being Strengths

Greenleaf Elementary implements actions and strategies that have successfully addressed and prevented further misbehavior involving refusing to work and failing to comply with directions by a single student for 63% of all incidents.

These actions include:

- Setting goals with students regarding acceptable behavior
- Conversations with parents to discuss disciplinary measures
- Using restorative practices including conferring with the campus counselor

Barriers Identifying Safety & Well-Being Needs

Barrier 1 (Prioritized): 70% of all behavior referrals pertain to 4th to 6th grade students. **Root Cause:** The campus has not identified the most effective interventions to mitigate student discipline infractions.

Priority Barriers

Barrier 1: Greenleaf Elementary School's Average Daily Attendance Rate dropped to 92.64% last year.

Root Cause 1: The campus' approach to incentivize attendance did not effectively address attendance issues.

Barrier 1 Areas: Engaged, Well-Rounded Students

Barrier 2: 40% of teachers and staff feel undervalued.

Root Cause 2: There is disconnect between what the campus find value in and what is communicated with teachers.

Barrier 2 Areas: Professional Learning & Quality Staff

Barrier 3: 40% of teachers and staff do not feel encouraged or affirmed.

Root Cause 3: The campus lacks a process to understand how teachers and staff are affirmed in order to take action.

Barrier 3 Areas: Professional Learning & Quality Staff

Barrier 4: 70% of all behavior referrals pertain to 4th to 6th grade students.

Root Cause 4: The campus has not identified the most effective interventions to mitigate student discipline infractions.

Barrier 4 Areas: Safety & Well-Being

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Barrier 5: On STAAR Math, 24% of 3rd -6th grade Greenleaf Elementary students scored at a "Meets" level. On STAAR Reading, 22% of 3rd-6th grade Greenleaf Elementary students scored at a "Meets" level.

Root Cause 5: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.

Barrier 5 Areas: Student Learning & Progress

Barrier 6: On STAAR Math, 9% of 3rd-6th grade Greenleaf Elementary students scored at a "Masters" level. On STAAR Reading, 11% of 3rd-6th grade Greenleaf Elementary students scored at a "Masters" level.

Root Cause 6: The campus needs a higher standard of expectations regarding the learning activities that teachers plan to promote higher order thinking.

Barrier 6 Areas: Student Learning & Progress

Barrier 7: 82% of emergent bilingual students at Greenleaf Elementary are showing little to no growth on TELPAS.

Root Cause 7: Students at Greenleaf Elementary lack support services such as after-school programs that support language enrichment.

Barrier 7 Areas: Student Learning & Progress

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

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Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Pillars

Pillar 1: Student Learning & Progress

Key Question 1: To what degree are all students demonstrating growth?

HB3 Pillar

Initial Status: Major Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Achieve equitable outcomes for all students.</p> <p>Evidence of Success: Overall student performance on STAAR will increase at the Meets level by at least 5% in the 2024-2025 school year.</p> <p>Staff Responsible: Campus administration, Instructional Coaches, Teachers, and Interventionists.</p> <p>Barriers: Student Learning & Progress 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			128

Strategy 1: Teachers will be provided training in the use of instructional strategies for effective small group instruction in their subject area.

Intended Audience: Teachers, Interventionists

Provider / Presenter / Person Responsible: Administration, Instructional Coaches

Date(s) / Timeframe: Bi-weekly

Delivery Method: Coaching cycles

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 2: PLC meetings will focus on data analysis, specifically looking at disaggregated data to ensure student groups are achieving at similar rates. Provide support on the utilization of data for quality Tier I instruction including, but not limited to progress monitoring and how to use data to drive initial instruction, evaluate data and placement of students in appropriate groups based on leveling of all students in order to effectively track and monitor progress consistently and proficiently to impact student achievement.

Provider / Presenter / Person Responsible: Administration, Instructional Coaches, teachers, interventionists

Date(s) / Timeframe: Once per week

Delivery Method: Morning meetings with content teachers.

TEA Priorities:

Build a foundation of reading and math

Strategy 3: Targeted intervention for Tier 2 students provided by the subject teacher and for Tier 3 students provided by interventionist.

Provider / Presenter / Person Responsible: Administration, Instructional Coaches, Teachers, Interventionists

Date(s) / Timeframe: Daily

Collaborating Departments: Response to Intervention, Teachers

Delivery Method: Planning during PLC and delivering during the scheduled intervention time

TEA Priorities:

Build a foundation of reading and math

System Response (Goal) 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
System Response (Goal) 2: Achieve equitable outcomes for all students. Evidence of Success: Overall student performance on STAAR will increase at the Masters level by at least 5% in the 2024-2025 school year. Staff Responsible: Campus administration, Instructional Coaches, Teachers, and Interventionists. Barriers: Student Learning & Progress 2	On Track			129

Strategy 1: Incorporate product-focused activities and project based learning once every 9 weeks to help students master key skills and concepts that are necessary for a better performance on standardized tests.

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Campus administration, Instructional Coaches, Teachers

Date(s) / Timeframe: One week out of every 9 weeks

Collaborating Departments: Gifted and Talented, Response to Intervention

Staff Responsible: Teachers

TEA Priorities:

Build a foundation of reading and math

Strategy 2: Provide teachers with professional development to design product-focused learning activities that match both the depth of the standard and higher

DOK levels.

Intended Audience: Teachers, Interventionists

Provider / Presenter / Person Responsible: Campus Administration, Instructional Coaches, Teachers

Date(s) / Timeframe: Beginning of the school year, ongoing support

Collaborating Departments: Gifted and Talented, Response to Intervention





Delivery Method: During planning days for the upcoming 9 weeks.

Staff Responsible: Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

System Response (Goal) 3 Details	Reviews			
<p>System Response (Goal) 3: Achieve equitable outcomes for all students.</p> <p>Evidence of Success: 80% of emergent bilingual students at Greenleaf Elementary will show growth of at least one year on TELPAS in the 2024-2025 school year.</p> <p>Staff Responsible: Campus administration, Instructional Coaches, Teachers, and Interventionists.</p> <p>Barriers: Student Learning & Progress 3</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			130

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 1: Develop individualized language plans for each emergent bilingual student to target their specific needs and goals.

Intended Audience: Dual Language Teachers

Provider / Presenter / Person Responsible: Campus Administration, Instructional Coaches, Teachers

Date(s) / Timeframe: Weekly

Collaborating Departments: Dual Language

Delivery Method: Direct Instruction

Staff Responsible: Teachers

TEA Priorities:

Build a foundation of reading and math

Strategy 2: PLC meetings will focus on looking at disaggregated data to ensure emergent bilingual students are showing progress towards language development goals.

Intended Audience: Dual Language Teachers, Emergent Bilingual Students

Provider / Presenter / Person Responsible: Campus Administration, Instructional Coaches, Dual Language Teachers

Date(s) / Timeframe: Weekly

Collaborating Departments: Dual Language

Staff Responsible: Dual Language Teachers

TEA Priorities:

Build a foundation of reading and math

Strategy 3: Provide an after-school program that incorporates Fine Arts and Dual Language to support language enrichment for emergent bilingual students.

Intended Audience: Emergent Bilingual Students, Fine Arts Teachers

Provider / Presenter / Person Responsible: Campus Administration, Fine Arts Teachers

Date(s) / Timeframe: Weekly

Collaborating Departments: Fine Arts, Dual Language

Delivery Method: After-school programs

Staff Responsible: Fine Arts Teachers

TEA Priorities:

Build a foundation of reading and math

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Key Question 1 Barriers:

Student Learning & Progress

Barrier 1: On STAAR Math, 24% of 3rd -6th grade Greenleaf Elementary students scored at a "Meets" level. On STAAR Reading, 22% of 3rd-6th grade Greenleaf Elementary students scored at a "Meets" level. **Root Cause:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.

Barrier 2: On STAAR Math, 9% of 3rd-6th grade Greenleaf Elementary students scored at a "Masters" level. On STAAR Reading, 11% of 3rd-6th grade Greenleaf Elementary students scored at a "Masters" level. **Root Cause:** The campus needs a higher standard of expectations regarding the learning activities that teachers plan to promote higher order thinking.

Barrier 3: 82% of emergent bilingual students at Greenleaf Elementary are showing little to no growth on TELPAS. **Root Cause:** Students at Greenleaf Elementary lack support services such as after-school programs that support language enrichment.

Pillar 1: Student Learning & Progress

Key Question 2: To what degree are we using the data and developing a personalized learning environment to impact instruction for all students?

Initial Status: Maintain

Pillar 2: Student Readiness

Key Question 1: To what degree are we identifying and utilizing students' strengths and talents to fulfill their hopes and dreams?

Initial Status: Maintain

Pillar 2: Student Readiness

Key Question 2: To what degree are we preparing students for life readiness?

Initial Status: Maintain

Pillar 3: Engaged, Well-Rounded Students

Key Question 1: To what degree do students demonstrate noble actions?





Initial Status: Maintain

Pillar 3: Engaged, Well-Rounded Students

Key Question 2: To what degree do students utilize opportunities provided by the district to take initiative and advance personal growth?

HB3 Pillar

Initial Status: Major Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Focus on their individual success. Evidence of Success: Students have 95% attendance every 9 weeks. Staff Responsible: Campus Administration, Registrar, Teachers Barriers: Engaged, Well-Rounded Students 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 1: Students set attendance goals every week and track their progress daily.

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Intended Audience: Students, Teachers, Parents

Provider / Presenter / Person Responsible: Campus Administration, Registrar, Teachers

Date(s) / Timeframe: Weekly goal setting, daily tracking

Collaborating Departments: PEIMS

Delivery Method: Whole Group

Staff Responsible: Teachers

TEA Priorities:

Build a foundation of reading and math

Strategy 2: Teachers use LiveSchool to track and reward students individually and as a group for reaching their attendance goal every week. Share progress with parents.

Intended Audience: Teachers, Students, Parents

Provider / Presenter / Person Responsible: Campus Administration, Registrar, Teachers

Date(s) / Timeframe: Weekly

Collaborating Departments: PEIMS

Delivery Method: Using LiveSchool

Staff Responsible: Teachers, Registrar

TEA Priorities:

Build a foundation of reading and math

Strategy 3: At the end of each 9 weeks, campus uses data from LiveSchool to celebrate individual students and whole groups that have met their attendance goals and give away prizes.

Intended Audience: Students, Parents

Provider / Presenter / Person Responsible: Campus Administration, Registrar, Teachers

Date(s) / Timeframe: Once every 9 weeks

Collaborating Departments: PEIMS, Administration

Delivery Method: Campus-wide celebration

Staff Responsible: Campus Administration, Registrar

TEA Priorities:

Build a foundation of reading and math

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Strategy 4: A minimum of two parent training will be held to educate parents on how to be actively involved in their child's education and the importance of consistent attendance.

Intended Audience: Parents, Teachers

Provider / Presenter / Person Responsible: Campus Administration

Date(s) / Timeframe: Once every semester

Delivery Method: After school community event

Staff Responsible: Campus Administration, Teachers

Strategy 5: Include a protected time for students to build relationships with their teachers and with their peers.

Intended Audience: Students and Teachers

Provider / Presenter / Person Responsible: Teachers

Date(s) / Timeframe: Once per week

Delivery Method: Sharing Good Things every morning, Family Time during breakfast, Weekly opportunities to sit with their "house" peers during lunch.

Staff Responsible: Teachers

Key Question 2 Barriers:

Engaged, Well-Rounded Students
Barrier 1: Greenleaf Elementary School's Average Daily Attendance Rate dropped to 92.64% last year. Root Cause: The campus' approach to incentivize attendance did not effectively address attendance issues.

Pillar 4: Community Engagement & Partnerships

Key Question 1: To what degree does our community have opportunities to partner with the school district?

Initial Status: Maintain but Consider a Change

Pillar 4: Community Engagement & Partnerships

Key Question 2: To what degree are stakeholders adequately informed and able to interact with SISD personnel?

Initial Status: Minor Change

Pillar 5: Professional Learning & Quality Staff

Key Question 1: To what degree do our recruitment and retention strategies align with the district's strategic plan?

Initial Status: Minor Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Retaining High-Quality Teachers and Staff</p> <p>Evidence of Success: In the Staff Engagement Survey at the end of the 2024-2025 school year, 90% of teachers and staff will report they feel valued by leaders on our campus/department frequently or almost always.</p> <p>Staff Responsible: Campus Administration</p> <p>Barriers: Professional Learning & Quality Staff 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			

Strategy 1: Provide weekly regular recognition acknowledging teachers' efforts and achievements publicly using LiveSchool, the weekly newsletter, and morning announcements.

Intended Audience: Teachers and Staff

Provider / Presenter / Person Responsible: Campus Administration, Team Leaders

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Date(s) / Timeframe: Weekly

Delivery Method: One-on-One, whole campus, team meetings

Staff Responsible: Campus Administration, Instructional Coaches, Team Leaders, Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 2: Celebrate Teacher and Staff Member of the month by conducting a campus parade at the end of the school day. Continue to present the teacher and staff member with a certificate and reward, take and post their picture on campus, and announce on social media.

Intended Audience: Teacher, Staff, Students, Parents

Provider / Presenter / Person Responsible: Campus Administration

Date(s) / Timeframe: Once per month

Delivery Method: Whole Campus, Social Media

Staff Responsible: Campus Administration

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 3: Schedule weekly check-ins with teachers to connect with campus administration at a personal level.

Intended Audience: Teachers and Staff

Provider / Presenter / Person Responsible: Campus Administration, Instructional Coaches





Date(s) / Timeframe: Weekly

Delivery Method: One-on-One

Staff Responsible: Campus Administration, Instructional Coaches

TEA Priorities:

Recruit, support, retain teachers and principals

System Response (Goal) 2 Details	Reviews			
<p>System Response (Goal) 2: Retaining High-Quality Teachers and Staff</p> <p>Evidence of Success: In the Staff Engagement Survey at the end of the 2024-2025 school year, 90% of teachers and staff will report they feel the campus/department leadership affirms and encourages them frequently or almost always.</p> <p>Staff Responsible: Campus Administration, Team Leaders</p> <p>Barriers: Professional Learning & Quality Staff 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			142
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 1: Every teacher and staff member will take an interest survey that will include how they like to receive affirmations.

Intended Audience: Teachers, Staff

Provider / Presenter / Person Responsible: Counselor

Date(s) / Timeframe: Beginning of the school year

Delivery Method: Survey

Staff Responsible: Counselor

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 2: Schedule daily events to provide affirmations for different teachers and staff on campus including but not limited to, sending Cat Compliments, sending hand written notes, walking with the WOW wagon, and giving out jeans and t-shirt passes.

Intended Audience: Teachers and Staff

Provider / Presenter / Person Responsible: Campus Administration, Team Leaders, Teachers

Date(s) / Timeframe: Weekly

Delivery Method: One-on-one, small group

Staff Responsible: Campus Administration, Team Leaders, Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

Key Question 1 Barriers:

Professional Learning & Quality Staff
<p>Barrier 1: 40% of teachers and staff feel undervalued. Root Cause: There is disconnect between what the campus find value in and what is communicated with teachers.</p> <p>Barrier 2: 40% of teachers and staff do not feel encouraged or affirmed. Root Cause: The campus lacks a process to understand how teachers and staff are affirmed in order to take action.</p>

Pillar 5: Professional Learning & Quality Staff

Key Question 2: To what degree are we inducting new employees into our learning organization?

Initial Status: Maintain

Pillar 5: Professional Learning & Quality Staff

Key Question 3: To what degree do we provide personalized professional learning that promotes reflection, enhances instructional quality, and builds staff capacity?

Initial Status: Maintain

Pillar 6: Fiscal & Operational Systems

Key Question 1: To what degree are all facilities well-maintained and conducive to learning?

Initial Status: Maintain

Pillar 6: Fiscal & Operational Systems

Key Question 2: To what degree do staff have access to resources necessary to fulfill the strategic plan?





Initial Status: Maintain

Pillar 7: Safety & Well-Being

Key Question 1: To what degree do our students and staff feel safe at school?

HB3 Pillar

Initial Status: Major Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Create a positive and effective learning environment for all students.</p> <p>Evidence of Success: Discipline infractions are reduced by 50% by the end of the 2024-2025 school year.</p> <p>Staff Responsible: Campus Administration, Instructional Coaches, Teachers</p> <p>Barriers: Safety & Well-Being 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	Adjustments Taking Place			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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Strategy 1: Implement a House System that focuses on rewarding positive behavior for teachers and students using LiveSchool to track progress.

Intended Audience: Teachers, Students, Parents

Provider / Presenter / Person Responsible: Campus Administration, Teachers

Date(s) / Timeframe: Daily

Delivery Method: Tracking using LiveSchool

Staff Responsible: Campus Administration, Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 2: Train teachers and staff on the use of CHAMPS as a Tier 1 Behavior Management System.

Intended Audience: Teachers, Staff, Students

Provider / Presenter / Person Responsible: Campus Administration, Instructional Coaches

Date(s) / Timeframe: On-going

Collaborating Departments: Teaching and Learning, Counseling

Delivery Method: Whole group, small group

Staff Responsible: Campuswide

TEA Priorities:

Recruit, support, retain teachers and principals

Key Question 1 Barriers:

Safety & Well-Being
Barrier 1: 70% of all behavior referrals pertain to 4th to 6th grade students. Root Cause: The campus has not identified the most effective interventions to mitigate student discipline infractions.

Pillar 7: Safety & Well-Being

Key Question 2: To what degree do we ensure social well-being for all students?

Initial Status: Maintain but Consider a Change

Pillar 7: Safety & Well-Being

Key Question 3: To what degree do we ensure social well-being for all staff?

Initial Status: Minor Change

**Splendoria Independent School District
Peach Creek Elementary School
2024-2025 Campus Improvement Plan**



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Mission Statement

Cultivating Exceptional People

Vision

Right People, Right Things, Right Way, Right Resources, Right Relationships

Core Beliefs

BELIEFS - why we act	PRINCIPLES
Student-Focused: We believe the greatest outcomes result when students come first.	Be accountable. Live with integrity. Focus on student needs. 153
Relationships: We believe positive and supportive relationships create the conditions for students to be advocates in their education.	Value each other.
Culture: We believe a healthy, collaborative culture fosters exploration and innovation in a supportive environment.	Ensure a safe physical, emotional, + social environment.
Servant Leaders: We believe servant leaders and critical thinkers strengthen our community and democracy.	Develop servant leaders.
Learning: We believe all students deserve high-quality, engaging learning experiences that honor the potential in each student.	Create a dynamic learning environment.

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Comprehensive Needs Assessment

Student Learning & Progress

Student Learning & Progress Summary

Teachers and students will be data informed and develop action plans to promote growth in all subject areas. As well as utilize data trackers to identify areas of strength and growth opportunities. Teachers will determine high priority learning standards based off assessments to support student individual mastery level.

Student Learning & Progress Strengths

Our campus does well at student goal setting using multiple means of measurement and assessments. We demonstrate growth by celebrating growth throughout the school year by growth celebrations throughout the school year. Also, we implemented HQIM materials to increase student academic success through tier 1 instruction.

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Barriers Identifying Student Learning & Progress Needs

Barrier 1 (Prioritized): The campus barrier is that currently multiple student trackers and goal setting forms and templates are being utilized and not aligned across the campus nor the grade levels. **Root Cause:** High Priority learning TEKS not always being identified and these are not what is being tracked by student data trackers in all grade levels.

Student Readiness

Student Readiness Summary

This past year we put many measures in place to ensure student readiness such as, our 6th graders completing the Major Clarity survey to start building on their strengths and talents and for them to start thinking about their career choices, our 4th graders conducted a Business Expo, our students who were interested in Robotics had this opportunity in both the fall and spring semester and our GT students create passion and research projects. Our 6th grade students had student choices for WIN classes and our students had the opportunity to participate in UIL. Also, our 5th and 6th graders gave their voice to the principal multiple times in the year through the Principal Advisory Committee. In the 24-25 school year, we will also be looking into starting a student council as well.

Student Readiness Strengths

Students have opportunities to have a voice in campus decisions, especially our 5th and 6th graders. Student surveys are conducted and data collected helps change processes within the campus. However, it has been proven that many times we are only capturing our students grades 5th and 6th grade more than the other grade levels.

Barriers Identifying Student Readiness Needs

Barrier 1 (Prioritized): Capturing all student voices in all grade levels. **Root Cause:** Committees, clubs and surveys are geared more to our 5th and 6th graders.

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Engaged, Well-Rounded Students

Engaged, Well-Rounded Students Summary

Students get celebrated with their noble actions through daily Wildcat Bucks. Also, on Fridays students are celebrated through Happy Dance Award Winners, CKH practices are celebrated focus on students leading good things, classroom ambassadors, student academic growth is celebrated in MAP and mCLASS celebrations, and also, our 6th grade students wanting to become college ready can join the district Rising Scholar Program.

Engaged, Well-Rounded Students Strengths

We do well celebrating students with their academic growth, celebrating student's monthly in monthly awards focusing on student conduct, student growth, CKH practices, servant leadership. Areas of growth for us in the 24-25 school year is ensuring all students have the opportunity to lead CKH practices such as good things, launches, classroom ambassadors.

Barriers Identifying Engaged, Well-Rounded Students Needs

Barrier 1: Ensuring all students have the same opportunities. **Root Cause:** All students leading CKH practices within their classrooms.

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Priority Barriers

Barrier 1: The campus barrier is that currently multiple student trackers and goal setting forms and templates are being utilized and not aligned across the campus nor the grade levels.

Root Cause 1: High Priority learning TEKS not always being identified and these are not what is being tracked by student data trackers in all grade levels.

Barrier 1 Areas: Student Learning & Progress

Barrier 2: Capturing all student voices in all grade levels.

Root Cause 2: Committees, clubs and surveys are geared more to our 5th and 6th graders.

Barrier 2 Areas: Student Readiness

Barrier 3: Building capacity in teachers

Root Cause 3: Being intentional with all staff meetings to ensure every meeting is a learning opportunity.

Barrier 3 Areas: Professional Learning & Quality Staff

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

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Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

- Community surveys and/or other feedback

Support Systems and Other Data





- Organizational structure data

Pillars

Pillar 1: Student Learning & Progress

Key Question 1: To what degree are all students demonstrating growth?

Initial Status: Major Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: By October 4, 2024, all kinder through 6th grade students will have a data folder to track intentional learning skills for reading and math.</p> <p>Evidence of Success: Student data trackers aligned to the high priority learning teks in math and reading.</p> <p>Staff Responsible: Teachers and instructional leadership team</p> <p>Barriers: Student Learning & Progress 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				161

Strategy 1: Identify High Priority Learning Standards Breakdown

Intended Audience: Students

Provider / Presenter / Person Responsible: Teachers - Instructional coaches training and follow through during PLCs

Date(s) / Timeframe: October 4, 2024

Collaborating Departments: Vertical Aligned teachers through PLCs

Staff Responsible: Teachers

TEA Priorities:

Build a foundation of reading and math

- Targeted Support Strategy

Strategy 2: Creating SMART Goals

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Teachers
Instructional Leadership Team

Date(s) / Timeframe: October 2024

Staff Responsible: Teachers Kindergarten-6th grade

TEA Priorities:

Build a foundation of reading and math

Strategy 3: Student Data Tracking (MAP, mCLASS, SBA, etc.)

Intended Audience: Students

Provider / Presenter / Person Responsible: Teachers

Date(s) / Timeframe: October 4, 2024

Collaborating Departments: Instructional Leadership Team

Delivery Method: during PLCs high priority learning teks will be determined

Staff Responsible: teachers

TEA Priorities:

Build a foundation of reading and math

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Key Question 1 Barriers:

Student Learning & Progress
Barrier 1: The campus barrier is that currently multiple student trackers and goal setting forms and templates are being utilized and not aligned across the campus nor the grade levels. Root Cause: High Priority learning TEKS not always being identified and these are not what is being tracked by student data trackers in all grade levels.

Pillar 1: Student Learning & Progress





Key Question 2: To what degree are we using the data and developing a personalized learning environment to impact instruction for all students?

Initial Status: Major Change

Pillar 2: Student Readiness

Key Question 1: To what degree are we identifying and utilizing students' strengths and talents to fulfill their hopes and dreams?

Initial Status: Minor Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: By the end of the 24/25 school year, student extracurricular activities will be implemented using student data and surveys to fulfill our students' hopes and dreams.</p> <p>Evidence of Success: student extracurricular activities will be implemented using student data and surveys</p> <p>Staff Responsible: Leadership Team - creating surveys and collecting data Teachers- running the clubs Community Members</p> <p>Barriers: Student Readiness 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> <div style="text-align: right; margin-top: 10px;">164</div>				

Strategy 1: Creating a Student Readiness Committee

Intended Audience: students

Provider / Presenter / Person Responsible: leadership team

Date(s) / Timeframe: by September 2024 the committee will be established

Collaborating Departments: Leadership team

Students
Teachers

Delivery Method: surveys
monthly meetings

Staff Responsible: leadership team

Strategy 2: Student surveys - questionnaires and interest surveys

Intended Audience: Students and Teachers

Provider / Presenter / Person Responsible: Leadership team will create the survey and analyze the data

Date(s) / Timeframe: Surveys will be established and sent to students throughout the year- first one by October, second January and third by April.

Collaborating Departments: teachers

Delivery Method: Google Forms

Staff Responsible: Leadership team and teachers

TEA Priorities:

Improve low-performing schools

Key Question 1 Barriers:

Student Readiness
Barrier 1: Capturing all student voices in all grade levels. Root Cause: Committees, clubs and surveys are geared more to our 5th and 6th graders.

Pillar 2: Student Readiness

Key Question 2: To what degree are we preparing students for life readiness?

Initial Status: Minor Change

Pillar 3: Engaged, Well-Rounded Students





Key Question 1: To what degree do students demonstrate noble actions?

Initial Status: Maintain

Pillar 3: Engaged, Well-Rounded Students

Key Question 2: To what degree do students utilize opportunities provided by the district to take initiative and advance personal growth?

Initial Status: Minor Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: By December 20, 2024, students will be given opportunities to lead CKH practices (Good Things, Ambassadors & Launches) observed in all classrooms 85% of the time.</p> <p>Evidence of Success: 85%</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 1: Implementing CKH practices using CKH premium accounts

Intended Audience: students

Provider / Presenter / Person Responsible: teachers responsible for implementing practice, principal and process champions responsible for campus implementation 168

Date(s) / Timeframe: December 20, 2024

Pillar 4: Community Engagement & Partnerships

Key Question 1: To what degree does our community have opportunities to partner with the school district?

Initial Status: Maintain

Pillar 4: Community Engagement & Partnerships





Key Question 2: To what degree are stakeholders adequately informed and able to interact with SISD personnel?

Initial Status: Maintain

Pillar 5: Professional Learning & Quality Staff

Key Question 1: To what degree do our recruitment and retention strategies align with the district's strategic plan?

Initial Status: Minor Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Teacher have voiced and surveys have shown that teachers want to feel more connected with one another across the grade levels and teachers need better communication from the leadership team.</p> <p>Evidence of Success: Teachers will participate in faculty meetings as a learning opportunity to help increase the instruction in classrooms.</p> <p>Staff Responsible: Leadership Team Teachers</p> <p>Barriers: Professional Learning & Quality Staff 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> <div style="text-align: right; margin-top: 10px;">171</div>				

Strategy 1: Teachers will participate and facilitate faculty meetings and PD days to help their colleagues increase the instruction in classrooms.

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Leadership Team
Teachers

Date(s) / Timeframe: March 14, 2025

Collaborating Departments: Teaching and Learning Department

Delivery Method: In person and virtual if needed

Staff Responsible: Leadership Team
Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

- Targeted Support Strategy - Additional Targeted Support Strategy

Key Question 1 Barriers:

Professional Learning & Quality Staff

Barrier 1: Building capacity in teachers **Root Cause:** Being intentional with all staff meetings to ensure every meeting is a learning opportunity.

Pillar 5: Professional Learning & Quality Staff





Key Question 2: To what degree are we inducting new employees into our learning organization?

Initial Status: Maintain but Consider a Change

Pillar 5: Professional Learning & Quality Staff

Key Question 3: To what degree do we provide personalized professional learning that promotes reflection, enhances instructional quality, and builds staff capacity?

Initial Status: Minor Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: By March 14th 2025 (last campus PD day), we will use intentional strategies to continuously induct our staff with our strategic plan.</p> <p>Evidence of Success: 100% of our campus PD days will be learning opportunities aligned to our strategic plan</p> <p>Staff Responsible: Campus Leadership Team Campus Design Team</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 1: Year Long PD Schedule

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Intended Audience: Teachers

Provider / Presenter / Person Responsible: Principal
Instructional Coaches
Asst. Principals
Counselor

Date(s) / Timeframe: By March 12, 2025

Collaborating Departments: Teaching and Learning

TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 2: Instructional Design Meetings to internalize curriculums

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Instructional Coaches

Date(s) / Timeframe: December 2024

Collaborating Departments: Teaching and Learning

TEA Priorities:

Recruit, support, retain teachers and principals

Pillar 6: Fiscal & Operational Systems

Key Question 1: To what degree are all facilities well-maintained and conducive to learning?

Initial Status: Maintain

Pillar 6: Fiscal & Operational Systems

Key Question 2: To what degree do staff have access to resources necessary to fulfill the strategic plan?

Initial Status: Maintain

Pillar 7: Safety & Well-Being

Key Question 1: To what degree do our students and staff feel safe at school?

Initial Status: Maintain

Pillar 7: Safety & Well-Being

Key Question 2: To what degree do we ensure social well-being for all students?

Initial Status: Maintain

Pillar 7: Safety & Well-Being

Key Question 3: To what degree do we ensure social well-being for all staff?

Initial Status: Maintain

Splendora Independent School District
Piney Woods Elementary School
2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Learning & Progress

Student Learning & Progress Summary

Our CNA committee viewed various data sources. The data indicated our students are performing below the state level in multiple content areas. It also indicated that we had a high number of discipline referrals coded as disruption of the educational process. This is evidence that our students were not engaged in their work while in class.

Student Learning & Progress Strengths

Our spring campus survey indicated that 75% of teachers feel that their job requirements are manageable, and over 60% feel that they have the resources they need to fulfill their job requirements.

Barriers Identifying Student Learning & Progress Needs

Barrier 1: New Teachers that lack pedagogy **Root Cause:** Late start to hiring teachers

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Barrier 2 (Prioritized): Lack of support for new teachers **Root Cause:** Lack of a teacher mentorship program on campus

Barrier 3 (Prioritized): Planning and design need improvement. Need more structure and a focus **Root Cause:** Instructional coaches given duties outside of their lane

Barrier 4 (Prioritized): More sharing on what has been working, data digging during PLC **Root Cause:** Lack of structure in PLC

Community Engagement & Partnerships

Community Engagement & Partnerships Summary

Attendance and participation in community wide events was low this past school year. There was lack of planning and organization in these events which led to a drop in parent attendance at each event throughout the school year. Events did not have a planned agenda which caused planning for the event to not be aligned with campus and district goals.

Community Engagement & Partnerships Strengths

67% of our teachers in the spring survey indicated that campus leadership is responsive to feedback from the staff. This shows that through the establishment of committees to assist in planning, events can be aligned with district/campus goals and there will be more organization at the events. This will likely lead to higher parent attendance and student engagement.

Barriers Identifying Community Engagement & Partnerships Needs

Barrier 1 (Prioritized): Last minute planning **Root Cause:** Lack of meetings to discuss calendar events

Barrier 2 (Prioritized): Lack of planning from dual language **Root Cause:** Lack of direction for dual language team

Barrier 3 (Prioritized): Lack of incentive **Root Cause:** Lack of direction for community events from leadership

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Safety & Well-Being

Safety & Well-Being Summary

Our CNA committee viewed various data sources. The data indicated that our staff does not feel connected with each other and with administration. It also indicated that there was lack of drive from the leadership team at the beginning of the year which trickled down to lack of drive for the staff. Our stakeholder feedback indicated that the change at semester in leadership is helping get staff chemistry back on track. The community member also recommended open door and transparent communication from administration.

Safety & Well-Being Strengths

In our spring survey data, 75% of teachers indicated that leadership affirmed and encouraged them. This is a good starting point to rebuild a positive school culture.

Barriers Identifying Safety & Well-Being Needs

Barrier 1 (Prioritized): No outside of work team building **Root Cause:** Lack of initiative from leadership

Barrier 2 (Prioritized): Lack of leadership and drive **Root Cause:** No staff empowerment

Barrier 3 (Prioritized): Trickle-down effect of low motivation **Root Cause:** Low motivation from administration

Barrier 4 (Prioritized): Lack of trust from between staff, and between staff to admin **Root Cause:** Lack of transparency from staff leadership

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Priority Barriers

Barrier 1: Lack of support for new teachers

Root Cause 1: Lack of a teacher mentorship program on campus

Barrier 1 Areas: Student Learning & Progress

Barrier 2: Planning and design need improvement. Need more structure and a focus

Root Cause 2: Instructional coaches given duties outside of their lane

Barrier 2 Areas: Student Learning & Progress

Barrier 3: More sharing on what has been working, data digging during PLC

Root Cause 3: Lack of structure in PLC

Barrier 3 Areas: Student Learning & Progress

Barrier 4: Lack of trust from between staff, and between staff to admin

Root Cause 4: Lack of transparency from staff leadership

Barrier 4 Areas: Safety & Well-Being

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Barrier 5: Trickle-down effect of low motivation

Root Cause 5: Low motivation from administration

Barrier 5 Areas: Safety & Well-Being

Barrier 6: Lack of leadership and drive

Root Cause 6: No staff empowerment

Barrier 6 Areas: Safety & Well-Being

Barrier 7: No outside of work team building

Root Cause 7: Lack of initiative from leadership

Barrier 7 Areas: Safety & Well-Being

Barrier 8: Lack of incentive

Root Cause 8: Lack of direction for community events from leadership

Barrier 8 Areas: Community Engagement & Partnerships

Barrier 9: Lack of planning from dual language

Root Cause 9: Lack of direction for dual language team

Barrier 9 Areas: Community Engagement & Partnerships

Barrier 10: Last minute planning

Root Cause 10: Lack of meetings to discuss calendar events

Barrier 10 Areas: Community Engagement & Partnerships

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Capacity and resources data
- Budgets/entitlements and expenditures data


Pillars


Pillar 1: Student Learning & Progress


Key Question 1: To what degree are all students demonstrating growth?


Initial Status: Major Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Establishing what PLC/Lesson design structure will look like to allow for TEKS aligned planning and agendas. PLC/Lesson design structure will be revisited at least once every two weeks.</p> <p>Evidence of Success: PLC/Lesson design agendas Agendas from house meetings showing mentorship time</p> <p>Staff Responsible: Deborah Black, Alice Henson, Harrison Gillaspay</p> <p>Barriers: Student Learning & Progress 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
190				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Strategy 1: Meet weekly with instructional staff to determine lesson design and PLC priorities

Intended Audience: Instructional staff

Provider / Presenter / Person Responsible: Principal, AP, and instructional coaches

Date(s) / Timeframe: Weekly

Collaborating Departments: Teachers and instructional coaches

Delivery Method: Weekly meetings

Staff Responsible: Harrison Gillaspay, Alice Henson, Deborah Black

TEA Priorities:

Build a foundation of reading and math

Key Question 1 Barriers:

Student Learning & Progress





Barrier 2: Lack of support for new teachers **Root Cause:** Lack of a teacher mentorship program on campus

Barrier 3: Planning and design need improvement. Need more structure and a focus **Root Cause:** Instructional coaches given duties outside of their lane

Pillar 1: Student Learning & Progress

Key Question 2: To what degree are we using the data and developing a personalized learning environment to impact instruction for all students?

Initial Status: Major Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Establishing what PLC/Lesson design structure will look like to allow for TEKS aligned planning and agendas. PLC/Lesson design structure will be revisited at least once every two weeks.</p> <p>Evidence of Success: Internalization sheets reflecting adjustments based on student data Student growth throughout the year on assessments</p> <p>Staff Responsible: Deborah Black, Alice Henson, Harrison Gillaspay</p> <p>Barriers: Student Learning & Progress 4</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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Strategy 1: Train teachers during August PD on lesson design and PLC expectations and procedures. Discuss these expectations each campus PD day.

Intended Audience: Teachers and instructional coaches

Provider / Presenter / Person Responsible: Deborah Black and Alice Henson

Date(s) / Timeframe: August PD and each campus PD day

Collaborating Departments: Instructional coaches, and teachers

Delivery Method: In person through a written agenda

Staff Responsible: Deborah Black and Alice Henson

Key Question 2 Barriers:

Student Learning & Progress
<p>Barrier 4: More sharing on what has been working, data digging during PLC Root Cause: Lack of structure in PLC</p>

Pillar 2: Student Readiness

Key Question 1: To what degree are we identifying and utilizing students' strengths and talents to fulfill their hopes and dreams?

Pillar 2: Student Readiness

Key Question 2: To what degree are we preparing students for life readiness?

Pillar 3: Engaged, Well-Rounded Students

Key Question 1: To what degree do students demonstrate noble actions?

Pillar 3: Engaged, Well-Rounded Students

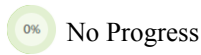
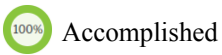
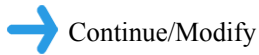

Key Question 2: To what degree do students utilize opportunities provided by the district to take initiative and advance personal growth?

Pillar 4: Community Engagement & Partnerships

Key Question 1: To what degree does our community have opportunities to partner with the school district?

Initial Status: Major Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Campus will intentionally meet two months prior to community engagement events, such as dual language showcase nights, to adequately plan engaging activities that are aligned to the agenda for these events.</p> <p>Evidence of Success: List of minimum requirements for committees Parent feedback surveys</p> <p>Staff Responsible: Committee leaders, Harrison Gillaspay, Laura Wildman</p> <p>Barriers: Community Engagement & Partnerships 1</p>	Formative			Summative
	Oct	Jan	Mar	June

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Strategy 1: Organize committees with minimum requirements for meetings throughout the year. Committees will meet at least once per nine weeks.

Intended Audience: Committee members (teachers and administration)

Provider / Presenter / Person Responsible: Admin team (Harrison Gillaspay and Laura Wildman) and committee leaders

Date(s) / Timeframe: All year

Collaborating Departments: Teachers and administration

Staff Responsible: All staff

Key Question 1 Barriers:

Community Engagement & Partnerships
Barrier 1: Last minute planning Root Cause: Lack of meetings to discuss calendar events

Pillar 4: Community Engagement & Partnerships

Key Question 2: To what degree are stakeholders adequately informed and able to interact with SISD personnel?

