The Board of Trustees
Splendora Independent School District
Notice of Regular Meeting

A Regular Meeting of the Board of Trustees of Splendora Independent School District will be held November 16, 2026 beginning at 6:00 PM in the Greenleaf Elementary, 24050 Bright Sunshine, Splendora, Texas 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.

I. **Call to Order**
   Board President
II. **Audience**
III. **Adjourn To Executive Session According to Texas Government 551.001 et seq Pursuant to:**
   A. Safety - Section 551.076
      1. Intruder Detection Audit Findings
   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
IV. **Reconvene for Possible Action on items discussed in Executive Session.**
V. **Board Protocol, Invocation, Pledge & Good Things**
   A. Board Leadership Guidelines & Code of Ethics
   B. Invocation
   C. U.S. & State of Texas Pledge of Allegiance - Kameron Colson and Tenleigh Jeffcoat
   D. Good Things
VI. **Board Recognitions**
   A. Athletics
   B. Splendora ISD Education Foundation Educator Grant Award Donation
VII. **Campus Spotlight**
   A. Greenleaf Elementary
VIII. **Public Hearing**
   A. Targeted Improvement Plan - Greenleaf Elementary - Dr. Dietrich & Ms. Simpson
   B. Turnaround Plan — Peach Creek Elementary - Dr. Dietrich & Ms. Sowell
IX. **Reports**
   A. Superintendent's Report
   B. 2025 Bond Update - Alliance - Ms. Gloria Boyd
   C. Announcement of Board Members' Continuing Education Hours
   D. Administrative Presentation
      1. Intruder Detection Audit Findings - Ms. Ta'Meka Martin
      2. District & Campus Improvement Plan.- Calesta House
      3. School Improvement Plans - Dr. Kristy Dietrich
         a. Local Improvement Plans - C6C, PWE, SJH.
X. **Consent Agenda**
   A. Determine and Approve Any Consent Agenda Items

B. Approve Board Meeting Minutes
    1. Minutes
C. Approve the Announcement of Board Credit Hours Presented.
D. Approve the Budget Amendment #1 for Fiscal year 2026-2027
E. Approve the 2026-2027 District & Campus Improvement Plans.
    1. Splendora ISD
    2. Coleman 6th Grade Campus
    3. Greenleaf Elementary School
    4. Peach Creek Elementary
    5. Piney Woods Elementary
    6. Splendora High School
    7. Splendora Junior High
    8. Timber Lakes Elementary
F. Approve the 2026-2027 Local Improvement Plan.
    1. Coleman 6th Grade Campus
    2. Piney Woods Elementary
    3. Splendora Junior High
G. Approve the 2026-2027 Targeted Improvement Plan
    1. Greenleaf Elementary
H. Approve the 2026-2027 Turnaround Plan
    1. Peach Creek Elementary
I. Approve the Splendora ISD Education Foundation Educator Grant Award Donation

XI. **Action and/or Discussion Items**
A. Consider the Approval of 2026-2027 Legislative Priorities for Splendora ISD.
B. Consider Approval of AT&T Telephone Lines and Ethernet Service Provider.
C. Consider Approval of final acceptance of the Splendora High School Additions and authorize release of retainage and final payment to G.T.T., Inc.

XII. **Informational Items**
A. Financial Report for Month Ending September 30, 2026
B. Notice of Intent to Apply for the 2026 USDA National School Lunch Program Equipment Assistance Grant

XIII. **Possible Agenda Items for Next Meeting**

XIV. **Adjourn**

If during the course of the meeting covered by this notice, the Board should determine that a closed session of the Board should be held or is required in relation to an item noticed in this meeting, then such closed session as authorized by Section 551.001 et seq. of the Texas Government Code (the Open Meetings Act) will be held by the Board in such closed session concerning any and all subjects and for any and all permitted by Section 551.071 - 551.089, inclusive, of the Open Meetings Acts, including, but not limited to:

Section 551.071 – Consultation with Attorney
Section 551.072 – Deliberation Regarding Real Property
Section 551.073 – Deliberation Regarding Prospective Gift of Donation
Section 551.074 – Personnel Matters
Section 551.076 – Deliberation Regarding Security Devices
Section 551.082 – Student Discipline; Complaint against an Employee
Section 551.0821 – Personally Identifiable Information about Student
Section 551.084 – Exclusion of Witness from Hearing
Section 551.087 – Economic Development Negotiations

The notice for this meeting was posted in compliance with the Texas Open Meetings Act on November 10, 2026, at 4:30 PM.

Dustin Bromley, Ed. D., Superintendent of Schools

Splendora 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 Splendora 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. Dustin Bromley	Superintendent
Allen Wells	President
Dan Muirhead	Vice President
Jennifer Stewart	Secretary
Kim Klepcyk	Assistant Secretary
Jason Sessum	Member
Travis "Doc" Jones	Member
Jacqueline Canada	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)

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 notify the Superintendent before visiting any campus and will follow all established campus procedures. Board members shall not interfere with instructional time or assume a supervisory role during such visits.

C. Board members will check in with the principal's office when he/she arrive at a campus during the school day, as per guidelines for all visitors to campuses.

D. Board members will not go into classrooms or other areas on campus for the purposes of conducting personnel evaluations or investigations.

E. Board members may not give direction to any staff or student except when immediate safety or liability is an issue.

F. 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.

G. 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:
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)

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.

Splendora ISD Board of Trustees
Agenda Item Information Form

BOARD MEETING DATE: November 16, 2026

AGENDA ITEM NAME: Consider Approval of the Splendora ISD Education Foundation Educator Grant Award Donation

THIS ITEM RELATES TO STRATEGIC PLAN PILLAR(S): Community Engagement & Partnerships; Fiscal & Operational Systems

BACKGROUND INFORMATION: The District received a donation in the amount of $52,473 from the Splendora ISD Education Foundation to provide dedicated funding for educator grants.

ADMINISTRATIVE RECOMMENDATION: Administration recommends approval of the $52,473 donation made to the District from the Splendora ISD Education Foundation.

ATTACHMENTS: N/A

BUDGET INFORMATION: The donation will be deposited into the General Fund and allocated to the campuses or departments awarded.

RESOURCE PERSONNEL: Katie Key, Education Foundation Director, Yvonne M. Johnson, Chief Financial Officer

RECOMMENDED MOTION: I move to approve the Splendora ISD Education Foundation donation in the amount of $52,473 to provide dedicated funding for educator grants.

SPLENDORA ISD
EDUCATION
FOUNDATION

Investing in Splendora ISD

2026–27 Educator Grant Donation
and a year of Foundation support

SPLENDORA ISD BOARD OF TRUSTEES · NOVEMBER 16, 2026

KATIE KEY, DIRECTOR

THE DONATION BEFORE YOU TONIGHT

$52,473.00

to fund **19 Educator Grants** for the 2026–27 school year

27

applications received

19

projects recommended and approved by the SEF Board

7

campuses reached, Pre-K through high school

Grant requests total $52,465.86. SEF Board approved up to $53,000 and will return with any additional funds once final costs are known.

How grants are selected

Aug–Sep

Teachers apply

Project summary, need, evaluation plan, sustainability and itemized budget

October

Committee scoring

100-point rubric: student impact, need, innovation, implementation, sustainability

October

Department review

District department heads confirm fit, eligibility and alignment

Oct 30

SEF Board vote

Foundation board approves the recommended grants

Nov 16

Trustees accept

Donation to Splendora ISD for approval tonight

With the Superintendent’s approval, the Prize Patrol has already surprised this year’s winners. Purchasing will be completed by **December 9**.

A sample of the 19 funded projects

Immersing Into the Future

6 campuses · grades 1–8 GT

VR headsets bring lessons to life for about 290 students

$5,000.00

Level Up Wildcats

Timber Lakes Elementary

A reward room for attendance and growth; about 740 students

$4,970.02

The Sensory Center

Splendora Junior High

A calming space that helps students regulate and learn

$4,382.69

Outdoor Learning Area

Greenleaf Elementary

An outdoor classroom for hands-on 1st grade learning

$5,970.61

Rolling in Clay & Creativity

Piney Woods Elementary

A clay slab roller for K–5 art serving 500+ students

$1,364.56

Phonics in Action

Timber Lakes Elementary

Hands-on phonics tools for about 75 Pre-K students

$852.44

Six of 19 grants shown. The full list is available on request.

What this donation puts in classrooms

STEM & innovation

VR headsets, 3D modeling, a science systems lab, STEM Takes Flight and Launch Lab

Early literacy

Pre-K phonics tools and fine-motor materials that build school readiness

Every learner

A sensory center, Life Skills materials and TELPAS language practice for emergent bilinguals

Fine arts

Ceramics equipment for elementary and high school art students

Outdoor learning

A new outdoor learning area and hands-on geography resources

Student culture

A reward room recognizing attendance, behavior and academic growth

EDUCATOR GRANTS, FUNDED EVERY YEAR SINCE 2017

2025–26

14

grants · $50,180



2026–27

19

grants · $52,473.00

Five more teacher projects funded than last year.

2026–27 SO FAR: ALREADY HELD

Supporting Splendora ISD staff

Program	Paid
New Teacher Money	$9,600
Convocation	$5,329
Gift cards for 19 brand-new teachers	$3,800
Campus donations ($350 × 7 campuses)	$2,450
DLT Summer (summer 2026)	$1,933
New Employee Luncheon (Induction)	$1,849
Wildcat Tech Connect	$1,030
Wildcat Staff Market	$795
Wildcat 101	$703
New teacher breakfasts (2)	$457
Rotary Spelling Bee (2 staff teams)	$300
Wildcat Welcome & Just Because surprise deliveries	Ongoing

Paid summer through October 2026: $28,245 for staff. Sponsors include, but are not limited to, TASCO, LAN, Huckabee, GTS, and Grand Canyon University.

2026–27: HELD SO FAR AND STILL TO COME

Supporting Splendora ISD students

Already held

Program	Paid
EMC Fair add-ons	$7,500
PSAT & Pie Night	$1,598
Rising Scholars	$679
Summer Reading (summer 2026)	$7,565
Total so far	$17,342

Still to come this year

Program	Date
Elementary UIL	Jan 23
STEM Night	Feb 18
Spaghetti & SAT Night	Mar 4
History Showdown	Apr 8–9
Dual Language Celebration	May 17
JH & HS UIL	Spring
Top 10% Banquet	May
Scholarships	May
Summer Reading	Summer 2027

Paid summer through October 2026.

2025–26 at a glance

$127,000+
invested in students, staff and programs

5,899
students served across Splendora ISD

941
staff supported through Foundation programs

25
grants and scholarships awarded (14 + 11)

Source: SEF 2025–26 Program Impact Report.

Made possible by our community

Fundraising net revenue, 2025–26

Event	Net
Men Who Cook	$52,964
Golf Tournament	$46,908
Purse Bingo	$30,153
Total	$130,025

Who gives

Splendora ISD employees through payroll giving

Local businesses and event sponsors, including **(but not limited to)** Huckabee, LAN, TASCO, Joeris, Linebarger, Littlefield Bros., Principal Services and Republic Services

Community partners such as the Sons of the American Revolution, Horace Mann Insurance, and the EMCID grant program

Coming up this school year

December 1-4

Week of Giving

Something fun to be announced soon!

Dec 9

Grant items purchasing deadline

April 16, 2027

3rd Annual Purse Bingo

Spring fundraiser

June 4, 2027

9th Annual Golf Tournament

Signature summer event

Plus scholarships, college-readiness nights, summer reading and staff celebrations all year.

SPLENDORA ISD EDUCATION FOUNDATION

TO THE SPLENDORA ISD BOARD OF TRUSTEES

Thank you for allowing the Education Foundation to do what we do for our district.

Katie Key, Director · Splendora ISD Education Foundation
kkey@splendoraisd.org · 281-689-4311

Splendora Independent School District

Greenleaf Elementary School

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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

Yes

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

Yes

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

Yes

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

No

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

Yes

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

No

Please select the date of board approval for this plan:

October 19, 2026

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

—

SI Strategy

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

Intensive Curriculum & Instruction Improvements

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

—

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

—

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

Region 6, Great Minds PBC

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

3

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

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

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

The campus has strategically redistributed staff and instructional resources to provide targeted support in areas of greatest academic need. Instructional Coaches are assigned to Reading and Math respectively, allowing for content-specific support and prioritized coaching cycles to strengthen Tier 1 instruction. Additionally, our most experienced teachers have been strategically placed in 4th and 5th grade Reading and Math classrooms to support student achievement in tested grade levels. Staffing adjustments have also been made in 3rd grade to ensure teachers with strong backgrounds and experience in Reading and Math are supporting student learning. These decisions reflect a deliberate effort to align teacher expertise, instructional coaching, and campus resources with identified student needs to accelerate academic growth and improve student outcomes.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

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

Yes

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

300

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

Yes

Please select the adopted curriculum for: K-5 RLA

Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edicion 1

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

Yes

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

600

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

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

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

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

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

187

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

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Bi-Monthly	At the conclusion of each module or unit throughout the school year. Teachers and grade-level teams will analyze student performance to determine mastery of taught standards, identify misconceptions, and adjust upcoming instruction. Results will inform reteaching, enrichment, and intervention groupings.
Other	NWEA MAP Test (Reading and Math)	District	BOY/MOY/ EOY	Three times per year: BOY (8/24–9/4), MOY (1/11–1/22), EOY (4/27–5/7) Monitor individual student growth and overall campus progress. Identify students needing additional support, establish growth goals, and adjust instructional and intervention plans.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	District Common SBAs	District	Quarterly	Three times per year: 10/9, 12/17, 2/26 Measure student achievement and progress toward grade-level standards. Following each administration, campus leadership and teachers will review data to identify strengths, learning gaps, and instructional priorities. Results will guide reteaching, small-group instruction, and targeted interventions.

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

The campus uses a multi-level system to monitor student growth at the student, teacher, and grade-level. During PLC+, teachers regularly review student growth charts, assessment data, and TEKS performance to identify trends, determine specific standards and skills requiring additional support, and identify students who are not demonstrating expected growth. Teams analyze student work and TEKS-level data to determine misconceptions, plan targeted reteach or enrichment, establish instructional action steps, and monitor whether those actions result in improved student performance.

Teachers maintain student data trackers to monitor individual progress across assessments and instructional cycles, while grade-level teams use aggregated data to identify patterns and evaluate overall progress toward campus goals. Students are also actively involved in the process by tracking their own performance, setting individual growth goals, and monitoring progress toward those goals. This creates a consistent system of accountability in which students, teachers, PLC+ teams, and campus leaders share responsibility for monitoring growth and responding when students are not making expected progress.

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

The campus will implement a strong and consistent Multi-Tiered System of Supports (MTSS) to identify and support students performing below grade level, including students in special populations. Students will be identified using multiple data sources, including universal screeners, classroom performance, common assessments, progress-monitoring data, and teacher observations.

Students will be grouped according to specific skill deficits and instructional needs rather than solely by overall performance level. During designated intervention time, students will receive targeted, evidence-based interventions aligned to identified gaps. Teachers, intervention staff, and special education personnel will collaborate to ensure students in special populations receive appropriate support while maintaining access to strong Tier 1 instruction.

Student progress will be consistently tracked and reviewed through the MTSS process. Intervention groups and instructional strategies will be adjusted based on student response to intervention. Students who are not demonstrating adequate progress will receive increased intensity, frequency, or individualized support. This cycle of identification, targeted intervention, progress monitoring, and instructional adjustment will ensure students receive timely support and that instructional decisions are driven by data.

Will the campus implement a PLC structure?

Yes

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

Weekly meetings by grade level and content area. MTSS focus after a unit assessment.

How frequently will PLCs occur?

Weekly for PK, 2nd - 5th and bi-weekly for Kinder and 1st.

Who will facilitate PLCs?

Instructional Coaches

Who is required to attend PLCs?

All PK through 5th grade teachers, MTSS teachers, SPED Teachers

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

The campus follows a consistent, data-driven PLC protocol focused on student learning and results. During PLCs, teams work collaboratively to review standards, assessment questions, and student data to determine what students need to know and how they will demonstrate mastery.

Teams use the four PLC questions to guide their work: what students need to learn, how they will know students learned it, how they will respond when students have not learned it, and how they will extend learning for students who are already proficient.

Based on the data, teachers identify students for reteach or extension, plan instructional strategies, determine when support will occur, and establish how progress will be monitored.

Upload PLC agenda (optional):

PLC+ Agenda GLE.pdf

Capacity Building

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

Role	Training/PD Description	Delivered By	Attended By
Teacher	Coaching Cycles We began coaching cycles with grade levels first focusing on 3rd-5th grade teachers with varying experience to help implement Bluebonnet learning. We will be continuing these coaching cycles throughout the year through face to face observation feedback to help build the capacity of our teachers using walkthrough data, student data, and teacher growth charts.	Principal, Instructional Coaches. District Coordinators	Teachers

Role	Training/PD Description	Delivered By	Attended By
Teacher	RLA Teachers (3-5) - BBL RLA Launch/RBIS - PD included RBIS training as well as unit/lesson internalization. Math Teachers (New K-5) - BBL Math Launch/ RBIS - PD included RBIS training as well as unit/ lesson internalization Math Teachers (K-5) - BBL Math Refresh - Module/Topic/Lesson Internalization	Great Minds	Teachers
Teacher	Data Analysis Data for the 25-26 school year was provided focusing on student growth and where our current baseline is. Teachers learned about domain 2 with student growth in reading and math and the importance on student growth. This then tied to our campus goal for this school year that at least 85% of our students will increase one proficiency level by the end of the school year, focusing again on student learning growth.	Principal, Instructional Coach, District Accountability Coordinator	Teachers, Instructional Coaches, Principal
Teacher	MTSS Training This session focused on strengthening campus MTSS systems and processes to ensure a consistent and aligned approach to student support. Campus teams reviewed current practices, clarified roles and responsibilities, and aligned processes for identifying student needs, providing targeted interventions, monitoring progress, and adjusting support based on data. The session emphasized establishing sustainable campus-wide systems that connect Tier I instruction, intervention, progress monitoring, and ongoing student support.	Principal, Instructional Coach	Teachers
Teacher	Tier 1 Behavior Setting classroom expectations, aligning CHAMPS expectations, developed and rolled out the tier 1 behavior flip book created by the campus assistant principals, roll out of our PBIS plan as a campus, roleplaying classroom managed scenarios aligning with CHAMPS and CKH practices.	Principal, Assistant Principal, Instructional Coaches	All Staff

Role	Training/PD Description	Delivered By	Attended By
Teacher	Splendora Instructional Framework Rolled out and level set the Splendora Instructional Framework to include what evidence of each component would like in classrooms, and how these align with our campus goals for the 26-27 school year.	Instructional Coaches	Teachers
Teacher	Zearn This professional development session introduces teachers to Zearn Math, a K–8 digital math program designed to reinforce and deepen grade-level instruction. Teachers learn how to use Zearn purposefully alongside teacher-led instruction to provide students with additional practice, strengthen conceptual understanding, and support individual learning needs.	Zearn	K-5 Math Teachers, SPED Teachers, Instructional Coaches
Teacher	IXL This professional development session introduces teachers to IXL, a personalized learning platform. Teachers learn how to use individualized skill practice and real-time data to identify student needs, provide targeted support, monitor progress, and adjust instruction to meet the needs of each learner.	Instructional Coaches	3rd-5th RLA Teachers
Teacher	ECR Trifecta This professional development session introduces teachers to the ECR framework.	Teach Big	3rd-5th RLA Teachers

Role	Training/PD Description	Delivered By	Attended By
Other Campus Admin (Assistant Principals, Instructional Coaches)	Instructional Coaching Cycles – Strengthening Tier 1 Instruction Instructional Coaches will participate in professional development focused on implementing effective, data-driven coaching cycles to strengthen Tier 1 instruction in Reading and Math. Support will emphasize analyzing student performance data, identifying instructional priorities, conducting classroom observations, providing actionable feedback, modeling effective instructional practices, and monitoring the impact of coaching on student achievement. Coaching cycles will prioritize teachers based on identified instructional needs and campus improvement goals.	Teaching and Learning	Instructional Coaches
Principal	Principal PLC – Data Analysis, Instructional Walkthroughs, and Action Planning Principals participate in ongoing professional learning communities focused on strengthening instructional leadership through data-driven decision-making. Training will emphasize analyzing student achievement data, collecting and evaluating instructional walkthrough data, identifying trends in instructional practices, and developing targeted action plans to address areas of need. Principals will collaborate to identify effective strategies, monitor implementation, and evaluate the impact of instructional decisions on student outcomes.	Executive Director of Leadership	Princpals

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

Capacity-building support will be differentiated based on experience, observation data, student performance data, and identified areas of need. Teachers with less than two years of experience and teachers needing additional support will receive more intensive assistance through coaching cycles, modeling, co-planning, observation and feedback, Bluebonnet lesson internalization, and targeted professional learning. Instructional coaches and administrators will use walkthrough and student data to identify specific areas for growth and provide frequent feedback and follow-up.

More experienced and effective teachers will receive opportunities to deepen their practice, analyze student outcomes, refine instructional strategies, and collaborate with or model practices for colleagues. Training will include Bluebonnet Curriculum and lesson internalization, data analysis, MTSS, Tier 1 behavior supports, the Splendora Instructional Framework, and program-specific training for Zearn, IXL, and ECR Trifecta.

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

The campus will use the District Walkthrough Form, centered around the Splendora Instructional Framework, as the primary tool for monitoring implementation of professional learning. Walkthrough data will be reviewed by campus leadership and instructional coaches to identify campuswide trends, individual coaching needs, and areas requiring additional professional development.

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

Biweekly

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

Teachers and administrators will receive ongoing training and support to strengthen their ability to meet the needs of students receiving special education services, emergent bilingual students, students receiving dyslexia services, students served through MTSS, and other students requiring additional academic or behavioral support.

Capacity building will focus on understanding individual student needs, providing appropriate accommodations and scaffolds, maintaining access to rigorous Tier 1 instruction, using data to identify skill gaps, implementing targeted interventions, and monitoring student progress. MTSS training will strengthen the campus process for identifying students, grouping students according to need, selecting appropriate interventions, and using progress-monitoring data to determine next steps.

Instructional coaches, intervention staff, special program staff, and administrators will provide coaching, modeling, collaborative planning, data analysis, and follow-up support so that supporting special populations is embedded within daily instruction and PLC practices rather than treated as a separate initiative.

Milestones

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

Milestone 1

Description – What specific action or deliverable will be completed?

Bluebonnet Reading
100% of Bluebonnet Reading grade-level teams will demonstrate progress toward consistent Year 1 implementation through lesson internalization and lesson rehearsal during PLC+, with an emphasis on understanding lesson purpose, anticipating student responses and misconceptions, and preparing for effective delivery.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus and district leaders will conduct calibration walks using the Bluebonnet Learning implementation protocol to monitor implementation, identify trends, and determine targeted support. District Teaching & Learning will provide ongoing coaching, resources, modeling, and professional learning based on identified campus and teacher needs.

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

Progress will be verified through PLC+ artifacts, calibration walk data, implementation trends, and documented follow-up support.

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

Bluebonnet Curriculum
Observation Tools

Milestone 2

Description – What specific action or deliverable will be completed?

PLC+
100% of grade-level/content teams will implement the district PLC+ protocol, including lesson internalization, student work analysis, identification of student misconceptions, targeted instructional action steps, and follow-up monitoring of student progress.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Instructional Coaches

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

Implementation will be verified through PLC+ artifacts and campus leadership monitoring.

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

PLC+ Protocols

Milestone 3

Description – What specific action or deliverable will be completed?

Lesson Internalization
100% of grade-level/content teams will consistently implement Bluebonnet Learning lesson internalization protocols. Bluebonnet Reading teams will demonstrate Year 1 implementation by internalizing upcoming lessons, identifying lesson objectives and critical student tasks, anticipating misconceptions, and planning supports that maintain grade-level rigor. Bluebonnet Math teams will build upon Year 1 implementation by strengthening the depth and consistency of lesson internalization, including anticipating student strategies and misconceptions and planning purposeful questioning and instructional responses.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Instructional Coaches

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

Implementation will be verified through completed internalization artifacts, PLC+ documentation, and campus leadership monitoring.

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

Lesson Internalization Protocols

Milestone 4

Description – What specific action or deliverable will be completed?

Lesson Rehearsal
100% of grade-level/content teams will routinely engage in lesson rehearsal during PLC+ to strengthen teacher readiness and instructional delivery. Rehearsals will focus on critical components of upcoming lessons, including modeling, purposeful questioning, anticipated student responses and misconceptions, and instructional responses that maintain grade-level rigor. Teacher teams will provide peer feedback during rehearsal, while campus leaders and district Teaching & Learning personnel will provide ongoing feedback and support to strengthen instructional practice.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Teaching and Learning, Principal, Instructional Coache

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

Progress will be verified through PLC+ artifacts, rehearsal documentation, feedback, and campus monitoring.

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

Guidance from Teaching and Learning Department

Milestone 5

Description – What specific action or deliverable will be completed?

Student Work Analysis Protocol
100% of grade-level/content teams will consistently use the district Student Work Analysis Protocol during PLC+ to evaluate evidence of student learning and determine instructional next steps. Teams will analyze student work for patterns of mastery and misunderstanding, connect findings to grade-level standards and lesson expectations, and identify targeted instructional responses, intervention, and enrichment. Teacher teams will engage in collaborative discussion and provide peer feedback on identified trends and proposed next steps, while campus leaders and district Teaching & Learning personnel will provide ongoing feedback and support.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Instructional Coaches

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

Progress will be verified through completed Student Work Analysis artifacts, PLC+ documentation, identified action steps, and follow-up evidence of student progress.

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

Feedback from Teaching and Learning Department

Milestone 6

Description – What specific action or deliverable will be completed?

MTSS Intervention Groupings
Beginning in August, 100% of grade-level/content teams will use lead4ward growth tracking charts and multiple data sources to identify and group students with similar performance levels and instructional needs as part of the campus MTSS process. PLC+ teams will use student growth, TEKS-level performance, and evidence of learning to determine targeted intervention and enrichment, establish instructional action steps, and routinely monitor student response to support. Student groupings will remain flexible and will be adjusted based on evidence of progress.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, MTSS Teacher, Instructional Coaches

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

Implementation will be verified through growth tracking charts, PLC+ and MTSS documentation, intervention plans, and student progress-monitoring data.

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

Guidance from Teaching and Learning Department

Milestone 7

Description – What specific action or deliverable will be completed?

SIF
Teachers will demonstrate increased and consistent implementation of Structured Conversations and Structured Writing aligned to the Splendora Instructional Framework (SIF). Teachers will intentionally plan opportunities for students to process, discuss, and communicate content learning through academic discourse and written responses across content areas. Campus leaders will monitor implementation through SIF walkthrough data, identify trends and areas for growth, and provide feedback and support to teacher teams.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Instructional Coaches

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

Progress will be measured by an increase in the percentage of walkthroughs demonstrating effective use of Structured Conversations and Structured Writing from BOY baseline to EOY.

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

Guidance from Teaching and Learning Department

Milestone 8

Description – What specific action or deliverable will be completed?

Coaching Cycles
100% of teachers will participate in the SISD Instructional Coaching Cycle framework, with the frequency and intensity of coaching differentiated based on individual teacher need and evidence from student performance, SIF walkthroughs, PLC+ implementation, and other instructional data. Coaching cycles will follow the SISD framework of Reflective Identification, Observe, and Empower to establish targeted instructional goals, provide observation and feedback, and monitor implementation and impact on student learning. Campus instructional coaches and administrators will routinely review coaching participation and progress to determine continued or adjusted levels of support.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Instructional Coaches

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

Implementation will be measured through coaching cycle documentation, identified goals and action steps, observation evidence, and documented progress toward instructional goals.

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

Guidance from Teaching and Learning Department

Performance Management

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

District and campus leaders will monitor the successful implementation of the plan through consistent data analysis, collaborative planning, and ongoing progress monitoring. Weekly Campus Administration Meetings, including the Principal, Assistant Principal, and Instructional Coaches, will focus on analyzing instructional walkthrough trends, monitoring coaching cycles, and reviewing student achievement data to identify areas of strength and opportunities for improvement.

Weekly PLC+ meetings will provide teachers with opportunities to analyze student work, review grade-level walkthrough trends, and evaluate student achievement data to make informed instructional decisions and adjust practices based on student needs.

Quarterly progress monitoring meetings between District and Campus Administration will focus on evaluating progress toward campus improvement goals, identifying areas requiring additional attention, and determining where district support or resources may be needed.

These structures will ensure ongoing accountability, timely instructional adjustments, and alignment between district and campus efforts to improve student outcomes.

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

The Principal, Assistant Principal, and Instructional Coaches will be responsible for reviewing progress toward established milestones through weekly Campus Administration Meetings and PLC+ meetings. The Principal will oversee implementation, monitor progress toward campus improvement goals, and ensure timely adjustments are made based on data. District Administration will collaborate with campus leadership quarterly to evaluate progress, identify areas of need, and provide additional support and resources as necessary.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress data will be collected through instructional walkthroughs, coaching cycle documentation, student achievement assessments (NWEA MAP, District Common SBAs, and End-of-Module/Unit Assessments), and student work samples. Campus leadership and Instructional Coaches will review and document trends during weekly Campus Administration Meetings, while teachers will analyze student performance and instructional practices during weekly PLC+ meetings. Data will be compiled and reviewed quarterly with District Administration to monitor progress toward established milestones, evaluate the effectiveness of instructional strategies, and identify areas requiring additional support or adjustments.

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

Milestone progress data will be shared with district leadership and relevant stakeholders through regularly scheduled meetings and ongoing communication. Quarterly meetings with District Administration will provide opportunities to review progress toward campus improvement goals, discuss student achievement trends, identify areas of need, and determine additional support. Teachers and campus staff will receive updates during weekly PLC+ meetings and Faculty Meetings to ensure alignment of instructional priorities and continuous improvement efforts. Parents and community stakeholders will receive updates during campus events including, Coffee with the Principal, Open House, Festivals, etc. providing opportunities to celebrate progress, share campus improvement efforts, and gather feedback to support continued student success.

Student Outcome Goals

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

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	60
Masters Grade Level	20

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

—

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

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	60
Masters Grade Level	20

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

—

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

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	60
Masters Grade Level	20

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

—

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

12

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

—

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

4

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

—

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

No

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

12

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

12

Additional Info

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

—

Upload additional documents (optional):

—

Peach Creek Elementary 2026-2027 Turnaround Plan

The Blueprint for Academic Growth

SPLENDORA INDEPENDENT SCHOOL DISTRICT / BOARD OF TRUSTEES & TEA REVIEW

Gemini Notebook

Engineering the Path to Explicit Accountability Targets

40%

Meets Grade Level (STAAR)

The absolute threshold for Year 1 Tier I instructional success.

73%

Reading Growth

Percentage of students engineered to grow at least one proficiency level.

63%

Math Growth

Percentage of students engineered to grow at least one proficiency level.

Every component of the 2026-2027 Blueprint is designed exclusively to drive toward these critical path metrics.

Gemini Notebook

Foundational Shift to High-Quality Instructional Materials

Bluebonnet Learning K-5 RLA (Edition 1)

600 instructional minutes per week.

TEKS-aligned rigorous literacy, structured academic conversations, and structured writing.

Bluebonnet Learning K-5 Math (Edition 1)

300 instructional minutes per week.

Mathematical discourse, conceptual understanding, and problem-solving models.

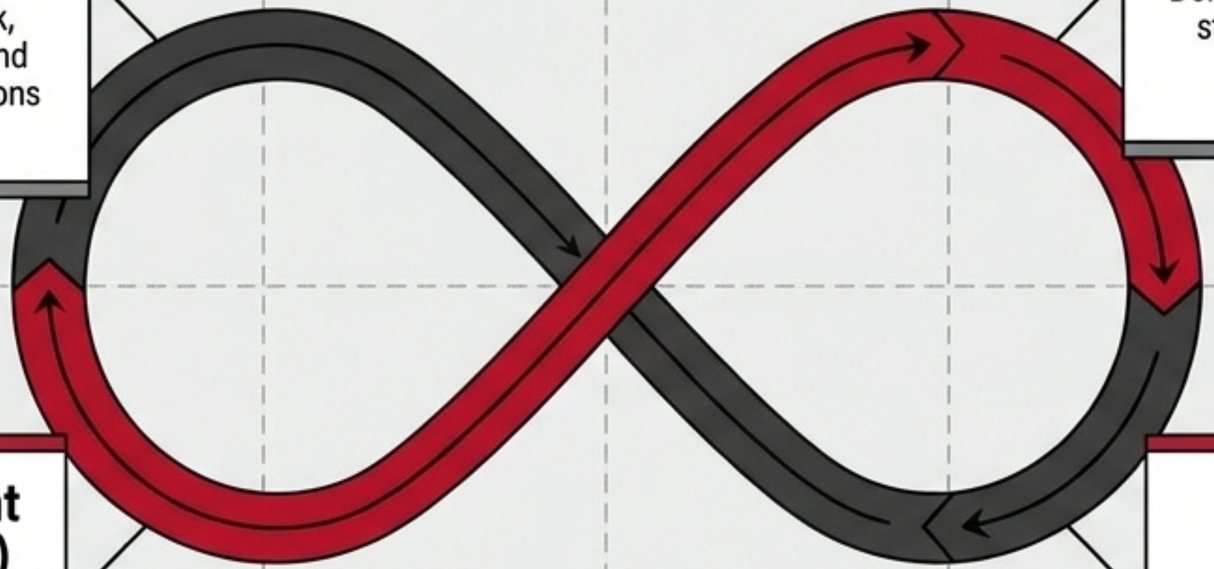
Rebuilding Tier I instruction requires **900 weekly minutes** of **uninterrupted**, fidelity-driven Bluebonnet Learning implementation.

Gemini Notebook

Driving Instruction via the PLC+ Continuous Improvement Cycle

Phase 1: Lesson Internalization & Rehearsal

Grade-level teams complete pre-work, anticipate student misconceptions, and actively rehearse high-leverage portions of upcoming Bluebonnet lessons.



Phase 2: Tier I Instruction

Delivery of the rehearsed curriculum with strict pacing, purposeful questioning, and fidelity to grade-level TEKS.

Phase 3: Formative Assessment

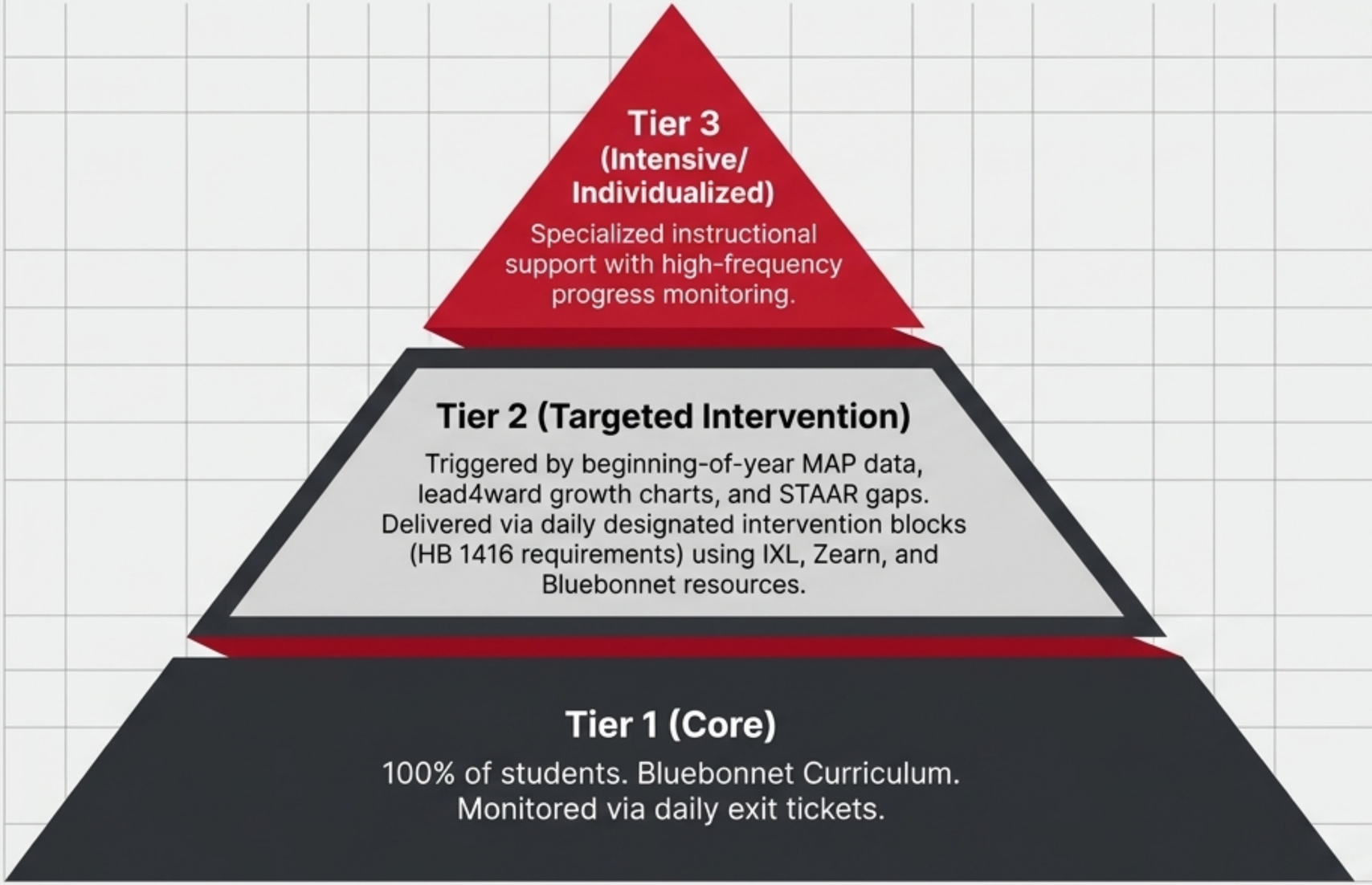
Daily capture of student understanding via lesson-aligned exit tickets, End-of-Unit (EOU) assessments, and MAP data.

Phase 4: SWAP (Student Work Analysis Protocol)

Teachers evaluate exit tickets against TEKS, categorize errors (conceptual vs. skill deficit), and mandate immediate reteaching or flexible grouping.

Gemini Notebook

Securing Student Growth with a Multi-Tiered Safety Net



Cross-Functional Integration

Special Education, Multilingual (Dual Language/TELPAS), and Dyslexia support personnel are seamlessly integrated into these flexible groupings, guided by the campus MTSS Specialist.

Gemini Notebook

Differentiating Leadership and Coaching Capacity

Teacher Support Architecture

Mechanism: Splendora Instructional Framework (SIF) weekly walkthroughs.

Action: Differentiated coaching cycles. Teachers with <2 years experience or identified gaps receive intensive face-to-face modeling and co-planning from Campus Instructional Coaches.

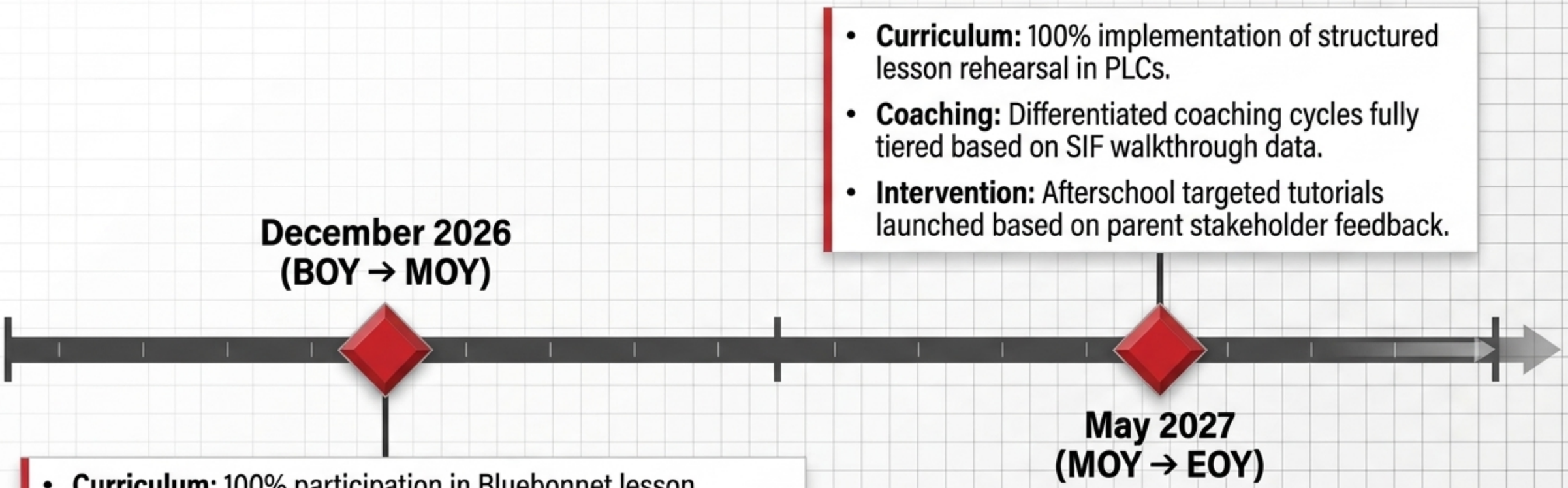
Leader Support Architecture

Mechanism: Region 6 FLIPS framework implementation.

Action: The campus principal engages in bi-weekly T-PESS mentoring with the District Executive Director of School Leadership to calibrate observation feedback and hold staff accountable.

Gemini Notebook

Year 1 Turnaround Execution Focuses on Implementation and Stabilization

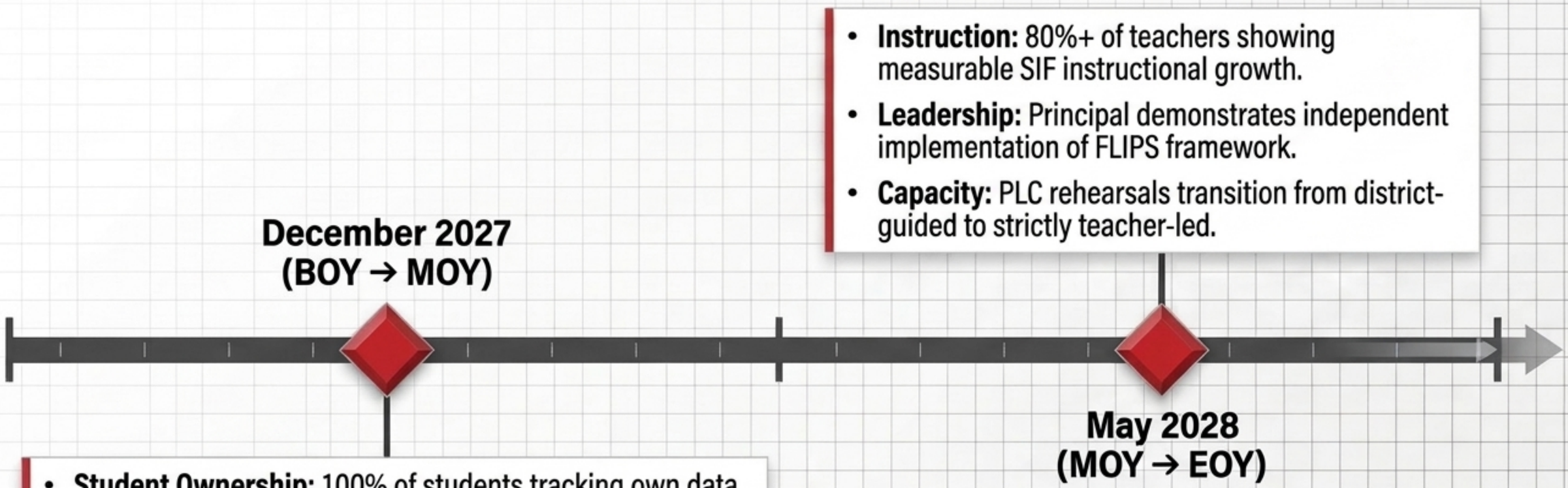


- **Curriculum:** 100% participation in Bluebonnet lesson rehearsal.
- **Data:** Bi-weekly leadership MODE data meetings operational.
- **Community:** Parent communication updates deployed detailing MAP and tracker progress.

- **Curriculum:** 100% implementation of structured lesson rehearsal in PLCs.
- **Coaching:** Differentiated coaching cycles fully tiered based on SIF walkthrough data.
- **Intervention:** Afterschool targeted tutorials launched based on parent stakeholder feedback.

Gemini Notebook

Year 2 Turnaround Execution Shifts to Independence and Sustainment



- **Student Ownership:** 100% of students tracking own data via student-led goal setting.
- **Fidelity:** Dual Language calibration walks active across all 17 classrooms.
- **Systems:** Comprehensive overhaul of the Student Support Team (SST) process complete.

- **Instruction:** 80%+ of teachers showing measurable SIF instructional growth.
- **Leadership:** Principal demonstrates independent implementation of FLIPS framework.
- **Capacity:** PLC rehearsals transition from district-guided to strictly teacher-led.

Gemini Notebook

Closing the Loop with a Proactive Performance Management Ecosystem



Meter 1: Daily/Weekly (Micro-Adjustments)

- SIF Walkthroughs and Bluebonnet implementation monitoring.
- PLC+ observation by campus leadership and District Teaching & Learning.



Meter 2: Monthly (System Checks)

- Curriculum Implementation Walks identifying macro-instructional trends.
- MTSS progress monitoring and targeted intervention group reviews.



Meter 3: Quarterly (Strategic Pivots)

- District Performance Reviews of MAP BOY/MOY data.
- Formal Plan4Learning milestone tracking.

Trigger: District oversight increases (coaching, modeling) if milestones stall.

Gemini Notebook

Committing Wildcat Resources Directly to Academic Targets

900 minutes/week of Bluebonnet Learning

+ PLC+ SWAP Engine

+ Tiered MTSS



40% Meets Grade Level | 73% Reading Growth | 63% Math Growth

The 2026-2027 Peach Creek Turnaround Plan transitions our campus from reactive remediation to engineered, sustainable growth. We are aligned, accountable, and ready to execute.

Gemini Notebook

Splendora Independent School District

23419 FM 2090, Splendora, Texas 77372
281-689-3128 • Fax 281-689-7509

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

The Board President is required to announce the name of each member who:

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

The requirements for training are measured as of the first anniversary of the date of the trustee's election or appointment or the two-year anniversary of his or her previous training, as applicable.

At the November 16, 2026, regular board meeting, the Board President announced whether each board member had met their training requirements for each of the eight training areas below from November 2025 through October 2026.

Local District Orientation
The following first-year board member has completed the local district orientation training:

Travis "Doc" Jones, Member
Jacqueline Canada, Member

Orientation to the Texas Education Code

The following first-year board member has completed the Orientation to the Texas Education Code training:

Travis "Doc" Jones, Member
Jacqueline Canada, Member

Team Building

The following board members have completed the annual team-building training:

Jennifer Stewart, Secretary
Allen Wells, President
Dan Muirhead, Vice President
Jason Sessum, Member
Kimberly Klepcyk, Assistant Secretary
Travis "Doc" Jones, Member
Jacqueline Canada, Member

Additional Continuing Education: The following board members have completed the additional continuing education requirements:

Jennifer Stewart, Member
Allen Wells, President
Barry Welch, Assistant Secretary
Jason Sessum, Member
Kim Klepcyk, Secretary
Dan Muirhead, Vice President
Travis "Doc" Jones, Member
Jacqueline Canada, Member

The following board members are deficient in meeting the additional continuing education requirements:

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
Kim Klepcyk, Secretary
Dan Muirhead, Vice President
Jason Sessum, Member
Travis " Doc" Jones, Member
Jacqueline Canada, Member

The following board members are deficient in meeting the required biennial training on evaluating student academic performance and setting goals:

None of the members

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
Dan Muirhead, Vice President
Jason Sessum, Member

The following board members are deficient in meeting the required biennial training on identifying and reporting abuse and trafficking:

None of the members

School Safety
The following board members have completed the biennial training on school safety:

Jennifer Stewart, Member
Allen Wells, President
Kim Klepcyk, Secretary

The following board members are deficient in meeting the required biennial training on school safety:

None of the members

EXCEEDING REQUIRED CONTINUING EDUCATION

Board Secretary, **Jennifer Stewart** exceeded the required continuing education training by **10** additional hours.

Board Assistant Secretary **Kim Klepcyk** exceeded the required continuing education training by **7** additional hours.

Board President **Allen Wells** exceeded the required continuing education training by **5** additional hours.

Board Vice-President **Dan Muirhead** exceeded the required continuing education training by **8** additional hours.

Board Member **Jason Sessum** exceeded the required continuing education training hours by **7** additional hours.

Board Member **Travis “Doc” Jones** exceeded the required continuing education training hours by **19.25** additional hours.

Board Member **Jacqueline Canada** exceeded the required continuing education training hours by **17.25** additional hours.

District & Campus Improvement Plans

2026–2027 School Year

Our first improvement plans aligned to the refreshed Community-Based Accountability System and Strategic Plan

Cultivating Exceptional People

From Refresh to Implementation

2025–2026

A stakeholder committee reviewed and refined the existing CBAS and Strategic Plan through a series of collaborative meetings.

2026–2027

District and campus plans translate the refreshed framework into aligned priorities, system responses, and strategies.

A shared direction, informed by stakeholder voice.

One Framework. Five CBAS Pillars.

- **Student Outcomes**
- **Professional Learning & High Quality Staff**
- **Community Engagement**
- **Fiscal & Operational Systems**
- **Safety and Well-Being**



All five pillars guide districtwide improvement; campus priorities reflect local needs.

Improvement Planning & Accountability

ASSESS

District and campus comprehensive needs assessments, performance data, and stakeholder feedback

ALIGN

System responses, strategies, and action steps connected to CBAS priorities

MONITOR

Periodic reviews in October, January, and March; summative evaluation in June

Living documents: plans are reviewed and adjusted as needs and evidence evolve.

Connected by Purpose. Driven by Excellence.

The 2026–2027 plans mark the beginning of implementation under our refreshed CBAS and Strategic Plan.

Shared priorities. Campus-specific responses.

Ongoing monitoring and continuous improvement.

Cultivating Exceptional People

SPLENDORA INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING MINUTES
October 19, 2026
7:00 pm

The Trustees of the Splendora Independent School District met in the cafeteria at Peach Creek Elementary, 16488 S. Tram Rd., Splendora, TX 77372, 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.

I. **Call to Order:** Meeting began at **6:00** pm.

ROLL CALL: (1) Jennifer Stewart - Secretary, (2) Dan Muirhead – Vice President, (3) Jacqueline Canada – Member, (4) Jason Sessum - Member, (5) Allen Wells - President, (6) Travis "Doc" Jones - Member, (7) Kimberly Klepcyk - Assistant Secretary, and Dr. Dustin Bromley – Superintendent

Board Member	Present	Absent	Recorder	Presiding	Arrival
Jacqueline Canada	X				
Travis "Doc" Jones	X				
Kimberly Klepcyk		X			
Dan Muirhead	X				
Jason Sessum					6:55 pm
Jennifer Stewart	X				
Allen Wells	X				

II. 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 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 that 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 Ruth Garcia, Superintendent Secretary, at 281-689-4441.

We had one participant for this meeting: Mr. Billy Hensarling. He spoke about an event, Fields of Faith, happening on October 21, 2026, at Wildcat Stadium. Explained what it was and extended an invitation to the board members and the public.

III. Adjourn To Executive Session According to Texas Government 551.001 et seq pursuant to:

"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 part of discussions in closed session will take place after the Board reconvenes in the open meeting. It is now **6:04** pm.

BREAK AT **6:04 pm**
BOARD CONVENED TO CLOSED SESSION AT **6:04** pm
BOARD RECONVENED FROM CLOSED SESSION AT **7:22** 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. Consultations with Attorney - Section 551.071

IV. Reconvene for Possible Action on items discussed in Executive Session.

V. Regular Meeting

VI. Board Protocol, Invocation, Pledge & Good Things
A. Board Leadership Guidelines & Code of Ethics
B. Invocation by **Jacqueline Canada** .
C. U.S. & State of Texas Pledge of Allegiance - **Aubree Burns & Skylar Stinson**
D. Good Things

VII. Board Recognitions
A. EMC Fair & Rodeo

VIII. Campus Spotlight
A. Peach Creek Elementary

IX. Public Hearing
A. School FIRST (Financial Integrity Rating System of Texas)

X. Reports

A. Superintendent's Report
B. 2025 Bond Update
C. Administrative Presentations
1. Splendora ISD Legislative Priorities Update
2. Teaching & Training Program Update
3. Community-Based Accountability Systems (CBAS) Presentation
4. District-Wide Fleet Replacement Presentation
5. Multilingual and ESL Update

XI. Consent Agenda

A. Determine and Approve any Consent Agenda Items.
B. Approve Board Meeting Minutes
1. Regular Board Meeting Minutes - September 21. 2026
C. Approve Employee Request for Consulting Services Pursuant to House Bill 3372.
D. Approve Memorandum of Understanding (MOU) between Splendora ISD and MET, Inc., Head Start Program

I make a motion to approve the reviewed Consent Agenda items **_A_** through **_C_**.

A motion was made by **Allen Wells** and seconded by **Dan Muirhead** to approve the reviewed items **_A_** through **_C_**.

Board Member	Yea	Nay	Abstain	Passes	Absent
Jacqueline Canada	X				
Travis "Doc" Jones	X				
Kimberly Klepcyk					X
Dan Muirhead	X				
Jason Sessum	X				
Jennifer Stewart	X				
Allen Wells	X				
Voting Totals	6	0		X	PASSES

The consent item D was voted on separately because Allen Wells moved to abstain.

A motion was made by **Jennifer Stewart** and seconded by **Doc Jones** to approve the Memorandum of Understanding (MOU) between Splendora ISD and MET, Inc., Head Start Program

Board Member	Yea	Nay	Abstain	Passes	Absent
Jacqueline Canada	X				
Travis “Doc” Jones	X				
Kimberly Klepcyk					X
Dan Muirhead	X				
Jason Sessum	X				
Jennifer Stewart	X				
Allen Wells			X		
Voting Totals	5	0	1	X	

XII. Action and/or Discussion Items

A. Consider the Approval of the Purchase of Exterior Lighting for Coleman 6th Gr. Campus.

I make a motion to approve the Purchase of Exterior Lighting for Coleman 6th Gr. Campus.

A motion was made by **Dan Muirhead** and seconded by **Jacqueline Canada** to approve the Purchase of Exterior Lighting for Coleman 6th Gr. Campus.

Board Member	Yea	Nay	Abstain	Passes	Absent
Jacqueline Canada	X				
Travis “Doc” Jones	X				
Kimberly Klepcyk					X
Dan Muirhead	X				
Jason Sessum	X				
Jennifer Stewart	X				
Allen Wells	X				
Voting Totals	6	0		X	

B. Consider Approval of the Purchase of (6) White fleet vehicles from Chuck Nash for the CTE/AG, Warehouse, and Transportation departments.

I make a motion to approve the Purchase of (6) White fleet vehicles from Chuck Nash for the CTE/AG, Warehouse, and Transportation departments.

A motion was made by **Jennifer Stewart** and seconded by **Allen Wells** to approve the Purchase of (6) White fleet vehicles from Chuck Nash for the CTE/AG, Warehouse, and Transportation departments.

Board Member	Yea	Nay	Abstain	Passes	Absent
Jacqueline Canada	X				
Travis "Doc" Jones	X				
Kimberly Klepcyk					X
Dan Muirhead	X				
Jason Sessum	X				
Jennifer Stewart	X				
Allen Wells	X				
Voting Totals	6	0		X	

C. Consider, discuss, and potentially approve the purchase of approximately 16 acres of real property for a future school campus or other District facility and delegate authority to the Superintendent or designee to negotiate, finalize, and execute all documents related thereto.

I make a motion to approve the purchase of approximately 16 acres of real property for a future school campus or other District facility and delegate authority to the Superintendent or designee to negotiate, finalize, and execute all documents related thereto.

A motion was made by **Allen Wells** and seconded by **Doc Jones** to approve the purchase of approximately 16 acres of real property for a future school campus or other District facility and delegate authority to the Superintendent or designee to negotiate, finalize, and execute all documents related thereto.

Board Member	Yea	Nay	Abstain	Passes	Absent
Jacqueline Canada	X				
Travis “Doc” Jones	X				
Kimberly Klepcyk					X
Dan Muirhead	X				
Jason Sessum	X				
Jennifer Stewart	X				
Allen Wells	X				
Voting Totals	6	0		X	

XIII. Informational Items

XIV. Possible Agenda Items for Next Meeting.

XV. Adjourn

Adjournment at **9:09** pm

_____ _____

President Secretary

Splendora Independent School District

23419 FM 2090, Splendora, Texas 77372
281-689-3128 • Fax 281-689-7509

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Splendora ISD Board of Trustees
Agenda Item Information Form

BOARD MEETING DATE: November 16, 2026

AGENDA ITEM NAME: Consider Approval of Budget Amendment #1 for Fiscal year 2026-2027.

THIS ITEM RELATES TO STRATEGIC PLAN PILLAR(S): Fiscal & Operational Systems

BACKGROUND INFORMATION: Board Policy CE(LOCAL) states the Board shall amend the budget when a change is made increasing any one of the functional spending categories or increasing revenue object accounts and other resources.

The Board of Trustees approved the 2026-2027 fiscal year budget on June 25, 2026, at the fund and function level for the General Fund, Child Nutrition Fund, and Debt Service Fund.

ADMINISTRATIVE RECOMMENDATION: Approve Budget Amendment #1 for fiscal year 2026-2027 to remain in compliance with Board Policy.

ATTACHMENTS: Budget Amendment #1

BUDGET INFORMATION: Budget Amendment #1 revises the adopted budget, as presented.

RESOURCE PERSONNEL: Yvonne M. Johnson, Chief Financial Officer

RECOMMENDED MOTION: I move to approve Budget Amendment #1 for fiscal year 2026-2027.

Splendora ISD Board of Trustees
Agenda Item Information Form

BOARD MEETING DATE: November 16, 2026

AGENDA ITEM NAME: Approve the 2026-2027 District and Campus Improvement Plans.

THIS ITEM RELATES TO STRATEGIC PLAN PILLAR(S): All pillars within the Community-Based Accountability System (CBAS)

BACKGROUND INFORMATION: Board Policy CB(LEGAL) states a board shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. A board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans are mutually supportive to accomplish the identified objectives, and at a minimum, support the state goals and objectives under Education Code Chapter 4.

ADMINISTRATIVE RECOMMENDATION: Approve the District and Campus Improvement Plans, as presented.

ATTACHMENTS:

Cover Page for District & Campus Plans

District and Campus Improvement Plans

BUDGET INFORMATION: N/A

RESOURCE PERSONNEL: Calesta House, Director of Federal Programs & Compliance, and Yvonne M. Johnson, Chief Financial Officer

RECOMMENDED MOTION: I move to approve the 2026-2027 District and Campus Improvement Plans.

Splendora ISD

District Improvement Plan & Campus Improvement Plans

2026–2027 School Year

Overview of Plan Development

Campus Improvement Plans

Each campus conducted a Comprehensive Needs Assessment (CNA) in collaboration with Campus Design Teams and stakeholders, including students, parents, community members, and business representatives. Using student performance data, stakeholder feedback, and other relevant measures, campus teams identified priorities and developed system responses, strategies, and action steps aligned with the District's refreshed Community-Based Accountability System (CBAS) and Strategic Plan.

Campus Improvement Plans reflect the unique needs of each campus while supporting the district's shared vision and strategic priorities. Progress is reviewed periodically throughout the school year (October, January, and March), with a summative evaluation in June. These plans remain living documents, allowing campus teams to monitor progress, evaluate effectiveness, and make adjustments based on emerging needs and evidence of improvement.

District Improvement Plan

During the 2025–2026 school year, Splendora ISD convened a committee of district stakeholders to conduct a comprehensive review and refresh of its Community-Based Accountability System (CBAS) and Strategic Plan. Through a series of collaborative meetings, committee members examined the existing framework, evaluated district priorities, and refined the system to establish a renewed direction for continuous improvement.

The resulting framework is organized around five interconnected pillars: Student Outcomes, High-Quality Staff, Community Engagement, Safety and Well-Being, and Fiscal and Operational Responsibility.

The 2026–2027 District Improvement Plan is the first developed under this refreshed framework. It incorporates district-level data, stakeholder input, campus needs, and strategic priorities to establish aligned system responses and strategies. The District Educational Improvement Council (DEIC), representing educators, administrators, parents, community members, and business representatives, provides an additional opportunity for stakeholder review and input.

Like the campus plans, the District Improvement Plan is a living document, reviewed and refined throughout the school year to support continuous improvement.

Strategic Alignment and Continuous Improvement

The 2026–2027 District and Campus Improvement Plans represent the transition from the district's CBAS and Strategic Plan refresh to implementation. These plans connect the priorities established through the stakeholder-driven planning process with actionable strategies at both the district and campus levels.

While campuses identify specific areas of focus based on their individual comprehensive needs assessments, all five CBAS pillars remain foundational to the district's work. Through ongoing progress monitoring, stakeholder engagement, and data-informed decision-making, Splendora ISD remains committed to continuous improvement and its mission of Cultivating Exceptional People.

Splendora Independent School District

2026-2027 District Improvement Plan

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Mission Statement

Cultivating Exceptional People

Vision

Connected by Purpose. Driven by Excellence.

Value Statement

In Splendora ISD, we believe...

- We believe the greatest outcomes result when students come first.
- We believe positive relationships create conditions for students to be advocates in their education.
- We believe servant leaders and critical thinkers strengthen our community.
- We believe students deserve high-quality, engaging learning experiences that honor the potential in each student.
- We believe every student should be resilient, innovative, and demonstrate initiative.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Splendora Independent School District conducts an annual Comprehensive Needs Assessment (CNA) to evaluate district performance, identify strengths and areas for improvement, and establish priorities that support student success. The process incorporates multiple sources of quantitative and qualitative data across four areas: Demographics, Student Learning, District Processes and Programs, and Perceptions. District and campus leadership, staff, parents, and community stakeholders contribute to the assessment through data analysis, collaborative discussions, surveys, and other feedback opportunities.

The analysis of demographic and student performance data provides insight into the diverse needs of the district's student population, including differences in academic achievement, student growth, college, career, and military readiness, and outcomes among student groups. While the district has demonstrated progress in student achievement and maintains a strong graduation rate, continued attention is needed to improve performance at higher levels of academic proficiency, strengthen college readiness, and address achievement gaps among student populations.

The review of district processes and programs identifies established strengths in curriculum alignment, collaborative planning, professional learning, instructional monitoring, and student support systems. Opportunities for improvement include strengthening consistency in instructional implementation, the effective use of student performance data, and the application and monitoring of professional learning and targeted interventions across campuses.

Stakeholder perceptions provide additional insight into school culture, communication, family and community engagement, and student and staff experiences. Districtwide surveys and other feedback opportunities support continuous improvement by identifying stakeholder priorities and informing decisions related to organizational effectiveness, positive learning environments, and meaningful engagement.

Findings from the Comprehensive Needs Assessment guide the development and refinement of the District Improvement Plan and Campus Improvement Plans. Identified needs, supporting data, and root causes inform measurable goals, targeted strategies, professional learning priorities, and resource allocation decisions. Through ongoing progress monitoring and collaborative evaluation, Splendora ISD remains committed to continuous improvement and its mission of Cultivating Exceptional People.

Demographics

Summary

According to the most recent Texas Education Agency Snapshot data used for the 2026–2027 planning cycle, Splendora Independent School District serves a diverse student population. Hispanic students represent approximately 49% of total enrollment, while White students comprise approximately 40%. African American students account for approximately 7% of the student population. Students identifying as Two or More Races represent approximately 2%, and Asian students comprise less than 1% of enrollment. American Indian and Pacific Islander students each represent less than 1% of the total student population. This demographic information was reviewed as part of the Comprehensive Needs Assessment and informs district planning, goal setting, and the identification of student groups for targeted support.

In addition to demographic composition, district planning reflects analysis of key student characteristics as defined by TEA accountability and ESSA requirements. Based on the most recent Snapshot data, approximately 59% of students are identified as economically disadvantaged, indicating the need for supplemental instructional supports and services. Emergent Bilingual students comprise approximately 25% of district enrollment, requiring focused language acquisition supports and instructional strategies aligned to state and federal program requirements. Additionally, approximately 57% of students meet the state definition of at-risk, reflecting a need for academic intervention, progress monitoring, and dropout prevention strategies. Students receiving special education services represent approximately 18% of the student population, necessitating continued emphasis on specially designed instruction, inclusive practices, and compliance with IDEA. These student characteristics were considered during the Comprehensive Needs Assessment and directly inform the district's goals, strategies, and allocation of federal, state, and local resources to improve student outcomes.

Strengths

Splendora Independent School District serves a diverse student population that provides a strong foundation for culturally responsive instructional practices and inclusive learning environments. The district's significant Hispanic and Emergent Bilingual student populations, combined with a diverse racial and ethnic composition, offer opportunities to leverage multilingual assets, family engagement, and community partnerships to support student achievement. Additionally, the district's experience serving a high percentage of economically disadvantaged and at-risk students has resulted in established systems for targeted interventions, supplemental instructional supports, and use of federal and state resources to address identified student needs.

Barriers Identifying Demographics Needs

	Barrier	Root Cause
1	Analysis of district demographic and student characteristic data indicates that a high percentage of students are identified as economically disadvantaged, Emergent Bilingual, at-risk, and receiving special education services, resulting in increased academic and linguistic support needs across campuses. Student performance data show variability in academic outcomes among identified student groups,	The root cause of the identified problem is inconsistent implementation of aligned, evidence-based instructional practices and intervention systems across classrooms and campuses, particularly those designed to meet the academic and language development needs of economically disadvantaged, Emergent Bilingual, at-risk, and special education students. This inconsistency limits the district's ability

★ = Priority

Student Learning

Summary

Splendora Independent School District | 2025–2026

An analysis of state accountability data, student assessment results, and district performance indicators reflects both strengths and areas for continued improvement in student achievement across Splendora ISD. The district demonstrates positive outcomes in student persistence, graduation, and college and career readiness, while continued attention is needed to strengthen grade-level academic proficiency and close achievement gaps among student populations.

STAAR Academic Achievement and Growth

Spring 2026 STAAR results indicate improvement in overall student academic achievement, with 68% of assessments meeting the Approaches Grade Level standard or above, 38% meeting the Meets Grade Level standard or above, and 12% achieving Masters Grade Level. The district's STAAR achievement score increased from 35 in 2025 to 39 in 2026, reflecting positive progress.

While improvement is evident, districtwide results indicate a continued need to strengthen academic performance across tested content areas, particularly in mathematics. The district will continue to prioritize high-quality, standards-aligned instruction, targeted academic interventions, data-driven instructional decisions, and ongoing progress monitoring to increase grade-level proficiency and academic growth.

Graduation and Dropout Rates

District data reflect strong results in student persistence and completion, with a reported on-time graduation rate of 95.2% for the Class of 2025 and an annual dropout rate of 1.4% for students in grades 9–12 during the 2024–2025 school year.

These outcomes suggest that existing student support systems contribute positively to student persistence and successful completion of high school. Continued monitoring of attendance, academic progress, and students at risk of dropping out will remain important to sustaining these results.

College, Career, and Military Readiness (CCMR)

College, Career, and Military Readiness data reflect the district's continued emphasis on preparing students for postsecondary education and workforce opportunities. Preliminary 2025–2026 CCMR data from the district's OnPoint dashboard indicate that 67% of Grade 12 students (267 of 400) met at least one CCMR indicator. Industry-based certifications represented a significant area of strength, with 40% meeting this indicator. Additional readiness measures included dual credit (22%), Advanced Placement/ International Baccalaureate (17%), and associate degree attainment (10%).

College readiness assessment results indicate opportunities for continued improvement, particularly in mathematics. While 36% of Grade 12 students met an English language arts college readiness indicator, only 16% met a mathematics college readiness indicator, and 15% demonstrated readiness in both subject areas.

These findings highlight the importance of strengthening college readiness preparation, expanding access to advanced coursework and dual credit, and increasing opportunities for students to earn industry-based certifications and other postsecondary credentials. The district will continue to evaluate CCMR outcomes and student participation in available pathways to support successful transitions to college, careers, and military service.

Emergent Bilingual Student Achievement and English Language Proficiency

Analysis of 2025–2026 Texas English Language Proficiency Assessment System (TELPAS) results indicates varying levels of English language proficiency and growth among emergent bilingual students across the district. Results reflect a general pattern of higher English proficiency among students with more years of enrollment in U.S. schools. Among students attending U.S. schools for five or more years, 57.3% achieved Advanced or Advanced High proficiency, compared to 34.2% of students in their first year.

An analysis of TELPAS growth from 2024–2025 to 2025–2026 indicates that 66.72% of students demonstrated progress in at least one assessed proficiency area, with 14% progressing two or more proficiency levels. However, the data also indicate that some

students experienced inconsistent growth across language domains, highlighting the continued need for targeted language acquisition support.

These findings reinforce the importance of explicit academic vocabulary instruction, differentiated instruction, and intentional integration of language development strategies across content areas. Continued monitoring of English language proficiency and growth will support instructional decisions and increase emergent bilingual students' access to grade-level academic content.

Special Education Student Achievement

Analysis of Spring 2026 STAAR results indicates persistent achievement gaps between students receiving special education services and the overall student population. In grades 3–8, 32% of students receiving special education services achieved Approaches Grade Level or above in reading, compared to 69% of all students. In mathematics, 29% achieved Approaches Grade Level or above, compared to 57% districtwide.

Performance at the Meets Grade Level standard was considerably lower, with 10% of students receiving special education services meeting grade-level expectations in reading and 9% in mathematics.

These results highlight the continued need to strengthen specially designed instruction, targeted academic interventions, appropriate instructional accommodations, and collaboration between general education and special education staff. The district will continue to prioritize individualized instructional support and ongoing progress monitoring to improve academic achievement and reduce performance gaps for students receiving special education services.

Strengths

1. Strong Graduation and Student Completion Rates

Splendora ISD demonstrates strong student persistence and completion outcomes, with a reported graduation rate of 95.2% for the Class of 2025 and a low annual dropout rate of 1.4% for students in grades 9–12 during the 2024–2025 school year.

2. Improvement in Overall STAAR Academic Achievement

Spring 2026 STAAR results reflect improvement in districtwide academic achievement. The district's STAAR achievement score increased from 35 in 2025 to 39 in 2026, while 68% of assessments achieved Approaches Grade Level or above. These results indicate positive progress in student academic performance.

3. College, Career, and Military Readiness

Preliminary 2025–2026 CCMR data indicate that 67% of Grade 12 students met at least one college, career, or military readiness indicator. Industry-based certifications represent a particular strength, with 40% of Grade 12 students meeting this indicator. Additional readiness pathways include dual credit (22%), Advanced Placement/International Baccalaureate (17%), and associate degree attainment (10%). These results reflect student success across multiple postsecondary readiness pathways.

4. English Language Proficiency Development

TELPAS results indicate evidence of English language proficiency development among emergent bilingual students. In the district's 2025–2026 OnPoint growth report, 66.72% of students demonstrated progress in at least one assessed proficiency area. Additionally, 57.3% of students enrolled in U.S. schools for five or more years achieved Advanced or Advanced High proficiency, indicating stronger English language proficiency among longer-enrolled students.

Barriers Identifying Student Learning Needs

	Barrier	Root Cause
1	Although Splendora ISD demonstrated improvement in overall STAAR performance, a significant percentage of students continue to perform below grade-level expectations. Spring 2026 STAAR results indicate that 38% of students achieved Meets Grade Level or above, with mathematics remaining a particular area of concern.	Inconsistent implementation of high-quality, standards-aligned instruction, differentiated instructional practices, and systematic use of assessment data to identify and address learning gaps across grade levels and content areas.
2	Students receiving special education services continue to demonstrate lower academic achievement compared to the overall student population. In grades 3-8, only 10% achieved Meets Grade Level or above in reading and 9% in mathematics, indicating a continued need for targeted academic support.	Inconsistent implementation of specially designed instruction, instructional accommodations, and coordinated intervention practices between general education and special education staff, along with a need for more systematic monitoring of student progress toward grade-level standards.
3	While the district demonstrates positive outcomes in overall CCMR attainment, college readiness assessment results indicate continued opportunities for improvement. Preliminary 2025-2026 data show that 36% of Grade 12 students met an English language arts college readiness indicator, compared to only 16% in mathematics. Additionally, approximately one-third of Grade 12 students had not met a CCMR	A need for more systematic identification and monitoring of students who have not met college readiness benchmarks, along with consistent implementation of targeted college readiness preparation and individualized CCMR pathway planning.
4	TELPAS results indicate that emergent bilingual students demonstrate varying levels of English language proficiency and inconsistent growth across language domains. While 66.72% demonstrated progress in at least one assessed proficiency area, not all students demonstrated consistent language development across domains.	Inconsistent integration of language development strategies, explicit academic vocabulary instruction, and differentiated linguistic supports across content areas, along with a need for more systematic use of TELPAS data to guide instruction and monitor individual student progress.

★ = Priority

District Processes & Programs

Summary

Splendora Independent School District implements districtwide programs, practices, and organizational processes designed to support effective instruction, continuous improvement, and student success. Curriculum and instruction are aligned with the Texas Essential Knowledge and Skills (TEKS) and supported through district-adopted instructional materials, curriculum pacing guidance, and common instructional expectations. District and campus leadership utilize classroom walkthroughs, lesson design reviews, assessment results, and student progress monitoring to evaluate curriculum implementation, identify instructional needs, and guide continuous improvement efforts.

Professional learning opportunities are provided to strengthen instructional practices, support implementation of district initiatives, and build staff capacity. Professional development is aligned with district and campus priorities and includes support for curriculum implementation, evidence-based instructional strategies, differentiated instruction, emergent bilingual learners, special education services, and targeted academic interventions. Ongoing instructional coaching, collaborative planning, and follow-up support provide opportunities for teachers to strengthen instructional practices and respond to student learning needs.

District leadership processes emphasize collaborative planning, data-informed decision-making, and alignment among district goals, campus improvement plans, and classroom instruction. Professional Learning Communities (PLCs), horizontal and vertical alignment opportunities, and student data analysis support collaborative instructional planning and the identification of appropriate interventions. District and campus leadership utilize these processes to monitor student progress, evaluate instructional effectiveness, and identify opportunities for improvement.

Established communication structures support collaboration among district leadership, campus administrators, teachers, support staff, families, and community stakeholders. These processes promote shared expectations, coordinated implementation of district initiatives, and opportunities for stakeholder feedback and engagement.

Organizational structures, scheduling practices, and student support services are designed to maximize instructional time and provide opportunities for academic intervention, enrichment, and social-emotional and behavioral support. The district also provides extracurricular and co-curricular opportunities that encourage student engagement, leadership development, and well-rounded educational experiences.

Technology is integrated into instructional and operational processes to support teaching and learning, student assessment, communication, and access to digital resources. District systems and technology tools provide opportunities to strengthen instructional delivery, monitor student progress, and improve organizational efficiency. Fiscal and operational processes support the strategic allocation of resources to address district priorities and identified student and staff needs.

Through the Comprehensive Needs Assessment and district improvement planning processes, Splendora ISD evaluates its programs, practices, and organizational structures to identify strengths, address areas of need, and ensure continued alignment with district goals, state accountability requirements, and the needs of students and staff.

Strengths

1. Districtwide Curriculum Alignment and Instructional Support

Splendora ISD has established districtwide curriculum and instructional processes aligned with the Texas Essential Knowledge and Skills (TEKS). District-adopted instructional materials, pacing guidance, and common instructional expectations provide a consistent foundation for teaching and learning. Classroom walkthroughs, lesson design reviews, and instructional support processes help monitor implementation and identify opportunities for continuous improvement.

2. Collaborative Planning and Data-Informed Decision-Making

The district utilizes Professional Learning Communities (PLCs), collaborative planning, and student performance data to guide instructional decisions. Horizontal and vertical alignment opportunities support consistency across grade levels and content areas, while assessment analysis and progress monitoring help identify student learning needs and inform instructional adjustments.

3. Professional Learning and Staff Development

Splendora ISD provides ongoing professional learning aligned with district and campus improvement priorities. Training opportunities address curriculum implementation, evidence-based instructional practices, differentiated instruction, and support for diverse student populations. Instructional coaching, collaborative planning, and follow-up support provide opportunities for teachers and campus leaders to strengthen instructional practices and build professional capacity.

4. Comprehensive Student Support Systems and Opportunities

The district has established organizational structures and support services designed to address students' academic, behavioral, and social-emotional needs. Academic interventions, enrichment opportunities, and extracurricular and co-curricular programs support student engagement and provide opportunities for leadership development and well-rounded educational experiences.

5. Communication, Technology, and Organizational Support

Splendora ISD utilizes established communication systems and technology resources to support instruction, collaboration, and operational efficiency. District and campus communication processes promote coordination among staff, families, and community stakeholders. Technology tools support instructional delivery, assessment, student progress monitoring, and access to educational resources, while fiscal and operational processes help align resources with district priorities.