Initial Status: Minor Change

Pillar 5: Professional Learning & Quality Staff

Key Question 1: To what degree do our recruitment and retention strategies align with the district's strategic plan?

Pillar 5: Professional Learning & Quality Staff

Key Question 2: To what degree are we inducting new employees into our learning organization?

Pillar 5: Professional Learning & Quality Staff

Key Question 3: To what degree do we provide personalized professional learning that promotes reflection, enhances instructional quality, and builds staff capacity?

Pillar 6: Fiscal & Operational Systems

Key Question 1: To what degree are all facilities well-maintained and conducive to learning?





Pillar 6: Fiscal & Operational Systems

Key Question 2: To what degree do staff have access to resources necessary to fulfill the strategic plan?

Pillar 7: Safety & Well-Being

Key Question 1: To what degree do our students and staff feel safe at school?

Initial Status: Minor Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: The campus will continue to improve the house system to increase positive staff chemistry and trust. House activities will occur at least once per month.</p> <p>Evidence of Success: House team building activities on meeting agendas Agendas from house pep rallies Committee agendas showing opportunity for teacher voice</p> <p>Staff Responsible: Mentors for new teachers, Jessica Brent, Laura Wildman</p> <p>Barriers: Safety & Well-Being 1, 4</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> <div style="text-align: right; margin-top: 10px;">204</div>				

Strategy 1: Create house pep rallies and add them to the calendar. Create house events for the staff throughout the year and add them on the calendar. Establish team building exercises throughout the school year for the staff.

Intended Audience: All staff

Provider / Presenter / Person Responsible: Harrison Gillaspay, Laura Wildman

Date(s) / Timeframe: All year

Collaborating Departments: Admin team

Delivery Method: Google calendar and faculty meetings

Staff Responsible: PWE admin team

Key Question 1 Barriers:

Safety & Well-Being
<p>Barrier 1: No outside of work team building Root Cause: Lack of initiative from leadership</p>
<p>Barrier 4: Lack of trust from between staff, and between staff to admin Root Cause: Lack of transparency from staff leadership</p>

Pillar 7: Safety & Well-Being

Key Question 2: To what degree do we ensure social well-being for all students?

Initial Status: Maintain but Consider a Change

Pillar 7: Safety & Well-Being

Key Question 3: To what degree do we ensure social well-being for all staff?

Initial Status: Major Change

Splendora Independent School District

Timber Lakes Elementary School

2024-2025 Campus Improvement Plan



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Mission Statement

Cultivating Exceptional People

Vision

Right People. Right Things. Right Way. Right Resources. Right Relationships

Core Beliefs

BELIEFS - why we act	PRINCIPLES
Student-Focused: We believe the greatest outcomes result when students come first.	Be accountable. Live with integrity. Focus on student needs. 208
Relationships: We believe positive and supportive relationships create the conditions for students to be advocates in their education.	Value each other.
Culture: We believe a healthy, collaborative culture fosters exploration and innovation in a supportive environment.	Ensure a safe physical, emotional, + social environment.
Servant Leaders: We believe servant leaders and critical thinkers strengthen our community and democracy.	Develop servant leaders.
Learning: We believe all students deserve high-quality, engaging learning experiences that honor the potential in each student.	Create a dynamic learning environment.

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Comprehensive Needs Assessment

Student Learning & Progress

Student Learning & Progress Summary

For the past several years, TLE has remained dedicated to fostering student growth by adjusting instruction according to assessment data. However, there has been a lack of a cohesive process for determining subsequent steps and modifying instructional strategies based on these needs. While data binders and TEKS trackers have been utilized by a small percentage of the staff for student goal-setting and progress monitoring, the absence of a standardized approach has limited their effectiveness as a tool for student benefit. Additionally, data digs and instructional conversations happen after each assessment, targeting low-performing TEKS, the timeliness of those conversations and the amount of TEKS targeted at once has not been an effective plan for change. Moving forward, our goal is to establish a structured system that enables us to effectively monitor student growth and utilize data to drive timely instructional adjustments.

Student Learning & Progress Strengths

The key questions for this pillar are already at the forefront of what we do at TLE. We are now looking to determine a systematic way to track and determine next steps for ensuring we are targeting the standards that will help students make progress and impact instruction for all students.

Throughout the year, teachers are given set opportunities to meet as a grade-level or vertically aligned PLC 16 times. This structured schedule allows teachers to collaboratively discuss desired student outcomes, determine how to assess student learning, develop responsive strategies for when students do not learn, and identify ways to support students who are already proficient in their learning. 210

An encouraging highlight is that 16% of teachers in grades Kindergarten through 6th grade have effectively employed tracking sheets to set goals and assess student learning mastery. This is a great starting point to reintroduce student goal-setting and data-tracking binders to all staff and students.

Barriers Identifying Student Learning & Progress Needs

Barrier 1 (Prioritized): The lack of opportunities for teachers to meet more frequently for PLCs significantly hinders their ability to analyze data and create redesigned learning opportunities and interventions. **Root Cause:** This gap prevents effective collaboration, impeding the development of targeted strategies to address student needs and enhance educational outcomes.

Barrier 2 (Prioritized): Each student has a data binder to house and help keep track of the journey of the student as a whole as they move from grade to grade, but the tracking of the data is not consistent and the tool is not utilized effectively. **Root Cause:** Utilize a uniform system of what data is tracked through the school year so that students, parents, and teachers can see growth and goals can be set from the data tracked

Community Engagement & Partnerships

Community Engagement & Partnerships Summary

At TLE, we prioritize creating a welcoming culture that embraces community engagement. We actively engage parents, guardians, and the wider community through a range of opportunities to participate in our school's events. From clubs and organizations to family nights and showcase events, we extend invitations to all, encouraging them to become essential contributors to our school community. Our commitment includes effective and timely communication to ensure that parents, staff, and all stakeholders are well-informed about campus events and opportunities.

Community Engagement & Partnerships Strengths

Timber Lakes is open to our community partnerships and appreciates our parents and volunteers' willingness to be an integral part of our school community. We have opportunities for parents and community members to volunteer at family nights, be a part of class celebrations and parties, robotics team sponsors, read, and volunteer for Read All Day. Students can participate in various clubs and organizations such as choir, robotics, the sign language club, or UIL academics. We strive to communicate those events effectively to parents and community members.

In the spring of 2024, to effectively communicate events to parents and community members, our campus secretary began looking at the events calendar and sending out a week-at-a-glance communication blast to highlight the events happening on campus so parents and community members were in the loop on things. This is a great starting point for the campuswide events to be communicated to parents and stakeholders.

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Barriers Identifying Community Engagement & Partnerships Needs

Barrier 1 (Prioritized): Communication is not clear or changes frequently **Root Cause:** Communication and information are pushed out at various times from clubs, organizations, or other events. This information is often vague, last minute, or changes frequently.

Professional Learning & Quality Staff

Professional Learning & Quality Staff Summary

Timber Lakes Elementary is committed to our district's strategic plan for offering professional learning for all staff members in the areas that meet each staff member's needs. We induct new employees into our learning organization by providing them with initial training in all resources and learning platforms. All staff members are trained in Capturing Kid's Hearts as well as any curriculum and campus initiatives needed. Staff members are also provided ongoing training and support that will allow them to be successful in their jobs. Employees are given many mentors such as instructional coaches at the campus and district level as well as a team leader to mentor and support their efforts to be well-trained and effective employees in SISD.

Throughout each school year and summer months, staff is provided professional learning opportunities to enhance instructional quality, refine their craft, and build staff capacity.

Professional Learning & Quality Staff Strengths

In our 2024 Spring Survey, it was reported that 70% of the staff at Timber Lakes believe that they are provided professional development and growth opportunities.

Barriers Identifying Professional Learning & Quality Staff Needs

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Barrier 1 (Prioritized): 30% of the staff feel that they are not provided professional growth opportunities **Root Cause:** The staff values input on the type of professional growth and learning opportunities that are offered to all staff and departments

Priority Barriers

Barrier 1: 30% of the staff feel that they are not provided professional growth opportunities

Root Cause 1: The staff values input on the type of professional growth and learning opportunities that are offered to all staff and departments

Barrier 1 Areas: Professional Learning & Quality Staff

Barrier 2: The lack of opportunities for teachers to meet more frequently for PLCs significantly hinders their ability to analyze data and create redesigned learning opportunities and interventions.

Root Cause 2: This gap prevents effective collaboration, impeding the development of targeted strategies to address student needs and enhance educational outcomes.

Barrier 2 Areas: Student Learning & Progress

Barrier 3: Each student has a data binder to house and help keep track of the journey of the student as a whole as they move from grade to grade, but the tracking of the data is not consistent and the tool is not utilized effectively

Root Cause 3: Utilize a uniform system of what data is tracked through the school year so that students, parents, and teachers can see growth and goals can be set from the data tracked

Barrier 3 Areas: Student Learning & Progress

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Barrier 4: Communication is not clear or changes frequently

Root Cause 4: Communication and information are pushed out at various times from clubs, organizations, or other events. This information is often vague, last minute, or changes frequently.

Barrier 4 Areas: Community Engagement & Partnerships

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

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Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS data

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Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data





- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices

Pillars

Pillar 1: Student Learning & Progress

Key Question 1: To what degree are all students demonstrating growth?

Initial Status: Minor Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: To optimize PLC and lesson planning time for teachers, enabling them to effectively target specific learning standards, develop intervention plans, and exchange instructional strategies. Through collaborative efforts and data-driven discussions, our objective is to enhance student growth and achievement.</p> <p>Evidence of Success: PLC agendas Lesson Design Internalization Documents</p> <p>Staff Responsible: Stephanie Morse, Kim Burke, Lori Richardson</p> <p>Barriers: Student Learning & Progress 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	Adjustments Taking Place			216
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 1: Create a new PLC & Lesson Design schedule to ensure more collaboration and time to plan action steps

Intended Audience: Instructional Staff

Provider / Presenter / Person Responsible: Instructional coaches & Principals

Date(s) / Timeframe: weekly

Collaborating Departments: teachers and campus administration

Delivery Method: in person collaborative sessions

Staff Responsible: Stephanie Morse, Kim Burke, & Lori Richardson

TEA Priorities:

Build a foundation of reading and math

Key Question 1 Barriers:





Student Learning & Progress

Barrier 1: The lack of opportunities for teachers to meet more frequently for PLCs significantly hinders their ability to analyze data and create redesigned learning opportunities and interventions. **Root Cause:** This gap prevents effective collaboration, impeding the development of targeted strategies to address student needs and enhance educational outcomes.

Pillar 1: Student Learning & Progress

Key Question 2: To what degree are we using the data and developing a personalized learning environment to impact instruction for all students?

Initial Status: Minor Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Follow the PLC structure to identify and target high-priority learning standards, determine pitfalls, and identify interventions and instructional strategies to impact student learning.</p> <p>Evidence of Success: PLC agendas Instructional Walkthroughs Assessment Data</p> <p>Staff Responsible: Stephanie Morse, Kim Burke, Lori Richardson</p> <p>Barriers: Student Learning & Progress 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> <div style="text-align: right; margin-top: 10px;">218</div>				

Strategy 1: Implement a campus-wide standards tracking and analyzing tool for teachers to track and target standards and one for students to use to track mastery towards a learning goal and standard

Intended Audience: Teachers and instructional coaches

Provider / Presenter / Person Responsible: Lori Richardson and Kim Burke

Date(s) / Timeframe: August Professional Development 2024

Collaborating Departments: Teachers and instructional coaches

Delivery Method: in person through campuswide professional learning

Staff Responsible: Lori Richardson and Kim Burke

TEA Priorities:

Build a foundation of reading and math

Key Question 2 Barriers:

Student Learning & Progress

Barrier 1: The lack of opportunities for teachers to meet more frequently for PLCs significantly hinders their ability to analyze data and create redesigned learning opportunities and interventions. **Root Cause:** This gap prevents effective collaboration, impeding the development of targeted strategies to address student needs and enhance educational outcomes.

Barrier 2: Each student has a data binder to house and help keep track of the journey of the student as a whole as they move from grade to grade, but the tracking of the data is not consistent and the tool is not utilized effectively **Root Cause:** Utilize a uniform system of what data is tracked through the school year so that students, parents, and teachers can see growth and goals can be set from the data tracked

Pillar 2: Student Readiness

Key Question 1: To what degree are we identifying and utilizing students' strengths and talents to fulfill their hopes and dreams?

Pillar 2: Student Readiness

Key Question 2: To what degree are we preparing students for life readiness?

Pillar 3: Engaged, Well-Rounded Students

Key Question 1: To what degree do students demonstrate noble actions?





Pillar 3: Engaged, Well-Rounded Students

Key Question 2: To what degree do students utilize opportunities provided by the district to take initiative and advance personal growth?

Pillar 4: Community Engagement & Partnerships

Key Question 1: To what degree does our community have opportunities to partner with the school district?

Initial Status: Minor Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Committees will be in charge of thoroughly planning and hosting community engagement events throughout the school year such as; open houses, multilingual showcases, fine arts events, and family nights to showcase students' strengths, talents, and growth.</p> <p>Evidence of Success: Event Planning Agendas Staff and Community Surveys Sign in Sheets for Participation</p> <p>Staff Responsible: Committee Leaders, Stephanie Morse, Tamara Abke, Myra Kerscher</p> <p>Barriers: Community Engagement & Partnerships 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				224





Key Question 1 Barriers:

Community Engagement & Partnerships
<p>Barrier 1: Communication is not clear or changes frequently Root Cause: Communication and information are pushed out at various times from clubs, organizations, or other events. This information is often vague, last minute, or changes frequently.</p>

Pillar 4: Community Engagement & Partnerships

Key Question 2: To what degree are stakeholders adequately informed and able to interact with SISD personnel?

Initial Status: Minor Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Communicate with parents & community stakeholders will be timely, clear & precise regarding campuswide events and happenings.</p> <p>Evidence of Success: Parent Feedback Surveys</p> <p>Staff Responsible: Stephanie Morse, Tamara Abke, Myra Kerscher</p> <p>Barriers: Community Engagement & Partnerships 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 1: Create a campus special events calendar and require all team leaders, club sponsors, and PTO officers to add event happenings to the calendar 225 month in advance.

Intended Audience: parents, volunteers, and community stakeholders

Provider / Presenter / Person Responsible: Stephanie Morse, Tamara Abke, Myra Kerscher

Date(s) / Timeframe: Beginning August 2024 and ongoing throughout the school year

Collaborating Departments: teachers, staff, and club sponsors

Staff Responsible: Stephanie Morse, Tamara Abke, Myra Kerscher

Key Question 2 Barriers:

Community Engagement & Partnerships
<p>Barrier 1: Communication is not clear or changes frequently Root Cause: Communication and information are pushed out at various times from clubs, organizations, or other events. This information is often vague, last minute, or changes frequently.</p>

Pillar 5: Professional Learning & Quality Staff

Key Question 1: To what degree do our recruitment and retention strategies align with the district's strategic plan?

Initial Status: Minor Change

Pillar 5: Professional Learning & Quality Staff





Key Question 2: To what degree are we inducting new employees into our learning organization?

Initial Status: Minor Change

Pillar 5: Professional Learning & Quality Staff

Key Question 3: To what degree do we provide personalized professional learning that promotes reflection, enhances instructional quality, and builds staff capacity?

Initial Status: Minor Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Provide every staff member will have the opportunity to participate in professional learning that meets their specific needs.</p> <p>Evidence of Success: Professional Development Agendas Staff Feedback Surveys</p> <p>Staff Responsible: Campus Design Team, Stephanie Morse, Kim Burke, Lori Richardson</p> <p>Barriers: Professional Learning & Quality Staff 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> <div style="text-align: right; margin-top: 10px;">228</div>				

Strategy 1: Offer breakout sessions that focus on social-emotional, academic, and behavioral development and allow staff to participate choice in which sessions to attend.

Intended Audience: all instructional staff

Provider / Presenter / Person Responsible: Instructional coaches, administration, campus design team

Date(s) / Timeframe: Back to school Professional Development (August 1-13, 2024)

September 13, 2024

January 6 & 7, 2025

March 14, 2025

Collaborating Departments: all departments and teams

Delivery Method: professional development

Staff Responsible: Instructional coaches, administration, campus design team

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 2: Encourage staff to plan and lead professional development, allowing them to foster educator growth and build staff capacity through collaborative initiatives and targeted support.

Intended Audience: all instructional staff

Provider / Presenter / Person Responsible: teachers, instructional coaches, and administrators

Date(s) / Timeframe: Back to school Professional Development (August 1-13, 2024)

September 13, 2024

January 6 & 7, 2025

March 14, 2025

Collaborating Departments: all departments and teams

Delivery Method: professional development

Staff Responsible: Instructional coaches, administration, campus design team

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Key Question 3 Barriers:

Professional Learning & Quality Staff
Barrier 1: 30% of the staff feel that they are not provided professional growth opportunities Root Cause: The staff values input on the type of professional growth and learning opportunities that are offered to all staff and departments

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Pillar 6: Fiscal & Operational Systems

Key Question 1: To what degree are all facilities well-maintained and conducive to learning?

Pillar 6: Fiscal & Operational Systems

Key Question 2: To what degree do staff have access to resources necessary to fulfill the strategic plan?

Pillar 7: Safety & Well-Being

Key Question 1: To what degree do our students and staff feel safe at school?

Pillar 7: Safety & Well-Being

Key Question 2: To what degree do we ensure social well-being for all students?

Pillar 7: Safety & Well-Being

Key Question 3: To what degree do we ensure social well-being for all staff?

Campus Design Team

Committee Role	Name	Position
Community Member-Doctor	Jeannine Coogler	Parent
District-level Professional	Calesta House	
Parent	Vanessa Garcia	Parent
Classroom Teacher	Jennifer Livingston	
Classroom Teacher	Taylor Carleton	
Classroom Teacher	Rachel Rice	
Classroom Teacher	Cadie Provost	
Classroom Teacher	Jamie Box	
Classroom Teacher	Maria Avellaneda	
Classroom Teacher	Nicki Byrd	
Instructional Coach	Lori Richardson	
Counselor	Sandra Meekins	
Administrator	Tamara Abke	235
Administrator	Myra Kerscher	
Instructional Coach	Kimberly Burke	
Administrator	Stephanie Morse	

Splendoria Independent School District

Splendoria Junior High School

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated



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Mission Statement

Cultivating Exceptional People

Vision

Right People, Right Things, Right Way, Right Resources, Right Relationships

Core Beliefs

BELIEFS - why we act
Student-Focused: We believe the greatest outcomes result when students come first.
Relationships: We believe positive and supportive relationships create the conditions for students to be advocates in their education.
Culture: We believe a healthy, collaborative culture fosters exploration and innovation in a supportive environment.
Servant Leaders: We believe servant leaders and critical thinkers strengthen our community and democracy.
Learning: We believe all students deserve high-quality, engaging learning experiences that honor the potential in each student.

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Comprehensive Needs Assessment

Student Learning & Progress

Student Learning & Progress Summary

When looking at multiple sources of data, including benchmark data, MAP data, and STAAR data, our students are performing lower than other students at both the state and national level. Focusing on student success, we decided to use a consistent formative assessment approach across the campus that would allow both students and teachers to see if students were understanding the content. This formative assessment data will give teachers authentic insight on what next steps might be, including:

-Who is understanding the content?

-Who needs additional support?

-Who is showing mastery of the content?

Student Learning & Progress Strengths

Campus walkthrough data (83% for the 2023-2024 school year) shows evidence of teachers having effective objectives that align to the standards as well as work that aligns to the depths of the standards. 239

Barriers Identifying Student Learning & Progress Needs

Barrier 1 (Prioritized): What makes an Essential Question effective? **Root Cause:** Teachers need support in learning how to design effective essential questions and analyze student responses.

Community Engagement & Partnerships

Community Engagement & Partnerships Summary

How can we increase the value and meaning of grades and attendance? How can we increase the trust between our campus and the community?

Community Engagement & Partnerships Strengths

According to CKH Survey data, SJH received a:

AVERAGE Score for Family Statements/Questions		
3.7		
4.3	4.5	1. I am greeted with a smile and a positive tone when I enter my student's school.
4.2	4	2. I feel welcome at my student's school.
4	3	3. My student's school asks for students to share Good Things each day.
4.1	3.7	4. My student's school celebrates Good Things that happen in the school community.
4.1	3.8	5. My student's school cares for my student.
3.9	4	6. My student's school communicates with me consistently. 240
4	3.8	7. If I had a concern or an idea, I would be comfortable talking to my student's teacher or the school administrati
3.7	4	8. I feel heard when I bring a concern or an idea to my student's teacher or the school administration.
3.5	4.1	9. I have heard about the use of Social Contracts in my student's classrooms or on campus.
3.9	3.8	10. My student's school asks for feedback and seeks opportunities to improve.
3.4	3	11. My student shares with me about helping the teacher in the classroom by greeting at the door, leading Good
3.4	4	12. Communications from my student's school are often ended with a positive quote, challenge, or short motivat
3.7	3.2	13. My student likes going to school most days.
3.7	3.5	14. I feel like my student's school is partnering with me to encourage, motivate, and help my student be success

Barriers Identifying Community Engagement & Partnerships Needs

Barrier 1 (Prioritized): Not all parents can access Skyward to see their child's grades/attendance. **Root Cause:** Not all parents have a valid email.

Professional Learning & Quality Staff

Professional Learning & Quality Staff Summary

Looking at spring survey data:

How easy is it for you to obtain the resources you need to fulfill your job requirements?

Extremely easy-40%

Somewhat easy-33%

Neither easy nor difficult-12%

Somewhat difficult-8%

Extremely difficult-1%

21% of teachers struggle at different levels on obtaining resources they need to fulfill their job requirements.

Professional Learning & Quality Staff Strengths

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According to spring survey data, 40% of staff find it extremely easy to obtain resources to fulfill job requirements, and 33% of staff find it somewhat easy to obtain resources needed to fulfill job requirements.

Barriers Identifying Professional Learning & Quality Staff Needs

Barrier 1 (Prioritized): Not all teachers know how to access SISD Access to Curriculum. **Root Cause:** SJH has not given intentional support in the past in this area to the entire campus.

Priority Barriers

Barrier 1: What makes an Essential Question effective?

Root Cause 1: Teachers need support in learning how to design effective essential questions and analyze student responses.

Barrier 1 Areas: Student Learning & Progress

Barrier 2: Not all teachers know how to access SISD Access to Curriculum.

Root Cause 2: SJH has not given intentional support in the past in this area to the entire campus.

Barrier 2 Areas: Professional Learning & Quality Staff

Barrier 3: Not all parents can access Skyward to see their child's grades/attendance.

Root Cause 3: Not all parents have a valid email.

Barrier 3 Areas: Community Engagement & Partnerships

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

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Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data





- Processes and procedures for teaching and learning, including program implementation

Pillars

Pillar 1: Student Learning & Progress

Key Question 1: To what degree are all students demonstrating growth?

Initial Status: Maintain

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Goal: All students will answer an effective Essential Question at least once a week in every classroom.</p> <p>Evidence of Success: Students will answer an effective Essential Question in all classes at least once a week.</p> <p>Staff Responsible: all instructional staff</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> <div style="text-align: right; margin-top: 10px;">244</div>				

Strategy 1: Include Effective Essential Question Training in our Back to School PD for all new staff and review for returning staff.

Intended Audience: all instructional Staff

Provider / Presenter / Person Responsible: Molly Buford

Date(s) / Timeframe: 8/8/2024 during Professional Development

Collaborating Departments: Leadership Team; all instructional staff

Delivery Method: Breakout session

Staff Responsible: all instructional staff

Strategy 2: Ensure Effective Objectives and Essential Questions one pager in the SJH HUB for all staff to have access to throughout the year.

Intended Audience: All instructional staff

Provider / Presenter / Person Responsible: Molly Buford

Date(s) / Timeframe: all school year

Collaborating Departments: all

Delivery Method: virtual

Staff Responsible: all instructional staff

Strategy 3: Ensure we keep Effective Objectives and Essential Questions in our SJH Walkthrough Form.

Intended Audience: all instructional staff

Provider / Presenter / Person Responsible: Molly Buford/Wendy Mitchell

Date(s) / Timeframe: all school year

Collaborating Departments: all

Delivery Method: virtual

Staff Responsible: all instructional staff

Strategy 4: Lesson Plans and Internalization Documents include Essential Questions for every day of the week; the question may remain the same until the lesson is complete, and students have the opportunity to respond to the question.

Intended Audience: all instructional staff

Provider / Presenter / Person Responsible: Molly Buford

Date(s) / Timeframe: 8/8/2024

Collaborating Departments: all instructional

Delivery Method: breakout session

Staff Responsible: all instructional staff

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Strategy 5: Essential Questions should be posted every day, along with an Effective Objective.

Intended Audience: all instructional staff

Provider / Presenter / Person Responsible: Molly Buford

Date(s) / Timeframe: 8/8/2024

Collaborating Departments: all instructional

Delivery Method: breakout session

Staff Responsible: all instructional staff

Strategy 6: Essential Questions can be answered by students in a variety of ways, including online, paper, or in student journals.

Intended Audience: all instructional staff

Provider / Presenter / Person Responsible: Molly Buford/Wendy Mitchell

Date(s) / Timeframe: 8/8/2024 and PLCs

Collaborating Departments: all

Delivery Method: breakout session; PDs; campus newsletters

Staff Responsible: all instructional staff

Strategy 7: Essential Questions should be designed to be a: STAAR Released Question, STAAR Clone, or require a detailed answer (not just a yes or no answer).

Intended Audience: all instructional staff

Provider / Presenter / Person Responsible: Molly Buford/Wendy Mitchell

Date(s) / Timeframe: 8/8/2024 and PLCs; campus newsletters

Collaborating Departments: all instructional staff

Delivery Method: breakout sessions; PLCs; campus newsletters

Staff Responsible: all instructional staff

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Strategy 8: Student responses will be brought to PLCs, if applicable, to collaboratively analyze using the four PLC questions.

Intended Audience: all core subjects

Provider / Presenter / Person Responsible: Wendy Mitchell and MollyBuford

Date(s) / Timeframe: throughout the year

Collaborating Departments: all core teachers

Delivery Method: PLCs

Staff Responsible: all core teachers

Pillar 1: Student Learning & Progress

Key Question 2: To what degree are we using the data and developing a personalized learning environment to impact instruction for all students?

Initial Status: Maintain

Pillar 2: Student Readiness

Key Question 1: To what degree are we identifying and utilizing students' strengths and talents to fulfill their hopes and dreams?

Initial Status: Maintain

Pillar 2: Student Readiness

Key Question 2: To what degree are we preparing students for life readiness?

Initial Status: Maintain

Pillar 3: Engaged, Well-Rounded Students

Key Question 1: To what degree do students demonstrate noble actions?

Initial Status: Maintain

Pillar 3: Engaged, Well-Rounded Students





Key Question 2: To what degree do students utilize opportunities provided by the district to take initiative and advance personal growth?

Initial Status: Maintain

Pillar 4: Community Engagement & Partnerships

Key Question 1: To what degree does our community have opportunities to partner with the school district?

Initial Status: Maintain

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Goal: SJH will increase parent communication by sending email reminders to all parents/guardians of how to access Skyward at the beginning of every nine weeks during the 2024-2025 school year.</p> <p>Evidence of Success: Parents and Guardians will be able to view their child's data and have a stronger partnership with the campus/district.</p> <p>Staff Responsible: SJH Registrar and Front office Staff</p> <p>Barriers: Community Engagement & Partnerships 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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Strategy 1: At the beginning of every nine weeks, the SJH Registrar will send an email to all parents, explaining how to access Skyward.

Intended Audience: Parents and Guardians of SJH students

Provider / Presenter / Person Responsible: Ana Hernandez

Date(s) / Timeframe: August 1-13, 2024

October 14, 2024

January 8, 2025

March 17, 2025

Collaborating Departments: Leadership Team and Front Office Staff

Delivery Method: email

Staff Responsible: Ana Hernandez

Strategy 2: The email will be available to parents in both Spanish and English.

Intended Audience: Parents and Guardians of all SJH students

Provider / Presenter / Person Responsible: Ana Hernandez

Date(s) / Timeframe: August 1-13, 2024

October 14, 2024
January 8, 2025
March 17, 2025

Collaborating Departments: Leadership Team and Front Office Staff

Delivery Method: email

Staff Responsible: Ana Hernandez

Strategy 3: SJH Registrar will run a report every 9 weeks to determine which parents/guardians do not have an email account.

Intended Audience: Leadership Team and Ana Hernandez

Provider / Presenter / Person Responsible: Ana Hernandez

Date(s) / Timeframe: August 1-13, 2024

October 14, 2024
January 8, 2025
March 17, 2025

Collaborating Departments: Leadership Team and Front Office Staff

Delivery Method: report

Staff Responsible: Ana Hernandez

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Strategy 4: Our front office staff will collaboratively work together to make phone calls to parents/guardians that do not have an email account. We will use Google Translate when the parent/guardian speaks a language other than English or Spanish.

Intended Audience: Leadership Team and Front Office Staff

Provider / Presenter / Person Responsible: Front Office Staff-Ana Hernandez, Lisa Zigal, Nancy Sanchez

Date(s) / Timeframe: August 1-13, 2024

October 14, 2024
January 8, 2025
March 17, 2025

Collaborating Departments: Leadership Team and Front Office Staff

Delivery Method: phone calls

Staff Responsible: Front Office Staff-Ana Hernandez, Lisa Zigal, Nancy Sanchez

Key Question 1 Barriers:

Community Engagement & Partnerships

Barrier 1: Not all parents can access Skyward to see their child's grades/attendance. **Root Cause:** Not all parents have a valid email.

Pillar 4: Community Engagement & Partnerships





Key Question 2: To what degree are stakeholders adequately informed and able to interact with SISD personnel?

Initial Status: Maintain

Pillar 5: Professional Learning & Quality Staff

Key Question 1: To what degree do our recruitment and retention strategies align with the district's strategic plan?

Initial Status: Maintain

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Goal: Every dept will be exposed to department specific resources at the beginning of the year and middle of the year during professional development.</p> <p>Barriers: Professional Learning & Quality Staff 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 1: SJH Leadership Team will reach out to district level support if we do not have access to resources for certain areas, such as Band, CTE, and Electives.

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Intended Audience: All Instructional Staff

Provider / Presenter / Person Responsible: Professional Development/Molly Buford/Wendy Mitchell

Date(s) / Timeframe: Back to School PD (August 1-13, 2024)

September 13, 2024

January 6 and 7, 2025

March 14, 2025

Collaborating Departments: All

Delivery Method: Professional Development

Staff Responsible: All instructional staff

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 2: We will intentionally schedule professional development to include exposure to district resources/textbooks.

Intended Audience: All instructional staff

Provider / Presenter / Person Responsible: Leadership Team of SJH/Wendy Mitchell/Molly Buford

Date(s) / Timeframe: Back to School PD (August 1-13, 2024)

September 13, 2024

January 6 and 7, 2025

March 14, 2025

Collaborating Departments: All instructional staff

Delivery Method: Professional Development

Staff Responsible: All instructional staff

Key Question 1 Barriers:

Professional Learning & Quality Staff

Barrier 1: Not all teachers know how to access SISD Access to Curriculum. Root Cause: SJH has not given intentional support in the past in this area to the entire campus.
--

Pillar 5: Professional Learning & Quality Staff

Key Question 2: To what degree are we inducting new employees into our learning organization?

Initial Status: Maintain

Pillar 5: Professional Learning & Quality Staff

Key Question 3: To what degree do we provide personalized professional learning that promotes reflection, enhances instructional quality, and builds staff capacity?

Initial Status: Maintain

Pillar 6: Fiscal & Operational Systems

Key Question 1: To what degree are all facilities well-maintained and conducive to learning?

Initial Status: Maintain

Pillar 6: Fiscal & Operational Systems

Key Question 2: To what degree do staff have access to resources necessary to fulfill the strategic plan?

Initial Status: Maintain

Pillar 7: Safety & Well-Being

Key Question 1: To what degree do our students and staff feel safe at school?

Initial Status: Maintain

Pillar 7: Safety & Well-Being

Key Question 2: To what degree do we ensure social well-being for all students?

Initial Status: Maintain

Pillar 7: Safety & Well-Being

Key Question 3: To what degree do we ensure social well-being for all staff?

Initial Status: Maintain

Splendor Independent School District
Splendor High School
2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

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Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Pillars

Pillar 1: Student Learning & Progress

Key Question 1: To what degree are all students demonstrating growth?

Initial Status: Major Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Goal: All students will know the vocabulary and goals of each unit of study. Evidence of Success: Students will use vocabulary with writing to learn paragraphs in all classes at least once a week. Staff Responsible: all instructional staff</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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Strategy 1: Professional development for teachers using the common instructional framework.

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Dean of instruction and instructional coaches.

Date(s) / Timeframe: 24 - 25 school year.

Collaborating Departments: All departments on the campus.

Delivery Method: Tool kit Tuesdays and teacher observations.





Staff Responsible: All teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - Targeted Support Strategy - Additional Targeted Support Strategy

Pillar 1: Student Learning & Progress

Key Question 2: To what degree are we using the data and developing a personalized learning environment to impact instruction for all students?

System Response (Goal) 1 Details	Reviews			
System Response (Goal) 1: We are determining content- TEKs, tracking those target standards, and planning action for change. Evidence of Success: None Staff Responsible: None	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Pillar 2: Student Readiness

Key Question 1: To what degree are we identifying and utilizing students' strengths and talents to fulfill their hopes and dreams?

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Pillar 2: Student Readiness

Key Question 2: To what degree are we preparing students for life readiness?

Pillar 3: Engaged, Well-Rounded Students

Key Question 1: To what degree do students demonstrate noble actions?





Pillar 3: Engaged, Well-Rounded Students

Key Question 2: To what degree do students utilize opportunities provided by the district to take initiative and advance personal growth?

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Pillar 4: Community Engagement & Partnerships

Key Question 1: To what degree does our community have opportunities to partner with the school district?

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Communication with all stakeholders will be timely, clear & precise regarding campuswide events and happenings.</p> <p>Evidence of Success: Communication through Parent Square and provides timely notification of upcoming events.</p> <p>Staff Responsible: Administrative team and support staff.</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 1: Creation of Parental Advisory Committee.

Intended Audience: Parents and committee

Provider / Presenter / Person Responsible: Principal

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Date(s) / Timeframe: March 2024

Collaborating Departments: All departments.

Delivery Method: Email and in-person meeting.

Staff Responsible: Principal/ Administrative team.

Pillar 4: Community Engagement & Partnerships

Key Question 2: To what degree are stakeholders adequately informed and able to interact with SISD personnel?

Pillar 5: Professional Learning & Quality Staff

Key Question 1: To what degree do our recruitment and retention strategies align with the district's strategic plan?

Pillar 5: Professional Learning & Quality Staff

Key Question 2: To what degree are we inducting new employees into our learning organization?

Pillar 5: Professional Learning & Quality Staff

Key Question 3: To what degree do we provide personalized professional learning that promotes reflection, enhances instructional quality, and builds staff capacity?

Pillar 6: Fiscal & Operational Systems





Key Question 1: To what degree are all facilities well-maintained and conducive to learning?

Pillar 6: Fiscal & Operational Systems

Key Question 2: To what degree do staff have access to resources necessary to fulfill the strategic plan?

Pillar 7: Safety & Well-Being

Key Question 1: To what degree do our students and staff feel safe at school?

System Response (Goal) 1 Details	Reviews			
System Response (Goal) 1: Provide a safe secure campus. Evidence of Success: Door checks and safety walks. Ensure each student and staff wears IDs Implementation of CKH and CHAMPS campus-wide. Staff Responsible: Teachers and Staff	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 1: We will continue weekly door checks and all safety requirements required by TEA. During WIN, we will continue social-emotional lessons as well as motivational lessons for our students.

Intended Audience: Students and Staff

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Provider / Presenter / Person Responsible: CKH, counselors, and admin staff.

Date(s) / Timeframe: 2024-2025 school year during WIN

Collaborating Departments: All departments

Delivery Method: Teachers lessons.

Staff Responsible: All staff

TEA Priorities:

Connect high school to career and college, Improve low-performing schools

- Targeted Support Strategy - Additional Targeted Support Strategy

Pillar 7: Safety & Well-Being

Key Question 2: To what degree do we ensure social well-being for all students?

Pillar 7: Safety & Well-Being

Key Question 3: To what degree do we ensure social well-being for all staff?

SPLENDORA INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
SPECIAL MEETING/WORKSHOP MINUTES
October 7, 2024
6:00 PM

The Trustees of the Splendora Independent School District met at Splendora ISD Administration building, located at 23419 FM 2090, Splendora TX 77372, on Monday, October 7, 2024, for a special meeting. It was the intent of the District to have, and the meeting did have, a quorum of the Board of Trustees physically present. The meeting was recorded as required by law.

1. Meeting began at **6 PM. ROLL CALL:** (1) Jennifer Stewart - Member, (2) Dan Muirhead – Vice President, (3) Barry Welch – Assistant Secretary, (4) Jason Sessum - Member, (5) Allen Wells - President, (6) Brandon Fry - Member, (7) Kimberly Klepcyk - Secretary, and Dr. Jeff Burke – Superintendent

Presiding: **Allen Wells** Recording: **Kim Klepcyk**
Absent: **Brandon Fry, Jennifer Stewart, and Jasson Sessum**

~~2. CLOSED SESSION ITEM(S)~~

~~"The Board of Trustees will now go into a Closed session. This Closed Session will be held for purposes authorized by the Texas Open Meetings Act, Texas Government Code(s) Safety Section 551.076, Personnel Section 551.074, Real Estate Section 551.072, and Consultation with Attorney Section 551.071, concerning any and all purposes permitted by the Act. No voting will take place in the closed meeting. Any action the Board wishes to take as a part of discussions in closed session will take place after the board reconvenes in the open meeting. It is now ___ pm."~~

No Closed Session

BREAK AT ___ PM

CLOSED SESSION BEGAN AT ___ PM

RECONVENED FROM CLOSED SESSION AT ___ PM

- ~~a. Safety Section 551.076~~
- ~~b. Personnel Section 551.074~~
- ~~c. Real Estate Section 551.072~~
- ~~d. Consultation with Attorney Section 551.071~~

3. INVOCATION by **_Dan Muirhead**
4. U.S. & STATE OF TEXAS PLEDGE OF ALLEGIANCES
5. GOOD THINGS
6. AUDIENCE - Participants must have signed up prior to the Board Meeting start time. Participants may address the Board on any agenda item. Participation is limited to three minutes to make comments to the Board unless the participant requires the use of a translator, in which case participation is limited to six minutes. The Board will only consider complaints that remain unresolved after being addressed through proper administrative channels and when they have been placed on the agenda. Please note the Board of Trustees shall not deliberate, respond, or make decisions regarding any subject that is not included on the agenda that is posted. For further information on these requirements, contact Miranda McCulloch, Superintendent Secretary at 281-689-4441.