Barriers Identifying District Processes & Programs Needs

	Barrier	Root Cause
1	While the district has established Professional Learning Communities (PLCs), assessment systems, and progress monitoring processes, the consistent use of student performance data to guide instructional adjustments and targeted interventions remains an area for improvement.	Variations in data analysis practices, collaborative planning processes, and follow-through on instructional decisions limit the consistent translation of student performance data into timely instructional adjustments and interventions.
2	Splendora ISD provides professional development aligned with district priorities; however, ensuring consistent application of learned instructional strategies across classrooms and campuses remains a challenge.	Differences in staff instructional needs, experience, and opportunities for ongoing coaching, feedback, and practice contribute to varying levels of implementation and sustainability of professional learning.
3	Although Splendora ISD has established districtwide curriculum resources, instructional expectations, and monitoring processes, variations in implementation across classrooms and campuses may limit the consistency and effectiveness of instructional practices.	Differences in instructional experience, curriculum internalization, and application of district expectations, combined with varying levels of ongoing feedback and instructional support, contribute to inconsistent implementation of standards-aligned instructional practices.
4	Although the district provides academic interventions and specialized support services, ensuring consistent coordination, implementation, and monitoring of these supports across campuses remains an area for continued improvement, particularly for students requiring additional academic and linguistic assistance.	Variations in intervention procedures, communication among instructional and support personnel, and systematic review of student progress contribute to inconsistent implementation and evaluation of targeted student support services.

★ = Priority

Perceptions

Summary

Splendora Independent School District values stakeholder feedback as an essential component of continuous improvement and utilizes multiple sources of information to evaluate perceptions of district effectiveness, school culture, communication, and student and staff experiences. Surveys, interviews, focus groups, and other feedback opportunities provide insight from students, staff, parents, families, and community stakeholders to inform district planning and decision-making.

Staff feedback is reviewed to assess organizational climate, leadership support, communication, professional learning opportunities, and overall workplace experiences. Staff retention and turnover data provide additional insight into organizational stability and areas where continued support may be needed. These measures help the district identify opportunities to strengthen staff engagement, professional relationships, and a positive working environment.

Student feedback and engagement information are considered when evaluating school culture, student belonging, safety, and access to academic, behavioral, and social-emotional supports. The district recognizes the importance of providing safe, supportive, and inclusive learning environments where students feel connected, valued, and encouraged to succeed.

Parent and family engagement is evaluated through participation in district and campus activities, attendance at meetings and events, and feedback gathered through surveys and other communication opportunities. These sources provide insight into family experiences, communication effectiveness, and opportunities to strengthen meaningful partnerships between schools and families. Community partnerships and volunteer involvement also contribute to the district's understanding of stakeholder engagement and support for district initiatives.

Communication practices are evaluated for clarity, timeliness, accessibility, and consistency across district and campus levels. Feedback from stakeholders helps identify opportunities to strengthen two-way communication, increase transparency, and promote shared understanding of district goals, expectations, and initiatives.

Through the Comprehensive Needs Assessment process, Splendora ISD considers stakeholder perceptions alongside student achievement, organizational, and operational data to identify strengths and areas for improvement. This information supports district planning efforts focused on strengthening relationships, fostering a positive organizational culture, increasing stakeholder engagement, and maintaining safe and supportive learning and working environments.

Strengths

1. Established Stakeholder Feedback and Engagement Processes

Splendora ISD utilizes districtwide surveys, meetings, committees, and other feedback opportunities to gather input from students, staff, parents, families, and community stakeholders. These established processes provide opportunities for stakeholder voices to inform district planning, decision-making, and continuous improvement efforts.

2. Commitment to Positive School Culture and Supportive Environments

The district emphasizes positive relationships, student belonging, and safe, supportive learning and working environments. Student and staff feedback provides valuable insight into school culture, organizational climate, and opportunities to strengthen student engagement, staff satisfaction, and overall well-being.

3. Family and Community Engagement Opportunities

Splendora ISD provides multiple opportunities for parents, families, and community members to participate in district and campus activities, committees, and school events. Community partnerships, volunteer opportunities, and family engagement initiatives encourage collaboration and strengthen connections between schools, families, and the community.

4. Communication and Continuous Improvement

The district utilizes multiple communication channels to share information, promote transparency, and maintain connections with stakeholders. Feedback gathered through surveys, meetings, and other communication opportunities supports the evaluation of

communication effectiveness and helps identify areas for continued improvement across district and campus operations.

Barriers Identifying Perceptions Needs

	Barrier	Root Cause
1	Despite established district and campus communication channels, ensuring that information is consistently clear, timely, accessible, and responsive to stakeholder needs remains an ongoing challenge.	Variations in communication practices, preferred communication methods, and opportunities for two-way dialogue may contribute to differences in how stakeholders receive, understand, and respond to district and campus information.
2	While Splendora ISD collects stakeholder feedback through surveys, meetings, and committees, consistently communicating findings and demonstrating how feedback informs district and campus improvements remains an area for growth.	Variations in processes for analyzing feedback, identifying actionable trends, communicating results, and monitoring follow-up actions may limit stakeholders' understanding of how their input influences district decisions.
3	Although Splendora ISD provides multiple opportunities for stakeholder feedback and engagement, ensuring consistent participation and representation among students, staff, families, and community members remains an area for improvement.	Differences in stakeholder availability, awareness of engagement opportunities, communication preferences, and access to participation options may limit involvement from some stakeholder groups.
4	Maintaining consistently positive perceptions of school culture, belonging, safety, and organizational support across all campuses remains an area for continued improvement.	Differences in campus environments, leadership practices, relationship-building opportunities, and implementation of student and staff support systems may contribute to variations in stakeholder experiences.

★ = Priority

Student Outcomes

Summary

Splendora Independent School District evaluates student outcomes through multiple measures of academic achievement, student growth, graduation, college, career, and military readiness (CCMR), and student engagement. These measures provide a comprehensive understanding of student progress and the district's effectiveness in preparing students for success at each educational level and beyond graduation.

Spring 2026 STAAR results indicate that 68% of students performed at the Approaches Grade Level standard, 38% at Meets Grade Level, and 12% at Masters Grade Level. The district's STAAR achievement score increased from 35 in 2025 to 39 in 2026, demonstrating improvement in overall academic performance while identifying continued opportunities to strengthen grade-level proficiency and advanced achievement.

The district's four-year graduation rate for the Class of 2025 was 95.2%, reflecting positive outcomes in high school completion. Preliminary 2025–2026 Grade 12 CCMR data indicate that 67% of students met at least one readiness indicator. Industry-based certifications, dual credit coursework, Advanced Placement opportunities, and associate degree attainment provide multiple pathways for students to demonstrate readiness for postsecondary education and the workforce. However, college readiness indicators, particularly in mathematics, identify a continued need to strengthen academic preparation for postsecondary success.

Student outcomes are also examined across student populations to identify differences in achievement, progress, and access to educational opportunities. Performance data for students receiving special education services and emergent bilingual students highlight the importance of differentiated instruction, targeted interventions, and consistent progress monitoring to support equitable student growth and achievement.

Splendora ISD utilizes assessment results, graduation and readiness measures, student engagement information, and ongoing progress monitoring to evaluate outcomes and guide improvement efforts. These findings support district priorities focused on strengthening academic achievement, increasing readiness for future opportunities, and ensuring that all students have access to meaningful and well-rounded educational experiences.

Strengths

1. Improvement in Academic Achievement

Splendora ISD demonstrated improvement in overall STAAR performance, with the district's achievement score increasing from 35 in 2025 to 39 in 2026. This positive trend reflects progress in student academic outcomes and provides a foundation for continued improvement in grade-level proficiency.

2. Strong Graduation Outcomes

The district maintained a four-year graduation rate of 95.2% for the Class of 2025. This represents a positive outcome in student persistence and high school completion and supports the district's commitment to preparing students for opportunities beyond graduation.

3. Multiple Pathways to College and Career Readiness

Preliminary 2025–2026 Grade 12 CCMR data indicate that 67% of students met at least one readiness indicator. Students have opportunities to demonstrate readiness through industry-based certifications, dual credit coursework, Advanced Placement participation, and associate degree attainment, providing multiple pathways aligned with individual interests and postsecondary goals.

4. Established Processes for Monitoring Student Outcomes

The district utilizes state assessments, readiness indicators, graduation data, and student progress monitoring to evaluate student outcomes and identify areas for improvement. These measures support data-informed decisions related to instructional planning, interventions, and district improvement priorities.

Barriers Identifying Student Outcomes Needs

	Barrier	Root Cause
1 ★	Despite improvement in overall STAAR performance, student achievement at the Meets and Masters Grade Level standards remains an area of need, with 38% of students achieving Meets and 12% achieving Masters in spring 2026.	Inconsistent implementation of grade-level instructional rigor, differentiated learning opportunities, and timely instructional adjustments may limit students' ability to demonstrate proficiency and advanced mastery of academic standards.
2 ★	Although the district demonstrates positive graduation and overall CCMR outcomes, college readiness in English language arts and mathematics remains an area for improvement. Preliminary data indicate that 36% of Grade 12 students met the ELA college readiness indicator, 16% met the mathematics indicator, and 15% met both.	Gaps in foundational academic skills, combined with varying levels of alignment between classroom instruction, college readiness expectations, and targeted academic preparation, may limit students' ability to meet college readiness benchmarks.
3 ★	Differences in academic outcomes persist among student populations, particularly students receiving special education services and emergent bilingual students, indicating a continued need to improve equitable access to grade-level learning and academic success.	Variations in differentiated instructional practices, language development support, intervention implementation, and progress monitoring may contribute to inconsistent academic growth and achievement among student groups.
4	Ensuring that students demonstrate sustained academic growth and develop the knowledge and skills necessary for successful transitions between grade levels and into postsecondary opportunities remains a districtwide priority.	Differences in student academic preparation, instructional continuity, and the consistent use of progress monitoring data to address learning gaps may affect students' ability to maintain expected academic growth over time.

★ = Priority

Community Engagement

Summary

Splendora Independent School District recognizes family and community engagement as essential components of student success and continuous district improvement. The district maintains communication and engagement opportunities designed to strengthen relationships among schools, families, community organizations, and other stakeholders. These efforts support the district's commitment to collaboration, transparency, and shared responsibility for student achievement and well-being.

District and campus communication channels provide families and community members with information regarding educational programs, student activities, district initiatives, and opportunities for involvement. Surveys, advisory committees, meetings, and stakeholder feedback processes provide opportunities for families and community members to share perspectives and contribute to district and campus planning efforts.

Family engagement activities, school events, volunteer opportunities, and community partnerships encourage participation in the educational process and strengthen connections between the district and the community. These opportunities support student learning, promote positive school experiences, and provide additional resources and experiences that enhance educational opportunities.

Splendora ISD reviews stakeholder feedback, participation information, and communication practices to identify opportunities to strengthen outreach, accessibility, and meaningful engagement. Through continued collaboration with families and community partners, the district seeks to build trusting relationships, increase stakeholder participation, and support shared goals for student success.

Strengths

1. Established Communication Channels

Splendora ISD utilizes multiple district and campus communication channels to provide families and community members with information about educational programs, student activities, and district initiatives. These communication structures support transparency, promote awareness, and help maintain connections between schools and the community.

2. Opportunities for Family and Stakeholder Involvement

The district provides opportunities for parents, families, and community stakeholders to participate in school events, meetings, advisory committees, and district improvement activities. These opportunities encourage stakeholder involvement and provide avenues for families to contribute to the educational experience and district decision-making processes.

3. Community Partnerships and Collaboration

Splendora ISD recognizes the value of partnerships with local organizations, businesses, and community members in supporting educational opportunities and student experiences. Community involvement and collaborative relationships provide opportunities to connect district programs with resources, expertise, and support beyond the classroom.

4. Established Stakeholder Feedback Processes

The district gathers feedback through surveys, meetings, committees, and other engagement opportunities to better understand stakeholder needs and experiences. These processes provide information that supports evaluation of district initiatives, communication practices, and opportunities for continuous improvement.

Barriers Identifying Community Engagement Needs

	Barrier	Root Cause
1 ★	Although Splendora ISD provides multiple opportunities for family and community involvement, maintaining consistent participation across campuses and stakeholder groups remains an area for improvement.	Differences in family schedules, transportation availability, awareness of engagement opportunities, and preferred methods of participation may limit consistent involvement in district and campus activities.
2	Ensuring that district and campus communications consistently reach all families in a timely, clear, and accessible manner remains an ongoing priority..	Variations in communication preferences, language needs, access to technology, and communication practices across campuses may affect how families receive and respond to district information.
3	Strengthening and expanding community partnerships that provide sustained support for student learning, enrichment, and postsecondary readiness remains an area for continued development.	Differences in campus partnership opportunities, available community resources, and coordination of outreach efforts may limit the consistency and sustainability of partnerships across district programs.
4	While the district collects stakeholder feedback through established processes, consistently communicating how feedback influences district and campus decisions remains an opportunity for improvement.	Variations in the documentation, analysis, communication, and follow-up of stakeholder feedback may limit the visibility of improvements resulting from stakeholder participation.

★ = Priority

Professional Learning and High Quality Staff

Summary

Splendora Independent School District recognizes that recruiting, developing, supporting, and retaining quality staff are essential to student success and continuous district improvement. The district provides professional learning opportunities, leadership development, mentoring, and ongoing instructional support designed to strengthen employee effectiveness and promote a positive professional culture.

Professional development is aligned with district and campus improvement priorities, instructional expectations, and identified student learning needs. Opportunities include curriculum implementation, evidence-based instructional practices, differentiated instruction, assessment and data analysis, and specialized support for diverse student populations. Collaborative planning, Professional Learning Communities (PLCs), instructional coaching, and campus leadership support provide opportunities for staff to apply new learning and refine instructional practices.

The district supports professional growth through leadership development opportunities, mentoring for new teachers, and ongoing collaboration among educators and administrators. These efforts are designed to build staff capacity, strengthen instructional leadership, and support employees throughout their professional careers.

Recruitment and retention efforts focus on attracting qualified personnel, supporting employee development, and fostering a positive and supportive working environment. Staff feedback, retention information, and identified professional learning needs provide insight into opportunities to strengthen employee engagement, job satisfaction, and organizational effectiveness.

Through ongoing evaluation of professional learning, staffing needs, and employee support systems, Splendora ISD seeks to maintain a highly qualified workforce committed to instructional excellence, professional growth, and improved student outcomes.

Strengths

1. Districtwide Professional Learning Opportunities

Splendora ISD provides professional development aligned with district instructional priorities, curriculum expectations, and identified student needs. These opportunities support continuous improvement in instructional practices, strengthen staff knowledge and skills, and promote consistent implementation of district initiatives.

2. Established Mentoring and New Teacher Support

The district provides structured mentoring and professional learning opportunities for new teachers to support their transition into the profession. Mentoring relationships, collaborative learning, and ongoing guidance help new educators develop instructional skills, build professional relationships, and become familiar with district expectations and practices.

3. Leadership Development and Professional Growth

Splendora ISD invests in leadership development and professional growth opportunities for teachers and administrators. These efforts strengthen instructional leadership, support professional capacity, and provide opportunities for employees to develop skills that contribute to district and campus improvement.

4. Collaborative Professional Learning Structures

Professional Learning Communities (PLCs), collaborative planning, instructional coaching, and opportunities for horizontal and vertical alignment support professional collaboration across the district. These structures encourage shared instructional practices, analysis of student performance, and collective responsibility for student success.

5. Commitment to Staff Support and Retention

The district recognizes the importance of a positive professional culture and provides opportunities for employee feedback, professional support, and continued development. These efforts contribute to a supportive working environment and inform ongoing recruitment and retention planning.

Barriers Identifying Professional Learning and High Quality Staff Needs

	Barrier	Root Cause
1 ★	Although Splendora ISD provides professional development aligned with district priorities, ensuring consistent implementation and sustained application of learned strategies across classrooms and campuses remains an area for improvement.	Differences in staff experience, instructional needs, and access to ongoing coaching, feedback, and opportunities for practice may contribute to variations in the implementation of professional learning.
2 ★	Recruiting and retaining qualified personnel in instructional and specialized positions remains an ongoing district priority.	Competition for qualified educators, workforce availability, and the specialized qualifications required for certain positions may create challenges in maintaining consistent staffing and instructional continuity.
3	Meeting the varied professional learning needs of new, experienced, and specialized staff while maintaining consistent districtwide instructional expectations remains an area for continued improvement.	Differences in employee experience, assigned responsibilities, and professional growth needs require differentiated learning opportunities and individualized support that may not be consistently available across all roles and campuses.
4	Ensuring consistent mentoring support, leadership development, and opportunities for professional growth across campuses remains an area for continued improvement.	Competing instructional and administrative responsibilities, differences in available time for mentoring and collaboration, and varying levels of follow-up support may affect the consistency and sustainability of professional development and leadership growth opportunities.

★ = Priority

Fiscal & Operational Systems

Summary

Splendora Independent School District maintains fiscal and operational systems designed to support student achievement, organizational effectiveness, and responsible stewardship of district resources. Financial planning, budgeting, purchasing, facilities management, transportation, technology, and other operational services are coordinated to support district and campus priorities while maintaining compliance with applicable state and federal requirements.

The district utilizes established budgeting, accounting, purchasing, and financial monitoring processes to promote fiscal responsibility, transparency, and accountability. Resource allocation decisions are informed by district improvement priorities, student needs, staffing requirements, and available funding sources. Federal, state, and local resources are coordinated to support instructional programs, student services, and operational needs.

Facilities and maintenance operations focus on providing safe, functional, and supportive learning and working environments. Transportation, child nutrition, and other operational departments provide essential services that contribute to student access, daily attendance, and the effective operation of district programs.

Technology infrastructure and digital systems support instructional delivery, student information management, communication, financial operations, and organizational efficiency. The district evaluates technology needs and available resources to support reliable access to instructional and administrative tools.

Through ongoing budget monitoring, operational planning, and evaluation of district needs, Splendora ISD works to maximize available resources, maintain effective services, and align fiscal and operational decisions with district goals and continuous improvement priorities.

Strengths

1. Established Fiscal Management and Accountability Processes

Splendora ISD utilizes established budgeting, accounting, purchasing, and financial monitoring procedures to support responsible management of district resources. These processes promote fiscal accountability, regulatory compliance, and alignment of expenditures with district priorities.

2. Strategic Allocation of District Resources

The district coordinates available local, state, and federal funding sources to support instructional programs, student services, staffing, and operational needs. Budget development and resource allocation processes consider identified student needs, campus priorities, and district improvement goals.

3. Operational Services Supporting Student Success

District operational departments, including facilities, maintenance, transportation, and child nutrition, provide essential services that support the daily operation of schools. These services contribute to safe, functional learning environments and help maintain student access to educational opportunities.

4. Technology Infrastructure and Digital Resources

Splendora ISD maintains technology systems and digital resources that support instruction, communication, student information management, and district operations. These resources enhance access to educational tools, support administrative functions, and contribute to organizational efficiency.

5. Commitment to Continuous Operational Improvement

The district utilizes planning, monitoring, and evaluation processes to identify operational needs, assess resource utilization, and guide improvement efforts. Collaboration among district leadership, campus administrators, and operational departments supports coordinated decision-making and responsiveness to district needs.

Barriers Identifying Fiscal & Operational Systems Needs

	Barrier	Root Cause
1	Maintaining adequate resources to address instructional, staffing, facilities, technology, and operational priorities while remaining within available funding continues to require careful planning and prioritization.	Changes in funding availability, rising operational costs, and competing district and campus needs may limit the district's flexibility to address all identified priorities within existing resources.
2	Maintaining and improving district facilities and infrastructure while addressing ongoing maintenance and operational demands remains an area for continued attention.	Aging equipment and infrastructure, ongoing maintenance requirements, and the costs associated with facility improvements may create competing demands on available operational resources.
3	Ensuring reliable, current, and equitable access to technology resources while managing replacement, maintenance, and infrastructure needs remains an ongoing operational priority.	The continuing evolution of instructional technology, equipment replacement cycles, infrastructure requirements, and available funding may affect the district's ability to maintain and update technology resources consistently.
4	Ensuring consistent communication, coordination, and efficient implementation of operational procedures across departments and campuses remains an area for continuous improvement.	Differences in departmental workflows, competing operational demands, and the need for timely information sharing may contribute to variations in service delivery, resource utilization, and operational efficiency.

★ = Priority

Safety & Well-Being

Summary

Splendora Independent School District is committed to providing safe, supportive, and positive learning and working environments that promote the physical, social, emotional, and behavioral well-being of students and staff. Districtwide safety procedures, student support services, and campus-based practices are designed to protect students and employees while fostering a school culture that encourages positive relationships, engagement, and a sense of belonging.

The district implements school safety and emergency preparedness procedures, including safety planning, emergency response protocols, staff training, and coordination with appropriate safety personnel and community agencies. These measures support prevention, preparedness, and timely responses to potential safety concerns.

Student support systems address academic, behavioral, social-emotional, and mental health needs through counseling, intervention services, and collaboration among campus personnel, families, and appropriate service providers. The district emphasizes early identification of student needs, positive behavior supports, and access to resources that promote student well-being and readiness to learn.

School culture and climate are supported through positive relationships, clear behavioral expectations, student engagement opportunities, and efforts to promote respectful and inclusive school environments. Staff training, communication, and collaboration help reinforce consistent expectations for student safety, behavior, and well-being across campuses.

Through ongoing review of safety procedures, student support information, stakeholder feedback, and campus needs, Splendora ISD identifies opportunities to strengthen prevention efforts, improve coordination of services, and maintain safe and supportive environments that contribute to student success.

Strengths

1. Established School Safety and Emergency Preparedness Procedures

Splendora ISD maintains districtwide safety procedures, emergency response protocols, and preparedness practices designed to protect students and staff. Safety planning, training, and coordination among district personnel and appropriate agencies support a proactive approach to maintaining secure learning and working environments.

2. Student Counseling and Support Services

The district provides counseling, behavioral interventions, and student support services designed to address social-emotional, behavioral, and academic needs. Collaboration among counselors, educators, administrators, families, and support personnel helps identify student needs and coordinate appropriate assistance.

3. Commitment to Positive School Culture and Student Belonging

Splendora ISD emphasizes positive relationships, student engagement, and respectful learning environments. Campus practices and student support initiatives promote a sense of belonging, encourage positive behavior, and contribute to supportive school communities.

4. Staff Training and Shared Safety Responsibilities

The district provides training and guidance related to school safety, emergency preparedness, student behavior, and appropriate responses to student needs. Collaboration among instructional, administrative, and support personnel promotes shared responsibility for student and staff safety.

5. Collaboration with Families and Community Resources

The district recognizes the importance of family involvement and community partnerships in supporting student safety and well-being. Communication and coordination with families, community organizations, and appropriate service providers help connect students with resources and support beyond the classroom.

Barriers Identifying Safety & Well-Being Needs

	Barrier	Root Cause
1	Although Splendora ISD has established safety procedures and emergency preparedness practices, ensuring consistent implementation, awareness, and readiness across all campuses remains an ongoing priority.	Differences in campus facilities, staffing, daily operations, and the need for ongoing training and reinforcement may contribute to variations in the implementation of safety procedures.
2	Addressing the varied behavioral, social-emotional, and mental health needs of students while maintaining timely access to appropriate support services remains an area for continued improvement.	Differences in individual student needs, available support resources, and the capacity to provide timely, individualized interventions may affect the consistency and responsiveness of student support services.
3 ★	Ensuring that all students experience a positive, respectful, and supportive school environment remains an area for continued attention across campuses and student populations.	Variations in student experiences, peer relationships, behavioral expectations, and implementation of campus culture-building practices may contribute to differences in students' sense of belonging and connection to school.
4	Although the district provides multiple student support services, ensuring consistent coordination, documentation, and evaluation of interventions across campuses remains an opportunity for improvement.	Differences in campus referral processes, communication among support personnel, and systematic monitoring of intervention effectiveness may limit consistency in identifying needs, providing services, and evaluating student progress.

★ = Priority

Priority Problem Statements

	Barrier	Root Cause
1	Despite improvement in overall STAAR performance, student achievement at the Meets and Masters Grade Level standards remains an area of need, with 38% of students achieving Meets and 12% achieving Masters in spring 2026.	Inconsistent implementation of grade-level instructional rigor, differentiated learning opportunities, and timely instructional adjustments may limit students' ability to demonstrate proficiency and advanced mastery of academic standards.
2	Although the district demonstrates positive graduation and overall CCMR outcomes, college readiness in English language arts and mathematics remains an area for improvement. Preliminary data indicate that 36% of Grade 12 students met the ELA college readiness indicator, 16% met the mathematics indicator, and 15% met both.	Gaps in foundational academic skills, combined with varying levels of alignment between classroom instruction, college readiness expectations, and targeted academic preparation, may limit students' ability to meet college readiness benchmarks.
3	Differences in academic outcomes persist among student populations, particularly students receiving special education services and emergent bilingual students, indicating a continued need to improve equitable access to grade-level learning and academic success.	Variations in differentiated instructional practices, language development support, intervention implementation, and progress monitoring may contribute to inconsistent academic growth and achievement among student groups.
4	Although Splendora ISD provides professional development aligned with district priorities, ensuring consistent implementation and sustained application of learned strategies across classrooms and campuses remains an area for improvement.	Differences in staff experience, instructional needs, and access to ongoing coaching, feedback, and opportunities for practice may contribute to variations in the implementation of professional learning.
5	Recruiting and retaining qualified personnel in instructional and specialized positions remains an ongoing district priority.	Competition for qualified educators, workforce availability, and the specialized qualifications required for certain positions may create challenges in maintaining consistent staffing and instructional continuity.
6	Although Splendora ISD provides multiple opportunities for family and community involvement, maintaining consistent participation across campuses and stakeholder groups remains an area for improvement.	Differences in family schedules, transportation availability, awareness of engagement opportunities, and preferred methods of participation may limit consistent involvement in district and campus activities.

7 ★

Ensuring that all students experience a positive, respectful, and supportive school environment remains an area for continued attention across campuses and student populations.

Variations in student experiences, peer relationships, behavioral expectations, and implementation of campus culture-building practices may contribute to differences in students' sense of belonging and connection to school.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Federal Report Card and accountability data**
- [x] **Community Based Accountability System (CBAS)**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **Student failure and/or retention rates**

Student Data: Student Groups

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

- [ ] **data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **School safety data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

- [x] **Parent and community partnership data**
- [x] **Parent activity evaluations and feedback data**
- [x] **Community service agencies and support services**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Study of best practices and high yield strategies**
- [x] **Technology and resource allocation data**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**
- [x] **Focus Group(s) data**

Pillars

Pillar 1

Student Outcomes: Learning, Progress, Readiness, Engagement, and Well-Rounded

Pillar Function:
Student Learning and Progress: Ensure academic success for all students. We align learning to the students' needs.

Student Readiness: Ensure students are well prepared for their next level of education and, most notably for post-secondary success, including career readiness, college readiness and military readiness. We promote and model lifelong learning and teach students to focus on their future, as well as teach students to take ownership and be accountable for their learning.

Engaged and Well-Rounded Students: Engage students in a way that contributes to their overall development and future well-being. We facilitate, promote, and value the interests of our students, and consistently engage students in quality learning experiences that challenge and inspire them.

Key Question 1

To what degree are all students demonstrating growth?

System Response: We will be a district that ensures all students demonstrate continuous growth through purposeful learning experiences, high expectations, and targeted supports.

Indicators: Campus Data Student Growth Trackers, Teacher Incentive Allotment (TIA), Instructional Framework Walkthroughs

Initial Status: Maintain

System Response (Goal) 1

All students will be challenged to demonstrate individual growth through high quality instruction and learning experiences.

Evidence of Success: By 2030, all students consistently meet or exceed grade-level expectations demonstrating measurable academic growth each year across all content areas. all classrooms will be led by teachers who provide high-quality instructional and design exceptional learning experiences for their students.

Formative Reviews

On Track

October	January	March	June

Strategy 1

1.1 Align the district curriculum and resources to ensure the consistent use across the district:
1.1A Ensure time is dedicated for teachers to be exposed to district curriculum and resources with follow-up support

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Department of Teaching and Learning; Campus Principals; Instructional Coaches, Lead Teachers

Date(s) / Timeframe: Staff Development Days, PLCs, Lesson Design

Collaborating Departments: Dept. of Teaching and Learning, Campus Administration

Action Steps: Review district/campus Professional Development plans to ensure time is given to teachers for support with the implementation of district curriculum and resources.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Strategy 2

1.1 Align the district curriculum and resources to ensure consistent use across the district:
1.1B Use walkthroughs, PLC time, lesson plan reviews, and classroom observations to monitor how consistently the curriculum is used.

Date(s) / Timeframe: PLCs, Lesson Design, Instructional Framework Dashboard Review

Collaborating Departments: Dept. of Teaching and Learning, Campus Administration

Action Steps: Analyze walkthrough data quarterly to verify the use and implementation of district curriculum and resources.

Strategy 3

1.1 Align the district curriculum and resources to ensure consistent use across the district:
1.1C Provide ongoing support to teachers through district and campus professional development

Intended Audience: Teachers and Support Staff

Provider / Presenter / Person Responsible: Department of Teaching and Learning

Date(s) / Timeframe: Staff Development Days

Collaborating Departments: Department of Teaching and Learning, Campus Administration, District Administration

Action Steps: Develop a professional development calendar annually that focuses on teacher instruction and support.

TEA Priorities: Recruit, support, retain teachers and principals

Strategy 4

1.1 Align the district curriculum and resources to ensure consistent use across the district:
1.1 D Utilize Title I, Part A funds to support elementary library media specialist paraprofessionals at PK-5 campuses to provide supplemental literacy support, increase access to reading and instructional resources, and reinforce foundational reading skills to improve student academic growth and achievement.

Provider / Presenter / Person Responsible: Campus Principals; Department of Teaching and Learning; appropriate instructional/support staff

Action Steps: Provide library-based literacy and instructional support; monitor student access to resources and participation in literacy activities.

Funding Sources: 211 - Title I, Part A, $158,378

TEA Priorities: Build a foundation of reading and math

Strategy 5

1.1 Align the district curriculum and resources to ensure consistent use across the district:
1.1 E Utilize Title I, Part A funds to provide supplemental instructional support through paraprofessional positions serving students in junior high self-contained special education classrooms to reinforce academic skills, support individualized learning needs, and improve student growth and achievement

Provider / Presenter / Person Responsible: Campus Principals; Department of Teaching and Learning; appropriate instructional/support staff

Action Steps: Provide supplemental academic assistance aligned with identified student needs; monitor student progress through classroom assessments, instructional data, and progress monitoring.

Funding Sources: 211 - Title I, Part A, $79,940

Strategy 6

1.1 Align the district curriculum and resources to ensure consistent use across the district:
1.1 F Utilize the Title I, Part A LEA reservation for students experiencing homelessness to provide supplemental educational services and resources that remove barriers to school participation, support academic achievement, and promote continuous student growth in coordination with McKinney-Vento services.

Provider / Presenter / Person Responsible: McKinney-Vento Homeless Liaison; Federal Programs; Campus Administration

Action Steps: Identify and assess the educational needs of students experiencing homelessness and coordinate supplemental resources and services to remove barriers to school participation, support academic progress, and promote educational stability.

Funding Sources: 211 - Title I, Part A, $750

Strategy 7

1.1 Align the district curriculum and resources to ensure consistent use across the district:
1.1G TELPAS Instructional Materials
Utilize Title III, Part A funds to purchase supplemental instructional materials through Continental Press to strengthen English language acquisition, support TELPAS readiness, and improve the listening, speaking, reading, and writing proficiency of emergent bilingual students.

Staff Responsible: Multilingual Department of Teaching and Learning

Action Steps: Provide supplemental language acquisition materials to support instruction in the four English language domains and monitor student progress using TELPAS results and classroom language proficiency assessments.

Funding Sources: 263 - Title III, ELA, $2,523

Strategy 8

1.1 Align the district curriculum and resources to ensure consistent use across the district:
1.1H Dual Language Instructional Resources
Utilize Title III, Part A funds to renew the Benchmark dual language classroom subscription to provide supplemental instructional resources that support English language development, biliteracy, and academic growth for emergent bilingual students.

Staff Responsible: Multilingual Department of Teaching and Learning

Action Steps: Maintain access to supplemental dual-language instructional resources, support their implementation in eligible classrooms, and monitor student language development and academic progress.

Funding Sources: 263 - Title III, ELA, $660

Key Question 2

To what degree are we using the data to impact instructions for all students?

System Response: We will be a district that uses meaningful data to drive instruction, inform decisions, and improve outcome for every student.

Indicators: PLC agendas, Data Walls, Building intentional small groups with data, MTSS groups, SIF-Checks for Understanding (in classroom), SISD Walkthrough Form, Student Data Trackers

Initial Status: Maintain

System Response (Goal) 1

All students will be challenged to demonstrate individual growth through high-quality instruction and learning experiences.

Evidence of Success: By 2030, all students consistently meet or exceed grade-level expectations demonstrating measurable academic growth each year across all content areas. all classrooms will be led by teachers who provide high-quality instructional and design exceptional learning experiences for their students.

Formative Reviews

On Track

October	January	March	June

Strategy 1

1.2 Ensure staff are provided with integrated opportunities to collaborate with a focused goal on improving instruction and student learning.
1.2 A Ensure PLC time is planned throughout the week and implemented with fidelity.

Date(s) / Timeframe: Beginning of the Year, Weekly

Collaborating Departments: Department of Teaching and Learning, Campus Administration

Action Steps: Review the campus schedule to ensure PLC time is allotted and collect weekly PLC agendas.

TEA Priorities: Improve low-performing schools

Strategy 2

1.2 Ensure staff are provided with integrated opportunities to collaborate with a focused goal on improving instruction and student learning.
1.2 B Provide opportunities for horizontal and vertical alignment.

Action Steps: Review district/campus professional development plans to ensure time is given to teachers for vertical and horizontal alignment.

Strategy 3

1.2 Ensure staff are provided with integrated opportunities to collaborate with a focused goal on improving instruction and student learning.
1.2C Provide additional professional learning opportunities based on needs.

Action Steps: Review the district calendar to ensure there are professional development days offered throughout the year.

Strategy 4

1.3 Use data to intentionally design next steps to improve student growth.
1.3A Ensure we are supporting teachers on how to frequently use data to plan/design next steps.

Action Steps: Administration/Instructional Coaches track data discussions with teachers. Review data to drive professional development sessions.

Strategy 5

1.3 Use data to intentionally design next steps to improve student growth.
1.3B Provide students with timely and specific feedback to help them understand their strengths and areas for improvement and conduct student conferences with a focus on individualized goal setting.

Action Steps: Review walkthrough data to ensure the Instructional Framework is being implemented with fidelity.
Ensure all teachers are posting grades according to campus handbooks.

Strategy 6

1.2 Ensure staff are provided with integrated opportunities to collaborate with a focused goal on improving instruction and student learning.
1.2D Utilize Title I, Part A funds to support campus instructional coaches who provide job-embedded professional learning, instructional modeling, collaborative planning, and data analysis to strengthen evidence-based instructional practices and improve student academic achievement.

Action Steps: Provide ongoing instructional coaching, support PLCs and data analysis, assist teachers with instructional planning, and monitor implementation through coaching documentation, walkthroughs, and student performance data.

Funding Sources: 211 - Title I, Part A, $480,207

Key Question 3

To what degree are we preparing students for life readiness?

System Response: We will be a district that equips every student with the knowledge, skills, and character to be life-ready - prepared for success in college, career, or military service.

Indicators: Transcripts, CCMR tracking, Agenda of district events spotlighting students' successes, Graduation

System Response (Goal) 1

Student Outcomes: Future Ready
Ensure every student is future-ready, equipped with the knowledge, skills and character to succeed in life, college, career and community.

Evidence of Success: By 2030, every student will graduate future-ready, evidenced by a comprehensive portfolio that demonstrates mastery of the knowledge, skills and character traits essential for success beyond graduation - in college, career, and active community engagement.

Formative Reviews

On Track

October	January	March	June

Strategy 1

2.1 College and Career Readiness: Students have access to pathways, certifications, and experiences that prepare them for postsecondary opportunities
2.1A Increase enrollment in dual-credit, Advanced Placement, and OnRamps courses

Action Steps: Enrollment and successful passing rates in dual-credit, Advanced Placement, and OnRamps courses increase annually, as evidenced by verified course rosters, grade reports, and transcript data.

Strategy 2

2.1 College and Career Readiness: Students have access to pathways, certifications, and experiences that prepare them for postsecondary opportunities
2.1B Offer diverse CTE pathways, including dual-credit and industry-based programs, regularly reviewed to stay aligned with labor market trends and postsecondary requirements.

Action Steps: Establish and engage a community-involved business advisory council to conduct an annual evaluation of CTE program effectiveness and workforce trend alignment

TEA Priorities: Connect high school to career and college

Strategy 3

2.1 College and Career Readiness: Students have access to pathways, certifications, and experiences that prepare them for postsecondary opportunities
2.1C Provide an opportunity for every junior to take the SAT, every senior to take the ACT, and all students to take the TSIA2 with proper preparation.

Action Steps: Offer varied and ongoing opportunities for assessment preparation (e.g., WIN, Exceptional Saturdays, and course-specific materials and practice) as evidenced by participation data and attendance rosters.

TEA Priorities: Connect high school to career and college

Strategy 4

2.1 College and Career Readiness: Students have access to pathways, certifications, and experiences that prepare them for postsecondary opportunities

2.1D Offer guidance on financial aid, scholarships, and application processes.

Action Steps: Implement ongoing college and career readiness initiatives, including the Future Ready Fair, College and Career Week, and frequent counselor-led postsecondary planning discussions and frequent communication with parents and students.

TEA Priorities: Connect high school to career and college

Strategy 5

2.1 College and Career Readiness: Students have access to pathways, certifications, and experiences that prepare them for postsecondary opportunities
2.1E College and Career Readiness Resources (Honest Game)
Utilize Title IV, Part A funds to provide access to Honest Game resources that support student understanding of academic eligibility and postsecondary opportunities, strengthening college and career readiness.

Staff Responsible: Athletic Department, High School Counseling Department

Action Steps: Provide students and designated staff access to Honest Game resources, support students in reviewing academic eligibility and postsecondary planning information, and monitor utilization and student readiness indicators.

Funding Sources: 287 - Title IV, Part A, $9,500

TEA Priorities: Connect high school to career and college

Strategy 6

2.1 College and Career Readiness: Students have access to pathways, certifications, and experiences that prepare them for postsecondary opportunities
2.1F Think Circa Educational Resources
Utilize Title IV, Part A funds to support Think Cerca instructional resources that expand well-rounded educational opportunities, strengthen student engagement, and support academic growth through supplemental learning experiences.

Staff Responsible: Teaching and Learning Department, Instructional Coaches

Action Steps: Provide access to Think Cerca resources for applicable instructional activities, support implementation by educators, and monitor student participation and instructional effectiveness.

Funding Sources: 287 - Title IV, Part A, $7,600

Strategy 7

2.1 College and Career Readiness: Students have access to pathways, certifications, and experiences that prepare them for postsecondary opportunities
2.1G ClassLink Well-Rounded Educational Access
Utilize Title IV, Part A funds to support ClassLink access to supplemental digital instructional resources that expand well-rounded educational opportunities and promote equitable access to engaging learning experiences.

Staff Responsible: Technology Department

Action Steps: Maintain access to approved digital instructional resources through ClassLink, support student and staff utilization, and review access and usage data to monitor implementation.

Funding Sources: 287 - Title IV, Part A, $8,000

Strategy 8

2.1 College and Career Readiness: Students have access to pathways, certifications, and experiences that prepare them for postsecondary opportunities
2.1H CTE Career Readiness and Workplace Safety
Utilize Title IV, Part A funds to provide supplemental iCEV career and technical education instructional resources that promote workplace safety awareness, responsible decision-making, and healthy workplace practices while strengthening students' career readiness and preparation for industry-based certifications.

Staff Responsible: Teaching and Learning Department, Director of CTE

Action Steps: Provide students with supplemental CTE learning opportunities that reinforce workplace safety procedures, health and safety awareness, and responsible practices in career-related settings. Monitor student participation, completion of applicable safety-related instructional activities, and industry-based certification attainment.

Funding Sources: 287 - Title IV, Part A, $5,400

Key Question 4

To what degree do students exhibit ownership of learning through initiative, adaptability, critical thinking, and self-motivation?

System Response: We will be a district that cultivates learners who consistently take ownership of their learning, as evidenced by their portfolios.

Indicators: Student data trackers, Student portfolios, Student goal-setting

System Response (Goal) 1

Student Outcomes: Future Ready
Ensure every student is future-ready, equipped with the knowledge, skills and character to succeed in life, college, career and community.

Evidence of Success: By 2030, every student will graduate future-ready, evidenced by a comprehensive portfolio that demonstrates mastery of the knowledge, skills and character traits essential for success beyond graduation - in college, career, and active community engagement.

Formative Reviews

On Track

October	January	March	June

Strategy 1

2.2 Life Readiness: Students build character, adaptability, resilience, and decision-making skills for future success.
2.2A Guide students in setting personal, academic, and career goals and trakcing progress.

Action Steps: Ensure all students participate in a goal-setting meeting with their administrator, counselor, or teacher to review assessment data and career interest survey results.
Each secondary student and paretn/guardian will participate in an annual counseling meeting to review their Individual Graduation Plan and assessment results (e.g., PSAT, SAT, ACT, ASVAB, and MAP) to ensure alignment with postsecondary goals and graduation requirements.

TEA Priorities: Connect high school to career and college

Strategy 2

2.2 Life Readiness: Students build character, adaptability, resilience, and decision-making skills for future success.
2.2B Use project-based and real-world learning opportunities to practice decision-making and develop career skills.

Action Steps: Provide all students with multiple opportunities to take career interest surveys and participate in career-aligned courses, including Career Connections and Career Portals, to build awareness and develop essential career skills.

TEA Priorities: Connect high school to career and college

Strategy 3

2.2 Life Readiness: Students build character, adaptability, resilience, and decision-making skills for future success.
2.2C Teach self-management, stress reduction, and positive habits that strengthen personal growth and support others.

Action Steps: Through collaboration between counselors and teachers, guidance lessons are developed and delivered to help students build self-management skills, practice stress reduction, and develop positive habits that promote personal growth and empathy toward others.

Key Question 5

To what degree do our students engage in learning experiences that prepare them to be productive citizens?

System Response: We will be a district that provides meaningful learning experiences empowering every student to become a productive, responsible, and engaged citizen.

Indicators: Voter registration, CCMR data, Student portfolio

System Response (Goal) 1

Student Outcomes: Future Ready
Ensure every student is future-ready, equipped with the knowledge, skills and character to succeed in life, college, career and community

Evidence of Success: By 2030, every student will graduate future-ready, evidenced by a comprehensive portfolio that demonstrates mastery of the knowledge, skills and character traits essential for success beyond graduation - in college, career, and active community engagement.

Formative Reviews

On Track

October	January	March	June

Strategy 1

2.3 Community and Civic Engagement: Students engage in leadership, service, internships, and civic actions that prepare them to shape the future.
2.3A Connect coursework with meaningful community and district service projects.

Action Steps: Align CTE projects to support and enhance community and district initiatives, addressing local workforce needs and promoting student engagement in real-world applications.

TEA Priorities: Connect high school to career and college

Strategy 2

2.3 Community and Civic Engagement: Students engage in leadership, service, internships, and civic actions that prepare them to shape the future.
2.3B Develop internships, service learning, and mentorships with businesses, nonprofits, and government agencies.

Action Steps: Expand community partnerships annually and increase student internship and mentorship participation, as evidenced by partnership records and end-of-internship survey results.

Strategy 3

2.3 Community and Civic Engagement: Students engage in leadership, service, internships, and civic actions that prepare them to shape the future.
2.3C Organize school-wide or grade-level volunteer initiatives that address community needs

Action Steps: Implement a reliable tracking program to document student volunteer hours and community service participation, ensureing accurate reporting and recognition of student contributions.

Strategy 4

2.3 Community and Civic Engagement: Students engage in leadership, service, internships, and civic actions that prepare them to shape the future.
2.3D Promote student leadership by offering roles in student government, clubs, and district committees to build civic responsibility

Action Steps: Partner with community organizations to promote and support annual service projects led by student groups.
Increase student leadership and civic responsibility through opportunities such as pollworking, voter registration, and participation in local government and community service projects.

Pillar 2

Community Engagement and Partnerships

Pillar Function:
Ensure that local citizens are a meaningful, integral part of CBAS and can and will support their local public schools. We teach students to be productive citizens in their future communities.

Key Question 1

To what degree does our community have meaningful opportunities to partner with the school district?

System Response: We will be a district that provides its community with multiple meaningful opportunities to partner with the district through advisory groups, volunteer programs, campus events, and collaborative initiatives that invite stake holder input and involvement. While participation continues to grow, we remain committed to expanding and strengthening these partnerships so that all citizens feel informed, engaged, and valued as contributors to the district's success.

Indicators: Increased participation in initiatives, Cross-promotion between partnerships, Greater lead time to garner participation

Initial Status: Maintain

System Response (Goal) 1

Community Engagement and Partnerships:
Splendora ISD will bridge strong community partnerships by fostering active involvement.

Evidence of Success: Parents, Community, and Businesses consider it a benefit to partner with Splendora ISD.

Formative Reviews

On Track

October	January	March	June

Strategy 1

3.1 Strengthen internal and external partnerships.
3.1 A. Establish regular collaboration forums - host quarterly roundtables with staff, parents, local businesses, and civic leaders to share updates, discuss needs, and co-create solutions.

Action Steps: Schedule roundtables, track participation, and share solutions quarterly

Strategy 2

3.1 Strengthen internal and external partnerships.
3.1 B Develop strategic MOUs / Partnership Agreements

Action Steps: Formalize partnerships with local organizations (Chamber of Commerce, non-profits, higher ed) to align resources and clearly define roles, responsibilities, and benefits.

Strategy 3

3.1 Strengthen internal and external partnerships.
3.1C Create a student internship business opportunity portal

Action Steps: Publish a portal on the school website for students and invite businesses to access and participate.

Strategy 4

3.1 Strengthen internal and external partnerships.
3.1D Cultivate a school culture that actively welcomes, respects, and engages families of all backgrounds, cultures, and languages - ensuring that every parent feels valued, included, and connected as a vital member.

Action Steps: Distribute a parent survey to measure a welcoming, inclusive school culture and analyze the survey results yearly.

Key Question 2

To what degree are opportunities to engage and collaborate with the district accessible and inclusive of all members and groups within our community?

System Response: We will be a district and provides a range of opportunities for engagement and collaboration that are accessible and inclusive for all community members. We strive to remove barriers by offering multiple formats, times and locations for participation, as well as clear communication in languages that reflect our community. While we have strong participation across many groups we remain committed to expanding outreach so every voice feels welcomed, represented, and included in district decisions an initiatives.

Indicators: Evidence and evaluation of intentional outreach, Assuring all communication platforms are translatable, Welcoming environment when families arrive to events.

System Response (Goal) 1

Community Engagement and Partnerships:
Splendora ISD will bridge strong community partnerships by fostering active involvement.

Evidence of Success: Parents, Community, and Businesses consider it a benefit to partner with Splendora ISD.

Formative Reviews

On Track

October	January	March	June

Strategy 1

3.2 Engage Stakeholders
3.2A Expand Two-Way Communication Channels

Action Steps: Use surveys, focus groups, and online platforms (such as ParentSquare, Let's Talk) to gather ongoing input and visibly act on feedback to build trust.

Strategy 2

3.2 Engage Stakeholders
3.2B Host engagement events such as organizing town halls, campus showcases, and "Lunch & Learn" sessions with targeted stakeholder groups (parents, Realtors, business owners, alumni)

Action Steps: Review attendance of engagement events annually to see an increase in participation

Strategy 3

3.2 Engage Stakeholders
3.2C Include stakeholders in decision-making by inviting community members to serve on advisory committees (e.g., bond steering, DEIC, business coalitions) so they can be part of shaping district priorities.

Action Steps: Use a participation survey after each committee session to specifically ask participants how they felt they were being used for decision making and track data annually.

Strategy 4

3.2 Engage Stakeholders
3.2D Utilize Title I, Part A funds to support the development and distribution of the district's annual CBAS Community Report, highlighting district performance, progress toward strategic priorities, student outcomes, and continuous improvement efforts to promote transparency and meaningful engagement with families and community stakeholders.

Action Steps: Collaborate with district departments to compile CBAS performance information, highlight progress toward district goals, and coordinate the development and distribution of the annual report to families and community stakeholders.

Funding Sources: 211 - Title I, Part A, $3,700

Strategy 5

3.2 Engage Stakeholders
3.2 E Title I Family Communication and Engagement Support: Utilize Title I, Part A funds to support an allocated portion of the Communications Director's salary to coordinate and strengthen communication and parent and family engagement efforts for Title I programs, ensuring families receive timely, accessible information and meaningful opportunities to participate in their children's education.

Action Steps: Coordinate and distribute Title I program information, communicate family engagement opportunities, support accessible two-way communication, and monitor outreach and participation to identify opportunities for improvement.

Funding Sources: 211 - Title I, Part A, $26,650

Strategy 6

3.2 Engage Stakeholders
3.2 F ParentSquare Family Engagement Communication Support:
Utilize the Title I, Part A Parent and Family Engagement reservation to support the ParentSquare virtual phone feature, providing accessible two-way communication between schools and families to strengthen parent involvement and engagement in student learning.

Action Steps: Maintain the ParentSquare virtual phone communication feature to facilitate communication with families regarding Title I programs, student learning, and engagement opportunities; review communication and usage data to evaluate effectiveness.

Funding Sources: 211 - Title I, Part A, $11,700

Strategy 7

3.2 Engage Stakeholders
3.2G Elementary Parent Liaisons
Utilize Title III, Part A funds to support four elementary parent liaison positions that strengthen communication, outreach, and engagement with families of emergent bilingual students, helping families access educational information and participate meaningfully in their children's education.

Staff Responsible: Multilingual Department of Teaching and Learning, Campus Administration

Action Steps: Provide multilingual family outreach, assist families in accessing school information and resources, coordinate parent engagement opportunities, and monitor family participation and communication efforts.

Funding Sources: 263 - Title III, ELA, $100,198

Strategy 8

3.2 Engage Stakeholders
3.2H Parent Engagement Night Resources
Utilize Title III, Part A funds to support allowable resources for parent engagement nights designed to strengthen partnerships with families of emergent bilingual students and increase

family participation in English language acquisition activities.

Staff Responsible: Multilingual Department of Teaching and Learning

Action Steps: Coordinate parent engagement nights that provide families with information and practical strategies to support English language development at home, and collect participation records and family feedback to evaluate effectiveness.

Funding Sources: 263 - Title III, ELA, $1,400

Strategy 9

3.2 Engage Stakeholders
3.2I Family Literacy Backpack Book Kits
Utilize Title III, Part A funds to provide supplemental family literacy backpack book kits during parent engagement events to equip families of emergent bilingual students with resources that support English language development, literacy, and learning at home.

Staff Responsible: Multilingual Department of Teaching and Learning

Action Steps: Distribute literacy backpack book kits during parent engagement activities, provide families with guidance for using the materials at home, and collect participation and distribution records.

Funding Sources: 263 - Title III, ELA, $1,499

Strategy 10

3.2 Engage Stakeholders
3.2J Utilize Title I, Part A funds to support the Let's Talk communication platform, strengthening accessible two-way communication, family engagement, and responsiveness to stakeholder questions and concerns related to district and campus educational programs.

Action Steps: Maintain the Let's Talk platform, facilitate communication between families and appropriate district personnel, and review communication trends and response data to identify opportunities for improved family engagement.

Funding Sources: 211 - Title I, Part A, $13,362

Key Question 3

To what degree are the students in our building involved in our community through partnerships, events, and volunteer work?

System Response: We will be a district whose students are actively involved in the community through a variety of partnerships, events, and service opportunities. Many participate in volunteer projects, campus community collaborations, and local events that build leadership and strengthen civic engagement. While student involvement is strong, we continue to seek additional ways to connect all students with meaningful community experiences that support their growth as productive and responsible citizens.

Indicators: Increased student-led involvement in blood drives, food drives, etc., Provide opportunities to help our elderly in the community, Involve students at the Houston Dream Center, Expanded menu of

community partnerships, Increased student-led presentations at the district level

System Response (Goal) 1

Community Engagement and Partnerships:
Splendora ISD will bridge strong community partnerships by fostering active involvement.

Evidence of Success: Parents, Community, and Businesses consider it a benefit to partner with Splendora ISD.

Formative Reviews

On Track

October	January	March	June

Strategy 1

3.3 Promote and recognize volunteerism.
3.3A Launch a volunteer recognition program

Action Steps: Creating parameters to highlight "Volunteers of the Month" on social media, in newsletters, and at board meetings to celebrate contributions. (Including those that volunteer outside of school)

Strategy 2

3.3 Promote and recognize volunteerism.
3.3B Provide accessible volunteer opportunities by offering flexible ways for parents, businesses, and retirees to get involved (mentorship, classroom helpers, event support, skills-based volunteering)

Action Steps: Creation of a calendar of opportunities that includes step-by-step sign-up for the volunteers and determining how best to communicate to all stakeholders.

Strategy 3

3.3 Promote and recognize volunteerism.
3.3C Track and share volunteer impact.

Action Steps: Collect data on volunteer hours and contributions, and share annual reports that showcase the positive impact on students, schools, and the community.

Pillar 3

Professional Learning and Quality Staff

Pillar Function:
Ensure that every student has quality teachers and adults in the schools who care about students, their learning, and their well-being. Training is aligned with the mission and vision of the district, and every staff member is committed to SISD values, principles and culture.

Key Question 1

To what degree are we attracting and retaining high-quality staff?

System Response: We will be a district with an 84% yearly retention rate in all job classifications.

Indicators: Retention Rate for the district, Staff with upward movement; building capacity within the district

System Response (Goal) 1

Professional Learning and Quality Staff:
To cultivate and sustain a highly skilled, diverse, and committed workforce by fostering continuous professional learning, supporting staff growth, and ensuring the recruitment and retention of high-quality educators who positively impact student success.

Evidence of Success: By 2030, Splendora ISD will employ high-quality staff who reflect the community, feel valued and supported, and engage in continuous professional learning that drives student success.

Formative Reviews

On Track

October	January	March	June

Strategy 1

4.1 Recruitment of High-Quality and Diverse Staff: Attract highly qualified and diverse candidates who reflect the community and are committed to student achievement.
4.1A Develop and implement targeted recruitment strategies, including partnerships with local universities, teacher preparation programs, and community organizations.

Action Steps: Recruit a minimum of 4 resident teachers with local universities such as Sam Houston State University.

TEA Priorities: Recruit, support, retain teachers and principals

Strategy 2

4.1 Recruitment of High-Quality and Diverse Staff: Attract highly qualified and diverse candidates who reflect the community and are committed to student achievement.
4.1B Offer teacher alternative certification routes to expand candidate pools and increase access to high-quality educators.

Action Steps: Maintain our relationship with alternative certification programs such as Elevate and develop relationships with other alternative certification providers such as 240 certification.

TEA Priorities: Recruit, support, retain teachers and principals

Strategy 3

4.1 Recruitment of High-Quality and Diverse Staff: Attract highly qualified and diverse candidates who reflect the community and are committed to student achievement.
4.1C Strategically recruit by attending local job fairs, HBCU job fairs, professional networks, and using digital platforms to share our SISD story.

Action Steps: Schedule of Job Fairs, Percentage of employees hired from HBCU
Send teachers/administrators to job fairs.

TEA Priorities: Recruit, support, retain teachers and principals

Strategy 4

4.2 Retention of quality educators and staff: build a supportive and rewarding environment where staff feel valued, supported, and motivated to remain in the district long term.
4.2A Engage in competitive compensation and benefits planning to remain a top choice for educators.

Action Steps: Utilize TASB Pay Maintenance study to ensure we stay within 90% of the market.

TEA Priorities: Recruit, support, retain teachers and principals

Strategy 5

4.2 Retention of quality educators and staff: build a supportive and rewarding environment where staff feel valued, supported, and motivated to remain in the district long term.
4.2B Strengthen mentoring programs with mentor training for new teachers to improve onboarding and early career support.

Action Steps: Develop Mentor and Mentee surveys to determine support and engagement.
Utilize T-TESS to measure teacher growth

Funding Sources: 199 (sub obj. 94) - Mentor Program Allotment , $117,000

TEA Priorities: Recruit, support, retain teachers and principals

Strategy 6

4.2 Retention of quality educators and staff: build a supportive and rewarding environment where staff feel valued, supported, and motivated to remain in the district long term.
4.2C Foster a culture of recognition and belonging by celebrating staff contributions and milestones.

Action Steps: Produce a monthly newsletter to highlight and spotlight SISD employees
Develop staff engagement surveys to measure workplace satisfaction and engagement.
Develop teacher attendance incentives, such as parking spots, treats, etc.

TEA Priorities: Recruit, support, retain teachers and principals

Strategy 7

4.2 Retention of quality educators and staff: build a supportive and rewarding environment where staff feel valued, supported, and motivated to remain in the district long term.
4.2D High School Core Math and Science Teacher Stipends
Utilize Title II, Part A funds to provide recruitment and retention stipends for eligible high school core mathematics and science teachers to attract and retain qualified educators in critical instructional areas and support continuity of high-quality instruction.

Staff Responsible: Human Resources; Federal Programs; High School Administration

Action Steps: Provide recruitment and retention stipends to eligible high school core mathematics and science teachers in accordance with district-approved criteria and monitor staffing stability and teacher retention in these instructional areas.

Funding Sources: 255 - Title II Part A, $97,440

Strategy 8

4.2 Retention of quality educators and staff: build a supportive and rewarding environment where staff feel valued, supported, and motivated to remain in the district long term.
4.2E High School EOC Teacher Stipends
Utilize Title II, Part A funds to provide recruitment and retention stipends for eligible high school English I and Algebra I End-of-Course teachers to attract and retain qualified educators in critical state-assessed instructional areas and maintain instructional continuity.

Staff Responsible: Human Resources; Federal Programs; High School Administration

Action Steps: Provide recruitment and retention stipends to eligible high school English I and Algebra I EOC teachers in accordance with district-approved criteria and monitor staffing stability and teacher retention in these instructional areas.

Funding Sources: 255 - Title II Part A, $24,360

Key Question 2

To what degree are we offering high-quality professional learning that meets the needs of our staff and aligns with our district priorities?

System Response: We will be a district with a 90% satisfaction rate for professional development. PD scoring under 70% percent will be reviewed for effectiveness.

Indicators: Survey results, Implementation of district resources using walkthrough data and RBIS

System Response (Goal) 1

Professional Learning and Quality Staff:
To cultivate and sustain a highly skilled, diverse, and committed workforce by fostering continuous professional learning, supporting staff growth, and ensuring the recruitment and retention of high-quality educators who positively impact student success.

Evidence of Success: By 2030, Splendora ISD will employ high-quality staff who reflect the community, feel valued and supported, and engage in continuous professional learning that drives student success.

Formative Reviews

On Track

October	January	March	June

Strategy 1

4.3 Professional growth and development: empower staff with continuous learning opportunities to enhance instructional practices and provide pathways for career advancement.
4.3A Expand instructional and instructional technology coaching capacity to promote effective teaching strategies and innovative practices.

Action Steps: Conduct professional learning for instructional coaches to deliver strong coaching cycles for teachers.
Collect PL sign-in sheets and agendas
Develop ongoing professional learning for teachers on how to utilize instructional technology in class.

Strategy 2

4.3 Professional growth and development: empower staff with continuous learning opportunities to enhance instructional practices and provide pathways for career advancement.
4.3B Develop Aspiring Leaders Academies to prepare future administrators and teacher leaders.

Action Steps: Track the number of administrators hired from the Aspiring Leaders Academies.

TEA Priorities: Recruit, support, retain teachers and principals

Strategy 3

4.3 Professional growth and development: empower staff with continuous learning opportunities to enhance instructional practices and provide pathways for career advancement.
4.3C Provide differentiated professional learning aligned with staff needs, student outcomes and district goals.

Action Steps: Create a catalogue of professional learning.
Survey teachers to identify professional learning needs and conduct a staff engagement survey to measure staff engagement.

Strategy 4

4.3 Professional growth and development: empower staff with continuous learning opportunities to enhance instructional practices and provide pathways for career advancement.
4.3D Principal Leadership Development
Utilize Title II, Part A funds to support principal participation in the Houston Education Leadership professional development program through Rice University to strengthen instructional leadership, campus improvement practices, and leadership effectiveness in alignment with the district's Title II professional development plan.

Staff Responsible: Superintendent's Office; Teaching and Learning; Federal Programs

Action Steps: Provide eligible principals with opportunities to participate in Rice University leadership development, monitor completion of professional learning activities, and evaluate implementation of leadership practices through participant feedback and campus improvement measures.

Funding Sources: 255 - Title II Part A, $10,000

Strategy 5

4.3 Professional growth and development: Empower staff with continuous learning opportunities to enhance instructional practices and provide pathways for career advancement.
4.3E Professional Development for Teachers and Campus Administrators
Utilize Title III, Part A funds to provide contracted professional development through Mercuri for teachers and campus administrators to strengthen evidence-based instructional practices, English language acquisition strategies, and academic support for emergent bilingual students.

Staff Responsible: Multilingual Department of Teaching and Learning

Action Steps: Provide professional learning focused on effective instruction for emergent bilingual students, support classroom implementation of learned strategies, and evaluate effectiveness through participant feedback, instructional observations, and student language proficiency data.

Funding Sources: 263 - Title III, ELA, $21,000

Strategy 6

4.3 Professional growth and development: Empower staff with continuous learning opportunities to enhance instructional practices and provide pathways for career advancement.
4.3F Instructional Coach Professional Development
Utilize Title III, Part A funds to provide specialized professional development through Karen Johannesen Brock for instructional coaches to strengthen their capacity to support teachers in implementing effective language acquisition strategies and improving academic outcomes for emergent bilingual students.

Staff Responsible: Multilingual Department of Teaching and Learning

Action Steps: Provide targeted professional learning for instructional coaches, facilitate the application of English language development strategies through campus coaching and collaborative planning, and monitor implementation through coaching documentation and student progress data.

Funding Sources: 263 - Title III, ELA, $3,000

Key Question 3

To what degree is every staff member committed to SISD values, principles, and culture?

System Response: We will be a district in which 100% of staff members commit to the values, principles, and culture of SISD each year.

Indicators: Walkthrough and survey data showing evidence of SISD values, principles, and culture, Community survey data and feedback

System Response (Goal) 1

Professional Learning and Quality Staff:
To cultivate and sustain a highly skilled, diverse, and committed workforce by fostering continuous professional learning, supporting staff growth, and ensuring the recruitment and retention of high-quality educators who positively impact student success.

Evidence of Success: By 2030, Splendora ISD will employ high-quality staff who reflect the community, feel valued and supported, and engage in continuous professional learning that drives student success.

Formative Reviews

On Track

October	January	March	June

Strategy 1

4.4 Culture and Shared Values: Build a district culture in which every staff member understands, models, and is committed to SISD values, principles, and culture.
4.4A Introduce SISD values, principles, and culture to every new employee during onboarding.

Action Steps: Include a values and culture session in new employee orientation for all job classifications. Collect orientation sign-in sheets.

TEA Priorities: Recruit, support, retain teachers and principals

Strategy 2

4.4 Culture and Shared Values: Build a district culture in which every staff member understands, models, and is committed to SISD values, principles, and culture.
4.4B Reinforce SISD values throughout the year at the campus and department level.

Action Steps: Revisit the mission, vision, and values at BOY convocation and in campus staff meetings each semester. Collect agendas and sign-in sheets.

TEA Priorities: Recruit, support, retain teachers and principals

Strategy 3

4.4 Culture and Shared Values: Build a district culture in which every staff member understands, models, and is committed to SISD values, principles, and culture.
4.4C Recognize staff who model SISD values.

Action Steps: Add a values-based recognition to the monthly employee newsletter spotlight. Track nominations by campus and department.

TEA Priorities: Recruit, support, retain teachers and principals

Strategy 4

4.4 Culture and Shared Values: Build a district culture in which every staff member understands, models, and is committed to SISD values, principles, and culture.
4.4D Measure staff commitment to SISD values and culture.

Action Steps: Add culture and values questions to the staff engagement survey given at the beginning and end of the year. Review results with campus and department leaders. Each campus sets one improvement goal.

TEA Priorities: Recruit, support, retain teachers and principals

Strategy 5

4.4 Culture and Shared Values: Build a district culture in which every staff member understands, models, and is committed to SISD values, principles, and culture.
4.4E Monitor evidence of SISD culture in daily practice.

Action Steps: Add culture and values look-fors to the district walkthrough tool. Review walkthrough data each semester. Collect community survey feedback on how staff represent SISD values.

TEA Priorities: Recruit, support, retain teachers and principals

Pillar 4

Fiscal and Operational System

Pillar Function:
Ensure the district is using its resources to further its mission to educate the students it is assigned to serve. Our system attracts effective applicants and our resource allocations reflect goals and objectives of the district.

Key Question 1

To what degree are our fiscal and operational systems focused on maximizing student learning and growth opportunities?

System Response: We will be a district that aligns resources to maximize student outcomes.

Indicators: Meeting minutes, development of a resource allocation model, FMX work order data/reports, Prepare comprehensive long-range plan

Initial Status: Maintain

System Response (Goal) 1

Fiscal and Operational Systems
To provide responsible financial stewardship and efficient operational support that ensures every resource - people, facilities, and funding - is strategically managed to maximize student success.

Evidence of Success: In five years, Splendora ISD is financially strong, transparent, and efficient. A long-range plan guides growth and investments; resources are aligned to maximize student outcomes, and budgeting is trusted, clear, and adaptable. The community has confidence that every dollar supports student success.

Formative Reviews

On Track

October	January	March	June

Strategy 1

5.1 Develop and implement a systematic long-range plan and process to accommodate long-term district goals.
5.1A Conduct an annual comprehensive Needs Assessment

Action Steps: Collect information from each member of the corss-functional committee to informa needs assessment.

Strategy 2

5.1 Develop and implement a systematic long-range plan and process to accommodate long-term district goals.
5.1B Schedule regular stakeholder feedback sessions to ensure the plan meets evolving district needs.

Action Steps: Develop a system and publish minutes of stakeholder feedback sessions.

Strategy 3

5.1 Develop and implement a systematic long-range plan and process to accommodate long-term district goals.
5.1C Establish a formal, cross-functional committee (CFO, COO, Construction, Technology) to ensure all capital projects are aligned with the 5-year and 10-year demographic study, preventative maintenance schedules, staffing forecasts, and resource distribution.

Action Steps: Develop a resource allocation model, prepare a comprehensive long-range plan, and use meeting minutes and work order data/reports to inform the model/plan.

Strategy 4

5.1 Develop and implement a systematic long-range plan and process to accommodate long-term district goals.
5.1D Effective Use of Technology and Digital Resource Access
Utilize Title IV, Part A funds to support districtwide ClassLink technology infrastructure that improves secure, efficient access to digital educational resources and strengthens the effective use of technology to support teaching, learning, and student success.

Staff Responsible: Technology Department; Teaching and Learning

Action Steps: Maintain districtwide ClassLink access and integration, support implementation and appropriate use of digital resources, and monitor system utilization and operational effectiveness.

Funding Sources: 287 - Title IV, Part A, $9,285

Key Question 2

To what degree are all staff aware of and financial decisions tied to the mission/vision/goals of the district and aligned with the strategic plan?

System Response:
We will be a district where all staff understand how financial decisions are connected to the district's mission, vision, and goals, and budgetary priorities and expenditures are clearly algined wiht the strategic plan, resulting in transparent decision-making and increased staff ownership of resource allocation in support of student success.

Indicators: Tie requisitions to strategic plans, Training provided for budget managers

System Response (Goal) 1

Fiscal and Operational Systems
To provide responsible financial stewardship and efficient operational support that ensures every resource - people, facilities, and funding - is strategically managed to maximize student success.

Evidence of Success: In five years, Splendora ISD is financially strong, transparent, and efficient. A long-range plan guides growth and investments; resources are aligned to maximize student outcomes, and budgeting is trusted, clear, and adaptable. The community has confidence that every dollar supports student success.

Formative Reviews

On Track

October	January	March	June

Strategy 1

5.2 Ensure efficiency, cost avoidance, and strategic alignment of resources
5.2A Create a repair and replacement schedule for buildings and all equipment.

Action Steps: Develop a repair and replacement plan for facilities and equipment based on data, such as work orders, utility bills, agoe of buses/white fleet, etc.

Strategy 2

5.2 Ensure efficiency, cost avoidance, and strategic alignment of resources
5.2B Develop a financial and operational performance review process to ensure resources are aligned with district goals and adjusted as needed to support student success.

Action Steps: Implement a financial and operational performance review process and review and adjust the process based on data and needs following the first year of implementation.

Strategy 3

5.2 Ensure efficiency, cost avoidance, and strategic alignment of resources
5.2C Implement a district-wide Contract Management System and electronic storage solution.

Action Steps: Collect and import contracts.

Strategy 4

5.2 Ensure efficiency, cost avoidance, and strategic alignment of resources
5.2D Federal Program Planning and Documentation Systems:
Utilize Title I, Part A funds to support Plan4Learning and Title1Crate systems for comprehensive needs assessment, improvement planning, federal program documentation,

compliance monitoring, and evaluation of Title I-funded activities to ensure resources are aligned with identified student needs and district improvement priorities.

Provider / Presenter / Person Responsible: Federal Programs; District and Campus Administration

Action Steps: Maintain Plan4Learning and Title1Crate systems to document Title I program planning, expenditures, implementation activities, and compliance requirements. Review and update program documentation throughout the school year to support monitoring and continuous improvement.

Funding Sources: 211 - Title I, Part A, $9,000

Strategy 5

5.2 Ensure efficiency, cost avoidance, and strategic alignment of resources
5.2E Title I Technical Assistance and Program Support
Utilize Title I, Part A funds to obtain Education Service Center technical assistance, professional guidance, and program support to strengthen Title I program implementation, compliance, fiscal accountability, and the effective use of federal resources to support student achievement.

Provider / Presenter / Person Responsible: Federal Programs

Action Steps: Participate in Education Service Center Title I technical assistance, training, and consultation opportunities; review program requirements and implementation practices; and apply guidance to strengthen federal program administration, documentation, and monitoring.

Funding Sources: 211 - Title I, Part A, $8,700

Key Question 3

To what degree does the district provide transparency regarding identified needs and the allocation of available resources?

System Response: We will be a district that will establish and maintain transparent communication processes that clearly identify district needs and demonstrate how available resources are allocated to address those needs, as evidenced by regular public reports, stakeholder updates, and data-informed budget presentations aligned with the strategic plan.

Indicators: Recognition of budgetary stewardship: Texas Comptroller Leadership Circle, TASBO Excellence in Financial Reporting, GFOA ACFR, TASBO Purchasing Award of Merit

System Response (Goal) 1

Fiscal and Operational Systems
To provide responsible financial stewardship and efficient operational support that ensures every resource - people, facilities, and funding - is strategically managed to maximize student success.

Evidence of Success: In five years, Splendora ISD is financially strong, transparent, and efficient. A long-range plan guides growth and investments; resources are aligned to maximize student outcomes, and budgeting is trusted, clear, and adaptable. The community has confidence that every dollar supports student success.

Formative Reviews

On Track

October	January	March	June

Strategy 1

5.3 Ensure coherent and transparent budget development, adoption, and management.
5.3A Offer principals and department heads training on how to manage their budgets, read financial reports, and comply with policies.

Action Steps: Conduct budget training for administrators annually.

Strategy 2

5.3 Ensure coherent and transparent budget development, adoption, and management.
5.3B Establish a budget review committee with representation from administrators and staff.

Action Steps: Determine a budget review committee meeting calendar and collect committee meeting agenda and notes.

Strategy 3

5.3 Ensure coherent and transparent budget development, adoption, and management.
5.3C Implement best practices to enhance financial transparency through award programs that recognize organizations demonstrating exemplary financial reporting and accountability.

Action Steps: Receive awards based on implementation of best practices in financial transparency in award programs such as Texas Comptroller Leadership Circle, TASBO Purchasing Award of Merit, TASBO Excellence in Financial Reporting, GFOA ACFR.

Pillar 5

Safety and Well-Being

Pillar Function:
Ensure students are educated in an optimal environment that is safe, secure and conducive to learning. This includes both physical safety as well as the social emotional needs of each student. Our learning spaces are designed around the needs of the students, and a student's whole health is a part of our culture. We support and promote a culture of respect.

Key Question 1

To what degree do students feel safe in our schools?

System Response: We will be a district that ensures students are educated in an optimal environment that is safe, secure and conducive to learning.

Indicators: Campuses will meet safety expectations including door checks, visitor protocols, SRP aligned drills, visibility of SISD police officers, Centegix implementation; Counselors will facilitate training about bullying trusted adult, social emotional lessons, and conduct campus wide surveys to educate and build awareness; The SISD maintenance and custodial departments will work to ensure our campuses meet safety standards.

Initial Status: Maintain

System Response (Goal) 1

Safety and Well-Being
Splendora ISD will create a safe and welcoming environment for all stakeholders.

Evidence of Success: Splendora ISD will sustain a safe environment by establishing clear safety protocols with consistent expectations, ensuring all stakeholders have timely access to the tools and supports they need, and prioritizing transparent communication and continuous training so that everyone remains informed about the safety and well-being of our school community.

Formative Reviews

On Track

October	January	March	June

Strategy 1

6.1 Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety and the social-emotional needs of each student. Our learning spaces are designed around the needs of the students, and a student's whole health is a part of our culture. We support and promote a culture of respect.

6.1A Develop a unified safety manual with clearly defined procedures.

Action Steps: Yearly revision of district and campus EOP - Emergency Operations Procedures

Strategy 2

6.1 Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety and the social-emotional needs of each student. Our learning spaces are designed around the needs of the students, and a student's whole health is a part of our culture. We support and promote a culture of respect.
6.1B Provide annual training for staff and students.

Action Steps: Collect B.O.Y. Safety/SRP training documentation and drill documentation. Collect B.O.Y. Student expectation meeting agenda and documentation.

Strategy 3

6.1 Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety and the social-emotional needs of each student. Our learning spaces are designed around the needs of the students, and a student's whole health is a part of our culture. We support and promote a culture of respect.
6.1C Establish a quarterly safety audit process to ensure compliance.

Action Steps: Submission of sign-in documents for all training and weekly checks of the exterior doors required by TEA.

Strategy 4

6.1 Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety and the social-emotional needs of each student. Our learning spaces are designed around the needs of the students, and a student's whole health is a part of our culture. We support and promote a culture of respect.
6.1D Utilize Title IV, Part A funds to support activities and resources that promote student health, wellness, positive relationships, and safe and supportive learning environments in alignment with identified district and campus needs.

Staff Responsible: Student Services, Campus Administration, School Counselors

Action Steps: Identify and implement allowable student health and wellness activities based on district and campus needs. Monitor implementation and evaluate effectiveness through participation data, stakeholder feedback, and other relevant indicators.

Funding Sources: 287 - Title IV, Part A, $820

Key Question 2

To what degree are staff, students, and parents trained and competent in the safety protocol and response processes?

System Response: We will be a district that consistently prepares for and practices all required safety

drills, while maintaining clear and effective communication with parents, students, and staff to ensure accurate, timely, and efficient reporting.

Indicators: Each campus meets SRP drill protocols and accurately practices, tracks and documents drill efficiency. All staff members are trained in the Centegix process; Parents stay abreast of safety concerns via the SISD Communications department

System Response (Goal) 1

Safety and Well-Being
Splendora ISD will create a safe and welcoming environment for all stakeholders.

Evidence of Success: Splendora ISD will sustain a safe environment by establishing clear safety protocols with consistent expectations, ensuring all stakeholders have timely access to the tools and supports they need, and prioritizing transparent communication and continuous training so that everyone remains informed about the safety and well-being of our school community.

Formative Reviews

On Track

October	January	March	June

Strategy 1

6.2 Commit to ensuring all stakeholders have timely access to the tools, services, and support they need to thrive.
6.2A Conduct a needs assessment to identify gaps and needs.

Action Steps: Create reports based on feedback from all stakeholders, surveys, discipline data, social media, observation, and After Action Report data.

Strategy 2

6.2 Commit to ensuring all stakeholders have timely access to the tools, services, and support they need to thrive.
6.2B Train frontline staff to serve as the first line of support in a crisis.

Action Steps: Collect documentation from B.O.Y. training and semester refreshers.

Strategy 3

6.2 Commit to ensuring all stakeholders have timely access to the tools, services, and support they need to thrive.
6.2C Allocate resources based on safety data.

Action Steps: Review all data and allocate funds accordingly based on district and campus needs annually.

Strategy 4

6.3 Prioritize clear communication and continuous training to keep stakeholders informed, prepared, and united in supporting safety and well-being.
6.3A Maintain a district-wide communication framework that includes information on safety and well-being.

Action Steps: Use of communication tools such as ParentSquare, Centegix, emails, and social media.

Strategy 5

6.3 Prioritize clear communication and continuous training to keep stakeholders informed, prepared, and united in supporting safety and well-being.
6.3B Implement ongoing safety training cycles.

Action Steps: Collect safety-mandated training documentation and agendas.

Strategy 6

6.3 Prioritize clear communication and continuous training to keep stakeholders informed, prepared, and united in supporting safety and well-being.
6.3C Reinforce safety through practice and feedback.

Action Steps: Survey/informal feedback from stakeholders and the safety committee.

Strategy 7

6.3 Prioritize clear communication and continuous training to keep stakeholders informed, prepared, and united in supporting safety and well-being.
6.3D Raptor Reunification System
Utilize Title IV, Part A funds to support the Raptor Reunification System to strengthen emergency preparedness, student accountability, and safe family reunification procedures during school emergencies.

Staff Responsible: Director of Student Services, Safety & Security Coordinator, Technology, SISD Police Department and Campus Administrators

Action Steps: Maintain the Raptor Reunification System, provide staff training on reunification procedures, and incorporate the system into emergency response planning, drills, and evaluation activities.

Funding Sources: 287 - Title IV, Part A, $7,800

Strategy 8

6.3 Prioritize clear communication and continuous training to keep stakeholders informed, prepared, and united in supporting safety and well-being.

6.3E ClassLink Safety and Wellness Resource Access
Utilize Title IV, Part A funds to support ClassLink access to approved digital student support, safety, and wellness resources that promote student well-being and provide accessible tools for a safe and supportive learning environment.

Staff Responsible: Technology Department, Student Services, Campus Administration

Action Steps: Maintain access to approved student support, safety, and wellness resources through ClassLink, communicate available resources to appropriate staff and students, and monitor utilization and accessibility.

Funding Sources: 287 - Title IV, Part A, $8,000

Key Question 3

To what degree are students experiencing positive relationships (peers and adults) during the day?

System Response: We will be a district that establishes processes and procedures that create meaningful opportunities for students to build positive relationships with both peers and adults.

Indicators: SISD effectively promotes and supports district-wide initiatives such as Capturing Kids' Hearts, CHAMPS, and the BRIDGE Mentor Program, community-wide events, and Trusted Adult efforts, while also providing a wide range of resources to support our families that include community-wide events throughout the school year.

System Response (Goal) 1

Safety and Well-Being
Splendora ISD will create a safe and welcoming environment for all stakeholders.

Evidence of Success: Splendora ISD will sustain a safe environment by establishing clear safety protocols with consistent expectations, ensuring all stakeholders have timely access to the tools and supports they need, and prioritizing transparent communication and continuous training so that everyone remains informed about the safety and well-being of our school community.

Formative Reviews

On Track

October	January	March	June

Strategy 1

6.4 Foster positive, meaningful relationships between students and adults and among peers.
6.4A Ensure every student has at least one trusted adult on campus.

Action Steps: Each campus completes a relationship-mapping activity each fall, such as a staff "dot" activity, to identify students without a strong adult connection. Those students are paired with a staff member for regular check-ins. Progress is tracked through the student survey and check-in logs.

Strategy 2

6.4 Foster positive, meaningful relationships between students and adults and among peers.
6.4B Implement Capturing Kids' Hearts and CHAMPS consistently across all campuses.

Action Steps: CKH and CHAMPS look-fors, such as greeting at the door, social contracts, and posted expectations, are on the district walkthrough form. Provide beginning-of-year training for new staff. Review walkthrough data each semester.

Strategy 3

6.4 Foster positive, meaningful relationships between students and adults and among peers.
6.4C Expand and strengthen the BRIDGE Mentor Program.

Action Steps: Recruit mentors from staff and community partners. Track mentor and mentee meeting logs. Survey participants at the end of the year to measure impact.

Strategy 4

6.4 Foster positive, meaningful relationships between students and adults and among peers.
6.4D Measure students' sense of belonging and act on the results.

Action Steps: Give a student climate survey at the beginning and end of the year, with questions about relationships with peers and adults. Campus leadership teams review results and set one goal for improvement.

State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $5,272,877.00

Total FTEs Funded by SCE: 62.59

Brief Description of SCE Services and/or Programs

Splendora ISD is committed to providing targeted academic support and educational opportunities for students identified as at risk of academic failure or dropping out of school. Through the State Compensatory Education (SCE) program, the district uses student performance data, comprehensive needs assessment findings, and ongoing progress monitoring to identify student needs and guide resource allocation for compensatory, intensive, and accelerated instructional services. In accordance with House Bill 2 and updated Texas Education Agency guidance, the district has increased flexibility in the allocation and utilization of SCE funds following the elimination of the previous 55% direct instructional spending requirement. Splendora ISD will continue to prioritize the educational needs of identified at-risk students through strategic investments in academic interventions, instructional acceleration, instructional resources, student engagement, and dropout prevention initiatives. SCE funding decisions are guided by identified student needs and aligned with the goals, performance objectives, and strategies outlined in the District and Campus Improvement Plans. The district will monitor program effectiveness through student achievement, academic growth, attendance, graduation rates, and dropout prevention measures. Findings from ongoing monitoring and program evaluations will inform adjustments to instructional services and resource allocations to reduce achievement gaps and improve student outcomes.

Personnel for District Improvement Plan

Name	Position	FTE
Abke, Tamara	Counseling & Wellness Coordinator	0.5
Angelilli, Renee	Teacher	0.5
Banks, Jarrian Avante	Instructional Coach - Math	0.41
Beck, Trisha Marie	Counselor	0.5
Bennett, Lelata	Counselor	0.5
Black, Deborah	Instructional Coach	1
Boles, Rebecca	Counselor	0.5
Brent, Jessica	Counselor	0.5
Burke, Kimberly	Humanities Coordiantor	1
Burns, Lisa	Aide - Pre K	0.5
Caldera, Vanessa	Teacher	0.5
Canales - Garza, Melissa	Instructional Coach - Bilingual	1
Christenberry, Chelsea	Aide - Pre K	0.5
Christmas, Cassandra	Aide - MTSS	1
Cochran, Jessica	Aide - Classroom	1
Coker, Jennifer	Instructional Coach	1
Coleman, Rachel	Special Education Coordinator	1
Cotton, Suzanne	Counselor	0.5

Name	Position	FTE
Cromeens, Heidi	Teacher	0.5
Davis, Staci	STEM Coordinator	1
Duett, Hayley	Aide - MTSS	1
Duke, Rebecca	Aide - Classroom	0.5
Duque, Anahi	Aide - Pre-K	0.5
Feldmann Gonzalez, Ernesto	Teacher	0.5
Foster, Lisa	Communications Coordinator	0.78
Franquez, Tayler	Aide - Classroom	1
Free, Patricia	Aide - Classroom	0.5
Gann, Mary Ruth	ESL Coordiantor	1
Getz, Mona Louise	Counselor	0.5
Gilshenan, Octavia	Social Studies / Science Coordinator	1
Gonzales, Crystal	Aide - Classroom	0.5
Gonzales, Joshua	Teacher	1
Griffin, Nikki	Aide - MTSS	1
Hansen, Laura	Humanities Instructional Coach	1
Harris, Sara	RTI Teacher	1
Henson, Alice	Instructional Coach	1
Holloman, Kadence	Aide - MTSS	1
Howell, Tara Skye	Counselor	0.5
Ingram, Krystol	MTSS / 504 Specialist	1
Jackson, Dawn	Director of Curriculum	1
Keefe, Lori	Instructional Coach	0.58
Kline, Rachael	Special Education - MTSS	1
Levis, Stacey	Aide - Self Contained Special Ed.	1
Linnehan, Laurie	Teacher - Pre K	0.5
Livingston, Jennifer	Instructional Coach	0.63
Lopez, Laurie	Aide - MTSS	1
Lynch, Vickie	Aide - Self Contained Special Ed.	1
Marsh, Vickie	Aide - Special Education	0.5
Martinez, Andrinee	Mental Health & Wellness Counselor	0.5
Martinez, Stevie	Counselor	0.5
Meekins, Sandra	Counselor	0.5
Mikel, Nicole	Instructional Coach	1
Ott, Apryl	Counselor	0.5

Name	Position	FTE
Pacheco, Mary	Student Success Liaison	1
Pastor, Brittany	Aide - MTSS	1
Pitts, Chasey	Aide - MTSS	1
Posadas, Evelyn	Aide - Pre-K	0.5
Poulter, Traci	Teacher	0.5
Preciado, Rocio	Aide - Pre K	0.5
Privett, Lillian	Aide	0.5
Quijada, Hannah	Aide - Special Education	1
Rangel, Nallely	Aide	1
Richardson, Lori	Instructional Coach	0.85
Robinson, Donitaq	Aide - Special Education	1
Rodriguez, Yazmin	Aide - PK	0.5
Santana, Kayla	Aide - Self Contained Special Ed.	1
Shenkir, Richard	Aide - Classroom	1
Shores, Christy	Aide - MTSS	1
Smith, Lisa	Teacher	1
Smith, Rachel	Teacher - MTSS	1
Snider, Kathryn	Counselor - Mental Health	1
Squier, Paul	Teacher	1
Trimm, Jillian	STEM Coordinator	1
Vargas, Wilmary	Teacher - Pre-K - Dual Language	0.5
Walulik, Cassandra	MTSS / 504 Specialist	1
Watkins, Sheena	Counselor	0.5
Weaver Rood, Amanda	Teacher	0.5
Wells, Shelley	Humanities Coordinator	1
Wildman, Laura	STEM Coordinator	0.34
Wright, Lori	Director of Secondary Teaching & Learnin	1
Wright, Xena	Aide - MTSS	0.5
Zerpa Briceno, Monica	Aide - Classroom	0.5

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Splendora ISD provides a well-rounded instructional program designed to meet the diverse academic needs of all students. The district utilizes a standards-aligned curriculum, high-quality instructional practices, and a variety of academic and enrichment opportunities to support student growth and achievement.

Through ongoing analysis of student performance data, collaborative planning, instructional coaching, and targeted academic interventions, campuses identify and respond to individual student needs. Supplemental instructional resources and support services are provided based on identified needs, with particular attention to students at risk of not meeting state academic standards.

The district continuously monitors student progress and adjusts instructional practices and supports to promote academic growth, engagement, and college, career, and life readiness.

1.2 Identifying students who may be at risk for academic failure;

Splendora ISD utilizes multiple sources of student data to identify students who may be at risk of academic failure or not meeting state academic standards. Campuses review state and local assessment results, academic performance, attendance, classroom performance, and other relevant indicators to identify students in need of additional instructional support.

Through collaborative planning, data analysis, and ongoing progress monitoring, campus staff identify learning gaps, determine appropriate academic interventions, and adjust instructional supports based on individual student needs. Particular attention is given to students experiencing academic challenges and those who may require additional assistance to demonstrate academic growth and achievement.

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Splendora ISD provides additional academic assistance to students identified as needing support in meeting state academic standards. Based on student performance data and identified learning needs, campuses implement targeted instructional interventions, supplemental learning opportunities, and individualized academic support to address learning gaps and promote student growth.

These efforts are supported through instructional coaching, collaborative planning, supplemental instructional resources, and additional instructional personnel, as appropriate. Campus staff regularly monitor student progress and adjust instructional strategies and levels of support based on student performance and individual learning needs.

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Splendora ISD strengthens academic programs and school conditions for learning through the implementation of research-based instructional practices, ongoing professional learning, and targeted student support. The district utilizes comprehensive needs assessment findings, student performance data, and campus improvement priorities to identify strategies that address academic needs and promote a positive, supportive learning environment.

Instructional coaches, campus leadership, and collaborative teacher teams support effective instructional practices through professional learning, data analysis, and instructional planning. Campuses also utilize supplemental instructional resources, academic interventions, and student support services, as appropriate, to improve student engagement, address barriers to learning, and strengthen academic achievement.

The effectiveness of these strategies is monitored through student performance data, instructional observations, program implementation reviews, and other relevant measures to guide continuous improvement.

Descriptor 2: Teacher Quality

Splendora ISD is committed to ensuring equitable access to effective, qualified educators for all students. The district reviews teacher certification, experience, assignment, and staffing data to identify potential disparities in the rates at which low-income and minority students are taught by ineffective, inexperienced, or out-of-field teachers compared to their peers.

Through collaboration among Human Resources, campus administration, and district leadership, identified disparities are addressed through targeted recruitment and retention efforts, strategic staffing decisions, instructional coaching, mentoring, and professional learning opportunities. The district utilizes available resources, including Title II, Part A funds, to support educator effectiveness and retention in identified areas of need.

Staffing patterns and teacher assignment data are reviewed periodically to monitor progress, guide staffing decisions, and promote equitable access to high-quality instruction across campuses.

Descriptor 3: School Improvement and Support Activities

Splendora ISD supports continuous school improvement through a coordinated process of comprehensive needs assessment, data analysis, strategic planning, and ongoing progress monitoring. The district reviews state accountability results, student performance data, and other relevant indicators to identify campuses and student groups requiring additional academic support.

For campuses identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or other applicable state and federal improvement designations, the district provides guidance and support in developing, implementing, and monitoring improvement plans that address identified needs and align with applicable state and federal requirements.

District and campus leadership collaborate to identify evidence-based strategies, coordinate appropriate resources, and evaluate the effectiveness of improvement efforts. Progress is monitored through student achievement data, implementation reviews, and ongoing evaluation, with adjustments made as needed to strengthen instructional practices, address achievement gaps, and improve student outcomes.

Descriptor 4: Measure of Poverty

Splendora ISD utilizes economically disadvantaged student data reported through the October PEIMS snapshot as the poverty measure for determining Title I, Part A campus eligibility and funding allocations. The district calculates campus

poverty percentages using economically disadvantaged student counts and enrollment data from the October snapshot.

Campus poverty percentages are reviewed annually to determine eligibility, rank and serve eligible campuses, and allocate Title I, Part A funds in accordance with federal requirements. The district maintains annual Title I allocation documentation identifying the poverty measure, campus eligibility, poverty percentages, and funding allocations.

Descriptor 5: Nature of Programs

Splendora ISD operates Title I, Part A Schoolwide Programs at all seven campuses to strengthen academic achievement and provide educational opportunities that meet the diverse needs of students. Title I resources are utilized to support comprehensive, evidence-based instructional practices and supplemental services aligned with identified campus needs.

Through the comprehensive needs assessment and campus improvement planning processes, campuses identify and implement strategies that may include instructional coaching, supplemental instructional personnel, literacy resources, targeted academic interventions, and parent and family engagement activities. These efforts are designed to strengthen the overall instructional program, address learning gaps, and promote academic growth for all students, particularly those at risk of not meeting state academic standards.

The district also coordinates educational support for students experiencing homelessness and, when applicable, eligible children residing in local institutions or participating in community day programs for neglected or delinquent children, in accordance with federal requirements.

Title I Schoolwide Programs are evaluated annually through student performance data, progress monitoring, and review of program implementation to ensure resources and strategies remain aligned with district and campus improvement priorities.

Descriptor 6: Services to Homeless Children and Youth

Splendora ISD is committed to ensuring that students experiencing homelessness have equitable access to educational opportunities and the support necessary for academic success. In coordination with the McKinney-Vento Homeless Assistance Act, the district's homeless liaison works with campus personnel to identify eligible students, facilitate timely enrollment, promote regular attendance, and address barriers that may interfere with school participation and academic achievement.

The district provides or coordinates appropriate educational services and resources based on identified student needs. These may include supplemental academic assistance, school supplies, instructional materials, referrals to available community resources, and other allowable supports that promote educational stability and student success. Services are coordinated with campus staff and applicable district programs to ensure students receive appropriate assistance.

Splendora ISD determines its annual Title I, Part A reservation for students experiencing homelessness using the Homeless Reservation Worksheet provided by the Texas Education Agency (TEA). The district utilizes the worksheet to establish and document an appropriate reservation amount based on applicable guidance and identified student needs. Title I funds reserved at the LEA level are used to provide allowable supplemental services and resources for eligible students experiencing homelessness.

The district monitors the effectiveness of these services through enrollment, attendance, academic progress, and other relevant indicators to support continuous improvement.

Descriptor 7: Parent and Family Engagement Strategy

Splendora ISD implements its written Title I, Part A Parent and Family Engagement Plan in accordance with ESSA Section 1116 to promote meaningful family involvement, accessible two-way communication, and collaboration between schools

and families to support student academic achievement.

The district provides opportunities for parents and families to participate in educational activities, offer feedback, and contribute to the planning, review, and improvement of Title I programs. Parent and family engagement efforts are coordinated through district and campus communication systems, family engagement activities, and other outreach opportunities based on identified needs.

The district's written Parent and Family Engagement Plan is included in the LEA Plan and serves as the foundation for implementing and evaluating parent and family engagement activities.

Descriptor 8: Early Childhood Education Programs and Transition Plans

Splendora ISD operates a district prekindergarten program designed to promote school readiness and establish a strong foundation for academic and social development. The district coordinates early childhood and elementary instructional programs to support developmentally appropriate learning experiences and continuity of instruction as students transition into kindergarten.

Prekindergarten and elementary personnel collaborate to align curriculum, instructional practices, and student support services. Student assessment information and identified learning needs are utilized, as appropriate, to inform instructional planning and support a successful transition into kindergarten.

The district supports students and families throughout the transition process through communication, enrollment and registration assistance, and opportunities for families to become familiar with elementary school expectations and available resources. Title I, Part A resources may be coordinated with early childhood programs, as appropriate and allowable, to support early literacy, family engagement, and supplemental instructional services.

These coordinated efforts promote kindergarten readiness, strengthen family-school partnerships, and support continued student growth and achievement.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

The district does not have Targeted Assistance Program campuses for the 2026-2027.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

Splendora ISD implements coordinated strategies to support successful student transitions from middle grades to high school and from high school to postsecondary education, training, and career opportunities. The district emphasizes academic preparation, individualized student planning, and access to resources that help students make informed decisions about their educational and career pathways.

To support the transition into high school, middle and high school personnel collaborate to provide academic guidance, course selection information, and opportunities for students and families to understand graduation requirements and available programs of study. Counselors and campus staff assist students in developing and reviewing personal graduation plans, exploring career interests, and identifying educational pathways aligned with their goals.

At the high school level, the district promotes college, career, and military readiness through academic advising, career and technical education programs, opportunities to earn industry-based certifications, and access to information about postsecondary education and training. Students and families receive guidance regarding graduation requirements,

postsecondary options, and available resources to support planning beyond high school.

The district monitors student progress, graduation readiness, and college, career, and military readiness indicators to identify needs and strengthen transition supports. These coordinated efforts help students successfully navigate educational transitions and prepare for future opportunities.

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Splendora ISD provides students with opportunities to pursue advanced academic coursework and postsecondary preparation through its Early College High School program, dual credit opportunities, and career and technical education pathways. These programs support college and career readiness by allowing students to explore educational interests, develop career-related skills, and pursue college-level learning experiences while completing high school graduation requirements.

The district promotes student awareness of available opportunities through academic advising, course selection guidance, and communication with students and families. School counselors and campus personnel assist students in identifying their interests, strengths, and career goals while developing personal graduation plans aligned with postsecondary aspirations.

Splendora ISD collaborates with postsecondary education partners, as applicable, to support program implementation and access to college-level coursework. The district monitors student participation and academic progress to identify opportunities to strengthen student support and expand access to college and career preparation pathways.

Descriptor 11: Discipline Disproportionality

Splendora ISD is committed to maintaining safe, supportive, and inclusive learning environments while minimizing unnecessary instructional time lost due to disciplinary removals. The district promotes consistent implementation of student behavior expectations, positive behavior supports, and appropriate interventions to address student behavioral needs.

District and campus leadership review student discipline data, including classroom removals, in-school suspensions, out-of-school suspensions, and other disciplinary placements, to identify trends and areas of concern. Data are examined by campus and disaggregated by applicable student subgroups to identify potential disparities in disciplinary practices and determine where additional support may be needed.

Based on identified needs, the district works with campus personnel to strengthen preventative practices, provide appropriate behavioral interventions, and support staff in implementing effective classroom management strategies. Campuses with elevated discipline rates or identified disparities may receive additional guidance, professional learning, and targeted support.

The district monitors discipline trends and the effectiveness of implemented strategies to promote equitable disciplinary practices, maintain safe learning environments, and maximize student access to classroom instruction.

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Splendora ISD supports the coordination and integration of academic instruction and Career and Technical Education (CTE) to prepare students for postsecondary education, training, and employment opportunities. The district provides opportunities for students to apply academic knowledge through career-focused coursework, hands-on learning experiences, and instructional activities that develop technical, problem-solving, and workplace readiness skills.

Academic and CTE personnel collaborate, as appropriate, to align instructional practices, support student learning, and connect academic content with real-world applications. Through CTE programs of study, industry-based certification opportunities, dual credit coursework, and the district's Early College High School program, students are provided pathways to explore career interests and develop skills relevant to workforce needs.

School counselors and campus personnel support students in identifying educational and career pathways aligned with their interests, abilities, and postsecondary goals. The district utilizes student performance, program participation, and college, career, and military readiness data to evaluate opportunities and strengthen coordination between academic and career-focused instruction.

These coordinated efforts support student engagement, academic achievement, and preparation for continued education and employment in high-demand career fields.

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Splendora ISD supports work-based learning opportunities that connect classroom instruction with authentic career experiences and workplace expectations. Through Career and Technical Education (CTE) programs and collaboration with district departments and community partners, students have opportunities to explore career interests, apply academic knowledge, and develop practical skills in professional settings.

Students may participate in hands-on learning experiences within the district, including opportunities to work alongside educators in classrooms and collaborate with the district's Communications Department. These experiences provide exposure to professional responsibilities, workplace expectations, and career pathways while allowing students to apply skills developed through their coursework.

CTE teachers, school counselors, and campus personnel support students in identifying work-based learning opportunities aligned with their interests and programs of study. When applicable, students may earn academic credit through approved courses that incorporate supervised work-based learning experiences.

These opportunities strengthen connections between academic instruction and career preparation while supporting students' college, career, and military readiness.

Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

Splendora ISD utilizes Title I, Part A funds to strengthen educational opportunities, improve academic achievement, and address the identified needs of students through comprehensive schoolwide programs at all seven campuses. Funding decisions are guided by district and campus comprehensive needs assessments, student performance data, and priorities established in the District and Campus Improvement Plans.

Title I resources support supplemental instructional personnel, instructional coaching, literacy development, targeted academic assistance, and parent and family engagement activities. The district also utilizes allowable Title I funds to support students experiencing homelessness, strengthen program coordination, and maintain resources that assist with federal program planning, implementation, and compliance.

The district coordinates Title I services with other federal, state, and local programs, as appropriate, to maximize available resources and avoid duplication of services. Expenditures are reviewed for alignment with identified needs, grant requirements, and improvement plan strategies.

Splendora ISD monitors the implementation and effectiveness of Title I-funded activities through student performance data, program evaluations, and ongoing review of district and campus improvement priorities. These efforts support the effective use of federal resources to promote student growth and educational success.

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Splendora ISD supports effective school library programs that promote literacy development, digital literacy skills, and student academic achievement. School libraries provide students with access to reading materials, instructional resources, and opportunities to develop skills in locating, evaluating, and using information effectively.

The district utilizes Title I, Part A funds to support elementary library media specialist paraprofessionals who assist with student access to library resources and literacy-related learning opportunities. These supplemental services strengthen the instructional program by encouraging reading engagement, supporting information literacy, and expanding access to educational resources.

Library services are coordinated with campus instructional priorities and identified student needs to support academic growth. The district reviews the effectiveness of Title I-funded library support through program implementation and relevant student learning indicators as part of its ongoing improvement planning process.

Schoolwide and Targeted Assistance Title I Elements Personnel

Name	Position	Program	FTE
Banks, Jamian	Instructional Coach - Humanities	Splendora High School	1
Brooks Ehmling, Joyce	Aide - Media Specialist	Peach Creek Elementary	1
Burkett, Mackenzie	Aide - Media Specialist	Green Leaf Elementary	1
Faulkner, Amanda	Aide - Media Specialist	Timber Lakes Elementary	1
Foster, Lisa	Communications Coordinator	District	1
Freeze Hernandez, Macy	Aide - Media Specialist	Piney Woods Elementary	1
Hansen, Laura	Instructional Coach - Humanities	Splendora High School	1
Hernandez - Rivero, Veronica	Instructional Coach	Green Leaf Elementary	1
Jenkins, Tammy	Aide - Self Contained Special Education	Splendora Junior High	1
Keefe, Lori	Instructional Coach	Peach Creek Elementary	1
Lavandowski, Geneveive	Aide - Self Contained Special Education	Splendora Junior High	1
Livingston, Jennifer	Instructional Coach	Piney Woods Elementary	1
Mikel, Nicole	Instructional Coach - Science & Math	Splendora High School	1
Richardson, Lori	Instructional Coach	Timber Lakes Elementary	1

Name	Position	Program	FTE
Robinson, Donita	Aide - Self Contained Special Education	Splendora Junior High	1
Vacant	Instructional Coach	Peach Creek Elementary	1
Vaughan, Maria	Instructional Coach	Greenleaf Elementary	1
Ward, Amanda	Aide - Media Specialist	Green Leaf Elementary	1

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Calesta House, Director of Federal Programs

Funding Summary

Funding Summary

211 - Title I, Part A

Pillar	Key Question	System Response (Goal)	Strategy	Resources Needed	Account Code	Amount
1	1	1	4		--	$158,378.00
1	1	1	5		--	$79,940.00
1	1	1	6		--	$750.00
1	2	1	6		--	$480,207.00
2	2	1	4		--	$3,700.00
2	2	1	5		--	$26,650.00
2	2	1	6		--	$11,700.00
2	2	1	10		--	$13,362.00
4	2	1	4		--	$9,000.00
4	2	1	5		--	$8,700.00
					Sub-Total	$792,387.00
					Budgeted Fund Source Amount	$792,387.00
					+/- Difference	$0.00

255 - Title II Part A

Pillar	Key Question	System Response (Goal)	Strategy	Resources Needed	Account Code	Amount
3	1	1	7		--	$97,440.00
3	1	1	8		--	$24,360.00
3	2	1	4		--	$10,000.00
					Sub-Total	$131,800.00
					Budgeted Fund Source Amount	$134,712.00
					+/- Difference	**$2,912.00**

263 - Title III, ELA

Pillar	Key Question	System Response (Goal)	Strategy	Resources Needed	Account Code	Amount
1	1	1	7		--	$2,523.00
1	1	1	8		--	$660.00
2	2	1	7		--	$100,198.00
2	2	1	8		--	$1,400.00
2	2	1	9		--	$1,499.00
3	2	1	5		--	$21,000.00
3	2	1	6		--	$3,000.00
					Sub-Total	$130,280.00
					Budgeted Fund Source Amount	$134,522.00
					+/- Difference	**$4,242.00**

263 - Title III, Immigrant

Pillar	Key Question	System Response (Goal)	Strategy	Resources Needed	Account Code	Amount
					--	$0.00
					Sub-Total	$0.00
					Budgeted Fund Source Amount	$0.00
					+/- Difference	$0.00

287 - Title IV, Part A

Pillar	Key Question	System Response (Goal)	Strategy	Resources Needed	Account Code	Amount
1	3	1	5		--	$9,500.00
1	3	1	6		--	$7,600.00
1	3	1	7		--	$8,000.00
1	3	1	8		--	$5,400.00
4	1	1	4		--	$9,285.00
5	1	1	4		--	$820.00
5	2	1	7		--	$7,800.00
5	2	1	8		--	$8,000.00
					Sub-Total	$56,405.00
					Budgeted Fund Source Amount	$58,728.00
					+/- Difference	**$2,323.00**

199 (sub obj. 94) - Mentor Program Allotment

Pillar	Key Question	System Response (Goal)	Strategy	Resources Needed	Account Code	Amount
3	1	1	5		--	$117,000.00
					Sub-Total	$117,000.00
					Budgeted Fund Source Amount	$117,000.00
					+/- Difference	$0.00

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying — If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline — A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action — Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers — The principal or designee shall refer to FDB for transfer provisions.

Counseling — The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct — If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality — To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal — A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention — Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures — This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

The District shall support the general wellness of all students by implementing measurable goals to promote sound nutrition and student health and to reduce childhood obesity.

[See EHAA for information regarding the District's coordinated school health program.]

Development, Implementation, and Review of Guidelines and Goals

The local school health advisory council (SHAC), on behalf of the District, shall review and consider evidence-based strategies and techniques and shall develop nutrition guidelines and wellness goals as required by law. In the development, implementation, and review of these guidelines and goals, the SHAC shall permit participation by parents, students, representatives of the District's food service provider, physical education teachers, school health professionals, members of the Board, school administrators, and members of the public.

[See BDF for required membership of the SHAC.]

Wellness Plan

The SHAC shall develop a wellness plan to implement the District's nutrition guidelines and wellness goals. The wellness plan shall, at a minimum, address:

1. Strategies for soliciting involvement by and input from persons interested in the wellness plan and policy;
2. Objectives, benchmarks, and activities for implementing the wellness goals;
3. Methods for measuring implementation of the wellness goals;
4. The District's standards for foods and beverages provided, but not sold, to students during the school day on a school campus; and
5. The manner of communicating to the public applicable information about the District's wellness policy and plan.

The SHAC shall review and revise the plan on a regular basis and recommend revisions to the wellness policy when necessary.

Nutrition Guidelines

Foods and Beverages Sold

The District's nutrition guidelines for reimbursable school meals and all other foods and beverages sold or marketed to students during the school day shall be designed to promote student health and reduce childhood obesity and shall be at least as restrictive as federal regulations and guidance, except when the District allows an exemption for fundraising activities as authorized by state and federal rules. [See CO and FJ]

Foods and Beverages Provided

The District shall establish standards for all foods and beverages provided, but not sold, to students during the school day. These standards shall be addressed in the District's wellness plan.

Wellness Goals

Nutrition Promotion and Education

The District shall implement, in accordance with law, a coordinated school health program with a nutrition education component. [See EHAA] The District's nutrition promotion activities shall encourage participation in the National School Lunch Program, the School Breakfast Program, and any other supplemental food and nutrition programs offered by the District.

The District establishes the following goals for nutrition promotion:

1. The District's food service staff, teachers, and other District personnel shall consistently promote healthy nutrition messages in cafeterias, classrooms, and other appropriate settings.
2. The District shall share educational nutrition information with families and the general public to promote healthy nutrition choices and positively influence the health of students.

The District establishes the following goals for nutrition education:

1. The District shall deliver nutrition education that fosters the adoption and maintenance of healthy eating behaviors.
2. The District shall make nutrition education a District-wide priority and shall integrate nutrition education into other areas of the curriculum, as appropriate.

Physical Activity

The District shall implement, in accordance with law, a coordinated health program with physical education and physical activity components and shall offer at least the required amount of physical activity for all grades. [See BDF, EHAA, EHAB, and EHAC]

The District establishes the following goals for physical activity:

1. The District shall provide an environment that fosters safe, enjoyable, and developmentally appropriate fitness activities for all students, including those who are not participating in physical education classes or competitive sports.
2. The District shall make appropriate before-school and after-school physical activity programs available and shall encourage students to participate.

Other School-Based Activities

The District establishes the following goals to create an environment conducive to healthful eating and physical activity and to promote and express a consistent wellness message through other school-based activities:

1. The District shall allow sufficient time for students to eat meals in cafeteria facilities that are clean, safe, and comfortable.
2. The District shall promote wellness for students and their families at suitable District and campus activities.

Implementation The director of child nutrition shall oversee the implementation of this policy and the development and implementation of the wellness plan and appropriate administrative procedures.

Evaluation The District shall comply with federal requirements for evaluating this policy and the wellness plan.

Public Notification The District shall annually inform and update the public about the content and implementation of the wellness policy, including posting on its website copies of the wellness policy, the wellness plan, and the required implementation assessment.

Records Retention The District shall retain all the required records associated with the wellness policy, in accordance with law and the District's records management program. [See CPC and FFA(LEGAL)]

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Removal Under Student Code of Conduct

The Student Code of Conduct must specify conditions that authorize or require a principal or other appropriate administrator to transfer a student to a disciplinary alternative education program (DAEP). *Education Code 37.001(a)(2)*

Mandatory Placement in DAEP

A student shall be removed from class and placed in a DAEP if the student engages in conduct described in Education Code 37.006 that requires placement, subject to the requirements of Education Code 37.009(a) [see Process for Removal and Mitigating Factors, below]. *Education Code 37.006*

[For additional factors that must be considered in each decision concerning suspension, removal to a DAEP, expulsion, or placement in a juvenile justice alternative education program (JJAEP), see FO and the Student Code of Conduct.]

School-Related Misconduct

A student shall be removed from class and placed in a DAEP if the student engages in conduct involving a public school that contains the elements of the offense of false alarm or report under Penal Code 42.06, or terroristic threat under Penal Code 22.07.

A student shall also be removed from class and placed in a DAEP if the student commits the following on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

1. Engages in conduct punishable as a felony.
2. Engages in conduct that contains the elements of assault, under Penal Code 22.01(a)(1).
3. Sells, gives, or delivers to another person or possesses, uses, or is under the influence of:
    a. A controlled substance, as defined by the Texas Controlled Substances Act, Health and Safety Code Chapter 481, or by 21 U.S.C. 801, et seq., excluding marijuana, as defined by Health and Safety Code 481.002, or tetrahydrocannabinol, as defined by Department of Public Safety rule;
    b. A dangerous drug, as defined by the Texas Dangerous Drug Act, Health and Safety Code Chapter 483.
4. Possesses, uses, or is under the influence of, or sells, gives, or delivers to another person marijuana or tetrahydrocannabinol, as defined above;
5. Sells, gives, or delivers to another person an e-cigarette, as defined by Health and Safety Code 161.081 [see FNCD];

6. Sells, gives, or delivers to another person an alcoholic beverage, as defined by Alcoholic Beverage Code 1.04, or commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of an alcoholic beverage.

7. Engages in conduct that contains the elements of an offense relating to an abusable volatile chemical under Health and Safety Code 485.031 through 485.034.

8. Engages in conduct that contains the elements of the offense of public lewdness under Penal Code 21.07.

9. Engages in conduct that contains the elements of the offense of indecent exposure under Penal Code 21.08.

10. Engages in conduct that contains the elements of the offense of harassment under Penal Code 42.07(a)(1), (2), (3), or (7) against an employee of the district.

Education Code 37.006(a)

Exception Removal to a DAEP for school-related misconduct is not required if the student is expelled for the same conduct. *Education Code 37.006(m)*

Retaliation A student shall be removed from class and placed in a DAEP if the student engages in conduct on or off school property against any school employee or volunteer as defined by Education Code 22.053 containing the elements of:

1. Retaliation under Penal Code 36.06; or

2. Harassment under Penal Code 42.07.

Education Code 37.006(b)

Conduct Unrelated to School In addition to the circumstances listed above, a student shall be removed from class and placed in a DAEP based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

1. The student receives deferred prosecution under Family Code 53.03 for conduct defined as any of the following offenses:

   a. A felony offense under Penal Code Title 5;

   b. The offense of deadly conduct under Penal Code 22.05;

   c. The felony offense of aggravated robbery under Penal Code 29.03;

d. The offense of disorderly conduct involving a firearm under Penal Code 42.01(a)(7) or (8); or

e. The offense of unlawfully carrying weapons under Penal Code 46.02, except for an offense punishable as a Class C misdemeanor;

2. A court or jury finds that the student has engaged in delinquent conduct under Family Code 54.03 for conduct defined as an offense listed in item 1; or

3. The superintendent or designee has a reasonable belief that the student has engaged in conduct defined as an offense listed in item 1.

Education Code 37.006(c)

Reasonable Belief

In determining whether there is a reasonable belief that a student has engaged in conduct defined as a felony offense, a superintendent or a superintendent's designee may consider all available information and must consider the information furnished under Code of Criminal Procedure Article 15.27 other than information requested under Code of Criminal Procedure Article 15.27(k-1). *Education Code 37.006(e); Code of Criminal Procedure 15.27(a)* [See GRAA]

Title 5 Felonies

The following are felony offenses listed in Penal Code, Title 5, Offenses Against the Person.

1. Murder. *Penal Code 19.02*

2. Capital Murder. *Penal Code 19.03*

3. Manslaughter. *Penal Code 19.04*

4. Criminally Negligent Homicide. *Penal Code 19.05*

5. Unlawful Restraint, if:

   a. The person restrained was younger than 17 years of age; or

   b. The actor recklessly exposes the victim to a substantial risk of serious bodily injury; restrains an individual the actor knows is a public servant while the public servant is lawfully discharging an official duty or in retaliation or on account of an exercise of official power or performance of an official duty; or while in custody restrains any other person. *Penal Code 20.02*

6. Kidnapping. *Penal Code 20.03*

7. Aggravated Kidnapping. *Penal Code 20.04*
8. Smuggling of Persons. *Penal Code 20.05*
9. Continuous Smuggling of Persons. *Penal Code 20.06*
10. Trafficking of Persons. *Penal Code 20A.02*
11. Continuous Trafficking of Persons. *Penal Code 20A.03*
12. Continuous Sexual Abuse of Young Child or Disabled Individual. *Penal Code 21.02*
13. Bestiality. *Penal Code 21.09*
14. Indecency with a Child. *Penal Code 21.11*
15. Improper Relationship between Educator and Student. *Penal Code 21.12*
16. Invasive Visual Recording. *Penal Code 21.15*
17. Unlawful Disclosure or Promotion of Intimate Visual Material. *Penal Code 21.16*
18. Voyeurism, if the victim was younger than 18 years of age at the time of the offense. *Penal Code 21.17*
19. Sexual Coercion. *Penal Code 21.18*
20. Assault, if the offense is punishable as a felony. *Penal Code 22.01*
21. Sexual Assault. *Penal Code 22.011*
22. Aggravated Assault. *Penal Code 22.02*
23. Aggravated Sexual Assault. *Penal Code 22.021*
24. Injury to a Child, Elderly Individual, or Disabled Individual. *Penal Code 22.04*
25. Abandoning or Endangering a Child, Elderly Individual, or Disabled Individual. *Penal Code 22.041*
26. Deadly Conduct, if the person knowingly discharges a firearm at or in the direction of one or more individuals, or at or in the direction of a habitation, building, or vehicle and is reckless as to whether the habitation, building, or vehicle is occupied. *Penal Code 22.05*
27. Terroristic Threat, if the actor threatens to commit any offense involving violence to any person or property with intent to:

a. Place any person in fear of imminent serious bodily injury if the actor knows the person is a peace officer or judge;

b. Prevent or interrupt the occupation or use of a building, room, place of assembly, place to which the public has access, place of employment or occupation, aircraft, automobile, or other form of conveyance, or other public place if the prevention or interruption causes pecuniary loss of $1,500 or more to the owner;

c. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;

d. Place the public or a substantial group of the public in fear of serious bodily injury; or

e. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision. *Penal Code 22.07*

28. Aiding Suicide, if the conduct causes suicide or attempted suicide that results in serious bodily injury. *Penal Code 22.08*

29. Tampering with Consumer Product. *Penal Code 22.09*

30. Harassment by Persons in Certain Facilities or of Public Servant. *Penal Code 22.11*

Sexual Assault of Another Student

A student shall be removed from class and placed in a DAEP or juvenile justice alternative education program (JJAEP) if:

1. The student was convicted of, received adjudication for, or was placed on probation for sexual assault of another student who was a young child or disabled individual while the students were assigned to the same campus, regardless of whether the assault occurred on or off school property;

2. The parent of the victim of the assault has requested that the student be transferred to a campus other than that to which the victim is assigned; and

3. There is only one campus in a district serving the grade level in which the student is enrolled.

Education Code 25.0341, 37.0051(a) [See FDE at Sexual Assault Transfer—Transfer of Assailant]

A limitation imposed by Education Code Chapter 37 on the length of placement in a DAEP or a JJAEP does not apply to a placement under this provision. *Education Code 37.0051(b)*

Permissive Removal

Non-Title 5 Felony

A student may be removed from class and placed in a DAEP based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

1. The superintendent or designee has a reasonable belief [see Reasonable Belief, above] that the student has engaged in conduct defined as a felony offense other than aggravated robbery under Penal Code 29.03, or those offenses listed in Penal Code Title 5 [see above at Title 5 Felonies]; and
2. The continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

Education Code 37.006(d)-(e)

Bullying

A student may be removed from class and placed in a DAEP if the student:

1. Engages in bullying that encourages a student to commit or attempt to commit suicide;
2. Incites violence against a student through group bullying; or
3. Releases or threatens to release intimate visual material of a minor or student who is 18 years of age or older without the student's consent.

Nothing in this provision exempts a school from reporting a finding of intimate visual material of a minor.

Definitions

Bullying

"Bullying" has the meaning assigned by Education Code 37.0832. [See FFI]

Intimate Visual Material

"Intimate visual material" has the meaning assigned by Civil Practice and Remedies Code 98B.001.

Education Code 37.0052

Disruption

A student may be removed from class and placed in a disciplinary alternative education program if the student:

1. Engages in conduct that contains the elements of the offense of disruptive activities under Education Code 37.123;
2. Engages in conduct that contains the elements of the offense of disruption of classes under Education Code 37.124, only if:
    a. The student is 12 years of age or older at the time of the conduct; and

b. The conduct is intentional and repeated.

Education Code 37.006(d), (d-1); 37.124(d)

E-Cigarette Possession or Use

A student may be removed from class and placed in a disciplinary alternative education program if the student possesses or uses an e-cigarette, as defined by Health and Safety Code 161.081.

If a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense, the student shall be placed in in-school suspension for a period of at least 10 school days. [For requirements related to in-school suspension, see FOB.]

Education Code 37.006(d)

One Year After Conduct

A principal or other appropriate administrator may, but is not required to, remove a student to a DAEP for off-campus conduct, for which removal would otherwise be required, if the principal or other appropriate administrator did not have knowledge of the conduct before the first anniversary of the date the conduct occurred. *Education Code 37.006(n)*

Certain Organization and Gang Membership and Solicitation

A board or an educator shall recommend placing in DAEP any student who commits the misdemeanor offenses described in Education Code 37.121(a) and (c), regarding membership in or solicitation to join a public school fraternity, sorority, secret society, or gang [see FNCC]. *Education Code 37.121(b)*

Older Students

A person who is 21 years of age or older and is admitted by a district for the purpose of completing the requirements for a diploma is not eligible for placement in a DAEP if the person engages in conduct that would require or authorize such placement for a student under the age of 21. If the student engages in such conduct, the district shall revoke the student's admission. *Education Code 25.001(b-1)*

Placement of Younger Students

A student who is younger than 10 shall be removed from class and placed in a DAEP if the student engages in conduct for which expulsion would be required by Section 37.007. *Education Code 37.006(f), .007(e)* [See FOD]

Students Younger Than Six

Notwithstanding any other provision of the Education Code, a student who is younger than six years of age may not be removed from class and placed in a DAEP, except that a student younger than six years of age who has been expelled pursuant to the Gun Free Schools Act [see FOD] shall be provided educational services in a DAEP. *Education Code 37.006(l), .007(e)(2)*

Process for Removal

Conference

Not later than the third class day after a student is removed by a teacher or by the school principal or other appropriate administrator, the campus behavior coordinator (CBC) or other appropriate administrator shall schedule a conference among the CBC or other appropriate administrator, the student's parent or guardian, the teacher removing the student from class, if any, and the student. At the conference, the student is entitled to written or oral notice of the reasons for the removal, an explanation of the basis for the removal, and an opportunity to respond to the reasons for the removal. The student may not be returned to the regular class pending the conference.

Mitigating Factors

Before ordering removal, the CBC must consider whether the student acted in self-defense, the intent or lack of intent at the time the student engaged in the conduct, the student's disciplinary history, and whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, regardless of whether the decision of the behavior coordinator concerns a mandatory or discretionary action.

Order

Following the conference, and whether or not each requested person is in attendance after valid attempts to require the person's attendance, the CBC, after considering any mitigating factors under Education Code 37.001(a)(4) [see FO], shall order the placement of the student for a period consistent with the Student Code of Conduct.

Appeal

If district policy allows a student to appeal to the board or the board's designee a decision of the CBC or other appropriate administrator, the decision of the board or the board's designee is final and may not be appealed.

Education Code 37.009(a) [See Student Code of Conduct]

Right to Request a Special Education Evaluation

On the placement of a student in a DAEP, the district shall provide information to the student's parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student under Education Code 29.004 [see EHBAA]. *Education Code 37.006(p)*

Term of Removal

The period of the placement after removal may not exceed one year unless, after a review, a district determines that the student is a threat to the safety of other students or to district employees. *Education Code 37.009(a)*

A board or designee shall set a term for a student's placement in a DAEP. If the period of placement is inconsistent with the guidelines in the Student Code of Conduct, the order must give notice of the inconsistency. The period of placement in a DAEP may not exceed

one year unless, after a review, a district determines that the student is a threat to the safety of other students or to district employees or extended placement is in the best interest of the student. *Education Code 37.009(d)*

Beyond Grading Period or 60 Days

If placement in a DAEP is to extend beyond 60 days or the end of the next grading period, whichever is earlier, the student's parent or guardian is entitled to notice of and an opportunity to participate in a proceeding before a board or designee.

No Appeal

Any decision of a board or designee concerning placement beyond 60 days or the end of the next grading period is final and cannot be appealed.

Education Code 37.009(b)

Beyond End of School Year

Before a student may be placed in a DAEP for a period that extends beyond the end of the school year, a board or designee must determine that:

1. The student's presence in the regular classroom program or at the student's regular campus presents a danger of physical harm to the student or another individual; or
2. The student has engaged in serious or persistent misbehavior that violates the Student Code of Conduct.

Education Code 37.009(c)

Order of Removal

A board or designee shall deliver to the student and the student's parent or guardian a copy of the order placing the student in a DAEP. *Education Code 37.009(g)*

Not later than the second business day after the date of the removal conference, a board or designee shall deliver a copy of the order placing the student in a DAEP and any information required under Family Code 52.04 to the authorized officer of the juvenile court in the county in which the juvenile resides. *Education Code 37.010(a)*

Activities

The terms of a placement under Education Code 37.006 must prohibit the student from attending or participating in school-sponsored or school-related activities. *Education Code 37.006(g)*

In addition to any notice required under Code of Criminal Procedure 15.27 [see GRAA], a principal or designee shall inform each educator who has responsibility for, or is under the direction and supervision of an educator who has responsibility for, the instruction of a student who has engaged in conduct for which DAEP placement must or may be ordered.

Each educator shall keep the information confidential from any person not entitled to the information, except that the educator may share the information with the student's parent or guardian as provided by state or federal law. An educator's certificate may be suspended or revoked for intentional failure to keep such information confidential.

Education Code 37.006(o)

DAEP at Capacity

If a DAEP is at capacity at the time a CBC is deciding placement for a student who engaged in conduct described under Education Code 37.006(a)(2)(C-1) (possession or use of marijuana), (C-2) (possession, use, delivery of an e-cigarette), (D) (delivery of alcohol), or (E) (abuse of volatile chemical), the student shall be placed in in-school suspension; and if a position becomes available in the program before the expiration of the period of the placement, transferred to the program for the remainder of the period.

Placement of Student Who Engaged in Violent Conduct

If a DAEP is at capacity at the time a CBC is deciding placement for a student who engaged in conduct described under Education Code 37.007 that constitutes violent conduct [see below at Determination of Violent Conduct], a student who has been placed in the program for conduct described under Education Code 37.006(a)(2)(C-1), (C-2), (D), or (E) (above) may be removed from the program and placed in in-school suspension to make a position in the program available for the student who engaged in violent conduct. If removed from the program and a position in the program becomes available before the expiration of the period of the placement, the student shall be returned to the program for the remainder of the period.

Determination of Violent Conduct

Violent conduct means an act by a student against another person that is intended to result in physical harm, bodily injury, or assault or a threat that reasonably places the other person in fear of imminent physical harm, bodily injury, or assault. A CBC may determine whether a specific instance of conduct listed below rises to the level of violent conduct for purposes of determining placement in a DAEP.

1. The student engages in conduct involving a public school that contains the elements of the offense of false alarm or report under Penal Code 42.06, or terroristic threat under Penal Code 22.07.

2. While on or within 300 feet of school property, or while attending a school-sponsored or school-related activity on or off school property, the student engages in conduct that contains the elements of the offense of assault under Penal Code 22.01(a)(1), including when committed as an act of retaliation

against an employee or volunteer, as described in Education Code 37.007(d).

3. While on or within 300 feet of school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in conduct that contains the elements of the offense of deadly conduct under Penal Code 22.05.

4. While within 300 feet of school property, or when committed as an act of retaliation against an employee or volunteer, whether the conduct occurs on or off school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

    a. Conduct that contains the elements of the offense of unlawful carrying of weapons under Penal Code 46.02;

    b. An offense relating to prohibited weapons under Penal Code 46.05;

    c. Aggravated assault under Penal Code 22.02;

    d. Sexual assault under Penal Code 22.011;

    e. Aggravated sexual assault under Penal Code 22.021;

    f. Arson under Penal Code 28.02;

    g. Murder under Penal Code 19.02;

    h. Capital murder under Penal Code 19.03;

    i. Criminal attempt to commit murder or capital murder under Penal Code 15.01;

    j. Indecency with a child under Penal Code 21.11;

    k. Aggravated kidnapping under Penal Code 20.04;

    l. Aggravated robbery under Penal Code 29.03;

    m. Manslaughter under Penal Code 19.04;

    n. Criminally negligent homicide under Penal Code 19.05;

    o. Continuous sexual abuse of a young child or an individual with disabilities under Penal Code 21.02;

    p. Selling, giving, delivering to another person, possessing, using, or being under the influence of a controlled substance or dangerous drug, excluding marijuana or tetrahydrocannabinol; or

q. Possessing a firearm, as defined by 18 U.S.C. 921.

5. The student engages in conduct against another student, without regard to whether the conduct occurs on or off school property or while attending a school-sponsored or school-related activity on or off school property, that contains the elements of:

   a. The offense of aggravated assault under Penal Code 22.02;

   b. Sexual assault under Penal Code 22.011;

   c. Aggravated sexual assault under Penal Code 22.021;

   d. Murder under Penal Code 19.02;

   e. Capital murder under Penal Code 19.03; or

   f. Criminal attempt to commit murder or capital murder under Penal Code 15.01.

6. While placed in a DAEP and on the program campus, the student engages in documented serious misbehavior despite documented behavioral interventions.

Education Code 37.009(a-1)-(a-2); 19 TAC 103.1205

Completion of Proceedings Upon Withdrawal

If a student withdraws from a district before an order for placement in a DAEP is entered, the principal or board, as appropriate, may complete the proceedings and enter an order. If the student re-enrolls in the district the same or subsequent school year, the district may enforce the order at that time except for any period of the placement that has been served by the student in another district that honored the order. If the principal or board fails to enter an order after the student withdraws, the next district in which the student enrolls may complete the proceedings and enter an order. *Education Code 37.009(i)*

Enrollment in Another District

If a student placed in a DAEP enrolls in another district before the expiration of the placement, a board shall provide to the district in which the student enrolls a copy of the placement order at the same time it provides other records. The district in which the student enrolls shall inform each educator who will have responsibility for, or will be under the direction and supervision of an educator who will have responsibility for, the instruction of the student of the contents of the placement order. Each educator shall keep the information confidential from any person not entitled to the information, except that the educator may share the information with the student's parent or guardian as provided by state or federal law.

The district in which the student enrolls may continue the placement or allow the student to attend regular classes without completing the period of placement. [See FO] The district in which the student enrolls may take any of these actions if:

1. The student was placed in a DAEP by an open-enrollment charter school and the charter school provides the district a copy of the placement order; or
2. The student was placed in a DAEP by a district in another state and:
    a. The out-of-state district provides a copy of the placement order; and
    b. The grounds for placement are the same as grounds for placement in the enrolling district.

Education Code 37.008(j)

Out-of-State Placement

If a student was placed in a DAEP in another state for more than one year and the enrolling district continues the placement under Education Code 37.008(j), the enrolling district shall reduce the period of placement so that the aggregate period does not exceed one year unless the enrolling district determines that:

1. The student is a threat to the safety of other students or to district employees; or
2. Extended placement is in the best interest of the student.

Education Code 37.008(j-1)

Court-Ordered Placement

Unless a board and the juvenile board for the county in which a district's central administrative office is located have entered into a memorandum of understanding concerning the juvenile probation department's role in supervising and providing other support services for students in DAEP programs:

1. A court may not order a student expelled under Section 37.007 to attend a school district DAEP as a condition of probation;
2. A court may not order a student to attend a DAEP without a district's consent, until the student has successfully completed any sentencing requirements, if the court has ordered the student to attend a DAEP as a condition of probation once during a school year and the student is referred to juvenile court again during that school year.

Education Code 37.010(c)-(d)

School Activities

Any court placement in a DAEP must prohibit the student from attending or participating in school-sponsored or school-related activities. *Education Code 37.010(e)*

Placement After Court Disposition

After the student has successfully completed any court disposition requirements, including conditions of deferred prosecution or conditions required by the prosecutor or probation department, a district may not refuse to admit the student if the student meets the requirements for admission into the public schools. A district may place the student in the DAEP.

Notwithstanding Education Code 37.002(d) [see FOA], the student may not be returned to the classroom of the teacher under whose supervision the offense occurred without that teacher's consent. The teacher may not be coerced to consent.

Education Code 37.010(f)

Not Guilty/ Insufficient Evidence/Charges Dropped

The office of the prosecuting attorney or the office or official designated by the juvenile board shall, within two working days, notify the school district that removed a student to a DAEP under Education Code 37.006 if:

1. Prosecution of a student was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication, or deferred prosecution will be initiated; or
2. A court or jury found the student not guilty or made a finding the child did not engage in delinquent conduct or conduct indicating a need for supervision and the case was dismissed with prejudice.

On receipt of the notice, the superintendent or designee shall review the student's placement in the DAEP. The student may not be returned to the regular classroom pending the review. The superintendent or designee shall schedule a review of the student's placement with the student's parent or guardian not later than the third class day after the superintendent or designee receives notice from the office or official designated by the court.

After reviewing the notice and receiving information from the student's parent or guardian, the superintendent or designee may continue the student's placement in the DAEP if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

Education Code 37.006(h); Code of Criminal Procedure 15.27(g)

Appeal After Placement Upheld

The student or the student's parent or guardian may appeal a superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. A board shall, at the next scheduled meeting, review the notice provided by the office of the prosecuting attorney or the office or official designated by the juvenile board; receive information from the student, the student's parent or guardian, and the superintendent or designee; and confirm or reverse the superintendent's decision. The board shall make a record of the proceedings.

If a board confirms the decision, the board shall inform the student and the student's parent or guardian of the right to appeal to the commissioner of education. The student may not be returned to the regular classroom pending the appeal to the commissioner.

Education Code 37.006(i)-(j)

120-Day Review of Status

A student placed in a DAEP shall be provided a review of the student's status, including a review of the student's academic status, by a board's designee at intervals not to exceed 120 days. In the case of a high school student, the board's designee, with the student's parent or guardian, shall review the student's progress toward meeting high school graduation requirements and shall establish a specific graduation plan for the student. The district is not required to provide a course in the DAEP, except as required by Education Code 37.008(l). [See FOCA] At the review, the student or the student's parent or guardian must be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of the teacher who removed the student without that teacher's consent. The teacher may not be coerced to consent. *Education Code 37.009(e)*

Additional Proceedings

If, during the term of placement, a student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted and the principal or board, as appropriate, may enter an additional order. *Education Code 37.009(j)*

Reporting

A district may include the number of students removed to a DAEP in its annual performance report. *Education Code 39.306(e)(5)* [See AIB]

Note: See FOF for provisions concerning students with disabilities.

District-Level Committee

In compliance with law, the District shall establish a District-level committee to advise the Board or its designee in establishing and reviewing the District improvement plan [see BQ], as well as the District's educational goals, performance objectives, and major District-wide classroom instructional programs.

The committee shall approve District-wide staff development. [See DMA]

Board's Designee

The Superintendent shall serve as the Board's designee and shall regularly consult with the committee.

Meetings

The chairperson of the committee shall set its agenda and shall schedule at least two meetings per year, including the public meeting required by law.

Communications

The Superintendent shall ensure that the District-level committee establishes communication strategies to periodically obtain broad-based community, parent, and staff input and provide information to those persons regarding the recommendations of the committee.

Composition

The committee shall be composed of members who shall represent campus-based professional staff, District-level professional staff, parents, businesses, and the community. When practicable, professional staff representation shall include a representative with the primary responsibility for educating students with disabilities. For purposes of this policy, District-level professional staff shall be defined as professionals who have responsibilities at more than one campus, including, but not limited to, central office staff.

Selected Representatives

Parent, community member, and business representatives shall be selected in accordance with this policy and administrative regulations.

Parents

The committee shall include at least two parents of students currently enrolled in the District. The Superintendent shall, through various channels, inform all parents of District students about the committee's duties and composition and shall solicit volunteers.

Community Members

The committee shall include at least two community members selected by a process that provides for adequate representation of the community's diversity. The Superintendent shall use several methods of communication to ensure that community residents are informed of the committee and are provided the opportunity to participate and shall solicit volunteers. Community representatives must reside in the District.

Business Representatives

The committee shall include at least two business representatives selected by a process that provides for adequate representation of the community's diversity. The Superintendent shall use several

methods of communication to ensure that area businesses are informed of the committee and are provided the opportunity to participate and shall solicit volunteers. Business representatives do not need to reside in or operate businesses in the District.

Professional Staff Elections

Professional staff representatives shall be nominated and elected in accordance with this policy and administrative regulations.

Classroom teacher representatives shall comprise at least two-thirds of the total professional staff representation on the committee and shall be nominated and elected by classroom teachers assigned to each respective campus.

At least one campus-based nonteaching professional representative shall be nominated and elected by the campus-based nonteaching professional staff.

At least one District-level professional representative, other than the Superintendent, shall be nominated and elected by the District-level professional staff.

An employee's affiliation or lack of affiliation with any organization or association shall not be a factor in either the nomination or election of the employee to the committee. [See DGA]

A nominee must consent before the person's name may appear on a ballot. Election of the committee shall be held at a time determined by the Board or its designee.

Terms

All representatives shall serve staggered two-year terms and shall not be limited as to the number of consecutive terms they may serve on the committee.

Vacancy

A vacancy during a term shall be filled for the remainder of the term by election or selection as appropriate for the category.

Note: The Board has adopted an innovation plan[1] that affects application of provisions in this legally referenced policy.

Committee

A district's policy and procedures shall establish a district level planning and decision-making committee as provided by Education Code 11.251(b)–(e).

The committee shall include representative professional staff, parents of students enrolled in the district, business representatives, and community members. *Education Code 11.251(b)*

Professional Staff

A board shall adopt a procedure, consistent with Education Code 21.407(a) [see DGA], for the professional staff to nominate and elect the professional staff representatives who shall serve on the district-level committee. If practicable, the committee shall include at least one professional staff representative with the primary responsibility for educating students with disabilities.

At least two-thirds of the elected professional staff representatives must be classroom teachers. The remaining staff representatives shall include both campus- and district-level professional staff members.

Education Code 11.251(e)

Parents

Board policy shall provide procedures for the selection of parents to the district-level committee.

For purposes of establishing the composition of the committee:

1. A person who stands in parental relation to a student is considered a parent.
2. A parent who is an employee of a district is not considered a parent representative on the committee.
3. A parent is not considered a representative of community members on the committee.

Education Code 11.251(c), (e)

Business Representatives and Community Members

Board policy must provide procedures for the selection of community members and business representatives to serve on the district-level committee in a manner that provides for appropriate representation of the community's diversity.

The committee shall include a business representative without regard to whether the representative resides in the district or whether the business the person represents is located in the district.

Community members must reside in the district and must be at least 18 years of age.

Education Code 11.251(b), (c), (e)

Meetings

A board shall establish a procedure under which the district-level committee holds regular meetings. The board or designee shall periodically meet with the district-level committee to review the committee's deliberations. *Education Code 11.251(b)*

Public Meetings

The district-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual district performance report from TEA for the purpose of discussing the performance of a district and the district performance objectives. *Education Code 11.252(e)*

Communications

District policy and procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the district-level committee. *Education Code 11.252(e)*

Consultation

A superintendent shall regularly consult the district-level committee in the planning, operation, supervision, and evaluation of the district educational program. *Education Code 11.252(f)*

Responsibilities

District Plan

The district-level committee shall assist the superintendent with the annual development, evaluation, and revision of the district improvement plan. *Education Code 11.252(a)* [See District Improvement Plan at BQ(LEGAL)]

Each school district and campus shall use the results from the teaching and learning conditions survey required by Education Code 7.065(a) to review and revise, as appropriate, the district-level or campus-level improvement plan, and for other purposes, as appropriate to enhance the district and campus learning environments. *Education Code 7.065(e)*

Dropout Prevention Review

A district-level committee of a district with a junior high, middle, or high school campus shall analyze information related to dropout prevention, including:

1. The results of the audit of dropout records;
2. Campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering grade 9;
3. The number of students who enter a high school equivalency certificate program and:

a. Do not complete the program,

b. Complete the program but do not take the high school equivalency examination, or

c. Complete the program and take the high school equivalency examination but do not obtain a high school equivalency certificate;

4. For students enrolled in grades 9 and 10, information related to academic credit hours earned, retention rates, and placements in disciplinary alternative education programs and expulsions under Chapter 37; and

5. The results of an evaluation of each school-based dropout prevention program in a district.

Each district-level committee shall use the information in developing the district improvement plan.

Education Code 11.255

Staff Development

For staff development under Education Code 21.451(a), a district may use district-wide staff development developed and approved through the district-level decision process. *Education Code 21.451(c)* [See DMA]

Note: See BF for information on the committee's role in requesting waivers.

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[1] Innovation Plan: https://www.splendoraisd.org

DROPOUT PREVENTION PROCEDURES

2026–2027 School Year

Purpose

Splendora ISD is committed to identifying and supporting students at risk of dropping out of school through proactive monitoring, timely intervention, and individualized student support. These procedures document existing district practices and support dropout reduction within the District Improvement Plan (DIP), consistent with Texas Education Code §11.252(a)(3)(C). The district's Community-Based Accountability System (CBAS) and Strategic Plan provide the framework for continuous improvement reflected in the DIP.

1. Identification and Monitoring

Splendora High School and Splendora Junior High School use consistent procedures to identify and monitor students who may be at risk of dropping out. Every nine weeks, the District Mental Health Counselor and Associate Principal of Academics review student information for academic, attendance, and other indicators of concern. Identified students are referred to the appropriate campus administrator, according to alphabetical assignment, for further review and determination of appropriate interventions.

2. Intervention and Student Support

Campus assistant principals and counselors meet with identified students to assess individual needs and determine appropriate support. Existing interventions include, as applicable:

- Attendance contracts to address attendance concerns;
- Assigned tutoring and targeted academic support during WIN time;
- Review of student failure logs submitted to campus administration; and
- Individualized student support based on identified needs.

3. Withdrawal Prevention and Dropout Recovery

At Splendora High School, when a student or parent initiates a withdrawal request, the registrar notifies the assigned assistant principal. Before withdrawal is completed, the assistant principal meets with the student and/or parent to discuss the reason for withdrawal, identify concerns, and explore possible solutions to support continued enrollment. The Dropout Recovery Committee also develops individualized plans for students requiring additional support.

4. Evaluation and Continuous Improvement

Splendora ISD monitors dropout prevention through campus-level student reviews and district-level continuous improvement processes. Campus administrators and designated support personnel use the nine-week review cycle to monitor identified students and determine appropriate interventions. At the district level, the leadership team reviews student data and stakeholder survey feedback and makes adjustments to district plans based on its findings. Relevant student information includes academic achievement, attendance, graduation, and dropout data. These reviews inform the Comprehensive Needs Assessment (CNA) and support ongoing evaluation of CBAS and Strategic Plan priorities, system responses, strategies, and indicators reflected in the DIP. This process helps align dropout prevention efforts with identified student needs and community expectations.

5. Supporting Documentation

Records that may support implementation of these procedures, where maintained, include:

- Nine-week student review information and student failure logs;
- Attendance contracts, tutoring assignments, and WIN intervention records;
- Dropout Recovery Committee plans and applicable withdrawal/intervention records; and
- CNA, CBAS/Strategic Plan, DIP, and relevant student outcome and stakeholder survey data.

Parental Notice of Assistance for Learning Difficulties

Each school year, a district shall notify a parent of each child, other than a child enrolled in a special education program under Education Code Chapter 29, Subchapter A, who receives assistance from the district for learning difficulties, including through the use of intervention strategies, that the district provides that assistance to the child. The notice must:

1. Be provided when the child begins to receive the assistance for that school year;

2. Be written in English or, to the extent practicable, the parent's native language; and

3. Include:

    a. A reasonable description of the assistance that may be provided to the child, including any intervention strategies that may be used;

    b. Information collected regarding any intervention in the base tier of a multi-tiered system of supports that has previously been used with the child;

    c. An estimate of the duration for which the assistance, including through the use of intervention strategies, will be provided;

    d. The estimated time frames within which a report on the child's progress with the assistance, including any intervention strategies used, will be provided to the parent; and

    e. A copy of the explanation provided under Education Code 26.0081(c) of the options and requirements for students who have learning difficulties or who need or may need special education. [See FB]

This required notice may be provided to a child's parent at a meeting of the team established for the child under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), if applicable.

Education Code 26.0081(d)-(e)

"Intervention strategy" means a strategy in a multi-tiered system of supports that is above the level of intervention generally used in that system with all children. The term includes response to intervention and other early intervening strategies. *Education Code 26.004(a)*

Dyslexia and Related Disorders

Definitions

"Screening a student for dyslexia or a related disorder" means the administration of a universal screening instrument required for students in kindergarten and grade 1.

"Testing a student for dyslexia or a related disorder" means a comprehensive evaluation as required under the Individuals with Disabilities Education Act (IDEA) [see EHBAA], and includes evaluation components as stated in the *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*,[1] for the identification of dyslexia or a related disorder.

"Treatment for a student identified with dyslexia or a related disorder" means any instructional accommodations through an accommodation plan under Section 504 or instructional accommodations, modifications, and/or the provision of dyslexia instruction in accordance with a student's individualized education program (IEP).

"Direct dyslexia instruction, or dyslexia instruction" means evidence-based dyslexia instruction that includes the required components of dyslexia instruction and instructional delivery methods as outlined in the *Dyslexia Handbook* and as described by a student's IEP.

"Provider of dyslexia instruction (PDI)" means a provider who meets the requirements of Education Code 29.0032, see below.

19 TAC 74.28(a)

IDEA Requirements

Dyslexia is an example of and meets the definition of a specific learning disability under the IDEA [see EHBAA]. If a district suspects or has a reason to suspect that a student may have dyslexia, including after evaluation or use of a reading diagnosis under Education Codes 28.006 [see EKC] or 38.003 [see below], and that the student may be a child with a disability under IDEA, the district must:

1. Provide to the student's parent or a person standing in parental relation to the student a form developed by the Texas Education Agency (TEA) explaining the rights available under the IDEA that may be additional to the rights available under Section 504 [see FB];

2. Comply with all federal and state requirements, including the *Dyslexia Handbook*, as adopted by the State Board of Education (SBOE), and its subsequent amendments, regarding any evaluation of the student; and

3. If the student is evaluated for dyslexia or a related disorder, also evaluate the student in any other areas in which the district suspects the student may have a disability.

Education Code 29.0031(a)

Board Action Required

The board must adopt and implement a policy requiring the district to comply with 19 Administrative Code 74.28, inclusive of the *Dyslexia Handbook* and the provision of dyslexia instruction for students identified with dyslexia or a related disorder as determined by the student's admission, review, and dismissal (ARD) committee.

A district's policy must be implemented according to the *Dyslexia Handbook*.

19 TAC 74.28(b)-(c); Education Code 38.003(b)

Compliance Monitoring

Districts will be subject to monitoring for compliance with federal law and regulations in connection with 19 Administrative Code 74.28. Districts will be subject to auditing and monitoring for compliance with state dyslexia laws in accordance with administrative rules adopted by the commissioner of education as required by Education Code 38.003(c-1). *19 TAC 74.28(g)*

Special Education Evaluation

The multidisciplinary evaluation team and any subsequent team convened to determine a student's eligibility for special education and related services [see EHBAA] must include at least one member with specific knowledge regarding the reading process, dyslexia and related disorders, and dyslexia instruction. The member must:

1. Hold a licensed dyslexia therapist license under Occupations Code Chapter 403;

2. Hold the most advanced dyslexia-related certification issued by an association recognized by the SBOE, and identified in, or substantially similar to an association identified in, the program and rules adopted under Education Code 7.102 and 38.003; or

3. If a person qualified under item 1 or 2 is not available, meet the applicable training requirements adopted by the SBOE in the *Dyslexia Handbook*.

A member of a multidisciplinary evaluation team and any subsequent team convened to determine a student's eligibility for special education and related services must sign a document describing the member's participation in the evaluation of the student and any

resulting individualized education program developed for the student.

Education Code 29.0031(b)-(c); 19 TAC 74.28(h)

Screening, Testing, and Identification

The SBOE shall identify the necessary criteria and elements that provide for universal screening for dyslexia and related disorders for students in kindergarten and first grade. The criteria and elements identified by the SBOE must be included in the reading instrument adopted or approved under Education Code 28.0063. [See EKC] *Education Code 38.003(a)-(a-1)*

A district shall report through the Texas Student Data System Public Education Information Management System (TSDS PEIMS) the results of the screening for dyslexia and related disorders required for each student in kindergarten and each student in grade 1. *19 TAC 74.28(e)*

Parent Education

A district shall provide to parents of students enrolled in the district information on:

1. Characteristics of dyslexia and related disorders;
2. Evaluation and identification of dyslexia and related disorders;
3. Effective instructional strategies for teaching students with dyslexia and related disorders;
4. Qualifications of and contact information for PDIs at each campus or school;
5. Instructional accommodations and modifications;
6. The steps in the special education process, as described in the form developed by TEA explaining the rights available under the IDEA that may be additional to the rights available under Section 504; and
7. How to request a copy and access the electronic version of the *Dyslexia Handbook*.

19 TAC 74.28(f)

Instruction

A district must provide evidence-based dyslexia instruction by a PDI for students with dyslexia or a related disorder that includes the required instructional and delivery components found *Dyslexia Handbook*. *19 TAC 74.28(d)*

Progress Reports

At least once each grading period, and more often if provided for in a student's individualized education program, a district shall provide the parent of or person standing in parental relation to a student receiving dyslexia instruction with information regarding the

	student's progress as a result of the student receiving that instruction. *Education Code 29.0031(d)*
Providers of Dyslexia Instruction	A PDI to students with dyslexia and related disorders must be fully trained in the district's adopted instructional materials for students with dyslexia and is not required to hold a certificate or permit in special education issued under Education Code Chapter 21, Subchapter B unless the provider is employed in a special education position that requires the certification. The completion of a literacy achievement academy under Education Code 21.4552 by an educator who participates in the evaluation or instruction of students with dyslexia and related disorders does not satisfy the requirements of this provision. *Education Code 29.0032*
Reassessment	Unless otherwise provided by law, a student determined to have dyslexia during screening or testing or accommodated because of dyslexia may not be rescreened or retested for dyslexia for the purpose of reassessing the student's need for accommodations until the district reevaluates the information obtained from previous screening or testing of the student. *Education Code 38.003(b-1)*
Talking Book Program Notification	A district shall notify the parent of a student identified with dyslexia or a related disorder of the Talking Book Program administered by the Texas State Library and Archives Commission and other available audio book services. *Education Code 29.0031(e)*

[1] *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*: https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders

Dyslexia and Related Disorders

The District shall comply with all applicable state rules regarding students with dyslexia and related disorders, including the "Dyslexia Handbook" and the provision of dyslexia instruction for students with dyslexia or a related disorder as determined by the student's admission, review, and dismissal committee.

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

Splendora Independent School District

Title I, Part C – Migrant Education Program

Identification and Recruitment Procedures

Purpose

Splendora ISD is a non-project district that does not receive Title I, Part C Migrant Education Program funds. The district collaborates with Education Service Center (ESC) Region 6 to support identification and referral of potentially eligible migratory children and youth residing within district boundaries, consistent with TEA guidance.

Family Survey Distribution and Collection

Splendora ISD includes the Migrant Education Program Family Survey in student registration paperwork through the district's online registration portal. The Multilingual Department will routinely review submitted surveys and reports for responses indicating potential migrant eligibility. Surveys indicating possible eligibility are referred to the district PEIMS Coordinator for transmission to ESC Region 6.

Collaboration with ESC Region 6

The PEIMS Coordinator transmits Family Surveys indicating potential migrant eligibility to ESC Region 6 Migrant Education Program personnel via secure email. ESC Region 6 supports eligibility review, family contact, and identification and recruitment activities. The district collaborates with ESC Region 6 by providing requested student information and educational records to support accurate TX-NGS reporting and coordination of migrant student records.

Documentation and Record Maintenance

Splendora ISD maintains documentation of its migrant identification and referral efforts through the district's online student registration portal and email correspondence with ESC Region 6 Migrant Education Program personnel.

Migrant Education Program Family Surveys, including current-year and prior-year submissions, are retained within the online registration system in accordance with applicable records retention requirements. Email correspondence with ESC Region 6 documents the referral of potentially eligible students, the exchange of student information, and communication regarding student identification and eligibility determinations.

These records serve as supporting evidence of the district's implementation of Title I, Part C identification and recruitment procedures.

Eligibility Verification and PEIMS Reporting

When ESC Region 6 provides a Certificate of Eligibility (COE) for an eligible student, the district PEIMS department coordinates review of the documentation and ensures the Migrant Indicator Code is accurately reported in PEIMS. Family Survey responses alone are not used to determine migrant eligibility.

Ongoing Support

The district supports year-round identification through registration and enrollment activities and referrals arising outside the initial registration period. Splendora ISD collaborates with ESC Region 6 to support year-round identification and recruitment of potentially eligible migratory children and youth, including preschool-aged children and out-of-school youth residing within district boundaries. The district refers potential eligibility information received outside the registration process to ESC Region 6 and cooperates with regional recruitment activities as requested.

Supporting References

TEA, Identification and Recruitment of Migratory Children, To the Administrator Addressed, November 13, 2025; ESC Region 6 Migrant Education Program email guidance, October 28, 2026; ESSA Title I, Part C.

District Implementation Responsibilities

Operational responsibilities: The Multilingual Department personnel review Family Surveys; the PEIMS Coordinator securely emails potential referrals to ESC Region 6 and verifies migrant coding; Family Surveys are retained in the online registration portal.

Splendora Independent School District

Homebound Instruction Handbook

GEH - GENERAL EDUCATION HOMEBOUND

SEH – SPECIAL EDUCATION HOMEBOUND

PRS – PREGNANCY RELATED SERVICES HOMEBOUND

Cultivating Exceptional People

It is the policy of Splendora ISD not to discriminate on the basis of race, color, religion, national origin, age, sex, or handicap in its vocational programs, services, or activities as required by the Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

General Information about Homebound Students

There are two types of homebound – General Education (GEH) and Special Education (SEH)

General Education Homebound (GEH) - Student Attendance Accounting Handbook Section 3.7

- student is confined at home or hospital minimum of 4 weeks and does not need to be consecutive
- medical reasons only and documented by a US Physician
- The student must have a current medical condition that is documented by a physician licensed to practice in the United States. Except in cases of medically fragile students, potential medical conditions or concerns that students may develop medical conditions do not constitute grounds for GEH program eligibility.
- served by certified General Education teacher
- must receive instruction in all core academic subject area courses enrolled in
- if possible, receive instruction in all courses student is enrolled
- the student retains the same ADA eligibility code they had before receiving GEH services regardless of how many hours the student is served in the GEH program.
- local school board must approve policy and procedures to implement GEH
- a specific committee makes the decision for GEH
- A minimum of 4 hours of service a week earns a full week of eligible ADA funding. Less hours served is less days of ADA funding
    - In cases where students are medically able to receive more than the required minimum four hours of face to face instruction, LEAs must provide additional remote instruction.

Special Education Homebound

- student is confined at home or hospital minimum of 4 weeks and does not need to be consecutive
- medical reasons only and documented by US physician
- ARD student eligible for Special Education services
- Must be certified in Special Education and some variations regarding highly qualified
- 6 yrs or older student retains the same ADA eligibility code regardless of number of hours student is served in homebound
- A minimum of 4 hours of service a week earns a full week of eligible ADA funding. Less hours served is less days of ADA funding

Other possibilities for students unable to attend school

- Remote Homebound instruction is another *limited* option available for students in extremely severe medical circumstances when face-to-face instruction is not possible. LEAs must seek a waiver and meet all General Education Homebound requirements listed above. It is likely that only a small fraction of students of a local educational agency (LEA) would be eligible for remote homebound instruction.
- Remote conferencing for regular education students
- Remote conferencing special education students

Other possibilities that could work if allowed for students who are confined but not sick. These are on campus options that could be extended for confined students

- Distance learning
- On-campus courses not provided through the TxVSN
- Self-Paced computer courses

Homebound Referral Process

Any person, such as a parent/guardian, teacher, nurse, administrator, counselor, or other person who suspects a student needs homebound services may initiate the process by contacting the campus principal or campus counselor.

The homebound contact will conduct a pre-homebound conference with the parent/guardian or adult student to gather pertinent information about the student's medical situation. If appropriate, the homebound contact will obtain consent to request medical information from the physician from the parent/guardian or adult student.

During this process the parent/guardian or student should make arrangements with the campus to obtain assignments from teachers to assure students continued progress during the referral process.