No Audience Addressed the Board

7. BUDGET WORKSHOP
8. ADJOURN
ADJOURNMENT AT **_7:46 pm.**

President

Secretary

SPLENDORA INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING MINUTES
October 21, 2024
6:00 PM

The Trustees of the Splendor Independent School District met in the Boardroom at Splendor Independent School District Administration building, located at 23419 FM 2090, Splendor TX 77372, on Monday, October 21, 2024, for a regular monthly meeting. It was the intent of the District to have, and the meeting did have, a quorum of the Board of Trustees physically present. The meeting was recorded as required by law.

1. Meeting began at **_6:01_ PM. ROLL CALL:** (1) Jennifer Stewart - Member, (2) Dan Muirhead – Vice President, (3) Barry Welch – Assistant Secretary, (4) Jason Sessum - Member, (5) Allen Wells - President, (6) Brandon Fry - Member, (7) Kimberly Klepcyk - Secretary, and Dr. Jeff Burke – Superintendent

Presiding: Allen Wells

Recording: Kim Klepcyk

Absent: Brandon Fry, Jason Sessum and Jennifer Stewart

2. CLOSED SESSION ITEM(S)

"The Board of Trustees will now go into a Closed session. This Closed Session will be held for purposes authorized by the Texas Open Meetings Act, Texas Government Code(s) Personnel - Section 551.074, Real Estate - Section 551.072, Consultation with Attorney - Section 551.071, and Safety - Section 551.076, concerning any and all purposes permitted by the Act. No voting will take place in the closed meeting. Any action the Board wishes to take as a part of discussions in closed session will take place after the board reconvenes in the open meeting. It is now 6:02 pm."

BREAK AT _6:02_ PM

CLOSED SESSION BEGAN AT _6:04_ PM

RECONVENED FROM CLOSED SESSION AT _6:57_ PM

- A. Safety - Section 551.076
- B. Real Estate - Section 551.072
- C. Personnel - Section 551.074
- D. Consultations with Attorney - Section 551.071

3. INVOCATION by Barry Welch

4. U.S. & STATE OF TEXAS PLEDGE OF ALLEGIANCES

5. GOOD THINGS

6. PUBLIC HEARING - Presentation of the 2023-2024 FIRST (Financial Integrity Rating System of Texas) Report by CFO Reese Briggs. The public was given a chance to ask questions.

No audience asked any questions or addressed the board.

7. BOARD LEADERSHIP GUIDELINES & CODE OF ETHICS
8. STRATEGIC DIRECTION REVIEW
9. SAFETY UPDATE- Safety update from Dianna Archer, Director of Student Services
9. 2022 BOND UPDATES
 - A. Program Manager Update - LAN updated the Board.
10. SUPERINTENDENT'S REPORT
 - A. Enrollment
 - B. Month-at-a-Glance
 - C. Balanced Scorecard Board Presentation - Strategic Priority 1, BOY and new curriculum implementation - Executive Director of Teaching & Learning, Carrie Garza, gave an update.
 - D. TASA/TASB Annual Convention Recap
11. CAMPUS SPOTLIGHT: Timber Lakes Elementary 6th grade students spotlighted the WIN program. The students talked about what WIN is and what they like about it.
13. AUDIENCE - Participants must have signed up prior to the Board Meeting start time. Participants may address the Board on any agenda item. Participation is limited to three minutes to make comments to the Board unless the participant requires the use of a translator, in which case participation is limited to six minutes. The Board will only consider complaints that remain unresolved after being addressed through proper administrative channels and when they have been placed on the agenda. Please note the Board of Trustees shall not deliberate, respond, or make decisions regarding any subject that is not included on the agenda that is posted. For further information on these requirements, contact Miranda McCulloch, Superintendent Secretary at 281-689-4441.

No audience addressed the board.

14. PRESENTATION(S)
 - A. 2024 Financial Audit Presentation by Weaver

- 15. ADMINISTRATIVE PRESENTATION(S)
 - A. Teaching & Learning Presentation (Annual report of progress of the Bilingual Education & ESL Programs)- Multilingual Director Itzil Welch gave an update.

- 16. INFORMATION ITEM(S)
 - A. Annual Property Value Study Appeals Report
 - B. Board Continuing Education Hours Announcement - Board President Allen Wells announced the continuing education hours for each Board member. Allen announced who has completed the required continuing education, who has exceeded the required continuing education, and who is deficient in meeting the required continuing education for the eight training areas:
 - a. Local District Orientation
The following first-year board member has completed the local district orientation training: **Jennifer Stewart, Member**
 - b. Orientation to the Texas Education Code
The following first-year board member has completed the Orientation to the Texas Education Code training: **Jennifer Stewart, Member**
 - c. Post-Legislative Update to the Texas Education Code
No board members were required to complete Post-Legislative Update to the Texas Education Code training for the time period covered by this announcement.
 - d. Team Building
The following board members have completed the annual team-building training:
Jennifer Stewart, Member
Allen Wells, President
Barry Welch, Assistant Secretary
Brandon Fry, Member
Dan Muirhead, Vice President
Jason Sessum, Member
Kimberly Klepcyk, Secretary
 - e. Additional Continuing Education The following board members have completed the additional continuing education requirements:
Jennifer Stewart, Member
Allen Wells, President
Barry Welch, Assistant Secretary
Brandon Fry, Member
Jason Sessum, Member
Kim Klepcyk, Secretary
The following board members are deficient in meeting the additional continuing education requirements:

Dan Muirhead, Vice President

f. Evaluating Student Academic Performance and Setting Goals

The following board members have completed the biennial training on evaluating student academic performance and setting goals:

Jennifer Stewart, Member

Allen Wells, President

Barry Welch, Assistant Secretary

Brandon Fry, Member

Dan Muirhead, Vice President

Jason Sessum, Member

The following board members are deficient in meeting the required biennial training on evaluating student academic performance and setting goals: **Kim Klepcyk, Secretary**

g. Identifying and Reporting Abuse, Trafficking, and Other Maltreatment of Children

The following board members have completed the biennial training on identifying and reporting abuse and trafficking:

Jennifer Stewart, Member

Allen Wells, President

Barry Welch, Assistant Secretary

Brandon Fry, Member

Kim Klepcyk, Secretary

The following board members are deficient in meeting the required biennial training on identifying and reporting abuse and trafficking : **Dan Muirhead, Vice President**
Jason Sessum, Member

h. School Safety

The following board members have completed the biennial training on school safety:

Jennifer Stewart, Member

Allen Wells, President

Brandon Fry, Member

Kim Klepcyk, Secretary

The following board members are deficient in meeting the required biennial training on school safety:

Barry Welch, Assistant Secretary

Dan Muirhead, Vice President

Jason Sessum, Member

i. EXCEEDING REQUIRED CONTINUING EDUCATION

Board Member **Jennifer Stewart** exceeded the required amount of continuing education training by **2.25 additional hours**.

Board Member **Brandon Fry** exceeded the required amount of continuing education training by **4 additional hours**.

17. CONSENT AGENDA ITEMS

- A. Minutes
- B. Financials, Tax Report, Investment Report, and Accounts Payable
- C. Consider Approval of the Athletic Donation of \$3,400 by the Cheer Booster Club for Cheer Mats
- D. Consider Approval of 2024-2025 Education Foundation Grant Donations totaling \$33,672.99
- E. Consider Approval of Donation of Cafeteria Tables by Velocity Business Products valued at \$101,384.73
- F. Consider Approval to Adjust the District Stipend Schedule to Extend the Residency Program for the Host Teacher Stipend Totaling \$10,500 and to add the Color Guard Stipend totaling \$4,000
- G. Consider Approval to Purchase 3 - 78 Passenger and 1- Special Needs School Bus for a total cost of \$605,300
- H. Consider Approval of the Right of Access with East Montgomery County Municipal Utility District No.12
- I. Consider Approval of Announcement of Board Credit Hours

A motion was made by **Kim Klepcyk**, seconded by **Barry Welch** to approve the September 9th special meeting minutes, and the September 23rd regular meeting minutes, the Financials, Tax Report, Investment Report, and Accounts Payable in the total amount of \$13,369,764.66, the Athletic Donation of \$3,400 by the Cheer Booster Club for Cheer Mats, the Education Foundation Grant Donations totaling \$33,672.99, the Donation of Cafeteria Tables by Velocity Business Products valued at \$101,384.73, adjusting the district stipend schedule to extend the residency program for the Host Teacher Stipend Totaling \$10,500 and the Color Guard Stipend totaling \$4,000, purchasing 3 - 78 Passenger and 1- Special Needs School Bus for a total cost of \$605,300, the Right of Access with East Montgomery County Municipal Utility District No.12, and the Announcement of Board Credit Hours.

Voting for: **4** Against **0** Motion **Passed**

18. ACTION ITEMS

- A. Discussion and Possible Action to Approve the Annual 2024 Financial Audit

A motion was made by **Dan Muirhead** and seconded by **Kim Klepcyk** to approve the Annual 2024 Financial Audit as presented.

Voting For: **4** Against **0** Motion **Passed**

B. Discussion and Possible Action to Approve the Formation of the Board Advocacy Committee

A motion was made by **Allen Wells** and seconded by **Kim Klepcyk** to approve the formation of the Board Advocacy Committee.

Voting For: **4** Against: **0** Motion: **Passed**

19. POSSIBLE AGENDA ITEMS FOR NEXT MEETING:

- A. Election
- B. Regular Meeting
- C. Team of 8 Good Governance/Budget Workshop
- D. Campus Holiday Card Voting
- E. Balanced Scorecard Update- Priority 2
- F. Oath of Office/Reorganization of Board
- G. Reaffirmation of Board Code of Ethics
- H. Review Board Meeting Calendar
- I. Review Board Meeting Reports Calendar
- J. Review Board Operating Procedures Manual

20. ADJOURN
ADJOURNMENT AT **8:24 pm.**

President

Secretary

For the Month of October

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
007057	10-03-2024	CINDY VALENZ	005868	CN ACCT	240-00-5751.00-000-500000	REISSUE CHECK NEVER RECEIV	-100.00	N
007063	10-21-2024	CROSBY HS ATHLETICS	005874	GOLF TOUR	169-36-6499.26-001-591000	TOURNAMENT CANCELLED	-220.00	N
007109	10-21-2024	LETICIA MALDONADO	005900	07/14-16	199-13-6411.00-999-525000	VOID - DID NOT ATTEND	-60.00	N
007332	10-24-2024	GANDY INK	250360	856187	199-53-6395.00-999-599000	REISSUE TO PAY CORRECT INVO	-535.50	N
007394	10-03-2024	A TO Z SPECIALTIES	250900	32816	199-41-6399.00-750-599041	CAREER FAIR TRINKETS	213.00	N
			250900	32814	199-41-6399.00-750-599041	CAREER FAIR TRINKETS	328.25	N
			250900	32815	199-41-6399.00-750-599041	CAREER FAIR TRINKETS	261.50	N
			250900	32817	199-41-6399.00-750-599041	CAREER FAIR TRINKETS	450.00	N
Totals for Check 007394							1,252.75	
007395	10-03-2024	ALICIA MOODY	005960	SR WORK	168-61-6299.00-999-599000	WORK SHIRTS	360.00	N
007396	10-03-2024	AMAZON CAPITAL	250720	09/06-09/24	199-00-1312.00-000-500000	DISTRICT STOCK 2024-25	12,218.06	N
			250720	09/11-09/26	199-00-1312.00-000-500000	DISTRICT STOCK 2024-25	4,367.37	N
Totals for Check 007396							16,585.43	
007397	10-03-2024	AMPLIFY EDUCATION,	250657	INV 299703	199-11-6399.00-104-525000	BILINGUAL BIG BOOK SET	1,161.00	N
007398	10-03-2024	AMY JACKSON	005979	CN ACCT	240-00-5751.00-000-500000	CN ACCOUNT REFUND	7.25	N
007399	10-03-2024	AT&T	250046	1959353904	199-51-6259.71-999-599000	DISTRICT PHONE SERVICE	615.24	N
			250046	831001362996	199-51-6259.71-999-599000	DISTRICT PHONE SERVICE	1,418.10	N
Totals for Check 007399							2,033.34	
007400	10-03-2024	AT&T	250047	28168993315129	199-51-6259.71-999-599000	DISTRICT PHONE SERVICE	297.33	N
			250047	28168979759266	199-51-6259.71-999-599000	DISTRICT PHONE SERVICE	153.57	N
			250047	28168963113892	199-51-6259.71-999-599000	DISTRICT PHONE SERVICE	102.38	N
			250047	28168905120518	199-51-6259.71-999-599000	DISTRICT PHONE SERVICE	57.41	N
			250047	28139951804958	199-51-6259.71-999-599000	DISTRICT PHONE SERVICE	109.72	N
			250047	28168978266081	199-51-6259.71-999-599000	DISTRICT PHONE SERVICE	61.68	N
			250047	28168951983892	199-51-6259.71-999-599000	DISTRICT PHONE SERVICE	102.38	N
			250047	28168936936080	199-51-6259.71-999-599000	DISTRICT PHONE SERVICE	61.68	N
			250047	28168932136818	199-51-6259.71-999-599000	DISTRICT PHONE SERVICE	55.10	N
			250047	28168920980227	199-51-6259.71-999-599000	DISTRICT PHONE SERVICE	163.21	N
			250047	28168993305872	199-51-6259.71-999-599000	DISTRICT PHONE SERVICE	127.69	N
			250047	28168974305560	199-51-6259.71-999-599000	DISTRICT PHONE SERVICE	102.38	N
			250047	28168971282960	199-51-6259.71-999-599000	DISTRICT PHONE SERVICE	61.68	N
			250047	28168936436818	199-51-6259.71-999-599000	DISTRICT PHONE SERVICE	55.03	N
			250047	28168959656359	199-51-6259.71-999-599000	DISTRICT PHONE SERVICE	70.97	N
			250047	28168993920142	199-51-6259.71-999-599000	DISTRICT PHONE SERVICE	67.72	N
Totals for Check 007400							1,649.93	
007401	10-03-2024	BARBERS HILL ISD -	005977	12/6-7 BOYS	169-36-6499.11-001-591000	BOYS BBALL 12/6-7	350.00	N
			005977	12/6-7 GIRLS	169-36-6499.12-001-591000	GIRLS BBALL 12/6-7	350.00	N
Totals for Check 007401							700.00	
007402	10-03-2024	BRICARE INDUSTRIAL L	250622	C158677	199-11-6399.64-001-522000	AUTO BODY SUPPLIES	113.77	N
			250622	C158824	199-11-6399.64-001-522000	AUTO BODY SUPPLIES	74.97	N
Totals for Check 007402							188.74	

For the Month of October

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
007403	10-03-2024	BRANDON CAMPBELL	005971	10/07-10	199-41-6411.00-750-599000	ASCENDER USER CONF TRAVEL	160.00	N
007404	10-03-2024	BSN SPORTS, LLC	250508	927029964	169-36-6399.15-001-591000	VOLLEYBALL GEAR	1,540.00	N
007405	10-03-2024	BURGERWORKS INC	005965	ORDER 215456	169-36-6412.00-001-591000	JH XC MEALS 09/25	83.01	N
007406	10-03-2024	CHANNELVIEW ATHLETI	005976	10/31 BOYS	169-36-6499.25-001-591000	BOYS GOLF TOURN 10/31	160.00	N
007407	10-03-2024	CINDY VILLA	005981	CN ACCT	240-00-5751.00-000-500000	CN ACCOUNT REFUND REISSUE	100.00	N
007408	10-03-2024	CROWN EQUIPMENT CO	250879	135600604	199-51-6299.00-999-599025	FORKLIFT MAINTENANCE	141.84	N
007409	10-03-2024	DAN MUIRHEAD	005967	09/26-29	199-41-6419.00-702-599000	TASA/TASB CONF TRAVEL	474.23	N
007410	10-03-2024	DE LAGE LANDEN PUBLI	250276	588375325	199-11-6269.00-001-511039	DISTRICT COPIER LEASE	245.21	N
			250276		199-21-6269.00-999-599043	DISTRICT COPIER LEASE	169.94	N
Totals for Check 007410							415.15	
007411	10-03-2024	DUSTY HART	005970	09/27-30	199-11-6411.61-001-522000	DALLAS STATE FAIR TRAVEL	160.00	N
007412	10-03-2024	EC GRAPHICS ,LLC	250902	000859	199-41-6399.00-750-599000	JACKETS FOR CENTRAL OFFICE	830.00	N
007413	10-03-2024	EDUCATION SERVICE C	005964	M. GUTHRIE	199-41-6411.00-750-599000	ASCENDER USER CONF GUTHRI	350.00	N
007414	10-03-2024	ELLIOTT ELECTRIC SUP	250477	69-79237-01	199-51-6319.00-999-599000	DISTRICT LIGHTING SUPPLIES	780.80	N
007415	10-03-2024	ELYSE MCGINNIS	005974	09/24-25	199-13-6411.00-001-599000	SKYWARD TRAINING TRAVEL	48.00	N
007416	10-03-2024	EMERGENT TREE EDUC	250231	2427	199-11-6299.00-999-523023	EMERGENT TREE - CONSULTATI	2,245.00	N
007417	10-03-2024	ENTERGY	250049	2026130630	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	17,848.33	N
			250049	45008416340	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	1,656.43	N
			250049	85008107928	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	92.69	N
			250049	145007759171	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	16,954.38	N
			250049	115007867270	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	481.95	N
			250049	2026128310	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	31,932.63	N
			250049	260006192910	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	327.32	N
			250049	260006192909	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	302.56	N
			250049	290006196879	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	289.55	N
			250049	105007909797	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	347.74	N
			250049	210006078514	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	682.92	N
			250049	2026126961	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	12,366.17	N
			250049	95007992347	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	203.65	N
Totals for Check 007417							83,486.32	
007418	10-03-2024	EVERON , LLC	250932	156547290	199-51-6249.77-999-599000	INTERCOM REPAIR	568.50	N
			250932	156547291	199-51-6249.77-999-599000	INTERCOM REPAIR	568.50	N
Totals for Check 007418							1,137.00	
007419	10-03-2024	EXPRESS BOOKSELLER	250775	17828	199-00-1312.00-000-500000	DISTRICT STOCK 2024-25	4,058.70	N
007420	10-03-2024	GOLD STAR FOODS TX	005953	3165606	240-35-6341.00-999-599000	COMMODITY FOOD DELIVERED	380.07	N
007421	10-03-2024	GRAINGER	250221	9255973472	199-51-6319.00-999-599000	MAINTENANCE SUPPLIES	415.98	N
			250221	9258201475	199-51-6319.00-999-599000	MAINTENANCE SUPPLIES	43.28	N
Totals for Check 007421							459.26	

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Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
007422	10-03-2024	GREATER EMC CHAMBE	250721	100507	199-41-6411.00-701-599000	CHAMBER LUNCHEON BURKE	30.00	N
007423	10-03-2024	GTS TECHNOLOGY SOL	250620	INV80788	199-11-6398.00-001-511053	STAFF DEVICES	19,900.50	N
			250620	INV80788	199-11-6398.00-041-511053	STAFF DEVICES	9,695.00	N
			250620	INV80788	199-11-6398.00-101-511053	STAFF DEVICES	12,360.00	N
			250620	INV80788	199-11-6398.00-102-511053	STAFF DEVICES	10,790.00	N
			250620	INV80788	199-11-6398.00-104-511053	STAFF DEVICES	10,270.00	N
			250620	INV80788	199-11-6398.00-105-511053	STAFF DEVICES	9,630.00	N
			250620	INV80788	199-11-6398.00-999-511053	STAFF DEVICES	5,251.00	N
			250898	INV80987	199-11-6398.00-999-523023	DOCKING STATION FOR LORIASB	225.13	N
			250861	INV80915	199-34-6398.00-999-599000	BEN Q PROJECTOR	770.83	N
					Totals for Check 007423		78,892.46	
007424	10-03-2024	GTT GENERAL CONTRA	002161	APP. 3	699-81-6629.00-999-599074	CSP, COST OF CONSTRUCT HS A	627,581.84	N
007425	10-03-2024	HARDIES	005955	06156425	240-35-6341.00-001-599000	PRODUCE DELIVERED	1,621.23	N
			005955	06156425	240-35-6341.00-001-599021	PRODUCE DELIVERED	400.27	N
			005955	06156426	240-35-6341.00-041-599000	PRODUCE DELIVERED	1,439.92	N
			005955	06156426	240-35-6341.00-041-599021	PRODUCE DELIVERED	445.60	N
			005955	06156423	240-35-6341.00-101-599000	PRODUCE DELIVERED	1,514.19	N
			005955	06156423	240-35-6341.00-101-599021	PRODUCE DELIVERED	581.31	N
			005955	06156422	240-35-6341.00-102-599000	PRODUCE DELIVERED	740.15	N
			005955	06156422	240-35-6341.00-102-599021	PRODUCE DELIVERED	214.88	N
			005955	06156424	240-35-6341.00-104-599000	PRODUCE DELIVERED	892.25	N
			005955	06156424	240-35-6341.00-104-599021	PRODUCE DELIVERED	320.80	N
			005955	06156427	240-35-6341.00-105-599000	PRODUCE DELIVERED	1,311.73	N
			005955	06156427	240-35-6341.00-105-599021	PRODUCE DELIVERED	216.83	N
					Totals for Check 007425		9,699.16	
007426	10-03-2024	HIGH POINT	250697	205319-1	199-51-6399.00-999-599078	Bath Tissue Hand Soap Pap. Tow	232.05	N
			250886	205319-1	199-51-6399.00-999-599078	TOILET TISSUE, TOWELS, SOAP	882.99	N
			250886	205720	199-51-6399.00-999-599078	TOILET TISSUE, TOWELS, SOAP	3,496.70	N
			250913	205608-1	199-51-6399.02-999-599078	CLEANING CHEMICALS, TRASH LI	38.16	N
			250913	204424-3	199-51-6399.02-999-599078	CLEANING CHEMICALS, TRASH LI	180.15	N
					Totals for Check 007426		4,830.05	
007427	10-03-2024	HILAND DAIRY FOODS C	005956	0923249097480	240-35-6341.00-001-599000	MILK DELIVERED	447.22	N
			005956	0925249001168	240-35-6341.00-001-599000	MILK DELIVERED	295.95	N
			005956	0927249003984	240-35-6341.00-001-599000	MILK DELIVERED	217.03	N
			005956	0923249097480	240-35-6341.00-001-599021	MILK DELIVERED	223.60	N
			005956	0925249001168	240-35-6341.00-001-599021	MILK DELIVERED	295.95	N
			005956	0927249003984	240-35-6341.00-001-599021	MILK DELIVERED	217.03	N
			005956	0923249097479	240-35-6341.00-041-599000	MILK DELIVERED	295.95	N
			005956	0925249001167	240-35-6341.00-041-599000	MILK DELIVERED	295.95	N
			005956	0927249003983	240-35-6341.00-041-599000	MILK DELIVERED	295.95	N
			005956	0923249097479	240-35-6341.00-041-599021	MILK DELIVERED	295.95	N
			005956	0925249001167	240-35-6341.00-041-599021	MILK DELIVERED	295.95	N
			005956	0927249003983	240-35-6341.00-041-599021	MILK DELIVERED	295.95	N
			005956	0923249097482	240-35-6341.00-101-599000	MILK DELIVERED	420.91	N

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Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
			005956	0925249001170	240-35-6341.00-101-599000	MILK DELIVERED	420.91	N
			005956	0927249003986	240-35-6341.00-101-599000	MILK DELIVERED	210.46	N
			005956	0923249097482	240-35-6341.00-101-599021	MILK DELIVERED	210.45	N
			005956	0925249001170	240-35-6341.00-101-599021	MILK DELIVERED	210.45	N
			005956	0927249003986	240-35-6341.00-101-599021	MILK DELIVERED	105.22	N
			005956	0923249097481	240-35-6341.00-102-599000	MILK DELIVERED	197.30	N
			005956	0925249001169	240-35-6341.00-102-599000	MILK DELIVERED	197.30	N
			005956	0927249003985	240-35-6341.00-102-599000	MILK DELIVERED	157.84	N
			005956	0923249097481	240-35-6341.00-102-599021	MILK DELIVERED	197.30	N
			005956	0925249001169	240-35-6341.00-102-599021	MILK DELIVERED	197.30	N
			005956	0927249003985	240-35-6341.00-102-599021	MILK DELIVERED	157.84	N
			005956	0923249097478	240-35-6341.00-104-599000	MILK DELIVERED	300.00	N
			005956	0925249001166	240-35-6341.00-104-599000	MILK DELIVERED	400.00	N
			005956	0923249097478	240-35-6341.00-104-599021	MILK DELIVERED	212.98	N
			005956	0925249001166	240-35-6341.00-104-599021	MILK DELIVERED	389.20	N
			005956	0923249097477	240-35-6341.00-105-599000	MILK DELIVERED	328.47	N
			005956	0925249001165	240-35-6341.00-105-599000	MILK DELIVERED	416.90	N
			005956	0927249003982	240-35-6341.00-105-599000	MILK DELIVERED	240.04	N
			005956	0923249097477	240-35-6341.00-105-599021	MILK DELIVERED	164.23	N
			005956	0925249001165	240-35-6341.00-105-599021	MILK DELIVERED	208.45	N
			005956	0927249003982	240-35-6341.00-105-599021	MILK DELIVERED	120.01	N
						Totals for Check 007427	8,936.04	
007428	10-03-2024	HOME DEPOT CREDIT S	250134	STMNT 9.27.24	199-51-6319.00-999-599000	M&O SUPPLIES	4,073.16	N
007429	10-03-2024	HOUSTON COMMUNICA	250845	INV849410	199-34-6249.00-999-599000	Radio Equipment Repair	528.55	N
007430	10-03-2024	IMPACT PROMOTIONAL	250494	INV103549	199-52-6395.00-999-599000	SISD PD UNIFORM PINS	112.14	N
			250143	INV103551	199-52-6395.00-999-599000	SISD PD UNIFORMS	16.99	N
			250143	INV103577	199-52-6395.00-999-599000	SISD PD UNIFORMS	199.32	N
			250143	INV103576	199-52-6395.00-999-599000	SISD PD UNIFORMS	229.47	N
						Totals for Check 007430	557.92	
007431	10-03-2024	JEFFREY BURKE	005966	09/25-29	199-41-6411.00-701-599000	TASA/TASB CONF TRAVEL	192.00	N
007432	10-03-2024	JENNIFER STEWART	005968	09/26-29	199-41-6419.00-702-599000	TASA/TASB CONF TRAVEL	474.23	N
			005968	09/18-19	199-41-6419.00-702-599000	RAISE YOUR HAND TX TRAVEL	287.19	N
						Totals for Check 007432	761.42	
007433	10-03-2024	JOERIS GENERAL CONT	002157	PRO#24063	699-81-6629.00-999-599071	CSP, COST OF CONSTRUCT PC R	1,636,127.68	N
007434	10-03-2024	JULIE BOLSTER	005973	10/07-10	199-41-6411.00-750-599000	ASCENDER USER CONF TRAVEL	160.00	N
007435	10-03-2024	KEVIN MERTENS	005958	10/19 COMP	199-36-6412.35-001-599000	COMPETITION ENTRY FEE	344.00	N
007436	10-03-2024	KIM KLEPCYK	005969	09/18-19	199-41-6419.00-702-599000	RAISE YOUR HAND TX TRAVEL	287.19	N
007437	10-03-2024	LABATT FOOD SERVICE	005957	09243362	240-35-6341.00-001-599000	FOOD DELIVERED	7,134.69	N
			005957	09243361	240-35-6341.00-001-599000	FOOD DELIVERED	3,000.00	N
			005957	09243362	240-35-6341.00-001-599021	FOOD DELIVERED	704.08	N
			005957	09243362	240-35-6341.00-001-599031	FOOD DELIVERED	2,710.82	N
			005957	09243360	240-35-6341.00-041-599000	FOOD DELIVERED	5,937.06	N

For the Month of October

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
			005957	09243359	240-35-6341.00-041-599000	FOOD DELIVERED	506.80	N
			005957	09243360	240-35-6341.00-041-599021	FOOD DELIVERED	1,511.56	N
			005957	09243360	240-35-6341.00-041-599031	FOOD DELIVERED	691.34	N
			005957	09243354	240-35-6341.00-101-599000	FOOD DELIVERED	3,575.86	N
			005957	09243354	240-35-6341.00-101-599000	FOOD DELIVERED	584.02	N
			005957	09243352	240-35-6341.00-101-599000	FOOD DELIVERED	26.97	N
			005957	09243356	240-35-6341.00-101-599000	FOOD DELIVERED	165.93	N
			005957	09243354	240-35-6341.00-101-599021	FOOD DELIVERED	1,238.78	N
			005957	09243352	240-35-6341.00-101-599021	FOOD DELIVERED	87.24	N
			005957	09243354	240-35-6341.00-101-599031	FOOD DELIVERED	1,184.70	N
			005957	09243357	240-35-6341.00-102-599000	FOOD DELIVERED	2,260.31	N
			005957	09243357	240-35-6341.00-102-599021	FOOD DELIVERED	1,323.95	N
			005957	09243357	240-35-6341.00-102-599031	FOOD DELIVERED	308.51	N
			005957	09243358	240-35-6341.00-104-599000	FOOD DELIVERED	3,077.08	N
			005957	09243358	240-35-6341.00-104-599021	FOOD DELIVERED	1,536.68	N
			005957	09243358	240-35-6341.00-104-599031	FOOD DELIVERED	237.84	N
			005957	09243909	240-35-6341.00-105-599000	FOOD DELIVERED	3,789.75	N
			005957	09243909	240-35-6341.00-105-599021	FOOD DELIVERED	2,530.22	N
			005957	09243909	240-35-6341.00-105-599031	FOOD DELIVERED	634.89	N
			005957	09243362	240-35-6342.00-001-599000	FOOD DELIVERED	487.18	N
			005957	09243361	240-35-6342.00-001-599000	FOOD DELIVERED	52.32	N
			005957	09243362	240-35-6342.00-001-599021	FOOD DELIVERED	487.18	N
			005957	09243361	240-35-6342.00-001-599021	FOOD DELIVERED	52.33	N
			005957	09243360	240-35-6342.00-041-599000	FOOD DELIVERED	541.19	N
			005957	09243360	240-35-6342.00-041-599021	FOOD DELIVERED	541.18	N
			005957	09243353	240-35-6342.00-101-599000	FOOD DELIVERED	28.16	N
			005957	09243352	240-35-6342.00-101-599000	FOOD DELIVERED	115.08	N
			005957	09243355	240-35-6342.00-101-599000	FOOD DELIVERED	27.08	N
			005957	09243354	240-35-6342.00-101-599021	FOOD DELIVERED	584.02	N
			005957	09243352	240-35-6342.00-101-599021	FOOD DELIVERED	115.08	N
			005957	09243355	240-35-6342.00-101-599021	FOOD DELIVERED	27.08	N
			005957	09243357	240-35-6342.00-102-599000	FOOD DELIVERED	406.91	N
			005957	09243357	240-35-6342.00-102-599021	FOOD DELIVERED	260.74	N
			005957	09243358	240-35-6342.00-104-599000	FOOD DELIVERED	343.65	N
			005957	09243358	240-35-6342.00-104-599021	FOOD DELIVERED	300.00	N
			005957	09243909	240-35-6342.00-105-599000	FOOD DELIVERED	759.10	N
			005957	09243909	240-35-6342.00-105-599021	FOOD DELIVERED	260.74	N
						Totals for Check 007437	50,148.10	
007438	10-03-2024	LAKESHORE LEARNING	250713	894422091124	199-11-6399.93-105-511000	Instructional Contingency	323.00	N
007439	10-03-2024	LCM BASKETBALL	005978	12/27-28 BBALL	169-36-6499.11-001-591000	BOYS BBALL TOURN 12/27-28	350.00	N
007440	10-03-2024	LEEANN MORROW	005972	10/07-10	199-41-6411.00-750-599041	ASCENDER USER CONF TRAVEL	160.00	N
007441	10-03-2024	LONE STAR A/C	005952	LS2561	240-35-6249.00-101-599000	WIF B COND. SKID & EVAP MOTO	9,151.00	N

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007442	10-03-2024	MCCOY CORPORATION	250215	9873491	199-51-6319.00-999-599000	M&O SUPPLIES	4.65	N
			250215	9873639	199-51-6319.00-999-599000	M&O SUPPLIES	18.22	N
			250215	9873832	199-51-6319.00-999-599000	M&O SUPPLIES	30.05	N
			250215	9875111	199-51-6319.00-999-599000	M&O SUPPLIES	19.07	N
			250215	9875217	199-51-6319.00-999-599000	M&O SUPPLIES	125.67	N
Totals for Check 007442							197.66	
007443	10-03-2024	MELBA F.CASEY	250934	188163	199-36-6299.35-001-599000	K MERTENS - ROTC ALTERATION	57.00	N
007444	10-03-2024	MIKAELA GUTHRIE	005982	10/07-10	199-41-6411.00-750-599000	ASCENDER USER CONF TRAVEL	160.00	N
007445	10-03-2024	NATIONAL CENTER FOR	250815	JESSICA BRENT	199-13-6411.00-104-599000	COUNSELOR CONFERENCE BRE	235.00	N
007446	10-03-2024	NORTH AMERICAN RES	250729	IN839412	429-51-6299.00-999-599052	FIRST AID KIT SUPPLIES	256.40	N
007447	10-03-2024	HOUGHTON MIFFLIN HA	250618	956149141	199-11-6397.00-104-511053	READ 180 FLEX SUBSCRIPTION	4,971.00	N
007448	10-03-2024	O'REILLY AUTOMOTIVE	250086	SEPTEMBER	199-34-6319.00-999-599000	Parts	2,732.20	N
			250515	6043-465355	199-51-6319.00-999-599000	MAINTENANCE SUPPLIES	64.62	N
Totals for Check 007448							2,796.82	
007449	10-03-2024	PERLINA HERNANDEZ	005980	CN ACCT	240-00-5751.00-000-500000	CN ACCOUNT REFUND	29.25	N
007450	10-03-2024	PINNACLE MEDICAL MA	250834	110178	199-34-6218.00-999-599000	Physicals & Drug Tests	96.00	N
007451	10-03-2024	PITNEY BOWES INC.	250868	1026127595	199-00-1312.00-000-500000	DIST. POSTAGE MACHINE	40.59	N
007452	10-03-2024	PLATINUM COPIER SOU	250278	588392980	169-36-6269.00-001-591000	DISTRICT COPIER LEASE	293.32	N
			250278	588392980	199-11-6269.00-001-511000	DISTRICT COPIER LEASE	847.45	N
			250278	588392980	199-11-6269.00-001-522000	DISTRICT COPIER LEASE	73.33	N
			250278	588392980	199-11-6269.00-041-511000	DISTRICT COPIER LEASE	494.52	N
			250278	588392980	199-11-6269.00-101-511000	DISTRICT COPIER LEASE	301.39	N
			250278	588392980	199-11-6269.00-104-511000	DISTRICT COPIER LEASE	301.39	N
			250278	588392980	199-11-6269.00-105-511000	DISTRICT COPIER LEASE	301.39	N
			250278	588392980	199-11-6269.00-999-511000	DISTRICT COPIER LEASE	108.34	N
			250278	588392980	199-21-6269.00-999-523023	DISTRICT COPIER LEASE	135.05	N
			250278	588392980	199-23-6269.00-001-599000	DISTRICT COPIER LEASE	217.03	N
			250278	588392980	199-23-6269.00-041-599000	DISTRICT COPIER LEASE	135.05	N
			250278	588392980	199-23-6269.00-101-599000	DISTRICT COPIER LEASE	135.05	N
			250278	588392980	199-23-6269.00-102-599000	DISTRICT COPIER LEASE	135.05	N
			250278	588392980	199-23-6269.00-104-599000	DISTRICT COPIER LEASE	135.05	N
			250278	588392980	199-31-6269.00-001-599000	DISTRICT COPIER LEASE	81.97	N
			250278	588392980	199-34-6269.00-999-599000	DISTRICT COPIER LEASE	135.05	N
			250278	588392980	199-41-6269.00-750-599000	DISTRICT COPIER LEASE	243.39	N
			250278	588392980	199-51-6269.00-999-599000	DISTRICT COPIER LEASE	70.25	N
			250278	588392980	199-52-6269.00-999-599000	DISTRICT COPIER LEASE	73.33	N
			250278	588392980	199-53-6269.00-999-599000	DISTRICT COPIER LEASE	73.33	N
			250278	588392980	240-35-6269.00-999-599000	DISTRICT COPIER LEASE	70.24	N
Totals for Check 007452							4,360.97	
007453	10-03-2024	PRECISION BUSINESS M	250842	122845	199-11-6399.00-101-511000	LAMINATION FOR TEACHERS	739.17	N

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007454	10-03-2024	PROGRESS LEARNING,	250742	CI-011297	199-11-6397.00-001-511053	SOFTWARE, SUPPLEMENTAL	2,927.75	N
			250742	CI-011297	199-11-6397.00-041-511053	SOFTWARE, SUPPLEMENTAL	2,927.61	N
			250742	CI-011297	199-11-6397.00-101-511053	SOFTWARE, SUPPLEMENTAL	2,927.61	N
			250742	CI-011297	199-11-6397.00-102-511053	SOFTWARE, SUPPLEMENTAL	2,927.61	N
			250742	CI-011297	199-11-6397.00-104-511053	SOFTWARE, SUPPLEMENTAL	2,927.61	N
			250742	CI-011297	199-11-6397.00-105-511053	SOFTWARE, SUPPLEMENTAL	2,927.61	N
					Totals for Check 007454		17,565.80	
007455	10-03-2024	PURIFY	250475	141295817083	199-51-6259.74-999-599000	WWTP/WTP CHEMICAL SERVICE	239.80	N
			250475	141295817132	199-51-6259.74-999-599000	WWTP/WTP CHEMICAL SERVICE	215.45	N
			250475	141295817171	199-51-6259.74-999-599000	WWTP/WTP CHEMICAL SERVICE	194.30	N
			250475	141295817407	199-51-6259.74-999-599000	WWTP/WTP CHEMICAL SERVICE	264.15	N
					Totals for Check 007455		913.70	
007456	10-03-2024	QUILL CORP.	250785	40570179	199-00-1312.00-000-500000	DISTRICT STOCK 2024-25	1,589.84	N
			250737	40414627	199-00-1312.00-000-500000	DISTRICT STOCK 2024-25	335.75	N
			250737	40417486	199-00-1312.00-000-500000	DISTRICT STOCK 2024-25	244.71	N
			250616	40338626	199-00-1312.00-000-500000	DISTRICT STOCK 2024-25	259.20	N
			250616	40339108	199-00-1312.00-000-500000	DISTRICT STOCK 2024-25	207.36	N
			250616	40536338	199-00-1312.00-000-500000	DISTRICT STOCK 2024-25	51.84	N
			250616	40255042	199-00-1312.00-000-500000	DISTRICT STOCK 2024-25	535.45	N
			250616	40230735	199-00-1312.00-000-500000	DISTRICT STOCK 2024-25	517.45	N
			250616	40246705	199-00-1312.00-000-500000	DISTRICT STOCK 2024-25	698.14	N
					Totals for Check 007456		4,439.74	
007457	10-03-2024	R E PORTABLE BUILDIN	250739	82824	699-81-6629.00-999-599000	HS SIDEWALK	12,950.00	N
007458	10-03-2024	REGION VI - ED. SERV.	250372	070700	199-13-6411.00-101-599000	T-TESS/T-PESS TRAINING	100.00	N
007459	10-03-2024	ROTARY CLUB OF EAST	250169	1611	199-41-6495.00-750-599042	QUARTERLY DUES JOHNSON	100.00	N
007460	10-03-2024	PORTERS OF PORTER,	250501	2024-10011	199-41-6291.00-750-599000	CONSULTING SVCS FOR EMERG	2,998.40	N
007461	10-03-2024	SCRIPPS NATIONAL SPE	250813	SK32000000584	199-11-6399.00-104-511000	SPELLING BEE ENTRY	192.50	N
			250915	SK32000001204	199-11-6399.93-101-511000	REGISTRATION	192.50	N
			250884	SK32000000985	199-12-6399.00-105-599000	Spelling Bee Enrollment Fee	192.50	N
					Totals for Check 007461		577.50	
007462	10-03-2024	SEXUAL ABUSE AWARE	250441	7511	199-13-6411.00-104-599000	TRAINING	165.00	N
007463	10-03-2024	SHOES FOR CREWS	250164	48684171	240-35-6395.00-999-599000	UNIFORMS-SHOES	67.96	N
007464	10-03-2024	SIRCHIE ACQUISITION C	250516	0664343-IN	199-52-6399.00-999-599000	PD EVIDENCE SUPPLIES	30.46	N
			250516	0663003-IN	199-52-6399.00-999-599000	PD EVIDENCE SUPPLIES	154.42	N
					Totals for Check 007464		184.88	
007465	10-03-2024	SOUTHERN COMPUTER	250760	INV00819965	199-11-6398.00-041-525000	CHROMECART FOR ESL/BIL	979.00	N
			250859	INV00821038	199-11-6399.00-105-525000	CHROMECART - TLE ESL/BIL	979.00	N
					Totals for Check 007465		1,958.00	
007466	10-03-2024	T-MOBILE USA INC.	250019	996011067	199-34-6397.00-999-599000	HOT SPOT REQUIRED	30.67	N
007467	10-03-2024	TARKINGTON BOOSTER	005975	12/27-28 BBALL	169-36-6499.12-001-591000	GIRLS BBALL TOURN 12/27-28	300.00	N

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007468	10-03-2024	TASB	250858	666005	199-41-6411.00-701-599000	TASB WEBINAR	50.00	N
007469	10-03-2024	TASPA	250876	300009927	199-41-6495.00-750-599041	TASPA MEMBERSHIP KROEGER	125.00	N
			250876	300009826	199-41-6495.00-750-599041	TASPA MEMBERSHIP CAMPBELL	125.00	N
Totals for Check 007469							250.00	
007470	10-03-2024	TCEA	250896	1003840	199-13-6411.00-999-599043	TCEA CONFERENCE REG BALLY	399.00	N
			250605	1000864	199-53-6411.00-999-599000	TCEA SYSTEMS ADMIN STATON	299.00	N
			250605	1000865	199-53-6411.00-999-599000	TCEA SYSTEMS ADMIN DENMAN	299.00	N
			250605	1000859	199-53-6411.00-999-599000	TCEA SYSTEMS ADMIN MAGUIRE	299.00	N
Totals for Check 007470							1,296.00	
007471	10-03-2024	TEACHWORTHY	250935	INV-030017	199-41-6299.41-750-599041	ELEVATE CPE	2,000.00	N
007472	10-03-2024	TERRACON CONSULTA	001588	TM48287	699-81-6629.00-999-599073	CONSTRUCTION MATERIALS	5,645.00	N
			001605	TM48259	699-81-6629.00-999-599074	MATERIALS TESTING SVCS HS A	2,657.50	N
Totals for Check 007472							8,302.50	
007473	10-03-2024	TEXAS ART EDUCATION	250937	MONICA	199-13-6495.00-001-599000	MEMBERSHIP DUES GARCIA	55.00	N
007474	10-03-2024	TEXAS COUNSELING AS	250734	SANDRA	199-13-6411.00-105-599000	TCA CONF REG MEEKINS	210.00	N
			250734	SANDRA	199-31-6495.00-105-599000	TCA MEMBERSHIP MEEKINS	180.00	N
Totals for Check 007474							390.00	
007475	10-03-2024	TEXPRINT	005962	274574	199-41-6399.00-750-599000	PAYROLL CHECKS	196.53	N
007476	10-03-2024	THE SPYGLASS GROUP	250897	26738	199-53-6299.58-999-599000	ANNUAL SPYCARE FEE	2,950.00	N
007477	10-03-2024	THE STEPPING STONES	250870	MO216408	224-11-6299.00-999-523000	MUSIC THERAPY	291.90	N
			250870	MO214363	224-11-6299.00-999-523000	MUSIC THERAPY	210.00	N
Totals for Check 007477							501.90	
007478	10-03-2024	THOMAS BUS GULF	250092	02591420	199-34-6319.00-999-599000	Parts	1,272.21	N
			250092	02591229	199-34-6319.00-999-599000	Parts	66.14	N
			250092	02591342	199-34-6319.00-999-599000	Parts	516.88	N
			250092	02591433	199-34-6319.00-999-599000	Parts	491.21	N
			250487	02591535	199-34-6397.00-999-599000	Diagnostic Software Renewal	923.08	N
Totals for Check 007478							3,269.52	
007479	10-03-2024	TMEA REGION 9 JUNIOR	005959	10/26	199-36-6499.29-041-599000	REGION BAND AUDTIIONS	108.00	N
007480	10-03-2024	UNIFIRST	250094	2670216363	199-34-6299.00-999-599000	Dry Cleaning	65.99	N
007481	10-03-2024	VERIZON	250347	9974099895	199-52-6299.00-999-599000	YEARLY MDT WIRELESS CARDS	76.90	N
007482	10-03-2024	CAPITAL ONE	250032	1658059721	199-00-1312.00-000-500000	DISTRICT 2024-2025	756.00	N
			250837	1658059721	199-41-6399.00-750-599041	CHAMBER EXPO	173.49	N
Totals for Check 007482							929.49	
007483	10-03-2024	WATERBOY GRAPHICS	250282	WB-23804	199-41-6399.00-702-599000	TLE PLAQUES	1,354.00	N
007484	10-03-2024	WEAVER	005961	10819710	199-41-6212.00-750-599000	PROGRESSIVE BILLING	16,000.00	N
007485	10-03-2024	WILBANKS CONTRACTO	250641	IN0002996	199-51-6248.77-999-599000	BOILER MAINTENANCE	24,425.26	N
007486	10-03-2024	WORTH HYDROCHEM O	250155	130761	199-51-6248.77-999-599000	HVAC WATER TREATMENT SERVI	795.00	N

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007487	10-03-2024	YUMI ICE CREAM CO., IN	005954	24035738	240-35-6341.00-102-599031	ICE CREAM DELIVERED	358.32	N
007488	10-17-2024	4IMPRINT, INC.	250420	12903016	199-11-6399.00-105-511000	Backpack Tags	1,041.27	N
007489	10-17-2024	A TO Z SPECIALTIES	250951	32818	199-41-6399.00-701-599000	PLAQUES FOR EXCEPTIONAL LE	14.70	N
007490	10-17-2024	ACME ARCHITECTURAL	250218	4103174	199-51-6319.00-999-599000	DOOR REPAIR SUPPLIES	94.90	N
007491	10-17-2024	AMAZON CAPITAL	250720	09/18-10/03	199-00-1312.00-000-500000	DISTRICT STOCK 2024-25	4,447.76	N
007492	10-17-2024	AMERICAN INDUSTRIAL	250176	41281	199-11-6269.61-001-522000	WELDING BOTTLE RENTAL	246.50	N
007493	10-17-2024	HOUSTON PASADENA A	250878	H97011-IN	199-34-6311.00-999-599000	Diesel / Gas Fuel	17,409.86	N
007494	10-17-2024	MCDONALDS OF CLEVE	006000	ORDER 184	169-36-6412.00-001-591000	JH VOLLEYBALL MEALS 10/14	167.76	N
007495	10-17-2024	BRICARE INDUSTRIAL L	250622	C158948	199-11-6399.64-001-522000	AUTO BODY SUPPLIES	106.80	N
007496	10-17-2024	BRABHAM MIDDLE SCH	006010	JH BBALL 11/15	169-36-6499.00-041-591000	JH GIRSL BBALL ENTRY 11/15-16	250.00	N
007497	10-17-2024	BROOKS DUPLICATOR	250812	102990	199-11-6399.93-041-511000	POSTER MACHINE SUPPLIES	1,407.60	N
007498	10-17-2024	BSN SPORTS, LLC	250479	927118467	169-36-6399.10-001-591000	COACHES GEAR	3,760.00	N
			250490	927161696	169-36-6399.12-001-591000	GIRLS BBALL PRACTICE GEAR	2,056.00	N
			250728	927135642	169-36-6399.31-001-591000	SOCCER GEAR	208.00	N
						Totals for Check 007498	6,024.00	
007499	10-17-2024	CENTERPOINT ENERGY	250052	2624185-1	199-51-6259.73-999-599000	DISTRICT GAS UTILITY	50.13	N
007500	10-17-2024	CHICK FIL A	006002	ORDER#	169-36-6412.00-001-591000	HS VOLLEYBALL MEALS 10/11	165.45	N
			006002	ORDER#	169-36-6412.00-001-591000	HS VOLLEYBALL MEALS 10/11	164.10	N
			005998	ORDER#497875	199-36-6412.20-001-591000	VARSITY CHEER MEALS 10/11	165.48	N
						Totals for Check 007500	495.03	
007501	10-17-2024	CHROMEBOOKPARTS.C	250875	216476	199-11-6398.00-999-511053	PARTS TO REPAIR STUDENT CH	10,658.50	N
007502	10-17-2024	CINTAS CORPORATION	250077	4206504608	199-34-6299.00-999-599000	Dry Cleaning	90.55	N
			250077	4207226023	199-34-6299.00-999-599000	Dry Cleaning	90.55	N
			250077	4207945459	199-34-6299.00-999-599000	Dry Cleaning	90.55	N
						Totals for Check 007502	271.65	
007503	10-17-2024	CITY OF SPLENDORA	250043	07-4143-01	168-51-6259.70-999-599000	SKATING RINK WATER UTILITY	119.84	N
			250045	07-4145-01	199-51-6259.70-999-599000	DISTRICT WATER UTILITY	233.00	N
			250045	04-4241-01	199-51-6259.70-999-599000	DISTRICT WATER UTILITY	2,608.64	N
			250045	07-4148-01	199-51-6259.70-999-599000	DISTRICT WATER UTILITY	155.81	N
			250045	07-4146-01	199-51-6259.70-999-599000	DISTRICT WATER UTILITY	229.63	N
						Totals for Check 007503	3,346.92	
007504	10-17-2024	CIVIL-SURV LAND SURV	250953	24-485	699-81-6629.00-999-599072	GL WATER METER EASEMENT S	550.00	N
007505	10-17-2024	CLARK SPORTS	250445	66815	169-36-6399.27-001-591000	TENNIS EQUIPMENT	544.00	N
007506	10-17-2024	CLASSIC PROTECTION	250405	Q41186	199-51-6299.00-999-599000	FIRE ALARM 2Y SENSITIVITY TES	450.00	N
			250405	Q41189	199-51-6299.00-999-599000	FIRE ALARM 2Y SENSITIVITY TES	450.00	N
			250405	Q41187	199-51-6299.00-999-599000	FIRE ALARM 2Y SENSITIVITY TES	450.00	N
			250405	Q41188	199-51-6299.00-999-599000	FIRE ALARM 2Y SENSITIVITY TES	450.00	N
			250405	Q41190	199-51-6299.00-999-599000	FIRE ALARM 2Y SENSITIVITY TES	450.00	N
			250405	Q41191	199-51-6299.00-999-599000	FIRE ALARM 2Y SENSITIVITY TES	450.00	N

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			250405	Q41220	199-51-6299.00-999-599000	FIRE ALARM 2Y SENSITIVITY TES	450.00	N
			250405	Q41185	199-51-6299.00-999-599000	FIRE ALARM 2Y SENSITIVITY TES	450.00	N
						Totals for Check 007506	3,600.00	
007507	10-17-2024	CONROE WELDING SUP	250263	R09242338	168-61-6399.00-999-599000	HELIUM FOR PARTIES	17.00	N
007508	10-17-2024	CUTTME LLC	250784	52EDEFEC-0001	199-11-6396.29-001-511000	R. MEADOWS - BAND	349.00	N
007509	10-17-2024	DAWN JACKSON	005997	10/08-10	199-21-6411.00-999-599043	CARROLLTON FARMERS BRANC	112.00	N
007510	10-17-2024	DEANA EUBANKS	005994	10/03	169-36-6411.00-001-591000	CROSS COUNTRY MEET TRAVEL	32.96	N
			005994	09/13	169-36-6411.00-001-591000	VARSTIY FB GAME TRAVEL	32.96	N
						Totals for Check 007510	65.92	
007511	10-17-2024	DIDAX EDUCATIONAL S	250908	192763	199-11-6399.53-102-511000	MATH INSTRUCTION	212.55	N
			250746	192645	199-11-6399.53-104-511000	EUREKA MATH MANIPULATIVES	79.69	N
						Totals for Check 007511	292.24	
007512	10-17-2024	DISCOVERY EDUCATIO	250460	CINV159852	199-11-6321.00-001-511039	DISCOVERY ED SOCIAL STUDIES	8,000.00	N
007513	10-17-2024	DUSTY HART	005993	10/14-15	199-11-6411.61-001-522000	DALLAS STATE FAIR TRAVEL	64.00	N
007514	10-17-2024	EAST MONGOMERY CO.	250051	30550092003520	199-51-6259.70-999-599000	DISTRICT WATER UTILITY	227.55	N
			250051	30550092003510	199-51-6259.70-999-599000	DISTRICT WATER UTILITY	1,700.98	N
						Totals for Check 007514	1,928.53	
007515	10-17-2024	SAMUEL WILLIAM FARR	250247	1	199-11-6299.29-001-511000	SOUND DESIGN - BAND	1,600.00	N
007516	10-17-2024	FLYLEAF PUBLISHING, L	250889	40471	199-11-6399.55-102-511000	STU READERS 1ST-3RD GRADE	2,378.02	N
007517	10-17-2024	FOLLETT CONTENT SOL	250534	429456	199-12-6669.00-041-599000	Lone Star Book List	598.30	N
007518	10-17-2024	FRONTLINE TECHNOLO	250233	INVESP21035	199-11-6299.00-999-523000	MEDICAID RECOVERY SERVICES	130.41	N
007519	10-17-2024	GOOD PROMOTIONS	250159	31718	199-34-6319.00-999-599000	Vehicle Decals	300.00	N
			250956	31993	199-51-6319.00-999-599000	SIGN AT ENTRANCE A	100.00	N
						Totals for Check 007519	400.00	
007520	10-17-2024	GOWAN INC.	250911	910039443	199-51-6248.77-999-599000	HS HVAC REPAIR	1,828.88	N
007521	10-17-2024	GTS TECHNOLOGY SOL	250899	INV81277	199-11-6398.00-999-525000	LAPTOP- PCE TITLE III LIAISON	1,018.63	N
			250860	INV81142	199-11-6399.00-105-525000	STUDENT CHROMEBOOKS	8,581.80	N
			250929	INV81100	199-21-6399.00-999-599043	DOCKING STATION FOR CHIEF L	225.13	N
						Totals for Check 007521	9,825.56	
007522	10-17-2024	HARDIES	005985	06166506	240-35-6341.00-001-599000	PRODUCE DELIVERED	999.80	N
			005985	06166506	240-35-6341.00-001-599021	PRODUCE DELIVERED	196.04	N
			005985	06166507	240-35-6341.00-041-599000	PRODUCE DELIVERED	875.21	N
			005985	06166507	240-35-6341.00-041-599021	PRODUCE DELIVERED	373.82	N
			005985	06166504	240-35-6341.00-101-599000	PRODUCE DELIVERED	1,451.16	N
			005985	06166504	240-35-6341.00-101-599021	PRODUCE DELIVERED	355.78	N
			005985	06166503	240-35-6341.00-102-599000	PRODUCE DELIVERED	467.92	N
			005985	06166503	240-35-6341.00-102-599021	PRODUCE DELIVERED	173.88	N
			005985	06166505	240-35-6341.00-104-599000	PRODUCE DELIVERED	1,008.55	N
				06166505	240-35-6341.00-104-599000	SHORTED ON TRUCK	-17.66	N
			005985	06166505	240-35-6341.00-104-599021	PRODUCE DELIVERED	333.60	N
			005985	06166508	240-35-6341.00-105-599000	PRODUCE DELIVERED	563.90	N

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			005985	06166508	240-35-6341.00-105-599021	PRODUCE DELIVERED	216.83	N
						Totals for Check 007522	6,998.83	
007523	10-17-2024	DREAM MAKER PRODU	250589	35099	169-36-6399.11-001-591000	SCOREBOOKS	98.70	N
007524	10-17-2024	HIGH POINT	250913	205889	199-51-6399.02-999-599078	CLEANING CHEMICALS, TRASH LI	3,252.54	N
007525	10-17-2024	HILAND DAIRY FOODS C	005986	0930249005512	240-35-6341.00-001-599000	MILK DELIVERED	315.68	N
			005986	1002249008694	240-35-6341.00-001-599000	MILK DELIVERED	177.57	N
			005986	1003240016341	240-35-6341.00-001-599000	MILK DELIVERED	39.46	N
			005986	1004249012039	240-35-6341.00-001-599000	MILK DELIVERED	226.90	N
			005986	0930249005512	240-35-6341.00-001-599021	MILK DELIVERED	315.68	N
			005986	1002249008694	240-35-6341.00-001-599021	MILK DELIVERED	177.57	N
			005986	1003240016341	240-35-6341.00-001-599021	MILK DELIVERED	39.46	N
			005986	1004249012039	240-35-6341.00-001-599021	MILK DELIVERED	226.89	N
			005986	1002240016326	240-35-6341.00-041-599000	MILK DELIVERED	187.44	N
			005986	1004249012038	240-35-6341.00-041-599000	MILK DELIVERED	187.44	N
			005986	1002240016326	240-35-6341.00-041-599021	MILK DELIVERED	187.43	N
			005986	1004249012038	240-35-6341.00-041-599021	MILK DELIVERED	187.43	N
			005986	0930249005514	240-35-6341.00-101-599000	MILK DELIVERED	420.91	N
			005986	1002249008696	240-35-6341.00-101-599000	MILK DELIVERED	407.76	N
			005986	1004249012041	240-35-6341.00-101-599000	MILK DELIVERED	210.46	N
			005986	0930249005514	240-35-6341.00-101-599021	MILK DELIVERED	210.45	N
			005986	1002249008696	240-35-6341.00-101-599021	MILK DELIVERED	203.87	N
			005986	1004249012041	240-35-6341.00-101-599021	MILK DELIVERED	105.22	N
			005986	0930249005513	240-35-6341.00-102-599000	MILK DELIVERED	217.03	N
			005986	1002249008695	240-35-6341.00-102-599000	MILK DELIVERED	217.03	N
			005986	1004249012040	240-35-6341.00-102-599000	MILK DELIVERED	118.38	N
			005986	0930249005513	240-35-6341.00-102-599021	MILK DELIVERED	217.03	N
			005986	1002249008695	240-35-6341.00-102-599021	MILK DELIVERED	217.03	N
			005986	1004249012040	240-35-6341.00-102-599021	MILK DELIVERED	118.38	N
			005986	0930249005511	240-35-6341.00-104-599000	MILK DELIVERED	400.00	N
			005986	1002249008692	240-35-6341.00-104-599000	MILK DELIVERED	500.00	N
			005986	0930249005511	240-35-6341.00-104-599021	MILK DELIVERED	211.63	N
			005986	1002249008692	240-35-6341.00-104-599021	MILK DELIVERED	387.85	N
			005986	0930249005510	240-35-6341.00-105-599000	MILK DELIVERED	353.74	N
			005986	1002249008691	240-35-6341.00-105-599000	MILK DELIVERED	416.90	N
			005986	1004249012037	240-35-6341.00-105-599000	MILK DELIVERED	240.04	N
			005986	0930249005510	240-35-6341.00-105-599021	MILK DELIVERED	176.86	N
			005986	1002249008691	240-35-6341.00-105-599021	MILK DELIVERED	208.45	N
			005986	1004249012037	240-35-6341.00-105-599021	MILK DELIVERED	120.01	N
						Totals for Check 007525	7,947.98	
007526	10-17-2024	HORNET GOLF BOOSTE	006003	11/18 BOYS	169-36-6499.25-001-591000	BOYS GOLF TOURN ENTRY 11/18	300.00	N
007527	10-17-2024	HUFFMAN ISD ATHLETIC	006004	BOYSBALL	169-36-6499.11-001-591000	BOYS BASKETBAL ENTRY 11/16	250.00	N

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007528	10-17-2024	INDIANA WESLEYAN UNI	250946	4FA2024 8 27 24	199-13-6221.00-999-599041	COURSE TUITION	11,614.17	N
007529	10-17-2024	JC COMMERCIAL	250979	300-111927	199-51-6299.00-999-599078	Strip tile JH Dining Room	1,188.05	N
007530	10-17-2024	JDP PALATINE	250941	127063	199-61-6299.00-999-599000	Criminal History for Volunteer	226.60	N
007531	10-17-2024	JEFFREY BURKE	005992	10/02-03	199-41-6411.00-701-599000	TASA VABINET MEETING TRAVEL	48.00	N
007532	10-17-2024	JEFFREY JONES	005999	10042024	169-36-6299.00-001-591000	VARSITY FB ANNOUNCER 10/04	50.00	N
007533	10-17-2024	JOERIS GENERAL CONT	001943	APP. 9 23135	699-81-6629.00-999-599073	CMAR AMEND 01 & 02 FOR NEW J	4,867,633.73	N
007534	10-17-2024	JOHN ZITZMANN	005991	10/07-11	199-52-6411.00-999-599000	NEW CHEIF PROGRAM TRAVEL	160.00	N
007535	10-17-2024	JW PEPPER & SON INC.	250936	366799903	199-36-6399.22-001-599000	CARLA REYNA - CHOIR	50.80	N
			250936	366797586	199-36-6399.22-001-599000	CARLA REYNA - CHOIR	58.14	N
Totals for Check 007535							108.94	
007536	10-17-2024	KIKISTEES.COM	250699	89206	199-36-6399.35-001-599000	K MERTENS - ROTC	3,637.00	N
007537	10-17-2024	KIMBALL MIDWEST	250084	102665462	199-34-6319.00-999-599000	Parts	18.50	N
			250084	102474924	199-34-6319.00-999-599000	Parts	30.50	N
Totals for Check 007537							49.00	
007538	10-17-2024	KRISTY DIETRICH	005995	10/08-10	199-21-6411.00-999-599043	CARROLLTON FARMERS BRANC	112.00	N
007539	10-17-2024	LABATT FOOD SERVICE	005987	10013736	240-35-6341.00-001-599000	FOOD DELIVERED	11,255.88	N
			005987	10013736	240-35-6341.00-001-599021	FOOD DELIVERED	1,421.87	N
			005987	10013736	240-35-6341.00-001-599031	FOOD DELIVERED	2,276.79	N
			005987	10013735	240-35-6341.00-041-599000	FOOD DELIVERED	7,390.10	N
			005987	10013734	240-35-6341.00-041-599000	FOOD DELIVERED	756.55	N
			005987	10013735	240-35-6341.00-041-599021	FOOD DELIVERED	1,137.90	N
			005987	10013735	240-35-6341.00-041-599031	FOOD DELIVERED	436.23	N
			005987	10013730	240-35-6341.00-101-599000	FOOD DELIVERED	5,023.34	N
			005987	10013730	240-35-6341.00-101-599021	FOOD DELIVERED	1,925.76	N
			005987	10013730	240-35-6341.00-101-599031	FOOD DELIVERED	1,124.81	N
			005987	10013731	240-35-6341.00-102-599000	FOOD DELIVERED	2,874.64	N
			005987	10013731	240-35-6341.00-102-599021	FOOD DELIVERED	1,557.23	N
			005987	10013731	240-35-6341.00-102-599031	FOOD DELIVERED	346.07	N
			005987	10013733	240-35-6341.00-104-599000	FOOD DELIVERED	2,320.90	N
			005987	10013732	240-35-6341.00-104-599000	FOOD DELIVERED	90.60	N
			005987	10013733	240-35-6341.00-104-599021	FOOD DELIVERED	1,194.91	N
			005987	10013733	240-35-6341.00-104-599031	FOOD DELIVERED	505.51	N
			005987	10014297	240-35-6341.00-105-599000	FOOD DELIVERED	4,074.65	N
			005987	10014297	240-35-6341.00-105-599021	FOOD DELIVERED	1,798.56	N
			005987	10014297	240-35-6341.00-105-599031	FOOD DELIVERED	439.78	N
			005987	10013736	240-35-6342.00-001-599000	FOOD DELIVERED	343.07	N
			005987	10013736	240-35-6342.00-001-599021	FOOD DELIVERED	343.07	N
			005987	10013735	240-35-6342.00-041-599000	FOOD DELIVERED	568.95	N
			005987	10013735	240-35-6342.00-041-599021	FOOD DELIVERED	568.95	N
			005987	10013730	240-35-6342.00-101-599000	FOOD DELIVERED	734.82	N
			005987	10013730	240-35-6342.00-101-599021	FOOD DELIVERED	734.81	N
			005987	10013731	240-35-6342.00-102-599000	FOOD DELIVERED	522.75	N

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			005987	10013731	240-35-6342.00-102-599021	FOOD DELIVERED	288.72	N	
			005987	10013733	240-35-6342.00-104-599000	FOOD DELIVERED	500.00	N	
			005987	10013733	240-35-6342.00-104-599021	FOOD DELIVERED	399.77	N	
			005987	10014297	240-35-6342.00-105-599000	FOOD DELIVERED	731.12	N	
			005987	10014297	240-35-6342.00-105-599021	FOOD DELIVERED	303.86	N	
			Totals for Check 007539					53,991.97	
007540	10-17-2024	LBR MECHANICAL	005983	14068	240-35-6249.00-041-599000	PIZZA LINE PASS THROUGH WAR	1,186.20	N	
			005983	14069	240-35-6249.00-102-599000	PASS THROUGH WARMER	1,169.25	N	
			Totals for Check 007540					2,355.45	
007541	10-17-2024	LEE TECHNOLOGY SOL	251004	000002	199-53-6398.00-999-599000	NETWORKING SERVICE	1,600.00	N	
007542	10-17-2024	LEGAL AND LIABILITY RI	251002	246001	199-52-6411.00-999-599000	TRAINING FOR LT	175.00	N	
			251002	246002	199-52-6411.00-999-599000	TRAINING FOR LT	150.00	N	
			Totals for Check 007542					325.00	
007543	10-17-2024	LIBERTY OFFICE	250962	5531919-0	199-00-1312.00-000-500000	DISTRICT STOCK 2024-25	946.80	N	
007544	10-17-2024	LOCKWOOD ANDREWS	000136	1711003300118	699-81-6629.00-999-599071	BOND PROGRAM MANAGEMENT	31,171.88	N	
			000136	1711003300118	699-81-6629.00-999-599072	BOND PROGRAM MANAGEMENT	31,171.88	N	
			Totals for Check 007544					62,343.76	
007545	10-17-2024	LOWMAN EDUCATION	250808	8213	199-11-6321.00-001-511039	Honors Grade 7 & Grade 8	1,500.00	N	
007546	10-17-2024	LYNN LUCAS MIDDLE	006011	JH BBALL 11/15	169-36-6499.00-041-591000	JH GIRLS BBALL ENTRY 11/15-16	250.00	N	
007547	10-17-2024	MACGILL & CO.	250730	IN0882914	429-51-6299.00-999-599052	LIFE SAFETY SUPPLIES	1,008.90	N	
007548	10-17-2024	MARTIN CHEVROLET BU	250965	88329	199-34-6249.00-999-599000	Duplicate Keys for W-64	361.32	N	
007549	10-17-2024	MASTERWORD	251013	148913	199-11-6299.00-999-523023	INTERPRETER	183.77	N	
007550	10-17-2024	MATTHEW COLEMAN	006005	10042024	169-36-6299.00-001-591000	SUB ATH TRAINER HS VB 10/04	140.00	N	
			006005	10082024	169-36-6299.00-001-591000	SUB ATH TRAINER JH FB 10/08	140.00	N	
			Totals for Check 007550					280.00	
007551	10-17-2024	MELBA F.CASEY	250906	188162	199-36-6299.35-001-599000	K MERTENS - ROTC	62.00	N	
007552	10-17-2024	MISSION RESTAURANT	250838	INV289204	240-35-6399.00-101-599000	CAMBRO UNITS	2,191.00	N	
			250894	INV290569	240-35-6639.00-105-599000	AIR CURTAIN FOR TLE	5,312.00	N	
			Totals for Check 007552					7,503.00	
007553	10-17-2024	MOTOROLA SOLUTIONS	250722	8281996037	199-11-6399.93-102-511000	BATTERIES FOR RADIOS USED B	352.80	N	
007554	10-17-2024	NATIONAL CENTER FOR	250984	MONA GETZ	199-13-6411.50-999-599000	COUNSELORS CONFERENCE GE	225.00	N	
			250984	L.	199-31-6411.00-999-599000	COUNSELORS CONF YOUNGBLO	155.00	N	
			Totals for Check 007554					380.00	
007555	10-17-2024	NATIONAL SCHOOL FOR	251009	61568	199-34-6319.00-999-599000	Vehicle Inspection Booklets	2,312.90	N	
007556	10-17-2024	NCS PEARSON, INC.	250654	26922314	224-11-6299.00-999-523000	CLASSROOM TEACHING SUPPLIE	13,563.00	N	
			250654	26921862	224-11-6299.00-999-523000	CLASSROOM TEACHING SUPPLIE	2,219.40	N	
			Totals for Check 007556					15,782.40	
007557	10-17-2024	NEW CANEY HIGH	006009	ENTRY FEE	199-36-6412.35-001-599000	ROTC ENTRY FEES	150.00	N	
007558	10-17-2024	PITNEY BOWES GLOBAL	250117	3319835447	199-00-1311.00-000-500000	DIST. MAIL LEASE 2024-25	774.33	N	

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007559	10-17-2024	PRECISION BUSINESS M	250751	122895	199-11-6399.00-104-511000	POSTER PRINTER INK	391.90	N
007560	10-17-2024	PS LIGHTWAVE, LLC	250017	31139	199-11-6299.00-999-511053	SISD INTERNET PROVIDER	4,985.41	N
007561	10-17-2024	PURIFY	250475	141295818440	199-51-6259.74-999-599000	WWTP/WTP CHEMICAL SERVICE	224.20	N
007562	10-17-2024	J. REESE BRIGGS	005989	09272024	199-41-6411.00-750-599000	VELOCITY FURN SHOWROOM TR	41.54	N
			005990	10112024	199-41-6411.00-750-599000	PORT NECHES FB GAME TRAVE	128.10	N
						Totals for Check 007562	169.64	
007563	10-17-2024	REGION 4 ESC	250819	18462403	199-13-6411.00-999-525000	BIL/ESL Coaching Training 10/2	135.00	N
			250209	18337982	199-21-6411.00-999-523023	REGION 4 TRAINING	35.00	N
			250766	183597231	199-23-6411.00-001-599000	T. RODRIGUEZ - PROF DEV	450.00	N
			250369	18359722	199-23-6411.00-041-599000	AEL TRAINING REG WILLIAM	450.00	N
			250972	9211005890	199-41-6239.00-750-599041	HRSA MEMBERSHIP	2,100.00	N
						Totals for Check 007563	3,170.00	
007564	10-17-2024	REGION VI - ED. SERV.	250592	071016	199-31-6411.00-999-523023	REGION 6 TRAINING	125.00	N
			250764	071005	199-33-6495.00-999-599000	PROFESSIONAL LEARNING	40.00	N
						Totals for Check 007564	165.00	
007565	10-17-2024	ALLIED WASTE SERVICE	250044	0853-008035584	199-51-6259.75-999-599000	DISTRICT TRASH SERVICE	9,528.03	N
007566	10-17-2024	RETHINK AUTISM, INC.	250227	INV098733	199-11-6299.00-999-523023	RETHINK ED-VIZZLE STUDENT LI	13,300.00	N
007567	10-17-2024	RON TURLEY ASSOCIAT	250088	67983	199-34-6397.00-999-599000	Vehicle Maintenance Software	5,060.00	N
007568	10-17-2024	SAFETY VISION LLC	250892	INV10902	199-34-6249.00-999-599000	Camera Equipment Repairs	1,607.76	N
007569	10-17-2024	SAM'S CLUB DIRECT	250033	DISTRICT	199-00-1312.00-000-500000	DISTRICT 2024-2025	4,888.17	N
			005988		199-51-6495.00-999-599025	ADDED MEMBERSHIP	41.77	N
						Totals for Check 007569	4,929.94	
007570	10-17-2024	SARAH CRAWFORD	005996	10/08-10	199-21-6411.00-999-599043	CARROLLTON FARMERS BRANC	112.00	N
007571	10-17-2024	SCHOOL SPECIALTY LL	250586	208135003462	199-11-6399.93-041-511000	CAMPUS SUPPLIES	116.13	N
007572	10-17-2024	SHERWIN WILLIAMS	250025	9271-5	199-51-6319.00-999-599000	PAINTING SUPPLIES	53.15	N
			250025	8158-2	199-51-6319.00-999-599000	PAINTING SUPPLIES	64.89	N
			250025	9214-5	199-51-6319.00-999-599000	PAINTING SUPPLIES	75.09	N
			250025	7896-8	199-51-6319.00-999-599000	PAINTING SUPPLIES	56.17	N
						Totals for Check 007572	249.30	
007573	10-17-2024	SHSU CROSS COUNTRY	006008	10/22 CC ENTRY	169-36-6499.00-001-591035	REG XC ENTRY FEE 10/22	510.00	N
007574	10-17-2024	STEVEN MOSS	006007	09/28 REIMB	199-34-6311.00-999-599000	TRUCK RENTAL AND GAS REIMB	407.61	N
007575	10-17-2024	MIDWAY FAST FOODS	006001	1/A 664453	169-36-6412.00-001-591000	JH FOOTBALL MEALS 10/15	524.25	N
007576	10-17-2024	SUNSET FIRE & SECURI	250153	021508	199-51-6249.77-999-599000	MONTHLY ALARM MONITORING	1,293.30	N
007577	10-17-2024	SYMMETRY ENERGY SO	250142	19060334	199-51-6259.73-999-599000	DISTRICT GAS UTILITY	2,837.81	N
007578	10-17-2024	TAPT	250007	F160E717T1	199-34-6495.00-999-599000	TAPT Membership Dues	50.00	N
			250955	F160E714T1	199-34-6495.00-999-599000	TAPT Membership Dues	50.00	N
			250955	F160E718T1	199-34-6495.00-999-599000	TAPT Membership Dues	50.00	N
			250955	F160E716T1	199-34-6495.00-999-599000	TAPT Membership Dues	50.00	N
			250955	F160E715T1	199-34-6495.00-999-599000	TAPT Membership Dues	50.00	N
			250955	F160E789T1	199-34-6495.00-999-599000	TAPT Membership Dues	25.00	N