Once medical information has been obtained, the parent/guardian or adult student will be notified and invited to a committee meeting to determine eligibility.

Grading Procedures

For a Student served in General Education:

Homebound services of Splendora ISD strives to give each student an instructional program designed to meet the student's individual instructional needs. In order to provide quality homebound services, the student's teacher(s) need to provide the following:

- The scope and sequence of your subject for the period of time the student will be out.
- Class notes, reference and instructional materials for delivery of the content. This includes logins for instructional computer programs.
- Assignments (both practice and grade) with directions, supplies, and materials necessary to complete the assignments/activities. For graded assignment the teacher needs to provide a key.
- A list of graded assignments, so that the homebound instructor knows which assignments need to be completed independently by the student.
- Grades will be given by the general ed teacher after receipt of assignments from the homebound teacher, unless otherwise decided by the campus administrator and homebound teacher.

For a Student served in Special Education:

The Special Education Homebound services of Splendora ISD strives to give each student an instructional program designed to meet the student's individual instructional needs. In order to provide quality homebound services, the student's teacher(s) need to provide the following:

- The scope and sequence of your subject for the period of time the student will be out.
- Class notes, reference and instructional materials for delivery of the content.This includes logins for instructional computer programs.
- Assignments (both practice and graded) with directions, supplies, and materials necessary to complete the assignments/activities. For graded assignment the teacher needs to provide a key.
- A list of graded assignments, so that the homebound instructor knows which assignments need to be completed independently by the student.
- The campus teacher in conjunction with the homebound teacher are responsible for setting up any online education accounts for the student and assigning lessons. (The homebound teacher needs a copy of the students login and password.)
- If appropriate, the homebound teacher can create a Unique Learning account and assign needed lessons to the student, if appropriate for the age/campus of the student.
- Grades will be given by the general ed teacher after receipt of assignments from the homebound teacher, unless otherwise decided by the campus administrator and homebound teacher.

Student Attendance Accounting Handbook

Texas Education Agency
September 2026

3.7 General Education Homebound (GEH) Program

Any student who is served through the GEH program must meet the following three criteria:

- The student is expected to be confined at home or hospital bedside for a minimum of 4 weeks. The weeks **need not** be consecutive.
- The student is confined at home or hospital bedside for medical reasons only.
- The student's medical condition is documented by a physician licensed to practice in the United States.

A student served through the GEH program at home or hospital bedside must be served by a certified general education teacher. Over the period of his or her confinement, the student must be provided instruction in all core academic subject area courses in which the student is enrolled. In addition, over the period of confinement, the student should be provided instruction in all other courses the student is enrolled in, if possible.

A referral under Section 504 should be considered to determine eligibility for homebound students with a suspected disability. If the student is already eligible under Section 504, a Section 504 meeting must be held to discuss potential homebound eligibility.

Note: For guidance in determining GEH instruction for pregnant students who are receiving pregnancy-related services, see Section 9.

A student who is served through the GEH program retains the same ADA eligibility code he or she had before receiving GEH services, regardless of how many hours the student will be served through the GEH program.

For information on remote homebound instruction, see **12.3.3 Remote Homebound Instruction—Regular Education Students**.

3.7.1 GEH Policy Requirements

To qualify for GEH funding, your school district must have policy and procedures for implementation of GEH instruction that have been approved by the local school board.

3.7.2 GEH Committee

A designated campus committee must make decisions regarding GEH placement. For Section 504 eligible students, follow Section 504 policies and procedures for committee membership. Members of the committee should include, but are not limited to:

- a campus administrator,
- a teacher of the student, and
- a parent or guardian of the student.

The role of the GEH/Section 504 committee is to review and consider the necessity of providing instruction to a general education student at home or hospital bedside. If instruction is to be provided at home or hospital bedside,

the GEH/Section 504 committee determines the type(s) and amount of instruction to be provided. Over the period of his or her confinement, however, the student must be provided instruction in all core academic subject area courses in which the student is enrolled and, if possible, should be provided instruction in all other courses in which the student is enrolled.

In making these decisions, the GEH/Section 504 committee must consider information from the student's licensed physician. However, documentation from the licensed physician **is not** the sole determining factor in the committee's decision-making process.

3.7.2.1 GEH Committee Documentation Responsibilities

In qualifying a student for and providing the student GEH services, the following documentation is required:

- a district-developed form that documents GEH committee decisions regarding whether a student is to be served through GEH;
- documentation on the form of the GEH committee's decision regarding the type(s) and amount of instruction to be provided to the student, including the designated amount of time per week that instruction will be provided;
- a note from a licensed physician stating that the student has a medical condition that requires the student to be confined at home or hospital bedside for a minimum of 4 weeks;
- documentation of the day(s) homebound instruction started and stopped; and
- the teacher's homebound instruction log.
  The minimum documentation required in homebound logs (the attendance record maintained by a homebound teacher) is the following:

  - the name of the homebound teacher,
  - the student's name and Texas Unique Student ID,
  - the date that the homebound teacher visited the homebound student, and
  - the specific time period that the student was served (for example, 10:00 a.m. until 12:00 p.m.).

  Additional documentation may be maintained as part of this record at your district's discretion. This documentation may include, but is not limited to, mileage records for the homebound teacher and information on subjects that were taught as part of the homebound instruction.

3.7.3 GEH Funding Chart

For GEH services to generate ADA, the services must be provided as follows:

A general education student served at home earns eligible days present based on the number of hours the student is served at home by a certified teacher each week. Use the following chart to calculate eligible days present:

GEH Funding Chart

Amount of Time Served per Week	Eligible Days Present Earned per Week
1 hour	1 day present
2 hours	2 days present

3 hours	3 days present
4 hours	4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week)
More than 4 hours	4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week)

Eligible days present are determined each week. For GEH purposes, a week starts Sunday and ends Saturday. GEH service hours must not be accumulated and carried forward from one week to the next, and service hours must not be applied to a previous week.

3.7.4 Test Administration and GEH

A student receiving GEH services may earn eligible days present as stated in the GEH funding chart when a homebound instructor administers routine quizzes, daily or weekly classroom exams, etc., that are required as part of the instructional requirements of a class.

A student being administered standardized, 6-weeks, semester, and final exams and required state assessments is limited to earning 1 day present for a minimum of 1 hour or more of testing in 1 calendar day. When it takes the student more than 1 hour to complete the exam, the additional contact hours must not be credited as attendance.

If the routine, standardized, 6-weeks, semester, or final exam administration or required state assessment testing requires less than one hour, then the homebound instructor must complete the hour with homebound instruction for the student to earn the 1 day present. For example, say a student is administered a final exam, and it takes her 30 minutes to complete the exam. The student must receive an additional 30 minutes of homebound instruction to earn 1 day present.

A student receiving GEH services **who returns to his or her campus to take required state assessments must have a medical release** from a licensed physician to do so. The time spent on campus taking required state assessments must not count as any part of the number of hours of GEH service for eligible days present.

3.7.5 Transition from GEH to the Classroom

A student transitioning back to a school-based setting may continue to generate eligible days present based on the GEH funding chart during the transition period. The GEH committee must determine the length of the transition period based on current medical information. Once the student has completed the transition period as determined by the GEH committee, the student no longer generates eligible days present according to the GEH funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.

3.7.6 Transitioning Students with Chronic Illness between Homebound and the Classroom

A student with a chronic illness or acute health problem that is a long-term condition that requires the student to be in the GEH program for at least 4 weeks will generate contact hours based on the following:

- Students transitioning back to a school-based placement may continue to be coded homebound during the transition period subject to the GEH funding chart.

- The length of the transition period must be determined by the GEH committee based on current medical information.

During the transition period, students are to be served through the GEH program for the period of time each week as specified by the GEH committee. Any student attendance in the classroom that is generated during the transition period will not be reported for funding purposes because funding will be based on the GEH funding chart.

Once the student has completed the transition period as determined by the GEH committee, the student no longer generates eligible days present according to the GEH funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.

3.7.7 Students with a Recurring Chronic or Acute Health Condition

A student with a chronic illness or acute health problem **that is a recurring condition** that requires the student to be in the GEH program for a period of time (which may be in daily or weekly increments) totaling at least 4 weeks throughout the school year will generate contact hours based on the following:

- Students moving back and forth between the GEH program and a school-based placement generate eligible days present for those days they are served through the GEH program subject to the GEH funding chart.
- Students with a recurring condition generally do not require a transition period.
- Use the following chart to determine how to record attendance information for students with a recurring condition.

Attendance Accounting Information Related to
Students with a Recurring Chronic or Acute Health Condition

For any week in which the student with the recurring condition:	**the student earns contact hours or attendance:**
is served solely at home or hospital bedside through the GEH program,	according to the requirements of the GEH funding chart.
is served for at least 240 minutes (4 hours) at home or hospital bedside through the GEH program **and** attends school at his or her campus,	according to the requirements of the GEH funding chart.
is served from 60 to 180 minutes (1 to 3 hours) at home or hospital bedside through the GEH program **and** attends school at his or her campus,	● according to the requirements of the GEH funding chart for those days the student is provided instruction at home or hospital bedside through the GEH program and ● according to whether the student is present at the official attendance-taking time for those days the student attends school at his or her campus.

Regardless of how many minutes of GEH instruction a student is provided or how many days that student is in attendance at his or her campus, the student must not generate more than the equivalent of one ADA.

If the student fully transitions to classroom placement, the student no longer generates eligible days present according to the GEH funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.

Attendance Accounting and Documentation: To document the changing instructional settings for students with a recurring condition for attendance reporting and auditing purposes, district personnel must keep a log of the student's attendance information (see **3.7.2.1 GEH Committee Documentation Responsibilities**).

-The eligible days present should be recorded in your district's student attendance accounting system. Any time not accounted for should be reported as absences.

Pregnancy Related Services

Pregnancy Related Services are support services, including Compensatory Education Home Instruction (CEHI), that a pregnant student receives during the pregnancy prenatal and postpartum periods. Districts may choose whether to offer a PRS program. If a district chooses to offer a PRS program, it must offer CEHI services as part of that program, as they are mandatory. The programs are designed to help students adjust academically, mentally, and physically and stay in school. These services are delivered to a student when:

- the student is pregnant and attending classes on a district campus;
- the pregnancy prenatal period prevents the student from attending classes on a district campus; and
- The pregnancy postpartum period prevents the student from attending classes on a district campus.

Texas Education Code §29.081(d) identifies a student at risk of dropping out of school if the student is pregnant or is a parent. See the rules for operation of a PRS program in the Texas Administrative Code (TAC) Section 129.1025, or on the Student Attendance Accounting Handbook page on the TEA website.

The district may choose to offer both support services components and the CEHI component or only the CEHI component in a PRS program. However, your district may not code any student as PRS in the attendance accounting system unless CEHI is included as one of the services provided by the district's PRS program.

A district receives 2.41 PRS weighted funding while PRS components are provided to the student during the prenatal or postpartum periods. To claim PRS eligible days present for weighted funding, documentation must be maintained by responsible campus officials, medical or nurse practitioners, and maintaining certified teacher logs (Section 7).

Compensatory Education Home Instruction

CEHI is the mandatory support service component districts offer in a PRS program. CEHI provides academic services to the student at home or hospital bedside when a valid medical necessity for confinement during the pregnancy prenatal or postpartum periods prevents the student from attending classes on a district campus. CEHI must consist of face-to-face contact with a certified teacher of the district providing academic services to the student.

Substitutes can be used to provide CEHI; however, the individual selected as the substitute must be a certified teacher. The certified teacher maintains a log to document the actual amount of prenatal and postpartum PRS CEHI each student receives. When students are provided CEHI, your district continues to receive the 2.41 PRS weighted funding (i.e., district personnel should continue to code students in the attendance accounting system as receiving PRS while providing PRS components). Students who do not come to school and who do not receive CEHI or Special Education (SPED) homebound must be counted absent in accordance with the charts provided in this Chapter.

Districts may not code students as PRS in the attendance accounting system to receive 2.41 PRS weighted funding unless CEHI is included as one of the service components provided by the district's PRS program.

Support Services for PRS program

Support services are the optional components of a PRS program that may be provided to the student during the prenatal period of the pregnancy while the student is pregnant and attending school. In addition, support services may be provided during the prenatal or postpartum periods of pregnancy while the student is confined at home or hospital bedside for a valid medical necessity or recovering from delivery and being served with PRS CEHI. In all cases, support services are provided to support the student and should not interfere with the academic services while she is on the school campus or receiving CEHI at home or hospital bedside. Districts offering support services with CEHI may code students as PRS in the attendance accounting system to receive the 2.41 PRS weighted funding beginning on the date support services are provided to pregnant students. Examples of support services that a district may choose to offer are:

1. counseling services including the initial session when the student discloses the pregnancy;
2. health services including services from the school nurse;
3. instruction (inside or outside the classroom) related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training;
4. schedule modifications (see 9.18 Quality Control); and
5. case management and service coordination (assistance in obtaining services from government agencies and community service organizations).

*(*4.7.2.2 Homebound Services and Pregnancy-Related Services (PRS)

See **9.12 PRS and Special Education Services (SPED)** for detailed information on serving pregnant students through the PRS and special education programs.

Special Education Homebound (SEH) Program

4.7.2.3 Homebound Services for Infants and Toddlers with Auditory or Visual Impairments or Both

Infants and toddlers (children from birth through 2 years of age) with auditory impairments or visual impairments or both may receive homebound instruction as determined by the IFSP team. See **4.10.1 Infants Receiving Visual Impairment Services, Orientation and Mobility (O&M) Services** and **4.10.2 Infants Receiving Auditory Impairment (Deaf) Services** for detailed information.

4.7.2.4 Preschool Programs for Children with Disabilities and Homebound Services

Students aged 3 through 5 years for whom the ARD committee has determined that homebound is the appropriate instructional setting should be reported with a grade level of EE (early education) and with the ADA eligibility code shown in the following table:

ADA Eligibility Coding for Students Receiving Preschool Program for Children with Disabilities Services in the Homebound Instructional Setting

Amount of Time Served per Week	ADA Eligibility Code
fewer than 2 hours per week	0—enrolled, not in membership
at least 2 hours but fewer than 4 hours per week	2—eligible for half-day attendance
at least 4 hours per week	1—eligible for full-day attendance

Note: The ADA eligibility coding information in the preceding chart does not apply to students aged 6 years or older. A student aged 6 years or older who is served in the homebound instructional setting retains the same ADA eligibility code he or she had before receiving homebound services, regardless of how many hours the student will be served in the homebound instructional setting.

4.7.2.5 Homebound Funding and Homebound Documentation Requirements

A student who receives special education and related services in the special education homebound instructional setting earns eligible days present (generates contact hours and thus funding) based on the number of hours the student is served at home or hospital bedside by a certified special education teacher each week. Use the following chart to calculate eligible days present:

Homebound Funding Chart

Amount of Time Served per Week	Eligible Days Present Earned per Week
1 hour	1 day present
2 hours	2 days present
3 hours	3 days present
4 hours	4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week)
More than 4 hours	4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week)

Eligible days present are determined each week. For special education homebound purposes, a week starts Sunday and ends Saturday. Homebound service hours must not be accumulated and carried forward from one week to the next, and service hours must not be applied to a previous week.

The certified special education teachers and related service staff members providing services must keep a log of the amount of time spent serving the student.

The minimum documentation required in a homebound log (the attendance record maintained by a homebound teacher or provider of related services) is the following:

- the name of the homebound teacher or related service provider,
- the student's name and Texas Unique Student ID,
- the date that the homebound teacher or related service provider visited the homebound student, and
- the specific time period that the student was served (for example, 10:00 a.m. until 12:00 p.m.).

Additional documentation may be maintained as part of this record at the discretion of the district. This documentation may include, but is not limited to, mileage records for the homebound teacher or related service provider and information on subjects that were taught as part of the homebound instruction.

4.7.2.6 Test Administration and the Homebound Instructional Setting

A student receiving services in the special education homebound instructional setting may earn eligible days present as stated in the chart above when a certified special education teacher administers routine quizzes, daily or weekly classroom exams, etc., that are required as part of the instructional requirements of a class.

A student being administered standardized, 6-weeks, semester, or final exams or required state assessments is limited to earning 1 day present for a minimum of 1 hour or more of testing in 1 calendar day. When it takes the student more than 1 hour to complete the exam, the additional contact hours must not be credited as attendance.

If the routine, standardized, 6-weeks, semester, or final exam administration or required state assessment testing requires less than 1 hour, then the certified special education teacher must complete the hour with homebound instruction for the student to earn the 1 day present. For example, say a student is administered a final exam, and it takes her 30 minutes to complete the exam. The student must receive an additional 30 minutes of homebound instruction to earn 1 day present.

A student receiving services in the special education homebound instructional setting **who returns to his or her campus to take required state assessments must have a medical release** from a licensed physician to do so. **The time spent on campus taking required state assessments must not count as any part of the number of hours of homebound service for eligible days present.**

(See **4.18.1 Code 01 - Homebound Examples**.)

4.7.2.7 Transition from Homebound to the Classroom

A student transitioning back to a school-based placement may continue to be coded homebound during the transition period subject to the requirements shown in the homebound funding chart.

The ARD committee must determine the length of the transition period based on current medical information.

During the transition period, students are to be served in the homebound instructional setting for the period of time each week specified by the ARD committee. Any student attendance in the classroom that is generated during the transition period will not be reported for funding purposes because funding will be based on instruction in the homebound setting.

Once the student has completed the transition period as determined by the ARD committee, the student no longer generates eligible days present according to the homebound funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.

4.7.2.8 Transitioning Students with Chronic Illness between Homebound and the Classroom

A student with a chronic illness or acute health problem that is a long-term condition that requires the student to be in the homebound instructional setting for at least 4 weeks will generate contact hours based on the following:

- Students transitioning back to a school-based placement may continue to be coded homebound during the transition period subject to the homebound funding chart.
- The length of the transition period must be determined by the ARD committee based on current medical information.

During the transition period, students are to be served in the homebound instructional setting for the period of time each week as specified by the ARD committee. Any student attendance in the classroom that is generated during the transition period will not be reported for funding purposes because funding will be based on instruction in the homebound setting.

Once the student has completed the transition period as determined by the ARD committee, the student no longer generates eligible days present according to the homebound funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.

4.7.2.9 Students with a Recurring Chronic or Acute Health Condition

A student with a chronic illness or acute health problem **that is a recurring condition** that requires the student to be in the homebound instructional setting for a period of time (which may be in daily or weekly increments) totaling at least 4 weeks throughout the school year will generate contact hours based on the following:

- Students moving back and forth between the homebound instructional setting and a school-based placement must be coded homebound for those days they are in the homebound instructional setting subject to the homebound funding chart.
- Students with a recurring condition generally do not require a transition period.
- Use the following chart to determine how to record attendance and instructional setting code information for students with a recurring condition.

Attendance Accounting Information related to
Students with a Recurring Chronic or Acute Health Condition

For any week in which the student with the recurring condition:	**the student earns contact hours or attendance:**	**The student's instructional setting code should be as follows:**
is served solely in the homebound instructional setting,	according to the requirements of the homebound funding chart.	01, homebound.
is served for at least 4 hours in the homebound instructional setting **and** attends school at his or her campus,	according to the requirements of the homebound funding chart.	01, homebound, regardless of the fact that the student attended school at his or her campus in addition to receiving homebound instruction.
is served from 1 to 3 hours in the homebound instructional setting **and** attends school at his or her campus,	according to the requirements of the homebound funding chart for those days the student is provided instruction in the homebound setting **and** according to whether the student is present at the official attendance-taking time for those days the student attends school at his or her campus.	01, homebound, for those days the student is provided homebound instruction **and** the code for the applicable non-homebound special education instructional setting* that the student is served in while at school (for example, 40, special education mainstream) for those days the student attends school.

* The instructional setting in which the student is to be served while at school should be specified in the student's IEP.

Regardless of how many hours of homebound instruction a student is provided or how many days that student is in attendance at his or her campus, the student must not generate more than the equivalent of one ADA.

If the student fully transitions to classroom placement, the student no longer generates eligible days present according to the homebound funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.

(For an example of how to code a student with a recurring chronic or acute health condition, see the last example in **4.18.1 Code 01 - Homebound Examples**.)

Attendance Accounting and Documentation: To document the changing instructional settings for students with a recurring condition for attendance reporting and auditing purposes, district personnel must keep a log of the student's attendance information (see **4.7.2.5 Homebound Funding and Homebound Documentation Requirements**).

The eligible days present should be recorded in your district's student attendance accounting system. Any time not accounted for should be reported as absences.

4.7.2.10 Homebound: Career and Technical Education (CTE) Funding Requirements

For a student who receives homebound services to earn CTE contact hours, the student must continue to receive the same amount and type of CTE service that he or she was receiving before being placed in the homebound instructional setting. CTE teachers must maintain a log to verify all contact hours with students.

HOMEBOUND PACKET FORMS
PRS/CEHI/504/SPED

Order of completion:

1. **Homebound Intake Form or Pregnancy Related Services Intake Form:**
   - ❏ counselor for PRS/CEHI
   - ❏ campus 504 coordinator for students served under 504
   - ❏ campus diagnostician for students served under Special Education
2. **Consent for disclosure of confidential information**: (use form available through student management system, when available). The form must be completed and returned before moving to the next step.
3. **Evaluation of Homebound Needs: Professional Evaluation by a Licensed Physician (4 pages):**
   - ❏ The student has been/will be confined to his/her home for a minimum of twenty (20) days except for visits to the doctor. MUST BE "YES" in order to provide homebound educational services. **Form MUST be sent to the doctor and returned by the doctor.**
   - ❏ Must be signed by a licensed physician with contact information. Students served by special education must use the evaluation form from the Frontline system.
4. **For PRS students ONLY complete:**
   - ❏ Verification of pregnancy, filled out by physician/signed by student, nurse, counselor and administrator.
   - ❏ PRS IESP, filled out by counselor, educational services must be provided to the student when notified of pregnancy.
   - ❏ Need for confinement report filled out by doctor.
5. **General Education/Compensatory Education Home Instruction:**
   - ❏ Meetings should include: administrator, classroom teacher, homebound teacher, and program coordinator (504; Nurse, if appropriate; RTI; etc.).
   - ❏ Review meeting agenda and checklist.
   - ❏ The physician's report must be received and the homebound teacher contacted before scheduling a meeting.
6. **Homebound Policies** (2 pages, plus parent acknowledgement signature page):
   - ❏ Review the policies, parent responsibilities, and teacher responsibilities.

7. **Compensatory student program data:**
   - ❏ The homebound teacher completes the form and sends it to the registrar and other appropriate staff members after the meeting.

8. **Notification to teachers:**
    - ❏ The homebound teacher sends the form to each student's teacher to complete.
9. **Assignment sheet:**
    - ❏ Teacher completes weekly and attaches to assignments and/or lesson plans.
10. **Service record:**
    - ❏ The homebound teacher completes during education time with the student and returns to the teacher with assignments.
11. **Progress report:**
    - ❏ Homebound teachers must work with classroom teachers for grade assignment, reporting every nine weeks, and provide it to the parent.
12. **Attendance record:**
    - ❏ Homebound teacher completes and gives to the school attendance clerk weekly.
    - ❏ Homebound teachers scans and sends attendance/mileage sheets to the supervisor weekly.
13. **Physician's release of student from homebound services to regular school:**
    - ❏ The physician must advise if the student can return to school.
    - ❏ If the student cannot return, the physician must explain why and when the projected date of return is.
    - ❏ If the student can return, the physician must report the date they can return.
    - ❏ If the student is confined during state assessments, the team should determine where the student will take the assessment. If school is determined to be the best location for assessment, send the physician's release form to ensure the student is medically safe to test at school.

HOMEBOUND STUDENT INFORMATION SHEET

Student Name:_____ **ID:**_____

Campus: (circle one)

GLE	**PCE**	**PWE**	**TLE**
C6C	**SJH**	**SHS**	

The above named student has been recommended for Homebound Services under the following program:

- ❑ **PRS** **Campus Counselor:**_____
- ❑ **504** **Campus 504 Coordinator:**_____
- ❑ **GenEd** **Campus RTI Coordinator:**_____
- ❑ **SpEd** **Campus Diagnostician:**_____

➢ Please attach the student demographic sheet.

CONSENT FOR DISCLOSURE OF CONFIDENTIAL INFORMATION

Student Name: _____ ID: _____ Date of Birth: _____

Address: _____

Phone #: _____ Campus: _____

RECORDS TO BE RELEASED/DISCLOSED
- ❑ Health/Physical Information

PURPOSE OF RELEASE/DISCLOSURE
- ❑ Assist in Educational Planning

Please authorize the persons or agencies named below to disclose confidential information regarding the above named student to each other.

_____ ***AND*** _____

Name of School Staff Person

Position of School Staff Person

Phone#

Fax #

Person/Doctor/Clinic

Name of Person/Agency

Address

City, State, Zip Code

Phone#

Fax#

_____ _____

Signature of Parent, Guardian, Surrogate Parent, or Adult Student — Date

_____ _____

Signature of Interpreter, if used — Date

Please return this form to _____ at _____ as soon as possible.
School Staff Person — School/Campus

CONSENTIMIENTO PARA LA DIVULGACION DE INFORMACION CONFIDENCIAL

Nombre del Estudiante:_____ ID: _____Date of Birth: _____

Direccion:_____

Numero de Telefono:_____ Campus/Escuela: _____

EXPEDIENTES QUE SERÁN PUBLICADOS/DIVULGADOS

❑Informacion fisica/de salud

PROPÓSITO DE LA DIVULGACIÓN

❑Ayudar en la planificación educativa

Autorice a las personas o agencias nombradas a continuación a revelar información confidencial sobre el estudiante mencionado anteriormente.

_____
Nombre del personal de la escuela

_____
Posición del personal de la escuela

_____
Numero de Telefono

_____
Fax #

_____
Persona/Doctor/Clinica

_____
Nombre de Persona/Agencia

_____
Direccion

_____
Cuidad, Estado,Código Postal

_____
Numero de Telefono

_____
Fax#

_____ _____
Firma del Padre, Tutor, Padre Sustituto o Estudiante Adulto Fecha

_____ _____
Firma del Intérprete, si se utilizó Fecha

Por favor, devuelva este formulario a _____ en _____ lo antes posible.
Personal Escolar **Escuela/Campus**

Splendora INDEPENDENT SCHOOL DISTRICT
PHYSICIAN'S MEDICAL REPORT

Any student who is served through Homebound Services must meet the following three criteria:

- The student is expected to be confined at home or hospital bedside for a minimum of 4 weeks. The weeks need not be consecutive.
- The student is confined at home or hospital bedside for medical reasons only.
- The student's medical condition is documented by a physician licensed to practice in the United States.

Note to Physician: *Homebound Services is considered the most restrictive educational setting. Reasonable accommodations for the physical, emotional, and educational needs of the student often can be made within the school setting. There is a full-time nurse or nurse aide on every campus.*

Student: _____ Date of Examination: _____

Based upon my examination, this student is experiencing a significant health problem that will necessitate a temporary change in accommodations or school placement for at least _____ weeks.

I **Diagnosis**: (*Please be specific*) Include any complications that cause this case to differ from the norm:

_____

_____

Prognosis: _____

II. **Options for modified school environment (*check one*)**:

_____ A. Assistance from campus nurse (*please specify*)_____
_____ B. Peer assistance with supplies
_____ C. Wheelchair assistance to class
_____ D. Schedule rearrangement
_____ E. Special seating
_____ F Special transportation
_____ G. Attendance in school for a designated number of days per week (days to be determined)
_____ H. Attendance in school for shortened day with teacher support (hours to be determined)
_____ I Confinement in the home with reduced instructional services as determined by the ARD/504 Committee
_____ J. Other (*please specify*)_____

III. Anticipated date of return to regular school programming and/or placement: (must be a date)

_____

IV. Please provide reason/justification for recommendations made.

_____

_____

_____

V. Please list any precautions that should be observed when working with this student.

_____

_____

_____

_____ _____

Licensed Physician (*please print*) Date

_____ _____

Signature: Licensed Physician Phone Number

NOTE: An additional form must be completed for extension of homebound instruction beyond anticipated date of student's return to regular school placement.

Homebound Intake Form

Student Information		
Student Name:	**ID#**	**Grade:**
Campus:	**Homebound Referral Date:**	

Parent/Guardian Information	
Parent/Guardian Name:	
Email:	Contact Phone Number:
Physical Address:	

Homebound Eligibility		
Reason for Homebound Services: (must provide physician documentation)		
☐ Medical	☐ Pregnancy-related services (PRS)	☐ Special Education (SPED)
☐ Section 504	☐ Other _____	
Physician Report: ☐ Received Date Received: _____		☐ Not Received

Doctor's Report		
Reason for Homebound Services: (must provide physician documentation)		
☐ Medical	☐ Pregnancy-related services (PRS)	☐ Special Education (SPED)
☐ Section 504	☐ Other _____	

Technology Access		
Does the student have access to the following at home:		
☐ Computer/Device	☐ Wi-Fi/Internet Access	☐ Splendora ISD Classlink
☐ Other Technology Needs: _____		

Meeting Details			
Meeting Date:			
Agenda Reviewed			
☐ **Parent/Guardian Responsibilities**	☐ **Doctor's Report**	☐ **Homebound Policy Packet**	
Homebound Educational Team			
Position	Signature	Agree	Disagree
Parent/Guardian			
Administrator			
Counselor			
District Coordinator			
Committee Recommendations			
☐ Remain in Regular Class	☐ Homebound Instructional Program		
	Services Begin:		
	Hours per Week:		
	Estimated End Date:		
Meeting Notes			

Completed by District Homebound Liaison

As a result of the Campus Homebound Meeting and Doctors Recommendation, the student

☐ **Qualifies** for Homebound services

- **Homebound Teacher Assigned** _____

☐ **Does Not Qualify** for Homebound services

_____ _____

Kristin Eady, Homebound Liaison **Date**

GEH/PRS/CEHI/504/SPED HOMEBOUND POLICIES

To the Parent/Guardian of _____ Date _____

As part of the services for students with disabilities, Splendora ISD Special Services provides homebound instruction for eligible students who are unable to attend a classroom program for twenty (20) instructional school days or longer due to a serious illness, injury or certain other conditions as documented by a licensed physician. Homebound instruction may be provided for a week at a time to chronically ill students who meet eligibility requirements. Homebound instruction is not provided for students who have any communicable or contagious disease until the attending physician declares the student no longer contagious.

Homebound Policies:

1. Full-time attendance is the equivalent of four hours of homebound instruction, provided by a certified teacher.
2. The student is served in his or her home environment unless other provisions are necessary.
3. Curriculum for dual credit, Pre-AP, AP, or other advanced courses are not offered through the homebound program. The student will earn regular course credit.
4. Secondary science, foreign language and other lab courses are not offered through homebound instruction.
5. Students not in high school receive instruction in reading, language arts, social studies, science and math.
6. Homebound students do not earn contact hours for Career and Technology unless the student receives the same amount and type of Career and Technology service that he or she was receiving before being placed in the homebound instructional setting.
7. Grades for course work completed while the student is in the homebound instructional setting may be determined by the homebound teacher or jointly between the homebound teacher and the campus teacher. The homebound teacher will report grades in compliance with district policies.
8. Transition back to school-based placement may be provided with the homebound teacher continuing to provide the required hours of instruction.
9. A student who has routinely delivered a baby should not be placed in the homebound instructional setting. This student should be served through Compensatory Education Home Instruction for six weeks.
10. Homebound instruction is not provided while a student is in the hospital, if that hospital is outside SISD boundaries.
11. Homebound instruction is provided during the regular school year.
12. Homebound instruction will not be provided when there is any contagious illness affecting the student or another family member in the home.
13. The homebound teacher will keep a log of the time spent serving the student at home, will maintain a record of student attendance, and will report student absences to the campus attendance clerk.
14. Homebound services will be considered on recommendations from the student's physician and eligibility considered by the homebound meeting personnel.
15. A parent or other designated adult **must** be in the home at the time the homebound teacher is providing services. Any adult in the home must refrain from the use of alcohol, tobacco, or illegal substances during the instructional time frame. At all times, a safe environment must be maintained. At the teacher's discretion, the homebound session may be terminated if safety is an issue.
16. Any exceptions to these procedures must be approved by the Deputy Superintendent of Administration.
17. The student must have a doctor's release in order to be dismissed from homebound services.

HOMEBOUND SERVICE PROVIDER RESPONSIBILITIES

- To instruct the student in the approved curriculum
- To assist student achievement
- To report student attendance
- To assign and monitor independent school work
- To maintain communication with the campus teacher(s)
- To report student progress every six weeks
- To notify student and parent of schedule changes or homebound session cancellations
- To maintain communication with the student's parents
- To monitor compliance with homebound provisions and parent responsibilities
- To complete assignments in a timely manner
- To communicate with teacher of record as well as the assigned homebound teacher
- To receive consent of disclosure form signed, and return to campus administrator
- To complete service record form

PARENT RESPONSIBILITIES

- To prepare and have ready an area in the home that is conducive to learning (safe, smoke-free, well lighted, quiet, clean, comfortable, relatively private)
- To have an adult in the home during each homebound session
- To keep the teacher informed of the latest medical recommendations of the student's physician
- To discuss matters with the homebound teacher at a time other than during the scheduled lesson period
- To ensure uninterrupted class and study periods
- To supply the student with table and chair, or other suitable work surface
- To provide necessary school supplies
- To monitor the student's independent work assignments and provide assistance as needed
- To notify the homebound teacher when a session is to be canceled to prevent the teacher from making an unnecessary trip. (If notification occurs on the day of a scheduled lesson, the teacher should be contacted prior to 8:00 AM. If the teacher cannot be contacted, please contact Splendora ISD Student Services at 281-689-4325 between the hours of 8:00 AM and 4:00 PM. Failure to notify the teacher will result in an unexcused absence.)
- To notify the teacher if there is any contagious illness such as flu, cold, childhood disease (chicken pox, mumps, measles, etc.) in the home (whether it is the student or another family member). In such cases, the homebound teacher will be unable to meet with the student.
- To keep all pets on a leash or enclosed in a separate area before the homebound teacher arrives and until he/she leaves
- To ensure that the student is clean, appropriately dressed and ready for the homebound session
- To schedule physician's appointments for times other than during the regularly scheduled homebound sessions
- To comply with the special provisions of homebound instruction

Retain this information for your records. Please sign the attached acknowledgement page and return it to the campus counselor.

HOMEBOUND POLICIES AND INFORMATION ACKNOWLEDGEMENT

This is to acknowledge receipt and explanation of the Homebound Policies and Information form for students in Splendora ISD. Failure to comply may result in a meeting to determine appropriate placement.

Student's Name: _____ ID#: _____

_____ _____

Parent/Guardian Signature Date

POLÍTICAS PRS / CEHI / 504 / SPED HOGAR

Al Padre/Tutor de _____ Fecha _____

Como parte de los servicios para estudiantes con discapacidades, Splendora ISD Special Services proporciona instrucción en el hogar para estudiantes elegibles que no pueden asistir a un programa de aula durante veinte (20) días escolares de instrucción o más debido a una enfermedad grave, lesión o ciertas otras condiciones documentadas por un médico con licencia. La instrucción confinada en el hogar se puede proporcionar durante una semana a la vez a los estudiantes con enfermedades crónicas que cumplen con los requisitos de elegibilidad. La instrucción en el hogar no se proporciona para los estudiantes que tienen alguna enfermedad transmisible o contagiosa hasta que el médico tratante declara que el estudiante ya no es contagioso.

Políticas de homebound:

1. La asistencia a tiempo completo es el equivalente a cuatro horas de instrucción en casa, proporcionada por un maestro certificado.
2. El estudiante es atendido en su entorno familiar a menos que sean necesarias otras disposiciones.
3. El plan de estudios para doble crédito, Pre-AP, AP u otros cursos avanzados no se ofrece a través del programa de confinación en casa. El estudiante obtendrá créditos del curso regular.
4. La ciencia secundaria, el idioma extranjero y otros cursos de laboratorio no se ofrecen a través de la instrucción confinada en casa.
5. Los estudiantes que no están en la escuela secundaria reciben instrucción en lectura, artes del lenguaje, estudios sociales, ciencias y matemáticas.
6. Los estudiantes confinados en casa no ganan horas de contacto para Carrera y Tecnología a menos que el estudiante reciba la misma cantidad y tipo de servicio de Carrera y Tecnología que él o ella estaba recibiendo antes de ser colocado en el entorno de instrucción confinado en casa.
7. Las calificaciones para el trabajo del curso completado mientras el estudiante está en el entorno de instrucción confinado en casa pueden ser determinadas por el maestro confinado en casa o conjuntamente entre el maestro confinado en casa y el maestro del campus. El maestro confinado en casa reportará las calificaciones de conformidad con las políticas del distrito.
8. La transición de regreso a la colocación basada en la escuela se puede proporcionar con el maestro confinado en casa que continúa proporcionando las horas requeridas de instrucción.
9. Un estudiante que ha dado a luz rutinariamente a un bebé no debe ser colocado en el entorno de instrucción confinado en casa. Este estudiante debe ser atendido a través de la Instrucción en el Hogar de Educación Compensatoria durante seis semanas.
10. La instrucción confinada en el hogar no se proporciona mientras un estudiante está en el hospital, si ese hospital está fuera de los límites de SISD.
11. La instrucción confinada en casa se proporciona durante el año escolar regular.
12. No se proporcionará instrucción en el hogar cuando haya alguna enfermedad contagiosa que afecta al estudiante u otro miembro de la familia en el hogar.
13. El maestro confinado en casa mantendrá un registro del tiempo dedicado a servir al estudiante en casa, mantendrá un registro de la asistencia de los estudiantes e informará las ausencias de los estudiantes al empleado de asistencia del campus.

14. Los servicios de confinación en el hogar se considerarán según las recomendaciones del médico del estudiante y la elegibilidad considerada por el personal de la reunión confinada en el hogar.
15. Un padre u otro adulto designado debe estar en el hogar en el momento en que el maestro confinado en casa está proporcionando servicios. Cualquier adulto en el hogar debe abstenerse del

uso de alcohol, tabaco o sustancias ilegales durante el período de instrucción. En todo momento, se debe mantener un ambiente seguro. A discreción del maestro, la sesión de confinación en casa puede terminarse si la seguridad es un problema.

16. Cualquier excepción a estos procedimientos debe ser aprobada por el Superintendente Asistente de Servicios Estudiantiles.
17. El estudiante debe tener la liberación de un médico para ser despedido de los servicios de confinamiento en casa.

RESPONSABILIDADES DEL PROVEEDOR DE SERVICIOS CONFINADO EN CASA

- Instruir al estudiante en el plan de estudios aprobado
- Para ayudar al logro estudiantil
- Para reportar la asistencia de los estudiantes
- Asignar y supervisar el trabajo escolar independiente
- Mantener la comunicación con el(los) profesor(es) del campus
- Para informar el progreso del estudiante cada seis semanas
- Para notificar al estudiante y a los padres sobre cambios de horario o cancelaciones de sesiones en casa
- Mantener la comunicación con los padres del estudiante
- Para monitorear el cumplimiento de las disposiciones de confinamiento en el hogar y las responsabilidades de los padres
- Para completar las tareas de manera oportuna
- Para comunicarse con el maestro de registro, así como con el maestro confinado en casa asignado
- Para recibir el consentimiento del formulario de divulgación firmado y volver al administrador del campus
- Para completar el formulario de registro de servicio

RESPONSABILIDADES DE LOS PADRES

- Preparar y tener lista una zona del hogar propicia para el aprendizaje (segura, libre de humo, bien iluminada, tranquila, limpia, cómoda, relativamente privada)
- Tener un adulto en el hogar durante cada sesión de confinamiento en casa
- Mantener al maestro informado de las últimas recomendaciones médicas del médico del estudiante
- Para discutir asuntos con el maestro confinado en casa en un momento que no sea durante el período de lecciones programado
- Garantizar períodos de clase y estudio ininterrumpidos
- Para suministrar al estudiante una mesa y una silla, u otra superficie de trabajo adecuada
- Para proporcionar los útiles escolares necesarios
- Para monitorear las asignaciones de trabajo independientes del estudiante y proporcionar asistencia según sea necesario

- Notificar al maestro confinado en casa cuando se va a cancelar una sesión para evitar que el maestro haga un viaje innecesario. (Si la notificación ocurre el día de una lección programada, la maestra debe ser contactada en casa o en su teléfono celular antes de las 8:00 AM. Si no se puede contactar al maestro, comuníquese con Splendora ISD Student Services al 281-592-8717 entre las 8:00 a.m. y las 4:00 p.m. La falta de notificación al maestro resultará en una ausencia injustificada).
- Notificar al maestro si hay alguna enfermedad contagiosa como gripe, resfriado, enfermedad infantil (varicela, paperas, sarampión, etc.) en el hogar (ya sea el estudiante u otro miembro de la

familia). En tales casos, el maestro confinado en casa no podrá reunirse con el estudiante.

- Mantener a todas las mascotas con correa o encerradas en un área separada antes de que llegue el maestro confinado en casa y hasta que se vaya.
- Asegurarse de que el estudiante esté limpio, vestido adecuadamente y listo para la sesión de regreso a casa.
- Para programar citas médicas para horarios que no sean durante las sesiones regulares programadas en casa
- Para cumplir con las disposiciones especiales de la instrucción de confinado en casa

Conserve esta información para sus registros. Por favor, firme la página de agradecimiento adjunta y devuélvase al consejero del campus.

POLÍTICAS DE HOMEBOUND Y RECONOCIMIENTO DE INFORMACIÓN

Esto es para acusar recibo y explicación del formulario de Políticas e Información de Homebound para estudiantes en Splendora ISD. El incumplimiento puede resultar en una reunión para determinar la colocación apropiada.

Nombre del estudiante: _____ ID#: _____

_____ _____

Firma del padre/tutor Fecha

PRS/CEHI/504/SPED HOMEBOUND INSTRUCTION
STUDENT PROGRAM DATA INFORMATION SHEET

146901 _____ _____ _____
District # Campus Grade Student ID #

____ PRS
____ 504
____ RTI/Other
____ SpEd (see attached PEIMS sheet)

_____
Student Name

_____
Address/City & Zip Code

_____
Telephone Number

_____/_____/_____
Date of Birth

Hours served per week: _____

Initial Meeting Date (PRS): _____/_____/_____

Current Entry Date: _____/_____/_____

Dismissal Code: _____

Date of Dismissal: _____/_____/_____

DO - Dropped Out
MD - Moved Districts
MS - Moved State
RR - Return to Reg. Ed
DT - Death

*For PRS students, please provide: Physician's Report, Service Records, Postpartum Explanation (if applicable), and a Release of Student to Return to School
**Provide a Release of Student to Return to School for all returning students

_____ _____
Initial Signature Supervisor/Homebound Teacher Date

_____ _____
Dismissal Signature Supervisor/Homebound Teacher Date

SPECIAL EDUCATION HOMEBOUND COMMITTEE
Notice to Teachers

Date: _____

The Special Education Homebound Committee has elected to give the following student homebound instruction beginning Monday, date.

Student: _____

The Special Education Homebound services of Splendora ISD strives to give each student an instructional program designed to meet the student's individual instructional needs. In order to provide quality homebound services, please provide the following:

- The scope and sequence of your subject for the period of time the student will be out.
- Class notes, reference and instructional materials for delivery of the content.
- Assignments with directions, supplies, and materials necessary to complete the assignments/activities.

Please do not count the student absent during the time he/she is receiving homebound services. Attendance will be kept by the homebound teacher/committee.

Other instructions/information: _____

_____

_____

_____

If you have any questions, please contact your counselor or campus administrator.

Our goal is to help the student maintain skills, learn new materials, and be able to pass the final exams when applicable. Your help is greatly appreciated.

Special Education Homebound Committee

NOTIFICATION TO TEACHERS

To:_____ enrolled in your _____

class will be transferring to the Homebound program starting: _____.

All paper based assignments must be sent to your front office by Friday for the following week.You may add work to your Google Classroom or any virtual platform you utilize in your class.

PURPOSE OF THE HOMEBOUND TEACHER: To provide a continuation of educational instruction for students who because of illness, accidents, and other justifiable conditions, are unable to attend a regular or special classroom.

MINIMUM LENGTH OF TIME IN PROGRAM: A doctor's statement must indicate that the student will be unable to attend school due to chronic medical problems for a minimum of four weeks, or special circumstances require the student to be on homebound on an on-off basis.

EXCLUSION: When the student is on homebound because of communicable disease, the service cannot be offered.

RESPONSIBILITIES OF TEACHERS:

1. Initial conferences between the classroom teacher and the homebound teacher will be arranged during the teacher's off-period, if possible.
2. Assignments are made by the classroom teacher, one week in advance.
3. Tests, mid-term and final exams are prepared by the classroom teacher and administered by the homebound teacher while the student is in the homebound program.
4. Completed work will be returned to the classroom teacher.
5. Work may also be completed online via your Google classroom or any virtual platform you utilize in your classroom.
6. In special instances where keeping up with a regular class is not a prime objective, the homebound teacher may assign and evaluate work of a student.
7. Evaluation of work, preparation of report cards, and recording on permanent records is to be done by the classroom teacher unless another agreement is reached.
8. The homebound teacher sees each student a minimum of four hours per week, depending on the individual needs of the student.
9. The homebound teacher is responsible for attendance accounting, so DO NOT MARK THE STUDENT ABSENT.
10. Each student's individual condition must be considered when determining subject load to be covered while on homebound. Therefore, the regular teacher, with assistance of the homebound teacher will make modifications necessary to meet the needs of the student.

HOMEBOUND SERVICES ASSIGNMENT SHEET

STUDENT'S NAME: _____ ID#: _____

FOR WEEK OF: _____

CLASSROOM TEACHER: _____

ASSIGNMENT DUE DATE: _____

PLEASE complete below or attach a clearly written lesson plan for the Homebound Teacher.

ASSIGNMENT:

Specific goals classroom teacher wants student to achieve:

Special remarks, comments (if any) to student on previous work or future work:

2026-2027 SISD Homebound Log

Print & Complete for each student weekly

Scan and return to: keady@splendoraisd.org

Campus:		Program	Yes	No
Student Name:		ESL	☐	☐
Student ID:		SPED	☐	☐
Texas Unique ID:		CTE	☐	☐
Grade:		PRS/CEHI	☐	☐
Service Start Date:		GENED	☐	☐

Week Beginning: Location of Service:

Day	Date	Start Time	End Time	Total Hours	Service Provided	Code	Reason for Cancellation	Parent Signature
S								
M								
T								
W								
TH								
F								
S								

**A copy of this log must be provided to the campus attendance clerk and homebound supervisor weekly.*

Total Contact Hours: _____ Teacher Printed Name: _____

Teacher Signature: _____ Date:_____

Code Key: P= Present C= Canceled R= Rescheduled DS= Direct Service/Instruction FA= Folder Audit AS= Assessment TR= Transition/Training PTC= Parent/Teacher Conference

HOMEBOUND ATTENDANCE LOG / TIMESHEET

Student: _____ ID #: _____ Campus: _____

HOMEBOUND ATTENDANCE LOG / EXTRA DUTY PAY
2026-2027

Employee Name: _____ **Employee ID Number: _____**

Date of Service	Start Time	End Time	Description of Activities (Include the student's ID number and home campus)	Total Miles from student's home campus to student's residence	Total Hours

_____ _____
Employee Signature **Date**

_____ _____
Administrator Signature **Date**

Program Coordinator Signature **Date**

PHYSICIAN'S RELEASE OF STUDENT FROM GEH & SEH HOMEBOUND SERVICES TO REGULAR PROGRAMMING

Student Name: _____ ID Number: _____

Campus: _____ Grade: _____

Do you recommend that this student return to his/her campus classes?

_____ No, homebound services should be extended through _____ (date).

_____Yes, the student should return to campus classes on _____ (date).

Will any restrictions or accommodations be necessary upon the student's return to campus?

_____ No

_____Yes, the following restrictions or accommodations will be needed:

_____

_____ _____
Signature of Physician Date Signed

Typed or Printed Name of Physician: _____

Physician License #: _____

Address: _____

Telephone:_____

It is recommended that this form be returned to the Campus Counselor or Homebound teacher at least one week prior to the student's anticipated return to campus.

PRS/CEHI/504/SPED HOMEBOUND INSTRUCTION

Physician's Release to State Testing

Date: _____

_____ is currently under my supervision for medical care.
(Student/Patient's Name)

Please initial one of the following:

_____ **is** allowed to participate in STAAR and TELPAS testing at his/her school campus.

_____ **is not** allowed to participate in STAAR and TELPAS testing at his/her school campus.

_____ _____
Physician's Signature Date

Please return/fax to: _____ at _____
Counselor Name School

Phone: _____ Fax: _____

If you have questions or concerns, please do not hesitate to call.

PRS/CEHI HOMEBOUND INSTRUCTION
VERIFICATION OF PREGNANCY

Student Name: _____ ID Number: _____

The above referenced student is pregnant and expected to deliver her baby on or about _____.

Date of verification:_____

_____There are no medical complications anticipated with this pregnancy at this time.

_____There may be medical complications associated with this pregnancy, please list precautions below

_____The student is allowed to attend all required campus activities including tutorials, state assessments, etc.

Please list any concerns or precautions recommended regarding this pregnancy:

_____

_____

_____ _____
Physician's Signature Printed Name

_____ _____
Phone Fax

_____ _____
Student Signature Date

_____ _____
Nurse Signature Date

_____ _____
Counselor Signature Date

_____ _____
Principal Signature Date

PRS/CEHI HOMEBOUND INSTRUCTION
<u>PRENATAL</u> NEED FOR CONFINEMENT REPORT
(EXTENSION)

Student Name: _____ ID Number:: _____

Date of examination: _____ Baby's DOB:_____

Based upon my examination, this student is experiencing a significant health problem that will necessitate her extended confinement to home or hospital (please circle one) for at least four weeks.

I. Diagnosis: (include any complications that cause this case to differ from the norm)

_____

Prognosis:

_____

II. Anticipated date of return to regular school placement:_____.

III. Please list any precautions that should be observed upon return to school:

_____

IV. Other: _____

_____ _____
Signature of Physician Date Signed

Typed or Printed Name of Physician: _____

Physician License #: _____

Address: _____

City/State/Zip: _____

Telephone: _____

PRS/CEHI HOMEBOUND INSTRUCTION
POSTPARTUM NEED FOR CONFINEMENT REPORT
(EXTENSION)

Student Name: _____ ID Number:: _____

Date of examination: _____ Baby's DOB:_____

Based upon my examination, this student is experiencing a significant health problem that will necessitate her extended confinement to home or hospital (please circle one) for at least four weeks. Students are allowed a standard six weeks of home or hospital confinement after the baby's date of birth.

I. Diagnosis: (include any complications that cause this case to differ from the norm)

_____

_____

Prognosis:

_____

_____

II. Anticipated date of return to regular school placement:_____

III. Please list any precautions that should be observed upon return to school:

_____

_____ _____
Signature of Physician Date Signed

Typed or Printed Name of Physician: _____

Physician License #: _____

Address: _____

City/State/Zip: _____

Telephone: _____

PHYSICIAN'S RELEASE OF STUDENT FROM PRS/CEHI HOMEBOUND SERVICES TO REGULAR PROGRAMMING

To the Physician: This student is enrolled in the Compensatory Education Home Instruction (CEHI) program. Before he/she returns to school, the student will need a physician's statement attesting to his/her physical capability to enter school. Please give us your recommendations by completing and returning the following form. "Note that students are allowed 6 weeks of home or hospital confinement after the baby's date of birth, as a standard.

Student Name: _____ ID Number: _____

Campus: _____ Grade: _____

Do you recommend that this student return to his/her campus classes?

_____ No, homebound services should be extended through _____ (date).

_____Yes, the student should return to campus classes on _____ (date).

Will any restrictions or accommodations be necessary upon the student's return to campus?

_____ No

_____Yes, the following restrictions or accommodations will be needed: _____

_____

_____ _____
Signature of Physician Date Signed

Typed or Printed Name of Physician: _____

Physician License #: _____

Address: _____

Telephone:_____

It is recommended that this form be returned to the Campus Counselor or Homebound teacher at least one week prior to the student's anticipated return to campus.

PRS/CEHI HOMEBOUND INSTRUCTION
Pregnancy Related Services/Individualized Education Service Plan

Student Name:_____ ID#_____

Grade:_____ Campus:_____ Phone #_____

Parent/Spouse Name:_____ Contact #_____

Initial Contact Date:_____ Contact made by:_____

Expected Due Date:_____ Delivery Date:_____

Services Offered (Check all that apply):

Services	Considered	Provided	Frequency/Duration	Comments
Alternative Placement (ie DLA)				
CEHI				
Weekly Counseling				
Graduation/Academic Plan				
Health & Human Resources (WIC/Medicaid/CHIPS)				
Parenting/Child Development Classes				
Weekly Nursing Follow Up				
Special Population Support				
Other:				

**Please provide documentation of any service provided.

_____ _____
Counselor Date

My signature below verifies that I have received information and/or services available to pregnant or parenting students in the Splendora ISD.

_____ _____
Student Signature Date

_____ _____
Parent/Guardian Signature Date

Campus-Based Homebound Teacher

Duties:

- Review the Homebound Packet- Splendora ISD 2026-2027
- Provide the specified number of instructional hours per week.
- Instruct the student using the approved curriculum provided by the teacher of record.
- Assist in student achievement.
- Report student attendance weekly.
- Complete the Extra Duty Pay form, Student Attendance Sheet, and Mileage form each week.
- Email the completed Extra Duty Pay, Attendance Log, and Mileage form to Kristin Eady (kncobbfuller@splendoraisd.org) on the **Monday** following the week of service.
- Maintain communication with the campus teacher(s).
- Report student progress every four weeks to the classroom teacher and case manager, if applicable.
- Notify the parent/guardian and Mrs. Eady of any schedule changes or homebound session cancellations.
- Maintain communication with the student's parents.
- Monitor compliance with homebound provisions and parent responsibilities.
- Complete assignments in a timely manner.

Qualifications:

- SISD Employee.
- TEA Certified Teacher

Compensation:

- Pay:
    - $35.00/hour.
- Mileage:
    - From the student's home campus and back.Rate $0.67 per mile

Post-Secondary Preparedness State Compliance Crosswalk

Splendora Independent School District | District Improvement Plan | 2026–2027

Purpose

Splendora Independent School District provides post-secondary preparedness opportunities through coordinated academic planning, college and career readiness initiatives, counseling, and career education. This document identifies the district improvement strategies aligned to Texas Education Code (TEC) §11.252(a)(3)(G) and §11.252(a)(4), and provides a record of district implementation and supporting documentation. The crosswalk is maintained as part of the District Improvement Plan (DIP).

State requirements and district alignment

	DIP Goal 2, Performance Objective 2.1, Strategy 2.1D provides guidance on financial aid, scholarships, and application processes. Action steps identify the Future Ready Fair, College and Career Week, counselor-led postsecondary planning discussions, and communication with students and parents.	Examples of dated communications, event materials, advising resources, or family outreach: 9/27/26 - College Week (in SHS Newsletter shared via Parent Square) 9/30/26 - Future Ready Fair (Parent Square Flyer) 10/22-10/23/26 Guidance on FSA ID and Collegeboard 10/27/26 - FASFA Night (Facebook Flyer) 10/25/26 - SHS Newsletters (Parent Square & Website) - Counselor-led postsecondary planning discussions SHS Success Hub in Schoology
	Strategy 2.1D establishes a district channel for communicating state financial aid opportunities. The existing plan excerpt does not specifically identify these three programs or their eligibility requirements. This row is reserved for the district's verified program-specific communication practices.	Program information provided, eligibility guidance, delivery method, audiences, and evidence: SHS Success Hub
	DIP Goal 2, Performance Objective 2.1 emphasizes pathways, certifications and postsecondary preparation. The district plan describes dual credit, advanced coursework and industry-based certifications as pathways to college and career readiness.	Grade-level advising, endorsement selection, course planning, and student/parent materials: Grade-Level Advising Docs w/Advanced & Endorsement pathways identified Splendora ECHS Website College Board Pathways from PreAP to AP University of Texas OnRamps Dual Credit Partnership with Lone Star College - Kingwood Dual Credit Partnership with Lamar State College
	Strategy 2.1D includes financial aid, scholarship and application guidance through counselor-led planning and district college/career activities. Specific information sources and distribution methods may be added here.	Named sources, links, counseling materials, and communication records: SHS Counseling Services webpage

	DIP Goal 2, Performance Objective 2.1 supports college and career pathways, industry-based certifications, and readiness experiences. Strategy 2.1E provides Honest Game resources for academic eligibility and postsecondary planning.	CTE pathways, career exploration activities, grade-level implementation, and evidence: Future-Ready Fair SISD Career Week Pre-K -Grade 12 Career Initiative Grade 8 EXPO
	Strategy 2.1D identifies parent/student communications and counselor-led activities. District implementation should describe how appropriate information reaches elementary, middle, junior high, and high school audiences under §11.252, including teachers, counselors and parents; §56.308 also specifies grant notices for middle, junior high and high school audiences.	Audience-specific communication channels, schedules, and samples: Grade 8 EXPO

District implementation statement

The district integrates post-secondary preparedness into its improvement planning through college and career advising, financial aid and application guidance, access to advanced coursework and credentials, and career-readiness opportunities. District-specific communications and supporting records entered above document how these strategies are carried out for the audiences identified in applicable state law. The district maintains and updates this crosswalk with its improvement plan documentation.

Statutory references: TEC §11.252(a)(3)(G), §11.252(a)(4), and §56.308(b)(1). Source: Splendora ISD DIP, October 27, 2026 version, Goal 2 / Performance Objective 2.1, Strategies 2.1D and 2.1E.

Splendora Independent School District

Recruiting, Developing, and Retaining Teachers and Paraprofessionals

2026–2027 School Year

Purpose

Splendora Independent School District is committed to recruiting, developing, and retaining highly qualified teachers and paraprofessionals who support student achievement and contribute to a positive, effective learning environment.

Aligned with the district's Community-Based Accountability System (CBAS), Strategic Plan, and District Improvement Plan (DIP), Splendora ISD implements coordinated recruitment, certification support, professional learning, and retention practices to strengthen staff effectiveness and support student outcomes.

Recruitment of Qualified Personnel

The Splendora ISD Human Resources Department implements recruitment practices designed to attract qualified educators and paraprofessionals to the district.

Recruitment efforts include:

• Participating in job fairs and recruitment events to identify prospective employees.

• Utilizing district communication platforms and the Human Resources social media account (@SISDHR) to promote employment opportunities and highlight district employees.

• Prioritizing the hiring of appropriately certified teachers to support high-quality classroom instruction.

Beginning with the 2026–2027 hiring season, the district implemented a practice of hiring certified individuals for teaching positions. Individuals who have not completed certification requirements must initially serve as long-term substitutes until they meet specified certification milestones.

These practices support the district's efforts to increase the number of classrooms staffed by appropriately certified teachers.

Certification and Qualification Support

Splendora ISD provides structured support to assist teachers and paraprofessionals in meeting applicable certification and qualification requirements.

Teacher Certification

The Human Resources Department maintains an individualized certification tracking process for teachers who have not completed certification requirements.

• Each uncertified teacher works toward certification through an individualized plan.

• Human Resources monitors certification progress quarterly.

• Progress updates are collected and reviewed to identify completion of certification milestones.

Paraprofessional Qualifications

Human Resources, in collaboration with the Teaching and Learning Department, has developed training and an assessment to assist paraprofessionals in meeting applicable qualification requirements.

Implementation of this training and assessment is planned for the second semester of the 2026–2027 school year.

These processes support employees in meeting qualification expectations while strengthening the district's instructional workforce.

Professional Learning and Staff Development

Splendora ISD supports ongoing professional growth through district and campus professional learning opportunities aligned with identified instructional needs and district priorities.

The Teaching and Learning Department coordinates professional development designed to strengthen instructional practices, support implementation of district-adopted curriculum and resources, and promote continuous improvement.

Professional learning is aligned with the district's CBAS framework, Strategic Plan, and identified priorities within the District Improvement Plan.

Employee Retention

Splendora ISD recognizes that retaining effective teachers and paraprofessionals is essential to maintaining instructional continuity and supporting student success.

Districtwide initiatives that contribute to staff development, professional growth, and retention include:

Teacher Incentive Allotment (TIA)

The district utilizes the Teacher Incentive Allotment as an opportunity to recognize and financially reward eligible, high-performing teachers in accordance with the district's approved TIA system and applicable program requirements. TIA supports the district's efforts to attract and retain effective educators.

Mentoring and Professional Support

District mentoring initiatives provide opportunities for educators to receive guidance, collaborate with experienced colleagues, and strengthen professional practices.

Professional Learning and Leadership Development

The district provides opportunities for continued professional learning and leadership development to strengthen employee effectiveness, support professional growth, and develop leadership capacity.

Together, these initiatives contribute to a supportive professional environment and reinforce the district's commitment to retaining high-quality staff.

Monitoring and Continuous Improvement

Splendora ISD monitors the effectiveness of recruitment, certification, professional development, and retention efforts through established district processes.

Human Resources monitors certification progress and reviews staffing and qualification needs. The Teaching and Learning Department supports professional development and instructional growth.

As part of the district's CBAS continuous improvement process, district leadership reviews relevant staffing information, employee feedback, and available program data to identify needs and inform adjustments to district practices and improvement planning.

These efforts support alignment among the district's Strategic Plan, CBAS priorities, and District Improvement Plan.

Program to Address Child Sexual Abuse, Trafficking, and Maltreatment

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

Reporting Child Abuse and Neglect

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 24 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a

child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of misconduct with a student, see FFF.]

Oral Reports

As required by law, an oral report made to the Texas Department of Family and Protective Services (DFPS) is recorded.

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A law enforcement agency, as defined in law;
2. The Child Protective Services (CPS) division of DFPS at 800-252-5400 or the Texas Abuse Hotline website[1];
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers. [See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

In accordance with law, an individual must provide their name and telephone number when making a report. If the individual making the report is a school employee, agent, or contractor, they must also provide their business address and profession.

Confidentiality

The identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the law and the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

Failing to Report Suspected Child Abuse or Neglect

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

Responsibilities Regarding Investigations

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

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[1] Texas Abuse Hotline website: http://www.txabusehotline.org

Threat Assessment and Safe and Supportive Team

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Student Reports

Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee.

Employee Confidentiality

A District employee who reports a potential threat may elect for the employee's identity to remain confidential and not be subject to disclosure under the state's public information law. The employee's identity shall only be revealed when necessary for the team, the District, or law enforcement to investigate the reported threat.

The District shall maintain a record of the identity of a District employee who elects for the employee's identity to remain confidential.

Notification to Teaching Staff of Threat

As soon as safe and practicable after an administrator or team receives information regarding a threat against a campus, including a threat made through social media, the appropriate administrator or the team shall immediately provide to each member of the teaching staff, including teacher aides, who may be directly affected by the threat a statement containing the following information:

1. The existence of the threat;
2. The nature of the threat; and
3. Any other pertinent detail to ensure student and staff safety.

The Superintendent shall develop administrative regulations to ensure that the required notice is provided to the teaching staff in accordance with law. The administrative regulations may also address notification of other appropriate employees on the affected campus.

Imminent Threats or Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures,

the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.

2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.

3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

   For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

   For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

   For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

   For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or

2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School Community	The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.
Reports	The team shall provide reports to the Texas Education Agency as required by law.

Trauma-Informed Care Program

The District's trauma-informed care program, as included in the District improvement plan, shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief.

Training

The District shall provide training in trauma-informed care to District educators as required by law and the Board-approved District professional development plan. The District improvement plan shall specify required training for any other District employees as applicable.

Note: This policy addresses discrimination, including harassment, and retaliation against District students. For provisions regarding discrimination, including harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

Prohibited Conduct

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

Harassment

Harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Harassment includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name call-

ing, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Title IX Sexual Harassment

As required by law, the District shall follow the procedures below at Response to Title IX Sexual Harassment upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment in an education program or activity and against a person in the United States under Title IX. [See FFH(LEGAL)]

Other Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
    a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
    b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples — Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Reporting Procedures

Student Report — Any student who believes that he or she has experienced prohibited conduct and any person who believes that a student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report — Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District Officials — For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator — Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

ADA / Section 504 Coordinator — Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

Superintendent — The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

Alternative Reporting Procedures — An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX

coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult. [For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.

Investigation of Reports Other Than Title IX

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Title IX Sexual Harassment.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

District Investigation

The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

Criminal Investigation

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

Concluding the Investigation

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

Notification of Outcome

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

District Action

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Prohibited Conduct

Corrective Action

Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of

areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, harassment, and retaliation.

Bullying — If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

Improper Conduct — If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

Confidentiality — To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal — A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent has the right to file a complaint with the United States Department of Education Office for Civil Rights.

Response to Title IX Sexual Harassment — For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

General Response — When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant's wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed or dismissed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a

dismissal of a Title IX formal complaint or any allegations therein;

9. A description of the supportive measures available to the complainant and respondent;

10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;

11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and

12. Other local procedures as determined by the Superintendent.

Standard of Evidence — The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation — The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX. In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.

Examples — Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim — A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention — The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

Texas Behavior Support Initiative (TBSI)

Processes and Procedures | 2026–2027

Purpose and Scope

Splendora Independent School District (SISD) maintains established procedures for behavioral crisis prevention, intervention, staff training, documentation, and ongoing monitoring in accordance with the Texas Behavior Support Initiative (TBSI), applicable Texas Education Agency (TEA) requirements, and district procedures.

The district utilizes campus crisis response teams, Multi-Tiered Systems of Support (MTSS), structured problem-solving processes, and ongoing professional development to promote student safety, positive behavioral supports, and appropriate intervention practices.

These procedures apply to personnel responsible for behavioral intervention, crisis response, and the oversight of student behavioral support systems.

1. Campus Crisis Response Teams and Staff Identification

Responsible Personnel: Campus Administration, MTSS Specialists, Designated Crisis Response Personnel

Each campus maintains designated personnel trained to respond to behavioral crises.

At elementary campuses, MTSS Behavior Teams consist of the MTSS Specialist, one to two Behavior Paraprofessionals, and a Campus Administrator. Secondary campuses maintain designated campus-based behavioral support personnel and administrative teams to coordinate behavioral interventions and crisis response.

Campus personnel activate the behavioral crisis response process through established walkie-talkie communication protocols.

Campus crisis response personnel provide situation-appropriate interventions, including verbal de-escalation, behavioral reteaching, social skills support, classroom assistance, and evacuation procedures when necessary to maintain student and staff safety.

Campus administration is responsible for maintaining current rosters of designated CPI-trained crisis response personnel, monitoring campus implementation fidelity, and providing administrative support to response teams.

2. TBSI and CPI Training Requirements

Responsible Personnel: Campus Administration, District CPI Trainer, District Administration, Teaching and Learning

SISD requires personnel designated for Crisis Prevention Institute (CPI) training to also complete the Texas Education Agency's TBSI course.

CPI training is provided to:

- Special education self-contained classroom personnel.
- Designated campus crisis response teams.
- Campus administrators and counselors identified for crisis response responsibilities.

Training addresses crisis prevention, verbal de-escalation, safe intervention practices, positive behavioral supports, and appropriate responses to behavioral emergencies.

Campus administration identifies newly hired or reassigned personnel requiring specialized training and notifies the District CPI Trainer. The district maintains an expectation that required training is completed within 30 days of assignment, subject to applicable state training timelines and requirements.

The District CPI Trainer coordinates initial and refresher CPI training and monitors certification status in collaboration with campus administration. Campus and district administration monitor TBSI course completion.

General education personnel receive additional behavioral prevention and classroom management training through CHAMPS and campus-based professional development.

3. Behavioral Crisis Prevention and Response

Responsible Personnel: Campus Crisis Response Teams, Campus Administration, MTSS Specialists, Behavior Paraprofessionals

SISD emphasizes proactive behavioral interventions, positive behavioral supports, and verbal de-escalation to reduce the need for restrictive interventions.

When a behavioral crisis occurs, designated campus personnel respond according to the student's individual needs, the severity of the situation, established district procedures, and applicable CPI and TEA guidance.

Campus MTSS Behavior Teams provide immediate assistance, implement appropriate de-escalation strategies, support classroom safety, and coordinate necessary follow-up.

Behavior Paraprofessionals also provide ongoing behavioral interventions, student monitoring, classroom support, and assistance with In-School Suspension (ISS) when assigned.

The MTSS Specialist coordinates behavioral intervention implementation and progress monitoring. Campus administration provides oversight and addresses campus-level safety and implementation concerns.

When additional assistance is necessary, the Coordinator for Special Services and Behavior provides support through student observations, behavioral data review, staff coaching, intervention planning, crisis response assistance, and coordination of additional resources.

4. Restraint and Time-Out Documentation

Responsible Personnel: Staff Implementing Restraint, Supervising Teachers, Campus Administration, Campus Registrar, Special Education Secretary, Coordinator for Special Services and Behavior, ARD Committees

SISD follows applicable TEA requirements and CPI protocols governing restraint and time-out.

Restraint Documentation and Notification

Following a restraint incident:

1. The staff member implementing the restraint, or the supervising teacher when a paraprofessional implements the restraint, completes the required documentation.
2. The involved teacher ensures required parent notification is provided and copies are submitted to campus administration and the campus registrar.
3. The campus registrar forwards documentation to the Special Education Secretary.
4. The Special Education Secretary forwards documentation to the Coordinator for Special Services and Behavior.
5. The Coordinator reviews submitted reports for patterns, questions, and potential concerns and follows up with campus administration as needed.

Required documentation and parent notification must be completed within applicable state timelines.

Following restraint incidents, campus personnel review existing behavioral supports and consider whether additional preventive strategies or intervention adjustments are necessary, consistent with TEA reporting requirements.

Time-Out Documentation

Formal time-out procedures are utilized only when included in a student's Individualized Education Program (IEP) and implemented in accordance with applicable state requirements.

Time-out implementation is documented using the district-developed reporting form. Campus teams and Admission, Review, and Dismissal (ARD) committees review documentation to monitor implementation, evaluate student response, and determine whether behavioral supports require adjustment.

5. Ongoing Behavioral Intervention and Monitoring

Responsible Personnel: MTSS Specialists, Campus MTSS Behavior Teams, Problem-Solving Teams, Campus Administration, District MTSS/504 Coordinator

SISD maintains structured processes for ongoing behavioral intervention, data collection, and student support.

Daily Monitoring

Behavioral intervention and progress monitoring data are collected daily through Emergent Tree. The platform's integrated fidelity tracking system supports daily documentation of intervention implementation.

Weekly Campus Reviews

Elementary MTSS Behavior Teams meet weekly to review behavioral data, evaluate intervention effectiveness, identify patterns, and determine necessary adjustments.

Nine-Week Problem-Solving Reviews

Elementary Problem-Solving Teams (PST) conduct scheduled nine-week reviews of student academic, attendance, social-emotional, and behavioral needs.

PST membership includes the MTSS Specialist, Special Education Representative, Data Analyst, Campus Administrator, Instructional Coaches, School Counselor, and Grade-Level Representatives.

The MTSS Specialist coordinates intervention implementation, presents behavioral data and recommendations, and monitors follow-through on team decisions.

Secondary campuses utilize established administrative team processes to review student needs and coordinate behavioral support.

Interventions may be adjusted at any time based on student needs. When a disability is suspected, appropriate referral and evaluation procedures are initiated without delaying consideration for the completion of MTSS interventions or scheduled team reviews.

Parents are notified in writing by the MTSS Specialist when students are identified for MTSS behavioral interventions.

District Monitoring

The District MTSS/504 Coordinator conducts monthly individual campus check-ins and districtwide MTSS Specialist meetings to review implementation, progress monitoring, intervention fidelity, documentation, and campus support needs.

6. Professional Development, Training Records, and Accountability

Responsible Personnel: Special Services, Teaching and Learning, District Coordinators, Campus Administration

SISD provides ongoing professional development through required Collaborative Learning Networks (CLNs), monthly MTSS meetings, Emergent Tree training, CPI training, and campus-based professional learning.

Training addresses verbal de-escalation, behavioral data collection, social skills instruction, Check-In/Check-Out (CICO), positive behavioral interventions and supports (PBIS), function-based interventions, feedback systems, and intervention progress monitoring.

Implementation is monitored through daily fidelity tracking, classroom observations, staff coaching, and campus team reviews.

Teaching and Learning maintains district professional development records. Designated district coordinators maintain additional CPI, CLN, and Emergent Tree training documentation. Campus and district administration monitor TBSI training completion.

Campus crisis team rosters, training records, MTSS documentation, and other supporting evidence are maintained separately from publicly posted district procedures. Student-specific information is maintained securely in accordance with applicable confidentiality requirements.

7. Annual Review and Approval

Responsible Personnel: Executive Director of Special Services, Teaching and Learning, Campus Administration

Each summer, the Special Services Department reviews student behavioral data, personnel assignments, established support systems, and professional development needs to identify necessary improvements and beginning-of-year training priorities.

The Executive Director of Special Services oversees the annual review and approval of district TBSI procedures in collaboration with campus administrators and designated district personnel.

Procedures are reviewed and updated as necessary to reflect changes in district practices, personnel responsibilities, and applicable state requirements.

Regulatory References

- Individuals with Disabilities Education Act (IDEA)
- Texas Education Code and applicable Texas Administrative Code provisions
- 19 TAC §89.1053, Procedures for the Use of Restraint and Time-Out
- Texas Education Agency, Texas Behavior Support Initiative (TBSI)
- Applicable TEA guidance regarding behavioral interventions, restraint, time-out, and required staff training

With this policy, the Board adopts the model health and safety guidelines for the effective integration of digital devices in schools that have been developed by the Texas Education Agency and the Health and Human Services Commission.

The Superintendent shall develop regulations that implement these guidelines.

District Police Department

To ensure sufficient security and protection of students, staff, and property, the Board authorizes the formation of a District police department and shall employ and commission police officers.

Supervisory Authority

The chief of police shall be accountable to and shall report to the Superintendent. In accordance with law, the Superintendent shall not delegate this supervisory responsibility.

Jurisdiction

The jurisdiction of District police officers shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control.

Police Authority and Duties

Each District police officer shall have all the powers, privileges, and immunities of police officers on or off duty within the jurisdiction of the District. Subject to limitations in law, each District police officer shall:

1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.
2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, District police officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.
3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.
4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.
5. Enforce District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions.
6. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations.
7. Carry weapons as directed by the chief of police and approved by the Superintendent.
8. Carry out all other duties as directed by the chief of police or Superintendent.

	A District police officer shall not be assigned routine classroom discipline or administrative tasks.
Limitations on Nonschool Employment	No officer commissioned under this policy shall provide law enforcement or security services for an outside employer without prior written approval from the chief of police and Superintendent. Each District police officer shall enforce all laws, including municipal ordinances, county ordinances, and state laws within another law enforcement agency's jurisdiction while working off-duty or temporarily assigned to another agency.
Relationship with Outside Agencies	The District's police department and the law enforcement agencies with which it has overlapping jurisdiction shall enter into memoranda of understanding and other appropriate interlocal agreements that outline reasonable communication and coordination efforts among the department and the agencies. The chief of police and the Superintendent shall review the memoranda of understanding and other agreements at least once every year. All such agreements shall be approved by the Board.
Interlocal Agreement for Mutual Aid	While operating pursuant to an interlocal agreement for mutual aid or other support for another law enforcement agency, each District police officer shall perform the duties and have the authorities set out in the agreement, including enforcing all laws within the other agency's jurisdiction.
Video Monitoring	If available, video equipment shall be used on a District police car for safety purposes whenever the flashing lights on the car are in use.
Access to Recordings	Recordings shall be considered law enforcement records, shall remain in the custody of the chief of police, and shall be maintained as required by the department regulations manual and law. A parent or student who wishes to view a video recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]
Training	Each District police officer shall receive at least the minimum amount of education and training required by law.
Department Regulations Manual	To carry out the provisions in this policy, the police department shall compile and maintain a manual that describes and sets forth operational procedures, rules, and regulations pertaining to the administration of police services. The chief of police and the Superintendent shall review the manual annually and make any appropriate revisions.

Racial Profiling	The chief of police shall develop and implement regulations to ensure compliance with laws regarding racial profiling. A District police officer shall not initiate any law enforcement action based on an individual's race, ethnicity, or national origin.
Use of Force	The use of force, including deadly force, shall be authorized only when reasonable and necessary, as outlined in the department regulations manual.
High-Speed Pursuit	A District police officer shall not engage in high-speed chases in a motor vehicle when the immediate danger to the public or the officer created by the pursuit exceeds the immediate or potential danger presented by the offenders remaining at large. Guidelines for high-speed pursuits shall be addressed in the department regulations manual.
Complaints	Complaints against a District police officer shall be in writing on a form provided by the District and shall be signed by the person making the complaint. In accordance with law, the District shall provide to the police officer a copy of the complaint. Appeals regarding this complaint process shall be filed in accordance with DGBA, FNG, or GF, as appropriate. [See CKE(LEGAL) and CKEA(LEGAL)]

Splendora Independent School District

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DISTRICT PARENT AND FAMILY ENGAGEMENT PLAN

PART I. GENERAL EXPECTATIONS

All Splendora Independent School District graduates will be self-motivated, confident, adaptable learners, critical thinkers, and productive citizens. To accomplish this vision, we will develop and maintain partnerships with parents and community members. Each student will benefit from the supportive, active engagement of all members of the population. A positive link between home and school will create the most conducive learning conditions for every child. These open communication lines will expand and enhance learning opportunities for everyone involved.

Splendora ISD intends to include parents in all aspects of the Title I program. Students will be given every opportunity for success through the development and enhancement of the home and school partnership.

- The school district will implement programs, activities, and procedures for the engagement of parents in all of its schools with Title I, Part A programs, consistent with section 1116 of the Every Student Succeeds Act (ESSA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

- Consistent with section 1116, the school district will work with its schools to ensure that the required school-level parental engagement policies meet the requirements of section 1116 of the ESSA, and each includes, as a component, a school-parent compact.

- The school district will incorporate this district-wide Parent and Family Engagement Plan into its LEA plan, which was developed under section 1116 of the ESSA.

- In carrying out the Title I, Part A parental engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1116 of the ESSA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- If the LEA plans for Title I, Part A, developed under section 1116 of the ESSA, are not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when it submits it to the State Department of Education.

- The school district will involve the parents of children served in Title I, Part A schools in

decisions about how the 1% of Title I, Part A funds reserved for parental engagement are spent and will ensure that not less than 95% of the 1% reserved goes directly to the schools.

- The school will work with parents and the community to improve the educational environment through open forums, online feedback, and partnerships with faith-based organizations and other community organizations.

- The school district will be governed by the following statutory definition of parental engagement and expects that its Title I schools will carry out programs, activities, and procedures following this definition:

Parental engagement *means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including:*

(A) Parents play an integral role in assisting their child's learning;

(B) *Parents are encouraged to be actively involved in their child's education;*

(C) Parents are full partners in their child's education and are included, as appropriate, in decision-making and are active on advisory committees to assist in the education of their children;

(D) *The carrying out of other activities, such as those described in section 1116 of the ESSA.*

Part II. DESCRIPTION OF HOW THE DISTRICT WILL IMPLEMENT REQUIRED DISTRICT-WIDE PARENTAL ENGAGEMENT PLAN COMPONENTS

1. Splendora ISD will take the following actions to involve parents in the joint development of its district-wide Parent and Family Engagement Plan under Section 1116 of the ESSA:
   - An Advisory Committee consisting of parents, teachers, principals, and community members will meet to jointly develop and agree upon parent engagement guidelines for our school system. Special attention will be given to recruiting parents of children in the Title I program.

2. Splendora ISD will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESSA:
   - Splendora ISD uses Title I funds to provide school-wide services for all students. Each school year, Splendora will hold one annual meeting to review Title I guidelines and services offered throughout the district. Copies of the district's current Parent and Family Engagement Plan and the school-parent compacts will be available at the meetings. Parents will be encouraged to become involved in revising and updating the plan and compact as necessary, and parent volunteers will be recruited for the various district committee appointments.

- The meetings will be held at a convenient time and location. Notice of the meetings will be provided through the parent notification system and website. Translators will be available to help non-English-speaking parents/caregivers.

3. Splendora ISD will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental engagement activities to improve student academic achievement and school performance:
   - In accordance with Title I regulations, the campus leadership team will provide an outline to enable the school and parents/guardians to share responsibility for student performance and success. These compacts explain how students, parents/guardians, and staff will share responsibility for promoting student achievement.

4. Splendora ISD will coordinate and integrate parent and family engagement strategies under the following programs:
   - Spanish translators will be provided for parents as needed
   - Information will be provided in Spanish when needed
   - Provide Pre-K program
   - Parents may contribute through volunteer programs
   - Parents may contribute by creating a supportive home environment
   - Parents are invited to participate in parent-teacher conferences
   - Parents are invited to help plan and participate in parties and field trips
   - Parents may participate by attending school meetings
   - Parents are invited to serve on committees
   - Parents are surveyed to get their input about school
   - Parents are invited to eat meals with their children
   - Parents will be provided resources to monitor and assist student progress from home

5. Splendora ISD will take the following actions to conduct, with the engagement of parents, an annual evaluation of the content and effectiveness of this Parent and Family Engagement Plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental engagement activities (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental engagement plan and activities to design strategies for more effective parental engagement and to revise, if necessary (and with the engagement of parents), its parental engagement policies.
   - The DEIC Committee will review and evaluate all aspects of the parent and family engagement program. Parent surveys, including questions about the program's effectiveness, will be distributed, and the results tabulated. Teacher surveys and teacher contact records will be used to determine the number and kind of interactions between the school and parents. Based on the results of this annual review, the DEIC Committee will revise the district parent and family engagement plan.

6. Splendora ISD will build the schools' and parents' capacity for strong parental engagement to ensure effective engagement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement through the following activities, specifically described below:

A. Splendora ISD, with the assistance of its Title I, Part A schools, assists parents of children served by the school district or school, as appropriate, in understanding topics such as the following by undertaking the actions described in this paragraph –
   - the State's academic content standards,
   - the State's student academic achievement standards,
   - the State and local academic assessments, including alternate assessments, the requirements of Part A,
   - how to monitor their child's progress and
   - how to work with educators:
     - Schools will conduct workshops or open meetings on content standards, achievement, and assessment, as needed.
     - Schools will address these topics at one or more of the following events: PTO meetings, Reading Night, Math Night, Meet the Teacher Night, Book Fairs, and/or public campus improvement meetings.
   - have information available for mental and health assistance from other agencies

B. Splendora ISD, with the assistance of its schools, shall provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental engagement, by:
   - Budgeting funds at the school level for purchasing materials
   - Providing a district website
   - Providing parents access to students' grades online

C. Splendora ISD shall, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals, and other staff on how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
   - Encourage campuses to provide staff development that focuses on positive communication activities as well as effective ways to work with parents, students, and members of the community.
   - Provide funding for staff development as requested.

D. Splendora ISD, to the extent feasible and appropriate, will coordinate and integrate parental engagement programs and activities that encourage and support parents in more fully participating in the education of their children by:
   - Employing a Parent and Family Engagement Coordinator
   - Distributing parent resources at parent conferences and/or through student folders
   - Hosting awareness activities at school
   - Providing parents with information about higher education opportunities for all students through open communication with the counseling office.

E. Splendora ISD will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative

formats upon request, and to the extent practicable, in a language the parents can understand:

- The district will continue to encourage campuses with bilingual programs to provide newsletters and other parent notifications in at least English and Spanish.
- When requested, information will be available through social media (Facebook, Twitter, and Instagram), the SISD website, and hard copies.
- Information may be sent through the SISD notification system.

Part III. ADOPTION

This District Parent and Family Engagement Plan has been developed jointly with and agreed on with parents of children participating in Title I, Part A programs, as evidenced by the District Education Improvement Council (DEIC) designee's signature below.

This plan was adopted by the Splendora ISD District Educational Improvement Council on November 12, 2025.

Splendora ISD will post this plan on the District website under Required Postings.

Part IV. PLAN FEEDBACK

Persons wishing to provide comments or feedback regarding the District Parent and Family Engagement Plan should contact the SISD Communications Department at 281-689-4358 or lfoster@splendoraisd.org.

Splendora Independent School District

Coleman 6th Grade Campus

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
November 06, 2026 at 01:20 PM

Mission Statement

Cultivating Exceptional People

Vision

Connected by Purpose. Driven by Excellence.

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Priority Problem Statements

	Barrier	Root Cause
1 ★	Lack of community and family involvement and support.	Not enough opportunity for families to be involved in the school.
2 ★	Establishing clear instructional expectations that align with the TEKS, SIF (Splendora Instructional Framework), and support student learning.	Year two of establishing a new campus, and ensuring alignment of instructional practices.
3 ★	Lack of devices that support the updated software.	Devices are outdated and do not run effectively for certain apps, programs, and tests.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Federal Report Card and accountability data**
- [x] **Community Based Accountability System (CBAS)**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **Grades that measure student performance based on the TEKS**
- [x] **Intervention data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Foster Care data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Study of best practices and high yield strategies**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Pillars

Pillar 1

Student Outcomes: Learning, Progress, Readiness, Engagement, and Well-Rounded

Pillar Function:
Student Learning and Progress: Ensure academic success for all students. We align learning to the students' needs.

Student Readiness: Ensure students are well prepared for their next level of education and, most notably for post-secondary success, including career readiness, college readiness and military readiness. We promote and model lifelong learning and teach students to focus on their future, as well as teach students to take ownership and be accountable for their learning.

Engaged and Well-Rounded Students: Engage students in a way that contributes to their overall development and future well-being. We facilitate, promote, and value the interests of our students, and consistently engage students in quality learning experiences that challenge and inspire them.

Key Question 1

To what degree are all students demonstrating growth?

System Response: We will be a district that ensures all students demonstrate continuous growth through purposeful learning experiences, high expectations, and targeted supports.

Indicators: Campus Data Student Growth Trackers, Teacher Incentive Allotment (TIA), Instructional Framework Walkthroughs

Initial Status: Maintain

System Response (Goal) 1

To increase active student engagement, by the end of the school year, teachers will intentionally incorporate structured student conversations and structured writing opportunities aligned to the lesson objective in at least 80% of observed lessons, as evidenced by walkthrough data, lesson plans, and student work. Student participation in academic discourse and written responses will demonstrate increased opportunities for students to process, discuss, and demonstrate their understanding of content.

Evidence of Success: Lesson plans and internalization, walkthrough data, TIA, student growth trackers

Staff Responsible: All staff including teachers, paraprofessionals, and administrators

Barriers: School Processes & Programs 1

Formative Reviews

October	January	March	June

Strategy 1

Teachers will intentionally incorporate structured conversations and structured writing opportunities in their lesson design.

Intended Audience: Students

Provider / Presenter / Person Responsible: Teachers

Date(s) / Timeframe: Weekly

Collaborating Departments: Teaching and Learning Department

Delivery Method: Lesson plans and direct teaching, classroom walkthroughs

Staff Responsible: All teachers

Action Steps: Monitor lesson plans and conduct regular classroom observations to support teachers

Key Question 1 Barriers Identifying School Processes & Programs

	Barrier	Root Cause
1	Establishing clear instructional expectations that align with the TEKS, SIF (Splendora Instructional Framework), and support student learning.	Year two of establishing a new campus, and ensuring alignment of instructional practices.

Key Question 2

To what degree are we using the data to impact instructions for all students?

System Response: We will be a district that uses meaningful data to drive instruction, inform decisions, and improve outcome for every student.

Indicators: PLC agendas, Data Walls, Building intentional small groups with data, MTSS groups, SIF-Checks for Understanding (in classroom), SISD Walkthrough Form, Student Data Trackers

Initial Status: Maintain

System Response (Goal) 1

By the end of the school year, 100% of teachers will document and monitor student growth after every assessment and use the data to adjust instruction and establish measurable learning goals. Students will engage in ongoing data tracking and reflection to monitor their progress and take ownership of their learning.

Evidence of Success: Evidence of student goal tracking and teacher goal setting

Staff Responsible: All teachers and administrators

Barriers: School Processes & Programs 1

Formative Reviews

October	January	March	June

Strategy 1

Teachers and students will regularly analyze formative and summative assessment data to set measurable learning goals, monitor progress, and adjust instruction as needed. Students will engage in ongoing data tracking and reflection practices to take ownership of their learning and growth throughout the year.

Intended Audience: Students

Provider / Presenter / Person Responsible: Teacher

Date(s) / Timeframe: Every assessment (MAP, SBAs, and Benchmarks)

Collaborating Departments: T&L

Delivery Method: Direct support with goal setting in class

Staff Responsible: Teachers

Action Steps: Monitor goal setting in PLC, PLC agendas

Key Question 2 Barriers Identifying School Processes & Programs

	Barrier	Root Cause
1	Establishing clear instructional expectations that align with the TEKS, SIF (Splendora Instructional Framework), and support student learning.	Year two of establishing a new campus, and ensuring alignment of instructional practices.

Key Question 3

To what degree are we preparing students for life readiness?

System Response: We will be a district that equips every student with the knowledge, skills, and character to be life-ready - prepared for success in college, career, or military service.

Indicators: Transcripts, CCMR tracking, Agenda of district events spotlighting students' successes, Graduation

System Response (Goal) 1

Students will maintain digital portfolios to document, reflect on, and showcase their learning and growth throughout the year. Through the implementation of CAT (College, Career, and Technology Readiness) practices, students will develop future-ready skills, including digital literacy, self-management, problem-solving, and responsible technology use. Teachers will leverage the LMS (Schoology) and other instructional platforms to support personalized learning (interventions and enrichement) and increase student engagement.

Evidence of Success: Evidence of student portfolios

Staff Responsible: Career and Technology Teachers

Barriers: Student Learning 1

Formative Reviews

October	January	March	June

Strategy 1

Teachers will actively plan digital lessons each week that intentionally address digital literacy and responsible use of technology.

Intended Audience: Students

Provider / Presenter / Person Responsible: Career teachers

Date(s) / Timeframe: Weekly

Collaborating Departments: CTE department, Media specialist

Delivery Method: Direct instruction for students in class

Staff Responsible: Career teachers

Action Steps: Admin will actively support career teachers with lesson design and the new LMS platform

Key Question 3 Barriers Identifying Student Learning

	Barrier	Root Cause
1	Lack of devices that support the updated software.	Devices are outdated and do not run effectively for certain apps, programs, and tests.

Key Question 4

To what degree do students exhibit ownership of learning through initiative, adaptability, critical thinking, and self-motivation?

System Response: We will be a district that cultivates learners who consistently take ownership of their learning, as evidenced by their portfolios.

Indicators: Student data trackers, Student portfolios, Student goal-setting

Key Question 5

To what degree do our students engage in learning experiences that prepare them to be productive citizens?

System Response: We will be a district that provides meaningful learning experiences empowering every student to become a productive, responsible, and engaged citizen.

Indicators: Voter registration, CCMR data, Student portfolio

Pillar 2

Community Engagement and Partnerships

Pillar Function:
Ensure that local citizens are a meaningful, integral part of CBAS and can and will support their local public schools. We teach students to be productive citizens in their future communities.

Key Question 1

To what degree does our community have meaningful opportunities to partner with the school district?

System Response: We will be a district that provides its community with multiple meaningful opportunities to partner with the district through advisory groups, volunteer programs, campus events, and collaborative initiatives that invite stake holder input and involvement. While participation continues to grow, we remain committed to expanding and strengthening these partnerships so that all citizens feel informed, engaged, and valued as contributors to the district's success.

Indicators: Increased participation in initiatives, Cross-promotion between partnerships, Greater lead time to garner participation

Initial Status: Maintain

System Response (Goal) 1

By May 2027, Coleman 6th Grade Campus will increase meaningful opportunities for families and community members to partner with the school by implementing at least four new family/ community engagement opportunities throughout the school year, including volunteer opportunities, campus events, and opportunities for stakeholder input. The campus will increase family and community participation as measured through volunteer sign-ins, event participation records, and stakeholder feedback.

Through consistent outreach, clear communication, and intentionally designed opportunities for involvement, Coleman will strengthen relationships with families and community partners so that stakeholders feel informed, engaged, valued, and connected to student success.

Evidence of Success: Evidence of events such as Campus Tours, Parent Back to School Meetings, Open House, Volunteer Meetings, Dudes & Divas at the door, sign-in sheets for all events

Staff Responsible: Principals and the Counselor (Supporting the volunteer organization)

Formative Reviews

October	January	March	June

Strategy 1

Include at least one parent engagement opportunity in 80% of weekly Sunday newsletters, highlighting upcoming campus events and volunteer opportunities, with the goal of increasing parent participation in campus activities throughout the school year.

Intended Audience: Families

Provider / Presenter / Person Responsible: Principal

Date(s) / Timeframe: Weekly

Collaborating Departments: Entire staff

Delivery Method: Sunday Newsletters and daily announcements

Staff Responsible: Principal and teachers

Action Steps: Send weekly newsletters and continue to plan events for families

Key Question 2

To what degree are opportunities to engage and collaborate with the district accessible and inclusive of all members and groups within our community?

System Response: We will be a district and provides a range of opportunities for engagement and collaboration that are accessible and inclusive for all community members. We strive to remove barriers by offering multiple formats, times and locations for participation, as well as clear communication in languages that reflect our community. While we have strong participation across many groups we remain committed to expanding outreach so every voice feels welcomed, represented, and included in district decisions an initiatives.

Indicators: Evidence and evaluation of intentional outreach, Assuring all communication platforms are translatable, Welcoming environment when families arrive to events.

Key Question 3

To what degree are the students in our building involved in our community through partnerships, events, and volunteer work?

System Response: We will be a district whose students are actively involved in the community through a variety of partnerships, events, and service opportunities. Many participate in volunteer projects, campus community collaborations, and local events that build leadership and strengthen civic engagement. While student involvement is strong, we continue to seek additional ways to connect all students with meaningful community experiences that support their growth as productive and responsible citizens.

Indicators: Increased student-led involvement in blood drives, food drives, etc., Provide opportunities to help our elderly in the community, Involve students at the Houston Dream Center, Expanded menu of community partnerships, Increased student-led presentations at the district level

Pillar 3

Professional Learning and Quality Staff

Pillar Function:
Ensure that every student has quality teachers and adults in the schools who care about students, their learning, and their well-being. Training is aligned with the mission and vision of the district, and every staff member is committed to SISD values, principles and culture.

Key Question 1

To what degree are we attracting and retaining high-quality staff?

System Response: We will be a district with an 84% yearly retention rate in all job classifications.

Indicators: Retention Rate for the district, Staff with upward movement; building capacity within the district

Key Question 2

To what degree are we offering high-quality professional learning that meets the needs of our staff and aligns with our district priorities?

System Response: We will be a district with a 90% satisfaction rate for professional development. PD scoring under 70% percent will be reviewed for effectiveness.

Indicators: Survey results, Implementation of district resources using walkthrough data and RBIS

Key Question 3

To what degree is every staff member committed to SISD values, principles, and culture?

System Response: We will be a district in which 100% of staff members commit to the values, principles, and culture of SISD each year.

Indicators: Walkthrough and survey data showing evidence of SISD values, principles, and culture, Community survey data and feedback

Pillar 4

Fiscal and Operational System

Pillar Function:
Ensure the district is using its resources to further its mission to educate the students it is assigned to serve. Our system attracts effective applicants and our resource allocations reflect goals and objectives of the district.

Key Question 1

To what degree are our fiscal and operational systems focused on maximizing student learning and growth opportunities?

System Response: We will be a district that aligns resources to maximize student outcomes.

Indicators: Meeting minutes, development of a resource allocation model, FMX work order data/reports, Prepare comprehensive long-range plan

Initial Status: Maintain

Key Question 2

To what degree are all staff aware of and financial decisions tied to the mission/vision/goals of the district and aligned with the strategic plan?

System Response:
We will be a district where all staff understand how financial decisions are connected to the district's mission, vision, and goals, and budgetary priorities and expenditures are clearly algined wiht the strategic plan, resulting in transparent decision-making and increased staff ownership of resource allocation in support of student success.

Indicators: Tie requisitions to strategic plans, Training provided for budget managers

Key Question 3

To what degree does the district provide transparency regarding identified needs and the allocation of available resources?

System Response: We will be a district that will establish and maintain transparent communication processes that clearly identify district needs and demonstrate how available resources are allocated to address those needs, as evidenced by regular public reports, stakeholder updates, and data-informed budget presentations aligned with the strategic plan.

Indicators: Recognition of budgetary stewardship: Texas Comptroller Leadership Circle, TASBO Excellence in Financial Reporting, GFOA ACFR, TASBO Purchasing Award of Merit

Pillar 5

Safety and Well-Being

Pillar Function:
Ensure students are educated in an optimal environment that is safe, secure and conducive to learning. This includes both physical safety as well as the social emotional needs of each student. Our learning spaces are designed around the needs of the students, and a student's whole health is a part of our culture. We support and promote a culture of respect.

Key Question 1

To what degree do students feel safe in our schools?

System Response: We will be a district that ensures students are educated in an optimal environment that is safe, secure and conducive to learning.

Indicators: Campuses will meet safety expectations including door checks, visitor protocols, SRP aligned drills, visibility of SISD police officers, Centegix implementation; Counselors will facilitate training about bullying trusted adult, social emotional lessons, and conduct campus wide surveys to educate and build awareness; The SISD maintenance and custodial departments will work to ensure our campuses meet safety standards.

Initial Status: Maintain

System Response (Goal) 1

The campus will establish a system that promotes consistent student attendance by fostering a safe, supportive, and inclusive school environment where students and staff feel valued and connected. By the end of the school year, the campus will maintain an average daily attendance rate of 96% or higher and show improvement on school climate survey indicators related to safety and belonging (ex: Students will report that they have a trusted adult on campus and that they feel safe at school).

Evidence of Success: Attendance Data

Staff Responsible: Administrators for tracking the data, all staff for promoting regular attendance, and designing engaging lessons

Formative Reviews

October	January	March	June

Strategy 1

Detailed attendance incentive plans are attached. This includes weekly dress-up days if students meet their attendance goal and surprise monthly incentive days, such as water ballooning and pieing staff members.

Intended Audience: Students

Provider / Presenter / Person Responsible: All staff

Date(s) / Timeframe: All year long, starting week 1

Collaborating Departments: All

Delivery Method: Announcements and newsletters

Staff Responsible: All staff

Action Steps: Regular follow-through and schedule events

Key Question 2

To what degree are staff, students, and parents trained and competent in the safety protocol and response processes?

System Response: We will be a district that consistently prepares for and practices all required safety drills, while maintaining clear and effective communication with parents, students, and staff to ensure accurate, timely, and efficient reporting.

Indicators: Each campus meets SRP drill protocols and accurately practices, tracks and documents drill efficiency. All staff members are trained in the Centegix process; Parents stay abreast of safety concerns via the SISD Communications department

Key Question 3

To what degree are students experiencing positive relationships (peers and adults) during the day?

System Response: We will be a district that establishes processes and procedures that create meaningful opportunities for students to build positive relationships with both peers and adults.

Indicators: SIS effectively promotes and supports district-wide initiatives such as Capturing Kids' Hearts, CHAMPS, and the BRIDGE Mentor Program, community-wide events, and Trusted Adult efforts, while also providing a wide range of resources to support our families that include community-wide events throughout the school year.

System Response (Goal) 1

By May 2027, Coleman 6th Grade students will participate in at least one structured lesson each month focused on emotional well-being, social awareness, character development, cultural responsiveness, and/or guidance. These lessons will be reinforced through campus-wide Words of the Month, student-led conversations, and activities that promote positive relationships, empathy, responsible decision-making, and respect for others.

Evidence of Success: Student and parent survey data will demonstrate an increase in students who report feeling safe, supported and have a trusted adult on campus.

Staff Responsible: Counselor: guidance lessons.
All staff on campus.

Formative Reviews

October	January	March	June

Strategy 1

Students will engage in goal-setting and reflection opportunities in collaboration with counselors and campus staff, including the use of SMART goals to support both personal and academic growth. Through ongoing monitoring, self-reflection, and meaningful participation in school initiatives, students will develop a sense of ownership, investment, and belonging within the school community, contributing to a culture of safety, engagement, and continuous growth.

Intended Audience: Students

Provider / Presenter / Person Responsible: Counselor and leadership team for goal setting

Date(s) / Timeframe: Starting mid-September

Collaborating Departments: All staff

Delivery Method: Direct- one on one goal setting conversations with students

Staff Responsible: Counselor and leadership team for goal setting

Action Steps: Calendar invites and assign students by alpha to the leadership team for goal setting

Plan Notes

Plan Notes

Coleman 6th Grade Campus has been identified as Targeted Support and Improvement. This is C6C's Local Improvement Plan.

Splendora Independent School District

Greenleaf Elementary School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
November 06, 2026 at 09:38 AM

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

Demographics

Summary

Greenleaf Elementary is a Title I elementary campus in Splendora ISD serving a diverse and changing student population. According to the most recent 2025–26 Texas Performance Reporting System data, Greenleaf serves approximately 658 students in grades PK–5, with a nearly even gender distribution of 50% female and 50% male.

Student Demographics and Special Populations

Greenleaf's student population is 50.0% Hispanic, 38.9% White, 7.8% African American, 1.5% Pacific Islander, 1.1% two or more races, 0.5% American Indian, and 0.3% Asian. The campus serves a higher percentage of economically disadvantaged students than both the district and state. Approximately 69.0% of students are economically disadvantaged, compared with 60.0% districtwide and 59.9% statewide. Additionally, 48.0% of students are identified as at-risk, and 100% of students are served through the campus Title I program.

Greenleaf also serves significant special populations. 29.0% of students are Emergent Bilingual (EB), and 32.4% participate in Bilingual/ESL education. Approximately 18.8% receive special education services, compared with 18.1% districtwide and 16.7% statewide. Other student groups include 9.0% identified with dyslexia, 5.0% participating in Gifted and Talented education, 1.7% receiving Section 504 services, 3.5% identified as immigrant students, and 1.4% military-connected students.

Attendance, Mobility, and Discipline

Attendance continues to be an important area of focus. The 2024–25 attendance rate was 93.2%, compared with 92.5% for Splendora ISD and 93.9% statewide. The campus chronic absenteeism rate was 22.6%, meaning more than one in five students met the state's chronic absenteeism criteria. Attendance varied across student groups, including 91.6% for African American students, 93.6% for Hispanic students, 92.7% for White students, 92.2% for special education students, 92.6% for economically disadvantaged students, and 94.3% for Emergent Bilingual students.

Student mobility is another factor affecting the campus. The most recent reported mobility rate was 11.8%, representing 70 mobile students. Mobility among economically disadvantaged students was 13.0%, while 12.0% of EB students and 8.7% of special education students were mobile.

Disciplinary placements remain relatively low. The data identify 2 students, or 0.3%, with disciplinary placements during 2024–25, compared with 3.6% districtwide and 2.0% statewide.

Staff Profile

Greenleaf's staffing profile includes approximately 69.8 full-time-equivalent staff members, including 45.1 teachers, 6.1 professional support staff, 4.3 campus administrators, and 14.4 educational aides. The campus also has one full-time counselor. Educational aides account for approximately 20.6% of campus staff, reflecting the level of instructional and specialized support provided to students.

The campus student-to-teacher ratio is approximately 14.5 students per teacher, slightly lower than the district ratio of 15.2 and comparable to the state ratio of 14.8. Teachers average 7.2 years of professional experience, compared with 8.4 years districtwide and 11.6 years statewide. Approximately 58.4% of teachers have five or fewer years of experience, including 7.1% beginning teachers and 51.3% with one to five years of experience. At the same time, 26.5% have 11–20 years of experience. This staffing profile highlights the importance of continued professional learning, instructional coaching, mentoring, and intentional teacher retention efforts.

The teaching staff is 58.3% White, 35.2% Hispanic, 4.3% Asian, and 2.2% African American. Approximately 89.2% of teachers are female and 10.8% are male. In terms of educational attainment, 77.3% hold bachelor's degrees and 15.7% hold master's degrees.

Strengths

The demographic profile of Greenleaf Elementary reflects a campus serving an increasingly diverse population with significant academic and support needs. Particularly important considerations include the high percentage of economically disadvantaged students (69%), the substantial EB/Bilingual population, the 18.8% special education population, and the campus attendance and chronic absenteeism rates. The campus also has a relatively young teaching staff, creating an ongoing need for strong systems of coaching, professional development, collaboration, and retention.

Demographic Summary/Identified Need: Greenleaf Elementary serves a diverse student population with a growing level of economic need and substantial representation in special programs. Campus improvement efforts should prioritize consistent attendance, high-quality Tier 1 instruction, targeted intervention, supports for economically disadvantaged, Emergent Bilingual, and special education students, and intentional development and retention of teachers. These demographic factors should be considered when planning staffing, professional development, intervention services, family engagement, and resource allocation.

Barriers Identifying Demographics Needs

	Barrier	Root Cause
1 ★	High rates of economic disadvantage, chronic absenteeism, and students requiring specialized academic supports contribute to gaps in student achievement and limit consistent access to grade-level instruction.	Systems for attendance intervention, targeted academic support, progress monitoring, and differentiated Tier 1 instruction have not been implemented with consistent fidelity across all grade levels, resulting in uneven support for students with the greatest needs.
2 ★	Growth in language acquisition declined for the majority of grade levels. 68% of emergent bilingual students scored at the same proficiency level on TELPAS from 2025 to 2026, indicating that majority of our EB students are still showing limited annual progress in language development.	Instructional practices across content areas are not consistently embedded with structured academic language development. Language enrichment opportunities are not sustained with sufficient frequency at all grade levels. EB students need more consistent exposure to academic discourse, structured oral language practice, and integrated supports within Tier I instruction.

★ = Priority

Student Learning

Summary

Greenleaf Elementary's 2026 accountability data show academic improvement and student growth, while overall achievement remains an area of need. The campus earned an overall accountability score of 73, or a C rating. Greenleaf's strongest accountability domain was School Progress, with a scaled score of 74 (C). Within that domain, Academic Growth received a component score of 66 and a scaled score of 74 (C).

Student Achievement

Student Achievement remains the campus's greatest academic challenge. Greenleaf received a Student Achievement score of 69 (D), with a STAAR Performance component score of 40. This indicates that although students are demonstrating growth, too many students are not yet consistently reaching the expected levels of proficiency on the state assessment.

This distinction is important for campus planning: students are growing, but achievement has not yet reached the desired level. The campus must continue strengthening Tier 1 instruction while providing timely intervention and acceleration so that student growth translates into higher levels of STAAR performance.

Closing the Gaps

Greenleaf earned a Closing the Gaps scaled score of 71 (C), with a component score of 37. Closing the Gaps accounted for 30% of the campus's overall accountability rating. This indicates a continued need to closely monitor achievement and growth across student groups. Campus PLCs, intervention systems, and progress monitoring should intentionally disaggregate data for groups such as economically disadvantaged students, Emergent Bilingual students, and students receiving special education services so that gaps can be identified and addressed early.

Accountability Status

The 2026 TEA Accountability Rating Overall Summary identifies Greenleaf Elementary as a Comprehensive Support and Improvement (CSI) Progress School. This designation reinforces the need for a focused improvement plan that addresses student achievement while building upon the academic growth already occurring.

Strengths

School Progress and Academic Growth

School Progress is a relative strength for Greenleaf. The campus earned a 74 (C) in School Progress, compared with a 69 (D) in Student Achievement. Academic Growth was the measure used for the School Progress domain because it produced the stronger result compared with Relative Performance. Relative Performance, which considers campus achievement in relation to the percentage of economically disadvantaged students, received a 69 (D); the report identifies 69.2% of students as economically disadvantaged for this calculation.

These results suggest that campus improvement efforts should not focus solely on whether students make growth. The next step is to ensure that students make enough growth to reach or exceed grade-level standards, particularly students who begin the year below grade level.

Overall Student Achievement Finding

Greenleaf students are demonstrating academic growth; however, overall achievement remains below the desired level. The campus earned a C overall (73) and C in School Progress (74) but a D in Student Achievement (69).

Barriers Identifying Student Learning Needs

	Barrier	Root Cause
1 ★	Although students are demonstrating academic growth, a significant number of students are not yet reaching grade-level proficiency, resulting in a Student Achievement rating of 69 (D) despite stronger performance in School Progress at 74 (C)	Tier 1 instruction, intervention, and progress-monitoring practices have not been implemented with consistent rigor and fidelity across grade levels, resulting in students making progress without accelerating at the rate necessary to close learning gaps and reach grade-level standards.
2 ★	Growth in language acquisition declined for the majority of grade levels. 68% of emergent bilingual students scored at the same proficiency level on TELPAS from 2025 to 2026, indicating that majority of our EB students are still showing limited annual progress in language development.	Instructional practices across content areas are not consistently embedded with structured academic language development. Language enrichment opportunities are not sustained with sufficient frequency at all grade levels. EB students need more consistent exposure to academic discourse, structured oral language practice, and integrated supports within Tier I instruction.

★ = Priority

School Processes & Programs

Summary

Greenleaf Elementary has established instructional, collaborative, and student-support systems designed to improve student achievement and ensure students receive appropriate academic support. These processes emphasize high-quality Tier 1 instruction, collaborative planning, data analysis, progress monitoring, and shared leadership.

Curriculum and Instruction

Greenleaf Elementary implements Bluebonnet Learning for Mathematics and Reading Language Arts. Bluebonnet Learning provides SBOE-approved instructional materials in English and Spanish for K–5 RLA and mathematics. The curriculum includes formative, unit/module, and other assessments that provide teachers with information about student mastery of grade-level standards. Bluebonnet Learning Portal

Teachers participate in Lesson Internalization Meetings every Wednesday to strengthen implementation of the curriculum. During these meetings, teachers examine upcoming lessons, standards, instructional expectations, student tasks, assessments, and anticipated student misconceptions. This process is intended to ensure teachers understand the rigor and purpose of lessons before delivering instruction.

Professional Learning and Collaborative Planning

The campus uses several structures to provide ongoing, job-embedded professional development and collaboration. Grades 2–5 participate in weekly PLCs, where teachers collaborate around curriculum, student performance, instructional practices, and student needs. Dual Language PLCs are held biweekly to provide focused collaboration around instruction and the needs of students participating in the Dual Language program.

Rather than relying only on stand-alone professional development, these structures allow professional learning to occur continuously through lesson internalization, data analysis, collaborative planning, and reflection on classroom practice.

Instructional Leadership and Decision-Making

Greenleaf has established an Instructional Leadership Team (ILT) composed of 12 teachers. The team supports shared leadership and assists the campus in identifying and responding to instructional problems of practice.

The ILT uses evidence gathered through district walkthrough forms and TEA Bluebonnet Learning rubrics to examine curriculum implementation and instructional practices. Walkthrough data provide an additional source of information for determining campus needs, identifying trends, and planning instructional support. This structure gives teachers an active role in the continuous-improvement process rather than placing instructional decision-making solely with campus administration.

Intervention and Progress Monitoring

The campus implements an MTSS process with weekly check-ins to review student progress. This structure provides opportunities to identify students who are not demonstrating expected progress, determine appropriate academic or behavioral supports, monitor the effectiveness of interventions, and adjust support based on student data.

Bluebonnet Learning also provides assessment opportunities that can support this process, including daily formative assessments and unit/module assessments. TEA specifically describes these assessments as tools for determining students' mastery of standards. Bluebonnet Learning Portal

Support for Emergent Bilingual and Special Education Students

Greenleaf collaborates with the district's Multilingual Department to monitor the progress of Emergent Bilingual students and provide support for their instructional needs. Biweekly Dual Language PLCs provide an additional structure for examining instruction and student progress.

The campus also engages in ongoing collaboration with the Special Education Department to address the needs of students

receiving special education services and promote access to grade-level curriculum and appropriate supports. Bluebonnet Learning provides Specially Designed Instruction resources specifically intended to help educators support students receiving special education services. Bluebonnet Learning Portal

Strengths

Overall Programs and Processes Finding

Greenleaf Elementary has multiple systems in place to support continuous improvement, including Bluebonnet Learning, weekly PLCs, biweekly Dual Language PLCs, weekly MTSS progress monitoring, Wednesday lesson internalization, collaboration with Multilingual and Special Education departments, and a 12-member teacher Instructional Leadership Team.

Barriers Identifying School Processes & Programs Needs

	Barrier	Root Cause
1 ★	Growth in language acquisition declined for the majority of grade levels. 68% of emergent bilingual students scored at the same proficiency level on TELPAS from 2025 to 2026, indicating that majority of our EB students are still showing limited annual progress in language development.	Instructional practices across content areas are not consistently embedded with structured academic language development. Language enrichment opportunities are not sustained with sufficient frequency at all grade levels. EB students need more consistent exposure to academic discourse, structured oral language practice, and integrated supports within Tier I instruction.

★ = Priority

Perceptions

Summary

Feedback from Greenleaf Elementary's staff, parent, and student engagement surveys provides a comprehensive picture of campus culture, communication, relationships, leadership, safety, and stakeholder engagement. Collectively, the surveys indicate that Greenleaf has a strong foundation of caring relationships and safety, while identifying opportunities to strengthen communication, stakeholder voice, consistency, and school culture.

Culture, Climate, and Relationships

Relationships are a significant strength across all three stakeholder groups. Approximately 95% of parents reported that their child feels safe at school, 94% indicated their child has a trusted adult on campus, and 92–93% agreed that teachers have high expectations for their child. Parents also described Greenleaf as welcoming, energetic, friendly, safe, and family-like.

Students expressed similar positive perceptions of their relationships with adults. Approximately 94% reported being treated with courtesy and respect by teachers, 88% indicated their teacher cares about them, and 84% reported having a trusted adult they can go to when needed. Students' written feedback frequently described teachers as kind, helpful, caring, and supportive.

Staff feedback also identifies teamwork and a family-like culture as strengths. Staff comments emphasized collaboration, supportive coworkers, veteran teachers, and colleagues helping one another. Special Education collaboration was specifically identified as a strength, with staff recognizing communication, problem-solving, and collaboration among specialized staff.

Communication and Parent Engagement

Parent perceptions of communication are generally positive but indicate room for improvement. Approximately 79% of parents agreed that the school responds to calls, messages, or emails within 24 hours, while approximately 80% responded positively regarding communication through ParentSquare, email, newsletters, and social media.

Open-ended responses provide additional context. Parents reported that the volume of ParentSquare communication can become overwhelming, important information may become buried, and event information is sometimes provided late or without sufficient detail. Some families requested additional methods of communication, including paper notices.

Parents also requested additional volunteer opportunities, along with improvements related to event parking, Spanish-speaking support, transportation-change procedures, and cultural representation. The provided surveys do not include specific participation counts for volunteers, parent events, or community partnerships, so conclusions about actual participation levels should not be made from these documents alone.

Staff Engagement, Voice, and Leadership

Staff feedback identifies stakeholder voice and leadership communication as important opportunities for improvement. Only approximately 24% of staff reported having "a great deal" or "a lot" of input when important decisions are made.

Open-ended staff responses reinforce this finding. Staff requested clearer and more timely communication, greater teacher input in decision-making, increased shared leadership, and greater trust and autonomy. Comments also identified concerns related to morale, fairness, trust, and staff members' ability to voice concerns.

At the same time, staff identified positive support from some campus administrators, approachable coaching support, strong coworker relationships, and collaboration within Special Education as campus strengths.

Student Voice, Behavior, and Belonging

Student feedback indicates strong relationships with adults but a less positive perception of peer-to-peer relationships. Only approximately 44% of students agreed that students at school treat one another with respect, making this the lowest-rated item on the student survey. In addition, approximately 38% of surveyed students reported that they had experienced bullying during the school year.

Student voice is another opportunity for growth. Approximately 59% of students agreed that they have opportunities to share their opinions about decisions that affect the school. Students expressed interest in additional clubs and extracurricular opportunities

and requested more hands-on learning, group projects, science experiences, creative activities, recess/breaks, and opportunities for student choice.

Systems and Consistency

The staff survey demonstrates that Greenleaf is capable of implementing campuswide systems consistently. 100% of responding staff reported implementing CHAMPS daily, and approximately 97% agreed that the new phone policy was being implemented consistently across classrooms and common areas. Staff also largely believed that the cellphone policy reduced distractions.

However, staff identified behavior and discipline consistency as an area needing additional attention, including requests for clearer behavior/consequence processes, consistent expectations, MTSS behavioral supports, and administrative support. This aligns with student and parent feedback identifying peer behavior and bullying as concerns. Parents reported wanting stronger follow-through when bullying or behavior concerns are reported.

Strengths

Overall, Greenleaf Elementary demonstrates important organizational strengths in student safety, adult-student relationships, teacher collaboration, high expectations, and implementation of established campus systems. Parents generally view the campus as safe and welcoming, students report strong relationships with their teachers, and staff identify collaboration among colleagues as a significant strength.

The surveys also reveal several consistent opportunities for improvement across stakeholder groups. Communication clarity and consistency, meaningful staff and student voice, peer-to-peer respect, behavior/bullying response, and stakeholder engagement should remain priorities. Staff feedback particularly indicates a need to strengthen trust, shared decision-making, communication, and morale, while student feedback demonstrates a need to strengthen peer culture and opportunities for student voice.

Student Outcomes

Summary

At Greenleaf Elementary, our mission to cultivate exceptional people is anchored in our belief that every student can grow—academically, socially, and emotionally. Under Pillar 1: Student Outcomes, we reflect on three critical questions:

1. To what degree are all students demonstrating growth?

2. To what degree are we using data to impact instruction for all students?

3. To what degree do students exhibit ownership of learning through initiative, adaptability, critical thinking, and self-motivation?

These questions guide how we assess success, support staff, and make decisions that prioritize students' needs and potential.

How We Determined Our Focus for 2026-2027

To establish clear priorities for the upcoming year, we used a collaborative, data-informed process that included:

1. Observations and Conversations

- Weekly PLCs and coaching cycles revealed that many teachers were using whole-group instruction, even when student data showed wide variation in readiness.
- Walkthrough data indicated inconsistent use of higher-order questioning and depth of knowledge (DOK) alignment in lesson delivery.
- Teachers expressed a need for more support using data to personalize instruction—particularly during Tier I core instruction and small-group time.

2. Quantitative Student Data

- STAAR 2026 results showed low percentages of students reaching Meets (38% Reading, 42% Math) and Masters (12% Reading, 13% Math).
- *STAAR 2025 results showed low percentages of students reaching Meets (28% Reading, 32% Math) and Masters (12% Reading, 13% Math).*

2026 Overall STAAR Percentages for Approaches, Meets, and Masters by Subject:
Reading- 64% Approaches, 38% Meets, 12% Masters
Math- 65% Approaches, 42% Meets, 13% Masters
Science- 53% Approaches, 13% Meets, 7% Masters

2025 Overall STAAR Percentages for Approaches, Meets, and Masters by Subject:
Reading- 67% Approaches, 28% Meets, 12% Masters

Math- 66% Approaches, 32% Meets, 13% Masters

Science- 65% Approaches, 23% Meets, 7% Masters

2026 STAAR Percentages for Approaches, Meets, and Masters by Grade and Subject:

3rd Reading - 55% Approaches, 37% Meets, 13% Masters

4th Reading - 65% Approaches, 36% Meets, 6% Masters

5th Reading - 70% Approaches, 41% Meets, 20% Masters

3rd Math - 49% Approaches, 27% Meets, 6% Masters

4th Math - 72% Approaches, 55% Meets, 18% Masters

5th Math - 74% Approaches, 44% Meets, 15% Masters

5th Science - 66% Approaches, 27% Meets, 12% Masters

- MAP Growth data highlighted strengths in Grades 3 through Grade 5th grades in Math.

2026 NWEA Math MAP Data - Student Growth Projection Percentages:

Achievement Spring 2025-2026 Median and Distribution

Grade	Well Below	Below	On Level	Above Level	High
K	14%	15%	29%	25%	17%
1	8%	11%	17%	34%	30%
2	17%	12%	24%	27%	20%
3	14%	22%	21%	26%	17%
4	7%	17%	14%	33%	29%
5	16%	10%	16%	22%	36%
6	35%	25%	20%	11%	9%

2026 NWEA Reading MAP Data - Student Growth Projection Percentages:

Achievement Spring 2025-2026 Median and Distribution

Grade	Well Below	Below	On Level	Above Level	High
K	22%	26%	20%	20%	12%
1	11%	27%	22%	25%	15%
2	24%	18%	18%	21%	19%
3	32%	20%	18%	19%	11%
4	21%	20%	24%	22%	13%
5	21%	22%	23%	25%	9%

- We saw a decrease in momentum in language acquisition for our emergent bilingual (EB) students between 2025 and 2026. TELPAS Progress Data is as follows:

2025 to 2026 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

2024 to 2025 TELPAS Yearly Progress Indicator:

1st Grade: 68% scored Same Level, 21% scored 1 Level Higher, 5% scored 2 Levels Higher

2ndGrade: 68% scored Same Level, 21% scored 1 Level Higher

3rd Grade: 19% scored Same Level, 65% scored 1 Level Higher, 11% scored 2 Levels Higher

4th Grade: 54% scored Same Level, 29% scored 1 Level Higher, 7% scored 2 Levels Higher

5th Grade: 48% scored Same Level, 45 % scored 1 Level Higher

3. Stakeholder Input

- Teachers voiced the need for tools and time to analyze student data more effectively and tailor instruction in real-time.
- Families expressed a desire for clearer communication about student progress and additional support for students striving to reach higher performance levels.
- Students shared that they feel motivated when they understand their goals and can see their growth.

4. Research-Aligned Practices

- Research affirms that student-centered data use, product-focused learning, and explicit goal setting are among the most effective practices to support growth and academic achievement.
- As a campus, we are aligning professional learning and systems to ensure teachers are equipped to implement those practices consistently.

Our Status and Next Steps

We identified our current status for both key questions as needing **major change** based on:

- Gaps in Meets and Masters performance on STAAR.
- Inconsistent use of data to drive daily instructional decisions.
- Disparities in progress among student groups, especially emergent bilinguals.

For 2026–2027, we are focusing our efforts on:

- Building teacher capacity in small-group, data-driven instruction.
- Designing and implementing experiences that continue to help every student grow.
- Embedding student ownership of learning through data tracking, goal setting, and reflective conferences.

This work aligns directly with our district's CBAS priorities and our vision: ***Connected by Purpose. Driven by Excellence.***

Strengths

At Greenleaf Elementary, our team is committed to ensuring all students demonstrate meaningful growth, and we have several key strengths that provide a solid foundation for continuous improvement. Based on our review of data, staff capacity, and stakeholder feedback, we believe we already have strong systems in place for Key Question 2 in this pillar:

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

Evidence That We Have the Right Systems in Place

1. Established PLC Structure Focused on Data Use

    - Our Professional Learning Communities meet weekly and consistently analyze student performance from assessments, MAP reports, and classroom tasks.

- Teachers are grouping students intentionally for small group instruction based on formative data and MAP projected proficiency, which is reflected in walkthrough data and coaching observations.
- Our PLCs follow a structured agenda that supports alignment between standards, student data, and instructional planning.

2. Use of NWEA MAP Data for Student Growth Tracking

- Students in Grades K-5 conference with teachers around MAP projected growth goals, and teachers use those results to inform differentiated instruction.
- Our leadership team has supported staff in interpreting MAP quadrant data to identify students who are high-achieving but under-growing, and those needing urgent intervention.

3. Teacher Capacity for Small Group Instruction

- Teachers have received ongoing professional learning in data-driven small group instruction through coaching cycles.
- Evidence from classroom observations shows increasing teacher proficiency in adjusting groupings and instructional targets based on student needs.

Our current capacity allows us to confidently say that we are using data effectively to create personalized learning opportunities for all students, and this work continues to serve as a model of best practice within our campus.

Barriers Identifying Student Outcomes Needs

	Barrier	Root Cause
1 ★	Growth in language acquisition declined for the majority of grade levels. 68% of emergent bilingual students scored at the same proficiency level on TELPAS from 2025 to 2026, indicating that majority of our EB students are still showing limited annual progress in language development.	Instructional practices across content areas are not consistently embedded with structured academic language development. Language enrichment opportunities are not sustained with sufficient frequency at all grade levels. EB students need more consistent exposure to academic discourse, structured oral language practice, and integrated supports within Tier I instruction.
2	Only 60% of students met their projected growth in Math and 68% met their projected growth in Reading on the Spring 2025 MAP assessments. This indicates that a substantial portion of students are not making expected academic progress in foundational areas across the school year.	Students lack ownership of their learning due to limited goal setting and understanding of MAP's purpose, while teachers are not consistently using MAP data to address individual learning gaps in instruction.

★ = Priority

Community Engagement

Summary

At Greenleaf Elementary, we believe meaningful partnerships with families begin with clear, consistent, and accessible communication. Our mission to “Cultivate Exceptional People” is not limited to students—it extends to families, staff, and the greater community. This pillar reflects our commitment to building right relationships, one of the core components of our district vision.

How We Determined the Focus for Improvement:

To understand how well we were meeting the expectations of Key Question 1: To what degree does our community have meaningful opportunities to partner with the school district?, we engaged in a comprehensive analysis of stakeholder experiences and feedback throughout the 2025–2026 school year:

- Greenleaf Elementary has established a strong foundation of safety, caring adult-student relationships, teamwork, and high expectations. However, stakeholder feedback indicates a need to strengthen consistent two-way communication, shared decision-making, staff and student voice, peer-to-peer respect, and behavior supports.
- Moving forward, the campus should intentionally create opportunities for stakeholders to provide input, communicate how feedback influences decisions, strengthen consistent behavior and bullying-response systems, and continue building a positive culture in which students, staff, and families feel valued and heard.

How We Know the Status of Our Campus Efforts:

We know we are in a Minor Change status for this key question because:

- Parent perceptions of communication are generally positive but indicate room for improvement. Approximately 79% of parents agreed that the school responds to calls, messages, or emails within 24 hours, while approximately 80% responded positively regarding communication through ParentSquare, email, newsletters, and social media

These insights helped us identify a clear barrier and root cause and shaped our 2026–2027 goal: By the end of the 2026–2027 school year, Greenleaf Elementary will increase positive parent responses regarding timely and effective campus communication from approximately 79–80% to at least 90%, as measured by the annual parent survey.

To support this goal, the campus will establish consistent expectations for responding to parent communication, streamline communication through ParentSquare, newsletters, email, and social media, and regularly seek parent feedback regarding the clarity, timeliness, and effectiveness of campus communication.

We will monitor response expectations throughout the year, conduct brief parent pulse surveys each nine weeks, and review communication feedback with the campus leadership team to make adjustments before the annual survey.

We will continue to monitor our progress through:

- Ongoing review of Parent Square usage data.
- Parent surveys each semester.
- Feedback gathered at family engagement events.
- Teacher and office staff reflection during team and leadership meetings.

Strengths

At Greenleaf Elementary, our strength in community engagement is rooted in our intentional efforts to build strong, respectful

relationships with families and community partners. We are committed to ensuring that our families feel welcome, valued, and involved in their children's educational journey.

We have the systems and capacity in place to engage families and community members meaningfully. As a result, no major change is needed for this key question at this time.

Evidence of Strengths and Capacity:

- Regular Family Events: We host multiple family engagement events each semester, including literacy nights, math nights, house celebrations, award assemblies, and parent training sessions. These events consistently draw large attendance and positive feedback from families.
- Community Partnerships: We have established partnerships with local organizations and businesses that contribute to campus events, student job programs, and staff appreciation efforts.
- Two-Way Communication Channels: Families have access to multiple ways to interact with the school, including Parent Square, phone calls, in-person meetings, and classroom apps.
- Greenleaf Elementary has established a strong foundation of safety, caring adult-student relationships, teamwork, and high expectations. However, stakeholder feedback indicates a need to strengthen consistent two-way communication, shared decision-making, staff and student voice, peer-to-peer respect, and behavior supports. Moving forward, the campus should intentionally create opportunities for stakeholders to provide input, communicate how feedback influences decisions, strengthen consistent behavior and bullying-response systems, and continue building a positive culture in which students, staff, and families feel valued and heard.

Barriers Identifying Community Engagement Needs

	Barrier	Root Cause
1	Parent communication is not consistently timely, clear, or easily accessible across all communication platforms, resulting in some families missing important information or not receiving responses within the expected time frame.	The campus does not have a consistently implemented, campus wide communication system that establishes clear expectations for response times, communication methods, message frequency, and follow-up, resulting in variation in how and when families receive information.

★ = Priority

Professional Learning and High Quality Staff

Summary

At Greenleaf Elementary, we recognize that recruiting and retaining high-quality staff is critical to student success and directly aligned to the district's strategic vision of having the right people in the right roles. We closely examined our staffing data, stakeholder feedback, and internal processes to determine the current status and focus areas for improvement under this pillar.

How We Evaluated Our Status:

During the 2025–2026 school year, Greenleaf had 72 total staff members—50 certified and 22 non-certified. At year's end:

- 8 staff members resigned, 1 retired (12.5% turn over)
- 2 staff members transferred to a different campus.
- 4 staff members were promoted (2 to administrative roles, 2 to certified teaching roles).

While our 88% retention rate is strong compared to national averages, the combination of turnover, promotions, and reassignment meant we had to fill over 20% of our staff positions for the upcoming year. This impacted momentum in our instructional programs and added challenges in sustaining our campus culture.

We gathered insights from:

- Exit interviews to understand reasons for staff departure
- Staff climate surveys to identify areas for growth related to support and development
- Mentor and new teacher feedback, highlighting where additional support or clarity is needed

Focus Area Selection:

Based on this analysis, we identified Key Question 1: To what degree are we attracting and retaining high-quality staff? as a priority. The volume of change revealed a need to improve our proactive planning for both recruitment and retention. We also found we needed stronger systems to support staff development pathways so that internal talent could be nurtured and retained more effectively.

Relationship to District Strategic Plan:

Our strategies are designed to mirror the district's priority of: By 2030, Splendora ISD will employ high- quality staff that reflects the community, feels valued and supported, and engages in continuous professional learning that drives student success.

By embedding this into our Campus Improvement Plan, we are building a sustainable model for staff success that honors individual goals while advancing our collective mission of ensuring everyone learns every day.

Strengths

At Greenleaf Elementary, we have several strong practices in place that align with the district's strategic plan to ensure we have the right people in the right roles, supported by meaningful professional development and strong internal relationships.

Strengths and Capacity in Place:

Key Question 2: To what degree are we offering high-quality professional learning that meets the needs of our staff and aligns with our district priorities?

Evidence of Capacity:

- Campus Coaching Systems: Our instructional coaches provide consistent, job-embedded support aligned with both teacher

needs and student data. Coaching logs and feedback cycles show improved teacher instructional moves and stronger alignment with district curriculum.

- Support for New Teachers: All new teachers are matched with a campus team lead.
- Support for First Year Teachers: All first-year teachers are provided with a mentor.
- Leadership Development: We have successfully supported the internal promotion of two non-certified staff to certified roles, and two certified staff into administrative-level positions this year—demonstrating our ability to grow talent from within.
- Targeted PD Opportunities: We offer regular PLCs, campus learning days, and differentiated PD aligned to campus and district priorities. Agendas, sign-in sheets, and session feedback reflect consistent participation and application.

Given these strong practices and positive feedback from staff, no major change is needed at this time for Key Question 2. Our focus will remain on refining and sustaining these efforts while leveraging them to support future recruitment and retention.

Barriers Identifying Professional Learning and High Quality Staff Needs

	Barrier	Root Cause
1	Although Greenleaf Elementary had an 88% retention rate in 2025-2026, 12% of staff members left due to resignation or retirement. An additional 3% of staff members transferred to a different campus, and 6% were promoted, which resulted in the need to fill 20% of staff roles. This level of staffing change presents challenges in sustaining consistent practices.	Campus systems for on boarding, professional learning, staff engagement, and succession planning have not been implemented with sufficient consistency to ensure continuity when staffing changes occur, resulting in variation in instructional and operational practices when new staff members enter campus roles.

★ = Priority

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. In evaluating our efforts under Pillar 5, we asked: Are students and staff physically and emotionally safe, and do they feel supported?

To answer this, we looked closely at discipline data, observations, stakeholder input, and trends in behavior. Across the 2025–2026 school year, we documented 382 total referrals, including:

- 50 incidents of horseplay
- 45 incidents of non-mutual altercations
- 32 physical fights
- 22 use of rude/profane language
- 35 insubordination referrals
- 1 threat
- 6 out-of-location referrals
- 11 disruptions to the educational process

While the majority of incidents were non-violent, the presence of threats, fights, and defiance-related referrals signaled a need to strengthen our Tier 1 behavior expectations and our systems for conflict resolution and emotional regulation.

Evidence and Stakeholder Voice

- Teacher feedback revealed concerns about the consistency of behavior expectations in upper grades
- Student conversations showed a need for clear rewards, peer connection opportunities, and support navigating social dynamics.
- Parent communication logs showed an increase in behavior-related calls tied to peer conflict or repeated noncompliance.
- Our campus referral data confirmed that while most students respond to early interventions, some students escalate without clear Tier 2 supports in place.

As we reflected, we found that while tools like LiveSchool and CHAMPS were in place, the implementation fidelity and follow-through needed strengthening.

Our Commitment

At Greenleaf Elementary, we are committed to cultivating a safe, inclusive, and emotionally supportive school culture where students and staff thrive. Moving forward, we will strengthen our approach to safety and well-being through the following key actions:

- Building a positive school culture rooted in Capturing Kids' Hearts (CKH) and our House System, creating a strong sense of connection, belonging, and shared responsibility among students and staff.
- Expanding SEL instruction by increasing the frequency and intentionality of social-emotional learning lessons, helping students develop the self-awareness, emotional regulation, and relationship skills they need to succeed.
- Providing continued professional development on classroom management strategies and self-regulation techniques,

equipping teachers with tools to proactively address behavior and support student growth.

- Strengthening our positive behavior systems and recognition aligned to CKH and House expectations, so students are regularly affirmed for meeting behavioral and academic goals.
- Embedding daily affirmations and meaningful encouragement into our routines to ensure every student and staff member feels valued, seen, and supported.

Together, these efforts reflect our belief that when students and staff feel emotionally safe and connected, they are better able to engage in learning, contribute positively to the school community, and reach their full potential.

Strengths

We have several systems and practices in place to support safety and well-being for students and staff. These established structures provide evidence that certain key questions under Pillar 5 do not require major changes at this time.

We have a solid foundation in place to support student well-being:

- Social-emotional learning (SEL) practices are embedded into our weekly routines through morning meetings, “Sharing Good Things,” and intentional use of Capturing Kids’ Hearts (CKH) tools such as Social Contracts and affirmations
- The House System promotes positive peer relationships and creates a schoolwide sense of belonging and community.
- Student surveys and conversations show that students feel connected to their teachers and peers, especially when SEL routines and relationship-building strategies are consistently used.

These systems are functioning effectively, and staff have the capacity and training to sustain and improve them. Continued focus on consistency and small refinements (e.g., expanding SEL frequency) will help us maintain this progress.

Barriers Identifying Safety & Well-Being Needs

	Barrier	Root Cause
1	A majority of office referrals involve Tier 1 Behaviors that can be managed at the classroom level.	Campus-wide Tier 1 behavior expectations are inconsistently reinforced. Staff need additional training and tools for managing escalating behaviors through proactive strategies, emotional regulation supports, and aligned consequences.

★ = Priority

Priority Problem Statements

	Barrier	Root Cause
1 ★	High rates of economic disadvantage, chronic absenteeism, and students requiring specialized academic supports contribute to gaps in student achievement and limit consistent access to grade-level instruction.	Systems for attendance intervention, targeted academic support, progress monitoring, and differentiated Tier 1 instruction have not been implemented with consistent fidelity across all grade levels, resulting in uneven support for students with the greatest needs.
2 ★	Growth in language acquisition declined for the majority of grade levels. 68% of emergent bilingual students scored at the same proficiency level on TELPAS from 2025 to 2026, indicating that majority of our EB students are still showing limited annual progress in language development.	Instructional practices across content areas are not consistently embedded with structured academic language development. Language enrichment opportunities are not sustained with sufficient frequency at all grade levels. EB students need more consistent exposure to academic discourse, structured oral language practice, and integrated supports within Tier I instruction.
3 ★	Although students are demonstrating academic growth, a significant number of students are not yet reaching grade-level proficiency, resulting in a Student Achievement rating of 69 (D) despite stronger performance in School Progress at 74 (C)	Tier 1 instruction, intervention, and progress-monitoring practices have not been implemented with consistent rigor and fidelity across grade levels, resulting in students making progress without accelerating at the rate necessary to close learning gaps and reach grade-level standards.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

- [x] **Other PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

☑ **Parent engagement rate**

Pillars

Pillar 1

Student Outcomes: Learning, Progress, Readiness, Engagement, and Well-Rounded

Pillar Function:
Student Learning and Progress: Ensure academic success for all students. We align learning to the students' needs.

Student Readiness: Ensure students are well prepared for their next level of education and, most notably for post-secondary success, including career readiness, college readiness and military readiness. We promote and model lifelong learning and teach students to focus on their future, as well as teach students to take ownership and be accountable for their learning.

Engaged and Well-Rounded Students: Engage students in a way that contributes to their overall development and future well-being. We facilitate, promote, and value the interests of our students, and consistently engage students in quality learning experiences that challenge and inspire them.

Key Question 1 ☑ HB3 Pillar

To what degree are all students demonstrating growth?

System Response: We will be a district that ensures all students demonstrate continuous growth through purposeful learning experiences, high expectations, and targeted supports.

Indicators: Campus Data Student Growth Trackers, Teacher Incentive Allotment (TIA), Instructional Framework Walkthroughs

Initial Status: Major Change

System Response (Goal) 1

Achieve equitable outcomes for all students.

Evidence of Success: Increase the percentage of students achieving Meets Grade Level performance on the STAAR Reading and Math assessments to 60% across all tested grade levels for the 2026-2027 school year.

Increase the percentage of students achieving Masters Grade Level performance on the STAAR Reading and Math assessments to 20% across all tested grade levels for the 2026-2027 school year.

85% of Emergent Bilingual Students at Greenleaf Elementary will show one or more gains in level of proficiency on TELPAS by the end of the 2026-2027 school year.

Staff Responsible: Campus administration, Instructional Coaches, Teachers, and Interventionists.

Barriers: Demographics 2 - Student Outcomes 1 - Student Learning 1, 2 - School Processes & Programs 1

Formative Reviews

On Track

October	January	March	June

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Expand use of small group instruction based on real-time formative data. Each teacher will implement targeted interventions aligned to assessment data including (NWEA Map, Unit Assessments, mCLASS, benchmark assessments).

Intended Audience: Teachers

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

Date(s) / Timeframe: Weekly

Delivery Method: PLC-driven planning and fidelity checks

TEA Priorities: Build a foundation of reading and math

Strategy 2 ☑ Targeted Support Strategy

Implement a weekly writing task in each content area that requires students to support their thinking and use academic language, with consistent feedback from the teacher.

Intended Audience: All students, Teachers from all content areas.

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

Date(s) / Timeframe: Weekly

Collaborating Departments: Teaching and Learning

Delivery Method: Structured Writing protocols embedded in lesson plans to include an example, a rubric and sentence stems.

Staff Responsible: Teachers

TEA Priorities: Build a foundation of reading and math

Strategy 3 ☑ Targeted Support Strategy

Implement Instructional Rounds where teachers will engage in peer walkthroughs and debriefs throughout the year.

Intended Audience: Teachers and Educational Aids providing support during Intervention

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

Date(s) / Timeframe: Quarterly Cycles

Collaborating Departments: Teaching and Learning

Delivery Method: Coaching Cycles and PLC Meetings

Staff Responsible: Campus Administration and Instructional Coaches

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

Strategy 4 ☑ Targeted Support Strategy

Implement consistent use of Summit K-12 to provide targeted listening, speaking, reading and writing practice that mirrors TELPAS expectation and supports individualized language development.

Intended Audience: Emergent Bilingual Students

Provider / Presenter / Person Responsible: Teachers, Instructional Coaches

Date(s) / Timeframe: Weekly

Collaborating Departments: Multilingual Department and Teaching and Learning

Delivery Method: small group instruction and tracked through program usage reports

Staff Responsible: Teachers, Instructional Coaches

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Key Question 1 Barriers Identifying Demographics

	Barrier	Root Cause
2	Growth in language acquisition declined for the majority of grade levels. 68% of emergent bilingual students scored at the same proficiency level on TELPAS from 2025 to 2026, indicating that majority of our EB students are still showing limited annual progress in language development.	Instructional practices across content areas are not consistently embedded with structured academic language development. Language enrichment opportunities are not sustained with sufficient frequency at all grade levels. EB students need more consistent exposure to academic discourse, structured oral language practice, and integrated supports within Tier I instruction.

Key Question 1 Barriers Identifying Student Outcomes

	Barrier	Root Cause
1	Growth in language acquisition declined for the majority of grade levels. 68% of emergent bilingual students scored at the same proficiency level on TELPAS from 2025 to 2026, indicating that majority of our EB students are still showing limited annual progress in language development.	Instructional practices across content areas are not consistently embedded with structured academic language development. Language enrichment opportunities are not sustained with sufficient frequency at all grade levels. EB students need more consistent exposure to academic discourse, structured oral language practice, and integrated supports within Tier I instruction.

Key Question 1 Barriers Identifying Student Learning

	Barrier	Root Cause
1	Although students are demonstrating academic growth, a significant number of students are not yet reaching grade-level proficiency, resulting in a Student Achievement rating of 69 (D) despite stronger performance in School Progress at 74 (C)	Tier 1 instruction, intervention, and progress-monitoring practices have not been implemented with consistent rigor and fidelity across grade levels, resulting in students making progress without accelerating at the rate necessary to close learning gaps and reach grade-level standards.
2	Growth in language acquisition declined for the majority of grade levels. 68% of emergent bilingual students scored at the same proficiency level on TELPAS from 2025 to 2026, indicating that majority of our EB students are still showing limited annual progress in language development.	Instructional practices across content areas are not consistently embedded with structured academic language development. Language enrichment opportunities are not sustained with sufficient frequency at all grade levels. EB students need more consistent exposure to academic discourse, structured oral language practice, and integrated supports within Tier I instruction.

Key Question 1 Barriers Identifying School Processes & Programs

	Barrier	Root Cause
1	Growth in language acquisition declined for the majority of grade levels. 68% of emergent bilingual students scored at the same proficiency level on TELPAS from 2025 to 2026, indicating that majority of our EB students are still showing limited annual progress in language development.	Instructional practices across content areas are not consistently embedded with structured academic language development. Language enrichment opportunities are not sustained with sufficient frequency at all grade levels. EB students need more consistent exposure to academic discourse, structured oral language practice, and integrated supports within Tier I instruction.

Key Question 2

To what degree are we using the data to impact instructions for all students?

System Response: We will be a district that uses meaningful data to drive instruction, inform decisions, and improve outcome for every student.

Indicators: PLC agendas, Data Walls, Building intentional small groups with data, MTSS groups, SIF-Checks for Understanding (in classroom), SISD Walkthrough Form, Student Data Trackers

Initial Status: Maintain

System Response (Goal) 1

Achieve equitable outcomes for all students.

Evidence of Success: 100% of students confer with a teacher to set academic growth goals.

Staff Responsible: Teachers lead student goal-setting conferences and adjust instruction based on data. Instructional Coaches provide training and monitor implementation of data-driven instruction. Campus Administrators ensure fidelity to the strategy during walkthroughs and Data Binder checks.

Barriers: Student Learning 1

Formative Reviews

On Track

October	January	March	June

Strategy 1 ☑ Targeted Support Strategy

Implement a structured Goal-Setting Conference Protocol in which every student in Grades Kindergarten through Fifth-grade meets one-on-one with their teacher at the beginning, middle and end of the year. During the conference, students review their scores, reflect on their progress, and set personalized goals for the next assessment window.

Intended Audience: Students in Grades K-5, Classroom Teachers

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

Date(s) / Timeframe: BOY, MOY, EOY

Collaborating Departments: Teaching and Learning

Delivery Method: Student conferences held during station time, independent work, or intervention blocks

Staff Responsible: Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Key Question 2 Barriers Identifying Student Learning

	Barrier	Root Cause
1	Although students are demonstrating academic growth, a significant number of students are not yet reaching grade-level proficiency, resulting in a Student Achievement rating of 69 (D) despite stronger performance in School Progress at 74 (C)	Tier 1 instruction, intervention, and progress-monitoring practices have not been implemented with consistent rigor and fidelity across grade levels, resulting in students making progress without accelerating at the rate necessary to close learning gaps and reach grade-level standards.

Key Question 3

To what degree are we preparing students for life readiness?

System Response: We will be a district that equips every student with the knowledge, skills, and character to be life-ready - prepared for success in college, career, or military service.

Indicators: Transcripts, CCMR tracking, Agenda of district events spotlighting students' successes, Graduation

Initial Status: Maintain

Key Question 4

To what degree do students exhibit ownership of learning through initiative, adaptability, critical thinking, and self-motivation?

System Response: We will be a district that cultivates learners who consistently take ownership of their learning, as evidenced by their portfolios.

Indicators: Student data trackers, Student portfolios, Student goal-setting

Key Question 5

To what degree do our students engage in learning experiences that prepare them to be productive citizens?

System Response: We will be a district that provides meaningful learning experiences empowering every student to become a productive, responsible, and engaged citizen.

Indicators: Voter registration, CCMR data, Student portfolio

Initial Status: Maintain but Consider a Change

System Response (Goal) 1

Focus on student individual success.

Evidence of Success: Students have 96% attendance every 6 weeks.

Staff Responsible: Campus Administrators, Registrar, Teachers

Barriers: Demographics 1

Formative Reviews

Adjustments Taking Place

October	January	March	June

Strategy 1 ☑ Targeted Support Strategy

Implement and Attendance Incentive Program to recognize and reward students with high attendance every month and at the end of every 9 weeks.

Intended Audience: All Students

Provider / Presenter / Person Responsible: Counselor, Registrar, Classroom Teachers, Office Staff

Date(s) / Timeframe: Weekly, Monthly and Quarterly

Delivery Method: Monthly and 9-Week Celebrations, public recognition, announcements and newsletter.

Staff Responsible: Registrar, Counselor, Teachers

Action Steps: Monitor Attendance daily, weekly, monthly and quarterly
Celebrate student goals by providing points
Communicate with the community via Newsletter
Communicate with parents of students who are absent directly using district protocols for absences.

TEA Priorities: Improve low-performing schools

Key Question 5 Barriers Identifying Demographics

	Barrier	Root Cause
1	High rates of economic disadvantage, chronic absenteeism, and students requiring specialized academic supports contribute to gaps in student achievement and limit consistent access to grade-level instruction.	Systems for attendance intervention, targeted academic support, progress monitoring, and differentiated Tier 1 instruction have not been implemented with consistent fidelity across all grade levels, resulting in uneven support for students with the greatest needs.

Pillar 2

Community Engagement and Partnerships

Pillar Function:
Ensure that local citizens are a meaningful, integral part of CBAS and can and will support their local public schools. We teach students to be productive citizens in their future communities.

Key Question 1

To what degree does our community have meaningful opportunities to partner with the school district?

System Response: We will be a district that provides its community with multiple meaningful opportunities to partner with the district through advisory groups, volunteer programs, campus events, and collaborative initiatives that invite stake holder input and involvement. While participation continues to grow, we remain committed to expanding and strengthening these partnerships so that all citizens feel informed, engaged, and valued as contributors to the district's success.

Indicators: Increased participation in initiatives, Cross-promotion between partnerships, Greater lead time to garner participation

Initial Status: Minor Change

System Response (Goal) 1

Ensure that all stakeholders are adequately informed and are able to interact effectively with SISD personnel through clear, purposeful, and consistent communication practices.

Evidence of Success: Parent feedback from surveys and focus groups will show a 25% increase in satisfaction with communication by Spring 2027. Parent Square analytics will reflect increased engagement..

Staff Responsible: Teachers, Campus Administration, Office Staff, Media Specialist

Formative Reviews

On Track

October	January	March	June

Strategy 1

Establish expectations for staff regarding response times, approved communication platforms, frequency of communication, and follow-up procedures. Staff will be expected to acknowledge parent messages within 24 hours, even when additional time is needed to fully address the concern.

Intended Audience: Parents and Teachers

Provider / Presenter / Person Responsible: Campus Administrator, Teachers

Date(s) / Timeframe: Reviewed Quarterly

Collaborating Departments: Team Leaders

Delivery Method: Staff Meeting, Newsletter, Handbook

Staff Responsible: Campus Administrator will provide the Campus Expectations
Teachers will provide timely communication to parents
Team Leads will check grade-level implementation

TEA Priorities: Recruit, support, retain teachers and principals

Key Question 2

To what degree are opportunities to engage and collaborate with the district accessible and inclusive of all members and groups within our community?

System Response: We will be a district and provides a range of opportunities for engagement and collaboration that are accessible and inclusive for all community members. We strive to remove barriers by offering multiple formats, times and locations for participation, as well as clear communication in languages that reflect our community. While we have strong participation across many groups we remain committed to expanding outreach so every voice feels welcomed, represented, and included in district decisions an initiatives.

Indicators: Evidence and evaluation of intentional outreach, Assuring all communication platforms are translatable, Welcoming environment when families arrive to events.

Key Question 3

To what degree are the students in our building involved in our community through partnerships, events, and volunteer work?

System Response: We will be a district whose students are actively involved in the community through a variety of partnerships, events, and service opportunities. Many participate in volunteer projects, campus community collaborations, and local events that build leadership and strengthen civic engagement. While student involvement is strong, we continue to seek additional ways to connect all students with meaningful community experiences that support their growth as productive and responsible citizens.

Indicators: Increased student-led involvement in blood drives, food drives, etc., Provide opportunities to help our elderly in the community, Involve students at the Houston Dream Center, Expanded menu of community partnerships, Increased student-led presentations at the district level

Pillar 3

Professional Learning and Quality Staff

Pillar Function:
Ensure that every student has quality teachers and adults in the schools who care about students, their learning, and their well-being. Training is aligned with the mission and vision of the district, and every staff member is committed to SISD values, principles and culture.

Key Question 1

To what degree are we attracting and retaining high-quality staff?

System Response: We will be a district with an 84% yearly retention rate in all job classifications.

Indicators: Retention Rate for the district, Staff with upward movement; building capacity within the district

Initial Status: Maintain

System Response (Goal) 1

Retain High-Quality Teachers and Staff

Evidence of Success: Improve retention rate to 90% for the 2026-2027 School Year

Staff Responsible: Campus Administrators, Instructional Coaches, Mentors, Team Leads, Support Staff

Formative Reviews

On Track

October	January	March	June

Strategy 1

Conduct 1-on-1 "stay interviews" with all staff in the Fall and Spring to ask what is working, what is challenging, and what would keep them at Greenelaf.

Intended Audience: All Staff

Provider / Presenter / Person Responsible: Campus Administrators

Date(s) / Timeframe: November and March

Delivery Method: Scheduled Interviews

Staff Responsible: Campus Administrarors

TEA Priorities: Recruit, support, retain teachers and principals

Key Question 2

To what degree are we offering high-quality professional learning that meets the needs of our staff and aligns with our district priorities?

System Response: We will be a district with a 90% satisfaction rate for professional development. PD scoring under 70% percent will be reviewed for effectiveness.

Indicators: Survey results, Implementation of district resources using walkthrough data and RBIS

Initial Status: Minor Change

System Response (Goal) 1

By the end of the 2026-2027 school year, 100% of classroom teachers will participate in at least one individualized coaching cycle with an instructional coach. Coaching cycles will be based on teacher needs and campus instructional priorities and will include goal setting, observation/ modeling or instructional support, feedback, reflection, and follow-up to strengthen instructional practice and build teacher capacity.

Evidence of Success: Success will be demonstrated by 100% teacher participation in a documented coaching cycle by the end of the school year. Coaching logs will document the teacher's identified area of focus, coaching support provided, feedback/reflection, and completion of the cycle. Walkthrough data and teacher reflection/feedback will also be reviewed to determine whether targeted instructional practices are being implemented more consistently and whether teachers perceive coaching as contributing to their instructional growth.

Staff Responsible: Instructional Coaches, campus Administrators, Mentors

Formative Reviews

Adjustments Taking Place

October	January	March	June

Strategy 1 ☑ Targeted Support Strategy

Greenleaf Elementary will follow the district's instructional coaching cycle system and assign every classroom teacher to an instructional coach to complete at least one personalized coaching cycle during the school year. Campus administrators and instructional coaches will create a coaching calendar that distributes cycles throughout the year and prioritizes support based on teacher self-reflection, walkthrough data, student performance data, and identified campus instructional needs.

Intended Audience: All teachers

Provider / Presenter / Person Responsible: Instructional Coaches, Campus Administrators, Mentors

Date(s) / Timeframe: 25% of Teachers Quarterly

Collaborating Departments: Teaching and Learning, Mentoring Program, Multilingual Department

Delivery Method: Coaching Cycle

Staff Responsible: Teachers and Instructional Coaches

TEA Priorities: Recruit, support, retain teachers and principals

Key Question 3

To what degree is every staff member committed to SISD values, principles, and culture?

System Response: We will be a district in which 100% of staff members commit to the values, principles, and culture of SISD each year.

Indicators: Walkthrough and survey data showing evidence of SISD values, principles, and culture, Community survey data and feedback

Pillar 4

Fiscal and Operational System

Pillar Function:
Ensure the district is using its resources to further its mission to educate the students it is assigned to serve. Our system attracts effective applicants and our resource allocations reflect goals and objectives of the district.

Key Question 1

To what degree are our fiscal and operational systems focused on maximizing student learning and growth opportunities?

System Response: We will be a district that aligns resources to maximize student outcomes.

Indicators: Meeting minutes, development of a resource allocation model, FMX work order data/reports, Prepare comprehensive long-range plan

Initial Status: Maintain

Key Question 2

To what degree are all staff aware of and financial decisions tied to the mission/vision/goals of the district and aligned with the strategic plan?

System Response:
We will be a district where all staff understand how financial decisions are connected to the district's mission, vision, and goals, and budgetary priorities and expenditures are clearly algined wiht the strategic plan, resulting in transparent decision-making and increased staff ownership of resource allocation in support of student success.

Indicators: Tie requisitions to strategic plans, Training provided for budget managers

Key Question 3

To what degree does the district provide transparency regarding identified needs and the allocation of available resources?