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			250955	F160E760T1	199-34-6495.00-999-599000	TAPT Membership Dues	50.00	N
						Totals for Check 007578	325.00	
007579	10-17-2024	TASA	251001	167416	199-13-6411.00-999-523023	TASA-MID-WINTER PERKINS	585.00	N
			250985	167777	199-21-6411.00-999-599040	TASA MIDWINTER CONF CONKLI	485.00	N
			250997	166378	199-21-6411.00-999-599043	TASA MIDWINTER CONF GARZA	485.00	N
			250992	166539	199-41-6411.00-701-599000	TASA MIDWINTER CONF BURKE	485.00	N
			250939	166378	199-41-6411.00-750-599000	TASA MIDWINTER CONF BRIGGS	485.00	N
			251021	166378	199-41-6411.00-750-599042	TASA MIDWINTER CONF JOHNSO	485.00	N
			251006	166703	199-41-6494.00-750-599041	TASA MIDWINTER CONF KROEGE	585.00	N
						Totals for Check 007579	3,595.00	
007580	10-17-2024	TASB	250982	663145	199-41-6495.00-702-599000	BOARDBOOK PREMIER SUBSCRI	2,250.00	N
			250518	666086	199-51-6299.77-999-599000	GLE-INDOOR AIR QUAL	1,997.00	N
						Totals for Check 007580	4,247.00	
007581	10-17-2024	TASBO	250980	45029-2024	199-41-6495.00-750-599041	TASBO MEMBERSHIP KROEGER	145.00	N
			250426	421008	199-51-6411.00-999-599025	REGISTRATION STAFFORD	495.00	N
						Totals for Check 007581	640.00	
007582	10-17-2024	TASCO AUTO COLOR C	250623	ACCT 22798	199-11-6399.64-001-522000	AUTO BODY SUPPLIES	1,500.00	N
007583	10-17-2024	TEACHER SYNERGY LL	250957	278311991	199-12-6669.00-101-599000	Bluebonnet Book Questions	25.75	N
			250957	278311991	199-12-6669.00-102-599000	Bluebonnet Book Questions	25.75	N
			250957	278311991	199-12-6669.00-104-599000	Bluebonnet Book Questions	25.75	N
			250957	278311991	199-12-6669.00-105-599000	Bluebonnet Book Questions	25.74	N
						Totals for Check 007583	102.99	
007584	10-17-2024	TERRACON CONSULTA	250584	TM78430	699-81-6629.00-999-599072	CONSTRUCTION MATERIALS TES	1,147.50	N
			001588	TM61901	699-81-6629.00-999-599073	CONSTRUCTION MATERIALS	7,748.13	N
			001605	TM61905	699-81-6629.00-999-599074	MATERIALS TESTING SVCS HS A	3,918.75	N
						Totals for Check 007584	12,814.38	
007585	10-17-2024	TEXAS ASSOCIATION MI	250912	2024-061	199-41-6411.00-701-599000	CONF REGISTRATION BURKE	200.00	N
007586	10-17-2024	TEXAS COUNSELING AS	250967	118860	199-31-6495.00-041-599000	MEMBERSHIP 24-25 COTTON	180.00	N
007587	10-17-2024	TEXAS DEPT OF PUBLIC	250195	CR 291890	199-41-6499.00-750-599041	CRIMINAL HISTORIES	55.00	N
007588	10-17-2024	THSBCA	006006	B. JOHNSON	169-36-6495.00-001-591000	MEBERSHIP JOHNSON	100.00	N
			006006	C. JONES	169-36-6495.00-001-591000	MEBERSHIP JONES	100.00	N
						Totals for Check 007588	200.00	
007589	10-17-2024	TEXAS STATE BILLING S	250232	271 MAC	199-11-6299.00-999-523000	MAC SERVICES JAN-MAR 2024	800.00	N
007590	10-17-2024	TEXTHELP INC	250942	77683	224-11-6299.00-999-523000	GROUP READ & WRITE	2,400.00	N
007591	10-17-2024	THE STEPPING STONES	250870	MO217737	224-11-6299.00-999-523000	MUSIC THERAPY	245.00	N
007592	10-17-2024	THOMAS BUS GULF	250092	02591619	199-34-6319.00-999-599000	Parts	275.84	N
			250092	02591612	199-34-6319.00-999-599000	Parts	79.04	N
			250092	02591872	199-34-6319.00-999-599000	Parts	400.00	N
			250092	02591618	199-34-6319.00-999-599000	Parts	128.40	N
			250092	02591344	199-34-6319.00-999-599000	Parts	1,644.54	N
			250092	02591635	199-34-6319.00-999-599000	Parts	65.16	N
			250092	02591713	199-34-6319.00-999-599000	Parts	616.29	N

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			250092	02591824	199-34-6319.00-999-599000	Parts	24.41	N
						Totals for Check 007592	3,233.68	
007593	10-17-2024	THORNTON PRINTERS	250923	1840	199-00-1312.00-000-500000	DISTRICT STOCK 2024-25	2,350.70	N
007594	10-17-2024	TMEA REGION IX VOCAL	250970	CHOIR ENTRY	199-36-6399.22-001-599000	C. REYNA - CHOIR	176.00	N
007595	10-17-2024	TOUCHPOINT INDUSTRI	250975	164334	199-11-6398.00-999-511053	YEAR RENEWAL WHITE GLOVE S	1,750.00	N
007596	10-17-2024	UNIFIRST	250094	2670218423	199-34-6299.00-999-599000	Dry Cleaning	65.99	N
			250094	2670220147	199-34-6299.00-999-599000	Dry Cleaning	65.99	N
						Totals for Check 007596	131.98	
007597	10-17-2024	UNIVERSAL NATURAL G	250053	400650	199-51-6259.73-999-599000	DISTRICT GAS UTILITY	657.24	N
007598	10-17-2024	VENTRIS LEARNING LLC	250890	20248605	199-11-6399.55-102-511000	3RD-5TH SM GROUP INSTRUCTIO	451.50	N
007599	10-17-2024	VITALSOURCE TECHNO	250376	VST22373B	199-11-6321.00-001-511039	2024 Fall Textbook	1,484.26	N
007600	10-17-2024	YUMI ICE CREAM CO., IN	005984	24035779	240-35-6341.00-001-599031	ICE CREAM DELIVERED	360.48	N
			005984	24035780	240-35-6341.00-101-599031	ICE CREAM DELIVERED	685.44	N
						Totals for Check 007600	1,045.92	
007601	10-24-2024	AMAZON CAPITAL	250720	09/12-10/15	199-00-1312.00-000-500000	DISTRICT STOCK 2024-25	3,531.58	N
007602	10-24-2024	ANTHONY JACKSON	251052	20240919	199-11-6299.29-001-511000	R. MEADOWS - BAND	90.00	N
			251052	20241014	199-11-6299.29-001-511000	R. MEADOWS - BAND	180.00	N
						Totals for Check 007602	270.00	
007603	10-24-2024	CAR STICKERS INC	250971	C201	199-52-6399.00-999-599000	JUNIOR OFFICER STICKERS	214.00	N
007604	10-24-2024	CINTAS CORPORATION	250077	4208655296	199-34-6299.00-999-599000	Dry Cleaning	90.55	N
007605	10-24-2024	CITIBANK	250041	3651729157	168-61-6499.00-999-599000	MONTHLY CHARGE FOR SKATIN	210.03	N
			250709	3651729157	199-00-1312.00-000-500000	DISTRICT SUPPLIES	1,568.19	N
			250655	3651729157	199-11-6321.00-001-511039	Lab kits	10.66	N
			250943	3651729157	199-11-6399.00-999-525000	MULTILINGUAL DEPT TEACH CHA	99.99	N
			250621	3651729157	199-11-6399.64-001-522000	COLLISION LAB SUPPLIES	384.34	N
			250495	3651729157	199-11-6411.61-001-522000	HART FALL HOTEL TRAVEL	583.90	N
			006019	3651729157	199-11-6411.61-001-522000	HOTEL	117.17	N
			250821	3651729157	199-11-6412.00-001-511039	PSAT Pizza Pie night	324.21	N
			006019	3651729157	199-11-6499.99-999-511000	COSMETOLOGY ACTIVITY	700.00	N
			006019	3651729157	199-11-6499.99-999-511000	GT/ROBOTICS ACTIVITY	1,120.00	N
			250901	3651729157	199-12-6669.00-041-599000	Scripps Spelling Bee	185.00	N
			250882	3651729157	199-13-6411.00-001-599000	E MCGINNIS - PROF DEV	131.39	N
			250727	3651729157	199-13-6411.00-001-599039	TX ASSESSMNET CONF REG HILL	275.00	N
			250727	3651729157	199-13-6411.00-001-599039	TX ASSESSMNET CONF REG DIE	275.00	N
			250727	3651729157	199-13-6411.00-001-599039	TX ASSESSMNET CONF HOTEL D	334.00	N
			250825	3651729157	199-13-6411.00-041-599000	HOTEL FOR CONFERENCE	243.00	N
			250814	3651729157	199-13-6411.00-104-599000	CONFERENCE LODGING	874.69	N
			250882	3651729157	199-31-6411.00-001-599000	E MCGINNIS - PROF DEV	152.58	N
			250688	3651729157	199-31-6411.90-999-599000	HOTEL TAC 11/04-06 DEPOSIT	492.99	N
			250933	3651729157	199-33-6399.00-999-599000	SHIPPING AED'S	40.45	N
			250733	3651729157	199-33-6399.00-999-599000	SHIPPING AED'S	137.19	N

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			250078	3651729157	199-34-6299.00-999-599000	Fingerprinting	49.25	N
			250078	3651729157	199-34-6299.00-999-599000	Fingerprinting	49.25	N
			250580	3651729157	199-34-6299.00-999-599000	TOLL TAG TICKET	11.04	N
			250580	3651729157	199-34-6299.00-999-599000	TOLL TAGS	1,275.00	N
			250079	3651729157	199-34-6299.00-999-599000	VEHICLE REGISTRATIONS	176.41	N
			250944	3651729157	199-41-6397.00-750-599042	Survey & Forms	147.11	N
			251062	3651729157	199-41-6399.00-701-599000	DISTRICT FLOWERS	69.99	N
			250800	3651729157	199-41-6411.00-701-599000	TASA FRSLN CONF FLIGHT BURK	458.79	N
			250874	3651729157	199-41-6411.00-701-599000	HOTEL ROOM AT HYATT 9/25/24	179.56	N
			250948	3651729157	199-41-6411.00-701-599000	FLIGHT FOR FRSLN CONFERENC	528.10	N
			250708	3651729157	199-41-6411.00-750-599041	CAREER FAIR	250.00	N
			250772	3651729157	199-41-6411.00-750-599041	HOTEL FOR CAREER FAIR	294.12	N
			250748	3651729157	199-41-6419.00-702-599000	HOTEL FOR BOARD MEMBERS S	379.33	N
			250266	3651729157	199-41-6419.00-702-599000	TXEDCON 2024 HOTEL	168.87	N
			250266	3651729157	199-41-6419.00-702-599000	TXEDCON 2024 HOTEL	475.94	N
			250748	3651729157	199-41-6419.00-702-599000	HOTEL FOR BOARD MEMBERS K.	379.33	N
			250903	3651729157	199-41-6497.00-702-599000	FOOD FOR BOARD MEETING	235.00	N
			006019	3651729157	199-41-6499.00-750-599041	36 EMERGENCY CERTS	2,052.00	N
			250811	3651729157	199-51-6248.77-999-599000	HVAC SUPPLIES	396.00	N
			250945	3651729157	199-53-6398.00-999-599000	NETWORKING TOOL - FLEXBOX	154.41	N
			250944	3651729157	199-61-6397.00-999-599000	Survey & Forms	147.11	N
			250877	3651729157	244-13-6411.00-001-522000	CTE DIRECTOR TRAVEL FLIGHTS	528.10	N
						Totals for Check 007605	16,664.49	
007606	10-24-2024	CLASSIC PROTECTION	250394	Q41443	199-51-6249.00-999-599000	DISTRICT FIRE ALARM REPAIRS	1,478.00	N
007607	10-24-2024	CONROE WELDING SUP	250080	R09242339	199-34-6299.00-999-599000	Lease of Tank	17.00	N
007608	10-24-2024	DEMCO	250916	7549305	199-12-6399.00-041-599000	Library general supplies needs	84.81	N
			250916	7549305	199-12-6399.00-101-599000	Library general supplies needs	219.63	N
			250916	7549305	199-12-6399.00-102-599000	Library general supplies needs	261.04	N
			250916	7549305	199-12-6399.00-104-599000	Library general supplies needs	332.95	N
			250916	7549305	199-12-6399.00-999-599000	Library general supplies needs	160.12	N
						Totals for Check 007608	1,058.55	
007609	10-24-2024	DEPT. OF INFORMATION	250275	25091388N	199-51-6259.71-999-599000	DISTRICT PHONE SERVICE	402.76	N
007610	10-24-2024	ENTERGY	250050	55008390233	168-51-6259.72-999-599000	SKATING RINK ELECTRICITY	1,055.81	N
			250049	450003446169	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	2,348.05	N
			250049	270006243887	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	1,116.60	N
			250049	325005584510	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	550.23	N
			250049	325005584511	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	51.40	N
			250049	325005584512	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	9,675.56	N
			250049	325005584513	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	10,679.80	N
			250049	170006655428	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	318.44	N
			250049	45008452398	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	634.09	N
						Totals for Check 007610	26,429.98	

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007611	10-24-2024	EVERON , LLC	250288	156733741	199-51-6249.00-999-599000	DISTRICT ERRS/BDA	5,400.00	N
007612	10-24-2024	GOWAN INC.	250150	910039571	199-51-6248.77-999-599000	ANNUAL CHILLER MAINTENANCE	4,317.75	N
007613	10-24-2024	GRAINGER	250920	9263995624	240-35-6399.00-999-599000	TRASH DOLLYS & KITCHEN ITEM	424.33	N
			250920	9263965544	240-35-6399.00-999-599000	TRASH DOLLYS & KITCHEN ITEM	142.16	N
Totals for Check 007613							566.49	
007614	10-24-2024	GREATER EMC CHAMBE	251055	100679	199-41-6495.00-701-599000	CHAMBER MEMBERSHIP BURKE	300.00	N
007615	10-24-2024	GRINGO'S MEXICAN KIT	251050	G14-201	199-41-6497.00-701-599000	LUNCH FOR REGION 6 MEETING	351.25	N
007616	10-24-2024	GTT GENERAL CONTRA	002161	APP. 4	699-81-6629.00-999-599074	CSP, COST OF CONSTRUCT HS A	707,710.88	N
007617	10-24-2024	HARDIES	006015	06176231	240-35-6341.00-001-599000	PRODUCE DELIVERED	807.77	N
			006015	06176231	240-35-6341.00-001-599021	PRODUCE DELIVERED	217.25	N
			006015	06176233	240-35-6341.00-041-599000	PRODUCE DELIVERED	1,336.49	N
			006015	06176233	240-35-6341.00-041-599021	PRODUCE DELIVERED	380.70	N
			006015	06176229	240-35-6341.00-101-599000	PRODUCE DELIVERED	1,043.95	N
			006015	06176229	240-35-6341.00-101-599021	PRODUCE DELIVERED	488.55	N
			006015	06176228	240-35-6341.00-102-599000	PRODUCE DELIVERED	852.43	N
			006015	06176228	240-35-6341.00-102-599021	PRODUCE DELIVERED	250.75	N
			006015	06176230	240-35-6341.00-104-599000	PRODUCE DELIVERED	863.08	N
			006015	06176230	240-35-6341.00-104-599021	PRODUCE DELIVERED	221.80	N
			006015	06176234	240-35-6341.00-105-599000	PRODUCE DELIVERED	1,137.79	N
				06176234	240-35-6341.00-105-599000	SHORTED ON TRUCK	-148.62	N
			006015	06176234	240-35-6341.00-105-599021	PRODUCE DELIVERED	260.39	N
Totals for Check 007617							7,712.33	
007618	10-24-2024	HARRELL'S, LLC	250407	INV01950688	199-51-6299.79-999-599091	ATHLETIC FIELDS SERVICES	2,004.00	N
007619	10-24-2024	HIGH POINT	250913	206166	199-51-6399.02-999-599078	CLEANING CHEMICALS, TRASH LI	152.30	N
007620	10-24-2024	HILAND DAIRY FOODS C	006016	1014249020617	240-35-6341.00-001-599000	MILK DELIVERED	266.36	N
			006016	1016249023737	240-35-6341.00-001-599000	MILK DELIVERED	236.76	N
			006016	1018249026641	240-35-6341.00-001-599000	MILK DELIVERED	315.68	N
			006016	1014249020617	240-35-6341.00-001-599021	MILK DELIVERED	266.35	N
			006016	1016249023737	240-35-6341.00-001-599021	MILK DELIVERED	236.76	N
			006016	1018249026641	240-35-6341.00-001-599021	MILK DELIVERED	157.84	N
			006016	1014249020616	240-35-6341.00-041-599000	MILK DELIVERED	207.17	N
			006016	1016249023736	240-35-6341.00-041-599000	MILK DELIVERED	207.17	N
			006016	1018249026640	240-35-6341.00-041-599000	MILK DELIVERED	187.44	N
			006016	1014249020616	240-35-6341.00-041-599021	MILK DELIVERED	207.16	N
			006016	1016249023736	240-35-6341.00-041-599021	MILK DELIVERED	207.16	N
			006016	1018249026640	240-35-6341.00-041-599021	MILK DELIVERED	187.43	N
			006016	1014249020619	240-35-6341.00-101-599000	MILK DELIVERED	420.91	N
			006016	1016249023739	240-35-6341.00-101-599000	MILK DELIVERED	420.91	N
			006016	1018249026643	240-35-6341.00-101-599000	MILK DELIVERED	217.30	N
			006016	1014249020619	240-35-6341.00-101-599021	MILK DELIVERED	210.45	N
			006016	1016249023739	240-35-6341.00-101-599021	MILK DELIVERED	210.45	N
			006016	1018249026643	240-35-6341.00-101-599021	MILK DELIVERED	98.38	N

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			006016	1014249020618	240-35-6341.00-102-599000	MILK DELIVERED	276.22	N
			006016	1016249023738	240-35-6341.00-102-599000	MILK DELIVERED	286.09	N
			006016	1018249026642	240-35-6341.00-102-599000	MILK DELIVERED	286.09	N
			006016	1014249020618	240-35-6341.00-102-599021	MILK DELIVERED	276.22	N
			006016	1016249023738	240-35-6341.00-102-599021	MILK DELIVERED	286.08	N
			006016	1018249026642	240-35-6341.00-102-599021	MILK DELIVERED	286.08	N
			006016	1014249020615	240-35-6341.00-104-599000	MILK DELIVERED	400.00	N
			006016	1016249023735	240-35-6341.00-104-599000	MILK DELIVERED	500.00	N
			006016	1014249020615	240-35-6341.00-104-599021	MILK DELIVERED	270.82	N
			006016	1016249023735	240-35-6341.00-104-599021	MILK DELIVERED	387.85	N
			006016	1014249020614	240-35-6341.00-105-599000	MILK DELIVERED	442.17	N
			006016	1016249023734	240-35-6341.00-105-599000	MILK DELIVERED	442.17	N
			006016	1018249026639	240-35-6341.00-105-599000	MILK DELIVERED	240.04	N
			006016	1014249020614	240-35-6341.00-105-599021	MILK DELIVERED	221.08	N
			006016	1016249023734	240-35-6341.00-105-599021	MILK DELIVERED	221.08	N
			006016	1018249026639	240-35-6341.00-105-599021	MILK DELIVERED	120.01	N
						Totals for Check 007620	9,203.68	
007621	10-24-2024	HOUSTON CHRONICLE	250959	34355246	199-41-6491.00-750-599000	NEWSPAPER AD FOR FIRST REP	87.25	N
007622	10-24-2024	HUCKABEE & ASSOCIAT	000223	103513	699-81-6629.00-999-599071	ARCHITECT DESIGN SVCS-PC RE	36,795.92	N
			001089	103528	699-81-6629.00-999-599072	ARCHITECT DESIGN SVCS-GL RE	93,146.10	N
			000224	103512	699-81-6629.00-999-599073	ARCHITECT DESIGN SVCS-NEW J	97,510.63	N
						Totals for Check 007622	227,452.65	
007623	10-24-2024	HUNTON SERVICES	250684	SVC259147	199-51-6248.77-999-599000	BAS SERVICE CALL	1,501.00	N
007624	10-24-2024	IMPACT PROMOTIONAL	250143	INV105556	199-52-6395.00-999-599000	SISD PD UNIFORMS	130.05	N
007625	10-24-2024	IXL LEARNING, INC.	251008	S520582	199-11-6399.55-105-511000	ELA SOFTWARE, FOUNDATION	2,257.50	N
007626	10-24-2024	JASON'S DELI	251049	24101406905006	199-41-6497.00-701-599000	BREAKFAST FOR DLT 10/17/24	378.19	N
007627	10-24-2024	JEFFREY JONES	006021	10182024	169-36-6294.00-001-591000	VARSITY FB ANNOUNCER 10/18	50.00	N
007628	10-24-2024	JOERIS GENERAL CONT	002157	PRO#24063 APP	699-81-6629.00-999-599071	CSP, COST OF CONSTRUCT PC R	2,564,209.55	N
007629	10-24-2024	JOHNSON SUPPLY	250170	04289739	199-51-6248.77-999-599000	HVAC REPAIR SUPPLIES	148.24	N
007630	10-24-2024	KEVIN MERTENS	006023	10262024	199-36-6412.35-001-599000	COMPETITION MEALS 10/26	112.00	N
007631	10-24-2024	KNOX ASSOCIATES	250801	INV-KA-333571	429-51-6299.00-999-599052	KNOX BOX	863.00	N
007632	10-24-2024	LABATT FOOD SERVICE	006017	10154584	240-35-6341.00-001-599000	FOOD DELIVERED	10,854.27	N
			006017	10154583	240-35-6341.00-001-599000	FOOD DELIVERED	553.85	N
			006017	10154584	240-35-6341.00-001-599021	FOOD DELIVERED	1,109.58	N
			006017	10154584	240-35-6341.00-001-599031	FOOD DELIVERED	3,311.31	N
			006017	10154582	240-35-6341.00-041-599000	FOOD DELIVERED	5,638.00	N
			006017	10154581	240-35-6341.00-041-599000	FOOD DELIVERED	1,490.20	N
			006017	10154582	240-35-6341.00-041-599021	FOOD DELIVERED	499.88	N
			006017	10154581	240-35-6341.00-041-599021	FOOD DELIVERED	330.72	N
			006017	10154582	240-35-6341.00-041-599031	FOOD DELIVERED	457.38	N
			006017	10154578	240-35-6341.00-101-599000	FOOD DELIVERED	3,778.18	N

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			006017	10154578	240-35-6341.00-101-599021	FOOD DELIVERED	2,296.13	N
			006017	10154577	240-35-6341.00-101-599021	FOOD DELIVERED	59.28	N
			006017	10154578	240-35-6341.00-101-599031	FOOD DELIVERED	106.00	N
				10154578	240-35-6341.00-101-599031	SHORTED ON TRUCK	-106.00	N
			006017	10154574	240-35-6341.00-102-599000	FOOD DELIVERED	3,040.47	N
			006017	10154574	240-35-6341.00-102-599021	FOOD DELIVERED	1,442.75	N
			006017	10154574	240-35-6341.00-102-599031	FOOD DELIVERED	275.84	N
			006017	10154580	240-35-6341.00-104-599000	FOOD DELIVERED	4,676.52	N
			006017	10154579	240-35-6341.00-104-599000	FOOD DELIVERED	800.00	N
			006017	10154580	240-35-6341.00-104-599021	FOOD DELIVERED	1,285.73	N
			006017	10154579	240-35-6341.00-104-599021	FOOD DELIVERED	619.76	N
			006017	10155129	240-35-6341.00-105-599000	FOOD DELIVERED	4,932.66	N
			006017	10155128	240-35-6341.00-105-599000	FOOD DELIVERED	509.14	N
			006017	10155129	240-35-6341.00-105-599021	FOOD DELIVERED	2,298.42	N
			006017	10155129	240-35-6341.00-105-599031	FOOD DELIVERED	204.69	N
			006017	10154576	240-35-6341.00-999-599000	FOOD DELIVERED	457.78	N
			006017	10154584	240-35-6342.00-001-599000	FOOD DELIVERED	573.87	N
			006017	10154585	240-35-6342.00-001-599000	FOOD DELIVERED	81.24	N
			006017	10154584	240-35-6342.00-001-599021	FOOD DELIVERED	573.87	N
			006017	10154585	240-35-6342.00-001-599021	FOOD DELIVERED	81.24	N
			006017	10154582	240-35-6342.00-041-599000	FOOD DELIVERED	466.90	N
			006017	10154582	240-35-6342.00-041-599021	FOOD DELIVERED	466.90	N
			006017	10154578	240-35-6342.00-101-599000	FOOD DELIVERED	618.24	N
			006017	10154578	240-35-6342.00-101-599021	FOOD DELIVERED	618.23	N
			006017	10154574	240-35-6342.00-102-599000	FOOD DELIVERED	457.14	N
			006017	10154575	240-35-6342.00-102-599000	FOOD DELIVERED	54.16	N
			006017	10154574	240-35-6342.00-102-599021	FOOD DELIVERED	222.39	N
			006017	10154580	240-35-6342.00-104-599000	FOOD DELIVERED	500.00	N
			006017	10154580	240-35-6342.00-104-599021	FOOD DELIVERED	264.49	N
			006017	10155129	240-35-6342.00-105-599000	FOOD DELIVERED	670.23	N
			006017	10155130	240-35-6342.00-105-599000	FOOD DELIVERED	54.16	N
			006017	10155129	240-35-6342.00-105-599021	FOOD DELIVERED	226.28	N
			006017	10155130	240-35-6342.00-105-599021	FOOD DELIVERED	27.08	N
			006017	10154576	240-35-6342.00-999-599000	FOOD DELIVERED	210.54	N
						Totals for Check 007632	57,089.50	
007633	10-24-2024	LEHMAN'S PIPES AND S	250880	425169	199-11-6399.65-001-522000	WELDING LAB SUPPLIES	556.37	N
007634	10-24-2024	MARK'S PLUMBING PAR	250277	INV002180713	199-51-6319.00-999-599000	DISTRICT PLUMBING SUPPLIES	195.30	N
			250277	INV002167736	199-51-6319.00-999-599000	DISTRICT PLUMBING SUPPLIES	1,001.38	N
						Totals for Check 007634	1,196.68	
007635	10-24-2024	MCCOY CORPORATION	250215	9875818	199-51-6319.00-999-599000	M&O SUPPLIES	49.00	N
007636	10-24-2024	MICHAEL HENRY	006020	10082024	169-36-6294.00-001-591000	JH FOOTBALL OFFICIAL	145.00	N
007637	10-24-2024	MOAKCASEY, LLC	251029	INV12716	199-41-6299.00-702-599000	MONTHLY CONSULTATION	720.00	N

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007638	10-24-2024	NEW CANEY ISD ATHLE	006022	11/14 GIRL BBAL	169-36-6499.12-001-591000	JV GIRLS BASKETBALL 11/14	300.00	N
007639	10-24-2024	FOUR PZ PIZZA, INC.	250262	00004 10/8	168-61-6399.00-999-599000	PIZZAS FOR CONC/PARTIES	85.50	N
			250262	00099 10/11	168-61-6399.00-999-599000	PIZZAS FOR CONC/PARTIES	35.50	N
			250262	00002 10/12	168-61-6399.00-999-599000	PIZZAS FOR CONC/PARTIES	89.20	N
			250262	00001 10/12	168-61-6399.00-999-599000	PIZZAS FOR CONC/PARTIES	115.48	N
			250262	00001 10/12	168-61-6399.00-999-599000	PIZZAS FOR CONC/PARTIES	65.50	N
			250989	00004 10/7	199-41-6497.00-702-599000	MEAL FOR BOARD MEETING	51.50	N
Totals for Check 007639							442.68	
007640	10-24-2024	PLATINUM COPIER SOU	250278	588568229	169-36-6269.00-001-591000	DISTRICT COPIER LEASE	293.32	N
			250278	588568229	199-11-6269.00-001-511000	DISTRICT COPIER LEASE	847.45	N
			250278	588568229	199-11-6269.00-001-522000	DISTRICT COPIER LEASE	73.33	N
			250278	588568229	199-11-6269.00-041-511000	DISTRICT COPIER LEASE	494.52	N
			250278	588568229	199-11-6269.00-101-511000	DISTRICT COPIER LEASE	301.39	N
			250278	588568229	199-11-6269.00-104-511000	DISTRICT COPIER LEASE	301.39	N
			250278	588568229	199-11-6269.00-105-511000	DISTRICT COPIER LEASE	301.39	N
			250278	588568229	199-11-6269.00-999-511000	DISTRICT COPIER LEASE	108.34	N
			250278	588568229	199-21-6269.00-999-523023	DISTRICT COPIER LEASE	135.05	N
			250278	588568229	199-23-6269.00-001-599000	DISTRICT COPIER LEASE	217.03	N
			250278	588568229	199-23-6269.00-041-599000	DISTRICT COPIER LEASE	135.05	N
			250278	588568229	199-23-6269.00-101-599000	DISTRICT COPIER LEASE	135.05	N
			250278	588568229	199-23-6269.00-102-599000	DISTRICT COPIER LEASE	135.05	N
			250278	588568229	199-23-6269.00-104-599000	DISTRICT COPIER LEASE	135.05	N
			250278	588568229	199-31-6269.00-001-599000	DISTRICT COPIER LEASE	81.97	N
			250278	588568229	199-34-6269.00-999-599000	DISTRICT COPIER LEASE	135.05	N
			250278	588568229	199-41-6269.00-750-599000	DISTRICT COPIER LEASE	243.39	N
			250278	588568229	199-51-6269.00-999-599000	DISTRICT COPIER LEASE	70.25	N
			250278	588568229	199-52-6269.00-999-599000	DISTRICT COPIER LEASE	73.33	N
			250278	588568229	199-53-6269.00-999-599000	DISTRICT COPIER LEASE	73.33	N
			250278	588568229	240-35-6269.00-999-599000	DISTRICT COPIER LEASE	70.24	N
Totals for Check 007640							4,360.97	
007641	10-24-2024	PLATINUM COPIER SOL	251036	230498	199-00-1412.00-000-500000	DISTRICT COPIER QRTLTY COST	16,058.89	N
007642	10-24-2024	PURIFY	250475	141295818776	199-51-6259.74-999-599000	WWTP/WTP CHEMICAL SERVICE	249.80	N
			250475	141295819837	199-51-6259.74-999-599000	WWTP/WTP CHEMICAL SERVICE	121.80	N
Totals for Check 007642							371.60	
007643	10-24-2024	R E PORTABLE BUILDIN	250973	TINTING	199-51-6249.00-999-599000	MAINTENANCE VEHICLE SERVIC	1,071.12	N
007644	10-24-2024	REGION 4 ESC	250820	18462423	199-13-6411.00-999-525000	BIL/ESL Coaching Training 10/9	90.00	N
007645	10-24-2024	SOUTHERN TIRE MART	250089	4560140400	199-34-6319.00-999-599000	Tires	414.00	N
007646	10-24-2024	STANTEC ARCHITECTU	000216	2266016	699-81-6629.00-999-599074	ARCHITECT DESIGN SVCS-HS AD	14,315.58	N
			000216	2290575	699-81-6629.00-999-599074	ARCHITECT DESIGN SVCS-HS AD	14,137.16	N
Totals for Check 007646							28,452.74	
007647	10-24-2024	MIDWAY FAST FOODS	251063	1/A 660577	199-21-6497.00-999-599040	EXCEPTIONAL LEADERS ACADE	146.00	N

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007648	10-24-2024	TASBO	251047	422103	199-41-6411.00-750-599000	TASBO CONFERENCE	915.00	N
007649	10-24-2024	TERRACON CONSULTA	001588	TM78927	699-81-6629.00-999-599073	CONSTRUCTION MATERIALS	4,045.00	N
			001605	TM78155	699-81-6629.00-999-599074	MATERIALS TESTING SVCS HS A	3,075.00	N
Totals for Check 007649							7,120.00	
007650	10-24-2024	TEXAS DEPARTMENT O	250340	10183298	199-51-6299.00-999-599000	BOILER SAFETY PROGRAM	210.00	N
007651	10-24-2024	TEXAS DEPT OF PUBLIC	250195	CR293957	199-41-6499.00-750-599041	CRIMINAL HISTORIES	28.00	N
007652	10-24-2024	TEXAS STATE LIBRARY	251046	TQ25170907	199-12-6299.00-999-599000	Database Renewal TEXQUEST	1,514.09	N
007653	10-24-2024	TSN VISUAL COMMUNIC	006018	2922	199-11-6398.00-001-511053	NETWORK VISUAL	2,200.00	N
007654	10-24-2024	THOMAS BUS GULF	250092	02592569	199-34-6319.00-999-599000	Parts	3,960.95	N
			250092	02592051	199-34-6319.00-999-599000	Parts	1,234.72	N
				02592402	199-34-6319.00-999-599000	CORE RETURN	-625.00	N
				02592447	199-34-6319.00-999-599000	PARTS RETURN	-95.88	N
			006012	16456	199-34-6631.00-999-599000	78-Passenger School Bus	141,410.00	N
Totals for Check 007654							145,884.79	
007655	10-24-2024	THOMPSON & HORTON	251030	67784	199-41-6211.00-702-599000	LEGAL FEES	655.00	N
			251030	67783	199-41-6211.00-702-599000	LEGAL FEES	5,493.75	N
			251030	67781	199-41-6211.00-702-599000	LEGAL FEES	1,017.50	N
			251030	67462	199-41-6211.00-702-599000	LEGAL FEES	243.75	N
			251030	67782	199-41-6211.00-702-599000	LEGAL FEES	7,355.00	N
Totals for Check 007655							14,765.00	
007656	10-24-2024	THORNTON PRINTERS	251032	1845	410-11-6321.00-999-511000	2nd print for Amplify	6,352.66	N
007657	10-24-2024	TOLEDO PHYSICAL EDU	250885	340319-01	199-11-6399.51-105-511000	PE Supplies	329.39	N
			250885	340319-00	199-11-6399.51-105-511000	PE Supplies	540.28	N
Totals for Check 007657							869.67	
007658	10-24-2024	TOTAL GRAPHIC	250097	431	199-34-6399.00-999-599000	Department Shirts	2,500.00	N
007659	10-24-2024	TRIDENT BEVERAGE, IN	006013	JATX(S)	240-35-6341.00-041-599031	JUICE CONCENTRATE FOR SLUS	1,196.00	N
007660	10-24-2024	TROUT TIRE CENTER IN	250974	1-125630	199-11-6399.00-001-522000	AG TRUCK GOOSENECK HITCHE	1,633.90	N
			250987	1-125897 - WO#	199-11-6399.00-001-522000	BUMPER HITCHES FOR NEW TRU	330.90	N
Totals for Check 007660							1,964.80	
007661	10-24-2024	TEXAS SCHOOL PUBLIC	251060	ER 2024 4896	199-41-6411.00-750-599042	TSPRA 2025 CONFERENCE JOHN	550.00	N
			251060	ER 2024 4896	199-61-6411.00-999-599000	TSPRA 2025 CONFERENCE FOST	550.00	N
Totals for Check 007661							1,100.00	
007662	10-24-2024	TURNER & TOWNSEND	000135	PJIN0041197	699-81-6629.00-999-599073	BOND PROGRAM MANAGEMENT	31,721.50	N
			000135	PJIN0041455	699-81-6629.00-999-599073	BOND PROGRAM MANAGEMENT	31,721.50	N
			000135	PJIN0041716	699-81-6629.00-999-599073	BOND PROGRAM MANAGEMENT	31,721.50	N
			000135	PJIN0041197	699-81-6629.00-999-599074	BOND PROGRAM MANAGEMENT	31,721.50	N
			000135	PJIN0041455	699-81-6629.00-999-599074	BOND PROGRAM MANAGEMENT	31,721.50	N
			000135	PJIN0041716	699-81-6629.00-999-599074	BOND PROGRAM MANAGEMENT	31,721.50	N
Totals for Check 007662							190,329.00	
007663	10-24-2024	UIL AREA E	251051	10/26	199-36-6499.29-001-599000	R. MEADOWS - BAND ENTRY FEE	300.00	N

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007664	10-24-2024	UNIFIRST	250094	2670222391	199-34-6299.00-999-599000	Dry Cleaning	65.99	N
007665	10-24-2024	UNIFY ENERGY SOLUTI	251010	SM4777	199-51-6248.77-999-599000	HVAC SERVICE @ TLE	1,025.74	N
			251010	SM4778	199-51-6248.77-999-599000	HVAC SERVICE @ TLE	975.00	N
Totals for Check 007665							2,000.74	
007666	10-24-2024	WEX BANK	250010	100288149	199-34-6311.00-999-599000	Fuel	1,118.77	N
007667	10-24-2024	XL PARTS ,LLC	250093	34CT7986	199-34-6319.00-999-599000	Parts	280.30	N
				34CT8153	199-34-6319.00-999-599000	CORE RETURN	-36.00	N
Totals for Check 007667							244.30	
007668	10-24-2024	YELLOWSTONE LANDSC	250013	785756	199-51-6299.79-999-599000	DISTRICT LANDSCAPING	13,329.68	N
007669	10-24-2024	YUMI ICE CREAM CO., IN	006014	23641777	240-35-6341.00-001-599031	ICE CREAM DELIVERED	532.32	N
			006014	23641776	240-35-6341.00-041-599031	ICE CREAM DELIVERED	355.92	N
			006014	23641774	240-35-6341.00-102-599031	ICE CREAM DELIVERED	389.52	N
			006014	23641775	240-35-6341.00-104-599031	ICE CREAM DELIVERED	373.92	N
Totals for Check 007669							1,651.68	
007670	10-31-2024	ADAM LIRA	006033	10/22-24	199-11-6411.00-001-522000	TASA FRSLN CONF TRAVEL	112.00	N
007671	10-31-2024	ALLHEART	250073	0006304919	240-35-6395.00-999-599000	STAFF UNIFORMS 2024-25	383.33	N
			250073	0006313970	240-35-6395.00-999-599000	STAFF UNIFORMS 2024-25	194.74	N
Totals for Check 007671							578.07	
007672	10-31-2024	AMAZON CAPITAL	250922	10/15-24	199-00-1312.00-000-500000	DISTRICT STOCK 2024-25	7,072.35	N
			250720	09/21- 10/15	199-00-1312.00-000-500000	DISTRICT STOCK 2024-25	1,172.18	N
Totals for Check 007672							8,244.53	
007673	10-31-2024	ARIANA CAMACHO	006041	CN ACCT	240-00-5751.00-000-500000	CN ACCOUNT REFUND	18.50	N
007674	10-31-2024	MCDONALDS OF CLEVE	006037	ORDER 293	169-36-6412.00-001-591000	JH BVOLLEYBALL MEALS 10/24	170.16	N
007675	10-31-2024	BSN SPORTS, LLC	250919	927265177	169-36-6399.00-041-591000	JH BBALL JERSEYS	267.50	N
			250919	927392950	169-36-6399.00-041-591000	JH BBALL JERSEYS	267.50	N
			250330	927467203	169-36-6399.08-001-591000	TRAINER GEAR	43.00	N
			251007	927446737	169-36-6399.10-001-591000	WRIST COACH	228.00	N
			250658	927467214	169-36-6399.11-001-591000	COACHES GEAR	425.00	N
			250857	927446721	169-36-6399.16-001-591000	TURF SHOES	305.00	N
			250778	927367889	169-36-6399.26-001-591000	GOLF GEAR	648.00	N
			250677	927467223	169-36-6399.31-001-591000	GIRLS SOCCER WARM UPS	1,024.00	N
Totals for Check 007675							3,208.00	
007676	10-31-2024	BURMAX COMPANY	250976	1183185-00	199-11-6399.87-001-522000	COSMETOLOGY SUPPLIES	4,175.67	N
007677	10-31-2024	CARLA REYNA	006029	11/06/24 MEALS	199-36-6412.22-001-599000	KEMAH CHOIR DAYS MEALS	40.00	N
007678	10-31-2024	CHICKEN EXPRESS LIVI	006036	ORDER 2056	169-36-6412.00-001-591000	FOOTBALL MEALS 10/25	629.10	N
007679	10-31-2024	CLASSIC PROTECTION	250394	Q41711	199-51-6249.00-999-599000	DISTRICT FIRE ALARM REPAIRS	2,173.00	N
007680	10-31-2024	CONROE WELDING SUP	250263	PS534062	168-61-6399.00-999-599000	HELIUM FOR PARTIES	361.89	N
			250263	T07242330	168-61-6399.00-999-599000	HELIUM FOR PARTIES	17.00	N
Totals for Check 007680							378.89	

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007681	10-31-2024	COURTNEY BURCHFIEL	006042	CN ACCT	240-00-5751.00-000-500000	CN ACCOUNT REFUND	12.75	N
007682	10-31-2024	COURTNEY GREEN	006040	CN ACCT	240-00-5751.00-000-500000	CN ACCOUNT REFUND	22.50	N
007683	10-31-2024	EMERGENT TREE EDUC	250231	2291	199-11-6299.00-999-523023	EMERGENT TREE - CONSULTATI	6,825.00	N
007684	10-31-2024	ENTERGY	250049	460003436401	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	9,907.19	N
			250049	135007803739	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	226.32	N
			250049	2026148591	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	28,140.08	N
			250049	100006905552	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	1,547.26	N
			250049	380004152627	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	294.89	N
			250049	70008431360	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	14,913.04	N
			250049	145007799455	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	13,383.46	N
			250049	35008536208	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	237.97	N
			250049	195007785038	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	297.12	N
			250049	165007734380	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	606.15	N
			250049	55008398795	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	64.35	N
			250049	320004497063	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	270.39	N
			250049	320004497062	199-51-6259.72-999-599000	DISTRICT ELECTRICITY	244.97	N
Totals for Check 007684							70,133.19	
007685	10-31-2024	FOLLETT CONTENT SOL	250534	429456F	199-12-6669.00-041-599000	Lone Star Book List	216.44	N
007686	10-31-2024	GANDY INK	006028	848619	199-53-6395.00-999-599000	TECHNOLOGY UNIFORMS	297.40	N
007687	10-31-2024	GOOD PROMOTIONS	250798	31744	169-36-6399.12-001-591000	MAGNETS	590.00	N
007688	10-31-2024	GREATER EMC CHAMBE	250721	100727	199-41-6411.00-701-599000	Chamber Luncheon	30.00	N
007689	10-31-2024	HAND2MIND, INC.	250914	INV000241752	199-11-6399.53-105-511000	Instructional Math	424.73	N
			250914	INV000339724	199-11-6399.53-105-511000	Instructional Math	96.87	N
Totals for Check 007689							521.60	
007690	10-31-2024	HARDIES	006025	06185688	240-35-6341.00-001-599000	PRODUCE DELIVERED	990.48	N
			006025	06185688	240-35-6341.00-001-599021	PRODUCE DELIVERED	203.89	N
			006025	06185690	240-35-6341.00-041-599000	PRODUCE DELIVERED	732.71	N
			006025	06185690	240-35-6341.00-041-599021	PRODUCE DELIVERED	342.60	N
			006025	06185686	240-35-6341.00-101-599000	PRODUCE DELIVERED	1,176.23	N
			006025	06185686	240-35-6341.00-101-599021	PRODUCE DELIVERED	389.60	N
			006025	06185685	240-35-6341.00-102-599000	PRODUCE DELIVERED	757.45	N
			006025	06185685	240-35-6341.00-102-599021	PRODUCE DELIVERED	248.15	N
			006025	06185687	240-35-6341.00-104-599000	PRODUCE DELIVERED	1,195.50	N
			006025	06185687	240-35-6341.00-104-599021	PRODUCE DELIVERED	227.90	N
			006025	06185691	240-35-6341.00-105-599000	PRODUCE DELIVERED	870.19	N
			006025	06185691	240-35-6341.00-105-599021	PRODUCE DELIVERED	225.17	N
Totals for Check 007690							7,359.87	
007691	10-31-2024	HIGH POINT	250886	206243	199-51-6399.00-999-599078	TOILET TISSUE, TOWELS, SOAP	4,615.56	N
			250913	206244	199-51-6399.02-999-599078	CLEANING CHEMICALS, TRASH LI	2,836.09	N
				201704-C	199-51-6399.02-999-599078	WRONG PRODUCT	-645.27	N
Totals for Check 007691							6,806.38	

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007692	10-31-2024	HILAND DAIRY FOODS C	006026	1021249028069	240-35-6341.00-001-599000	MILK DELIVERED	368.30	N
			006026	1023249031590	240-35-6341.00-001-599000	MILK DELIVERED	341.99	N
			006026	1025249034725	240-35-6341.00-001-599000	MILK DELIVERED	157.84	N
			006026	1021249028069	240-35-6341.00-001-599021	MILK DELIVERED	184.14	N
			006026	1023249031590	240-35-6341.00-001-599021	MILK DELIVERED	170.99	N
			006026	1025249034725	240-35-6341.00-001-599021	MILK DELIVERED	157.84	N
			006026	1021249028068	240-35-6341.00-041-599000	MILK DELIVERED	236.76	N
			006026	1023249031589	240-35-6341.00-041-599000	MILK DELIVERED	266.36	N
			006026	1025249034724	240-35-6341.00-041-599000	MILK DELIVERED	157.84	N
			006026	1021249028068	240-35-6341.00-041-599021	MILK DELIVERED	236.76	N
			006026	1023249031589	240-35-6341.00-041-599021	MILK DELIVERED	266.35	N
			006026	1025249034724	240-35-6341.00-041-599021	MILK DELIVERED	157.84	N
			006026	1021249028071	240-35-6341.00-101-599000	MILK DELIVERED	368.29	N
			006026	1023249031592	240-35-6341.00-101-599000	MILK DELIVERED	368.30	N
			006026	1025249034727	240-35-6341.00-101-599000	MILK DELIVERED	170.99	N
			006026	1021249028071	240-35-6341.00-101-599021	MILK DELIVERED	184.15	N
			006026	1023249031592	240-35-6341.00-101-599021	MILK DELIVERED	184.14	N
			006026	1025249034727	240-35-6341.00-101-599021	MILK DELIVERED	85.50	N
			006026	1021249028070	240-35-6341.00-102-599000	MILK DELIVERED	325.55	N
			006026	1023249031591	240-35-6341.00-102-599000	MILK DELIVERED	325.55	N
			006026	1025249034726	240-35-6341.00-102-599000	MILK DELIVERED	236.76	N
			006026	1021249028070	240-35-6341.00-102-599021	MILK DELIVERED	325.54	N
			006026	1023249031591	240-35-6341.00-102-599021	MILK DELIVERED	325.54	N
			006026	1025249034726	240-35-6341.00-102-599021	MILK DELIVERED	236.76	N
			006026	1021249028067	240-35-6341.00-104-599000	MILK DELIVERED	400.00	N
			006026	1023249031588	240-35-6341.00-104-599000	MILK DELIVERED	500.00	N
			006026	1021249028067	240-35-6341.00-104-599021	MILK DELIVERED	251.09	N
			006026	1023249031588	240-35-6341.00-104-599021	MILK DELIVERED	407.58	N
			006026	1021249028066	240-35-6341.00-105-599000	MILK DELIVERED	404.27	N
			006026	1023249031587	240-35-6341.00-105-599000	MILK DELIVERED	416.90	N
			006026	1025240016572	240-35-6341.00-105-599000	MILK DELIVERED	214.77	N
			006026	1021249028066	240-35-6341.00-105-599021	MILK DELIVERED	202.13	N
			006026	1023249031587	240-35-6341.00-105-599021	MILK DELIVERED	208.45	N
			006026	1025240016572	240-35-6341.00-105-599021	MILK DELIVERED	107.38	N
						Totals for Check 007692	8,952.65	
007693	10-31-2024	INDIANA WESLEYAN UNI	251083	4SU2024 6 4 24	199-13-6221.00-999-599041	COURSE TUITION	15,235.47	N
007694	10-31-2024	JEFFREY BURKE	006031	10/22-24	199-41-6411.00-701-599000	TASA FRSLN CONF TRAVEL	112.00	N
007695	10-31-2024	KNOX ASSOCIATES	251011	INV-KA-343868	429-51-6639.00-999-599050	SAFETY SECURITY	364.00	N
007696	10-31-2024	KREUZ CONSULTING	251104	23065	199-41-6291.00-750-599041	TIA CONSULTING SERVICES	3,025.00	N
007697	10-31-2024	LABATT FOOD SERVICE	006027	10227066	240-35-6341.00-001-599000	FOOD DELIVERED	8,318.90	N
			006027	10227065	240-35-6341.00-001-599000	FOOD DELIVERED	394.40	N
			006027	10227066	240-35-6341.00-001-599021	FOOD DELIVERED	1,340.13	N
			006027	10227065	240-35-6341.00-001-599021	FOOD DELIVERED	60.16	N

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			006027	10227066	240-35-6341.00-001-599031	FOOD DELIVERED	5,625.74	N
			006027	10227063	240-35-6341.00-041-599000	FOOD DELIVERED	7,067.95	N
			006027	10227063	240-35-6341.00-041-599021	FOOD DELIVERED	1,830.00	N
			006027	10227064	240-35-6341.00-041-599021	FOOD DELIVERED	31.81	N
			006027	10227063	240-35-6341.00-041-599031	FOOD DELIVERED	640.51	N
			006027	10227059	240-35-6341.00-101-599000	FOOD DELIVERED	2,653.07	N
			006027	10227058	240-35-6341.00-101-599000	FOOD DELIVERED	144.15	N
			006027	10227059	240-35-6341.00-101-599021	FOOD DELIVERED	783.52	N
			006027	10227055	240-35-6341.00-102-599000	FOOD DELIVERED	3,861.82	N
			006027	10227055	240-35-6341.00-102-599021	FOOD DELIVERED	1,518.27	N
			006027	10227057	240-35-6341.00-102-599021	FOOD DELIVERED	31.81	N
			006027	10227055	240-35-6341.00-102-599031	FOOD DELIVERED	208.92	N
			006027	10227056	240-35-6341.00-102-599031	FOOD DELIVERED	410.63	N
			006027	10227061	240-35-6341.00-104-599000	FOOD DELIVERED	5,327.11	N
			006027	10227060	240-35-6341.00-104-599000	FOOD DELIVERED	577.40	N
			006027	10227061	240-35-6341.00-104-599021	FOOD DELIVERED	1,647.49	N
			006027	10227062	240-35-6341.00-104-599021	FOOD DELIVERED	31.81	N
			006027	10227060	240-35-6341.00-104-599021	FOOD DELIVERED	145.24	N
			006027	10227061	240-35-6341.00-104-599031	FOOD DELIVERED	545.68	N
			006027	10227713	240-35-6341.00-105-599000	FOOD DELIVERED	5,982.05	N
			006027	10227713	240-35-6341.00-105-599021	FOOD DELIVERED	1,907.30	N
			006027	10227712	240-35-6341.00-105-599021	FOOD DELIVERED	95.85	N
			006027	10227713	240-35-6341.00-105-599031	FOOD DELIVERED	43.26	N
			006027	10227066	240-35-6342.00-001-599000	FOOD DELIVERED	459.72	N
			006027	10227065	240-35-6342.00-001-599000	FOOD DELIVERED	13.61	N
			006027	10227066	240-35-6342.00-001-599021	FOOD DELIVERED	459.72	N
			006027	10227065	240-35-6342.00-001-599021	FOOD DELIVERED	13.61	N
			006027	10227063	240-35-6342.00-041-599000	FOOD DELIVERED	473.47	N
			006027	10227063	240-35-6342.00-041-599021	FOOD DELIVERED	334.87	N
			006027	10227059	240-35-6342.00-101-599000	FOOD DELIVERED	330.36	N
			006027	10227059	240-35-6342.00-101-599021	FOOD DELIVERED	330.36	N
			006027	10227055	240-35-6342.00-102-599000	FOOD DELIVERED	324.52	N
			006027	10227055	240-35-6342.00-102-599021	FOOD DELIVERED	324.51	N
			006027	10227061	240-35-6342.00-104-599000	FOOD DELIVERED	500.00	N
			006027	10227060	240-35-6342.00-104-599000	FOOD DELIVERED	81.66	N
			006027	10227061	240-35-6342.00-104-599021	FOOD DELIVERED	242.43	N
			006027	10227713	240-35-6342.00-105-599000	FOOD DELIVERED	486.75	N
			006027	10227713	240-35-6342.00-105-599021	FOOD DELIVERED	190.97	N
						Totals for Check 007697	55,791.54	
007698	10-31-2024	LIBERTY OFFICE	251034	5536993-0	199-00-1312.00-000-500000	DISTRICT STOCK 2024-25	306.20	N
007699	10-31-2024	LOCKWOOD ANDREWS	000136	1711003300119	699-81-6629.00-999-599071	BOND PROGRAM MANAGEMENT	31,171.88	N
			000136	1711003300119	699-81-6629.00-999-599072	BOND PROGRAM MANAGEMENT	31,171.88	N
						Totals for Check 007699	62,343.76	

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007700	10-31-2024	LYNCH'D FACILITY SOLU	250572	00003	699-81-6629.00-999-599000	CONSTRUCTION CONSULTING	11,386.36	N
007701	10-31-2024	MARK'S PLUMBING PAR	250277	INV002181764	199-51-6319.00-999-599000	DISTRICT PLUMBING SUPPLIES	1,924.38	N
007702	10-31-2024	MATT HARTWELL DESIG	251069	2	199-11-6299.29-001-511000	R. MEADOWS - BAND	2,250.00	N
007703	10-31-2024	MCCOY CORPORATION	250215	9876476	199-51-6319.00-999-599000	M&O SUPPLIES	326.22	N
			250215	9876614	199-51-6319.00-999-599000	M&O SUPPLIES	24.39	N
						Totals for Check 007703	350.61	
007704	10-31-2024	MEDCO SUPPLY COMPA	250924	IN98094499	169-36-6399.08-001-591000	TRAINER SUPPLIES	1,037.26	N
			250924	IN98106370	169-36-6399.08-001-591000	TRAINER SUPPLIES	14.88	N
						Totals for Check 007704	1,052.14	
007705	10-31-2024	MELBA F.CASEY	251070	188165	199-36-6299.35-001-599000	K MERTENS - ROTC	43.00	N
007706	10-31-2024	MICHELLE CATCHINGS	006043	10/18-20	199-34-6411.00-999-599000	TAPT TRAINING TRAVEL	96.00	N
007707	10-31-2024	O'REILLY AUTOMOTIVE	250515	6043-475314	199-51-6319.00-999-599000	MAINTENANCE SUPPLIES	24.98	N
007708	10-31-2024	POCKET NURSE ENTER	250702	1403481-1	244-11-6399.00-001-522000	HEALTH SCIENCE LAB SUPPLIES	3,476.72	N
007709	10-31-2024	QUILL CORP.	250961	40935234	199-00-1312.00-000-500000	DISTRICT STOCK 2024-25	500.70	N
			250961	40964062	199-00-1312.00-000-500000	DISTRICT STOCK 2024-25	126.64	N
						Totals for Check 007709	627.34	
007710	10-31-2024	REGION 4 ESC	250958	18354647	199-23-6411.00-102-599000	REGION 4 TRAINING UNLIC	60.00	N
007711	10-31-2024	REGION VI - ED. SERV.	006030	071227	199-11-6239.00-999-511000	DISCOVERY EDUCATION EXPERI	10,911.89	N
			006030	071302	199-11-6239.00-999-511000	DISTANCE LEARNING	2,500.00	N
			006030	071172	199-13-6239.00-999-525000	BILINGUSL/ESL CONTRACTED SE	6,000.00	N
			006030	071414	199-13-6239.00-999-599000	ONDATA SUITE	6,250.00	N
			006030	071573	199-13-6239.00-999-599000	STATE COMPENSATORY	5,400.00	N
			250067	071449	199-13-6239.00-999-599043	TEKS RESOURCE SYSTEM	29,663.40	N
			250066	071599	199-13-6239.00-999-599043	TEXAS ITEM BANK IN EDUPHORI	8,614.65	N
			250966	071915	199-13-6411.00-041-599000	REGISTRATION	100.00	N
			250863	071901	199-13-6411.00-104-599000	BEHAVIOR CONFERENCE/TRAINI	20.00	N
			250591	071769	199-13-6411.00-999-523023	TRAINING	30.00	N
			250687	071002	199-13-6411.00-999-599043	CARNEGIE MATH PL 9/5 - 9/19	100.00	N
			250070	071913	199-13-6411.00-999-599043	TRAINING SECONDARY MATH	100.00	N
			250072	071911	199-13-6411.00-999-599043	INTRO TO STAAR READING 3-6	100.00	N
			251091	070621	199-23-6411.00-001-599000	T RODRIGUEZ - TTESS TRAINING	450.00	N
			250462	070621	199-23-6411.00-041-599000	T-TESS TRAINING	450.00	N
			250651	072007	199-31-6411.00-999-523023	REGION 6 TRAINING	20.00	N
			250653	071768	199-31-6411.00-999-523023	REGION 6 TRAINING	30.00	N
			250764	071931	199-33-6495.00-999-599000	PROFESSIONAL LEARNING	35.00	N
			006030	071351	199-41-6239.00-750-599000	EDUPHORIA SOFTWARE	18,900.00	N
			006030	071652	199-41-6239.00-750-599000	TSDS	5,000.00	N
			006038	072181	199-41-6239.00-750-599041	EDUHERO	3,134.31	N
			006030	071131	199-53-6239.00-750-599000	ASCENDER BUSINESS/ADMIN SE	42,861.00	N
			250691	071070	410-11-6239.00-999-511000	PD for Carnegie	4,200.00	N
						Totals for Check 007711	144,870.25	

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Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
007712	10-31-2024	RIVERSIDE INSIGHTS	251074	INV224356	224-31-6399.00-999-523000	TESTING MATERIALS	529.74	N
007713	10-31-2024	ROGERS, MORRIS, & GR	251077	55295	199-41-6211.00-702-599000	LEGAL FEES	12,941.25	N
			251077	55295	199-41-6211.00-702-599000	LEGAL FEES	222.50	N
Totals for Check 007713							13,163.75	
007714	10-31-2024	SAM'S CLUB DIRECT	250033	DISTRICT	199-00-1312.00-000-500000	DISTRICT 2024-2025	6,555.37	N
007715	10-31-2024	PORTERS OF PORTER,	250501	2024-11011	199-41-6291.00-750-599000	CONSULTING SVCS FOR EMERG	2,998.40	N
007716	10-31-2024	SCHOOL SPECIALTY LL	251037	208135069886	199-11-6399.00-001-511039	SUPPLIES	927.12	N
007717	10-31-2024	SHANE CONKLIN	006032	10/28-29	199-41-6411.00-750-599041	TWU CAREER FAIR	64.00	N
007718	10-31-2024	SHOES FOR CREWS	250164	48848873	240-35-6395.00-999-599000	UNIFORMS-SHOES	67.96	N
007719	10-31-2024	SIENVIROMENTAL ,LLC	250566	148062	199-51-6259.74-999-599000	WWTP/WTP REPAIRS	859.00	N
			250326	148063	199-51-6259.74-999-599000	WWTP/WTP OPERATIONS	4,905.20	N
			250308	148064	199-51-6259.74-999-599000	WWTP/WTP LABS	816.50	N
Totals for Check 007719							6,580.70	
007720	10-31-2024	SKYWARD, INC	250696	0000234033	199-13-6411.00-001-599000	TRAINING	975.00	N
			250716	0000233976	199-31-6411.00-001-599000	TRAINING	975.00	N
Totals for Check 007720							1,950.00	
007721	10-31-2024	SOUTHERN FLORAL	250174	320016	199-11-6399.68-001-522000	FLORAL DESIGN LAB SUPPLIES	310.03	N
007722	10-31-2024	STEVEN MOSS	006034	11/20 MEALS	199-36-6412.21-001-599000	DANCE WORKSHOP MEALS	376.00	N
007723	10-31-2024	TAPT	251093	0145-0040	199-34-6411.00-999-599000	November 2024 TAPT Classes	110.00	N
			251093	0145-0041	199-34-6411.00-999-599000	November 2024 TAPT Classes	110.00	N
Totals for Check 007723							220.00	
007724	10-31-2024	TASA	251044	000166378	199-11-6411.00-001-511039	TASA MIDWINTER CONF DIETRIC	485.00	N
007725	10-31-2024	TASBO	251023	422454	199-51-6411.00-999-599000	TASBO CERTIFICATION CLASSES	630.00	N
007726	10-31-2024	TASCO AUTO COLOR C	251012	ACCT 22798	199-11-6399.64-001-522000	AUTO BODY SUPPLIES	1,232.34	N
007727	10-31-2024	TEXAS POLITCAL SUBDI	006035	104455	199-34-6429.00-999-599000	ADDITIONAL CONTRIBUTION	2,291.00	N
007728	10-31-2024	THE STEPPING STONES	250870	MO219728	224-11-6299.00-999-523000	MUSIC THERAPY	46.90	N
007729	10-31-2024	THOMAS BUS GULF	250092	02592384	199-34-6319.00-999-599000	Parts	442.80	N
			250092	02592939	199-34-6319.00-999-599000	Parts	787.46	N
			250092	02592805	199-34-6319.00-999-599000	Parts	24.60	N
			250092	02592962	199-34-6319.00-999-599000	Parts	1,020.59	N
			250092	02592736	199-34-6319.00-999-599000	Parts	115.02	N
			250092	02592451	199-34-6319.00-999-599000	Parts	44.83	N
			251056	02592572	199-34-6397.00-999-599000	Transmission Diag. Software	1,250.00	N
Totals for Check 007729							3,685.30	
007730	10-31-2024	THORNTON PRINTERS	251095	1851	199-00-1312.00-000-500000	CUMULATIVE FOLDERS	2,175.00	N
007731	10-31-2024	TRACI MIXON	006039	07/22-10/16	199-32-6411.00-999-530000	HOMEVISITS 7/22-10/16	92.46	N
007732	10-31-2024	UNIFIRST	250094	2670224520	199-34-6299.00-999-599000	Dry Cleaning	65.99	N
			250160	B329300	199-34-6319.00-999-599000	First Aid Kit Cabinet	190.89	N
Totals for Check 007732							256.88	

For the Month of October

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
007733	10-31-2024	VERIZON	250347	9976531991	199-52-6299.00-999-599000	YEARLY MDT WIRELESS CARDS	76.47	N
007734	10-31-2024	WARD'S SCIENCE	250509	8816945363	199-11-6399.59-105-511000	Instructional Science	637.00	N
			250509	8817364391	199-11-6399.59-105-511000	Instructional Science	39.36	N
Totals for Check 007734							676.36	
007735	10-31-2024	XL PARTS ,LLC	250093	34CT8653	199-34-6319.00-999-599000	Parts	207.00	N
			250093	34CT8893	199-34-6319.00-999-599000	Parts	35.76	N
			250093	34CT8914	199-34-6319.00-999-599000	Parts	87.44	N
Totals for Check 007735							330.20	
007736	10-31-2024	YUMI ICE CREAM CO., IN	006024	23641826	240-35-6341.00-001-599031	ICE CREAM DELIVERED	398.64	N
			006024	23641825	240-35-6341.00-105-599031	ICE CREAM DELIVERED	513.60	N
Totals for Check 007736							912.24	
136467	10-29-2024	FIRST FINANCIAL ADMIN	DEDCH		863-00-2153.00-310-500000	OCT DED LIFE INSURANCE	697.20	N
			DEDCH		863-00-2153.00-311-500000	OCT DED LIFE INSURANCE	9,452.86	N
			DEDCH		863-00-2159.00-203-500000	OCT DED HSA	2,276.66	N
			DEDCH		863-00-2159.00-204-500000	OCT DED MISCELLANEOUS	13,775.30	N
			DEDCH		863-00-2159.00-205-500000	OCT DED DEPENDENT CHILD CA	1,858.32	N
			DEDCH		863-00-2159.00-300-500000	OCT DED MISCELLANEOUS	2,359.74	N
			DEDCH		863-00-2159.00-312-500000	OCT DED MISCELLANEOUS	2,008.82	N
			DEDCH		863-00-2159.00-313-500000	OCT DED MISCELLANEOUS	204.50	N
			DEDCH		863-00-2159.00-314-500000	OCT DED MISCELLANEOUS	311.00	N
			DEDCH		863-00-2159.00-315-500000	OCT DED MISCELLANEOUS	2,595.20	N
			DEDCH		863-00-2159.00-504-500000	OCT DED MISCELLANEOUS	131.00	N
			DEDCH		863-00-2159.00-505-500000	OCT DED MISCELLANEOUS	24,257.08	N
			DEDCH		863-00-2159.00-506-500000	OCT DED MISCELLANEOUS	6,457.12	N
			DEDCH		863-00-2159.00-507-500000	OCT DED MISCELLANEOUS	10,962.86	N
			DEDCH		863-00-2159.00-508-500000	OCT DED MISCELLANEOUS	3,543.16	N
			DEDCH		863-00-2159.00-509-500000	OCT DED MISCELLANEOUS	1,785.56	N
			DEDCH		863-00-2159.00-510-500000	OCT DED MISCELLANEOUS	3,348.32	N
			DEDCH		863-00-2159.00-511-500000	OCT DED MISCELLANEOUS	1,498.36	N
			DEDCH		863-00-2159.00-520-500000	OCT DED MISCELLANEOUS	2,478.00	N
			DEDCH		863-00-2159.00-613-500000	OCT DED MISCELLANEOUS	9,343.87	N
Totals for Check 136467							99,344.93	
136468	10-29-2024	TEXAS CLASSROOM TE	DEDCH		863-00-2159.00-802-500000	OCT DED MISCELLANEOUS	190.58	N
136469	10-29-2024	TIVA	DEDCH		863-00-2159.00-709-500000	OCT DED MISCELLANEOUS	31.16	N
136470	10-29-2024	HORACE MANN INSURA	DEDCH		863-00-2159.00-403-500000	OCT DED TAX SHEL. ANNUITY	1,501.92	N
136471	10-29-2024	TEXAS AFT ASSOCIATE	DEDCH		863-00-2159.00-804-500000	OCT DED MISCELLANEOUS	287.00	N
136472	10-29-2024	TCG ADMINISTRATORS	DEDCH		863-00-2159.00-100-500000	OCT DED 457 DEFERRED COMP.	6,069.24	N
			DEDCH		863-00-2159.00-415-500000	OCT DED TAX SHEL. ANNUITY	13,584.00	N
			DEDCH		863-00-2159.00-416-500000	OCT DED ROTH ANNUITY	5,754.00	N
			DEDCH		863-00-2159.00-418-500000	OCT DED PAYROLL DEDUCTION	4,680.00	N
			DEDCH		863-00-2159.00-419-500000	OCT DED 457 DEFERRED COMP.	6,030.00	N
Totals for Check 136472							36,117.24	

**Splendor ISD Investment Report
October-24**

FUND ACCOUNT	INTEREST RATE	INVESTMENT LOCATION	BEGINNING BALANCE	DEPOSITS / (WITHDRWS)	INTEREST EARNED	FISCAL YTD INTEREST	ENDING BALANCE	TOTAL BY FUND
199 GENERAL OPERATING								
Checking Account	0.65%	Southside Bank	2,217,083.56	901,062.74	1,032.16	5,945.38	3,119,178.46	
TexPool	4.91%	TexPool	5,085,536.63	0.00	21,220.53	96,364.93	5,106,757.16	
Government Overnight Fund	4.90%	LoneStar Inv Pool	300,665.65	(0.00)	1,248.74	5,199.73	301,914.39	
Texas CLASS Government	4.76%	Texas CLASS Pool	75,866.84	(0.00)	306.20	1,292.14	76,173.04	
								8,604,023.05
599 DEBT SERVICE								
Money Market Account	1.10%	Southside Bank	1,802,441.13	47,924.80	1,663.99	12,367.63	1,852,029.92	
								1,852,029.92
699 CAPITAL PROJECTS								
Checking Account	0.65%	Southside Bank	2,660,258.68	(1,027,308.83)	1,552.49	3,898.34	1,634,502.34	
TexPool	4.91%	TexPool	1,179,417.25	(0.00)	4,921.39	20,422.72	1,184,338.64	
Bond Trust Account	4.65%	Southside Trust	111,277,459.39	(10,000,000.00)	225,035.90	2,126,328.68	101,502,495.29	
Bond Escrow Account	4.77%	Southside Trust	752,886.86	0.00	3,017.44	12,730.76	755,904.30	
								105,077,240.57
240 FOOD SERVICES								
Checking Account	0.65%	Southside Bank	116,672.80	31,728.90	146.73	1,422.78	148,548.43	
TexPool	4.91%	TexPool	1,278,853.87	(0.00)	5,336.30	19,302.72	1,284,190.17	
								1,432,738.60
TOTALS			126,747,142.66	(10,046,592.39)	265,481.87	2,305,275.81	116,966,032.14	116,966,032.14

Signed:


Stacey Swanson, Accountant


Reese Briggs, COO

Board Report
 Recap Comparison of Revenue to Budget
 SPLENDORA ISD
 As of October

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
168 / 5 SKATING RINK	265,000.00	-19,249.75	-93,315.40	171,684.60	35.21%
169 / 5 ATHLETICS	85,000.00	-24,403.51	-47,875.51	37,124.49	56.32%
199 / 5 GENERAL FUND	59,157,000.00	-4,334,529.94	-10,608,004.45	48,548,995.55	17.93%
240 / 5 NATL SCHOOL LUNCH	3,600,000.00	-457,782.73	-799,751.16	2,800,248.84	22.22%
599 / 5 DEBT SERVICE	9,635,000.00	-64,644.46	-127,347.23	9,507,652.77	1.32%
699 / 5 CAPITAL PROJECTS	.00	-248,625.07	-2,306,496.61	-2,306,496.61	.00%
Total 5000 Revenues	72,742,000.00	-5,149,235.46	-13,982,790.36	58,759,209.64	19.22%
Total 7000 Revenues	.00	.00	.00	.00	.00%
Total Revenues	72,742,000.00	-5,149,235.46	-13,982,790.36	58,759,209.64	19.22%

Board Report
Recap Comparison of Expenditures and Encumbrances to Budget
SPLENDORA ISD
As of October

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
168 / 5 SKATING RINK	-293,000.00	21,289.69	110,234.37	15,182.59	-161,475.94	37.62%
169 / 5 ATHLETICS	-375,000.00	8,114.19	196,153.84	25,096.94	-170,731.97	52.31%
199 / 5 GENERAL FUND	-61,099,500.00	2,852,577.79	13,814,163.91	4,981,053.63	-44,432,758.30	22.61%
240 / 5 NATL SCHOOL LUNCH	-4,808,000.00	24,455.73	1,220,858.68	466,204.69	-3,562,685.59	25.39%
599 / 5 DEBT SERVICE	-10,102,000.00	.00	3,281,401.88	.00	-6,820,598.12	32.48%
699 / 5 CAPITAL PROJECTS	-175,425,919.11	77,784,425.34	22,201,189.88	11,041,406.68	-75,440,303.89	12.66%
Total 6000 Expenditures	-252,103,419.11	80,690,862.74	40,824,002.56	16,528,944.53	-130,588,553.81	16.19%
Total 8000 Expenditures	.00	.00	.00	.00	.00	.00%
Total Expenditures	-252,103,419.11	80,690,862.74	40,824,002.56	16,528,944.53	-130,588,553.81	16.19%

End of Report

SPLENDORA ISD MC TAX COLLECTION
September-24

YEAR	M&O AMOUNT	I&S AMOUNT	LEVY PAID	P&I AMOUNT	ATTORNEY	TOTAL
2023	45,965.60	27,639.99	73,605.59	15,232.39	17,964.03	106,802.01
2022	19,339.21	9,131.21	28,470.42	4,716.25	3,502.88	36,689.55
2021	9,448.66	4,380.43	13,829.09	3,677.64	2,317.91	19,824.64
2020	5,210.70	2,297.80	7,508.50	2,327.45	1,337.54	11,173.49
2019	5,167.62	2,079.83	7,247.45	1,814.66	984.78	10,046.89
2018	2,699.04	991.96	3,691.00	2,184.57	1,175.11	7,050.68
2017	1,607.69	590.87	2,198.56	2,022.03	844.11	5,064.70
2016	1,160.05	426.35	1,586.40	1,649.46	647.18	3,883.04
2015	725.39	90.22	815.61	946.02	352.32	2,113.95
2014	757.12	94.17	851.29	1,089.60	388.18	2,329.07
2013	618.16	163.77	781.93	1,094.63	375.31	2,251.87
PRIOR	4,294.96	1,228.13	5,523.09	9,989.73	3,031.28	18,544.10
TOTAL	\$96,994.20	\$49,114.73	\$146,108.93	\$46,744.43	\$32,920.63	\$225,773.99



Monthly Newsletter: November 2024

ANNOUNCEMENTS

We welcome the following entities who joined TexPool in October 2024:

TexPool

- Ward County Irrigation District 3
- Parkside on the River MUD 2
- Robertson County ESD
- City of Bovina
- Montgomery County MUD 170
- Orange County Appraisal District
- The Colony MUD 1G

TexPool Prime

- Ward County Irrigation District 3
- City of Borger
- Parkside on the River MUD 2
- Robertson County ESD
- City of Bovina
- Montgomery County MUD 170
- Orange County Appraisal District
- The Colony MUD 1G

Upcoming Events

October 30 2024 - November 2 2024
Government Finance Officers Association of Texas (GFOAT) Fall Conference San Marcos, TX

TexPool Advisory Board Members

- Patrick Krishock David Landeros
- Belinda Weaver Sharon Matthews
- Deborah Lauder milk Dina Edgar
- Valarie Van Vlack

Overseen by the State of Texas Comptroller of Public Accounts Glenn Hegar

Operated under the supervision of the Texas Treasury Safekeeping Trust Company

Economic and Market Commentary: Fuzzy picture

November 1, 2024

A common misconception about liquidity market products is that they are only concerned with short-term economic developments because daily liquidity is a defining feature. But cash managers seek to gain higher yields than deposit products by investing across a longer time horizon, often out to a year. Noise in the data and news is no less impactful for liquidity vehicles than it is for bonds and stocks. Well, there's plenty of that to go around now: the general election, impact of storms, Federal Reserve decisions, interest rates, inflation and more. It reminds me of the television static that used to frustrate viewers of everything from Saturday morning cartoons to the evening news to (most importantly!) sporting events.

The presidential election is obviously creating significant interference, but whoever wins is likely to implement inflationary policies. To the extent that basic economic tenants still apply in this odd economy, lower taxes (especially on personal income) tend to increase spending/capital expenditures and demand. To overly simplify for the sake of space: Harris' proposal is to reduce taxes for Americans outside of the richest 1%, while Trump's plan is to extend or favorably modify his Tax Cuts and Jobs Act of 2017. And then, of course, is the long-term impact of expanding the national debt, which the projected fiscal plans of both will likely do, to differing degrees.

The Federal Open Market Committee meeting that ends Nov. 7 is more critical for the front end of the yield curve. Intriguingly, the uncertainty here stems as much from the Fed's 50 basis-point cut in

(continued page 6)

Performance as of October 31, 2024

	TexPool	TexPool Prime
Current Invested Balance	\$31,011,711,068	\$13,316,790,524
Weighted Average Maturity**	36 Days	46 Days
Weighted Average Life**	93 Days	74 Days
Net Asset Value	1.00013	1.00032
Total Number of Participants	2,900	628
Management Fee on Invested Balance	0.0450%	0.0550%
Interest Distributed	\$128,291,567.85	\$56,621,743.91
Management Fee Collected	\$1,096,445.87	\$624,309.45
Current S&P Global Rating	AAAm	AAAm
Month Averages		
Average Invested Balance	\$30,765,880,740	\$13,364,976,710
Average Monthly Rate*	4.91%	4.99%
Average Weighted Average Maturity**	31 Days	47 Days
Average Weighted Average Life**	90 Days	79 Days

*This average monthly rate for TexPool Prime for each date may reflect a waiver of some portion or all of each of the management fees.

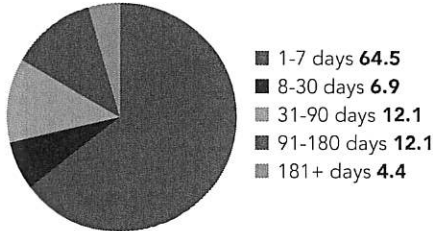
**See page 2 for definitions.

Past performance is no guarantee of future results.



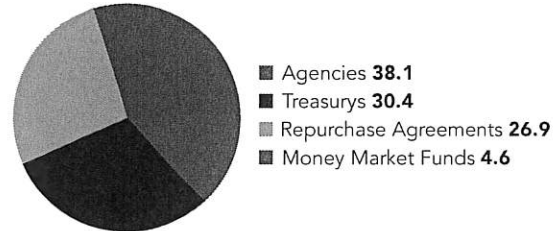
Portfolio by Maturity (%)

As of October 31, 2024



Portfolio by Type of Investment (%)

As of October 31, 2024



Portfolio Asset Summary as of October 31, 2024

	Book Value	Market Value
Uninvested Balance	\$577.32	\$577.32
Receivable for Investments Sold	0.00	0.00
Accrual of Interest Income	102,668,044.49	102,668,044.49
Interest and Management Fees Payable	-128,291,561.48	-128,291,561.48
Payable for Investments Purchased	-1,201,868,106.75	-1,201,868,106.75
Accrued Expenses & Taxes	-35,369.98	-35,369.98
Repurchase Agreements	8,660,668,000.00	8,660,668,000.00
Mutual Fund Investments	1,467,085,200.00	1,467,085,200.00
Government Securities	12,294,877,958.88	12,295,576,352.17
US Treasury Bills	8,141,794,818.23	8,145,393,662.59
US Treasury Notes	1,674,811,507.31	1,674,684,816.45
Total	\$31,011,711,068.02	\$31,015,881,614.81

Market value of collateral supporting the Repurchase Agreements is at least 102% of the Book Value. The portfolio is managed by Federated Investment Counseling and the assets are safe kept in a separate custodial account at State Street Bank in the name of TexPool. The only source of payment to the Participants is the assets of TexPool. There is no secondary source of payment for the pool such as insurance or State guarantee. Should you require a copy of the portfolio, please contact TexPool Participant Services.