System Response: We will be a district that will establish and maintain transparent communication processes that clearly identify district needs and demonstrate how available resources are allocated to address those needs, as evidenced by regular public reports, stakeholder updates, and data-informed budget presentations aligned with the strategic plan.

Indicators: Recognition of budgetary stewardship: Texas Comptroller Leadership Circle, TASBO Excellence in Financial Reporting, GFOA ACFR, TASBO Purchasing Award of Merit

Pillar 5

Safety and Well-Being

Pillar Function:
Ensure students are educated in an optimal environment that is safe, secure and conducive to learning. This includes both physical safety as well as the social emotional needs of each student. Our learning spaces are designed around the needs of the students, and a student's whole health is a part of our culture. We support and promote a culture of respect.

Key Question 1

To what degree do students feel safe in our schools?

System Response: We will be a district that ensures students are educated in an optimal environment that is safe, secure and conducive to learning.

Indicators: Campuses will meet safety expectations including door checks, visitor protocols, SRP aligned drills, visibility of SISD police officers, Centegix implementation; Counselors will facilitate training about bullying trusted adult, social emotional lessons, and conduct campus wide surveys to educate and build awareness; The SISD maintenance and custodial departments will work to ensure our campuses meet safety standards.

Initial Status: Major Change

System Response (Goal) 1

Create a positive and effective learning environment for all students.

Evidence of Success: Tier 1 Discipline infractions decrease by 25% by May 2027 across the campus.

Staff Responsible: Campus Administrators, Instructional Coaches, Counselor and Teachers

Barriers: Demographics 1

Formative Reviews

On Track

October	January	March	June

Strategy 1

Create, train and implement Tier 1 and 2 systems to help students learn to self-regulate before reaching Tier 3 behavior.

Intended Audience: Teachers, Students, Parents

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

Date(s) / Timeframe: Training at BOY, Reinforced Daily through Walkthrough Feedback and Office Referrals

Delivery Method: Whole group PD and in-class coaching

Staff Responsible: Teachers, Campus Administration

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Strategy 2

Provide staff-wide CHAMPS behavior management training, followed by classroom coaching to ensure fidelity and tiered supports.

Intended Audience: Teachers, Staff, Students

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

Date(s) / Timeframe: Initial training in August; Review and Share data monthly during Faculty Meetings, Provide feedback via District Walkthrough Form

Collaborating Departments: Teaching and Learning, Counseling

Delivery Method: Whole group PD and in-class coaching

Staff Responsible: Campuswide

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Key Question 1 Barriers Identifying Demographics

	Barrier	Root Cause
1	High rates of economic disadvantage, chronic absenteeism, and students requiring specialized academic supports contribute to gaps in student achievement and limit consistent access to grade-level instruction.	Systems for attendance intervention, targeted academic support, progress monitoring, and differentiated Tier 1 instruction have not been implemented with consistent fidelity across all grade levels, resulting in uneven support for students with the greatest needs.

Key Question 2

To what degree are staff, students, and parents trained and competent in the safety protocol and response processes?

System Response: We will be a district that consistently prepares for and practices all required safety drills, while maintaining clear and effective communication with parents, students, and staff to ensure

accurate, timely, and efficient reporting.

Indicators: Each campus meets SRP drill protocols and accurately practices, tracks and documents drill efficiency. All staff members are trained in the Centegix process; Parents stay abreast of safety concerns via the SISD Communications department

Key Question 3

To what degree are students experiencing positive relationships (peers and adults) during the day?

System Response: We will be a district that establishes processes and procedures that create meaningful opportunities for students to build positive relationships with both peers and adults.

Indicators: SIS effectively promotes and supports district-wide initiatives such as Capturing Kids' Hearts, CHAMPS, and the BRIDGE Mentor Program, community-wide events, and Trusted Adult efforts, while also providing a wide range of resources to support our families that include community-wide events throughout the school year.

Initial Status: Maintain

Pillar Tables

Targeted Support System Response (Goal)

Pillar	Key Question	System Response (Goal)	Strategy	Description
1	1	1	1	Expand use of small group instruction based on real-time formative data. Each teacher will implement targeted interventions aligned to assessment data including (NWEA Map, Unit Assessments, mCLASS, benchmark assessments).
1	1	1	2	Implement a weekly writing task in each content area that requires students to support their thinking and use academic language, with consistent feedback from the teacher.
1	1	1	3	Implement Instructional Rounds where teachers will engage in peer walkthroughs and debriefs throughout the year.
1	1	1	4	Implement consistent use of Summit K-12 to provide targeted listening, speaking, reading and writing practice that mirrors TELPAS expectation and supports individualized language development.
1	2	1	1	Implement a structured Goal-Setting Conference Protocol in which every student in Grades Kindergarten through Fifth-grade meets one-on-one with their teacher at the beginning, middle and end of the year. During the conference, students review their scores, reflect on their progress, and set personalized goals for the next assessment window.
1	5	1	1	Implement and Attendance Incentive Program to recognize and reward students with high attendance every month and at the end of every 9 weeks.
3	2	1	1	Greenleaf Elementary will follow the district's instructional coaching cycle system and assign every classroom teacher to an instructional coach to complete at least one personalized coaching cycle during the school year. Campus administrators and instructional coaches will create a coaching calendar that distributes cycles throughout the year and prioritizes support based on teacher self-reflection, walkthrough data, student performance data, and identified campus instructional needs.

Additional Targeted Support System Response (Goal)

Pillar	Key Question	System Response (Goal)	Strategy	Description
1	1	1	1	Expand use of small group instruction based on real-time formative data. Each teacher will implement targeted interventions aligned to assessment data including (NWEA Map, Unit Assessments, mCLASS, benchmark assessments).

Splendora Independent School District

Peach Creek Elementary School

2026-2027 Campus Improvement Plan

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Mission Statement

Cultivating Expectional People

Vision

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

Value Statement

PCE- ***Building a Legacy, One Mind at a Time!***

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.
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

Demographics

Summary

Peach Creek Elementary currently serves over 800 students in Pre-Kindergarten through 5th grade. Our campus proudly offers a comprehensive Dual Language program across all grade levels, supporting bilingualism, biliteracy, and academic achievement for our diverse student population. Currently, 68% of our students are identified as economically disadvantaged. As we move into the 2026–2027 school year, our campus is committed to accelerating student academic growth through high-quality Tier 1 instruction, targeted interventions, and data-driven instructional practices. With a strong focus on ensuring at least 85% of students grow one proficiency level, our goal is to improve our campus accountability rating from a D to at least a C while ensuring every student has the opportunity to achieve academic success.

Strengths

One of our greatest strengths moving into the 2026–2027 school year is our continued commitment to clearly defined academic goals and the consistent implementation of research-based instructional strategies. Our instructional focus will center on strengthening structured conversations and structured writing to increase student engagement, deepen academic thinking, and provide meaningful opportunities for students to demonstrate their learning. Additionally, we have prioritized ensuring that all teachers receive professional development in high-quality instructional materials and curriculum prior to the beginning of the school year. This intentional preparation will support effective lesson internalization, strong instructional delivery, and a consistent foundation for Tier 1 instruction from the very first day of school.

Through collaborative planning, ongoing instructional coaching, and a shared commitment to continuous improvement, Peach Creek Elementary will remain focused on strengthening teacher capacity, increasing student achievement, and creating meaningful learning experiences that support academic growth for every student.

Barriers Identifying Demographics Needs

	Barrier	Root Cause
1	The diverse academic readiness levels, linguistic needs, and learning needs of students at Peach Creek Elementary create challenges in ensuring all students have equitable access to rigorous, grade-level instruction and demonstrate consistent academic growth.	Instructional practices and intervention systems have not been consistently implemented across all grade levels to address varying student readiness levels and linguistic needs. There is a need for more intentional use of formative assessment data, differentiated instructional strategies, structured academic conversations, and structured writing opportunities to ensure all students receive appropr

★ = Priority

Student Learning

Summary

While several areas demonstrated improvement, STAAR data indicate a continued need to strengthen academic achievement and consistency across grade levels. Fourth-grade RLA experienced a decline in Approaches from 83% in 2025 to 61% in 2026, while Meets decreased from 43% to 29%. Mathematics performance also remains an area of focus, particularly in 4th grade, where 42% of students achieved Approaches in 2026. Historical Science data through 2025 indicate an additional opportunity for improvement, with 5th-grade performance at 33% Approaches, 10% Meets, and 3% Masters in 2025. Beginning-of-year MAP achievement data also highlight varying levels of academic readiness across grade levels in reading and mathematics. These results reinforce the need for intentional differentiation, targeted interventions, and ongoing monitoring of individual student growth.

To address identified learning needs, PCE will continue strengthening Tier 1 instruction through the consistent implementation of structured conversations, structured writing, academic sentence stems, and in-the-moment formative assessments. Teachers will utilize Lead4ward Growth Charts following each assessment to identify student proficiency levels, monitor academic progress, and guide targeted intervention groups. Through collaborative PLC planning, targeted instructional walkthroughs, actionable coaching feedback, and intentional student goal setting, PCE will work toward ensuring that all students receive rigorous grade-level instruction while addressing individual learning gaps.

Strengths

One of PCE's greatest academic strengths is the improvement demonstrated in 5th-grade Reading Language Arts. In 2026, 5th-grade students achieved 73% Approaches, 49% Meets, and 26% Masters on STAAR. This represents increases of 9 percentage points in Approaches, 8 percentage points in Meets, and 11 percentage points in Masters compared to 2025. These results demonstrate meaningful progress in student achievement and provide an opportunity to identify effective instructional practices that can be replicated across grade levels.

Additional strengths include improvements in 5th-grade Mathematics, where Meets performance increased from 26% in 2025 to 33% in 2026, and 3rd-grade RLA, where Masters performance increased from 6% to 10%. Third-grade Mathematics also demonstrated growth in Masters performance, increasing from 6% to 9%.

Another strength is PCE's intentional focus on research-
based instructional practices, including structured conversations, structured writing, and high-
quality instructional materials. Prior to the beginning of the 2026–2027 school year, teachers received professional development focuse
uality curriculum implementation to support effective lesson internalization and a strong foundation for Tier 1 instruction.

Campus walkthrough data further demonstrate that PCE exceeds district observation rates in students engaging in structured conversations (46.7% compared to 27.9%) and structured writing (56.0% compared to 31.8%). These practices provide a foundation for strengthening student thinking, academic vocabulary, and opportunities to demonstrate mastery of grade-level content.

Barriers Identifying Student Learning Needs

	Barrier	Root Cause
1 ★	Students demonstrate varying levels of academic achievement and growth in reading and mathematics, with a significant percentage performing below grade-level expectations. Inconsistent opportunities for students to engage in rigorous academic conversations, structured writing, and higher-order thinking impact their ability to demonstrate mastery of grade-level content.	There is a need for greater consistency in the implementation of high-quality Tier 1 instruction aligned to the Splendora Instructional Framework (SIF), including intentional lesson delivery, structured academic conversations, structured writing, and the use of formative assessments to monitor student understanding and adjust instruction in the moment.

★ = Priority

School Processes & Programs

Summary

As Peach Creek Elementary enters the 2026–2027 school year, our campus continues to strengthen and refine schoolwide systems and processes to meet the needs of our growing student population. One of our primary areas of focus is establishing consistent Tier 1 behavior expectations, strengthening positive behavior supports, and creating a campus culture where students are recognized and celebrated for demonstrating positive behaviors.

Throughout the summer, teachers from each grade level participated in collaborative planning sessions to provide input and develop campuswide behavior incentives aligned with our House System. Through this system, students are assigned to houses represented by different colors and have opportunities to earn house tickets, participate in monthly challenges, and receive recognition for demonstrating positive behaviors. These incentives are designed to increase student engagement, promote a sense of belonging, and reinforce our campus ROAR expectations: Respectful, Optimistic, Adaptable, and Responsible.

Additionally, grade-level teams collaborated through vertical alignment meetings to establish consistent Tier 1 behavior expectations across all grade levels. These conversations focused on identifying developmentally appropriate expectations, strengthening classroom management practices, and ensuring consistency in how positive behaviors are taught, modeled, reinforced, and celebrated throughout the campus.

Following these collaborative planning sessions, the campus leadership team met to develop and align clear expectations regarding classroom-managed behaviors versus office-managed discipline referrals. This process included identifying appropriate classroom interventions, establishing consistent procedures for responding to student behaviors, and clarifying when administrative support is necessary. Prior to the beginning of the school year, all staff received professional development on these expectations and procedures to ensure a shared understanding and consistent implementation across the campus.

Strengths

A significant strength of this work is the intentional inclusion of teacher voice, vertical collaboration, and campus leadership in developing systems that are responsive to student and staff needs. By establishing clear expectations and proactive behavior supports, PCE aims to create a positive, predictable, and supportive learning environment where students can thrive academically, socially, and emotionally.

Moving forward, our campus will monitor office discipline referral data, analyze behavior trends, and gather staff feedback to evaluate the effectiveness of these systems. Our primary goal is to decrease office discipline referrals while increasing the consistent use of positive behavior incentives and recognition. Through ongoing professional development, collaborative problem-solving, and consistent implementation of our House System, CHAMPS, and Capturing Kids' Hearts (CKH) practices, PCE will continue strengthening a positive school culture that maximizes instructional time and supports student success.

Barriers Identifying School Processes & Programs Needs

	Barrier	Root Cause
1	Significant campus growth during the 2025-2026 school year created challenges in maintaining consistent implementation of campuswide processes, procedures, and programs aligned to the evolving needs of students and staff. This growth required the development and refinement of systems to ensure consistency, communication, and alignment across all grade levels and departments.	Rapid increases in student enrollment and staffing required the restructuring and development of campuswide systems and processes to effectively support the changing needs of the campus. Throughout the summer, intentional follow-up, teacher feedback, and collaborative planning opportunities were conducted to identify areas of need and develop new processes for the 2026-2027 school year. Continued

★ = Priority

Perceptions

Summary

Peach Creek Elementary enters the 2026–2027 school year with strong parent perception results that reflect a positive school culture, effective communication systems, and a commitment to student safety, engagement, and academic success. Parent survey results indicate that families feel welcomed, respected, and informed about campus activities and expectations. While overall parent perceptions remain positive, survey results also identify opportunities for continued growth. Specifically, 81% of families report that the principal is approachable and facilitates two-way communication, 81% indicate their child understands what to do during an emergency, and 78% recognize the effectiveness of the counseling program in supporting students socially, emotionally, and academically.

Moving forward, Peach Creek Elementary will build upon these strengths by increasing intentional opportunities for two-way communication and family involvement. Through Campus Needs Team meetings, parent surveys, and opportunities for direct conversations with campus leadership, families will have additional opportunities to provide input on campus goals, school processes, and areas for improvement. To strengthen family understanding of campus safety procedures, PCE will continue conducting safety drills, explicitly teaching emergency expectations to students, and communicating campus safety procedures with families. These efforts will help ensure students understand how to respond appropriately during emergency situations while maintaining a safe and supportive learning environment.

Additionally, PCE will increase awareness of the campus counseling program by highlighting social-emotional learning opportunities, classroom guidance lessons, student support services, and available resources through family communication platforms. The campus will continue strengthening collaboration among counselors, teachers, administrators, and families to support students academically, socially, and emotionally. Throughout the school year, campus leadership will monitor parent feedback, review perception survey results, and make adjustments to ensure our systems remain responsive to the needs of students and families. Our goal is to maintain high levels of parent satisfaction while increasing positive perceptions in our identified areas of growth to at least 90% by the end of the 2026–2027 school year.

Strengths

One of our greatest strengths is campus communication, with 96% of families reporting satisfaction with communication through Parent Square, emails, newsletters, and social media. Additionally, 94% of families feel they are treated with courtesy and respect, and 94% report receiving responses to communication within 24 hours. These results demonstrate the effectiveness of our communication systems and our commitment to building positive relationships with families.

Our campus also demonstrates strengths in student safety, relationships, and instructional engagement. Survey results indicate that 93% of families believe their child feels safe at school, 92% report their child has a trusted adult on campus, and 92% describe their child's classes as engaging. Additionally, 91% of families believe teachers maintain high academic expectations, while 90% report their child is encouraged to think creatively and take academic risks. These results reflect a strong foundation for student learning and align with our commitment to Capturing Kids' Hearts (CKH), positive relationships, and high-quality Tier 1 instruction.

Barriers Identifying Perceptions Needs

	Barrier	Root Cause
1 ★	Parent perception data indicate opportunities to strengthen two-way communication with campus leadership, family awareness of emergency procedures, and understanding of counseling services, with positive perception ratings ranging from 78% to 81% in these areas.	A need for more intentional and consistent opportunities for parent voice, family engagement, and communication regarding campus safety procedures and student support services. As the campus continues to grow, strengthening two-way communication and increasing program visibility will support stronger family partnerships and improved parent perceptions.

★ = Priority

Priority Problem Statements

	Barrier	Root Cause
1 ★	Students demonstrate varying levels of academic achievement and growth in reading and mathematics, with a significant percentage performing below grade-level expectations. Inconsistent opportunities for students to engage in rigorous academic conversations, structured writing, and higher-order thinking impact their ability to demonstrate mastery of grade-level content.	There is a need for greater consistency in the implementation of high-quality Tier 1 instruction aligned to the Splendora Instructional Framework (SIF), including intentional lesson delivery, structured academic conversations, structured writing, and the use of formative assessments to monitor student understanding and adjust instruction in the moment.
2 ★	Parent perception data indicate opportunities to strengthen two-way communication with campus leadership, family awareness of emergency procedures, and understanding of counseling services, with positive perception ratings ranging from 78% to 81% in these areas.	A need for more intentional and consistent opportunities for parent voice, family engagement, and communication regarding campus safety procedures and student support services. As the campus continues to grow, strengthening two-way communication and increasing program visibility will support stronger family partnerships and improved parent perceptions.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Community Based Accountability System (CBAS)**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Observation Survey results**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **School safety data**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **T-TESS data**
- [x] **Staff mobility/stability**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Communications data**

Pillars

Pillar 1

Student Outcomes: Learning, Progress, Readiness, Engagement, and Well-Rounded

Pillar Function:
Student Learning and Progress: Ensure academic success for all students. We align learning to the students' needs.

Student Readiness: Ensure students are well prepared for their next level of education and, most notably for post-secondary success, including career readiness, college readiness and military readiness. We promote and model lifelong learning and teach students to focus on their future, as well as teach students to take ownership and be accountable for their learning.

Engaged and Well-Rounded Students: Engage students in a way that contributes to their overall development and future well-being. We facilitate, promote, and value the interests of our students, and consistently engage students in quality learning experiences that challenge and inspire them.

Key Question 1 ☑ HB3 Pillar

To what degree are all students demonstrating growth?

System Response: We will be a district that ensures all students demonstrate continuous growth through purposeful learning experiences, high expectations, and targeted supports.

Indicators: Campus Data Student Growth Trackers, Teacher Incentive Allotment (TIA), Instructional Framework Walkthroughs

Initial Status: Maintain

System Response (Goal) 1

By May 2027, 85% of students will demonstrate at least one proficiency level of growth through tier 1 instruction, targeted intervention and ongoing data-driven decision making.

Evidence of Success: 85% of students will increase one proficiency level

Staff Responsible: Campus leadership team and Teachers

Barriers: Student Learning 1

Formative Reviews

Moderate Progress

October	January	March	June

Strategy 1 ☑ Comprehensive Support Strategy ☑ Targeted Support Strategy

Splendora Instructional Framework will be implemented and used with fidelity through classroom walkthrough data.

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Campus Leadership Team and Instructional Team Leads

Date(s) / Timeframe: August 2026-May 2027

Barriers: Student Learning 1

TEA Priorities: Build a foundation of reading and math

System Response (Goal) 1 Barriers Identifying Student Learning

	Barrier	Root Cause
1	Students demonstrate varying levels of academic achievement and growth in reading and mathematics, with a significant percentage performing below grade-level expectations. Inconsistent opportunities for students to engage in rigorous academic conversations, structured writing, and higher-order thinking impact their ability to demonstrate mastery of grade-level content.	There is a need for greater consistency in the implementation of high-quality Tier 1 instruction aligned to the Splendora Instructional Framework (SIF), including intentional lesson delivery, structured academic conversations, structured writing, and the use of formative assessments to monitor student understanding and adjust instruction in the moment.

Key Question 1 Barriers Identifying Student Learning

	Barrier	Root Cause
1	Students demonstrate varying levels of academic achievement and growth in reading and mathematics, with a significant percentage performing below grade-level expectations. Inconsistent opportunities for students to engage in rigorous academic conversations, structured writing, and higher-order thinking impact their ability to demonstrate mastery of grade-level content.	There is a need for greater consistency in the implementation of high-quality Tier 1 instruction aligned to the Splendora Instructional Framework (SIF), including intentional lesson delivery, structured academic conversations, structured writing, and the use of formative assessments to monitor student understanding and adjust instruction in the moment.

Key Question 2 ☑ HB3 Pillar

To what degree are we using the data to impact instructions for all students?

System Response: We will be a district that uses meaningful data to drive instruction, inform decisions, and improve outcome for every student.

Indicators: PLC agendas, Data Walls, Building intentional small groups with data, MTSS groups, SIF-Checks for Understanding (in classroom), SISD Walkthrough Form, Student Data Trackers

Initial Status: Maintain

System Response (Goal) 1

By May 2027, PCE will increase structured conversations from 40% to 65% using student engagement strategies.

Evidence of Success: 65% evidence using walkthrough data

Staff Responsible: campus Leadership Team and District Teaching and Learning

Barriers: Student Learning 1

Formative Reviews

October	January	March	June
Some Progress			

Strategy 1 ☑ Comprehensive Support Strategy ☑ Targeted Support Strategy

Intentional Structured Conversations through planning with curriculum and posted sentence stems

Intended Audience: Students

Provider / Presenter / Person Responsible: Campus leadership team and instructional team leads

Date(s) / Timeframe: December 2026

Collaborating Departments: Teaching and Learning Department

Delivery Method: In person

Barriers: Student Learning 1

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

System Response (Goal) 1 Barriers Identifying Student Learning

	Barrier	Root Cause
1	Students demonstrate varying levels of academic achievement and growth in reading and mathematics, with a significant percentage performing below grade-level expectations. Inconsistent opportunities for students to engage in rigorous academic conversations, structured writing, and higher-order thinking impact their ability to demonstrate mastery of grade-level content.	There is a need for greater consistency in the implementation of high-quality Tier 1 instruction aligned to the Splendora Instructional Framework (SIF), including intentional lesson delivery, structured academic conversations, structured writing, and the use of formative assessments to monitor student understanding and adjust instruction in the moment.

Key Question 2 Barriers Identifying Student Learning

	Barrier	Root Cause
1	Students demonstrate varying levels of academic achievement and growth in reading and mathematics, with a significant percentage performing below grade-level expectations. Inconsistent opportunities for students to engage in rigorous academic conversations, structured writing, and higher-order thinking impact their ability to demonstrate mastery of grade-level content.	There is a need for greater consistency in the implementation of high-quality Tier 1 instruction aligned to the Splendora Instructional Framework (SIF), including intentional lesson delivery, structured academic conversations, structured writing, and the use of formative assessments to monitor student understanding and adjust instruction in the moment.

Key Question 3

To what degree are we preparing students for life readiness?

System Response: We will be a district that equips every student with the knowledge, skills, and

character to be life-ready - prepared for success in college, career, or military service.

Indicators: Transcripts, CCMR tracking, Agenda of district events spotlighting students' successes, Graduation

Initial Status: Maintain

System Response (Goal) 1

Students will track their data and will be able to communicate their data while also setting personal academic goals.

Evidence of Success: 100% of students grades Kindergarten-5th grade will have personal data trackers.

Staff Responsible: Teachers and campus leadership team

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Campus Leadership team will look for data trackers the second quarter in classrooms	Teachers and Leadership team	December 2026	

Formative Reviews

Some Progress

October | January | March | June

Strategy 1 ☑ Comprehensive Support Strategy ☑ Targeted Support Strategy

Data Trackers observed

Intended Audience: Students

Provider / Presenter / Person Responsible: leadership team and teachers

Date(s) / Timeframe: December 2026

Collaborating Departments: teaching and learning

Delivery Method: in person

Staff Responsible: campus leadership team and campus design team

Action Steps: when observing classrooms, leadership team will ask for data trackers to communicate this with students

Barriers: Student Learning 1

TEA Priorities: Build a foundation of reading and math

System Response (Goal) 1 Barriers Identifying Student Learning

	Barrier	Root Cause
1	Students demonstrate varying levels of academic achievement and growth in reading and mathematics, with a significant percentage performing below grade-level expectations. Inconsistent opportunities for students to engage in rigorous academic conversations, structured writing, and higher-order thinking impact their ability to demonstrate mastery of grade-level content.	There is a need for greater consistency in the implementation of high-quality Tier 1 instruction aligned to the Splendora Instructional Framework (SIF), including intentional lesson delivery, structured academic conversations, structured writing, and the use of formative assessments to monitor student understanding and adjust instruction in the moment.

Key Question 4 ☑ HB3 Pillar

To what degree do students exhibit ownership of learning through initiative, adaptability, critical thinking, and self-motivation?

System Response: We will be a district that cultivates learners who consistently take ownership of their learning, as evidenced by their portfolios.

Indicators: Student data trackers, Student portfolios, Student goal-setting

Initial Status: Maintain

System Response (Goal) 1

By May 2027, PCE will increase student use of rubrics and graphic organizers from 11% to 50% to increase structured conversations from 28% to 65%.

Evidence of Success: 65% using walkthrough data

Staff Responsible: Campus Leadership Team and District Teaching and Learning

Barriers: Student Learning 1

Formative Reviews

October	January	March	June
Some Progress			

Strategy 1 ☑ Comprehensive Support Strategy ☑ Targeted Support Strategy ☑ Results Driven Accountability

During lesson internalization and student work analysis with PLCs teachers will create writing rubrics for students to use through structured writing and exit tickets will be analyzed to

identify misconceptions and next steps.

Intended Audience: teachers

Provider / Presenter / Person Responsible: IC, Asst. Principal and Principal

Date(s) / Timeframe: May 2027

Collaborating Departments: teaching and learning

Delivery Method: in person

Staff Responsible: PCE

Action Steps: blue bonnet curriculum will be internalized and unit internalization will be conducted to backward design

Barriers: Student Learning 1

TEA Priorities: Build a foundation of reading and math

System Response (Goal) 1 Barriers Identifying Student Learning

	Barrier	Root Cause
1	Students demonstrate varying levels of academic achievement and growth in reading and mathematics, with a significant percentage performing below grade-level expectations. Inconsistent opportunities for students to engage in rigorous academic conversations, structured writing, and higher-order thinking impact their ability to demonstrate mastery of grade-level content.	There is a need for greater consistency in the implementation of high-quality Tier 1 instruction aligned to the Splendora Instructional Framework (SIF), including intentional lesson delivery, structured academic conversations, structured writing, and the use of formative assessments to monitor student understanding and adjust instruction in the moment.

Key Question 4 Barriers Identifying Student Learning

	Barrier	Root Cause
1	Students demonstrate varying levels of academic achievement and growth in reading and mathematics, with a significant percentage performing below grade-level expectations. Inconsistent opportunities for students to engage in rigorous academic conversations, structured writing, and higher-order thinking impact their ability to demonstrate mastery of grade-level content.	There is a need for greater consistency in the implementation of high-quality Tier 1 instruction aligned to the Splendora Instructional Framework (SIF), including intentional lesson delivery, structured academic conversations, structured writing, and the use of formative assessments to monitor student understanding and adjust instruction in the moment.

Key Question 5

To what degree do our students engage in learning experiences that prepare them to be productive citizens?

System Response: We will be a district that provides meaningful learning experiences empowering every student to become a productive, responsible, and engaged citizen.

Indicators: Voter registration, CCMR data, Student portfolio

Pillar 2

Community Engagement and Partnerships

Pillar Function:
Ensure that local citizens are a meaningful, integral part of CBAS and can and will support their local public schools. We teach students to be productive citizens in their future communities.

Key Question 1

To what degree does our community have meaningful opportunities to partner with the school district?

System Response: We will be a district that provides its community with multiple meaningful opportunities to partner with the district through advisory groups, volunteer programs, campus events, and collaborative initiatives that invite stake holder input and involvement. While participation continues to grow, we remain committed to expanding and strengthening these partnerships so that all citizens feel informed, engaged, and valued as contributors to the district's success.

Indicators: Increased participation in initiatives, Cross-promotion between partnerships, Greater lead time to garner participation

Initial Status: Maintain

Key Question 2

To what degree are opportunities to engage and collaborate with the district accessible and inclusive of all members and groups within our community?

System Response: We will be a district and provides a range of opportunities for engagement and collaboration that are accessible and inclusive for all community members. We strive to remove barriers by offering multiple formats, times and locations for participation, as well as clear communication in languages that reflect our community. While we have strong participation across many groups we remain committed to expanding outreach so every voice feels welcomed, represented, and included in district decisions an initiatives.

Indicators: Evidence and evaluation of intentional outreach, Assuring all communication platforms are translatable, Welcoming environment when families arrive to events.

Key Question 3

To what degree are the students in our building involved in our community through partnerships, events, and volunteer work?

System Response: We will be a district whose students are actively involved in the community through a variety of partnerships, events, and service opportunities. Many participate in volunteer projects, campus community collaborations, and local events that build leadership and strengthen civic engagement. While student involvement is strong, we continue to seek additional ways to connect all students with meaningful community experiences that support their growth as productive and responsible citizens.

Indicators: Increased student-led involvement in blood drives, food drives, etc., Provide opportunities to help our elderly in the community, Involve students at the Houston Dream Center, Expanded menu of

community partnerships, Increased student-led presentations at the district level

Pillar 3

Professional Learning and Quality Staff

Pillar Function:
Ensure that every student has quality teachers and adults in the schools who care about students, their learning, and their well-being. Training is aligned with the mission and vision of the district, and every staff member is committed to SISD values, principles and culture.

Key Question 1

To what degree are we attracting and retaining high-quality staff?

System Response: We will be a district with an 84% yearly retention rate in all job classifications.

Indicators: Retention Rate for the district, Staff with upward movement; building capacity within the district

Initial Status: Minor Change

System Response (Goal) 1

By May 2027, PCE will strengthen campus culture by intentionally incorporating teacher voice through regular Teacher Advisory Committee meetings, using staff feedback to guide campus decisions and implement meaningful initiatives. Additionally, we will establish monthly teacher and staff recognition opportunities to celebrate contributions, foster positive relationships, and promote a supportive school environment where all staff feel valued, heard, and appreciated.

Evidence of Success: Increase staff satisfaction through campus surveys

Staff Responsible: Campus Leadership Team and Teacher Advisory Committee

Formative Reviews

October	January	March	June
Some Progress			

Key Question 2

To what degree are we offering high-quality professional learning that meets the needs of our staff and aligns with our district priorities?

System Response: We will be a district with a 90% satisfaction rate for professional development. PD scoring under 70% percent will be reviewed for effectiveness.

Indicators: Survey results, Implementation of district resources using walkthrough data and RBIS

Key Question 3

To what degree is every staff member committed to SISD values, principles, and culture?

System Response: We will be a district in which 100% of staff members commit to the values, principles, and culture of SISD each year.

Indicators: Walkthrough and survey data showing evidence of SISD values, principles, and culture, Community survey data and feedback

Pillar 4

Fiscal and Operational System

Pillar Function:
Ensure the district is using its resources to further its mission to educate the students it is assigned to serve. Our system attracts effective applicants and our resource allocations reflect goals and objectives of the district.

Key Question 1

To what degree are our fiscal and operational systems focused on maximizing student learning and growth opportunities?

System Response: We will be a district that aligns resources to maximize student outcomes.

Indicators: Meeting minutes, development of a resource allocation model, FMX work order data/reports, Prepare comprehensive long-range plan

Initial Status: Maintain

Key Question 2

To what degree are all staff aware of and financial decisions tied to the mission/vision/goals of the district and aligned with the strategic plan?

System Response:
We will be a district where all staff understand how financial decisions are connected to the district's mission, vision, and goals, and budgetary priorities and expenditures are clearly algined wiht the strategic plan, resulting in transparent decision-making and increased staff ownership of resource allocation in support of student success.

Indicators: Tie requisitions to strategic plans, Training provided for budget managers

Key Question 3

To what degree does the district provide transparency regarding identified needs and the allocation of available resources?

System Response: We will be a district that will establish and maintain transparent communication processes that clearly identify district needs and demonstrate how available resources are allocated to address those needs, as evidenced by regular public reports, stakeholder updates, and data-informed budget presentations aligned with the strategic plan.

Indicators: Recognition of budgetary stewardship: Texas Comptroller Leadership Circle, TASBO Excellence in Financial Reporting, GFOA ACFR, TASBO Purchasing Award of Merit

Pillar 5

Safety and Well-Being

Pillar Function:
Ensure students are educated in an optimal environment that is safe, secure and conducive to learning. This includes both physical safety as well as the social emotional needs of each student. Our learning spaces are designed around the needs of the students, and a student's whole health is a part of our culture. We support and promote a culture of respect.

Key Question 1

To what degree do students feel safe in our schools?

System Response: We will be a district that ensures students are educated in an optimal environment that is safe, secure and conducive to learning.

Indicators: Campuses will meet safety expectations including door checks, visitor protocols, SRP aligned drills, visibility of SISD police officers, Centegix implementation; Counselors will facilitate training about bullying trusted adult, social emotional lessons, and conduct campus wide surveys to educate and build awareness; The SISD maintenance and custodial departments will work to ensure our campuses meet safety standards.

Initial Status: Maintain

System Response (Goal) 1

PCE will increase their yearly attendance percentage to 96% by the end of the 2026-2027 school year.

Evidence of Success: 96%

Staff Responsible: Teachers and Leadership Team

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Increase second quarter to ensure higher than last year	Asst Prinicpal, Principal and Teachers	Decembe r 2026	

Barriers: Perceptions 1

Formative Reviews

October	January	March	June
Some Progress			

Key Question 1 Barriers Identifying Perceptions

	Barrier	Root Cause
1	Parent perception data indicate opportunities to strengthen two-way communication with campus leadership, family awareness of emergency procedures, and understanding of counseling services, with positive perception ratings ranging from 78% to 81% in these areas.	A need for more intentional and consistent opportunities for parent voice, family engagement, and communication regarding campus safety procedures and student support services. As the campus continues to grow, strengthening two-way communication and increasing program visibility will support stronger family partnerships and improved parent perceptions.

Key Question 2

To what degree are staff, students, and parents trained and competent in the safety protocol and response processes?

System Response: We will be a district that consistently prepares for and practices all required safety drills, while maintaining clear and effective communication with parents, students, and staff to ensure accurate, timely, and efficient reporting.

Indicators: Each campus meets SRP drill protocols and accurately practices, tracks and documents drill efficiency. All staff members are trained in the Centegix process; Parents stay abreast of safety concerns via the SISD Communications department

Key Question 3

To what degree are students experiencing positive relationships (peers and adults) during the day?

System Response: We will be a district that establishes processes and procedures that create meaningful opportunities for students to build positive relationships with both peers and adults.

Indicators: SIS effectively promotes and supports district-wide initiatives such as Capturing Kids' Hearts, CHAMPS, and the BRIDGE Mentor Program, community-wide events, and Trusted Adult efforts, while also providing a wide range of resources to support our families that include community-wide events throughout the school year.

Initial Status: Maintain

System Response (Goal) 1

By May 2027, PCE will increase CHAMPS implementation in classrooms from 42% to 80% on walkthrough data to support tier 1 instruction.

Evidence of Success: 80%

Staff Responsible: Leadership team and teachers

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Increase CHAMPS from 46% to 60%	Teachers and Leadership team	December 2026	

Barriers: Student Learning 1

Formative Reviews

October	January	March	June
Some Progress			

Key Question 3 Barriers Identifying Student Learning

	Barrier	Root Cause
1	Students demonstrate varying levels of academic achievement and growth in reading and mathematics, with a significant percentage performing below grade-level expectations. Inconsistent opportunities for students to engage in rigorous academic conversations, structured writing, and higher-order thinking impact their ability to demonstrate mastery of grade-level content.	There is a need for greater consistency in the implementation of high-quality Tier 1 instruction aligned to the Splendora Instructional Framework (SIF), including intentional lesson delivery, structured academic conversations, structured writing, and the use of formative assessments to monitor student understanding and adjust instruction in the moment.

Pillar Tables

Comprehensive Support System Response (Goal)

Pillar	Key Question	System Response (Goal)	Strategy	Description
1	1	1	1	Splendora Instructional Framework will be implemented and used with fidelity through classroom walkthrough data.
1	2	1	1	Intentional Structured Conversations through planning with curriculum and posted sentence stems
1	3	1	1	Data Trackers observed
1	4	1	1	During lesson internalization and student work analysis with PLCs teachers will create writing rubrics for students to use through structured writing and exit tickets will be analyzed to identify misconceptions and next steps.

RDA System Response (Goal)

Pillar	Key Question	System Response (Goal)	Strategy	Description
1	4	1	1	During lesson internalization and student work analysis with PLCs teachers will create writing rubrics for students to use through structured writing and exit tickets will be analyzed to identify misconceptions and next steps.

Targeted Support System Response (Goal)

Pillar	Key Question	System Response (Goal)	Strategy	Description
1	1	1	1	Splendora Instructional Framework will be implemented and used with fidelity through classroom walkthrough data.
1	2	1	1	Intentional Structured Conversations through planning with curriculum and posted sentence stems
1	3	1	1	Data Trackers observed
1	4	1	1	During lesson internalization and student work analysis with PLCs teachers will create writing rubrics for students to use through structured writing and exit tickets will be analyzed to identify misconceptions and next steps.

Splendora Independent School District

Piney Woods Elementary School

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

During the 2025–2026 school year, Piney Woods Elementary served approximately 630 students in Pre-Kindergarten through 5th grade. The student population is predominantly White (51.1%), followed by Hispanic/Latino students, with additional representation from Black/African American, Asian, American Indian/Alaskan Native, and students identifying with two or more races, creating a diverse learning community.

Approximately 57.9% of students are identified as economically disadvantaged, highlighting the importance of providing equitable access to instructional resources, intervention supports, and family engagement opportunities. Additionally, 24.3% of students are identified as Emergent Bilinguals/English Learners. PWE provides a continuum of services for students with diverse learning needs, including special education, speech therapy, dyslexia intervention, Section 504 accommodations, and multilingual instructional programs.

The campus is staffed by a highly dedicated team of 59 teachers, 22 instructional aides, 9 administrators and support personnel who collaborate to create a positive learning environment centered on high expectations and strong relationships.

Strengths

Piney Woods Elementary has a dedicated staff and strong systems of support that effectively serve a diverse student population through high-quality instruction, targeted interventions, and meaningful family partnerships.

Barriers Identifying Demographics Needs

	Barrier	Root Cause
1 ★	A high percentage of economically disadvantaged and Emergent Bilingual students increases the need for differentiated instruction, targeted interventions, and family support services to ensure equitable access to academic success.	Teachers need ongoing professional learning and instructional coaching to strengthen differentiation, language acquisition strategies, and the effective use of student data to inform instruction.

★ = Priority

Student Learning

Summary

The 2026 STAAR and Texas Education Agency (TEA) accountability results for Piney Woods Elementary reflect improvement in overall campus performance, with an accountability score of 82, a B rating, compared to 65 in 2025. Student Achievement earned a scaled score of 72, while School Progress earned 83, highlighting academic growth as a campus strength. Continued focus on increasing grade-level proficiency and the percentage of students reaching Meets and Masters Grade Level standards remains essential.

In Reading Language Arts (RLA**)**, 69% of students achieved Approaches Grade Level or above. In Mathematics, 68% of students achieved Approaches Grade Level or above. In science , 61% of students achieved Approaches Grade Level or above.

Moving forward, Piney Woods Elementary will use STAAR results, classroom assessments, and progress-monitoring data to guide instruction. Priorities include strengthening Tier 1 instruction, providing targeted interventions, aligning instruction to the Texas Essential Knowledge and Skills (TEKS), and offering rigorous learning opportunities.

Strengths

Piney Woods Elementary demonstrated significant improvement in overall campus accountability, increasing from a score of 65 in 2025 to 82 in 2026. The School Progress domain earned a score of 83, reflecting a strength in academic growth and the campus’s efforts to move students toward grade-level expectations.

Barriers Identifying Student Learning Needs

	Barrier	Root Cause
1 ★	A significant percentage of students continue to perform below grade-level expectations, particularly in Science	Inconsistent mastery of prerequisite skills and gaps in students' understanding of grade-level TEKS may limit students' ability to independently apply learning to rigorous, grade-level tasks.

★ = Priority

School Processes & Programs

Summary

Piney Woods Elementary (PWE) has established campus processes to support student achievement, professional growth, and instructional consistency. Instruction is guided by curriculum alignment, lesson internalization, TEKS unpacking, and data analysis. PLCs and collaborative planning allow teachers to identify learning gaps, plan targeted instruction, and monitor student progress. Classroom walkthroughs, coaching, and leadership feedback support continuous improvement.

Professional development focuses on strengthening Tier 1 instruction, classroom management, data-driven decision-making, and effective instructional strategies. PLCs, collaborative planning, and coaching provide opportunities for teachers to refine instruction and respond to student needs. Leadership and grade-level teams promote shared decision-making and alignment with campus goals.

PWE prioritizes a positive school culture through character development, student recognition, family engagement, and student support services. Counseling, behavior interventions, and targeted support help address barriers to learning, behavior, and attendance. Moving forward, PWE will continue using student data to guide instruction, strengthen instructional consistency, and provide targeted support to improve achievement and close learning gaps.

Strengths

Piney Woods Elementary has established a strong foundation for instructional alignment and student growth through the use of district-approved curriculum resources, collaborative PLCs, and data-driven instructional planning. Teachers work collaboratively to analyze student performance, and identify targeted instructional strategies to address learning needs.

Barriers Identifying School Processes & Programs Needs

	Barrier	Root Cause
1 ★	Support Emergent Bilingual (EB) students and ensure consistent implementation of language acquisition strategies across content areas.	Inconsistent implementation of language acquisition strategies across classrooms may limit Emergent Bilingual students' access to grade-level instruction and opportunities to develop academic language.

★ = Priority

Perceptions

Summary

Staff, parent, and student perceptions highlight Piney Woods Elementary as a relationship-centered campus with a strong culture of care, support, and belonging. Stakeholders consistently identified dedicated teachers, visible leadership, strong communication, student safety, and a welcoming environment as campus strengths. Students feel respected and supported by teachers, families value the school's commitment to safety and responsiveness, and staff recognize the collaborative, professional culture that supports student success.

Strengths

Piney Woods Elementary staff identified a strong campus culture built on relationships, collaboration, and instructional leadership. Staff reported consistent implementation of CHAMPS expectations, with approximately 97% indicating daily classroom implementation. Staff comments emphasized a positive professional environment where educators feel supported by administrators, instructional coaches, and one another.

Piney Woods Elementary parents identified student safety, communication, and leadership visibility as significant campus strengths. Approximately 99% of parents agreed that the school takes effective measures to ensure student safety, and approximately 96% recognized timely responses to communication and principal visibility on campus. Parents also praised teachers, administrators, office staff, family engagement opportunities, and communication systems that help build strong partnerships between home and school.

Piney Woods Elementary students identified positive relationships with teachers and access to supportive adults as key strengths. Approximately 93% of students reported being treated with courtesy and respect by teachers. Students also valued opportunities to participate in recess, PE, CAMP/specials, technology experiences, projects, and extracurricular activities that contribute to a fun, welcoming, and engaging school experience.

Barriers Identifying Perceptions Needs

	Barrier	Root Cause
1	Students report inconsistent peer-to-peer respect and belonging, which impacts the overall student experience and sense of connection on campus.	Students have varying levels of social-emotional skills, conflict-resolution strategies, and understanding of campus expectations for positive peer interactions. Continued reinforcement of relationship-building practices, proactive social-emotional learning, and consistent behavior expectations are needed to ensure all students experience positive learning environment.

★ = Priority

Student Outcomes

Summary

Piney Woods Elementary aligns its student outcome goals with Splendora ISD Strategic Plan Priority 1: Student Outcomes—Academic, which emphasizes challenging all students to demonstrate individual growth through high-quality instruction and learning experiences. PWE's 2026 TEA accountability results show an overall score of 82 (B), improving from 65 in 2025. The campus earned a School Progress scaled score of 83 (B), reflecting a strength in academic growth, while Student Achievement earned 72 (C) and Closing the Gaps earned 78 (C). These results reinforce the need to sustain student growth while increasing grade-level proficiency across content areas.

Strengths

Piney Woods has established a strong system around data driven instructional indicating that *Key Question 2 under the Student Learning and Progress Pillar* is an area where a major change is already underway with a solid foundation in place, N. Teachers and instructional coaches regularly and consistently use MAP, mCLASS, STAAR, and TELPAS results, along with local assessments such as End-of-Module and Middle-of-Module assessments, to monitor student progress, identify learning gaps, and plan targeted instruction.

Instructional walkthrough data is also used to evaluate instructional practices, identify campus-wide trends, and determine areas for additional coaching and support. During PLCs, teachers collaborate to analyze results, adjust instruction, and plan reteaching and enrichment opportunities based on student needs.

No immediate change is required to this process, though continuous monitoring and refinement will ensure effectiveness is maintained.

Barriers Identifying Student Outcomes Needs

	Barrier	Root Cause
1	Each student has a data folder to keep track of their progress and mastery, through some students are not aware of their academic progress that result in low levels of student ownership	Systems for student goal setting and conferencing used across campus and not fully embedded into instructional routines across all classrooms

 = Priority

Community Engagement

Summary

Piney Woods Elementary values community engagement as an essential component of student success. There is a commitment to building positive relationships with families, maintaining open communication, and creating opportunities for parents and community members to participate in campus activities. Through regular newsletters, ParentSquare communication, campus events, and family engagement opportunities, PWE strives to foster a welcoming environment where families feel informed, connected, and invested in their children's education. Continued growth in two-way communication and family participation remains an important opportunity for strengthening the partnership between home, school, and the community.

Strengths

PWE prioritizes consistent communication and relationship-building with families through ParentSquare, campus newsletters, school events, and opportunities for parent involvement. These efforts help keep families informed about student learning, campus initiatives, and upcoming activities while promoting a positive school culture.

Barriers Identifying Community Engagement Needs

	Barrier	Root Cause
1	A potential barrier is ensuring consistent family participation and engagement at varied times due to work schedules and transportation.	Families' socioeconomic circumstances may create barriers to consistent participation in school activities due to work schedules. These demands can make it difficult for parents and guardians to attend campus events, conferences, and family engagement opportunities during traditional school hours.

★ = Priority

Professional Learning and High Quality Staff

Summary

Piney Woods Elementary is committed to supporting the district's strategic plan by providing professional learning opportunities that address the needs of all staff members.

New employees are welcomed into our learning community through onboarding and initial training in campus resources, instructional tools, and learning platforms. New staff members receive training in Capturing Kids' Hearts and CHAMPS.

Ongoing guidance and professional support are provided to help all employees grow in their roles and contribute to student success. Staff members have access to mentors, instructional coaches, campus leadership, and team leads who provide guidance, collaboration, and support in developing effective instructional practices.

Throughout the summer and through out the school year, PWE staff members participate in professional learning opportunities designed to strengthen instructional quality, refine teaching practices, and improve student learning outcomes. These opportunities promote collaboration, continuous growth, and a shared commitment to meeting the academic and social-emotional needs of all students.

Strengths

Piney Woods Elementary demonstrates strength in attracting and retaining quality staff, as evidenced by the limited number of teaching vacancies to fill. During the hiring process, only three teaching positions needed to be filled. One position was filled by promoting a developing teacher from within the campus, demonstrating a commitment to growing and retaining internal talent. The remaining two positions were filled by candidates from outside the Splendora ISD community, reflecting the campus's ability to attract new talent. These outcomes indicate that PWE is building staff capacity, supporting professional growth, and maintaining staffing stability to support student achievement.

Barriers Identifying Professional Learning and High Quality Staff Needs

	Barrier	Root Cause
1	Providing differentiated professional learning that consistently meets the varied needs of all staff members can be challenging due to limited time, competing campus responsibilities, and differences in staff experience and instructional needs.	Balancing required district and campus initiatives with individualized coaching and professional growth opportunities may limit the time available for sustained implementation, reflection, and follow-up support.

★ = Priority

Priority Problem Statements

	Barrier	Root Cause
1 ★	Support Emergent Bilingual (EB) students and ensure consistent implementation of language acquisition strategies across content areas.	Inconsistent implementation of language acquisition strategies across classrooms may limit Emergent Bilingual students' access to grade-level instruction and opportunities to develop academic language.
2 ★	A high percentage of economically disadvantaged and Emergent Bilingual students increases the need for differentiated instruction, targeted interventions, and family support services to ensure equitable access to academic success.	Teachers need ongoing professional learning and instructional coaching to strengthen differentiation, language acquisition strategies, and the effective use of student data to inform instruction.
3 ★	A significant percentage of students continue to perform below grade-level expectations, particularly in Science	Inconsistent mastery of prerequisite skills and gaps in students' understanding of grade-level TEKS may limit students' ability to independently apply learning to rigorous, grade-level tasks.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**

- [x] **Intervention data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **T-TESS data**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**

- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**
- [x] **Parent activity evaluations and feedback data**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Technology and resource allocation data**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Pillars

Pillar 1

Student Outcomes: Learning, Progress, Readiness, Engagement, and Well-Rounded

Pillar Function:
Student Learning and Progress: Ensure academic success for all students. We align learning to the students' needs.

Student Readiness: Ensure students are well prepared for their next level of education and, most notably for post-secondary success, including career readiness, college readiness and military readiness. We promote and model lifelong learning and teach students to focus on their future, as well as teach students to take ownership and be accountable for their learning.

Engaged and Well-Rounded Students: Engage students in a way that contributes to their overall development and future well-being. We facilitate, promote, and value the interests of our students, and consistently engage students in quality learning experiences that challenge and inspire them.

Key Question 1

To what degree are all students demonstrating growth?

System Response: We will be a district that ensures all students demonstrate continuous growth through purposeful learning experiences, high expectations, and targeted supports.

Indicators: Campus Data Student Growth Trackers, Teacher Incentive Allotment (TIA), Instructional Framework Walkthroughs

Initial Status: Maintain

Key Question 2

To what degree are we using the data to impact instructions for all students?

System Response: We will be a district that uses meaningful data to drive instruction, inform decisions, and improve outcome for every student.

Indicators: PLC agendas, Data Walls, Building intentional small groups with data, MTSS groups, SIF-Checks for Understanding (in classroom), SISD Walkthrough Form, Student Data Trackers

Initial Status: Maintain

System Response (Goal) 1

To elevate our established data practices, 100% of instructional faculty will continue utilizing current and historical assessment data to drive instruction. Moving forward, we will refine our focus on empowering students to own their learning through dedicated data tracking, goal setting, continuous professional reflection, and shared campus celebrations.

Evidence of Success: Weekly PLC agendas and meeting notes that reflect ongoing data analysis using target trackers and instructional planning.
Progress Learning reports demonstrating student growth across priority standards.
Classroom observation evidence showing the use of student data trackers and goal-setting practices.
Documentation of goal-setting conferences and follow-up conversations between teachers and students.
Evidence of intentional MTSS implementation, including structures and supports tailored to meet individual student needs.

Staff Responsible: Instructional Coach
Assistant Principal
Principal

Formative Reviews

On Track

October	January	March	June

Strategy 1

Use ongoing data analysis using target trackers and instructional planning

Intended Audience: Admin, IC, and Teachers

Provider / Presenter / Person Responsible: Teachers and IC

Date(s) / Timeframe: Weekly During Lesson Design

Delivery Method: Digital

Staff Responsible: IC and Teachers

Action Steps: Weekly PLC Agendas and Minutes

Strategy 2

Using the instructional walkthrough form, we will collect observation evidence showing the use of student data trackers and goal-setting practices.

Intended Audience: Admin

Provider / Presenter / Person Responsible: Teachers

Date(s) / Timeframe: At the end of module assessments

Delivery Method: paper trackers and digital walk through form

Staff Responsible: Admin, IC, and Teachers

Action Steps: Review of walk through data during instructional meeting

Strategy 3

Intentional MTSS implementation through intervention

Intended Audience: Tier 2 and Tier 3 Students

Provider / Presenter / Person Responsible: Teacher

Date(s) / Timeframe: Daily

Key Question 3

To what degree are we preparing students for life readiness?

System Response: We will be a district that equips every student with the knowledge, skills, and character to be life-ready - prepared for success in college, career, or military service.

Indicators: Transcripts, CCMR tracking, Agenda of district events spotlighting students' successes, Graduation

Initial Status: Maintain

System Response (Goal) 1

During the 2026-2027 school year, Piney Woods Elementary (PWE) will intentionally integrate lifelong learning and life-readiness skills into the campus culture by implementing at least 10 learning experiences or campus activities

Evidence of Success: Social media posts, announcements, and spotlights during district designated college week
Social media posts, announcements, and spotlights during district designated career week
Calendar invites for college shirt day or designated days

Staff Responsible: Instructional Coaches
Campus Secretary
Principal
Assistant Principal

Formative Reviews

On Track

October	January	March	June

Strategy 1

Parent Communication through school platforms such as ParentSquare and Facebook.

Intended Audience: Parents & Community

Provider / Presenter / Person Responsible: Principal
Campus Secretary
Media Specialist

Date(s) / Timeframe: Quarterly

Staff Responsible: Principal
Campus Secretary
Media Specialist

Action Steps: Calendar

Strategy 2

Future ready campus events aligned with district initiatives

Intended Audience: Students
Parents

Action Steps: College Awareness Events
Future Focus Pk-12 Events
Career Awareness Events

Key Question 4

To what degree do students exhibit ownership of learning through initiative, adaptability, critical thinking, and self-motivation?

System Response: We will be a district that cultivates learners who consistently take ownership of their learning, as evidenced by their portfolios.

Indicators: Student data trackers, Student portfolios, Student goal-setting

Key Question 5

To what degree do our students engage in learning experiences that prepare them to be productive citizens?

System Response: We will be a district that provides meaningful learning experiences empowering every student to become a productive, responsible, and engaged citizen.

Indicators: Voter registration, CCMR data, Student portfolio

Pillar 2

Community Engagement and Partnerships

Pillar Function:
Ensure that local citizens are a meaningful, integral part of CBAS and can and will support their local public schools. We teach students to be productive citizens in their future communities.

Key Question 1

To what degree does our community have meaningful opportunities to partner with the school district?

System Response: We will be a district that provides its community with multiple meaningful opportunities to partner with the district through advisory groups, volunteer programs, campus events, and collaborative initiatives that invite stake holder input and involvement. While participation continues to grow, we remain committed to expanding and strengthening these partnerships so that all citizens feel informed, engaged, and valued as contributors to the district's success.

Indicators: Increased participation in initiatives, Cross-promotion between partnerships, Greater lead time to garner participation

Initial Status: Maintain

Key Question 2

To what degree are opportunities to engage and collaborate with the district accessible and inclusive of all members and groups within our community?

System Response: We will be a district and provides a range of opportunities for engagement and collaboration that are accessible and inclusive for all community members. We strive to remove barriers by offering multiple formats, times and locations for participation, as well as clear communication in languages that reflect our community. While we have strong participation across many groups we remain committed to expanding outreach so every voice feels welcomed, represented, and included in district decisions an initiatives.

Indicators: Evidence and evaluation of intentional outreach, Assuring all communication platforms are translatable, Welcoming environment when families arrive to events.

Key Question 3

To what degree are the students in our building involved in our community through partnerships, events, and volunteer work?

System Response: We will be a district whose students are actively involved in the community through a variety of partnerships, events, and service opportunities. Many participate in volunteer projects, campus community collaborations, and local events that build leadership and strengthen civic engagement. While student involvement is strong, we continue to seek additional ways to connect all students with meaningful community experiences that support their growth as productive and responsible citizens.

Indicators: Increased student-led involvement in blood drives, food drives, etc., Provide opportunities to help our elderly in the community, Involve students at the Houston Dream Center, Expanded menu of

community partnerships, Increased student-led presentations at the district level

Pillar 3

Professional Learning and Quality Staff

Pillar Function:
Ensure that every student has quality teachers and adults in the schools who care about students, their learning, and their well-being. Training is aligned with the mission and vision of the district, and every staff member is committed to SISD values, principles and culture.

Key Question 1

To what degree are we attracting and retaining high-quality staff?

System Response: We will be a district with an 84% yearly retention rate in all job classifications.

Indicators: Retention Rate for the district, Staff with upward movement; building capacity within the district

Key Question 2

To what degree are we offering high-quality professional learning that meets the needs of our staff and aligns with our district priorities?

System Response: We will be a district with a 90% satisfaction rate for professional development. PD scoring under 70% percent will be reviewed for effectiveness.

Indicators: Survey results, Implementation of district resources using walkthrough data and RBIS

Initial Status: Maintain

System Response (Goal) 1

During the 2026-2027 school year, Piney Woods Elementary (PWE) will cultivate a strong professional learning culture by implementing targeted, tiered professional learning systems based on staff needs to ensure consistent implementation of the Bluebonnet curriculum and use of common instructional language

Evidence of Success: Splendora Instructional Framework Walk-throughs
Bluebonnet Implement Walks
Staff survey
PLC+ agenda
Lesson Internalization

Staff Responsible: Principal
Assistant Principal
Instructional Coaches
Teachers

Formative Reviews

On Track

October	January	March	June

Strategy 1

Conduct regular walkthroughs to monitor implementation of the Splendora Instructional Framework and identify trends in instructional practices.

Intended Audience: Instructional Team
Teachers

Date(s) / Timeframe: Weekly

Staff Responsible: Principal
Instructional Coaches

Action Steps: Walkthrough Rotation
Instructional Meeting to evaluate trends and identify needs

Strategy 2

Conduct regular curriculum implementation walks to monitor alignment with Bluebonnet scope and sequence, lesson components, and instructional expectations.

Intended Audience: Instructional Team
Teachers

Delivery Method: Weekly

Staff Responsible: Principal
Instructional Coaches

Action Steps: Campus Implementation Walks
Quarterly District Implementation Walks

Key Question 3

To what degree is every staff member committed to SISD values, principles, and culture?

System Response: We will be a district in which 100% of staff members commit to the values, principles, and culture of SISD each year.

Indicators: Walkthrough and survey data showing evidence of SISD values, principles, and culture, Community survey data and feedback

Pillar 4

Fiscal and Operational System

Pillar Function:
Ensure the district is using its resources to further its mission to educate the students it is assigned to serve. Our system attracts effective applicants and our resource allocations reflect goals and objectives of the district.

Key Question 1

To what degree are our fiscal and operational systems focused on maximizing student learning and growth opportunities?

System Response: We will be a district that aligns resources to maximize student outcomes.

Indicators: Meeting minutes, development of a resource allocation model, FMX work order data/reports, Prepare comprehensive long-range plan

Initial Status: Maintain

Key Question 2

To what degree are all staff aware of and financial decisions tied to the mission/vision/goals of the district and aligned with the strategic plan?

System Response:
We will be a district where all staff understand how financial decisions are connected to the district's mission, vision, and goals, and budgetary priorities and expenditures are clearly algined wiht the strategic plan, resulting in transparent decision-making and increased staff ownership of resource allocation in support of student success.

Indicators: Tie requisitions to strategic plans, Training provided for budget managers

Key Question 3

To what degree does the district provide transparency regarding identified needs and the allocation of available resources?

System Response: We will be a district that will establish and maintain transparent communication processes that clearly identify district needs and demonstrate how available resources are allocated to address those needs, as evidenced by regular public reports, stakeholder updates, and data-informed budget presentations aligned with the strategic plan.

Indicators: Recognition of budgetary stewardship: Texas Comptroller Leadership Circle, TASBO Excellence in Financial Reporting, GFOA ACFR, TASBO Purchasing Award of Merit

Pillar 5

Safety and Well-Being

Pillar Function:
Ensure students are educated in an optimal environment that is safe, secure and conducive to learning. This includes both physical safety as well as the social emotional needs of each student. Our learning spaces are designed around the needs of the students, and a student's whole health is a part of our culture. We support and promote a culture of respect.

Key Question 1

To what degree do students feel safe in our schools?

System Response: We will be a district that ensures students are educated in an optimal environment that is safe, secure and conducive to learning.

Indicators: Campuses will meet safety expectations including door checks, visitor protocols, SRP aligned drills, visibility of SISD police officers, Centegix implementation; Counselors will facilitate training about bullying trusted adult, social emotional lessons, and conduct campus wide surveys to educate and build awareness; The SISD maintenance and custodial departments will work to ensure our campuses meet safety standards.

Initial Status: Maintain

Key Question 2

To what degree are staff, students, and parents trained and competent in the safety protocol and response processes?

System Response: We will be a district that consistently prepares for and practices all required safety drills, while maintaining clear and effective communication with parents, students, and staff to ensure accurate, timely, and efficient reporting.

Indicators: Each campus meets SRP drill protocols and accurately practices, tracks and documents drill efficiency. All staff members are trained in the Centegix process; Parents stay abreast of safety concerns via the SISD Communications department

Initial Status: Maintain

System Response (Goal) 1

We will be a campus that consistently implements and maintains established safety protocols through required drills, ongoing training, and effective communication to ensure students, staff, and families are informed and prepared to respond appropriately to emergency situations.

Evidence of Success: 100% completion and documentation of required SRP safety drills.
100% of staff trained in established safety procedures and Centegix protocols.
Drill documentation and evaluations reflect consistent implementation of safety procedures.
Timely and accurate communication of relevant safety information to staff and families.

Staff Responsible: Campus Principal, Assistant Principal, Campus Safety Team, District Safety Personnel

Formative Reviews

On Track

October	January	March	June

Strategy 1

Maintain consistent implementation of district safety protocols through regularly scheduled drills, staff training, and ongoing evaluation of emergency response procedures to ensure campus readiness.

Date(s) / Timeframe: Monthly Drills, throughout the school year

Staff Responsible: Campus Principal, Assistant Principal, Campus Safety Team, District Safety Personnel

Action Steps: Conduct and document all required safety drills in accordance with district and state guidelines.
Provide annual training and ongoing reminders regarding SRP and Centegix procedures.
Review drill documentation and staff feedback to identify opportunities for continued improvement.
Collaborate with district safety personnel and the Communications Department to ensure consistent communication of safety procedures and expectations.

Key Question 3

To what degree are students experiencing positive relationships (peers and adults) during the day?

System Response: We will be a district that establishes processes and procedures that create meaningful opportunities for students to build positive relationships with both peers and adults.

Indicators: SIS effectively promotes and supports district-wide initiatives such as Capturing Kids' Hearts, CHAMPS, and the BRIDGE Mentor Program, community-wide events, and Trusted Adult efforts, while also providing a wide range of resources to support our families that include community-wide events throughout the school year.

Initial Status: Maintain

System Response (Goal) 1

During the 2026-2027 school year, Piney Woods Elementary (PWE) will strengthen campus safety, student well-being, and positive school culture by consistently implementing Capturing Kids' Hearts (CKH), CHAMPS classroom management strategies, and foster positive relationships between students and a trusted adults on campus.

Evidence of Success: Attendance increases
Reduced Referrals
Student Survey Results

Staff Responsible: Principal
Assistant Principal
Instructional Coaches
Teachers
Counselor

Formative Reviews

On Track

October	January	March	June

Strategy 1

Review overall attendance rates weekly and compare results to last year

Intended Audience: Teachers
Parents

Provider / Presenter / Person Responsible: Assistant Principal
Registrar

Date(s) / Timeframe: Monthly

Staff Responsible: Principal
Assistant Principal

Action Steps: Review Attendance
Set Attendance challenges

Strategy 2

Document implementation of relationship-building strategies, social contracts, student connections, and positive classroom interactions.

Intended Audience: Teachers
Students

Date(s) / Timeframe: Weekly

Staff Responsible: Teachers

Action Steps: SIF walkthroughs
Review data during Instruction

Splendora Independent School District

Splendora High School

2026-2027 Campus Improvement Plan

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Pillars

Pillar 1

Student Outcomes: Learning, Progress, Readiness, Engagement, and Well-Rounded

Pillar Function:
Student Learning and Progress: Ensure academic success for all students. We align learning to the students' needs.

Student Readiness: Ensure students are well prepared for their next level of education and, most notably for post-secondary success, including career readiness, college readiness and military readiness. We promote and model lifelong learning and teach students to focus on their future, as well as teach students to take ownership and be accountable for their learning.

Engaged and Well-Rounded Students: Engage students in a way that contributes to their overall development and future well-being. We facilitate, promote, and value the interests of our students, and consistently engage students in quality learning experiences that challenge and inspire them.

Key Question 1

To what degree are all students demonstrating growth?

System Response: We will be a district that ensures all students demonstrate continuous growth through purposeful learning experiences, high expectations, and targeted supports.

Indicators: Campus Data Student Growth Trackers, Teacher Incentive Allotment (TIA), Instructional Framework Walkthroughs

Initial Status: Major Change

System Response (Goal) 1

By May 2027, Splendora High School will ensure that at least 85% of students demonstrate measurable academic growth through diagnostic, formative, and summative assessments by implementing high-quality instructional materials with fidelity, consistently utilizing the Splendora Instructional Framework, and providing targeted academic interventions based on individual student needs.

Evidence of Success: At least 85% of students demonstrate measurable academic growth through diagnostic, formative, and summative assessments.

Student data trackers document individual growth and progress toward academic goals.

STAAR EOC, benchmark, and classroom assessment results reflect increased student achievement.

Instructional walkthroughs demonstrate consistent implementation of high-quality Tier 1 instruction aligned with the Splendora Instructional Framework.

Staff Responsible: Campus Principal, Associate/Assistant Principals, Instructional Coaches, Department Chairs, Classroom Teachers and Special Education team.

Formative Reviews

On Track

October	January	March	June

Strategy 1

Implement high-quality Tier 1 instruction with fidelity through the Splendora Instructional Framework, ongoing instructional monitoring, and targeted academic support to ensure at least 85% of students demonstrate measurable growth.

Intended Audience: All SHS students and instructional staff, including general education and special education.

Provider / Presenter / Person Responsible: Campus Principal, Associate/Assistant Principals, and Instructional Coaches.

Date(s) / Timeframe: August 2026-May 2027; ongoing implementation and monitoring throughout the school year.

Collaborating Departments: Teaching & Learning, Special Education, Advanced Academics, and Campus Administration.

Delivery Method: Classroom instruction, professional development, PLCs, instructional walkthroughs, coaching cycles, and targeted interventions.

Staff Responsible: Campus Principal, Associate/Assistant Principals, Instructional Coaches, Department Chairs, Classroom Teachers, and Special Education Team.

Action Steps: Provide professional development and ongoing support for implementing high-quality instructional materials and the Splendora Instructional Framework.

Conduct regular instructional walkthroughs and provide actionable feedback to improve instructional practices.

Monitor student academic performance through diagnostic, formative, and summative assessments.

Maintain student data trackers to identify learning gaps and monitor individual progress.

Implement targeted interventions and instructional adjustments based on student performance data.

Review academic growth throughout the school year to monitor progress toward the 85% student

growth goal.

Key Question 2

To what degree are we using the data to impact instructions for all students?

System Response: We will be a district that uses meaningful data to drive instruction, inform decisions, and improve outcome for every student.

Indicators: PLC agendas, Data Walls, Building intentional small groups with data, MTSS groups, SIF-Checks for Understanding (in classroom), SISD Walkthrough Form, Student Data Trackers

Initial Status: Major Change

System Response (Goal) 1

By May 2027, 100% of instructional PLC teams will document data analysis and instructional adjustments at least once per grading period, utilizing student assessment results, data trackers, and targeted intervention plans to improve Tier 1 instruction and support the campus goal of 85% of students demonstrating measurable academic growth.

Evidence of Success: PLC agendas and data analysis documentation reflect consistent review of student performance and instructional adjustments.

Teachers utilize formative and summative assessment data to plan differentiated instruction, targeted small groups, and interventions.

Student data trackers demonstrate progress following targeted instructional support.

SISD Instructional Framework walkthroughs reflect consistent use of checks for understanding and data-informed instructional practices.

Staff Responsible: Campus Principal, Associate/Assistant Principals, Instructional Coaches, Department Chairs, Classroom Teachers and Special Education team.

Formative Reviews

On Track

October	January	March	June

Strategy 1

Strengthen data-driven instructional practices through structured PLC collaboration, consistent analysis of student performance, and targeted instructional adjustments to improve academic outcomes for all students.

Intended Audience: All SHS instructional staff and students, including students requiring additional academic interventions.

Provider / Presenter / Person Responsible: Campus Principal, Associate/Assistant Principals, Instructional Coaches, and Department Chairs.

Date(s) / Timeframe: August 2026-May 2027; ongoing PLC meetings, assessment reviews, and progress monitoring.

Collaborating Departments: Teaching & Learning, Special Education, Advanced Academics, Campus Administration, and Instructional Coaches

Delivery Method: PLC meetings, data analysis sessions, student data trackers, SpEd/504 meetings, instructional walkthroughs, and targeted small-group instruction.

Staff Responsible: Campus Principal, Associate/Assistant Principals, Instructional Coaches, Department Chairs, Classroom Teachers, and 504/Special Education Team.

Action Steps: Establish consistent PLC expectations focused on analyzing student performance and planning responsive instruction.

Utilize formative, summative, and benchmark assessment data to identify student learning gaps and instructional needs.

Implement targeted small-group instruction and differentiated learning opportunities based on student data.

Maintain student data trackers and monitor progress following instructional interventions.

Conduct instructional walkthroughs to monitor implementation of checks for understanding and data-informed instructional practices.

Review student progress regularly and adjust instructional strategies to improve student achievement.

Key Question 3

To what degree are we preparing students for life readiness?

System Response: We will be a district that equips every student with the knowledge, skills, and character to be life-ready - prepared for success in college, career, or military service.

Indicators: Transcripts, CCMR tracking, Agenda of district events spotlighting students' successes, Graduation

Initial Status: Minor Change

System Response (Goal) 1

By May 2027, 100% of graduating seniors will have their graduation and CCMR progress reviewed at least once per semester, with targeted academic advising, college and career readiness opportunities, and individualized support provided to students identified as needing additional assistance toward postsecondary readiness.

Evidence of Success: Increased percentage of students meeting CCMR indicators through TSIA2, ACT, SAT, AP, dual credit, and other approved pathways.

Student transcripts and CCMR trackers demonstrate progress toward graduation and postsecondary readiness.

Increased student participation in college, career, and military readiness opportunities, including college fairs, career exploration, and college readiness events.

Individual student goal-setting conferences document progress toward graduation, college, career, and postsecondary goals.

Staff Responsible: Campus Principal, Associate/Assistant Principals, Counselors, ECHS Academic Advisor, CTE Staff, and Classroom Teachers.

Formative Reviews

On Track

October	January	March	June

Strategy 1

Increase postsecondary readiness through intentional academic planning, individualized student goal-setting, CCMR progress monitoring, and expanded college, career, and military readiness opportunities.

Intended Audience: All SHS students, with targeted support for students approaching graduation, CCMR achievement, and postsecondary transitions.

Provider / Presenter / Person Responsible: Campus Principal, Associate/Assistant Principals, Counselors, ECHS Academic Advisor, and CTE Staff.

Date(s) / Timeframe: August 2026-May 2027; ongoing academic advising, CCMR monitoring, and college and career readiness activities.

Collaborating Departments: Counseling, Advanced Academics/ECHS, CTE, Teaching & Learning, Campus Administration, and Postsecondary Partners.

Delivery Method: Individual student conferences, academic advising, CCMR data tracking, college and career readiness events, TSIA2 preparation, and postsecondary planning activities.

Staff Responsible: Campus Principal, Associate/Assistant Principals, Counselors, ECHS Academic Advisor, CTE Staff, and Classroom Teachers.

Action Steps: Review student transcripts and CCMR data to identify individual postsecondary readiness needs.

Conduct student goal-setting conferences focused on graduation requirements, college and career pathways, and postsecondary plans.

Provide targeted preparation and support for TSIA2, ACT, SAT, AP, and dual credit opportunities.

Collaborate with Lone Star College-Kingwood and community partners to expand college and career readiness experiences.

Promote student participation in college fairs, career exploration activities, and military readiness opportunities.

Monitor CCMR attainment and graduation progress throughout the school year to identify students needing additional support.

Key Question 4

To what degree do students exhibit ownership of learning through initiative, adaptability, critical thinking, and self-motivation?

System Response: We will be a district that cultivates learners who consistently take ownership of their learning, as evidenced by their portfolios.

Indicators: Student data trackers, Student portfolios, Student goal-setting

Initial Status: Major Change

System Response (Goal) 1

By May 2027, Splendora High School will strengthen student ownership and accountability through documented student goal-setting and progress monitoring at least once per grading period, while increasing overall student attendance from 91.4% to at least 93% and monitoring student punctuality and out-of-location incidents to support increased instructional engagement.

Evidence of Success: Student goal-setting meetings and data trackers demonstrate students' ability to monitor academic progress and identify areas for improvement.

Reduction in tardies and out-of-location incidents demonstrates increased student responsibility and accountability.

Improved student attendance toward the 93% campus goal reflects increased engagement and commitment to learning.

Staff Responsible: Campus Principal, Associate/Assistant Principals, Instructional Coaches, Classroom Teachers and Special Education team.

Formative Reviews

On Track

October	January	March	June

Strategy 1

Develop student ownership and accountability through individualized academic goal-setting, student progress monitoring, and consistent expectations for attendance, punctuality, and engagement in learning.

Intended Audience: All SHS students, with targeted support for students demonstrating academic, attendance, or behavioral concerns.

Provider / Presenter / Person Responsible: Campus Principal, Associate/Assistant Principals, Instructional Coaches, and Classroom Teachers.

Date(s) / Timeframe: August 2026-May 2027; ongoing student goal-setting, progress monitoring, and attendance and behavior reviews.

Collaborating Departments: Campus Administration, Counseling, Teaching & Learning, Special Education, and Attendance Office.

Delivery Method: Student goal-setting conferences, student data trackers, student portfolios, classroom instruction, attendance monitoring, and targeted student interventions.

Staff Responsible: Campus Principal, Associate/Assistant Principals, Instructional Coaches, and Classroom Teachers

Action Steps: Establish opportunities for students to set individual academic goals and monitor their progress using student data trackers and portfolios.

Incorporate student reflection and goal-setting conferences to promote ownership of academic performance and personal growth.

Provide learning experiences that encourage critical thinking, problem-solving, adaptability, and student initiative.

Communicate and reinforce consistent campus expectations for attendance, punctuality, and student accountability.

Monitor student tardies, out-of-location incidents, and attendance data to identify students requiring additional support.

Recognize student growth, improved attendance, and positive behaviors that demonstrate responsibility and ownership of learning.

Key Question 5

To what degree do our students engage in learning experiences that prepare them to be productive citizens?

System Response: We will be a district that provides meaningful learning experiences empowering every student to become a productive, responsible, and engaged citizen.

Indicators: Voter registration, CCMR data, Student portfolio

Pillar 2

Community Engagement and Partnerships

Pillar Function:
Ensure that local citizens are a meaningful, integral part of CBAS and can and will support their local public schools. We teach students to be productive citizens in their future communities.

Key Question 1

To what degree does our community have meaningful opportunities to partner with the school district?

System Response: We will be a district that provides its community with multiple meaningful opportunities to partner with the district through advisory groups, volunteer programs, campus events, and collaborative initiatives that invite stake holder input and involvement. While participation continues to grow, we remain committed to expanding and strengthening these partnerships so that all citizens feel informed, engaged, and valued as contributors to the district's success.

Indicators: Increased participation in initiatives, Cross-promotion between partnerships, Greater lead time to garner participation

Initial Status: Minor Change

System Response (Goal) 1

By May 2027, Splendora High School educators will implement high-quality instructional materials and district instructional expectations with fidelity, as measured through instructional walkthroughs, student data trackers, and assessment results, to ensure at least 85% of students demonstrate measurable academic growth and progress toward postsecondary readiness.

By May 2027, Splendora High School will foster a culture of engagement and accountability by increasing student attendance from 91.4% to at least 93% and maintaining fewer than 10 absences per staff member during the school year, as measured through student and staff attendance records and ongoing progress monitoring.

Evidence of Success: Increased participation of parents, businesses, and community partners in campus events, advisory groups, and volunteer opportunities.

Documented partnerships supporting college, career, and military readiness.

Event participation records, stakeholder feedback, and communication logs demonstrate increased engagement, cross-promotion, and advance notice of opportunities.

Staff Responsible: Campus Principal, Associate/Assistant Principals, Counselors, ECHS Academic Advisor, CTE Staff, Classroom Teachers, and District Communications Department.

Formative Reviews

On Track

October	January	March	June

Strategy 1

Strengthen school-community partnerships through intentional outreach, collaborative campus events, and increased opportunities for stakeholder involvement to support student achievement, postsecondary readiness, and attendance.

Intended Audience: SHS students, parents/guardians, community members, local businesses, and postsecondary partners.

Provider / Presenter / Person Responsible: Campus Principal, Associate/Assistant Principals, and Counselors

Date(s) / Timeframe: August 2026-May 2027; ongoing outreach, event planning, and partnership development throughout the school year.

Collaborating Departments: Campus Administration, Counseling, Advanced Academics/ECHS, CTE, Teaching & Learning, District Communications, and Community Partners.