Participant Summary

	Number of Participants	Balance
School District	635	\$8,844,857,627.35
Higher Education	60	\$1,612,205,908.81
County	201	\$3,051,411,405.69
Healthcare	94	\$1,735,120,913.57
Utility District	942	\$4,728,034,904.19
City	510	\$8,472,815,766.95
Emergency Districts	114	\$426,823,474.17
Economic Development Districts	94	\$209,177,166.75
Transit/Toll Authorities	15	\$693,246,019.27
River/Port Authorities	18	\$325,216,248.58
Other	217	\$912,802,372.37

**Definition of Weighted Average Maturity and Weighted Average Life

WAM is the mean average of the periods of time remaining until the securities held in TexPool (a) are scheduled to be repaid, (b) would be repaid upon a demand by TexPool, or (c) are scheduled to have their interest rate readjusted to reflect current market rates. Securities with adjustable rates payable upon demand are treated as maturing on the earlier of the two dates set forth in (b) and (c) if their scheduled maturity is 397 days or less; and the later of the two dates set forth in (b) and (c) if their scheduled maturity is more than 397 days. The mean is weighted based on the percentage of the amortized cost of the portfolio invested in each period.

WAL is calculated in the same manner as WAM, but is based solely on the periods of time remaining until the securities held in TexPool (a) are scheduled to be repaid or (b) would be repaid upon a demand by TexPool, without reference to when interest rates of securities within TexPool are scheduled to be readjusted.



Daily Summary

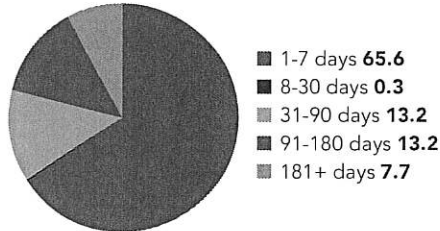
Date	Money Mkt. Fund Equiv. (SEC Std.)	Dividend Factor	TexPool Invested Balance	NAV	WAM Days	WAL Days
10/1	5.0059%	0.000137149	\$31,128,146,855.90	1.00029	26	87
10/2	5.0296%	0.000137796	\$31,049,321,079.97	1.00029	25	87
10/3	4.9710%	0.000136191	\$31,002,630,566.99	1.00026	26	86
10/4	4.9553%	0.000135761	\$30,941,301,989.14	1.00020	26	86
10/5	4.9553%	0.000135761	\$30,941,301,989.14	1.00020	26	86
10/6	4.9553%	0.000135761	\$30,941,301,989.14	1.00020	26	86
10/7	4.9417%	0.000135389	\$30,820,974,990.70	1.00019	25	84
10/8	4.9267%	0.000134977	\$30,768,579,169.88	1.00020	27	84
10/9	4.9252%	0.000134938	\$30,646,248,475.90	1.00018	30	87
10/10	4.9116%	0.000134564	\$30,480,074,451.15	1.00018	32	91
10/11	4.9073%	0.000134446	\$30,569,833,746.23	1.00015	33	92
10/12	4.9073%	0.000134446	\$30,569,833,746.23	1.00015	33	92
10/13	4.9073%	0.000134446	\$30,569,833,746.23	1.00015	33	92
10/14	4.9073%	0.000134446	\$30,569,833,746.23	1.00015	33	92
10/15	4.8929%	0.000134052	\$30,533,650,473.61	1.00018	32	90
10/16	4.9113%	0.000134557	\$30,679,767,774.81	1.00018	32	91
10/17	4.9094%	0.000134505	\$30,732,310,930.55	1.00016	32	92
10/18	4.9018%	0.000134296	\$30,642,722,097.54	1.00014	34	93
10/19	4.9018%	0.000134296	\$30,642,722,097.54	1.00014	34	93
10/20	4.9018%	0.000134296	\$30,642,722,097.54	1.00014	34	93
10/21	4.8945%	0.000134097	\$30,562,589,703.63	1.00012	33	91
10/22	4.8887%	0.000133937	\$30,577,697,797.41	1.00012	32	92
10/23	4.8922%	0.000134033	\$30,474,190,999.34	1.00011	35	93
10/24	4.8902%	0.000133977	\$30,408,620,955.74	1.00013	35	93
10/25	4.8749%	0.000133559	\$30,941,734,553.95	1.00006	35	92
10/26	4.8749%	0.000133559	\$30,941,734,553.95	1.00006	35	92
10/27	4.8749%	0.000133559	\$30,941,734,553.95	1.00006	35	92
10/28	4.8878%	0.000133912	\$30,910,902,098.37	1.00010	33	89
10/29	4.8714%	0.000133464	\$31,061,589,501.60	1.00012	35	93
10/30	4.8673%	0.000133350	\$31,036,685,141.30	1.00014	35	93
10/31	4.8617%	0.000133197	\$31,011,711,068.02	1.00013	36	93
Average:	4.9130%	0.000134604	\$30,765,880,740.05	1.00016	32	90



TEXPOOL Prime

Portfolio by Maturity (%)

As of October 31, 2024



Portfolio by Type of Investment (%)

As of October 31, 2024



Portfolio Asset Summary as of October 31, 2024

	Book Value	Market Value
Uninvested Balance	-\$437.20	-\$437.20
Receivable for Investments Sold	0.00	0.00
Accrual of Interest Income	22,609,481.11	22,609,481.11
Interest and Management Fees Payable	-56,622,013.99	-56,622,013.99
Payable for Investments Purchased	0.00	0.00
Accrued Expenses & Taxes	-20,066.40	-20,066.40
Repurchase Agreements	4,525,959,000.00	4,525,959,000.00
Commercial Paper	7,187,864,560.36	7,191,661,671.36
Mutual Fund Investments	0.00	0.00
Government Securities	0.00	0.00
Variable Rate Notes	1,637,000,000.00	1,637,557,632.95
Total	\$13,316,790,523.88	\$13,321,145,267.83

Market value of collateral supporting the Repurchase Agreements is at least 102% of the Book Value. The portfolio is managed by Federated Investment Counseling and the assets are safe kept in a separate custodial account at State Street Bank in the name of TexPool Prime. The assets of TexPool Prime are the only source of payments to the Participants. There is no secondary source of payment for the pool such as insurance or State guarantee. Should you require a copy of the portfolio, please contact TexPool Participant Services

Participant Summary

	Number of Participants	Balance
School District	169	\$4,255,447,436.76
Higher Education	19	\$1,041,619,491.21
County	54	\$951,488,291.30
Healthcare	23	\$575,013,690.99
Utility District	83	\$524,615,990.30
City	122	\$2,477,223,177.56
Emergency Districts	37	\$114,929,231.21
Economic Development Districts	24	\$53,683,118.91
Transit/Toll Authorities	10	\$1,003,943,408.39
River/Port Authorities	8	\$755,551,284.30
Other	79	\$1,562,343,657.34



TEXPOOL Prime

Daily Summary

Date	Money Mkt. Fund Equiv. (SEC Std.)	Dividend Factor	TexPool Prime Invested Balance	NAV	WAM Days	WAL Days
10/1	5.0626%	0.000138701	\$13,768,269,846.14	1.00059	41	77
10/2	5.0855%	0.000139330	\$13,773,686,006.74	1.00058	41	76
10/3	5.0407%	0.000138101	\$13,516,019,328.67	1.00059	44	80
10/4	5.0113%	0.000137295	\$13,409,409,446.41	1.00035	46	81
10/5	5.0113%	0.000137295	\$13,409,409,446.41	1.00035	46	81
10/6	5.0113%	0.000137295	\$13,409,409,446.41	1.00035	46	81
10/7	4.9966%	0.000136892	\$13,406,771,025.52	1.00039	44	79
10/8	4.9909%	0.000136738	\$13,558,975,379.81	1.00039	47	81
10/9	4.9946%	0.000136839	\$13,523,169,265.37	1.00040	47	81
10/10	4.9859%	0.000136599	\$13,481,793,858.62	1.00039	47	81
10/11	4.9792%	0.000136417	\$13,351,473,905.41	1.00020	50	82
10/12	4.9792%	0.000136417	\$13,351,473,905.41	1.00020	50	82
10/13	4.9792%	0.000136417	\$13,351,473,905.41	1.00020	50	82
10/14	4.9792%	0.000136417	\$13,351,473,905.41	1.00020	50	82
10/15	4.9786%	0.000136399	\$13,319,794,384.71	1.00037	47	79
10/16	4.9388%	0.000135309	\$13,494,928,354.45	1.00037	46	77
10/17	5.0412%	0.000138114	\$13,353,857,859.91	1.00036	46	78
10/18	4.9876%	0.000136647	\$13,294,874,452.02	1.00023	47	77
10/19	4.9876%	0.000136647	\$13,294,874,452.02	1.00023	47	77
10/20	4.9876%	0.000136647	\$13,294,874,452.02	1.00023	47	77
10/21	4.9832%	0.000136527	\$13,284,090,449.30	1.00034	49	79
10/22	4.9747%	0.000136293	\$13,274,144,247.50	1.00034	50	80
10/23	4.9750%	0.000136302	\$13,266,658,278.35	1.00031	49	79
10/24	4.9778%	0.000136378	\$13,319,362,505.06	1.00033	49	78
10/25	4.9578%	0.000135830	\$13,110,461,447.26	1.00021	51	79
10/26	4.9578%	0.000135830	\$13,110,461,447.26	1.00021	51	79
10/27	4.9578%	0.000135830	\$13,110,461,447.26	1.00021	51	79
10/28	4.9727%	0.000136237	\$13,236,131,156.30	1.00031	48	76
10/29	4.9690%	0.000136137	\$13,272,734,662.49	1.00032	47	75
10/30	4.9672%	0.000136089	\$13,296,969,235.82	1.00033	47	75
10/31	4.9731%	0.000136250	\$13,316,790,523.88	1.00032	46	74
Average:	4.9902%	0.000136717	\$13,364,976,710.56	1.00033	47	79



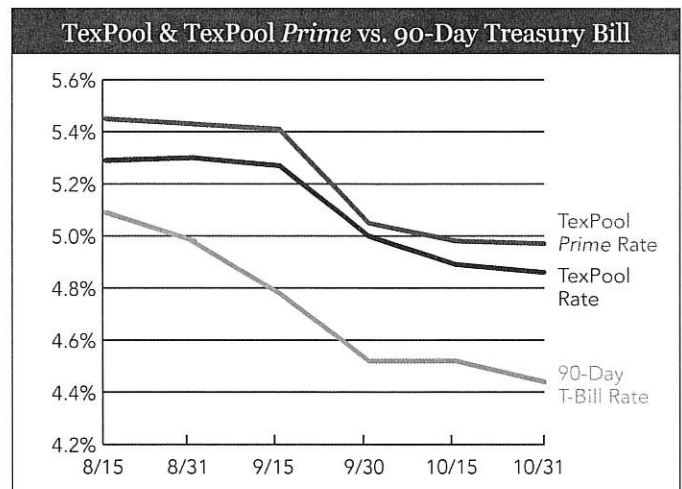
Participant Services
 1001 Texas Ave. Suite 1150
 Houston, TX 77002

September as it does from parsing of the recent data. While Fed Chair Jerome Powell probably doesn't have buyer's remorse, some policymakers seem to regret the magnitude of that reduction, based on the flurry of speeches and appearances since. Yes, the data had softened, and the markets gave them the opportunity for the large cut, but few expected the combination of a rebounding jobs market and sticky inflation. We think voters would like to skip a move next week, but the supersized slash essentially demands they do something to save credibility. But if they do lower the target range by a quarter point, which we expect, they could hold rates steady in December before easing again in January and then continuing that pattern of cut/not cut for multiple meetings.

Determining that won't be easy. The devastating hurricanes and Boeing strike clouded the October payroll report, which showed the nation added only 12,000 jobs. But the unemployment rate remained at 4.1%, indicating the labor market remains strong. Also, third quarter GDP carried the previous quarter's banner with solid 2.8% annual growth. The large 3.7% increase in consumer expenditures was an eye-opener. Spending at that level going into the holiday season should support price pressures, which might already have paused their projected descent. The September CPI and PCE reports were little changed from August readings.

Thankfully, the picture for the liquidity markets has little obscuring "snow." The longer the Fed takes to lower rates, the longer yields should remain elevated. Investors seem to be anticipating this, with inflow throughout the industry. But it is hard to tell how everything will play out. The sooner the signal improves, the better.

At the end of the month, yields on 1-, 3-, 6- and 12-month U.S. Treasuries were 4.67%, 4.55%, 4.47% and 4.29%, respectively.



90-Day Treasury Bill is a short-term debt instrument backed by the national government. These are used to collect immediate cash to meet outstanding obligations.

Any private investor can invest in a Treasury bill. The 90-Day Treasury Bill is a weighted average rate of the weekly auctions of 90-Day Treasury Bills.

Past performance is no guarantee of future results.

Tips for Preventing Financial Fraud

With cyber-crime and other social engineering attacks on the rise, TexPool offers tips, resources, and other suggestions to help protect your participating entity from potential financial fraud. Please visit the Financial Fraud Prevention page on TexPool.com to learn more.



First Public
12007 Research Blvd.
Austin, Texas 78759
800-558-8875 • firstpublic.com

Fund Performance Update

September 30, 2024

Comments by Mellon, Investment Manager

Custodian Bank: State Street Bank

Investment Managers:

*American Beacon Advisors and
Mellon Investments Corp (Dreyfus)*

The Lone Star Investment Pool Information Statement should be read carefully before investing. Investors should consider the investment objectives, risks, changes, and expenses associated with this or any security prior to investing. Investment in Lone Star Investment Pool is not insured or guaranteed by the Federal Deposit Insurance Corporation (FDIC) or any other government agency, and although Lone Star seeks to preserve the value of the investment at a fixed share price, it is possible to lose money by investing in Lone Star. For further information or for an Information Statement contact First Public at 800-558-8875. The return information is net of all current operating expenses. The return represents past performance and is no indication of future results.

US Treasury yields moved lower in September for the third month of declines. Yields fell up to 50 basis points (bps) during the month with the front-end of the curve leading the decline. The US equity markets continued to move higher as the Dow Jones Industrial Average and S&P 500 indexes reached all-time highs on the last day of September. During the month, the Dow Jones Industrial Average, S&P 500, and Nasdaq-100 indexes advanced 1.8% and 2.0%, and 2.7%, respectively. The Federal Reserve (Fed) cut the policy rate by 50 bps to a range of 4.75% to 5.0% at the September 18 Federal Open Market Committee (FOMC) meeting. The larger-than-anticipated cut (based on economists' consensus) was described as a recalibration of policy and delivered to maintain the economy's strength, according to Chair Jerome Powell. He cautioned that the market should not infer that the pace of cuts will continue at 50 bps. The Summary of Economic Projections (SEP) showed that in aggregate the Fed pencilled in two more 25-bps this year and roughly a 25-bps cut each quarter in 2025, bringing the policy rate to about 3.25 to 3.5% by 2025 year-end. Their projections see unemployment increasing to 4.4% but stabilizing at that level as growth remains at 2.0% throughout the forecast horizon. The next FOMC meeting is scheduled for November 7. The Fed funds futures market is fully pricing-in a cut of 25 bps at that meeting.

Active Participants This Month

Schools and Colleges	597
Other Governmental Entities	91
<i>Total</i>	<i>688</i>
334	

Government Overnight Fund

Return Information

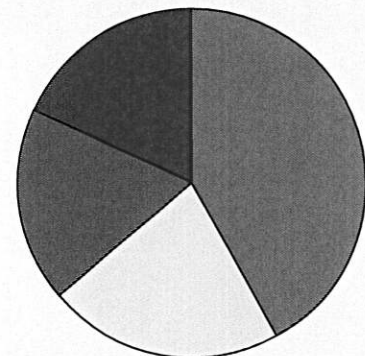
September 30, 2024

Average Monthly Return (a)	5.17%
SEC 7-day Fund Yield (b)	4.95%
Weighted Average Maturity One (c)	14 days
Weighted Average Maturity Two (c)	105 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

	Book Value	Market Value
Cash/Repo	1,327,677,706.81	1,327,677,706.81
US Treasuries	1,089,637,884.87	1,089,965,331.86
Agencies	2,462,700,204.71	2,463,524,716.40
Money Market Funds	1,078,108,949.89	1,079,108,406.50
Total Assets	5,958,124,746.28	5,960,276,161.57

Investment Distribution



Agencies	42%
Cash Repo	22%
Treasuries	18%
Money Market	18%

(a) The return information represents the average annualized rate of return on investments for the time period referenced. Return rates reflect a partial waiver of the Lone Star Investment Pool operating expense. Past performance is no guarantee of future results.

Corporate Overnight Fund

Return Information

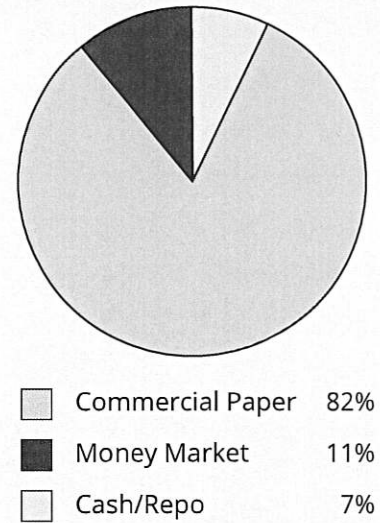
September 30, 2024

Average Monthly Return (a)	5.32%
SEC 7-day Fund Yield (b)	5.12%
Weighted Average Maturity One (c)	31 days
Weighted Average Maturity Two (c)	70 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

	Book Value	Market Value
Cash/Repo	214,404,850.28	214,404,850.28
US Treasuries	-	-
Agencies	-	-
Commercial Paper	2,499,983,384.78	2,501,526,997.08
Money Market Funds	340,659,817.70	340,659,817.70
Total Assets	3,055,048,052.76	3,056,591,665.06

Investment Distribution



(b)

$$\text{Yield} = 2 \left[\left[\frac{a-b}{cd} + 1 \right]^d - 1 \right]$$

*a - Dividend and interest income
b - Expenses accrued for the period
c - Average daily number of shares outstanding during the period that was entitled to dividends
d - Maximum offering price per share on the last day of the period*

Corporate Overnight Plus Fund

Return Information

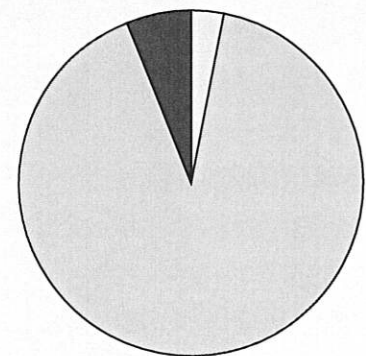
September 30, 2024

Average Monthly Return (a)	5.33%
SEC 7-day Fund Yield (b)	5.15%
Weighted Average Maturity One (c)	34 days
Weighted Average Maturity Two (c)	76 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAf/S1+

Inventory Position

	Book Value	Market Value
Cash/Repo	293,013,589.64	293,013,589.64
US Treasuries	-	-
Agencies	-	-
Commercial Paper	8,645,062,896.66	8,649,496,783.71
Money Market Funds	592,553,273.01	592,553,273.01
<i>Total Assets</i>	<i>9,530,629,759.31</i>	<i>9,535,063,646.36</i>

Investment Distribution



Commercial Paper	91%
Money Market	6%
Cash/Repo	3%

(c) The Weighted Average Maturity One calculation uses the industry standard definition of state maturity for floating rate instruments, the number of days until the next reset date. The Weighted Average Maturity Two calculation uses the final maturity of any floating rate instruments, as opined in Texas Attorney General Opinion No. JC0359.

BOARD CHECK PAYMENT RECAP
For the month ending Oct 31, 2024

ACCOUNTS PAYABLE

Skating Rink	2,532.75
Athletics	19,488.23
General Fund	1,099,888.98
Food Service	309,896.54
Bond Fund	11,027,308.83
Payroll Clearing	137,472.83
TOTAL ACCOUNTS PAYABLE*	<u>\$ 12,596,588.16</u>

PAYROLL

Skating Rink	12,165.01
General Fund	3,880,262.29
Food Service	103,781.20
Grants	157,843.15
TOTAL PAYROLL	<u>\$ 4,154,051.65</u>

WIRE TRANSFERS

Bond Payments to Computershare	-
Bond Payments to Bank of NY Mellon	-
Other Wires (land purchases)	-
TOTAL OUTGOING WIRES	<u>\$ -</u>


TOTAL DISBURSEMENTS **\$ 16,750,639.81**

*See attached Check Register

Signed:



Stacey Swanson, Accountant



Reese Briggs, COO

For the Month of October

Check Nbr	Check Date	Payee	Organization	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount
					Totals for Fund 168 / 5	2,532.75
					Totals for Fund 169 / 5	19,488.23
					Totals for Fund 199 / 5	1,063,333.26
					Totals for Fund 224 / 5	19,505.94
					Totals for Fund 240 / 5	309,896.54
					Totals for Fund 244 / 5	4,004.82
					Totals for Fund 410 / 5	10,552.66
					Totals for Fund 429 / 5	2,492.30
					Totals for Fund 699 / 5	11,027,308.83
					Totals for Fund 863 / 5	137,472.83
					Totals For Checks	12,596,588.16

Estimated Number Of Unpaid Checks To Print:

End of Report

SPLENDORA INDEPENDENT SCHOOL DISTRICT

FINANCIAL STATEMENT

November 18, 2024

THIS IS TO CERTIFY THAT THE BOARD OF EDUCATION OF THE SPLENDORA INDEPENDENT SCHOOL DISTRICT IN A MEETING WITH A QUORUM PRESENT ON THIS DATE APPROVED THE FINANCIAL STATEMENT FOR THE PERIOD ENDING October 31, 2024.

PRESIDENT

SECRETARY



**Splendoria ISD Board of Trustees
Agenda Item Information Form**

Board Meeting Date: November 18, 2024

Submitted Date: October 25, 2024

Agenda Business Items:

- Consent Agenda Item**
(Board has acted on items such as this previously)
- New Action**
(Board has not seen information previously and allows for more time to discuss)

Information Only Items:

- Presentation**
- Recognition**
- Information**

Name of Person Responsible: John Zitzmann, Chief of Police

Department or Campus: Splendoria ISD Police Department

Topic: Donation and transfer of assets from the City of Humble Police Department to the Splendoria ISD Police Department. Specifically:

- **Three (3) fully equipped black 2017 Chevy Tahoes and**
- **Sixty five (65) Tasers including eleven (11) training tasers with spare cartridges, batteries and computer downloading equipment.**

Background Information:

The Humble Police Department is retiring (3) three black 2017 Chevy Tahoes and offered these vehicles to SISD Police Chief John Zitzmann at no cost (with the understanding) all 3 vehicles were in need of engine work.

On Wednesday, October 23, 2023 all three vehicles were inspected by Chief Zitzmann, Lt. O'Farrell and two lead mechanics (Able & Alejandro) from our Transportation Department. The vehicles were found to be in very good

condition with recently rebuilt transmissions, good tires and brakes and a good suspension system. All three cars are equipped with thousands of dollars worth of installed equipment (excluding radios) but including emergency roof top light bars, front grill and tail light emergency lighting, roll bars, cages, rifle racks, computer mounting stands, custom center consoles, sirens with built in P.A.systems, rear trunk storage boxes and plastic back seats. Both lead mechanics believe they can rebuild 2 of the 3 engines at minimal cost. The engine in the third vehicle may need replacing. Both mechanics believe these vehicles would give the SISD PD several years of reliable service.

Console mounted police radios will need to be purchased and the outer markings changed to reflect the SISD PD design. Not including the cost of in-car radios, the PD has enough funding to restore these three vehicles. Additional funding is not needed. Purchased new, these vehicles would cost the district more than \$300,000.00

Furthermore, the Humble Police Department has upgraded their Tasers from the X26P to the new X10. The X26P is an excellent intermediate weapon used by many police departments across the U.S. The X26P can be used to protect our officers, students and staff members from suspects using edged weapons, impact weapons such as clubs and bats, and physically enhanced criminals. Tasers reduce the likelihood of officers resorting to deadly force. Following receipt of this equipment, in-house training will take place. Our *Use of Force* policy will be updated to include best practices in the use and deployment of tasers.

A previously owned Taser X26P retails for \$700.00 Combined, these Tasers, holsters and cartridges are valued at \$45,500.00

ATTACHMENTS

- Used Property Agreement between SISD and the City of Humble
- Picture of X26P Taser with description
- Vehicle Information Graph

Patrol	Out of Service	1GNLCDEC7H R218918	2017	Chevy	Tahoe	130-17 33	475
Patrol	Out of Service	1GNLCDEC2H R219961	2017	Chevy	Tahoe	130-17 34	476
Patrol	Out of Service	1GNLCDEC5H R220697	2017	Chevy	Tahoe	130-17 32	477



The Taser X26P is an intermediate weapon designed and used by law enforcement. It is the same innovative tool used and trusted by law enforcement agencies around the world. This means it can be effective against even the most aggressive assailants, or persons under the influence of drugs and/or alcohol. Equipped with the same quality holster used by law enforcement, the X26P is suited for both home-defense and every professional including police officers, deputy sheriffs, corrections officers, security officers, officers of the court and first responders. <https://www.accredited-safety.com/>

Superintendent's Resolutions: Recommended

**USED PROPERTY AGREEMENT BETWEEN THE
CITY OF HUMBLE, TEXAS AND SPLENDORA INDEPENDENT
SCHOOL DISTRICT**

This Agreement (“Agreement”) is made and entered into this _____ day of _____, 2024 by and between the City of Humble, Texas (“CITY”) and Splendora Independent School District (“ISD”) each acting herein by and through its duly authorized official.

The City and ISD are each local governments authorized to make this Agreement under the provisions of the Texas Interlocal Cooperation Act, Tex. Gov’t Code Ch. 791.

Section 1. The Equipment Transferred.

1.1 City agrees to transfer the following equipment to ISD:

One (1) 2017 Chevrolet Tahoe – VIN 8918

One (1) 2017 Chevrolet Tahoe – VIN 9961

One (1) 2017 Chevrolet Tahoe – VIN 0697

Sixty-Five (65) X26P Tasers – Serial Numbers:

X1300CAT9	X1300CA99	X1300CAVK
X1300CAMC	X1300C909	X1300CANN
X1300CATN	X130081P7	X1300CAFW
X1300CAW3	X1300CAWY	X1300CARV
X1300CA9P	X1300CAVC	X1300CA7P
X1300CATY	X1300CADP	X1300CAVR
X1300CANK	X1300CAMD	X1300CA6Y
X1300CATO	X130038WE	X1300C8VW
X1300CAND	X1300CATV	X1300CAHX
X1300CARY	X1300CAP1	X1300CAN9
X1300CA97	X1300CAWM	X1300CARN
X1300CADT	X1300CANP	X1300CAX2
X13005YCH	X1300CC6H	X1300CA73
X1300CATR	X1300CA71	X1300CAFP
X1300CANV	X1300CATD	X13003842
X1300CA7F	X1300CATF	X130038AS
X1300CAWC	X1300CA9A	X130038D7
X1300CA6K	X1300CATX	X130038NO
X1300CAVM	X1300CA8X	X130037Y6
X1300CARM	X130047D9	X1300CAK3
X13003851	X130038C2	X130038C4
X130038D1	X130038KN	

- 1.2 ISD represents that it is a political subdivision of the State of Texas.

Section 2. Removal of the Property; Consideration; Transfer

- 2.1 Removal of Property. At a mutually acceptable time and date, ISD will, at ISD's sole cost, expense and risk, remove the Property identified in section 1.1 (hereinafter referred to as "Equipment") from the City's offices located at 310 Bender Ave., Humble, Texas 77338 (hereinafter referred to as "Site").
- 2.2 Consideration. The consideration for the transfer contemplated by this Agreement shall be that ISD agrees to use the Equipment for public purposes, for at least six (6) months. No monetary consideration shall be due to the City under the terms of this Agreement.
- 2.3 Transfer of Title. Effective upon ISD's removal of the Equipment from the Site, City hereby transfers, assigns and conveys to ISD all of the City's right, title, and interest in and to the Equipment.
- 2.4 All costs associated with pickup, transport, refurbishing, repairing or restoring, and retitling the Equipment will be the responsibility of ISD.

Section 3. Disclaimer of Warranties; Limitation of Liability.

- 3.1 **ISD HEREBY ACKNOWLEDGES RECEIPT OF THE EQUIPMENT AND THAT ISD HAS EXAMINED THE EQUIPMENT TO INSPECT ITS CONDITION. ISD ACKNOWLEDGES AND AGREES THAT THE EQUIPMENT IS ACCEPTED ON AN AS-IS AND WHERE-IS BASIS WITH ALL FAULTS, WITH NO GUARANTEES OR WARRANTIES, EXPRESS OR IMPLIED WHETHER TO TITLE, MERCHANTABILITY, ITS CONDITION, PERFORMANCE, OR FITNESS FOR A PARTICULAR PURPOSE OR OTHERWISE.**
- 3.2 **UNDER NO CIRCUMSTANCES WILL CITY BE LIABLE TO ISD OR ANY OTHER PERSON FOR ANY DIRECT, INDIRECT, INCIDENTAL, SPECIAL OR CONSEQUENTIAL DAMAGES ARISING OUT OF OR RELATED TO THIS AGREEMENT OR THE EQUIPMENT OR ITS USE BY THE CITY OR ISD.**

Section 4. Miscellaneous Provisions.

- 4.1 Authority. Each of the persons executing this Agreement represent that he or she has full power and authority to execute this Agreement on behalf of the party that person represents.

- 4.2 Law and Venue. This Agreement shall be construed and enforced according to the laws of the State of Texas; and exclusive venue for any legal action arising under this Agreement shall lie in Harris County, Texas.
- 4.3 **Immunity. The City's execution of and performance under this Agreement will not act as a waiver of any immunity to the City to suit or liability under applicable law. The parties acknowledge that the City, in executing and performing this Agreement is a governmental entity acting in a governmental capacity. Similarly, ISD's execution of and performance under this Agreement will not act as a waiver of any immunity to ISD to suit or liability under applicable law. The parties acknowledge that ISD, in executing this Agreement is a governmental entity acting in a governmental capacity.**
- 4.4 Effective Date. This Agreement will become effective upon execution of both parties.
- 4.5 Amendment. No amendment of this Agreement will be effective until the amendment has been reduced to writing, each party has duly approved it, and is signed by the authorized representatives of the Parties. Any amendment will incorporate this Agreement in every particular not otherwise changed by the amendment.
- 4.6 Complete Agreement/Amendment. This Agreement represents a complete agreement of the parties and supersedes all prior written and oral matters related to this Agreement. This Agreement may be canceled, changed, modified or amended, in whole or in part, only by the written and recorded agreement by the City and ISD.
- 4.7 Binding Effect. This Agreement will be binding on and inure to the benefit of the Parties and their respective successors and assigns.
- 4.8 Interpretation. Each of the Parties have been represented by counsel of their choosing in the negotiation and preparation of this Agreement. In the event of any dispute regarding the interpretation of this Agreement, this Agreement will be interpreted fairly and reasonably and neither more strongly for nor against any Party based on draftsmanship.
- 4.9 Relationship of the Parties. This Agreement will not be construed as establishing a partnership or joint venture, joint enterprise, express or implied agency relationship between the parties. Neither the City nor ISD, nor their past, present or future officers, elected officials, employees or agents, assume any responsibility or liability to any third party in connection with this Agreement.
- 4.10 Severability. If any provision of this Agreement is held to be illegal, invalid or unenforceable under present or future laws, it is the intention of the Parties that

the remainder of this Agreement not be affected and it is also the intention of the Parties that, in lieu of each provision that is found to be illegal, invalid or unenforceable, a provision be added to this Agreement which is legal, valid or enforceable and is as similar in terms as possible to the provision found to be illegal, invalid or unenforceable.

- 4.11 Paragraph Headings. The paragraph headings contained in this Agreement are for convenience only and will in no way enlarge or limit the scope or meaning of the paragraphs.
- 4.12 No Third-Party Beneficiaries. This Agreement is not intended to nor shall it be interpreted to confer any rights, privileges or causes of action upon any third party.
- 4.13 Counterparts. This Agreement may be executed simultaneously in two or more counterparts, each of which will be deemed an original, but all of which will constitute one and the same instrument. A facsimile signature will be deemed to be an original signature for all purposes.
- 4.14 Other. This Agreement states the purpose, terms, rights and duties of the contracting parties, and each party represents that this contract is being funded from current revenues available, that this contract fairly compensates the parties for the expenses incurred by each, and that this contract has been approved by their respective governing bodies if applicable.

Executed on this _____ day of November, 2024.

CITY OF HUMBLE:

BY: _____
JASON STUEBE, CITY MANAGER

DATE: _____

ATTEST:

MARIA JACKSON, CITY SECRETARY

SPLENDORA INDEPENDENT SCHOOL DISTRICT

BY: _____
ALLEN WELLS
BOARD PRESIDENT

DATE: _____

ATTEST:

KIM KLEPCYK
BOARD SECRETARY



**Splendoria ISD Board of Trustees
Agenda Item Information Form**

Board Meeting Date: 11.18.24

Submitted Date: 11.13.24

Agenda Business Items:

- Consent**
(Board has acted on items such as this previously)
- New Action**
(Board has not seen information previously and allows for more time to discuss)

Information Only Items:

- Presentation**
- Recognition**
- Information**

Name of Person Responsible: Calesta House

Department or Campus: Business Department - Federal Programs

Topic: District and Campus Improvement Plans

Background Information: Title I, Part A requirement
[Cover Page for District & Campus Plans](#)

Attachments:

[District & Campus Improvement Plans Presentation](#)

Superintendent's Resolutions: Reviewed



**Splendor ISD Board of Trustees
Agenda Item Information Form**

Board Meeting Date: 11/18/24

Submitted Date: 11/13/24

Agenda Business Items:

- Consent Agenda Item**
(Board has acted on items such as this previously)
- New Action**
(Board has not seen information previously and allows for more time to discuss)

Information Only Items:

- Presentation**
- Recognition**
- Information**

Name of Person Responsible:

Department or Campus:

Topic: Resolution of the Board of Trustees of the Splendor ISD school district to allocate no more than \$2,500 to support the East Montgomery County Chamber

Background Information:

Attachments: Resolution re Chamber Sponsorship

Superintendent's Resolutions: Recommended

**RESOLUTION OF THE BOARD OF TRUSTEES
OF THE SPLENDORA INDEPENDENT SCHOOL DISTRICT**

Whereas, the Splendor Independent School District (“Splendor ISD” or the “District”) is located within the geographic boundaries of Montgomery County, Texas;

Whereas, most, if not all, Splendor ISD stakeholders partake in and contribute to the local economy in Splendor, Texas and surrounding areas within the eastern portion of Montgomery County, Texas, and therefore directly benefit from a robust local economy;

Whereas, the Greater East Montgomery County Chamber (“Chamber”) exists to support and serve the needs of local businesses and, both directly and indirectly, the needs of the surrounding communities, including those served by Splendor ISD;

Whereas, the Chamber regularly provides support and benefits to Splendor ISD, its students, parents, and faculty by way of participation in and contributions to Splendor ISD initiatives and activities; and

Whereas, like Splendor ISD, the Chamber relies on financial and non-financial support from local donors in order to continue its mission of service to the local community;

Whereas, Splendor ISD desires to support this shared commitment to Eastern Montgomery County by way of participating in and sponsoring certain Chamber events in the same way that private businesses do;

Whereas, Splendor ISD’s participation in Chamber events allows Splendor ISD to access valuable information provided to the local business community and to maintain relationships with local business owners who are or may become donors to Splendor ISD initiatives;

Whereas, the Splendor ISD Board of Trustees (the “Board”) finds that limited financial and non-financial contributions to the Chamber would serve the public purpose of enriching the communities Splendor ISD serves and surrounding communities where many Splendor ISD students and faculty members live and would enable the District to participate in the surrounding business community;

Whereas, the Board finds that not contributing to and participating in Chamber events and activities would serve to exclude Splendor ISD from receiving valuable information about the community and deprive Splendor ISD of the many opportunities created by the Chamber to connect with business owners who support or may support Splendor ISD in the future;

Whereas, section 11.151 of the Texas Education Code gives the Board the exclusive power and duty to govern and oversee the management of the public schools of the District; and

Whereas, the Board finds that the expenditure of limited financial and non-financial resources by way of sponsorship of and participation in Chamber events serves a public purpose and is therefore appropriate and necessary in the conduct of the public schools of the District pursuant to section 45.105(c) of the Texas Education Code.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD:

1. All the above referenced paragraphs are incorporated into and made a part of this resolution; and
2. The Board authorizes the Superintendent or designee to expend financial resources in an amount not to exceed \$2,500 per fiscal year for the sole purpose of sponsoring or participating in those Chamber events and activities that are either (1) designed to provide valuable information about the community to participants; or (2) designed to raise funds for the Chamber’s continued enrichment of the local community; and
3. The Board authorizes the Superintendent or designee to make nonmonetary District resources and facilities, excluding motor-operated vehicles, available to the Chamber for use during or in preparation for those Chamber events and activities described in paragraph 2 above. This authorization does not extend to expendable resources such as food products, school supplies, building supplies/materials, etc., unless the items are treated as in-kind donations that are deducted at retail value from the total amount of permissible financial donations set forth in paragraph 2 above. Any authorization for the use of District resources and/or facilities pursuant to this paragraph shall be exercised at the Superintendent’s discretion and shall be memorialized in a memorandum of understanding or similarly binding agreement that is prepared by Splendoria ISD’s legal counsel prior to execution. Furthermore, any authorization for the use of District resources pursuant to this paragraph shall not interfere with the District’s use of the resources for any school-sponsored or school-related event or activity; and
4. The Superintendent shall personally attend and/or send a delegate, who shall be a member of the Splendoria ISD Administration, to participate in any and all events sponsored by District funds or resources as set forth in paragraphs 2–3 above; and
5. The Superintendent shall report periodically to the Board on actions taken pursuant to the authorizations provided by this resolution and the total amount expended.

Approved the _____ day of _____, 2024.