Delivery Method: Campus events, advisory meetings, volunteer opportunities, Parent Square, social media, and stakeholder feedback surveys.

Staff Responsible: Campus Principal, Associate/Assistant Principals, Counselors, ECHS Academic Advisor, CTE Staff, Classroom Teachers, and District Communications Department.

Action Steps: Develop and maintain partnerships with local businesses, community organizations, and postsecondary institutions to support student learning and college, career, and military readiness.

Provide meaningful opportunities for parent and community involvement through campus events, including Meet the Teacher, Future Ready Fair, College Fair, and college readiness informational sessions.

Coordinate with district communications and community partners to promote events through multiple communication channels with sufficient advance notice.

Encourage community participation in campus advisory groups, volunteer opportunities, and collaborative initiatives.

Collect participation records and stakeholder feedback to evaluate engagement and identify opportunities for improvement.

Review community engagement data throughout the school year to identify opportunities to expand partnerships and strengthen family-school connections.

Key Question 2

To what degree are opportunities to engage and collaborate with the district accessible and inclusive of all members and groups within our community?

System Response: We will be a district and provides a range of opportunities for engagement and

collaboration that are accessible and inclusive for all community members. We strive to remove barriers by offering multiple formats, times and locations for participation, as well as clear communication in languages that reflect our community. While we have strong participation across many groups we remain committed to expanding outreach so every voice feels welcomed, represented, and included in district decisions an initiatives.

Indicators: Evidence and evaluation of intentional outreach, Assuring all communication platforms are translatable, Welcoming environment when families arrive to events.

Initial Status: Minor Change

System Response (Goal) 1

By May 2027, Splendora High School educators will implement high-quality instructional materials and district instructional expectations with fidelity, as measured through instructional walkthroughs, student data trackers, and assessment results, to ensure at least 85% of students demonstrate measurable academic growth and progress toward postsecondary readiness.

By May 2027, Splendora High School will foster a culture of engagement and accountability by increasing student attendance from 91.4% to at least 93% and maintaining fewer than 10 absences per staff member during the school year, as measured through student and staff attendance records and ongoing progress monitoring.

Evidence of Success: Increased parent participation in campus events, including Meet the Teacher, Future Ready Fair, College Fair, and college readiness informational sessions.

Campus communications are provided through multiple platforms, including Parent Square, email, social media, and the campus website, with language accessibility to meet family needs.

Parent and stakeholder feedback is collected and utilized to identify barriers, improve accessibility, and strengthen campus engagement opportunities.

Staff Responsible: Campus Principal, Associate/Assistant Principals, Counselors, and District Communications Department.

Formative Reviews

On Track

October	January	March	June

Strategy 1

Expand accessible and inclusive family engagement opportunities through intentional outreach, multilingual communication, flexible participation options, and welcoming campus environments to strengthen school-family partnerships and support student success.

Intended Audience: All SHS students, parents/guardians, families, and community stakeholders, including families requiring additional language or accessibility support.

Provider / Presenter / Person Responsible: Campus Principal, Associate/Assistant Principals, Counselors, and District Communications Department.

Date(s) / Timeframe: August 2026-May 2027; ongoing communication, family engagement activities, and stakeholder feedback collection.

Collaborating Departments: Campus Administration, Counseling, District Communications, Special Education, and Multilingual Department

Delivery Method: Parent Square, email, social media, campus website, translated communications, in-person events, virtual participation opportunities, and stakeholder surveys.

Staff Responsible: Campus Principal, Associate/Assistant Principals, Counselors, and District Communications Department.

Action Steps: Communicate campus events, academic opportunities, and important information through multiple platforms to ensure families have access to timely information.

Utilize translation features and language support to provide accessible communication that reflects the needs of the school community.

Offer family engagement opportunities through varied formats, times, and locations when feasible to increase participation.

Establish welcoming and inclusive environments at campus events through clear communication, accessible resources, and staff support.

Collect parent and stakeholder feedback to identify participation barriers and opportunities to improve campus engagement.

Review event participation and communication data to evaluate outreach effectiveness and strengthen engagement across the school community.

Key Question 3

To what degree are the students in our building involved in our community through partnerships, events, and volunteer work?

System Response: We will be a district whose students are actively involved in the community through a variety of partnerships, events, and service opportunities. Many participate in volunteer projects, campus community collaborations, and local events that build leadership and strengthen civic engagement. While student involvement is strong, we continue to seek additional ways to connect all students with meaningful community experiences that support their growth as productive and responsible citizens.

Indicators: Increased student-led involvement in blood drives, food drives, etc., Provide opportunities to help our elderly in the community, Involve students at the Houston Dream Center, Expanded menu of community partnerships, Increased student-led presentations at the district level

Pillar 3

Professional Learning and Quality Staff

Pillar Function:
Ensure that every student has quality teachers and adults in the schools who care about students, their learning, and their well-being. Training is aligned with the mission and vision of the district, and every staff member is committed to SISD values, principles and culture.

Key Question 1

To what degree are we attracting and retaining high-quality staff?

System Response: We will be a district with an 84% yearly retention rate in all job classifications.

Indicators: Retention Rate for the district, Staff with upward movement; building capacity within the district

Initial Status: Minor Change

System Response (Goal) 1

By May 2027, Splendora High School will support a positive and collaborative work environment that promotes staff development, recognition, and professional growth, with the goal of achieving at least an 84% annual staff retention rate, as measured by campus personnel records and staff retention data.

Evidence of Success: Campus staff retention rate of at least 84%

Staff survey feedback reflecting a supportive work environment

Documented staff recognition and professional growth opportunities

Increased opportunities for teacher leadership and internal advancement.

Staff Responsible: Campus Principal, Associate/Assistant Principals, Department Chairs, Instructional Coaches, and District Human Resources Department.

Formative Reviews

On Track

October	January	March	June

Strategy 1

Strengthen staff retention through intentional onboarding, ongoing professional support,

leadership development, staff recognition, and a positive campus culture.

Intended Audience: All SHS faculty and staff, with targeted support for new teachers and employees.

Provider / Presenter / Person Responsible: Campus Principal, Associate/Assistant Principals, Instructional Coaches, Mentors and Department Chairs.

Date(s) / Timeframe: August 2026-May 2027; ongoing support, recognition, and professional growth opportunities throughout the school year.

Collaborating Departments: Campus Administration, Human Resources, Teaching & Learning, Special Education, and Instructional Coaching Teams.

Delivery Method: New teacher induction, mentoring, professional learning communities, instructional coaching, staff recognition, leadership opportunities, and staff feedback surveys.

Staff Responsible: Campus Principal, Associate/Assistant Principals, Instructional Coaches, Department Chairs, Mentor Teachers, and Human Resources Staff.

Action Steps: Provide structured onboarding and mentoring opportunities for new teachers and staff to support successful transitions to the campus.

Establish ongoing communication and feedback opportunities to identify staff needs and address concerns.

Recognize staff accomplishments and contributions through campus celebrations, communications, and recognition initiatives.

Provide professional growth and leadership opportunities through PLC leadership, mentoring, instructional coaching, and campus committees.

Collaborate with Human Resources to monitor staff retention, identify trends, and support recruitment and retention efforts.

Review staff survey results and retention data to identify opportunities for improving campus culture and employee satisfaction.

Key Question 2

To what degree are we offering high-quality professional learning that meets the needs of our staff and aligns with our district priorities?

System Response: We will be a district with a 90% satisfaction rate for professional development. PD scoring under 70% percent will be reviewed for effectiveness.

Indicators: Survey results, Implementation of district resources using walkthrough data and RBIS

Key Question 3

To what degree is every staff member committed to SISD values, principles, and culture?

System Response: We will be a district in which 100% of staff members commit to the values, principles, and culture of SISD each year.

Indicators: Walkthrough and survey data showing evidence of SISD values, principles, and culture, Community survey data and feedback

Initial Status: Minor Change

System Response (Goal) 1

By May 2027, 100% of Splendora High School staff will demonstrate commitment to SISD values, principles, and culture through participation in campus initiatives, professional expectations, and practices that support a positive learning environment, as measured through staff acknowledgment of district expectations, campus walkthrough data, and stakeholder feedback.

Evidence of Success: 100% of staff acknowledge district values and professional expectations; walkthrough and survey data reflect consistent implementation of SISD values and the Splendora Instructional Framework

Staff participation in campus initiatives demonstrates collaboration and shared responsibility

Stakeholder feedback reflects a positive and welcoming school environment.

Staff Responsible: Campus Principal, Associate/Assistant Principals, Department Chairs, Instructional Coaches, and All Campus Staff.

Formative Reviews

On Track

October	January	March	June

Strategy 1

Foster a positive and collaborative campus culture by consistently communicating, modeling, and reinforcing SISD values, professional expectations, and shared responsibility for student success.

Intended Audience: All Splendora High School faculty and staff.

Provider / Presenter / Person Responsible: Campus Principal, Associate/Assistant Principals

Date(s) / Timeframe: August 2026-May 2027; ongoing reinforcement through staff meetings, campus initiatives, and professional learning opportunities.

Collaborating Departments: Campus Administration, Human Resources, Teaching & Learning, District Communications, and All Campus Departments.

Delivery Method: Faculty meetings, campus professional development, staff communications, collaborative team meetings, staff recognition, campus initiatives, and stakeholder surveys.

Staff Responsible: Campus Principal, Associate/Assistant Principals, Department Chairs, Instructional Coaches, and All Campus Staff.

Action Steps: Communicate and reinforce SISD values, principles, and professional expectations during faculty meetings, professional development, and campus communications.

Model district values through leadership practices, positive staff interactions, and a consistent focus on student success.

Encourage staff participation in campus initiatives, collaborative teams, and activities that promote a positive school culture.

Recognize staff members who demonstrate SISD values through their actions, collaboration, and commitment to students.

Collect staff, student, and community feedback to evaluate campus culture and identify areas for improvement.

Utilize walkthrough observations, survey results, and stakeholder feedback to monitor alignment with SISD values and expectations.

Pillar 4

Fiscal and Operational System

Pillar Function:
Ensure the district is using its resources to further its mission to educate the students it is assigned to serve. Our system attracts effective applicants and our resource allocations reflect goals and objectives of the district.

Key Question 1

To what degree are our fiscal and operational systems focused on maximizing student learning and growth opportunities?

System Response: We will be a district that aligns resources to maximize student outcomes.

Indicators: Meeting minutes, development of a resource allocation model, FMX work order data/reports, Prepare comprehensive long-range plan

Initial Status: Maintain but Consider a Change

System Response (Goal) 1

By May 2027, Splendora High School will review campus instructional and operational resource needs at least once per semester and prioritize resource allocations that support high-quality Tier 1 instruction, student growth, and postsecondary readiness.

Evidence of Success: Campus resource allocations reflect identified instructional priorities and student needs

Leadership meeting minutes document resource discussions and decisions

Staff Responsible: Campus Principal, Associate/Assistant Principals, Campus Bookkeeper, Instructional Coaches, Department Chairs, and District Finance Director.

Formative Reviews

On Track

October	January	March	June

Strategy 1

Utilize student performance data, campus improvement priorities, and operational needs assessments to guide resource allocation decisions that maximize instructional effectiveness and student learning opportunities.

Intended Audience: All SHS students and staff, including instructional departments and programs requiring academic or operational resources.

Provider / Presenter / Person Responsible: Campus Principal, Associate/Assistant Principals, and Campus Bookkeeper

Date(s) / Timeframe: August 2026-May 2027; ongoing monitoring with resource reviews each semester.

Collaborating Departments: Campus Administration, Business and Finance, Teaching & Learning, Special Education, Advanced Academics, CTE, Technology, and Maintenance/Operations.

Delivery Method: Campus leadership meetings, budget reviews, instructional needs assessments, department collaboration, and resource allocation planning.

Staff Responsible: Campus Principal, Associate/Assistant Principals, Campus Bookkeeper, Department Chairs, and Instructional Coaches.

Action Steps: Review student achievement data, instructional needs, and campus priorities to identify resource needs.

Collaborate with department chairs, instructional coaches, and campus staff to prioritize instructional materials, technology, and operational resources.

Review campus budget allocations to ensure available resources support high-quality Tier 1 instruction and student learning opportunities.

Identify, document, and monitor facility and operational needs that impact the learning environment.

Document resource allocation decisions and priorities through campus leadership meetings and budget planning records.

Key Question 2

To what degree are all staff aware of and financial decisions tied to the mission/vision/goals of the district and aligned with the strategic plan?

System Response:
We will be a district where all staff understand how financial decisions are connected to the district's mission, vision, and goals, and budgetary priorities and expenditures are clearly algined wiht the strategic plan, resulting in transparent decision-making and increased staff ownership of resource allocation in support of student success.

Indicators: Tie requisitions to strategic plans, Training provided for budget managers

Key Question 3

To what degree does the district provide transparency regarding identified needs and the allocation of available resources?

System Response: We will be a district that will establish and maintain transparent communication processes that clearly identify district needs and demonstrate how available resources are allocated to address those needs, as evidenced by regular public reports, stakeholder updates, and data-informed budget presentations aligned with the strategic plan.

Indicators: Recognition of budgetary stewardship: Texas Comptroller Leadership Circle, TASBO Excellence in Financial Reporting, GFOA ACFR, TASBO Purchasing Award of Merit

Pillar 5

Safety and Well-Being

Pillar Function:
Ensure students are educated in an optimal environment that is safe, secure and conducive to learning. This includes both physical safety as well as the social emotional needs of each student. Our learning spaces are designed around the needs of the students, and a student's whole health is a part of our culture. We support and promote a culture of respect.

Key Question 1

To what degree do students feel safe in our schools?

System Response: We will be a district that ensures students are educated in an optimal environment that is safe, secure and conducive to learning.

Indicators: Campuses will meet safety expectations including door checks, visitor protocols, SRP aligned drills, visibility of SISD police officers, Centegix implementation; Counselors will facilitate training about bullying trusted adult, social emotional lessons, and conduct campus wide surveys to educate and build awareness; The SISD maintenance and custodial departments will work to ensure our campuses meet safety standards.

Initial Status: Minor Change

System Response (Goal) 1

By May 2027, Splendora High School will maintain a safe, secure, and supportive learning environment by completing 100% of required campus safety checks and safety drills, providing student safety awareness opportunities at least once per semester.

Evidence of Success: Documentation of required drills and door checks

Visitor protocols

Implementation of Centegix safety procedures

Staff Responsible: Campus Principal, Associate/Assistant Principals, SISD Police Department, Counselors, and District Safety Coordinator

Formative Reviews

On Track

October	January	March	June

Strategy 1

Strengthen physical safety and student well-being through consistent implementation of campus safety procedures, proactive monitoring, student safety education, and collaboration with district safety personnel.

Intended Audience: All SHS students, faculty, staff, and campus visitors.

Provider / Presenter / Person Responsible: Campus Administration, SISD Police Department, and Campus Counselors.

Date(s) / Timeframe: August 2026-May 2027; ongoing safety monitoring, required drills

Collaborating Departments: Campus Administration, SISD Police Department, Counseling, Maintenance, Custodial Services, District Safety Coordinator, Student Services, and District Communications.

Delivery Method: Safety checks, SRP drills, student presentations, counseling lessons, , and campus safety meetings.

Staff Responsible: Campus Administration, SISD Police Department, Counseling, Maintenance, Custodial Services, District Safety Coordinator, and Student Services,

Action Steps: Conduct and document required campus door checks, visitor management procedures, and safety inspections.

Implement required SRP safety drills and review documentation to identify areas for improvement.

Collaborate with SISD Police and district safety personnel to maintain a visible and proactive safety presence.

Submit and monitor maintenance requests related to facility safety and security through established district procedures.

Key Question 2

To what degree are staff, students, and parents trained and competent in the safety protocol and response processes?

System Response: We will be a district that consistently prepares for and practices all required safety drills, while maintaining clear and effective communication with parents, students, and staff to ensure accurate, timely, and efficient reporting.

Indicators: Each campus meets SRP drill protocols and accurately practices, tracks and documents drill efficiency. All staff members are trained in the Centegix process; Parents stay abreast of safety concerns via the SISD Communications department

Initial Status: Minor Change

System Response (Goal) 1

By May 2027, Splendora High School will ensure 100% of campus staff complete required safety and Centegix training and conduct and document 100% of required SRP safety drills.

Evidence of Success: Staff training completion records demonstrate 100% participation in required safety training.

SRP drill logs document completion and evaluation of required drills.

Staff Responsible: Campus Principal, Associate/Assistant Principals, SISD Police Department, and District Safety Coordinator

Formative Reviews

On Track

October	January	March	June

Strategy 1

Strengthen campus emergency preparedness through consistent safety training, documented SRP drills, staff accountability, and coordinated communication with students, families, and district safety personnel.

Intended Audience: All SHS faculty, staff, and students.

Provider / Presenter / Person Responsible: Campus Principal, Associate/Assistant Principals, SISD Police Department, and District Safety Coordinator

Date(s) / Timeframe: August 2026-May 2027; initial staff training, ongoing refresher opportunities, and required safety drills throughout the school year.

Collaborating Departments: Campus Administration, SISD Police Department, District Safety Coordinator, Student Services, Counseling, and District Communications.

Delivery Method: Staff safety training, Centegix training, SRP drills, faculty meetings, and student safety instruction.

Staff Responsible: Campus Principal, Associate/Assistant Principals, District Safety Coordinator, SISD Police Officers, Teachers, and support staff.

Action Steps: Ensure all campus staff complete required district safety training, including SRP procedures and Centegix emergency response protocols.

Provide safety orientation and ongoing reminders to students and staff regarding campus emergency procedures.

Conduct and document all required SRP safety drills in accordance with district and state expectations.

Review drill procedures and outcomes with campus leadership and district safety personnel to identify opportunities for improvement.

Maintain accurate records of staff safety training, drill completion, and emergency preparedness activities.

Key Question 3

To what degree are students experiencing positive relationships (peers and adults) during the day?

System Response: We will be a district that establishes processes and procedures that create meaningful opportunities for students to build positive relationships with both peers and adults.

Indicators: SIS effectively promotes and supports district-wide initiatives such as Capturing Kids' Hearts, CHAMPS, and the BRIDGE Mentor Program, community-wide events, and Trusted Adult efforts, while also providing a wide range of resources to support our families that include community-wide events throughout the school year.

Splendora Independent School District

Splendora Junior High School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
November 06, 2026 at 09:44 AM

Mission Statement

Cultivating Exceptional People

Vision

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

Value Statement

BELIEFS - why we act

Student-Focused: We believe the greatest outcomes result when students come ï¬rst.

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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Pillars

Pillar 1

Student Outcomes: Learning, Progress, Readiness, Engagement, and Well-Rounded

Pillar Function:
Student Learning and Progress: Ensure academic success for all students. We align learning to the students' needs.

Student Readiness: Ensure students are well prepared for their next level of education and, most notably for post-secondary success, including career readiness, college readiness and military readiness. We promote and model lifelong learning and teach students to focus on their future, as well as teach students to take ownership and be accountable for their learning.

Engaged and Well-Rounded Students: Engage students in a way that contributes to their overall development and future well-being. We facilitate, promote, and value the interests of our students, and consistently engage students in quality learning experiences that challenge and inspire them.

Key Question 1

To what degree are all students demonstrating growth?

System Response: We will be a district that ensures all students demonstrate continuous growth through purposeful learning experiences, high expectations, and targeted supports.

Indicators: Campus Data Student Growth Trackers, Teacher Incentive Allotment (TIA), Instructional Framework Walkthroughs

Initial Status: Maintain

System Response (Goal) 1

By the Spring of 2027 STAAR assessments, 75-85% of SJH students will demonstrate measurable academic growth as defined by STAAR progress measures. Student growth will be monitored throughout the school year using SBA assessments and benchmark data to guide instruction and interventions

Evidence of Success: Tracking student growth on SBA and benchmark data

Staff Responsible: Principal, instructional coaches, assistant principals, and teachers

Formative Reviews

No Progress

October	January	March	June

Strategy 1

During weekly PLCs after an assessment cycle, data trackers will be filled out and small groups will be formed based on student performance.

Intended Audience: Instructional coaches, teachers, and an administrator

Provider / Presenter / Person Responsible: Instructional coaches provide data tracker

Date(s) / Timeframe: After assessment cycles

Staff Responsible: Principal and instructional coaches

Key Question 2

To what degree are we using the data to impact instructions for all students?

System Response: We will be a district that uses meaningful data to drive instruction, inform decisions, and improve outcome for every student.

Indicators: PLC agendas, Data Walls, Building intentional small groups with data, MTSS groups, SIF-Checks for Understanding (in classroom), SISD Walkthrough Form, Student Data Trackers

Initial Status: Maintain

System Response (Goal) 1

Increase academic achievement and growth for identified student groups to reduce performance gaps and meet or exceed state accountability targets.

Evidence of Success: Focus group one grow by 6 points, focus group two grow by 17 points

Staff Responsible: Principal, instructional coaches, teachers

Formative Reviews

No Progress

October	January	March	June

Strategy 1

Analyse assessment and growth data by student group; identify high-priority TEKS and plan support during tier one instruction

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Instructional coaches, principal

Date(s) / Timeframe: Each assessment cycle

Staff Responsible: Instructional coaches, principal

Action Steps: Teachers filling in data trackers eah assessment cycle.

Strategy 2

During PLC's, review progress of two or more races, and white student groups on student data trackers and adjust intervention as necessary to ensure growth.

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Admin and instructional coaches

Date(s) / Timeframe: Review during PLC's to see the progress of focus groups

Action Steps: Review student trackers during PLC

Key Question 3

To what degree are we preparing students for life readiness?

System Response: We will be a district that equips every student with the knowledge, skills, and character to be life-ready - prepared for success in college, career, or military service.

Indicators: Transcripts, CCMR tracking, Agenda of district events spotlighting students' successes, Graduation

Key Question 4

To what degree do students exhibit ownership of learning through initiative, adaptability, critical thinking, and self-motivation?

System Response: We will be a district that cultivates learners who consistently take ownership of their learning, as evidenced by their portfolios.

Indicators: Student data trackers, Student portfolios, Student goal-setting

Key Question 5

To what degree do our students engage in learning experiences that prepare them to be productive citizens?

System Response: We will be a district that provides meaningful learning experiences empowering every student to become a productive, responsible, and engaged citizen.

Indicators: Voter registration, CCMR data, Student portfolio

Pillar 2

Community Engagement and Partnerships

Pillar Function:
Ensure that local citizens are a meaningful, integral part of CBAS and can and will support their local public schools. We teach students to be productive citizens in their future communities.

Key Question 1

To what degree does our community have meaningful opportunities to partner with the school district?

System Response: We will be a district that provides its community with multiple meaningful opportunities to partner with the district through advisory groups, volunteer programs, campus events, and collaborative initiatives that invite stake holder input and involvement. While participation continues to grow, we remain committed to expanding and strengthening these partnerships so that all citizens feel informed, engaged, and valued as contributors to the district's success.

Indicators: Increased participation in initiatives, Cross-promotion between partnerships, Greater lead time to garner participation

Initial Status: Maintain

Key Question 2

To what degree are opportunities to engage and collaborate with the district accessible and inclusive of all members and groups within our community?

System Response: We will be a district and provides a range of opportunities for engagement and collaboration that are accessible and inclusive for all community members. We strive to remove barriers by offering multiple formats, times and locations for participation, as well as clear communication in languages that reflect our community. While we have strong participation across many groups we remain committed to expanding outreach so every voice feels welcomed, represented, and included in district decisions an initiatives.

Indicators: Evidence and evaluation of intentional outreach, Assuring all communication platforms are translatable, Welcoming environment when families arrive to events.

Key Question 3

To what degree are the students in our building involved in our community through partnerships, events, and volunteer work?

System Response: We will be a district whose students are actively involved in the community through a variety of partnerships, events, and service opportunities. Many participate in volunteer projects, campus community collaborations, and local events that build leadership and strengthen civic engagement. While student involvement is strong, we continue to seek additional ways to connect all students with meaningful community experiences that support their growth as productive and responsible citizens.

Indicators: Increased student-led involvement in blood drives, food drives, etc., Provide opportunities to help our elderly in the community, Involve students at the Houston Dream Center, Expanded menu of

community partnerships, Increased student-led presentations at the district level

Pillar 3

Professional Learning and Quality Staff

Pillar Function:
Ensure that every student has quality teachers and adults in the schools who care about students, their learning, and their well-being. Training is aligned with the mission and vision of the district, and every staff member is committed to SISD values, principles and culture.

Key Question 1

To what degree are we attracting and retaining high-quality staff?

System Response: We will be a district with an 84% yearly retention rate in all job classifications.

Indicators: Retention Rate for the district, Staff with upward movement; building capacity within the district

Key Question 2

To what degree are we offering high-quality professional learning that meets the needs of our staff and aligns with our district priorities?

System Response: We will be a district with a 90% satisfaction rate for professional development. PD scoring under 70% percent will be reviewed for effectiveness.

Indicators: Survey results, Implementation of district resources using walkthrough data and RBIS

System Response (Goal) 1

The campus will provide high-quality, targeted professional learning aligned with district priorities, instructional expectations, and identified staff needs, with a goal of achieving at least 90% staff satisfaction. Professional learning opportunities receiving satisfaction ratings below 70% will be reviewed for effectiveness and adjusted as needed. Campus leadership will monitor the implementation and impact of professional learning through staff feedback, classroom walkthrough data, and evidence of research-based instructional strategies (RBIS).

Formative Reviews

No Progress

October	January	March	June

Strategy 1

Provide targeted, high-quality professional learning aligned with district and campus priorities and identified instructional needs.

Intended Audience: Staff members

Provider / Presenter / Person Responsible: Campus Leadership Team

Date(s) / Timeframe: Each semester and ongoing

Collaborating Departments: Teaching and Learning Department

Staff Responsible: Campus Leadership Team

Action Steps: Identify professional learning needs through staff feedback, SIF walkthrough trends, PLC, observations, and student performance data to ensure alignment with district and campus instructional priorities.

TEA Priorities: Recruit, support, retain teachers and principals

Strategy 2

Provide targeted professional learning focused on district-adopted curriculum, SIF implementation, PLC+ processes, and research-based instructional strategies (RBIS).

Staff Responsible: Campus Leadership Team, Instructional Coaches

Action Steps: Campus leadership will analyze staff feedback, SIF walkthrough data, PLC+ observations, and student performance trends to identify instructional needs and coordinate targeted professional learning aligned with district priorities. Leadership will monitor implementation and provide follow-up support to strengthen instructional practices.

Strategy 3

Collect participant feedback following professional learning opportunities, targeting at least 90% satisfaction.

Date(s) / Timeframe: Following Professional Learning

Staff Responsible: Campus Leadership Team

Action Steps: Review professional learning receiving satisfaction ratings below 70% to identify needed improvements, then plan for adjustments.

Strategy 4

Monitor the transfer of professional learning into classroom instruction through SIF walkthroughs, PLC+ observations, and evidence of RBIS implementation.

Date(s) / Timeframe: Monthly and Quarterly

Staff Responsible: Campus Leadership Team, Instructional Coaches

Action Steps: Adjust professional learning and coaching supports based on implementation trends

Key Question 3

To what degree is every staff member committed to SISD values, principles, and culture?

System Response: We will be a district in which 100% of staff members commit to the values, principles, and culture of SISD each year.

Indicators: Walkthrough and survey data showing evidence of SISD values, principles, and culture, Community survey data and feedback

Pillar 4

Fiscal and Operational System

Pillar Function:
Ensure the district is using its resources to further its mission to educate the students it is assigned to serve. Our system attracts effective applicants and our resource allocations reflect goals and objectives of the district.

Key Question 1

To what degree are our fiscal and operational systems focused on maximizing student learning and growth opportunities?

System Response: We will be a district that aligns resources to maximize student outcomes.

Indicators: Meeting minutes, development of a resource allocation model, FMX work order data/reports, Prepare comprehensive long-range plan

Initial Status: Maintain

Key Question 2

To what degree are all staff aware of and financial decisions tied to the mission/vision/goals of the district and aligned with the strategic plan?

System Response:
We will be a district where all staff understand how financial decisions are connected to the district's mission, vision, and goals, and budgetary priorities and expenditures are clearly algined wiht the strategic plan, resulting in transparent decision-making and increased staff ownership of resource allocation in support of student success.

Indicators: Tie requisitions to strategic plans, Training provided for budget managers

Key Question 3

To what degree does the district provide transparency regarding identified needs and the allocation of available resources?

System Response: We will be a district that will establish and maintain transparent communication processes that clearly identify district needs and demonstrate how available resources are allocated to address those needs, as evidenced by regular public reports, stakeholder updates, and data-informed budget presentations aligned with the strategic plan.

Indicators: Recognition of budgetary stewardship: Texas Comptroller Leadership Circle, TASBO Excellence in Financial Reporting, GFOA ACFR, TASBO Purchasing Award of Merit

Pillar 5

Safety and Well-Being

Pillar Function:
Ensure students are educated in an optimal environment that is safe, secure and conducive to learning. This includes both physical safety as well as the social emotional needs of each student. Our learning spaces are designed around the needs of the students, and a student's whole health is a part of our culture. We support and promote a culture of respect.

Key Question 1

To what degree do students feel safe in our schools?

System Response: We will be a district that ensures students are educated in an optimal environment that is safe, secure and conducive to learning.

Indicators: Campuses will meet safety expectations including door checks, visitor protocols, SRP aligned drills, visibility of SISD police officers, Centegix implementation; Counselors will facilitate training about bullying trusted adult, social emotional lessons, and conduct campus wide surveys to educate and build awareness; The SISD maintenance and custodial departments will work to ensure our campuses meet safety standards.

Initial Status: Maintain

System Response (Goal) 1

SJH will decrease referrals by 20% each quarter.

Evidence of Success: a decrease in referrals in each quarter

Staff Responsible: Registrar and attendance clerk

Formative Reviews

No Progress

October	January	March	June

Strategy 1

SJH staff will engage with the school community through Parent Square to establish a positive relationship between the school and the parents. Share student success and growth opportunities with parents.

Intended Audience: Teachers and parents

Provider / Presenter / Person Responsible: Teachers and administrators

Date(s) / Timeframe: Quarterly

Action Steps: Meet with admin team to review discipline data and PS messages.

Strategy 2

By the end of the 2026-2027 school year, SJH will reduce student safety related discipline incidents including out of location, horseplay, and vaping referrals by 20% through the successful implementation of Minga digital hall pass.

Intended Audience: Administrators and teachers

Provider / Presenter / Person Responsible: Assistant principal, Principal

Date(s) / Timeframe: Monthly

Action Steps: Admin team reviewing discipline data, walkthrough data

Key Question 2

To what degree are staff, students, and parents trained and competent in the safety protocol and response processes?

System Response: We will be a district that consistently prepares for and practices all required safety drills, while maintaining clear and effective communication with parents, students, and staff to ensure accurate, timely, and efficient reporting.

Indicators: Each campus meets SRP drill protocols and accurately practices, tracks and documents drill efficiency. All staff members are trained in the Centegix process; Parents stay abreast of safety concerns via the SISD Communications department

Key Question 3

To what degree are students experiencing positive relationships (peers and adults) during the day?

System Response: We will be a district that establishes processes and procedures that create meaningful opportunities for students to build positive relationships with both peers and adults.

Indicators: SIS effectively promotes and supports district-wide initiatives such as Capturing Kids' Hearts, CHAMPS, and the BRIDGE Mentor Program, community-wide events, and Trusted Adult efforts, while also providing a wide range of resources to support our families that include community-wide events throughout the school year.

Plan Notes

Plan Notes

Splendora Junior High is in targeted support and has developed a local improvement plan. SJH LIP

Splendora Independent School District

Timber Lakes Elementary School

Accountability Rating: C

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
November 06, 2026 at 09:47 AM

Mission Statement

Cultivating Exceptional People

Vision

Connected by Purpose. Driven by Excellence

Value Statement

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.
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

Demographics

Summary

During the previous school year, we served approximately 700 students in grades PK-5. Timber Lakes serves a diverse population: 19% African American, 47.2% Hispanic, 27.5% white, 1.5% Asian, and the remaining percentages are comprised of American Indian, Pacific Islander, or Two or More Races. 57.5% of the students at TLE were economically disadvantaged, 36.45% are considered At-Risk, 21.27% of the student enrollment is served under special education, and 20.6% of the student population are Emergent Bilingual students.

Timber Lakes Elementary ended the school year with a 95% attendance rate. Campus discipline improved in the 25-26 school year, with a 48% reduction in the average discipline rate, a 59% reduction in discipline referrals, and 158 fewer incidents than the previous school year.

The average number of students per teacher is 18, but varies from grade to grade. There is a total of 47 full-time classroom teachers. In Pre-K- second grade, teachers are self-contained. Third- fifth grade classroom teachers are departmentalized, focusing on one to two content areas, and students begin to switch classes.

Strengths

Timber Lakes Elementary embraces the diversity of its student population and recognizes the unique strengths, experiences, and perspectives each student brings to our campus. Our diverse student population provides opportunities to foster an inclusive, culturally responsive learning environment where students feel valued, supported, and connected. With a strong commitment to meeting the needs of all learners, our campus provides instructional support and targeted interventions for students who are economically disadvantaged, At-Risk, Emergent Bilingual, and receiving special education services. Our average student-to-teacher ratio of 18:1 allows for opportunities to build meaningful relationships, provide individualized attention, and respond to students' academic and social-emotional needs. Additionally, our strong attendance rate and significant reduction in disciplinary incidents demonstrate our continued efforts to create a safe, supportive, and engaging learning environment where all students can thrive.

Barriers Identifying Demographics Needs

	Barrier	Root Cause
1 ★	A significant percentage of the student population requires specialized and differentiated instructional support, including students receiving special education services and Emergent Bilingual students. Meeting these varied academic, language, and learning needs across all grade levels presents challenges in ensuring consistent access to targeted interventions, individualized instruction, and appr	The high number of students needing differentiated instruction, combined with limited staffing and instructional aides per grade level, contributes to challenges in providing targeted interventions, language development support, and inclusive practices consistently throughout the school day.

★ = Priority

Student Learning

Summary

2025 to 2026 Accountability Growth & Improvement

From an Overall F to an Overall C

Timber Lakes Elementary made tremendous progress in just one year. Our 2026 accountability results reflect significant growth across all three accountability domains, moving our campus from an overall 67 (D) in 2025 to a 78 (C) in 2026.

Accountability Domain	2025	2026	Growth
Overall Rating	67 – D	78 – C	+11
Student Achievement	59 – F	74 – C	+15
School Progress	66 – D	80 – B	+14
Academic Growth	60 – F	80 – B	+20
Relative Performance	52 – F	72 – C	+20
Closing the Gaps	70 – C	74 – C	+4
STAAR Performance	34	46	+12

Timber Lakes Elementary has made remarkable strides in our 2026 accountability results!

- Our overall score increased 11 points.
- Student Achievement climbed from an F to a C.
- School Progress improved from a D to a B.
- Academic Growth improved from a D to a B.
- Relative Performance moved from an F to a C.
- We are no longer identified for campus improvement support.

Strengths

Timber Lakes Elementary students demonstrated significant academic growth and progress during the 2025-2026 school year across all grade levels, PK-5. The campus's improvement in overall accountability, Student Achievement, School Progress, and Academic Growth reflects the collective efforts of students and staff and demonstrates a strong commitment to continuous academic improvement. Students showed increased proficiency and academic growth, with particularly notable gains in areas measured by STAAR performance. The campus's ability to improve performance across multiple accountability domains demonstrates that students are responding positively to high-quality instruction, targeted interventions, and increased academic expectations. These accomplishments reflect a strong foundation for continued growth and a campus-wide commitment to ensuring all students are equipped with the knowledge and skills necessary for success.

Barriers Identifying Student Learning Needs

	Barrier	Root Cause
1 ★	A significant percentage of the student population requires specialized and differentiated instructional support, including students receiving special education services and Emergent Bilingual students. Meeting these varied academic, language, and learning needs across all grade levels presents challenges in ensuring consistent access to targeted interventions, individualized instruction, and appr	The high number of students needing differentiated instruction, combined with limited staffing and instructional aides per grade level, contributes to challenges in providing targeted interventions, language development support, and inclusive practices consistently throughout the school day.
2 ★	As Timber Lakes enters year one of Bluebonnet Reading and year two of Bluebonnet Math, teachers must deepen their understanding of curriculum rigor and instructional expectations to ensure mastery of grade-level TEKS and overall readiness for the next grade level.	Teachers are continuing to develop a deeper understanding of the curriculum's instructional design, sequencing, and intended rigor. Limited time for comprehensive lesson internalization, collaborative planning, vertical alignment, and analysis of student learning creates challenges in ensuring consistent implementation and maximizing the depth of instruction across grade levels and content areas
3 ★	Although teachers regularly access assessment data through MAP, mCLASS, and classroom assessments, using SWAP analysis protocols and campus data tracking tools, there is a need to strengthen the consistent use of data to identify skill gaps, plan differentiated instruction, develop purposeful small groups, and monitor student progress.	Teachers need continued support in translating assessment results into actionable, TEKS-aligned instructional decisions, including targeted reteaching, enrichment, small-group instruction, and intervention within the established curriculum and instructional framework.
4 ★	Although students have access to individual data binders and progress-tracking tools, opportunities remain to strengthen student understanding of academic goals, ownership of learning, and awareness of individual progress toward mastery of grade-level expectations.	Student goal setting, progress monitoring, and academic conferencing are not yet consistently embedded into daily instructional routines across all grade levels, limiting opportunities for students to actively reflect on their learning and take ownership of their academic growth.

5 ★	Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.	A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.
6 ★	As Timber Lakes implements year one of Bluebonnet Reading and year two of Bluebonnet Math, continued refinement is needed to ensure the curriculum is internalized and delivered with the depth, rigor, and intentionality necessary for students to master grade-level TEKS. Balancing curriculum pacing with students' individual learning needs remains an area of focus.	Teachers are continuing to deepen their understanding of curriculum sequencing, instructional design, and grade-level expectations. Continued emphasis on lesson internalization, collaborative planning, vertical alignment, and data-informed instructional adjustments is needed to ensure students develop the foundational skills and academic readiness necessary for success at the next grade level.
7 ★	Despite strong community partnerships and a supportive school culture, overall staff retention and consistent parent participation in decision-making processes remain limited.	Staff workload and limited flexibility in scheduling for both educators and families reduce availability for extended engagement, while some parents may face language or work-related barriers that limit their involvement in planning and leadership opportunities.

★ = Priority

School Processes & Programs

Summary

Timber Lakes Elementary has implemented school processes and programs aligned to student learning, professional growth, and campus-wide consistency. Instructional practices are grounded in curriculum alignment, intentional lesson internalization, and the strategic use of design qualities to deepen student engagement. Vertical alignment planning, data analysis, and targeted TEKS unpacking are embedded within PLCs and coaching cycles, allowing teachers to plan with clarity and precision. Instructional consistency is further reinforced through regular leadership calibration, classroom walkthroughs, and T-TESS-aligned feedback systems. The curriculum used for each grade level consists of Bluebonnet Math and Bluebonnet Reading in grades kindergarten through fifth grade.

Professional development is responsive and differentiated, designed to support campus priorities such as Tier 1 instruction, classroom management, and effective use of data platforms (MAP, MCLASS, Eduphoria). Staff learning is embedded into the campus schedule through collaborative planning, extended PLCs, coaching cycles, and optional PD formats like "Lunch & Learns." Leadership and decision-making are driven by collaboration across leadership teams, grade-level leads, and stakeholder committees, ensuring alignment between planning and implementation. Communication flows through structured feedback loops, digital systems, and consistent family outreach.

Timber Lakes also prioritizes a strong sense of school culture, scheduling purposeful opportunities for SEL, student leadership, and community-building through the house system, character education, and inclusive extracurricular programming. Clubs, peer mentorship, and student recognition reinforce student voice and engagement. Support services such as counseling, behavior interventions, and mentoring help address barriers to behavior and attendance. Technology is leveraged through digital planning tools, communication platforms, and student-facing data tracking, with a plan in place to expand integration to support goal setting and progress monitoring.

Strengths

Timber Lakes Elementary demonstrates a strong commitment to instructional excellence through intentional curriculum planning, collaborative PLCs, ongoing professional development, and data-driven decision-making. Consistent leadership support, instructional coaching, and classroom feedback help strengthen instructional practices and promote alignment across grade levels. The campus prioritizes a positive, student-centered culture through character education, student leadership opportunities, social-emotional learning, and inclusive extracurricular programs. Collaborative leadership, strong communication systems, and meaningful family and community engagement further support a cohesive learning environment focused on continuous improvement and student success.

Barriers Identifying School Processes & Programs Needs

	Barrier	Root Cause
1 ★	As Timber Lakes enters year one of Bluebonnet Reading and year two of Bluebonnet Math, teachers must deepen their understanding of curriculum rigor and instructional expectations to ensure mastery of grade-level TEKS and overall readiness for the next grade level.	Teachers are continuing to develop a deeper understanding of the curriculum's instructional design, sequencing, and intended rigor. Limited time for comprehensive lesson internalization, collaborative planning, vertical alignment, and analysis of student learning creates challenges in ensuring consistent implementation and maximizing the depth of instruction across grade levels and content areas
2 ★	A significant percentage of the student population requires specialized and differentiated instructional support, including students receiving special education services and Emergent Bilingual students. Meeting these varied academic, language, and learning needs across all grade levels presents challenges in ensuring consistent access to targeted interventions, individualized instruction, and appr	The high number of students needing differentiated instruction, combined with limited staffing and instructional aides per grade level, contributes to challenges in providing targeted interventions, language development support, and inclusive practices consistently throughout the school day.
3 ★	Despite strong community partnerships and a supportive school culture, overall staff retention and consistent parent participation in decision-making processes remain limited.	Staff workload and limited flexibility in scheduling for both educators and families reduce availability for extended engagement, while some parents may face language or work-related barriers that limit their involvement in planning and leadership opportunities.
4 ★	Although students have access to individual data binders and progress-tracking tools, opportunities remain to strengthen student understanding of academic goals, ownership of learning, and awareness of individual progress toward mastery of grade-level expectations.	Student goal setting, progress monitoring, and academic conferencing are not yet consistently embedded into daily instructional routines across all grade levels, limiting opportunities for students to actively reflect on their learning and take ownership of their academic growth.
5 ★	Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.	A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.

6 ★	As Timber Lakes implements year one of Bluebonnet Reading and year two of Bluebonnet Math, continued refinement is needed to ensure the curriculum is internalized and delivered with the depth, rigor, and intentionality necessary for students to master grade-level TEKS. Balancing curriculum pacing with students' individual learning needs remains an area of focus.	Teachers are continuing to deepen their understanding of curriculum sequencing, instructional design, and grade-level expectations. Continued emphasis on lesson internalization, collaborative planning, vertical alignment, and data-informed instructional adjustments is needed to ensure students develop the foundational skills and academic readiness necessary for success at the next grade level.

★ = Priority

Perceptions

Summary

The campus demonstrates a commitment to continuous improvement and collaboration through structured professional learning, family engagement, and student-focused initiatives. Parent and staff surveys, as well as focus groups, have revealed positive perceptions of campus culture, especially around inclusivity, student recognition, and communication. The school offers a variety of engagement opportunities including parent committees, volunteer programs, and family nights. Communication with families is strengthened through consistent digital updates and events that promote transparency and trust. Student feedback is gathered through leadership activities and mentorship programs. Staff surveys indicate strong professional support and access to coaching, though retention challenges persist. Community partnerships are growing, with plans to further integrate real-world experiences through local business involvement.

Strengths

Timber Lakes Elementary has cultivated a positive and inclusive culture rooted in student recognition, leadership development, and cultural awareness. The use of Capturing Kids' Hearts, class color systems, and monthly character traits helps reinforce shared values. Parents feel welcomed and engaged through volunteerism and regular events. Staff report high levels of collaboration through PLCs and planning sessions, and students benefit from a variety of enrichment clubs and mentoring opportunities. Communication is proactive and multi-channel, supporting transparency and strong family-school relationships. The presence of structured professional learning opportunities and coaching cycles reflects a campus invested in staff growth and instructional excellence.

Barriers Identifying Perceptions Needs

	Barrier	Root Cause
1 ★	Despite strong community partnerships and a supportive school culture, overall staff retention and consistent parent participation in decision-making processes remain limited.	Staff workload and limited flexibility in scheduling for both educators and families reduce availability for extended engagement, while some parents may face language or work-related barriers that limit their involvement in planning and leadership opportunities.

★ = Priority

Student Outcomes

Summary

At Timber Lakes Elementary, our focus on *Student Learning and Progress* is rooted in a commitment to ensuring that **every student demonstrates measurable academic growth**. Through a comprehensive needs assessment, including analysis of NWEA MAP, MCLASS, STAAR, TELPAS, and formative assessment data—as well as teacher and leadership observations—we identified significant gaps in student achievement and growth, especially among students in grades 3–5 and in our special populations (EB, SPED, and economically disadvantaged students).

As a result, we prioritized two key improvement areas for this pillar:

1. Increasing student growth and performance across all content areas.
2. Strengthening our use of data to personalize instruction and meet individual learning needs.

To address these priorities, we implemented four aligned strategies:

- **Weekly PLCs and lesson internalization meetings** to target learning gaps, plan vertically, and ensure alignment to priority TEKS.
- **Student goal-setting and data tracking systems** to empower learners and drive classroom conversations about growth.
- **Targeted coaching and feedback cycles** through walkthroughs and ILT calibration aligned to our instructional framework.
- **High-impact small group instruction**, particularly for EB, SPED, and struggling learners, based on updated progress monitoring.

The progress made under this pillar is monitored through formative checkpoints each quarter and is supported by a united leadership and instructional team. While barriers such as skill gaps and varying staff capacity exist, the structured support system—including SPEC sheets, PLC protocols, and leadership calibration—ensures we remain focused on closing achievement gaps and delivering equitable outcomes for all students.

Strengths

Timber Lakes Elementary has established strong systems and capacity around data-driven instruction and personalized learning environments, indicating that **Key Question 2** under the *Student Learning and Progress* pillar is an area where action for major change is already underway with solid foundational practices in place. Through weekly PLCs, consistent use of SPEC sheets, instructional coaching cycles, and embedded goal-setting protocols, the campus is effectively leveraging data to drive instructional decisions. Teachers regularly analyze NWEA MAP, MCLASS, STAAR, and TELPAS data to group students, adjust instruction, and monitor progress. The use of student data binders and trackers promotes student ownership and reflection, while walkthrough and coaching feedback is aligned to T-TESS and instructional frameworks. These structures are embedded, collaborative, and sustainable, providing clear evidence that the campus has built strong capacity for using data to impact instruction for all students. No immediate changes are required to this process, though continuous monitoring and refinement will ensure effectiveness is maintained.

Barriers Identifying Student Outcomes Needs

	Barrier	Root Cause
1 ★	Although teachers regularly access assessment data through MAP, mCLASS, and classroom assessments, using SWAP analysis protocols and campus data tracking tools, there is a need to strengthen the consistent use of data to identify skill gaps, plan differentiated instruction, develop purposeful small groups, and monitor student progress.	Teachers need continued support in translating assessment results into actionable, TEKS-aligned instructional decisions, including targeted reteaching, enrichment, small-group instruction, and intervention within the established curriculum and instructional framework.
2 ★	Although students have access to individual data binders and progress-tracking tools, opportunities remain to strengthen student understanding of academic goals, ownership of learning, and awareness of individual progress toward mastery of grade-level expectations.	Student goal setting, progress monitoring, and academic conferencing are not yet consistently embedded into daily instructional routines across all grade levels, limiting opportunities for students to actively reflect on their learning and take ownership of their academic growth.
3 ★	A significant percentage of the student population requires specialized and differentiated instructional support, including students receiving special education services and Emergent Bilingual students. Meeting these varied academic, language, and learning needs across all grade levels presents challenges in ensuring consistent access to targeted interventions, individualized instruction, and appr	The high number of students needing differentiated instruction, combined with limited staffing and instructional aides per grade level, contributes to challenges in providing targeted interventions, language development support, and inclusive practices consistently throughout the school day.
4 ★	As Timber Lakes enters year one of Bluebonnet Reading and year two of Bluebonnet Math, teachers must deepen their understanding of curriculum rigor and instructional expectations to ensure mastery of grade-level TEKS and overall readiness for the next grade level.	Teachers are continuing to develop a deeper understanding of the curriculum's instructional design, sequencing, and intended rigor. Limited time for comprehensive lesson internalization, collaborative planning, vertical alignment, and analysis of student learning creates challenges in ensuring consistent implementation and maximizing the depth of instruction across grade levels and content areas

5 ★	Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.	A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.
6 ★	Despite strong community partnerships and a supportive school culture, overall staff retention and consistent parent participation in decision-making processes remain limited.	Staff workload and limited flexibility in scheduling for both educators and families reduce availability for extended engagement, while some parents may face language or work-related barriers that limit their involvement in planning and leadership opportunities.

★ = Priority

Community Engagement

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.

Barriers Identifying Community Engagement Needs

	Barrier	Root Cause
1	Despite communication efforts, parent participation in school events such as open house events or multicultural nights, as well as feedback and decision-making processes remains low across all grade levels.	Parent engagement structures do not offer flexible opportunities for involvement, parent feedback is asked for through surveys, but most parents do not take the time to submit or give feedback.

★ = Priority

Professional Learning and High 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.

Barriers Identifying Professional Learning and High Quality Staff Needs

	Barrier	Root Cause
1 ★	Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.	A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.
2 ★	Although teachers regularly access assessment data through MAP, mCLASS, and classroom assessments, using SWAP analysis protocols and campus data tracking tools, there is a need to strengthen the consistent use of data to identify skill gaps, plan differentiated instruction, develop purposeful small groups, and monitor student progress.	Teachers need continued support in translating assessment results into actionable, TEKS-aligned instructional decisions, including targeted reteaching, enrichment, small-group instruction, and intervention within the established curriculum and instructional framework.
3 ★	As Timber Lakes implements year one of Bluebonnet Reading and year two of Bluebonnet Math, continued refinement is needed to ensure the curriculum is internalized and delivered with the depth, rigor, and intentionality necessary for students to master grade-level TEKS. Balancing curriculum pacing with students' individual learning needs remains an area of focus.	Teachers are continuing to deepen their understanding of curriculum sequencing, instructional design, and grade-level expectations. Continued emphasis on lesson internalization, collaborative planning, vertical alignment, and data-informed instructional adjustments is needed to ensure students develop the foundational skills and academic readiness necessary for success at the next grade level.
4 ★	As Timber Lakes enters year one of Bluebonnet Reading and year two of Bluebonnet Math, teachers must deepen their understanding of curriculum rigor and instructional expectations to ensure mastery of grade-level TEKS and overall readiness for the next grade level.	Teachers are continuing to develop a deeper understanding of the curriculum's instructional design, sequencing, and intended rigor. Limited time for comprehensive lesson internalization, collaborative planning, vertical alignment, and analysis of student learning creates challenges in ensuring consistent implementation and maximizing the depth of instruction across grade levels and content areas

5 ★	Despite strong community partnerships and a supportive school culture, overall staff retention and consistent parent participation in decision-making processes remain limited.	Staff workload and limited flexibility in scheduling for both educators and families reduce availability for extended engagement, while some parents may face language or work-related barriers that limit their involvement in planning and leadership opportunities.
6 ★	Although students have access to individual data binders and progress-tracking tools, opportunities remain to strengthen student understanding of academic goals, ownership of learning, and awareness of individual progress toward mastery of grade-level expectations.	Student goal setting, progress monitoring, and academic conferencing are not yet consistently embedded into daily instructional routines across all grade levels, limiting opportunities for students to actively reflect on their learning and take ownership of their academic growth.

★ = Priority

Priority Problem Statements

	Barrier	Root Cause
1 ★	A significant percentage of the student population requires specialized and differentiated instructional support, including students receiving special education services and Emergent Bilingual students. Meeting these varied academic, language, and learning needs across all grade levels presents challenges in ensuring consistent access to targeted interventions, individualized instruction, and appr	The high number of students needing differentiated instruction, combined with limited staffing and instructional aides per grade level, contributes to challenges in providing targeted interventions, language development support, and inclusive practices consistently throughout the school day.
2 ★	As Timber Lakes enters year one of Bluebonnet Reading and year two of Bluebonnet Math, teachers must deepen their understanding of curriculum rigor and instructional expectations to ensure mastery of grade-level TEKS and overall readiness for the next grade level.	Teachers are continuing to develop a deeper understanding of the curriculum's instructional design, sequencing, and intended rigor. Limited time for comprehensive lesson internalization, collaborative planning, vertical alignment, and analysis of student learning creates challenges in ensuring consistent implementation and maximizing the depth of instruction across grade levels and content areas
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5 ★	Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.	A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.

6 ★

As Timber Lakes implements year one of Bluebonnet Reading and year two of Bluebonnet Math, continued refinement is needed to ensure the curriculum is internalized and delivered with the depth, rigor, and intentionality necessary for students to master grade-level TEKS. Balancing curriculum pacing with students' individual learning needs remains an area of focus.

Teachers are continuing to deepen their understanding of curriculum sequencing, instructional design, and grade-level expectations. Continued emphasis on lesson internalization, collaborative planning, vertical alignment, and data-informed instructional adjustments is needed to ensure students develop the foundational skills and academic readiness necessary for success at the next grade level.

7 ★

Despite strong community partnerships and a supportive school culture, overall staff retention and consistent parent participation in decision-making processes remain limited.

Staff workload and limited flexibility in scheduling for both educators and families reduce availability for extended engagement, while some parents may face language or work-related barriers that limit their involvement in planning and leadership opportunities.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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)**
- ☑ **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**
- ☑ **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)**

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**

- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Budgets/entitlements and expenditures data**

Pillars

Pillar 1

Student Outcomes: Learning, Progress, Readiness, Engagement, and Well-Rounded

Pillar Function:
Student Learning and Progress: Ensure academic success for all students. We align learning to the students' needs.

Student Readiness: Ensure students are well prepared for their next level of education and, most notably for post-secondary success, including career readiness, college readiness and military readiness. We promote and model lifelong learning and teach students to focus on their future, as well as teach students to take ownership and be accountable for their learning.

Engaged and Well-Rounded Students: Engage students in a way that contributes to their overall development and future well-being. We facilitate, promote, and value the interests of our students, and consistently engage students in quality learning experiences that challenge and inspire them.

Key Question 1

To what degree are all students demonstrating growth?

System Response: We will be a district that ensures all students demonstrate continuous growth through purposeful learning experiences, high expectations, and targeted supports.

Indicators: Campus Data Student Growth Trackers, Teacher Incentive Allotment (TIA), Instructional Framework Walkthroughs

Initial Status: Maintain

System Response (Goal) 1

By May 2027, 80% of students will demonstrate at least one proficiency level of growth through tier 1 instruction, targeted intervention, and ongoing data-driven decision-making.

Evidence of Success: 80% of students will increase one performance level

Staff Responsible: teachers, instructional coaches, and campus administrators

Barriers: Demographics 1 - Student Outcomes 1, 3, 4 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Professional Learning and High Quality Staff 2, 4

Formative Reviews

No Progress

October	January	March	June

Strategy 1

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**
☑ **Results Driven Accountability**

Implement ongoing instructional walkthroughs and collaborative instructional rounds aligned with the Splendora Instructional Framework. Campus administrators, instructional coaches, and grade-level team leads will collaboratively collect instructional data, identify trends and areas of strength and growth, and provide timely, actionable feedback to strengthen instructional practices, ensure consistent implementation, and improve student learning outcomes.

Intended Audience: classroom teachers

Provider / Presenter / Person Responsible: instructional coaches and campus administrators

Date(s) / Timeframe: August 2026-May 2027

Delivery Method: coaching cycles and PLCs

Staff Responsible: teachers, instructional coaches, and campus administrators

TEA Priorities: Build a foundation of reading and math

Strategy 2

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**
☑ **Results Driven Accountability**

Strengthen Tier I instruction through intentional lesson internalization, collaborative PLCs, and consistent analysis of student data to guide differentiated instruction, targeted interventions, and mastery of grade-level TEKS

Intended Audience: teachers

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

Date(s) / Timeframe: August 2026-May 2027

Delivery Method: Lesson Internalization and PLCs

Staff Responsible: teachers

TEA Priorities: Build a foundation of reading and math

Key Question 1 Barriers Identifying Demographics

	Barrier	Root Cause
1	A significant percentage of the student population requires specialized and differentiated instructional support, including students receiving special education services and Emergent Bilingual students. Meeting these varied academic, language, and learning needs across all grade levels presents challenges in ensuring consistent access to targeted interventions, individualized instruction, and appr	The high number of students needing differentiated instruction, combined with limited staffing and instructional aides per grade level, contributes to challenges in providing targeted interventions, language development support, and inclusive practices consistently throughout the school day.

Key Question 1 Barriers Identifying Student Outcomes

	Barrier	Root Cause
1	Although teachers regularly access assessment data through MAP, mCLASS, and classroom assessments, using SWAP analysis protocols and campus data tracking tools, there is a need to strengthen the consistent use of data to identify skill gaps, plan differentiated instruction, develop purposeful small groups, and monitor student progress.	Teachers need continued support in translating assessment results into actionable, TEKS-aligned instructional decisions, including targeted reteaching, enrichment, small-group instruction, and intervention within the established curriculum and instructional framework.
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4	As Timber Lakes enters year one of Bluebonnet Reading and year two of Bluebonnet Math, teachers must deepen their understanding of curriculum rigor and instructional expectations to ensure mastery of grade-level TEKS and overall readiness for the next grade level.	Teachers are continuing to develop a deeper understanding of the curriculum's instructional design, sequencing, and intended rigor. Limited time for comprehensive lesson internalization, collaborative planning, vertical alignment, and analysis of student learning creates challenges in ensuring consistent implementation and maximizing the depth of instruction across grade levels and content areas

Key Question 1 Barriers Identifying Student Learning

	Barrier	Root Cause
1	A significant percentage of the student population requires specialized and differentiated instructional support, including students receiving special education services and Emergent Bilingual students. Meeting these varied academic, language, and learning needs across all grade levels presents challenges in ensuring consistent access to targeted interventions, individualized instruction, and appr	The high number of students needing differentiated instruction, combined with limited staffing and instructional aides per grade level, contributes to challenges in providing targeted interventions, language development support, and inclusive practices consistently throughout the school day.
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Key Question 1 Barriers Identifying School Processes & Programs

	Barrier	Root Cause
1	As Timber Lakes enters year one of Bluebonnet Reading and year two of Bluebonnet Math, teachers must deepen their understanding of curriculum rigor and instructional expectations to ensure mastery of grade-level TEKS and overall readiness for the next grade level.	Teachers are continuing to develop a deeper understanding of the curriculum's instructional design, sequencing, and intended rigor. Limited time for comprehensive lesson internalization, collaborative planning, vertical alignment, and analysis of student learning creates challenges in ensuring consistent implementation and maximizing the depth of instruction across grade levels and content areas
2	A significant percentage of the student population requires specialized and differentiated instructional support, including students receiving special education services and Emergent Bilingual students. Meeting these varied academic, language, and learning needs across all grade levels presents challenges in ensuring consistent access to targeted interventions, individualized instruction, and appr	The high number of students needing differentiated instruction, combined with limited staffing and instructional aides per grade level, contributes to challenges in providing targeted interventions, language development support, and inclusive practices consistently throughout the school day.

Key Question 1 Barriers Identifying Professional Learning and High Quality Staff

	Barrier	Root Cause
2	Although teachers regularly access assessment data through MAP, mCLASS, and classroom assessments, using SWAP analysis protocols and campus data tracking tools, there is a need to strengthen the consistent use of data to identify skill gaps, plan differentiated instruction, develop purposeful small groups, and monitor student progress.	Teachers need continued support in translating assessment results into actionable, TEKS-aligned instructional decisions, including targeted reteaching, enrichment, small-group instruction, and intervention within the established curriculum and instructional framework.
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Key Question 2

To what degree are we using the data to impact instructions for all students?

System Response: We will be a district that uses meaningful data to drive instruction, inform decisions, and improve outcome for every student.

Indicators: PLC agendas, Data Walls, Building intentional small groups with data, MTSS groups, SIF-Checks for Understanding (in classroom), SISD Walkthrough Form, Student Data Trackers

Initial Status: Maintain

System Response (Goal) 1

By May 2027, students in grades 3-5 will regularly track their academic data and participate in data conversations with staff to monitor progress and set goals for growth. Students in PK-2 will establish age-appropriate academic goals with staff support to build early ownership of their learning and progress.

Evidence of Success: Student data trackers show regularly updated academic data, individual goals, and documented progress.
Student data talks or conferences with teachers and staff are documented throughout the year.

Staff Responsible: teachers, support staff, instructional coaches, and administrators

Barriers: Student Outcomes 2, 4 - Student Learning 2, 4 - School Processes & Programs 1, 4 - Professional Learning and High Quality Staff 4, 6

Formative Reviews

No Progress

October	January	March	June

Strategy 1 ☑ Targeted Support Strategy

Implement consistent, developmentally appropriate data-tracking and goal-setting practices across all grade levels. Students in grades 3-5 will maintain academic data trackers and participate in regular data conversations with staff, while students in PK-2 will engage in teacher-guided goal setting and progress check-ins to build ownership of learning

Intended Audience: teachers, instructional coaches, support staff, and administrators

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

Date(s) / Timeframe: August 2026- May 2027

Delivery Method: Incorporate student data tracking and goal setting into classroom routines.

Provide grades 3-5 with academic trackers to monitor individual progress.

Conduct regular student data conversations with teachers and staff.

Establish age-appropriate academic goals in PK-2 through teacher-guided discussions and progress check-ins.

Utilize MAP, mCLASS, classroom assessments, and formative data to monitor progress and adjust instruction.

Review student progress during PLCs to identify needs and determine next steps

Staff Responsible: grade level teachers, team leads, instructional coaches, and campus admin

TEA Priorities: Build a foundation of reading and math

Key Question 2 Barriers Identifying Student Outcomes

	Barrier	Root Cause
2	Although students have access to individual data binders and progress-tracking tools, opportunities remain to strengthen student understanding of academic goals, ownership of learning, and awareness of individual progress toward mastery of grade-level expectations.	Student goal setting, progress monitoring, and academic conferencing are not yet consistently embedded into daily instructional routines across all grade levels, limiting opportunities for students to actively reflect on their learning and take ownership of their academic growth.
4	As Timber Lakes enters year one of Bluebonnet Reading and year two of Bluebonnet Math, teachers must deepen their understanding of curriculum rigor and instructional expectations to ensure mastery of grade-level TEKS and overall readiness for the next grade level.	Teachers are continuing to develop a deeper understanding of the curriculum's instructional design, sequencing, and intended rigor. Limited time for comprehensive lesson internalization, collaborative planning, vertical alignment, and analysis of student learning creates challenges in ensuring consistent implementation and maximizing the depth of instruction across grade levels and content areas

Key Question 2 Barriers Identifying Student Learning

	Barrier	Root Cause
2	As Timber Lakes enters year one of Bluebonnet Reading and year two of Bluebonnet Math, teachers must deepen their understanding of curriculum rigor and instructional expectations to ensure mastery of grade-level TEKS and overall readiness for the next grade level.	Teachers are continuing to develop a deeper understanding of the curriculum's instructional design, sequencing, and intended rigor. Limited time for comprehensive lesson internalization, collaborative planning, vertical alignment, and analysis of student learning creates challenges in ensuring consistent implementation and maximizing the depth of instruction across grade levels and content areas
4	Although students have access to individual data binders and progress-tracking tools, opportunities remain to strengthen student understanding of academic goals, ownership of learning, and awareness of individual progress toward mastery of grade-level expectations.	Student goal setting, progress monitoring, and academic conferencing are not yet consistently embedded into daily instructional routines across all grade levels, limiting opportunities for students to actively reflect on their learning and take ownership of their academic growth.

Key Question 2 Barriers Identifying School Processes & Programs

	Barrier	Root Cause
1	As Timber Lakes enters year one of Bluebonnet Reading and year two of Bluebonnet Math, teachers must deepen their understanding of curriculum rigor and instructional expectations to ensure mastery of grade-level TEKS and overall readiness for the next grade level.	Teachers are continuing to develop a deeper understanding of the curriculum's instructional design, sequencing, and intended rigor. Limited time for comprehensive lesson internalization, collaborative planning, vertical alignment, and analysis of student learning creates challenges in ensuring consistent implementation and maximizing the depth of instruction across grade levels and content areas
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Key Question 2 Barriers Identifying Professional Learning and High Quality Staff

	Barrier	Root Cause
4	As Timber Lakes enters year one of Bluebonnet Reading and year two of Bluebonnet Math, teachers must deepen their understanding of curriculum rigor and instructional expectations to ensure mastery of grade-level TEKS and overall readiness for the next grade level.	Teachers are continuing to develop a deeper understanding of the curriculum's instructional design, sequencing, and intended rigor. Limited time for comprehensive lesson internalization, collaborative planning, vertical alignment, and analysis of student learning creates challenges in ensuring consistent implementation and maximizing the depth of instruction across grade levels and content areas
6	Although students have access to individual data binders and progress-tracking tools, opportunities remain to strengthen student understanding of academic goals, ownership of learning, and awareness of individual progress toward mastery of grade-level expectations.	Student goal setting, progress monitoring, and academic conferencing are not yet consistently embedded into daily instructional routines across all grade levels, limiting opportunities for students to actively reflect on their learning and take ownership of their academic growth.

Key Question 3

To what degree are we preparing students for life readiness?

System Response: We will be a district that equips every student with the knowledge, skills, and character to be life-ready - prepared for success in college, career, or military service.

Indicators: Transcripts, CCMR tracking, Agenda of district events spotlighting students' successes, Graduation

Key Question 4

To what degree do students exhibit ownership of learning through initiative, adaptability, critical thinking, and self-motivation?

System Response: We will be a district that cultivates learners who consistently take ownership of their learning, as evidenced by their portfolios.

Indicators: Student data trackers, Student portfolios, Student goal-setting

Key Question 5

To what degree do our students engage in learning experiences that prepare them to be productive citizens?

System Response: We will be a district that provides meaningful learning experiences empowering every student to become a productive, responsible, and engaged citizen.

Indicators: Voter registration, CCMR data, Student portfolio

Pillar 2

Community Engagement and Partnerships

Pillar Function:
Ensure that local citizens are a meaningful, integral part of CBAS and can and will support their local public schools. We teach students to be productive citizens in their future communities.

Key Question 1

To what degree does our community have meaningful opportunities to partner with the school district?

System Response: We will be a district that provides its community with multiple meaningful opportunities to partner with the district through advisory groups, volunteer programs, campus events, and collaborative initiatives that invite stake holder input and involvement. While participation continues to grow, we remain committed to expanding and strengthening these partnerships so that all citizens feel informed, engaged, and valued as contributors to the district's success.

Indicators: Increased participation in initiatives, Cross-promotion between partnerships, Greater lead time to garner participation

Initial Status: Maintain

Key Question 2

To what degree are opportunities to engage and collaborate with the district accessible and inclusive of all members and groups within our community?

System Response: We will be a district and provides a range of opportunities for engagement and collaboration that are accessible and inclusive for all community members. We strive to remove barriers by offering multiple formats, times and locations for participation, as well as clear communication in languages that reflect our community. While we have strong participation across many groups we remain committed to expanding outreach so every voice feels welcomed, represented, and included in district decisions an initiatives.

Indicators: Evidence and evaluation of intentional outreach, Assuring all communication platforms are translatable, Welcoming environment when families arrive to events.

Key Question 3

To what degree are the students in our building involved in our community through partnerships, events, and volunteer work?

System Response: We will be a district whose students are actively involved in the community through a variety of partnerships, events, and service opportunities. Many participate in volunteer projects, campus community collaborations, and local events that build leadership and strengthen civic engagement. While student involvement is strong, we continue to seek additional ways to connect all students with meaningful community experiences that support their growth as productive and responsible citizens.

Indicators: Increased student-led involvement in blood drives, food drives, etc., Provide opportunities to

help our elderly in the community, Involve students at the Houston Dream Center, Expanded menu of community partnerships, Increased student-led presentations at the district level

Initial Status: Maintain

System Response (Goal) 1

By May 2027, each grade level will participate in at least one community service project, partnering with another grade level to plan, lead, and carry out a meaningful service opportunity that benefits our school or local community.

Evidence of Success: Each grade-level partnership completes at least one service project.
Documentation of student participation and leadership roles.
Photos and descriptions of completed projects.
Community partner participation and feedback.
Student reflections on the impact of their service.

Staff Responsible: teachers

Barriers: Student Outcomes 5, 6 - Student Learning 5, 7 - School Processes & Programs 3, 5 - Perceptions 1 - Professional Learning and High Quality Staff 1, 5 - Fiscal & Operational Systems 1 - Safety & Well-Being 1

Formative Reviews

No Progress

October	January	March	June

Strategy 1

Expand campus service-learning opportunities by pairing grade levels to collaboratively plan and lead community service projects that promote student leadership, teamwork, civic responsibility, and meaningful community involvement.

Intended Audience: community members, students, and staff

Provider / Presenter / Person Responsible: teachers

Date(s) / Timeframe: August 2026-May 2027

Staff Responsible: teachers

Key Question 3 Barriers Identifying Student Outcomes

	Barrier	Root Cause
5	Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.	A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.
6	Despite strong community partnerships and a supportive school culture, overall staff retention and consistent parent participation in decision-making processes remain limited.	Staff workload and limited flexibility in scheduling for both educators and families reduce availability for extended engagement, while some parents may face language or work-related barriers that limit their involvement in planning and leadership opportunities.

Key Question 3 Barriers Identifying Student Learning

	Barrier	Root Cause
5	Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.	A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.
7	Despite strong community partnerships and a supportive school culture, overall staff retention and consistent parent participation in decision-making processes remain limited.	Staff workload and limited flexibility in scheduling for both educators and families reduce availability for extended engagement, while some parents may face language or work-related barriers that limit their involvement in planning and leadership opportunities.

Key Question 3 Barriers Identifying School Processes & Programs

	Barrier	Root Cause
3	Despite strong community partnerships and a supportive school culture, overall staff retention and consistent parent participation in decision-making processes remain limited.	Staff workload and limited flexibility in scheduling for both educators and families reduce availability for extended engagement, while some parents may face language or work-related barriers that limit their involvement in planning and leadership opportunities.

5	Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.	A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.

Key Question 3 Barriers Identifying Perceptions

	Barrier	Root Cause
1	Despite strong community partnerships and a supportive school culture, overall staff retention and consistent parent participation in decision-making processes remain limited.	Staff workload and limited flexibility in scheduling for both educators and families reduce availability for extended engagement, while some parents may face language or work-related barriers that limit their involvement in planning and leadership opportunities.

Key Question 3 Barriers Identifying Professional Learning and High Quality Staff

	Barrier	Root Cause
1	Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.	A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.
5	Despite strong community partnerships and a supportive school culture, overall staff retention and consistent parent participation in decision-making processes remain limited.	Staff workload and limited flexibility in scheduling for both educators and families reduce availability for extended engagement, while some parents may face language or work-related barriers that limit their involvement in planning and leadership opportunities.

Key Question 3 Barriers Identifying Fiscal & Operational Systems

	Barrier	Root Cause
1	Despite strong community partnerships and a supportive school culture, overall staff retention and consistent parent participation in decision-making processes remain limited.	Staff workload and limited flexibility in scheduling for both educators and families reduce availability for extended engagement, while some parents may face language or work-related barriers that limit their involvement in planning and leadership opportunities.

Key Question 3 Barriers Identifying Safety & Well-Being

	Barrier	Root Cause
1	Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.	A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.

Pillar 3

Professional Learning and Quality Staff

Pillar Function:
Ensure that every student has quality teachers and adults in the schools who care about students, their learning, and their well-being. Training is aligned with the mission and vision of the district, and every staff member is committed to SISD values, principles and culture.

Key Question 1

To what degree are we attracting and retaining high-quality staff?

System Response: We will be a district with an 84% yearly retention rate in all job classifications.

Indicators: Retention Rate for the district, Staff with upward movement; building capacity within the district

Initial Status: Maintain but Consider a Change

System Response (Goal) 1

Timber Lakes Elementary will maintain a staff retention rate of at least 85% by fostering a positive, supportive campus culture, recognizing staff contributions, and providing opportunities for professional growth and leadership.

Evidence of Success: Campus staff retention rate.
Staff climate and satisfaction survey results.
Documentation of staff recognition and engagement opportunities.
Number of staff members participating in leadership roles or professional growth opportunities.
Staff feedback and documented campus responses to identified needs.

Staff Responsible: campus admin and instructional coaches

Barriers: Demographics 1 - Student Outcomes 1, 3, 4 - Student Learning 1, 2, 3, 6 - School Processes & Programs 1, 2, 6 - Professional Learning and High Quality Staff 2, 3, 4

Formative Reviews

No Progress

October	January	March	June

Strategy 1 ☑ Targeted Support Strategy

Strengthen staff retention by fostering a positive and supportive work environment through meaningful recognition, staff engagement, open communication, and opportunities for professional growth and leadership.

Provide consistent opportunities for staff feedback and input.
Recognize staff accomplishments, contributions, and milestones.
Build leadership capacity through committee involvement, mentoring, and campus leadership opportunities.
Provide meaningful professional learning and opportunities for advancement.
Conduct staff check-ins to identify needs, concerns, and opportunities to improve job satisfaction.
Strengthen relationships and create opportunities for staff connection and collaboration.

Intended Audience: all staff members and stakeholders

Provider / Presenter / Person Responsible: campus admin, instructional coaches, and team leads

Date(s) / Timeframe: August 2026-May 2027

Delivery Method: Implement ongoing staff engagement and retention practices through regular communication, staff feedback opportunities, meaningful recognition, professional growth opportunities, and campus leadership involvement. Campus administration will conduct periodic staff check-ins, monitor campus climate, and use staff feedback to identify and address needs that impact job satisfaction and retention.

Staff Responsible: campus admin, instructional coaches, team leads

TEA Priorities: Recruit, support, retain teachers and principals

Key Question 1 Barriers Identifying Demographics

	Barrier	Root Cause
1	A significant percentage of the student population requires specialized and differentiated instructional support, including students receiving special education services and Emergent Bilingual students. Meeting these varied academic, language, and learning needs across all grade levels presents challenges in ensuring consistent access to targeted interventions, individualized instruction, and appr	The high number of students needing differentiated instruction, combined with limited staffing and instructional aides per grade level, contributes to challenges in providing targeted interventions, language development support, and inclusive practices consistently throughout the school day.

Key Question 1 Barriers Identifying Student Outcomes

	Barrier	Root Cause
1	Although teachers regularly access assessment data through MAP, mCLASS, and classroom assessments, using SWAP analysis protocols and campus data tracking tools, there is a need to strengthen the consistent use of data to identify skill gaps, plan differentiated instruction, develop purposeful small groups, and monitor student progress.	Teachers need continued support in translating assessment results into actionable, TEKS-aligned instructional decisions, including targeted reteaching, enrichment, small-group instruction, and intervention within the established curriculum and instructional framework.

3	A significant percentage of the student population requires specialized and differentiated instructional support, including students receiving special education services and Emergent Bilingual students. Meeting these varied academic, language, and learning needs across all grade levels presents challenges in ensuring consistent access to targeted interventions, individualized instruction, and appr	The high number of students needing differentiated instruction, combined with limited staffing and instructional aides per grade level, contributes to challenges in providing targeted interventions, language development support, and inclusive practices consistently throughout the school day.
4	As Timber Lakes enters year one of Bluebonnet Reading and year two of Bluebonnet Math, teachers must deepen their understanding of curriculum rigor and instructional expectations to ensure mastery of grade-level TEKS and overall readiness for the next grade level.	Teachers are continuing to develop a deeper understanding of the curriculum's instructional design, sequencing, and intended rigor. Limited time for comprehensive lesson internalization, collaborative planning, vertical alignment, and analysis of student learning creates challenges in ensuring consistent implementation and maximizing the depth of instruction across grade levels and content areas

Key Question 1 Barriers Identifying Student Learning

	Barrier	Root Cause
1	A significant percentage of the student population requires specialized and differentiated instructional support, including students receiving special education services and Emergent Bilingual students. Meeting these varied academic, language, and learning needs across all grade levels presents challenges in ensuring consistent access to targeted interventions, individualized instruction, and appr	The high number of students needing differentiated instruction, combined with limited staffing and instructional aides per grade level, contributes to challenges in providing targeted interventions, language development support, and inclusive practices consistently throughout the school day.
2	As Timber Lakes enters year one of Bluebonnet Reading and year two of Bluebonnet Math, teachers must deepen their understanding of curriculum rigor and instructional expectations to ensure mastery of grade-level TEKS and overall readiness for the next grade level.	Teachers are continuing to develop a deeper understanding of the curriculum's instructional design, sequencing, and intended rigor. Limited time for comprehensive lesson internalization, collaborative planning, vertical alignment, and analysis of student learning creates challenges in ensuring consistent implementation and maximizing the depth of instruction across grade levels and content areas

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6	As Timber Lakes implements year one of Bluebonnet Reading and year two of Bluebonnet Math, continued refinement is needed to ensure the curriculum is internalized and delivered with the depth, rigor, and intentionality necessary for students to master grade-level TEKS. Balancing curriculum pacing with students' individual learning needs remains an area of focus.	Teachers are continuing to deepen their understanding of curriculum sequencing, instructional design, and grade-level expectations. Continued emphasis on lesson internalization, collaborative planning, vertical alignment, and data-informed instructional adjustments is needed to ensure students develop the foundational skills and academic readiness necessary for success at the next grade level.