ATTEST:

By _____
Allen Wells
Board President
Splendoria ISD

By _____
Kim Klepcyk
Board Secretary
Splendoria ISD



**Splendor ISD Board of Trustees
Agenda Item Information Form**

Board Meeting Date: November 18, 2024

Submitted Date: November 12, 2024

Agenda Business Items:

- Consent Agenda Item**
(Board has acted on items such as this previously)
- New Action**
(Board has not seen information previously and allows for more time to discuss)

Information Only Items:

- Presentation**
- Recognition**
- Information**

Name of Person Responsible: Darcas Moody

Department or Campus: Transportation

Topic: Upgrade the current radio system for the Safe Cycle 2 Grant

Background Information: We have recently received quotes from three vendors: HCI, Bearcom and Texas Bigfoot- Digital 2 Way. After reviewing the proposals, we found the following:

HCI better aligned with our department's needs of replacing 36 radios and would not cost the district an annual air time fee.

Attachments: HCI quote for replacement of 36 radios and converting our current equipment from analog to digital waves.

Superintendent's Resolutions: Recommended



Sales Quote

Headquarters:
1105 Industrial Blvd.
Sugar Land, TX 77478
Phone: 281-491-1616
Fax: 281-491-1727

Dallas Branch:
11407 Goodnight Ln.
Dallas, TX 75229
Phone: 972-247-4901
Fax: 972-247-8389

www.hciconnects.com

Remit to: HCI, 1105 Industrial Blvd, Sugar Land, TX 77478-2833

Customer	Date	Quote #
6403	10/18/2024	QUO235832
Customer Contact Name		
ABEL VEGA		
Contact Phone		
281-689-4322		

Bill To	Ship To
ATTN: DARLA BAKER SPLENDORA ISD 23419 FM 2090 SPLENDORA TX 77372 United States	ATTN: ABEL VEGA SPLENDORA ISD - TRANSPORTATION DEPARTMENT 26271 FM 2090 SPLENDORA TX 77372 United States

Sales Rep	Quote Expires On	Payment Terms	PO # / Ref. #
Jesse Flores	11/17/2024	Net 30	
Sales Rep Email	Project	Shipping Method	
jessef@houstoncommunications.com		HCI Service Truck	

Order Notes

ABEL VEGA
 281.689.4322
 GPS - DONOR MOBILE (NO IP CONNECTIVITY)
 OPTION 2

Ln	Item	Quantity	Units	Description	Unit Price \$	Ext. Price \$
1				GPS SMARTPTT - DONOR RADIO (NO IP CONNECTIVITY) OPTION 2		
2	HCI-MISC	1	EA.	SPTTE0001 SmartPTT Enterprise SmartPTT Enterprise standard features include voice dispatching, voice recording, event logging, emergency management, GPS location, texting, SMS, email gateway, Job Ticketing, cross-patching, and more. Optional features include telephone interconnect. indoor location, mobile application, radio network monitoring, web client, and system bridging. Control station connectivity.	3,800.00	3,800.00
3	HCI-MISC	65	EA.	SPTTL0100 - Subscriber License (per 1	78.00	5,070.00

Need to Finance This Order:	Credit Card Surcharge:
Visit the following link for HCI's finance calculator and to submit a lease-credit application: Call your HCI Representative Today to Discuss your Finance Options!	Credit Card Payments Will Incur an added 3% Surcharge

HCI Is Your National Source For:
 2-Way Radios - Security Cameras - Access Controls - Networks -
 In-Building Signal Boost - Business VOIP Telephony

Signature: _____ Date: _____
 Printed Name: _____

Customer	Date	Quote #
6403	10/18/2024	QUO235832

Ln	Item	Quantity	Units	Description	Unit Price \$	Ext. Price \$
4				license) OPTION 2 - DONOR RADIO (NO IP CONNECTIVITY)		
5	AAM28TRC9RA1AN	1	EA.	XPR5350e UHF (450-512MHZ) 40W 32CH DIGITAL MOBILE RADIO STANDARD MICROPHONE, MOUNTING BRACKET, AND POWER CABLE	1,014.00	1,014.00
6	SEC-1212	1	EA.	POWER SUPPLY 12 AMP SWITCHING DC	150.00	150.00
7	PMKN4010	1	EA.	PROGRAMMING CABLE	60.00	60.00
8	HCI-MISC	4	EA.	FOUR ADDITIONAL YRS OF ANNUAL UPDATES & SUPPORT IPSC CONNECTIVITY	1,027.00	4,108.00
9				PC HARDWARE FOR GPS (OPTIONAL)		
10	HCI-MISC	1	EA.	SPTTSP002Computer Speakers	190.00	190.00
11	HCI-MISC	1	EA.	SPTTPC001Tower PC, i7 Core processor, 16 GB RAM, 256 GB HD	2,200.00	2,200.00
12	HCI-MISC	1	EA.	SPTTPCM0124" PC Monitor	371.19	371.19
13	HCI-MISC	1	EA.	REQUIRED SPIOSS03Remote Technical Services: Includes one day of remote SmartPTT implementation.	3,400.00	3,400.00
14				The customer can also provide their own hardware provided it meets the specs listed in our SmartPTT System Requirements Guide> LINK:		

Need to Finance This Order:

Visit the following link for HCI's finance calculator and to submit a lease-credit application:
[Call your HCI Representative Today to Discuss your Finance Options!](#)

Credit Card Surcharge:

Credit Card Payments Will Incur an added 3% Surcharge

HCI Is Your National Source For:

2-Way Radios - Security Cameras - Access Controls - Networks - In-Building Signal Boost - Business VOIP Telephony

Signature: _____ Date: _____

Printed Name: _____

Customer	Date	Quote #
6403	10/18/2024	QUO235832

Ln	Item	Quantity	Units	Description	Unit Price \$	Ext. Price \$
15				https://dl.smartptt.com/0912/r/enterprise-system_requirements-en.pdf UPGRADE TO XPR5350E (36)		
16	AAM28TRC9RA1AN	36	EA.	XPR5350e UHF (450-512MHZ) 40W 32CH DIGITAL MOBILE RADIO STANDARD MICROPHONE, MOUNTING BRACKET, AND POWER CABLE	1,014.00	36,504.00
17	LABOR	1	EA.	LABOR FOR INSTALLATION REPROGRAMMING, FOR REPEATER & BUSES *CHECKING INTEGRITY OF ALL COAX, PWR CABLES, CONNECTORS DURING PROGRAMMING	4,234.00	4,234.00
18				REPLACEMENT PARTS (COAX, CONNECTORS, ANTENNAS) WILL BE PROVIDED ON A CASE BY CASE BASIS AND A SEPARATE SERVICE ORDER WILL BE PROVIDED		

Need to Finance This Order:

Visit the following link for HCI's finance calculator and to submit a lease-credit application:
[Call your HCI Representative Today to Discuss your Finance Options!](#)

Credit Card Surcharge:

Credit Card Payments Will Incur an added 3% Surcharge

HCI Is Your National Source For:

2-Way Radios - Security Cameras - Access Controls - Networks - In-Building Signal Boost - Business VOIP Telephony

Subtotal	61,101.19
Shipping Est. (HCI Service Truck)	0.00
Total	\$61,101.19

Signature: _____ Date: _____

Printed Name: _____





**Splendoria ISD Board of Trustees
Agenda Item Information Form**

Board Meeting Date: November 18, 2024

Submitted Date: November 13, 2024

Agenda Business Items:

- Consent Agenda Item**
(Board has acted on items such as this previously)
- New Action**
(Board has not seen information previously and allows for more time to discuss)

Information Only Items:

- Presentation**
- Recognition**
- Information**

Name of Person Responsible:

Allen Painter

Department or Campus:

Splendoria High School

Topic:

Student Council Out of State Travel

Background Information:

Student Council has the opportunity to attend an advanced leadership academy workshop at Walt Disneyland in Anaheim, California. This is a great opportunity to build leadership skills while strengthening the relationships in the student organization.

Attachments:

Superintendent's Resolutions:

I recommend we approve the out of state travel request for the SHS Student Council to attend the Disney Advanced Leadership Workshop.

Student Council

Student Council
Brittany Lara

Disney Advanced Leadership

8-11 February 2025

OVERVIEW

Splendor Student Council would like to attend a new multi-day advanced leadership workshop at Walt Disneyland in Anaheim, California during February Break.

GOALS

1. Instill leadership skills and values in Student Council members and officers.
2. Establish and refine Student Council goals with new leadership skills.
3. Strengthen relationships within the student organization through team building activities.
4. Reward hardest working members with a trip that will benefit both personal and organizational leadership skills.

SPECIFICATIONS

Disney's Approach to Leadership Excellence is a multi-day onsite course at Walt Disneyland in Anaheim, California. This is an advanced leadership workshop through Disney Institute, and more specific information can be found on Disney's website, [here](#).

We would attend this Leadership Workshop to learn new leadership skills we have not already developed. Students attending will cultivate better leadership skills, identify their personal drive, and understand their strengths and weaknesses to improve upon being a leader. These are all important values that each member must hold in order to better function as a successful organization in Splendor High School. We will invite all officers and members that hold serious potential to be officers in the future. These include:

Student List

1. Madison Bishop - President
2. Bree'Anna Dunne - Vice President
3. SaMia Dunham - Secretary
4. Aide Vargas - Treasurer
5. Myranda McCully - Historian
6. Abraham Capps - Reporter
7. Gary Hunt - Parliamentarian
8. Nicholas Kunkel- Social Media

9. Caesar Barbosa
10. Julianna Lucio
11. Jaslyn Gaviria
12. Brooke Baugh
13. Ivan Morales
14. Karla Roman
15. Jonathan Huerta
16. Fernando Lopez
17. Anthony Urbina
18. Crystal Helguera
19. Jasmine Pena
20. Lucita V

Student Council will cover the cost of the plane tickets. Students will be responsible for the hotel, Disney ticket/workshop, and city transportation.

STUDENTS PRICING: Please have all fees paid by due dates!

Due Date:	Item:	Price
11/18/24	Disney ticket w/workshop (\$40)	\$400 (non refundable)
1/31/25	Hotel	\$200
2/6/25	Shuttles (Airport and Anaheim transportation around city)	\$56 (roundtrip/unlimited rides)
2/6/25	Spending money (food/souvenirs)	\$400 (recommended)
	Total for one person:	\$1,056



**Splendoria ISD Board of Trustees
Agenda Item Information Form**

Board Meeting Date: November 18, 2024

Submitted Date: November 13, 2024

Agenda Business Items:

- Consent Agenda Item
(Board has acted on items such as this previously)
- New Action
(Board has not seen information previously and allows for more time to discuss)

Information Only Items:

- Presentation
- Recognition
- Information

Name of Person Responsible:

Department or Campus:

Topic: Reorganization of Board

Background Information:

Attachments:

Superintendent's Resolutions: Recommended



**Splendoria ISD Board of Trustees
Agenda Item Information Form**

Board Meeting Date: November 18, 2024

Submitted Date: November 13, 2024

Agenda Business Items:

- Consent Agenda Item
(Board has acted on items such as this previously)
- New Action
(Board has not seen information previously and allows for more time to discuss)

Information Only Items:

- Presentation
- Recognition
- Information

Name of Person Responsible:

Department or Campus:

Topic: Reaffirm Board Code of Ethics

Background Information:

Attachments: Policy BBF Local

Superintendent's Resolutions: Recommended

As a member of the Board, I shall promote the best interests of the District as a whole and, to that end, shall adhere to the following ethical standards:

**Equity
In Attitude**

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.

**Trustworthiness
In Stewardship**

- I will be accountable to the public by representing District policies, programs, priorities, and progress accurately.
- I will be responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of District resources.
- I will make no personal promise or take private action that may compromise my performance or my responsibilities.

**Honor
In Conduct**

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

**Integrity
Of Character**

- I will refuse to surrender judgment to any individual or group at the expense of the District as a whole.
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will not disclose information that is confidential by law or that will needlessly harm the District if disclosed.

**Commitment
To Service**

- I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the Superintendent.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.

**Student-Centered
Focus**

- I will be continuously guided by what is best for all students of the District.



**Splendoria ISD Board of Trustees
Agenda Item Information Form**

Board Meeting Date: November 18, 2024

Submitted Date: November 13, 2024

Agenda Business Items:

- Consent Agenda Item
(Board has acted on items such as this previously)
- New Action
(Board has not seen information previously and allows for more time to discuss)

Information Only Items:

- Presentation
- Recognition
- Information

Name of Person Responsible:

Department or Campus:

Topic: Approve Board Reports/Activities Calendar, Board Meetings Calendar and Board Operating Procedures Manual (Leadership Guidelines)

Background Information:

Attachments: Board Reports/Activities Calendar, Board Meetings Calendar and Board Operating Procedures Manual (Leadership Guidelines)

Superintendent's Resolutions: Recommended

Board of Trustees Annual Reports Calendar

****Subject to Change****

JANUARY

- Board Appreciation Month
- Regular Meeting
- Budget Workshop
- Campus Spotlight - PCE
- Balanced Scorecard Update
- Review Investment Policies
- District Calendar for Upcoming Year

FEBRUARY

- Regular Meeting
- Balanced Scorecard Update
- Good Governance Check
- Administrators Contracts

MARCH

- Regular Meeting
- Budget Workshop
- Campus Spotlight - GLE
- Balanced Scorecard Update
- Professional Non-Administrative Employees' Contracts

APRIL

- Regular Meeting
- Balanced Scorecard Update
- Property Tax Exemptions
- R.B. Tullis Award Nominations
- Teacher Contracts

MAY

- Regular Meeting
- Budget Workshop
- Campus Spotlight - PWE
- Balanced Scorecard Update
- Graduation
- Employee Compensation Plan/Stipends and Employer Contribution for Benefits
- Set Date for Public Hearing for Proposed Budget
- TASB Advocacy Priorities & Resolutions
- R.B. Tullis Presentation

JUNE

- Public Hearing for Proposed Budget
- TASB Summer Leadership Conference
- Regular Meeting
- Board Workshop
- Balanced Scorecard Update
- Superintendent Contract & Evaluation
- Bank Depository (renewal every two years)
- Student Handbook and Code of Conduct
- Employee Handbook
- Annual Acceleration Report

JULY

- Regular Meeting
- Balanced Scorecard Update
- Set Date for Tax Rate Public Hearing
- Review Board Self Evaluation

AUGUST

- Public Hearing to Adopt Budget/
Tax Rate
- Regular Meeting
- T & L Update/Budget Workshop
- Balanced Scorecard Update
- Adopt Budget/Tax Rate
- Call for Election/Election Items
- Certification of Appraisal Roll, Excess Collections, and Debt Service Collection Rate
- PDAS Calendar and Appraisers

SEPTEMBER

- Regular Meeting
- Operations Update/Budget Workshop
- Campus Spotlight - SJH
- Balanced Scorecard Update
- Future Ready Update

- Good Governance Check
- Board Goals Progress Update
- Campus Improvement Plans
- District Improvement Plans
- Annual Financial Audit

OCTOBER

- Public Hearing for FIRST
- Regular Meeting
- Balanced Scorecard Update

- TASB Annual Convention
- Campus Spotlight - TLE
- Report Board CE Hours

NOVEMBER

- Election
- Canvass Election
- Regular Meeting
- Team of 8 Good Governance/Budget Workshop
- Balanced Scorecard Update
- Oath of Office/Reorganization of Board

- Reaffirmation of Board Code of Ethics
- Review Board Meeting Calendar
- Review Board Reports Calendar
- Review Board Operating Procedures Manual
- Set Date For Community Review of Goals, Vision, & Mission Statement (every 3 years)

DECEMBER

- Christmas Open House
- Regular Meeting
- Good Governance Check
- Campus Spotlight - SHS

- Balanced Scorecard Update
- District Holiday Card Winner

2024-2025 BOARD MEETINGS CALENDAR

DECEMBER 16, 2024

Monday, Regular meeting 6:00 pm

JANUARY 21, 2025

Tues, January 21 - Regular Meeting 6:00 (Please note that Monday, January 20 is a District holiday.)

FEBRUARY 24, 2025

Monday, Regular meeting 6:00 pm

MARCH 17, 2025

Monday, Regular meeting 6:00 pm

APRIL 28, 2025

Monday, Regular meeting 6:00 pm

MAY 19, 2025

Monday, Regular meeting 6:00 pm

JUNE 16, 2025

Monday, Regular meeting 6:00 pm

Splendoria Independent School District
Governance Team Guidelines & Operating Procedures

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Introduction

Governance Team Guidelines & Operating Procedures (hereinafter referred to as ‘the document’) defines the “partnership” between the superintendent and board members to a great extent. It clarifies expectations for one another, as well as responsibilities for practices and issues that are anticipated to occur on a frequent basis. It does not attempt to cover all potential scenarios as the document is meant to be a brief reference guide for each member of the team. Just like a partnership in the business world, each individual wants to know what he or she is responsible for accomplishing in order for the organization to be successful.

The *Governance Team* in Splendor ISD will operate more effectively and efficiently if the expectations for “how we will function as a team” are clearly defined. *Governance Team Guidelines & Operating Procedures* is based on practice, not theory. It is also a “living document” in that it should be reviewed annually and modifications should be made at the pleasure of the Governance Team and the needs of the district. A good time to review this document is after each school board election as it is an excellent tool for new board member orientation.

The update and development of *Governance Team Guidelines & Operating Procedures* assures a common understanding among members of the Governance Team and provides an excellent foundation for new Board member orientation as it provides district and Board member responsibilities. Additionally, the document will describe the mode of operation of the Governance Team to new, district level administrative staff. The document should be reviewed periodically to ensure it accurately reflects the expectations of the Governance Team and that its contents reflect actual practices of the team and individual members.

Governance Team Members

Dr. Jeff Burke	Superintendent
Allen Wells	President
Dan Muirhead	Vice President
Kimberly Klepcyk	Secretary
Barry Welch	Assistant Secretary
Jason Sessum	Member
Brandon Fry	Member
Jennifer Stewart	Member

Board Organization, Duties, and Responsibilities

Organization

At the first meeting following school board elections, an agenda item will be placed to disband the present Board and select new officers. Nominations and voting must take place in open session.

The Board shall elect a President, Vice-President, Secretary, and an Assistant Secretary, who shall be members of the Board. Officers shall be elected by plurality vote of the members present and voting. Board officers shall serve for a term of one year or until a successor is elected. Officers may succeed themselves in office. A vacancy among officers of the Board shall be filled by a majority action of the Board.

Typically the selection of officers will follow the outline below:

- Motion made, seconded, and passed to disband the current board and appoint the Superintendent as temporary chairperson.
- The Superintendent then asks the Board for nominations for the office of Board President.
- After nominations have ceased, the Superintendent then calls for the vote, with the selection being made by majority vote of those members present.
- The Superintendent then turns the chair to the newly elected President. The President then conducts the election of the Vice-President using the same nominating and voting process. The same procedure is then used for the Secretary position and then the Assistant Secretary position.

Duties

President:

The legal duties and powers of the Board President are described in detail in policy BDAA Legal. He/she also has the right to discuss, make motions and resolutions, and vote on all matters coming before the Board. The Board President also appoints all Board committees, unless otherwise provided by policy or Board consensus.

Vice-President:

The Board Vice-President shall act in the capacity and perform the duties of the Board President in the event of the absence or incapacity of the president and will perform other duties as prescribed by the Board.

Secretary:

The Secretary of the Board shall keep or cause to be kept, an accurate record of the proceedings of each board meeting and will send, or cause to be sent, notices of board meetings. In the absence of the President and Vice-President of the Board, the Secretary shall call the meeting to order and conduct the election of a president pro tem. The Secretary will also perform other duties as directed by the Board.

Assistant Secretary:

The Assistant Secretary of the Board shall act in the capacity and perform the duties of the Secretary of the Board in the event of the Secretary's absence.

Responsibilities

In addition to the responsibilities of Board Officers listed above, Policy BAA Legal provides an overview of key Board responsibilities. Key responsibilities are briefly described as follows:

- Review and adopt the district's vision and mission statements (August)
- Conduct an annual evaluation of the superintendent (January)
- Conduct an annual board self-evaluation (May)
- Approve district goals (March)
- Review and adopt the annual district budget (June)

SISD related policies: (BEC Legal) (BDAA Local)

Board Essential Roles (See insert on next page)

Board Meetings

Board Meeting

Meeting Day of the Week/Times

- A. Regular meetings of the Board shall normally be held on the third Monday of each month at 6:00 p.m. When determined necessary and for the convenience of Board members, the Board President may change the date, time, or location of a regular meeting with proper notice.

Agenda

- A. In consultation with the board president, the superintendent shall prepare the agenda for all board meetings. The deadline for including board agenda items for regular meetings will be the fifth business day prior to the board meeting. On request in writing of any board member, an agenda item may be included on the board agenda. If the agenda item has been acted upon within the previous twelve months, two board members are needed to request that it be placed on another board agenda.
- B. The draft agenda may include items from the board agenda calendar as scheduled in advance by the Board of Trustees as well as actions required by law. Before the agenda is finalized, the superintendent will consult with the board president for approval of the final agenda.
- C. The consent agenda may include items listed below and action may be taken with a single vote without discussion. Placement of items on the consent agenda will be done at the discretion of the superintendent and board president. At the board meeting, any board member may ask questions or discuss a consent agenda item by asking the board president to remove it from the consent agenda for the purpose of giving the item individual consideration. The board president will allow discussion on any item requested for removal from the consent agenda by a board member.

Examples of Consent Agenda Items

1. Minutes of regular and special board meetings
2. Acceptance of financial reports
3. Routine bid recommendations in alignment with district policy
4. Approval of personnel contracts that comply with district policy
5. Requests to use district facilities
6. Routine, non-controversial items

7. Board policy updates

The above items are examples only. Not all topics listed may be included as part of the consent agenda.

SISD related policies:

BE (LEGAL) BE (LOCAL) BJA (LOCAL)

Items Eligible for Executive Session

- A. 551.071. Consultation with attorney. A governmental body may conduct a private consultation with its attorney when the government body seeks advice about pending or contemplated litigation, a settlement offer, or any of the appropriate exceptions listed for an executive session. Example: Discussing a real estate transaction with an attorney.

- B. 551.072. Deliberation regarding real property. A governmental body may conduct a closed meeting (executive session) to deliberate the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the position of the governmental body.

- C. 551.074. Personnel matters. An executive session may be conducted to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee. Also, to hear a complaint or charge against an employee unless the employee who is the subject of the charge or complaint requests an open meeting or hearing to hear the complaint.

- D. 551.076. Deliberation regarding security devices. A governmental body may deliberate the deployment of security personnel or devices in an executive session.

- E. 551.0821. Personally identifiable information about public school student. Deliberation concerning a student in which personally identifiable information is discussed will be held in executive session – even if the student’s name is not mentioned in the deliberation.

- F. 551.084. Exclusion of witness from hearing. A governmental body that is conducting a hearing may exclude a witness from the hearing while another witness is testifying.

- G. 551.073. Prospective gift. The governmental body may conduct an executive session to deliberate a negotiated contract for a prospective gift or donation if deliberation in an open session would have a detrimental effect.
- H. Ed. Code 39.030. The Board of Trustees shall conduct an executive session to discuss or adopt individual assessment instruments or assessment instrument items.
- I. 418.183. Emergency management – homeland security. Issues related to 418.175 in the Government Code are exempted from the open meeting requirement; however, a tape recording of the proceedings should be made.
- J. 551.087. Economic development. Deliberations concerning the offer of financial incentives for companies to locate in the school district may be held in executive session.

SISD related policies:
 BEC (LEGAL) DCE (LEGAL) GF (LEGAL)

Notice of Meetings

Members of the Board shall be given notice of regular and special meetings on Thursday prior to regularly scheduled Monday Board Meetings. Notice for special meetings will be at least 72 hours prior to the scheduled time of the meeting and at least two hours prior to the time of an emergency meeting.

The district shall provide special notice of each meeting to any news media that has requested notification. When an emergency meeting is called or an emergency item is added to an agenda, the district shall notify any news media that have previously requested special notice of all meetings. (BE Legal)

Executive Session/Closed Meetings

Notice of all meetings shall provide for the possibility of a closed meeting during an open meeting, as provided by law. (BEC Legal)

For each closed meeting, except for consultations with its attorney, the board shall keep a certified agenda of the proceedings. The presiding officer and secretary shall certify that the agenda is a true and correct record of the proceedings. (BEC Legal) Board members must limit discussion to those items specified in the closed session.

No voting or polling of members is allowed in closed session. A final decision, or vote must take place in an open meeting. (BEC Legal)

No board member or other participant in a closed meeting shall, without lawful authority, disclose to a member of the public any deliberations made in a closed session.

Board Meetings/Audience Participation

Participants must have signed up prior to Board Meeting start time. At regular Board meetings, the Board shall permit public comment, regardless of whether the topic is an item on the agenda posted with notice of the meeting. At all other Board meetings, public comment shall be limited to items on the agenda posted with notice of the meeting. Participation is limited to three minutes to make comments to the Board, unless the participant requires the use of a translator, in which case participation is limited to six minutes. The Board will only consider complaints that remain unresolved after being addressed through proper administrative channels and when they have been placed on the agenda. The Board of Trustees shall not deliberate, respond, or make decisions regarding any subject that is not included on the agenda that is posted.

Board Member Preparation for Meetings

- A. The Superintendent will ensure that all information needed for informed decision-making is supplied to each Board member in agenda information delivered four days prior to the regular board meeting. The agenda and support materials will be provided electronically unless a request is made for a written copy. If a written copy is requested, Board members are asked to discuss delivery options at the time of the request.

- B. Each Board member will prepare for the Board meeting by studying the agenda and support materials and asking clarifying questions of the Superintendent at least one day in advance of the meeting if possible. While it is likely that questions often result as part of the discussion of an agenda item, when a Board member knows that he/she will have a specific question it is appreciated if that question is asked prior to the meeting.

Board Member Questions Concerning the Agenda

- A. Board members are encouraged to ask for information from the Superintendent at least one day prior to the Board meeting. This will allow time for appropriate research, if needed.

- B. Any questions about agenda items or requests for additional information prior to the board meeting will be directed to the Superintendent. The Superintendent or his/her designee for that particular agenda item will respond to the Board member and an electronic copy of the question and response will be provided to all Board members.

- C. The Superintendent will determine if the information requested is readily available or will require additional time to gather or research. If additional time is needed the

Superintendent and the Board member will agree upon an appropriate time frame in which the information will be provided.

- D. If a written summary or report is requested, the Superintendent will present a copy of it to each Board member.
- E. Even when information about agenda items is provided in advance or Board members receive answers to specific questions prior to the Board meeting; they are not prohibited from discussing or asking additional questions during the Board meeting.
- F. Board members seeking information during the Board meeting should ensure that the question pertains to agenda items.

Exhibiting Professionalism and Courtesy in Board Meetings

Board members shall observe and adhere to parliamentary procedures according to *Robert's Rules of Order, Newly Revised* and the Board President will ensure that discussion is related to the agenda item being addressed.

The Board President may recognize Board members prior to comments being given about an agenda item, particularly if several members wish to speak to the item.

Professional courtesy will be extended to all members of the Governance Team, school district staff, and visitors to the Board meeting.

Communication

Governance Team Communication

- A. The Superintendent will communicate with each Board member via weekly reports (emails) that will include information such as:
 - 1. District events
 - 2. Progress reports on Board goals and directives
 - 3. Follow-up reports in answer to Board member questions
 - 4. Information or reports requested by a Board member
 - 5. General program updates
- B. The Superintendent will communicate requested information to all Board members in as timely a manner as possible without interfering with the regular conduct of district business.

- C. The Superintendent will meet with the Board President as needed, or communicate by telephone or electronic means to inform him/her of district issues that may need to come before the Board for discussion or action.
- D. Board member phone calls to the Superintendent will be returned during the same day if at all possible.
- E. Board members may communicate with other individual members for purposes of asking questions, clarifying information, or socializing under circumstances that do not conflict with or circumvent the Texas Open Meetings Act.
- F. Board members may not communicate with other individual members for purposes of soliciting votes in support of or opposition to items of business that may come before the Board.
- G. Board members who wish to share information relevant to district business or issues before the Board will relay the information to the Superintendent for distribution to all members in his/her weekly reports.

Splendora ISD related policies: BE (LEGAL)	BJA (LOCAL)
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Board Member Requests for Information Not Related to Meeting Agendas

- A. Board members will contact the Superintendent to request information about the school district or Board of Trustee business.
- B. The Superintendent, at his/her discretion, may refer the Board member to a staff person with direct knowledge about the information requested.
- C. The Superintendent will determine if the information requested is readily available or additional time is needed to gather information or research the issue.
- D. If the information is available, the Superintendent will provide it to the requesting Board member.
- E. If a written response is provided, a copy of the information will be provided to each Board member.

- F. If the Superintendent determines that the request is unreasonable and will divert staff time or attention from Board priorities, the Superintendent or the requesting Board member may ask the Board President to place the request on a meeting agenda. The requesting Board member may then ask if a majority of the Board wishes to direct the Superintendent to generate a report to include the requested information.

Board Member Contact with Campuses

- A. Board members are encouraged to attend as many school events as their time and schedule permits.
- B. Board members will check in with the principal’s office when he/she arrives at a campus during the school day, as per guidelines for all visitors to campuses.
- C. Board members will not go into classrooms or other areas on campus for the purposes of conducting personnel evaluations or investigations.
- D. Board members may not give direction to any staff or student except when immediate safety or liability is an issue.
- E. While Board members have no authority when not at the board table, as individuals, it is sometimes difficult for staff members to see them as ordinary parents, therefore;
 - a. When visiting with teachers of their own children, Board members should make it clear that they are acting as parents rather than as a member of the Board.
 - b. Board members will not request or accept extraordinary consideration for themselves or their children.
- F. Board members will not ask district employees for extraordinary consideration for anyone.

Splendor ISD related policies:	
GKA (LEGAL))	BBF (LOCAL)

Response by Board Members to Community Member or Employee Complaints

- A. Listen briefly and respectfully; remain impartial
- B. Ask if the complainant has followed the complaint procedure (following the “chain of command”) outlined in district policy

- C. Remind the complainant of the Board’s responsibility to remain impartial regarding complaints that may ultimately be brought to the Board on appeal.
- D. If the complainant does not know the district’s complaint procedures or “chain of command,” the Board member should provide the following information:
 - a. The complainant must first discuss the problem with the authority closest to the problem. In most cases this is the immediate supervisor if it is an employee or the principal if it is a campus issue.
 - b. If the complainant is not satisfied with the resolution, he/she may file a formal grievance according to procedures outlined in policy for students and parents, employees, or community members.
 - c. If the complainant is not satisfied with the resolution offered through the formal complaint process, the complainant may appeal to the next level of authority as outlined in policy.
 - d. When all levels of administrative appeal have been exhausted without satisfaction by the complainant, he/she may appeal the complaint to the Board of Trustees according to procedures outlined in policy. The Board President will place the complaint on the agenda for presentation to and discussion by the Board.
 - e. The Board may uphold the decision of the Superintendent or designee regarding the complaint, overturn it, offer an alternative solution, or the Board may take no action.
 - f. Complaints regarding an individual will be heard in closed session unless specific law or local policy provides otherwise.
- E. Board members should inform the Superintendent of all relevant complaints from staff and community. If requested by the Board member forwarding the request, the Superintendent will notify the individual Board member as to the resolution of the complaint.

SISD related policies:			
DGBA (LOCAL)	FNG (LOCAL)	GF (LOCAL)	BBF (LOCAL)

Communicating with the Community and/or Personnel

- A. Board members are encouraged to participate in community activities. When doing so, Board members may choose to provide information and/or respond to questions based on the following:

- a. Relay information about district goals or other district information the Board member is comfortable providing
 - b. Interact in a positive manner
 - c. Listen politely and respectfully to comments
 - d. Refer questions about specific district activities to the Superintendent when they do not know the answers or if the individual wants detailed information.
- B. The Board of Trustees encourages community input, however, it will not respond to anonymous calls or letters unless they involve the safety and security of students and/or employees. If the anonymous communication refers to a significant issue, the Board member will contact the Superintendent to inform him/her of its' content.
- C. Signed letters addressed to the Board or a Board member will be forwarded to the Superintendent for inclusion in the weekly information provided to the Board.
- D. The Board will communicate to the community collectively through district communication strategies authorized by the Board in policy or the district communication plan.

SISD related policies:
BBF (LOCAL)

Communicating with the Media

- A. The Superintendent and the Board President shall act as spokespersons for the Board of Trustees to the media on all school district related issues. Generally speaking, questions concerning district operations should be referred to the Superintendent and questions regarding board policy or actions taken by the Board should be referred to the Board President. This practice will promote a single “position statement” which can be clearly understood by the public as opposed to potentially having multiple statements on an issue.
- B. A Board member who receives a call from the media requesting information, comments, or an interview regarding district related issues will direct them to the Superintendent and/or Board President, depending on the nature of the questions.
- C. Board members retain the right to speak to the media as individuals but are strongly encouraged to direct all media inquiries to the Superintendent and/or Board President.

- D. When speaking to a media representative, a Board member should clarify when speaking as an individual rather than as a spokesperson for the Board of Trustees. When speaking as an individual, the Board member will remind the media representative of the position or action of the Board of Trustees as a body – if the Board has taken action on the issue.

SISD related policies: BJA (LOCAL) BDAB (LOCAL)

Evaluation of the Superintendent

Updating the Superintendent Evaluation Instrument

After district goals are identified and priorities of the Board are established for the next school year, the Governance Team should review the content of the Superintendent’s evaluation instrument to ensure proper alignment. This will ensure that the Board and Superintendent have an understanding of the challenges and priorities that are going to be emphasized in the coming year and that appropriate evaluation indicators may be developed. The evaluation instrument shall be based on the Superintendent’s job description, student performance, and Governance Team priorities. The document evaluating the performance of the Superintendent is confidential.

Objectives of the Superintendent Evaluation Process

Based on law and board policy the following objectives are associated with the superintendent evaluation process:

- Clarify to the Superintendent his or her role and priorities, as seen by the Board
- Clarify to Board members the Superintendent’s role, according to the Board’s written criteria, as expressed in the Superintendent’s job description and the district’s goals and priorities
- Foster an early understanding among new Board members of the evaluation process and the Superintendent’s current performance objectives and priorities
- Develop and sustain a harmonious working relationship between the Board and the Superintendent
- Include indicators on the evaluation instrument that reflect high expectations and outstanding Governance for the day-to-day operations of the school district
- Ensure fairness and objectivity in the evaluation process

The superintendent evaluation process and evaluation instrument will be provided to Board members with agenda items for the meeting in which the evaluation is to be conducted.

SISD related policies: BJA (LEGAL) BJCD (EXHIBIT) BJCD (LOCAL) BJCD (LEGAL)

New Board Member Orientation & Governance Team Training

Reporting Requirements

The minutes of the last regular meeting of the Board held during a calendar year must reflect whether each Trustee has met or is delinquent in meeting the training required to be completed as of the date of the meeting. *Education Code 11.159*

Training Requirements

New Board members shall receive a district orientation session within 60 days before or after their election or appointment and an orientation to the Texas Education Code within the first 120 days of election or appointment. Texas Education Code orientation sessions are offered through the Regional Education Service Center. New Board members are also encouraged to attend the TASB Summer Governance Conference, if possible. New Board members will also be trained on parliamentary procedures according to *Robert's Rules of Order, Newly Revised*. Once a year all Board members will receive a review of parliamentary procedures according to *Robert's Rules of Order, Newly Revised*.

All Board members shall receive an update session following each session of the Texas Legislature and the entire Board and Superintendent shall annually participate in a team building session. The lengths of these trainings are not specified, but are usually at least three hours.

In addition to the orientation and team building training, all Board members shall receive additional continuing education on an annual basis. To the extent possible, the entire Board shall participate in continuing education programs together. In the first year of service, Board members shall receive at least ten hours of continuing education in fulfillment of assessed needs in addition to required orientations and team building training. Within 90 days of election or appointment, new board members should receive one (1) hour of Open Meetings Training provided by the Attorney General's Office.

After the first year of service Board members shall receive at least five hours of continuing education annually in fulfillment of assessed needs. This of course is in addition to required team building training and a Texas Education Code update if a session of the Texas Legislature has been held that year.

The Board President shall receive continuing education related to Governance duties of the Board President as some portion of the annual requirement.

SISD related policies:

BBD (LEGAL)	BBD (EXHIBIT)
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Professional Development for Board Members

Board members and the Superintendent are encouraged to seek and attend relevant opportunities for professional development in addition to required training activities. Membership in state and national organizations and attendance at conventions, conferences, clinics, and workshops provide opportunities to learn about best practices and bring new ideas back to Splendora ISD.

Subscriptions to school board newsletter services, journals, and other written works are also efficient ways to learn examples of new or best practices.

Board members wishing to participate or attend professional development activities that are not planned for the entire Board should contact the Superintendent and Board President. If either should have a question as to the appropriateness of the request, the matter shall be brought to the Board as an agenda item for consideration.

Board Member Reimbursement for Expenses

Professional development for Board members is encouraged and reimbursement for travel and related expenses should be included in the district's budget each year. Utilize policy BBG (LOCAL) for Board member reimbursement when attending meetings, workshops, and conventions as an official representative of the Board.

SISD related policies: BBG (LOCAL)	BBG (LEGAL)
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Board Member Ethics & Vendor Influence

In addition to Splendora ISD Board Member Ethics, BBF (LOCAL) attached, Board members will comply with state required annual Conflict of Interest reports outlined in BBFA (LEGAL), if applicable. The Conflict of Interest form is provided by the Texas Ethics Commission and applies to any Board member when he or she, or any member of the family, receives more than \$2,500 per year from a business that contracts with the school district, or when a Board member, or member of his or her family, receives \$250 or more in aggregate gifts from a business that contracts with the school district.

Board members may be a reference as to the professionalism and quality of a potential vendor for the school district, but he or she should communicate to the vendor and school district personnel that their personal knowledge of the vendor should not be represented as individual preference or support. Vendor selection is based on school district business practices and guidelines, state law, and district policy.

Board members should not request assistance, information, or school district equipment from school district employees for the purpose of personal or professional gain or on behalf of a friend or relative.

SISD related policies:

BBF (LOCAL)

BBFA (LEGAL)

Gov't Code 171.004



**Splendor ISD Board of Trustees
Agenda Item Information Form**

Board Meeting Date: November 18, 2024

Submitted Date: November 14, 2024

Agenda Business Items:

- Consent Agenda Item
(Board has acted on items such as this previously)
- New Action
(Board has not seen information previously and allows for more time to discuss)

Information Only Items:

- Presentation
- Recognition
- Information

Name of Person Responsible:

Department or Campus:

Topic: Approve Superintendent Search Firm

Background Information:

Attachments:

Superintendent's Resolutions: Recommended