Key Question 1 Barriers Identifying School Processes & Programs

	Barrier	Root Cause
1	As Timber Lakes enters year one of Bluebonnet Reading and year two of Bluebonnet Math, teachers must deepen their understanding of curriculum rigor and instructional expectations to ensure mastery of grade-level TEKS and overall readiness for the next grade level.	Teachers are continuing to develop a deeper understanding of the curriculum's instructional design, sequencing, and intended rigor. Limited time for comprehensive lesson internalization, collaborative planning, vertical alignment, and analysis of student learning creates challenges in ensuring consistent implementation and maximizing the depth of instruction across grade levels and content areas
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Key Question 1 Barriers Identifying Professional Learning and High Quality Staff

	Barrier	Root Cause
2	Although teachers regularly access assessment data through MAP, mCLASS, and classroom assessments, using SWAP analysis protocols and campus data tracking tools, there is a need to strengthen the consistent use of data to identify skill gaps, plan differentiated instruction, develop purposeful small groups, and monitor student progress.	Teachers need continued support in translating assessment results into actionable, TEKS-aligned instructional decisions, including targeted reteaching, enrichment, small-group instruction, and intervention within the established curriculum and instructional framework.
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Key Question 2

To what degree are we offering high-quality professional learning that meets the needs of our staff and aligns with our district priorities?

System Response: We will be a district with a 90% satisfaction rate for professional development. PD scoring under 70% percent will be reviewed for effectiveness.

Indicators: Survey results, Implementation of district resources using walkthrough data and RBIS

Initial Status: Minor Change

System Response (Goal) 1

By May 2027, campus administration will conduct individual conferences with 100% of staff in the fall and spring to identify professional learning needs, provide individualized support, and ensure staff have the resources and development opportunities necessary for professional growth and student success.

Evidence of Success: Documentation of individual professional goals and identified needs.
Follow-up support and check-ins for new employees.
Professional development opportunities aligned with staff feedback.
Staff satisfaction survey results, targeting 90% satisfaction.

Staff Responsible: campus admin

Barriers: Student Outcomes 4, 5, 6 - Student Learning 2, 5, 7 - School Processes & Programs 1, 3, 5 - Perceptions 1 - Professional Learning and High Quality Staff 1, 4, 5 - Fiscal & Operational Systems 1 - Safety & Well-Being 1

Formative Reviews

No Progress

October	January	March	June

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Use ongoing individual staff conferences and check-ins to identify professional needs, provide targeted support, and guide differentiated professional learning aligned with district priorities and campus goals.

Intended Audience: All Timber Lakes Elementary staff members, including teachers, paraprofessionals, and campus support personnel

Provider / Presenter / Person Responsible: Campus Principal, Assistant Principals, and Instructional Coaches

Date(s) / Timeframe: Fall 2026-Spring 2027

Delivery Method: Individual staff conferences, new employee check-ins, instructional coaching, targeted professional development, and follow-up support.

TEA Priorities: Recruit, support, retain teachers and principals

Key Question 2 Barriers Identifying Student Outcomes

	Barrier	Root Cause
4	As Timber Lakes enters year one of Bluebonnet Reading and year two of Bluebonnet Math, teachers must deepen their understanding of curriculum rigor and instructional expectations to ensure mastery of grade-level TEKS and overall readiness for the next grade level.	Teachers are continuing to develop a deeper understanding of the curriculum's instructional design, sequencing, and intended rigor. Limited time for comprehensive lesson internalization, collaborative planning, vertical alignment, and analysis of student learning creates challenges in ensuring consistent implementation and maximizing the depth of instruction across grade levels and content areas
5	Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.	A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.
6	Despite strong community partnerships and a supportive school culture, overall staff retention and consistent parent participation in decision-making processes remain limited.	Staff workload and limited flexibility in scheduling for both educators and families reduce availability for extended engagement, while some parents may face language or work-related barriers that limit their involvement in planning and leadership opportunities.

Key Question 2 Barriers Identifying Student Learning

	Barrier	Root Cause
2	As Timber Lakes enters year one of Bluebonnet Reading and year two of Bluebonnet Math, teachers must deepen their understanding of curriculum rigor and instructional expectations to ensure mastery of grade-level TEKS and overall readiness for the next grade level.	Teachers are continuing to develop a deeper understanding of the curriculum's instructional design, sequencing, and intended rigor. Limited time for comprehensive lesson internalization, collaborative planning, vertical alignment, and analysis of student learning creates challenges in ensuring consistent implementation and maximizing the depth of instruction across grade levels and content areas

5	Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.	A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.
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Key Question 2 Barriers Identifying School Processes & Programs

	Barrier	Root Cause
1	As Timber Lakes enters year one of Bluebonnet Reading and year two of Bluebonnet Math, teachers must deepen their understanding of curriculum rigor and instructional expectations to ensure mastery of grade-level TEKS and overall readiness for the next grade level.	Teachers are continuing to develop a deeper understanding of the curriculum's instructional design, sequencing, and intended rigor. Limited time for comprehensive lesson internalization, collaborative planning, vertical alignment, and analysis of student learning creates challenges in ensuring consistent implementation and maximizing the depth of instruction across grade levels and content areas
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Key Question 2 Barriers Identifying Perceptions

	Barrier	Root Cause
1	Despite strong community partnerships and a supportive school culture, overall staff retention and consistent parent participation in decision-making processes remain limited.	Staff workload and limited flexibility in scheduling for both educators and families reduce availability for extended engagement, while some parents may face language or work-related barriers that limit their involvement in planning and leadership opportunities.

Key Question 2 Barriers Identifying Professional Learning and High Quality Staff

	Barrier	Root Cause
1	Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.	A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.
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Key Question 2 Barriers Identifying Fiscal & Operational Systems

	Barrier	Root Cause
1	Despite strong community partnerships and a supportive school culture, overall staff retention and consistent parent participation in decision-making processes remain limited.	Staff workload and limited flexibility in scheduling for both educators and families reduce availability for extended engagement, while some parents may face language or work-related barriers that limit their involvement in planning and leadership opportunities.

Key Question 2 Barriers Identifying Safety & Well-Being

	Barrier	Root Cause
1	Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.	A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.

Key Question 3

To what degree is every staff member committed to SISD values, principles, and culture?

System Response: We will be a district in which 100% of staff members commit to the values, principles, and culture of SISD each year.

Indicators: Walkthrough and survey data showing evidence of SISD values, principles, and culture, Community survey data and feedback

Pillar 4

Fiscal and Operational System

Pillar Function:
Ensure the district is using its resources to further its mission to educate the students it is assigned to serve. Our system attracts effective applicants and our resource allocations reflect goals and objectives of the district.

Key Question 1

To what degree are our fiscal and operational systems focused on maximizing student learning and growth opportunities?

System Response: We will be a district that aligns resources to maximize student outcomes.

Indicators: Meeting minutes, development of a resource allocation model, FMX work order data/reports, Prepare comprehensive long-range plan

Initial Status: Maintain

Key Question 2

To what degree are all staff aware of and financial decisions tied to the mission/vision/goals of the district and aligned with the strategic plan?

System Response:
We will be a district where all staff understand how financial decisions are connected to the district's mission, vision, and goals, and budgetary priorities and expenditures are clearly algined wiht the strategic plan, resulting in transparent decision-making and increased staff ownership of resource allocation in support of student success.

Indicators: Tie requisitions to strategic plans, Training provided for budget managers

Key Question 3

To what degree does the district provide transparency regarding identified needs and the allocation of available resources?

System Response: We will be a district that will establish and maintain transparent communication processes that clearly identify district needs and demonstrate how available resources are allocated to address those needs, as evidenced by regular public reports, stakeholder updates, and data-informed budget presentations aligned with the strategic plan.

Indicators: Recognition of budgetary stewardship: Texas Comptroller Leadership Circle, TASBO Excellence in Financial Reporting, GFOA ACFR, TASBO Purchasing Award of Merit

Pillar 5

Safety and Well-Being

Pillar Function:
Ensure students are educated in an optimal environment that is safe, secure and conducive to learning. This includes both physical safety as well as the social emotional needs of each student. Our learning spaces are designed around the needs of the students, and a student's whole health is a part of our culture. We support and promote a culture of respect.

Key Question 1

To what degree do students feel safe in our schools?

System Response: We will be a district that ensures students are educated in an optimal environment that is safe, secure and conducive to learning.

Indicators: Campuses will meet safety expectations including door checks, visitor protocols, SRP aligned drills, visibility of SISD police officers, Centegix implementation; Counselors will facilitate training about bullying trusted adult, social emotional lessons, and conduct campus wide surveys to educate and build awareness; The SISD maintenance and custodial departments will work to ensure our campuses meet safety standards.

Initial Status: Maintain

System Response (Goal) 1

Create an environment where students are excited about learning and want to come to school

Evidence of Success: Campus attendance rate of 95% or higher.
Strengthen a positive campus culture
Provide a comprehensive counseling program

Staff Responsible: attendance clerk, campus admin, counselor, and teachers

Barriers: Demographics 1 - Student Outcomes 2, 3, 5 - Student Learning 1, 4, 5 - School Processes & Programs 2, 4, 5 - Professional Learning and High Quality Staff 1, 6 - Safety & Well-Being 1

Formative Reviews

No Progress

October	January	March	June

Strategy 1 ☑ Targeted Support Strategy

Maintain a campus attendance rate of at least 95% through proactive attendance monitoring,

family communication, and targeted incentives that encourage consistent student attendance

Intended Audience: students, families, and community members

Provider / Presenter / Person Responsible: campus administration, teachers, and parents

Date(s) / Timeframe: August 2026-May 2027

Delivery Method: assemblies, social media, newsletters

Staff Responsible: campus administration, teachers, and parents

Action Steps: Monitor attendance data regularly to identify trends and students needing additional support.
Provide bi-monthly attendance incentives to recognize students and classrooms demonstrating strong attendance.
Host campus assemblies to celebrate attendance achievements and reinforce the importance of being at school.
Incorporate classroom attendance celebrations and recognition throughout the year.
Communicate attendance expectations and concerns with families and provide support when barriers arise.

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Strategy 2 ☑ Targeted Support Strategy

Positive campus culture through Capturing Kids' Hearts, CHAMPS classroom management strategies, Wildcat Bucks incentives, and Class Colors celebrations that promote positive relationships, student accountability, respect, and a sense of belonging.

Intended Audience: students, staff, families

Provider / Presenter / Person Responsible: all stakeholders

Date(s) / Timeframe: August 2026-May 2027

Delivery Method: campus assemblies, PLC meetings, classroom observations, professional learning

Staff Responsible: campus administrators, teachers, and support staff

Action Steps: Implement Capturing Kids' Hearts practices to build meaningful relationships and create a welcoming environment for all students.
Utilize CHAMPS expectations to establish consistent classroom procedures and promote positive student behavior.
Maintain the Wildcat Bucks Store to recognize and reinforce positive choices, responsibility, and student leadership.
Incorporate Class Colors celebrations and incentives to encourage teamwork, school pride, positive behavior, and a sense of community.
Monitor discipline data and student feedback to identify areas of strength and opportunities for improvement.

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Strategy 3 ☑ Targeted Support Strategy

Provide consistent, developmentally appropriate counseling and guidance lessons that equip students with coping strategies, self-care practices, and social-emotional skills to support

positive relationships, emotional regulation, and overall well-being.

Intended Audience: students and staff

Provider / Presenter / Person Responsible: counselor, teachers, and campus administrators

Date(s) / Timeframe: August 2026-May 2027

Collaborating Departments: district counseling department

Delivery Method: CKH premium website, in person guidance lessons, read aloud books, newlsetters, assemblies

Staff Responsible: counselor, teachers, and campus administrators

Action Steps: Provide weekly classroom guidance lessons led by the campus counselor.
Teach students age-appropriate coping strategies and techniques for managing emotions, stress, and challenging situations.
Incorporate lessons focused on self-care, self-awareness, emotional regulation, conflict resolution, and healthy relationships.
Provide individual and small-group counseling support for students with identified needs.
Collaborate with teachers, families, and campus administration to identify students needing additional social-emotional or behavioral support.

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Key Question 1 Barriers Identifying Demographics

	Barrier	Root Cause
1	A significant percentage of the student population requires specialized and differentiated instructional support, including students receiving special education services and Emergent Bilingual students. Meeting these varied academic, language, and learning needs across all grade levels presents challenges in ensuring consistent access to targeted interventions, individualized instruction, and appr	The high number of students needing differentiated instruction, combined with limited staffing and instructional aides per grade level, contributes to challenges in providing targeted interventions, language development support, and inclusive practices consistently throughout the school day.

Key Question 1 Barriers Identifying Student Outcomes

	Barrier	Root Cause
2	Although students have access to individual data binders and progress-tracking tools, opportunities remain to strengthen student understanding of academic goals, ownership of learning, and awareness of individual progress toward mastery of grade-level expectations.	Student goal setting, progress monitoring, and academic conferencing are not yet consistently embedded into daily instructional routines across all grade levels, limiting opportunities for students to actively reflect on their learning and take ownership of their academic growth.

3	A significant percentage of the student population requires specialized and differentiated instructional support, including students receiving special education services and Emergent Bilingual students. Meeting these varied academic, language, and learning needs across all grade levels presents challenges in ensuring consistent access to targeted interventions, individualized instruction, and appr	The high number of students needing differentiated instruction, combined with limited staffing and instructional aides per grade level, contributes to challenges in providing targeted interventions, language development support, and inclusive practices consistently throughout the school day.
5	Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.	A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.

Key Question 1 Barriers Identifying Student Learning

	Barrier	Root Cause
1	A significant percentage of the student population requires specialized and differentiated instructional support, including students receiving special education services and Emergent Bilingual students. Meeting these varied academic, language, and learning needs across all grade levels presents challenges in ensuring consistent access to targeted interventions, individualized instruction, and appr	The high number of students needing differentiated instruction, combined with limited staffing and instructional aides per grade level, contributes to challenges in providing targeted interventions, language development support, and inclusive practices consistently throughout the school day.
4	Although students have access to individual data binders and progress-tracking tools, opportunities remain to strengthen student understanding of academic goals, ownership of learning, and awareness of individual progress toward mastery of grade-level expectations.	Student goal setting, progress monitoring, and academic conferencing are not yet consistently embedded into daily instructional routines across all grade levels, limiting opportunities for students to actively reflect on their learning and take ownership of their academic growth.
5	Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.	A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.

Key Question 1 Barriers Identifying School Processes & Programs

	Barrier	Root Cause
2	A significant percentage of the student population requires specialized and differentiated instructional support, including students receiving special education services and Emergent Bilingual students. Meeting these varied academic, language, and learning needs across all grade levels presents challenges in ensuring consistent access to targeted interventions, individualized instruction, and appr	The high number of students needing differentiated instruction, combined with limited staffing and instructional aides per grade level, contributes to challenges in providing targeted interventions, language development support, and inclusive practices consistently throughout the school day.
4	Although students have access to individual data binders and progress-tracking tools, opportunities remain to strengthen student understanding of academic goals, ownership of learning, and awareness of individual progress toward mastery of grade-level expectations.	Student goal setting, progress monitoring, and academic conferencing are not yet consistently embedded into daily instructional routines across all grade levels, limiting opportunities for students to actively reflect on their learning and take ownership of their academic growth.
5	Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.	A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.

Key Question 1 Barriers Identifying Professional Learning and High Quality Staff

	Barrier	Root Cause
1	Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.	A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.
6	Although students have access to individual data binders and progress-tracking tools, opportunities remain to strengthen student understanding of academic goals, ownership of learning, and awareness of individual progress toward mastery of grade-level expectations.	Student goal setting, progress monitoring, and academic conferencing are not yet consistently embedded into daily instructional routines across all grade levels, limiting opportunities for students to actively reflect on their learning and take ownership of their academic growth.

Key Question 1 Barriers Identifying Safety & Well-Being

	Barrier	Root Cause
1	Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.	A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.

Key Question 2

To what degree are staff, students, and parents trained and competent in the safety protocol and response processes?

System Response: We will be a district that consistently prepares for and practices all required safety drills, while maintaining clear and effective communication with parents, students, and staff to ensure accurate, timely, and efficient reporting.

Indicators: Each campus meets SRP drill protocols and accurately practices, tracks and documents drill efficiency. All staff members are trained in the Centegix process; Parents stay abreast of safety concerns via the SISD Communications department

Key Question 3

To what degree are students experiencing positive relationships (peers and adults) during the day?

System Response: We will be a district that establishes processes and procedures that create meaningful opportunities for students to build positive relationships with both peers and adults.

Indicators: SIS effectively promotes and supports district-wide initiatives such as Capturing Kids' Hearts, CHAMPS, and the BRIDGE Mentor Program, community-wide events, and Trusted Adult efforts, while also providing a wide range of resources to support our families that include community-wide events throughout the school year.

Pillar Tables

RDA System Response (Goal)

Pillar	Key Question	System Response (Goal)	Strategy	Description
1	1	1	1	Implement ongoing instructional walkthroughs and collaborative instructional rounds aligned with the Splendora Instructional Framework. Campus administrators, instructional coaches, and grade-level team leads will collaboratively collect instructional data, identify trends and areas of strength and growth, and provide timely, actionable feedback to strengthen instructional practices, ensure consistent implementation, and improve student learning outcomes.
1	1	1	2	Strengthen Tier I instruction through intentional lesson internalization, collaborative PLCs, and consistent analysis of student data to guide differentiated instruction, targeted interventions, and mastery of grade-level TEKS

Targeted Support System Response (Goal)

Pillar	Key Question	System Response (Goal)	Strategy	Description
1	1	1	1	Implement ongoing instructional walkthroughs and collaborative instructional rounds aligned with the Splendora Instructional Framework. Campus administrators, instructional coaches, and grade-level team leads will collaboratively collect instructional data, identify trends and areas of strength and growth, and provide timely, actionable feedback to strengthen instructional practices, ensure consistent implementation, and improve student learning outcomes.
1	1	1	2	Strengthen Tier I instruction through intentional lesson internalization, collaborative PLCs, and consistent analysis of student data to guide differentiated instruction, targeted interventions, and mastery of grade-level TEKS
1	2	1	1	Implement consistent, developmentally appropriate data-tracking and goal-setting practices across all grade levels. Students in grades 3-5 will maintain academic data trackers and participate in regular data conversations with staff, while students in PK-2 will engage in teacher-guided goal setting and progress check-ins to build ownership of learning
3	1	1	1	Strengthen staff retention by fostering a positive and supportive work environment through meaningful recognition, staff engagement, open communication, and opportunities for professional growth and leadership. Provide consistent opportunities for staff feedback and input. Recognize staff accomplishments, contributions, and milestones. Build leadership capacity through committee involvement, mentoring, and campus leadership opportunities. Provide meaningful professional learning and opportunities for advancement. Conduct staff check-ins to identify needs, concerns, and opportunities to improve job satisfaction. Strengthen relationships and create opportunities for staff connection and collaboration.
3	2	1	1	Use ongoing individual staff conferences and check-ins to identify professional needs, provide targeted support, and guide differentiated professional learning aligned with district priorities and campus goals.

Pillar	Key Question	System Response (Goal)	Strategy	Description
5	1	1	1	Maintain a campus attendance rate of at least 95% through proactive attendance monitoring, family communication, and targeted incentives that encourage consistent student attendance
5	1	1	2	Positive campus culture through Capturing Kids' Hearts, CHAMPS classroom management strategies, Wildcat Bucks incentives, and Class Colors celebrations that promote positive relationships, student accountability, respect, and a sense of belonging.
5	1	1	3	Provide consistent, developmentally appropriate counseling and guidance lessons that equip students with coping strategies, self-care practices, and social-emotional skills to support positive relationships, emotional regulation, and overall well-being.

Additional Targeted Support System Response (Goal)

Pillar	Key Question	System Response (Goal)	Strategy	Description
1	1	1	1	Implement ongoing instructional walkthroughs and collaborative instructional rounds aligned with the Splendora Instructional Framework. Campus administrators, instructional coaches, and grade-level team leads will collaboratively collect instructional data, identify trends and areas of strength and growth, and provide timely, actionable feedback to strengthen instructional practices, ensure consistent implementation, and improve student learning outcomes.
1	1	1	2	Strengthen Tier I instruction through intentional lesson internalization, collaborative PLCs, and consistent analysis of student data to guide differentiated instruction, targeted interventions, and mastery of grade-level TEKS
3	2	1	1	Use ongoing individual staff conferences and check-ins to identify professional needs, provide targeted support, and guide differentiated professional learning aligned with district priorities and campus goals.

Splendora Independent School District

Peach Creek Elementary School

2026-2027 Turnaround Plan

Needs Assessment and Stakeholder Engagement

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

Yes

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

Yes

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

Yes

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

No

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

Yes

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

No

Please select the date of board approval for this plan:

November 16, 2026

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

—

SI Strategy

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

Intensive Curriculum & Instruction Improvements

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

—

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

—

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

Region 6, Great Minds PBC

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

3

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

—

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

—

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

—

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

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

Yes

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

300

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

Yes

Please select the adopted curriculum for: K-5 RLA

Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edicion 1

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

Yes

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

600

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

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

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

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

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

187

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

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Bi-Monthly	Bluebonnet Learning end-of-module and end-of-unit assessments provide timely, curriculum-aligned evidence of student mastery of taught standards and the effectiveness of Tier I instruction. Teachers and campus leaders will analyze results by TEKS, individual student, classroom, and grade level to identify learning gaps, common misconceptions, and instructional trends. When multiple students demonstrate similar gaps, PLC+ teams will evaluate instructional delivery, lesson internalization, pacing, and curriculum implementation to determine necessary instructional adjustments. Following each assessment, teachers will update student growth trackers and utilize lead4ward resources to analyze performance, identify priority TEKS, and develop targeted instructional action steps. PLC+ teams will plan timely reteaching, targeted student groupings, intervention, and enrichment during designated instructional and MTSS time. Teachers will monitor the effectiveness of these responses through student work, formative assessments, and reassessment of identified skills. Students will maintain individual goal trackers, review assessment results with teachers, establish measurable learning goals, and monitor their own progress. Campus leaders will review assessment trends and instructional responses to identify teachers requiring additional coaching or support and verify that instructional adjustments result in improved student learning.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	MAP	District	BOY/MOY/ EOY	NWEA MAP assessments administered at beginning, middle, and end of year provide nationally norm-referenced data to measure individual student achievement and academic growth over time. Teachers and campus leaders will analyze RIT scores, achievement percentiles, projected growth, instructional area performance, and growth trends to identify students performing below, at, or above grade-level expectations. Results will be disaggregated by grade level, classroom, and student population, with particular attention to Domain 2 growth expectations and Domain 3 student groups. Campus leaders will use trends to identify instructional gaps, evaluate Tier I effectiveness, and determine teacher-specific coaching and professional learning needs. Following each assessment window, teachers will update student growth tracking charts, utilize lead4ward resources alongside curriculum-based assessments to identify priority TEKS, and establish targeted instructional action steps during PLC+. Students will review MAP results with teachers, establish individual achievement and growth goals, and monitor progress through student data trackers. MAP results will inform flexible student grouping, differentiated instruction, Tier 2 and Tier 3 interventions, and enrichment. Teachers will monitor progress between MAP administrations using curriculum-based assessments, student work, and intervention

				progress-monitoring data. Campus and district leaders will review student growth and intervention effectiveness, adjust instructional supports, and provide targeted coaching when students are not demonstrating expected progress.
Other	Formative Exit Tickets	Campus	Weekly	Teachers will utilize daily formative assessments and exit tickets aligned to the lesson objectives and grade-level TEKS to monitor student understanding and evaluate the effectiveness of Tier I instruction. During PLC+, teachers will use the district Student Work Analysis Protocol (SWAP) to examine student responses, verify alignment between instructional expectations, assessed TEKS, and student work, and identify patterns of mastery, misconceptions, and instructional gaps. Teams will determine whether student errors reflect conceptual misunderstandings, skill deficits, or gaps in instructional delivery. Based on findings, teachers will establish immediate instructional next steps, including reteaching, adjustments to questioning and modeling, flexible grouping, targeted intervention, and enrichment. Student progress will be monitored through subsequent exit tickets and student work to verify the effectiveness of instructional adjustments. Campus leaders will review SWAP artifacts and PLC+ action steps to monitor instructional responsiveness and provide targeted teacher support.

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

Peach Creek Elementary implements a coordinated MTSS system in which Tier 2 and Tier 3 interventions directly reinforce and extend Tier 1 instruction aligned to grade-level TEKS and Bluebonnet Learning. All students receive high-quality Tier 1 instruction, while students demonstrating learning gaps receive additional targeted support without replacing access to grade-level curriculum.

During weekly PLC+, teachers utilize the Student Work Analysis Protocol (SWAP), formative assessments, curriculum-based assessments, MAP data, and lead4ward Student Growth Charts to identify specific skill deficits, misconceptions, and students requiring additional support. Tier 2 interventions provide targeted small-group instruction during daily designated intervention time, while Tier 3 interventions provide more intensive, individualized instruction with increased frequency and progress monitoring based on student needs.

Intervention groups are flexible and adjusted according to student performance. Teachers coordinate with Special Education, Multilingual, Dyslexia, and MTSS personnel to ensure interventions address the needs of students below grade level and identified student populations. PLC+ teams regularly review intervention effectiveness, connect findings to Tier 1 instructional adjustments, and determine whether students require continued, intensified, or reduced support. Campus leadership monitors intervention implementation and student growth to ensure timely instructional responses.

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

Peach Creek Elementary implements a comprehensive, campuswide intervention system for all students in Grades K–5, beginning with prior-year performance data and continuing through frequent assessment and progress monitoring. Students who did not meet STAAR performance expectations were assigned summer school and placed into targeted intervention groups at the beginning of the school year. For students in non-STAAR-tested grades, teachers utilize prior-year academic records, early literacy and numeracy assessments, beginning-of-year MAP data, curriculum-based assessments, and classroom performance to identify learning gaps and initiate support without waiting for students to experience continued academic difficulty.

The campus master schedule includes daily designated intervention and enrichment time for all grade levels. Students receive targeted instruction based on identified skill deficits, with IXL, Zearn, Bluebonnet Learning resources, and other district-aligned materials supporting differentiated instruction and required HB 1416 accelerated instruction. Intervention extends beyond HB 1416 eligibility to any student demonstrating additional academic needs, while enrichment is provided to students demonstrating mastery.

Teachers and campus leaders analyze student performance by grade level, individual student, and special population to inform classroom placement, flexible intervention groupings, and instructional assignments. The campus MTSS process provides a systematic approach to identifying students requiring Tier 2 and Tier 3 intervention, determining appropriate intensity and frequency, and monitoring student response. Special Education, Multilingual, Dyslexia, and district MTSS personnel provide specialized instructional support and assist with intervention planning.

Intervention effectiveness is reviewed regularly through PLC+, student work analysis, formative assessments, curriculum-based assessments, and MAP growth data. Students demonstrating insufficient progress receive adjusted instructional strategies, increased intervention intensity, or additional specialized support. Academically focused morning activities provide further opportunities for skill reinforcement and enrichment. Campus and district leadership monitor implementation, student growth, and intervention effectiveness to ensure students receive timely, responsive support throughout the school year.

Will the campus implement a PLC structure?

Yes

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

The campus utilizes two distinct PLC+ structures: Data/Student Work Analysis and Lesson Internalization, each guided by district-established protocols to ensure consistent implementation and alignment to Bluebonnet Learning.
Data/Student Work Analysis PLC+: Grades 3–5 Reading Language Arts (RLA) and Math meet weekly in vertically aligned teams. Grades K–2 and Grade 5 Science meet biweekly. Dual Language teachers participate in grade-level content PLC+ and an additional monthly Dual Language PLC+. Teams utilize the district Student Work Analysis Protocol (SWAP) to analyze student work and assessment data, verify alignment to grade-level TEKS, identify misconceptions and instructional gaps, establish targeted instructional action steps, and monitor student progress.

Lesson Internalization PLC+: Grade-level, content-specific teams meet weekly to internalize and rehearse upcoming Bluebonnet Learning units and lessons. Teachers complete required prework and utilize the district lesson internalization protocol to examine lesson purpose, instructional sequence, critical content, anticipated student responses, misconceptions, purposeful questioning, and instructional delivery. Teams engage in lesson rehearsal and collaborative planning to strengthen curriculum fidelity and instructional readiness.

Implementation Monitoring and Capacity Building: Campus administration, district Teaching & Learning personnel, and Region 6 consultants will routinely observe PLC+ meetings and review agendas, protocols, internalization artifacts, student work analysis, and documented instructional action steps to verify consistent implementation. When teams are not effectively utilizing the established protocols, campus and district personnel will provide direct modeling, co-facilitation of PLC+, targeted professional learning, and coaching for teacher leaders and instructional coaches. District-led sessions, Instructional Coach Lunch & Learns, and Region 6 support will strengthen facilitator capacity and reinforce expectations. Teams requiring additional support will receive documented feedback, specific improvement actions, and follow-up observations to verify protocol implementation and improved instructional planning.

How frequently will PLCs occur?

Grades 3–5 RLA and Math meet weekly in vertically aligned teams. Grades K–2 and Grade 5 Science meet bi-weekly. Dual Language teachers participate in grade-level content PLC+ and an additional monthly Dual Language PLC+.
Lesson Internalization PLC+: Grade-level, content-specific teams meet weekly

Who will facilitate PLCs?

Campus leadership team, including the principal, assistant principal, and Instructional coaches and teachers.

Who is required to attend PLCs?

All grade level teachers attend PLC+ accompanied by SPED teachers.

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

Peach Creek Elementary utilizes the district-established PLC+ protocol to ensure collaborative planning, consistent implementation of Bluebonnet Learning, and data-driven instructional decisions. The campus implements two structured PLC+ processes: Lesson Internalization and Data/Student Work Analysis.

Lesson Internalization PLC+ follows a consistent protocol in which teachers complete required prework, examine upcoming Bluebonnet Learning lessons, identify priority TEKS and learning objectives, anticipate student misconceptions, plan purposeful questioning, and rehearse critical instructional components. Teams collaboratively determine instructional strategies while maintaining curriculum fidelity and grade-level rigor.

Data/Student Work Analysis PLC+ utilizes the district Student Work Analysis Protocol (SWAP) to examine student work, formative assessments, and assessment results; verify TEKS alignment; identify misconceptions and instructional gaps; and establish targeted reteaching, intervention, and enrichment actions. Teams revisit previous action steps to evaluate their effectiveness through subsequent student performance.

Campus administrators and instructional coaches monitor PLC+ implementation through agendas, participation, observation, and review of completed protocols and artifacts. Teams requiring additional support receive targeted professional learning, modeling, co-facilitation, coaching, and follow-up monitoring to strengthen protocol fidelity and instructional effectiveness.

Upload PLC agenda (optional):

—

Capacity Building

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

Role	Training/PD Description	Delivered By	Attended By
Teacher	Instructional coaching cycles began with grade-level teams, prioritizing Grades 3–5 teachers with varying levels of experience to strengthen Bluebonnet Learning implementation. Coaching cycles will continue throughout the 2026–2027 school year through face-to-face classroom observations, individualized feedback, modeling, and targeted instructional support. Campus instructional coaches and leadership will use instructional walkthrough data, student performance and growth data, and teacher growth tracking charts to identify teacher-specific needs, establish measurable instructional goals, and differentiate coaching support. Ongoing observations and follow-up feedback will monitor implementation, refine instructional practices, and build teacher capacity to deliver high-quality, curriculum-aligned instruction that improves student outcomes.	Principal, Instructional Coaches, and District Coordinators	Assigned Grades 3-5 Teachers
Principal	The principal will participate in bi-monthly coaching check-ins with the Executive Director of Culture and Leadership to strengthen instructional leadership capacity. These meetings will focus on analyzing instructional data, reflecting on leadership practices, monitoring campus improvement goals, and identifying actionable next steps to strengthen Tier I instruction, teacher effectiveness, and student academic growth.	February 2027	Jessica Sowell

Role	Training/PD Description	Delivered By	Attended By
Teacher	All teachers participated in a three-hour professional development training focused on strengthening Tier I instruction through structured academic conversations and structured writing. The training emphasized aligning language objectives with the English Language Proficiency Standards (ELPS) and intentionally incorporating academic sentence stems to promote student discourse, deepen understanding, and increase higher-order and extended thinking. Teachers engaged in collaborative planning and practical application of instructional strategies to ensure students have consistent opportunities to communicate, justify their thinking, and demonstrate learning through meaningful conversations and writing.	Multilingual Department on October 30th, 2026	Campus Teachers
Other Campus Admin (Assistant Principals, Instructional Coaches)	The instructional coach will facilitate ongoing Lunch and Learn sessions to build teacher capacity in data analysis and effective instructional practices. Sessions will focus on strategies such as data digs, identifying student learning gaps, monitoring academic growth, and using assessment results to make data-driven instructional adjustments. These opportunities will equip teachers with practical tools to strengthen Tier I instruction, plan targeted interventions, and improve student academic achievement and growth.	Teaching and Learning Department quarterly	Instructional Coaches
Principal	The principal will facilitate differentiated instructional coaching cycles based on teacher needs, walkthrough data, and student performance. Coaching cycles will include goal setting, collaborative planning, modeling, classroom observations, actionable feedback, and follow-up reflection. Progress will be monitored through instructional implementation and student academic growth to strengthen Tier I instruction and teacher effectiveness.	December 2026	3rd-5th grade Teachers

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

Professional learning will be differentiated based on teacher and leader experience, instructional effectiveness, SIF and Bluebonnet Learning walkthrough data, student performance, and teacher growth tracking charts. Teachers with fewer than two years of experience and those demonstrating instructional gaps will receive intensified, targeted coaching cycles, frequent face-to-face observation and feedback, classroom modeling, lesson rehearsal, and structured peer observations with effective teachers. Campus leadership will monitor the effectiveness of SISD mentor teachers and provide additional mentor training and support as needed. District Teaching & Learning and Region 6 personnel will design targeted professional learning based on identified implementation trends and provide individualized support through PLC+, co-planning, and coaching. Inexperienced or struggling campus leaders will receive additional leadership coaching, walkthrough calibration, and support with instructional feedback. Follow-up observations and student growth data will determine the effectiveness of support and guide adjustments in coaching intensity.

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

The district-developed Splendora Instructional Framework (SIF) Walkthrough Tool will be used to monitor instructional implementation, identify teacher-specific support needs, and evaluate the impact of coaching and professional learning. Look-fors include communicated objectives (content and language), research-based instructional strategies, structured conversations and writing, student engagement, and continuous feedback loop. Additionally, the Bluebonnet Learning Implementation Tool will be used to verify curriculum fidelity, including lesson internalization, instructional sequence, pacing, purposeful questioning, student discourse, use of curriculum-aligned materials, and implementation of required lesson components. Campus and district leadership will analyze walkthrough trends, provide actionable feedback, assign targeted coaching, and conduct follow-up observations to verify improvement over time.

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

Weekly

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

Teachers and administrators will receive targeted professional learning, coaching, and ongoing technical assistance from district Special Education, Multilingual, and MTSS personnel to strengthen instructional practices for students in special populations. Capacity-building needs will be identified through monthly Teaching & Learning check-ins, campus data analysis presentations, walkthroughs, and student growth data, with emphasis on Domain 3 student groups. Support will include training on instructional differentiation, accommodations, language acquisition strategies, intervention planning, and progress monitoring. Dual Language teachers will participate in Dual Language Academy sessions facilitated by an external consultant, while Summit K12 will provide TELPAS preparation resources and targeted instructional toolkits. The district MTSS Specialist will provide training and coaching on Tier 2 and Tier 3 interventions, data-based student grouping, and intervention effectiveness. District personnel will model instructional strategies, support PLC+ discussions, and provide follow-up coaching to build teacher and administrator capacity to address diverse student needs and improve outcomes.

Milestones

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

Milestone 1

Description – What specific action or deliverable will be completed?

Throughout 2026–2027, 100% of Bluebonnet Reading grade-level teams will engage in weekly PLC+ lesson internalization and rehearsal to strengthen Year 1 implementation. Campus, district, and Region 6 personnel will monitor curriculum fidelity, pacing, rigor, and instructional delivery through PLC+ observations, artifact reviews, and calibration walks. Identified gaps will guide targeted coaching, modeling, and follow-up observations. Progress will be reviewed every nine weeks using implementation and coaching data.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Accountability: Peach Creek Elementary Principal, Assistant Principal, Campus Instructional Coach, and Grade-Level Reading Teachers. District Oversight and Support: Deputy Superintendent of Academics, Director of Elementary Teaching and Learning, District Reading/Language Arts Coordinator, and District Instructional Coaches. External Instructional Support: Region 6 Education Service Center Reading/Language Arts Specialist.

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

100% grade-level team participation in documented PLC+ internalization and rehearsal; completed lesson internalization artifacts; Bluebonnet Learning implementation and calibration walk data; teacher-specific feedback and coaching records; documented corrective actions and follow-up observations; and nine-week reviews demonstrating increased instructional fidelity and a reduction in identified implementation gaps from beginning-of-year baseline to end-of-year.

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

District Teaching & Learning personnel and the Region 6 RLA Specialist will provide targeted professional learning and coaching based on Bluebonnet implementation and calibration walk data. Support will focus on curriculum fidelity, lesson internalization, instructional delivery, pacing, questioning, and student engagement through modeling, co-planning, and coaching cycles. Follow-up observations will monitor implementation and identify additional support needs.

Milestone 2

Description – What specific action or deliverable will be completed?

Throughout 2026–2027, 100% of Bluebonnet Math grade-level teams will engage in weekly PLC+ lesson internalization and rehearsal to strengthen Year 2 implementation. Focus areas include lesson coherence, mathematical models, problem-solving, questioning, and mathematical discourse. Campus, district, and Region 6 personnel will monitor instructional fidelity through PLC+ observations, artifact reviews, and calibration walks. Identified gaps will guide targeted coaching, modeling, and follow-up observations, with progress reviewed every nine weeks.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Accountability: Peach Creek Elementary Principal, Assistant Principal, Campus Instructional Coach, and Grade-Level Math Teachers. District Oversight and Support: Deputy Superintendent of Academics, Director of Elementary Teaching and Learning, District Mathematics Coordinator, and District Instructional Coaches.

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

100% grade-level team participation in documented weekly PLC+ lesson internalization and rehearsal; completed internalization artifacts and PLC+ agendas; Bluebonnet Learning Implementation Protocol walkthrough and calibration data; documented teacher-specific feedback, coaching cycles, modeling, and professional learning; and follow-up observations verifying implementation of identified action steps. Nine-week implementation reviews will demonstrate increased curriculum fidelity, improved instructional practices, and a reduction in identified implementation gaps from beginning-of-year baseline to end-of-year.

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

Targeted follow-up professional learning and coaching will be provided based on trends and teacher-specific needs identified through Bluebonnet Math implementation and calibration walks. District Teaching & Learning personnel and the Region 6 Mathematics Specialist will provide differentiated support, including advanced lesson internalization, lesson rehearsal, mathematical modeling, purposeful questioning, student discourse, and analysis of student misconceptions. Year 2 support will emphasize strengthening instructional fidelity, lesson coherence, pacing, and effective use of curriculum-embedded assessments. Identified implementation gaps will result in targeted coaching cycles, classroom modeling, co-planning, and additional professional learning. Follow-up observations will verify implementation and determine the need for intensified support.

Milestone 3

Description – What specific action or deliverable will be completed?

Throughout 2026–2027, 100% of grade-level/content teams will implement the district PLC+ protocol, focusing on lesson internalization, rehearsal, student work analysis, misconceptions, and targeted instructional actions. Campus, district, and Region 6 personnel will monitor fidelity through PLC+ observations and artifact reviews, providing targeted coaching and follow-up support. Progress will be reviewed every nine weeks to assess implementation, instructional adjustments, and student growth.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Accountability: Peach Creek Elementary Principal, Assistant Principal, Campus Instructional Coach, and Grade-Level/Content Teachers. District Oversight and Support: Deputy Superintendent of Academics, Director of Elementary Teaching and Learning, District Curriculum Coordinators, and District Instructional Coaches.

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

100% of grade-level/content teams demonstrate consistent implementation of the district PLC+ protocol, verified through documented PLC+ agendas, participation records, lesson internalization and rehearsal artifacts, completed Student Work Analysis Protocols, identified misconceptions, instructional action plans, and student progress-monitoring evidence. Campus, district, and Region 6 PLC+ observation records, documented feedback, coaching support, and follow-up reviews will demonstrate improved implementation fidelity and completion of identified action steps. Progress will be evaluated every nine weeks using PLC+ monitoring data and evidence of student learning.

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

Targeted professional learning and coaching will be provided through district training, IC Lunch & Learns, and differentiated campus support based on PLC+ data and team needs. District Teaching & Learning and Region 6 personnel will support PLC+ facilitation, lesson internalization, student work analysis, and measurable instructional action steps. Teams needing additional support will receive targeted coaching, modeling, and follow-up monitoring to strengthen PLC+ fidelity and data-driven instruction.

Milestone 4

Description – What specific action or deliverable will be completed?

100% of grade-level/content teams will demonstrate consistent use of structured lesson rehearsal as part of the PLC+ process. Teachers will practice high-leverage portions of upcoming lessons and use feedback from colleagues to refine questioning, modeling, responses to anticipated misconceptions, and instructional delivery prior to implementation.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus: Principal, Assistant Principal, Campus Instructional Coach, Grade-Level/Content Teachers, and PLC+ Team Facilitators. District: Deputy Superintendent of Academics, Director of Elementary Teaching & Learning, District Curriculum Coordinators, and District Instructional Coaches.

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

100% of grade-level/content teams will engage in structured lesson rehearsal during PLC+ meetings. Implementation will be monitored through PLC+ agendas, internalization protocols, rehearsal observations, and teacher feedback. Campus, district, and Region 6 personnel will provide targeted coaching, modeling, and follow-up observations. Bluebonnet Implementation Tool and SIF walkthrough data will measure improvements in questioning, modeling, addressing misconceptions, and instructional delivery. Progress will be reviewed through documentation, feedback, and evidence of improved instructional fidelity.

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

Targeted professional learning will strengthen teacher and facilitator capacity to conduct effective lesson rehearsals aligned to Bluebonnet Learning. District Teaching & Learning personnel and the Region 6 consultant will provide direct modeling, co-facilitation of PLC+, rehearsal demonstrations, and actionable feedback focused on high-leverage instructional practices.

Campus instructional coaches and PLC+ facilitators will receive differentiated support through district-led professional learning, Instructional Coach Lunch & Learns, and coaching sessions. Teams demonstrating inconsistent implementation will receive intensified support, including guided rehearsal, peer modeling, documented improvement expectations, and required follow-up observations. Campus and district leadership will review implementation evidence every nine weeks to determine additional support needs and verify improvement in instructional delivery.

Milestone 5

Description – What specific action or deliverable will be completed?

Campus Leadership MODE Meetings will occur bi-weekly to discuss and analyze campus data including SBAs, EOUs, EMAs and MAP Testing the leadership team will analyze data to identify current trends to implement instructional strategies to improve tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Asst. Principal and Instructional Coach

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

MODE meeting agendas, Lead4ward Growth Charts, Teacher Data Tracking and Student Data Tracking, SIF Walkthrough Data

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

Teachers receive ongoing, in-the-moment coaching and support focused on implementing research-based instructional strategies from lead4ward to strengthen Tier 1 instruction. This coaching emphasizes the intentional use of formative assessments to monitor student understanding, make real-time instructional adjustments, and improve student learning outcomes.

Milestone 6

Description – What specific action or deliverable will be completed?

Based on feedback gathered during the parent stakeholder engagement session, all teachers will provide parents with quarterly updates on their child's academic progress, including but not limited to MAP assessment results, report card performance, student data trackers, and identified areas for growth. Communication will highlight student progress, areas needing improvement, and opportunities for continued support at home.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Leadership Team and Teachers

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

Parent Survey in spring semester will show that more parents are aware of their student's academic progress.

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

Parent training will be conducted about math strategies that are used throughout the math curriculum in Spring semester.

Milestone 7

Description – What specific action or deliverable will be completed?

Strengthen principal leadership capacity through targeted support from Region 6 utilizing the FLIPS framework and bi-weekly coaching meetings with the Executive Director of School Leadership. These sessions will focus on monitoring campus improvement goals, analyzing implementation evidence, identifying leadership priorities, and developing actionable next steps aligned to the T-PESS framework. Emphasis will be placed on strengthening effective Tier I instruction, ensuring consistent implementation of high-quality instructional materials, and improving the quality and frequency of classroom observations, actionable feedback, and instructional coaching. Ongoing support will build the principal's capacity to monitor instructional practices, provide targeted teacher support, hold staff accountable for implementation, and lead continuous improvement efforts that result in measurable student growth.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal and Executive Director of School Leadership

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

agendas, campus improvement plan, student data tracking and TPESS.

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

Bi-weekly meetings, Effective School Framework focus

Milestone 8

Description – What specific action or deliverable will be completed?

Throughout 2026–2027, 100% of teachers will participate in the SISD Instructional Coaching Cycle, with support tiered by SIF walkthrough data, PLC+ observations, and student achievement. Coaching will target Tier I instruction, lesson delivery, and curriculum fidelity through measurable teacher goals and documented action steps. Campus, district, and Region 6 personnel will provide differentiated coaching, modeling, and feedback. Progress will be reviewed every nine weeks using coaching logs, follow-up observations, implementation of feedback, and student growth data.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal and Instructional Coaches

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

Artifacts will include SISD coaching cycle documentation, teacher coaching logs, individualized goals, and differentiated coaching schedules with teachers tiered by instructional needs to prioritize those requiring the most intensive support. SIF walkthrough data, PLC+ monitoring, lesson internalization, and student achievement results will guide coaching priorities.

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

Campus leadership will support the SISD Instructional Coaching Cycle by providing protected coaching time, tiering teachers based on instructional needs, and prioritizing intensive support for teachers with the greatest needs. The instructional coach and administrators will collaborate through weekly coaching check-ins, targeted walkthroughs, PLC+ monitoring, and data analysis to identify instructional gaps, provide actionable feedback, and adjust coaching support. Campus leadership will ensure access to instructional resources, modeling, and ongoing professional learning to strengthen Tier I instruction and student achievement.

Milestone 9

Description – What specific action or deliverable will be completed?

Throughout the school year, 100% of teachers will update the district Teacher Goal Tracking Form following each assessment cycle to monitor Domain 2 student growth and progress toward campus accountability goals. Teachers will identify students meeting, approaching, or below growth expectations and document targeted instructional actions. Campus and district leadership will review trackers every nine weeks to monitor implementation, instructional adjustments, and progress toward a Domain 2 Academic Growth component score of 63.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus principal, instructional coaches and campus teachers

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

teacher goal tracking form, TTESS goals

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

Campus leadership and district Teaching & Learning personnel will provide targeted professional development on Domain 2 accountability growth expectations, effective use of the district Teacher Goal Tracking Form, and analysis of student performance data. Training will include hands-on practice identifying student growth levels, interpreting assessment results, setting measurable growth targets, and developing targeted instructional action steps. Ongoing support will include PLC+ data discussions, modeled data analysis, individualized coaching, and collaborative intervention planning. Campus leadership will provide feedback following each assessment cycle, monitor tracker implementation, and support teachers in adjusting instruction to maximize student academic growth.

Milestone 10

Description – What specific action or deliverable will be completed?

Based on feedback gathered during the parent stakeholder engagement session, beginning in January 2027, the campus will provide afterschool tutorial sessions to offer additional targeted academic support. Tutorials will focus on identified student learning needs, reinforce essential skills, and provide opportunities for intervention and academic growth.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Leadership and District Teaching and Learning

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

Parent stakeholder engagement feedback, afterschool tutorial schedules, student attendance logs, targeted student rosters, and instructional lesson plans aligned to identified learning gaps.

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

District Teaching & Learning personnel will support afterschool tutorials by providing instructional resources, assessment data analysis, and guidance on targeted intervention strategies aligned to identified student learning gaps. District leadership will assist with staffing, funding, and scheduling to ensure effective implementation. Ongoing support will include monitoring student attendance, reviewing academic progress, and providing feedback to adjust tutorial instruction and maximize student academic growth.

Milestone 11

Description – What specific action or deliverable will be completed?

By May 2028, Peach Creek Elementary will strengthen high-quality Tier I instruction, instructional leadership, and data-driven practices to increase student academic achievement and growth, progressing toward the long-term goal of 75% of students achieving Meets Grade Level in reading and math. PCE will prioritize consistent implementation of high-quality instructional materials, structured academic conversations, structured writing, rigorous learning experiences, and targeted interventions. Campus leadership will build teacher capacity through classroom observations, actionable feedback, instructional coaching, and collaborative PLCs. Through continued support from Region 6, the FLIPS framework, and T-PESS alignment, campus leaders will strengthen instructional monitoring, analyze student performance data, and implement targeted improvement strategies to ensure measurable student growth and sustained academic success.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus: Principal, Assistant Principal, Campus Instructional Coach, Grade-Level/Content Teachers, and PLC+ Team Facilitators. District: Deputy Superintendent of Academics, Director of Elementary Teaching & Learning, District Curriculum Coordinators, and District Instructional Coaches.

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

Peach Creek Elementary will demonstrate measurable increases in student academic achievement and growth in both reading and math. The campus will increase the percentage of students achieving Meets Grade Level on STAAR assessments, demonstrating continued progress toward the long-term goal of at least 75% of students performing at Meets Grade Level in both subjects. Additionally, at least 87% of students will demonstrate growth of one proficiency level or meet an equivalent annual academic growth measure, as evidenced by STAAR results, MAP growth assessments, and ongoing student progress-monitoring data.

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

Provide ongoing professional development and instructional coaching focused on strengthening Tier I instruction, analyzing student achievement data, and implementing high-impact instructional strategies aligned with grade-level standards and STAAR rigor. Training will emphasize effective lesson internalization using high-quality instructional materials, structured academic conversations, structured writing, intentional questioning, and student engagement strategies that promote critical thinking and deeper understanding. Follow-up instructional coaching, classroom observations, and actionable feedback will support consistent implementation of learned strategies, with the goal of increasing student academic growth and the percentage of students achieving Meets Grade Level in reading and math by May 2028.

Milestone 12

Description – What specific action or deliverable will be completed?

By May 2028, Peach Creek Elementary will increase student achievement to 75% Meets Grade Level in reading and math through consistent data analysis and targeted instructional interventions. Campus leadership will meet twice monthly to monitor student performance and progress toward achievement goals. Following 100% of campus assessments, grade-level teams will conduct data digs to identify learning gaps, develop targeted reteaching plans, and implement research-based instructional strategies. Students will be reassessed following reteaching to measure mastery and guide instructional adjustments. Progress toward the 75% Meets goal will be monitored every nine weeks through assessment data, student growth tracking, and documented instructional action plans.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus: Principal, Assistant Principal, Campus Instructional Coach, Grade-Level/Content Teachers, and PLC+ Team Facilitators. District: Deputy Superintendent of Academics, Director of Elementary Teaching & Learning, District Curriculum Coordinators, and District Instructional Coaches.

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

Evidence of implementation will include bi-monthly leadership data meeting agendas, meeting notes, and documented action steps; teacher PLC data digs following assessments; student growth trackers and assessment analysis; identified learning gaps and TEKS requiring reteaching; targeted reteaching plans utilizing research-based instructional strategies; and reassessment results demonstrating student mastery and academic growth. Additional evidence will include campus academic goal progress monitoring, instructional adjustments based on student performance, and ongoing documentation of data-driven instructional decisions.

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

Campus leadership and instructional coaches will provide ongoing professional development and targeted support focused on data analysis, identifying student learning gaps, and developing effective reteaching plans. Teachers will receive support through collaborative PLCs, modeled data digs, research-based instructional strategies, and guidance on using assessment results to drive instruction. Leadership will provide continuous coaching, feedback, and progress monitoring to strengthen data-driven instructional practices and support measurable student academic growth.

Milestone 13

Description – What specific action or deliverable will be completed?

By May 2028, 100% of teachers will continue participating in the SISD Instructional Coaching Cycle, with at least 80% demonstrating measurable improvement in targeted instructional practices based on SIF walkthrough data, coaching documentation, and student achievement results. Differentiated coaching will continue to prioritize teachers with the greatest instructional needs while increasing teacher ownership, reflective practices, and instructional independence. Campus leadership, the instructional coach, District Teaching & Learning personnel will collaborate to strengthen coaching effectiveness, sustain high-quality Tier I instruction, and increase student academic growth through ongoing progress monitoring and data-driven adjustments.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus Principal and instructional coaches and district teaching and learning directors and coordinators

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

Artifacts will include SISD Instructional Coaching Cycle documentation, differentiated coaching schedules, teacher goal-setting and progress trackers, and SIF walkthrough data demonstrating instructional growth.

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

Onboarding for new teachers to the campus in the 27-28 school year to induct using the Splendora Instructional Framework.

Milestone 14

Description – What specific action or deliverable will be completed?

By May 2028, the principal will demonstrate sustained instructional leadership through independent implementation and monitoring of campus improvement systems aligned to the FLIPS and T-PESS frameworks. Campus leadership will utilize SIF walkthrough data, PLC+ monitoring, instructional coaching outcomes, and student achievement results to drive data-informed decisions and targeted teacher support. The principal will strengthen leadership team capacity through shared accountability, calibration of instructional expectations, and consistent monitoring of Tier I instruction and high-quality instructional materials. Ongoing collaboration with the Executive Director of School Leadership and Region 6 will focus on evaluating leadership effectiveness, refining campus improvement strategies, and ensuring measurable growth in teacher instructional practices and student academic achievement.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus Principal and Executive Director of School Leadership

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

Principal leadership coaching logs, FLIPS and T-PESS goal progress trackers, campus leadership meeting agendas, SIF walkthrough trends, PLC+ monitoring data, instructional feedback documentation, and teacher coaching progress.

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

The principal will receive ongoing leadership development through Region 6 FLIPS coaching, bi-weekly mentoring with the Executive Director of School Leadership, and targeted professional learning aligned to the T-PESS framework. Training will focus on instructional leadership, data-driven decision-making, SIF walkthrough calibration, effective feedback, coaching teachers and campus leaders, and monitoring Tier I instruction.

Milestone 15

Description – What specific action or deliverable will be completed?

Throughout 2027–2028, 100% of Bluebonnet Reading teams will engage in weekly PLC+ lesson internalization and rehearsal, with 90% of teachers demonstrating proficient implementation on the Bluebonnet Learning Implementation Protocol by May 2028. Instructional priorities include purposeful questioning, structured conversations, writing, and addressing misconceptions. Campus and district personnel will monitor fidelity through calibrated walkthroughs, PLC+ observations, student work, and assessment data, reviewing progress every nine weeks to measure instructional improvement and student growth.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, instructional coaches and district teaching and learning

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

Blue Bonnet Leaning Implementation Protocol Documents, Splendora Instructional Framework walkthrough data

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

Continue support with Professional Learning Communities and onboard for new teachers in the 27-28 school year for curriculum implementation and lesson internalization

Milestone 16

Description – What specific action or deliverable will be completed?

Throughout 2027–2028, 100% of Bluebonnet Math grade-level teams will sustain weekly PLC+ lesson internalization and rehearsal, with at least 90% of teachers demonstrating proficient implementation of Bluebonnet Math instructional practices as measured by the Bluebonnet Learning Implementation Protocol. Teachers will strengthen mathematical discourse, conceptual understanding, problem-solving, and student ownership of learning while maintaining curriculum fidelity, pacing, and rigor. Campus administration, and district Teaching & Learning personnel will monitor instructional effectiveness through calibrated walkthroughs, PLC+ observations, student work analysis, and assessment results. Differentiated coaching will target identified instructional gaps, while teacher leaders will model effective practices and support vertical alignment. Progress will be reviewed every nine weeks to ensure sustained instructional excellence and measurable student academic growth.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus Principal , instructional coaches and District Teaching and Learning

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

Blue Bonnet Leaning Implementation Protocol Documents, Splendora Instructional Framework walkthrough data

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

Continue support with Professional Learning Communities and onboard for new teachers in the 27-28 school year for curriculum implementation and lesson internalization

Milestone 17

Description – What specific action or deliverable will be completed?

Throughout 2027–2028, 100% of grade-level/content teams will strengthen teacher capacity through consistent, teacher-led lesson rehearsal within the PLC+ process. Teachers will independently facilitate rehearsals, provide actionable peer feedback, and refine questioning, instructional modeling, responses to misconceptions, and lesson delivery to strengthen Tier I instruction. Campus leadership, district Teaching & Learning personnel, and Region 6 consultants will build teacher leadership through targeted coaching, modeling, and calibration of effective rehearsal practices. Progress will be monitored every nine weeks through PLC+ observations, teacher reflection, rehearsal documentation, SIF walkthrough data, and evidence of improved instructional delivery and student academic growth.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, Campus Instructional Coaches, and Campus Teachers

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

Lesson Rehearsal Protocol and Lesson Internalization Protocols, peer feedback to teachers on lesson rehearsal.

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

Onboarding new teachers in the 27-28 school year, supporting teachers in lesson rehearsal to build teacher and grade level content capacity

Milestone 18

Description – What specific action or deliverable will be completed?

Throughout 2027–2028, 100% of students will set measurable academic goals, maintain data trackers, and participate in goal-setting conferences following each assessment cycle, with at least 85% of students demonstrating growth of one proficiency level in reading and math by May 2028. Teachers will use lead4ward growth charts and assessment data to monitor progress, provide targeted interventions, and adjust instruction. Campus and district leadership will review student trackers, PLC+ documentation, and assessment data every nine weeks to monitor implementation and progress toward the 85% growth goal.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, instructional coaches, district teaching and learning and campus teachers

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

student data trackers and student goal setting and evidence of student academic growth from assessment to assessment with, evidence in walk throughs of student goal setting and data tracking being observed

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

Campus leadership and district Teaching & Learning will provide targeted professional development on student-centered goal setting, lead4ward growth charts, student data trackers, and effective progress-monitoring practices. Training will include modeling student-led data conferences, establishing measurable academic goals, analyzing assessment results, and providing actionable feedback to students. Teachers will engage in hands-on practice using student assessment data to identify learning gaps, set individualized growth targets, and plan targeted instructional responses. Ongoing PLC+ support, classroom modeling, and follow-up coaching will strengthen teacher capacity to build student ownership of learning and monitor academic growth.

Milestone 19

Description – What specific action or deliverable will be completed?

Strengthen MTSS implementation through ongoing analysis of targeted student groups and review of student accommodations by case managers and program facilitators. Additional responsibilities have been reassigned to allow staff to focus on MTSS implementation, progress monitoring, and targeted interventions to support student growth

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus Principal and MTSS Teacher

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

Targeted student intervention groups, attendance logs and lead4ward growth charts

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

Teachers and campus will have training on lead4ward growth charts analysis to target specific students to ensure growth

Milestone 20

Description – What specific action or deliverable will be completed?

Throughout the school year, campus and district leadership will conduct calibration walks in 100% of the 17 Dual Language classrooms each nine weeks to monitor curriculum fidelity, instructional alignment, and Dual Language linguistic protocols. Findings will guide documented feedback, targeted coaching, and instructional adjustments, with follow-up walks monitoring implementation and progress toward bilingualism, biliteracy, and student academic growth.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus Leadership and District Teaching and Learning

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

Walkthrough data and professional learning agendas and topics

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

Curriculum implementation protocols, dual language linguistic protocols, and dual language instructional strategies such as sheltered instruction

Milestone 21

Description – What specific action or deliverable will be completed?

Conduct a comprehensive review of the Student Support Team (SST) process and provide training for all campus staff to ensure consistent implementation of student support procedures. Training will focus on identifying student academic needs, analyzing student performance data, implementing targeted interventions, and monitoring student progress. Campus leadership will reinforce staff roles, responsibilities, and accountability within the SST process to ensure timely, data-driven decisions that strengthen instructional support and maintain a campuswide focus on student growth and achievement.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus Leadership

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

SST process review documentation, updated campus SST procedures, staff training agendas and attendance records, and clearly defined staff roles and responsibilities

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

Campus leadership, the MTSS Specialist, and district Student Support personnel will provide professional development on SST procedures, staff roles and responsibilities, data-driven student referrals, targeted intervention planning, and progress monitoring. Training will include reviewing student data, identifying academic gaps, developing measurable intervention goals, and documenting student progress. Ongoing support will include modeled SST meetings, PLC+ data discussions, intervention coaching, and follow-up monitoring to ensure consistent implementation, accountability, and improved student academic growth.

Performance Management

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

Peach Creek Elementary campus leadership, in collaboration with district Teaching & Learning and School Leadership personnel, will implement a structured performance management process to monitor the successful implementation of the Turnaround Plan. Monitoring will focus on the fidelity of implementation, effectiveness of key strategic actions, and measurable improvements in student outcomes.

Campus and district leaders will conduct regular implementation reviews using the following processes:

Monthly Curriculum Implementation Walks: Monitor consistent implementation of district-adopted curriculum, alignment to the Splendora Instructional Framework (SIF), and evidence of high-quality Tier 1 instruction. Walkthrough data will be analyzed to identify instructional trends, teacher-specific needs, and areas requiring additional support.

PLC+ Monitoring: Conduct scheduled observations of PLC+ meetings to evaluate lesson internalization, lesson rehearsal, student work analysis, and the use of student performance data to make instructional decisions. Leaders will review PLC+ documentation and provide targeted feedback and follow-up support.

Student Growth and Intervention Monitoring: Review MAP, district assessments, Lead4ward Student Growth Charts, and intervention progress-monitoring data to evaluate student growth across grade levels, content areas, and student populations, with particular attention to Domain 3 performance. Data will be used to adjust Tier 1 instruction, targeted interventions, and enrichment opportunities.

Teacher-Specific Support and Coaching: Use walkthrough trends, student performance data, and PLC+ observations to identify teachers requiring additional instructional support. Campus and district leaders will monitor coaching cycles, targeted professional learning, modeling, and follow-up observations to verify improvement in instructional practices.

Turnaround Plan Milestone Reviews: Campus leadership will monitor completion of established milestones in Plan4Learning, maintain supporting documentation, and evaluate whether implementation is producing the intended results. District leadership will review progress, provide feedback, and require adjustments when milestones are not met or evidence indicates limited impact on student outcomes.

Quarterly Performance Reviews: District and campus leadership teams will conduct formal reviews of student achievement, growth, accountability targets, instructional implementation data, and progress toward Turnaround Plan goals. Reviews will result in documented next steps, assigned responsibilities, timelines, and targeted support.

District oversight will increase when implementation or student performance data indicates insufficient progress. District leaders will provide more directive support, including increased campus visits, PLC+ supervision, instructional coaching, lesson modeling, and targeted intervention planning. Follow-up monitoring will verify that identified concerns have been addressed and that instructional improvements are sustained.

This continuous improvement process will ensure that implementation is measured not only by completion of planned activities but also by evidence of improved instructional practices and measurable student growth. Campus and district leaders will share responsibility for monitoring progress, addressing barriers, and making timely adjustments to ensure successful implementation of the Turnaround Plan.

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

The Peach Creek Elementary Principal will be primarily responsible for monitoring and reviewing progress toward established Turnaround Plan milestones, with support from the campus instructional leadership team. At the district level, the Deputy Superintendent of Academics, Executive Director of School Leadership, and Teaching & Learning personnel will provide oversight, monitor implementation fidelity, and evaluate progress toward student outcome goals.

Campus leadership will conduct ongoing milestone reviews, while district and campus leaders will collaboratively evaluate progress through monthly implementation monitoring and quarterly performance reviews. The district will provide additional oversight, targeted support, and more directive interventions when milestones are not met or student performance data indicates insufficient progress.

The campus principal will be responsible for maintaining milestone documentation in Plan4Learning, communicating progress, and ensuring identified action steps are implemented within established timelines.

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Milestone progress data will be collected through a combination of instructional observations, PLC+ documentation, student performance assessments, intervention progress monitoring, and coaching cycle records. Campus and district leadership will use established monitoring systems to collect consistent, measurable evidence of implementation and student growth.

Data sources will include:

Instructional Walkthroughs: Splendora Instructional Framework (SIF) walkthrough data, curriculum implementation observations, and follow-up feedback to monitor instructional fidelity and identify trends.

PLC+ Documentation: Meeting agendas, lesson internalization and rehearsal observation records, student work analysis protocols, and documented instructional action steps.

Student Performance Data: MAP BOY/MOY/EOY assessments, district assessments, STAAR results, and Lead4ward Student Growth Charts to monitor progress toward student outcome goals, including performance across accountability domains and student populations.

Intervention Monitoring: Student intervention plans, progress-monitoring records, MTSS documentation, and student growth data to evaluate the effectiveness of targeted interventions.

Teacher Support and Coaching: Coaching cycle documentation, teacher-specific support plans, professional learning records, and follow-up observations to measure improvements in instructional practices.

Milestone Documentation: Evidence of completion, implementation timelines, assigned responsibilities, and progress updates maintained in Plan4Learning.

Campus leadership will collect and review evidence throughout each grading period, with district Teaching & Learning and School Leadership personnel validating progress through monthly monitoring and quarterly performance reviews. Milestones will be evaluated based on both evidence of implementation and measurable impact on student outcomes. When data indicates insufficient progress, campus and district leaders will document corrective actions, assign responsible personnel, and establish follow-up timelines to verify improvement.

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

Milestone progress data will be shared with district leadership through Plan4Learning documentation, monthly implementation monitoring, and quarterly performance reviews. The Peach Creek Elementary Principal will be responsible for maintaining updated milestone progress, supporting evidence, and documented action steps in Plan4Learning.

During scheduled district and campus leadership meetings, campus leaders will present progress toward established milestones, student outcome goals, instructional implementation trends, and areas requiring additional support. District Teaching & Learning and School Leadership personnel will review data, provide feedback, and collaborate with campus leadership to determine necessary adjustments. Identified concerns will result in documented action steps, assigned responsibilities, and follow-up timelines.

Quarterly performance reviews will provide opportunities for more comprehensive analysis of student achievement, growth across accountability domains and student populations, intervention effectiveness, and instructional implementation. Progress updates will also be shared with the Superintendent and Board of Trustees through established district reporting processes.

Relevant stakeholders, including campus instructional staff, teachers, and the Campus Improvement Committee, will receive updates through PLC+ meetings, campus leadership meetings, and stakeholder engagement opportunities. Information shared will focus on progress toward goals, areas requiring improvement, and next steps to support continued student growth. Student-specific and teacher-specific information will remain confidential and be shared only with authorized personnel.

Student Outcome Goals

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	40
Masters Grade Level	15

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

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	40
Masters Grade Level	15

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

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	40
Masters Grade Level	15

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

No

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

42

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

No

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

75

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

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	85
Meets Grade Level	55
Masters Grade Level	20

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

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	85
Meets Grade Level	55
Masters Grade Level	20

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

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	85
Meets Grade Level	55
Masters Grade Level	20

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

No

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

53

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

No

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

75

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

No

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

No

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

63

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

75

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

68

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

53

Additional Info

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

—

Upload additional documents (optional):

—

Splendora ISD Board of Trustees
Agenda Item Information Form

BOARD MEETING DATE: November 16, 2026

AGENDA ITEM NAME: Consider Approval of the Splendora ISD Education Foundation Educator Grant Award Donation

THIS ITEM RELATES TO STRATEGIC PLAN PILLAR(S): Community Engagement & Partnerships; Fiscal & Operational Systems

BACKGROUND INFORMATION: The District received a donation in the amount of $52,473 from the Splendora ISD Education Foundation to provide dedicated funding for educator grants.

ADMINISTRATIVE RECOMMENDATION: Administration recommends approval of the $52,473 donation made to the District from the Splendora ISD Education Foundation.

ATTACHMENTS: N/A

BUDGET INFORMATION: The donation will be deposited into the General Fund and allocated to the campuses or departments awarded.

RESOURCE PERSONNEL: Katie Key, Education Foundation Director, Yvonne M. Johnson, Chief Financial Officer

RECOMMENDED MOTION: I move to approve the Splendora ISD Education Foundation donation in the amount of $52,473 to provide dedicated funding for educator grants.

Splendora ISD Board of Trustees
Agenda Item Information Form

BOARD MEETING DATE: November 16, 2026

AGENDA ITEM NAME: Consider the Approval of the 2026-2027 Legislative Priorities for Splendora ISD.

THIS ITEM RELATES TO STRATEGIC PLAN PILLAR(S): Fiscal & Operational Systems

BACKGROUND INFORMATION: The Splendora Advocacy Committee developed legislative priorities for the 2026-2027 school year.

ADMINISTRATIVE RECOMMENDATION: The administration recommends that the Board of Trustees approve the 2026-2027 Legislative Priorities for Splendora ISD.

ATTACHMENTS: 26-27 Legislative Priorities

BUDGET INFORMATION: N/A

RESOURCE PERSONNEL: Dr. Dustin Bromley, Superintendent & SISD Advocacy Committee Members

RECOMMENDED MOTION: I move to approve the 2026-2027 Legislative Priorities for Splendora ISD.

OUR LEGISLATIVE PRIORITIES

INVESTING IN STUDENTS. SUPPORTING COMMUNITIES. STRENGTHENING TEXAS.

SAME EFFORT.
MORE OPPORTUNITY.
A STRONGER TEXAS.

Splendora ISD is committed to working with our state leaders to ensure every student has access to a high-quality education.

These priorities will help create a more equitable and sustainable funding system, support our growing communities, and ensure a stromger Texas.

1 RAISE THE EXISTING DEBT ALLOTMENT (EDA)

EXPAND STATE SUPPORT AND RECOGNIZE GROWTH



- Increase the Existing Debt Allotment (EDA) to provide greater state support for districts with low local yield.
- Help address the challenges faced by fast-growing districts with limited property wealth.
- Provide a more equitable funding system for all Texas students.

WHY IT MATTERS

Raising the EDA will help create a more level playing field for fast-growing districts like Splendora ISD, reduce the local tax burden, and ensure our students have access to the same opportunities as districts with greater property wealth.

2 SUPPORT LONG-TERM FUNDING FOR PUBLIC EDUCATION IN TEXAS

STRENGTHEN THE BASIC ALLOTMENT AND THE LEGACY EDUCATION FUND



- Meaningfully increase the Basic Allotment to keep pace with inflation and the true cost of educating today's students.
- Fully fund the Legacy Education Fund to provide a stable, recurring source of revenue for public schools.
- Protect the purchasing power of state funding and reduce reliance on local property taxes.

WHY IT MATTERS

A stronger Basic Allotment and a fully funded Legacy Education Fund provide predictable, long-term resources that attract and retain great teachers, support student achievement, and ensure every student, regardless of zip code, has access to high-quality opportunities.

3 FOCUS ON INDUSTRIAL AND BUSINESS ECONOMIC DEVELOPMENT

INVEST IN TEXAS COMMUNITIES



- Incentivize industrial and business development, particularly in the Splendora ISD boundaries of East Montgomery County.
- Support infrastructure and workforce development that brings new, long-term taxable value to our region.
- Provide tools and incentives to convert development potential into sustainable revenue.

WHY IT MATTERS

A stronger local economy means more taxable value, a lower tax rate, and more opportunities for our students and families. Investment today builds a brighter future for Splendora and Texas.

A STRONG FOUNDATION FOR TEXAS

- A well-funded Basic Allotment and Legacy Education Fund strengthen public education for all students.
- Increased EDA and IFA support helps fast-growth districts meet the immediate need for new schools.
- Economic development creates opportunity, a stronger tax base, and long-term stability for our communities.

TAX RELIEF THAT WORKS

- We support meaningful property tax relief for homeowners.
- Increasing the Existing Debt Allotment (EDA) allows districts like Splendora ISD to lower our I&S tax rate while still meeting the needs of our students.
- State partnership is the key to delivering tax relief without sacrificing strong schools.

Splendora ISD Board of Trustees
Agenda Item Information Form

BOARD MEETING DATE: November 16, 2026

AGENDA ITEM NAME: Consider Approval of AT&T Telephone Lines and Ethernet Service Provider.

THIS ITEM RELATES TO STRATEGIC PLAN PILLAR(S): Priority 1, 5 & 6

BACKGROUND INFORMATION: The agenda item is the annual contract for our district Telephone Lines and Ethernet provided by AT&T.

The cost will be approximately $83,865.00 annually for the 2026-2027 School Year and will be purchased from AT&T through the Sourcewell Contract# 031924-ATT.

ADMINISTRATIVE RECOMMENDATION: Administration recommends that the Board of Trustees approve the purchase of AT&T district's Telephone Lines and Ethernet Service.

ATTACHMENTS: Quotes with AT&T.

BUDGET INFORMATION: The Maintenance Utilities Telephone and Maintenance Utilities Internet budget will be used to fund the agreement annually.

RESOURCE PERSONNEL: Buddy Denman, Director of Technology; Carrie Reed, Deputy Superintendent; Yvonne M. Johnson, Chief Financial Officer

RECOMMENDED MOTION: I move to approve the AT&T district's Telephone Lines and Ethernet Service provider.

AT&T

Splendora ISD
23747 FM 2090 RD
PATTON,TX,77372

Page	1 of 2
Account Number	831-000-1362 996
Billing Date	Sep 19, 2026
Questions?	1 800 235-7524
Web Site	att.com
Invoice	4406370215
AT&T Tax ID	13-4924710

Invoice

att.com/fastpay
Pay your bill without logging in.

Bill-At-A-Glance

Previous Bill	4,269.18
Payment	.00
Adjustments	.00
Past Due - Please Pay Immediately	4,269.18
Current Charges	1,423.73
Total Amount Due	**$5,692.91**
Current Charges Due in Full by	**Oct 19, 2026**

Billing Summary

Questions?
Call: 1 800 235-7524
Online: https://businesscenter.att.com

AT&T Business Services

Group #000001
Sub-Account #831-000-1362 997 1,423.73
Total Group #000001 1,423.73

Total Current Charges 1,423.73

Current Charges

Group #000001

Sub-Account #831-000-1362 997
Charges for Subscriber/Router ID 903665818
23411 FM 2090
SPLENDORA, TX 77372
IP Optional Components
Recurring Charges:
Sep 19, 2026 thru Oct 18, 2026
1. ADI Access Charge 600.00
1Gbps - US
Port ID: 903665818
Works With Circuit: .IZEC.668629..ATI.
Qty: 1 Items at 600.00
Total IP Optional Components 600.00

Group #000001 - Continued

ADI with Managed Router
Recurring Charges:
Aug 19, 2026 thru Sep 18, 2026
2. 1000 Mbps Hi Cap Flex Bandwidth 786.80
1Gbps - US
Commitment
Port ID: 903665818
Works With Circuit: .IZEC.668629..ATI.
Qty: 1 Items at 5,620.00
Gross: 5,620.00
HiCap Flex Ethernet Monthly Fee Disc 4,833.20CR
Total ADI with Managed Router 786.80

Surcharges and Other Fees
3. Property Tax Allotment - ADI 15.99
4. Federal Access Recovery Fee 13.50
5. TX STATE COST RECOVERY CHAR 7.44
Total Surcharges and Other Fees 36.93
Total Subscriber/Router ID 903665818 1,423.73
Total Sub-Account #831-000-1362 997 1,423.73
Total Group #000001 1,423.73

Total Current Charges 1,423.73

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ACCOUNT STATUS
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Visit today to explore options that fit your lifestyle and needs.

Where allowed by law, AT&T may implement late payment interest of no more than 18% annually. Rates will vary based on state regulations. Interest will be calculated based upon daily balances and will be applicable for each day that a delinquent balance is outstanding. This charge will apply to all balances that are delinquent through such time that payment in full is received at AT&T. The late payment interest will be billed on a monthly basis. Accounts billed outside the US will not be charged LPI.

Where allowed by law, AT&T may implement a $25 service fee for restoration of service where delinquency has caused an interruption. This fee will be applicable to each account that is being restored and will be included on your monthly billing statement.

Thank you for subscribing to Business in a Box

REGULATORY NEWS
If you believe that a Telecommunications Carrier has switched your service without your consent (slamming), or included unauthorized charges on your bill (cramming), please contact AT&T at the Customer Service Number on your bill. We will work with you to resolve the problem. If you need further assistance, contact: Public Utility Commission of Texas, Office of Customer Protection, P.O. Box 13326, Austin, Texas 78711-3326, 512 936-7120, or within Texas Toll-Free

Return bottom portion with your check in the enclosed envelope.

Printed on Recyclable Paper

DUE BY: Oct 19, 2026 $5,692.91

AT&T

Billing Date Sep 19, 2026

Account Number **831-000-1362 996**
Please include your account number on your check

Splendora ISD
23747 FM 2090 RD
PATTON,TX,77372

Set up electronic payments:
www.att.com/attsmartpayments

Make checks payable to:
AT&T
PO BOX 5019
CAROL STREAM IL 60197-5019

8310001362996440637021505820000005692910000 1423732

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REGULATORY NEWS - Continued
888 782-8477, fax: 512 936-7003, email address:
customer@puc.state.tx.us. Hearing and speech-impaired individuals with text telephones(TTY) may contact the commission at 512 936-7136.

FEE DESCRIPTIONS
The Administrative Expense Fee recovers a portion of AT&T's internal costs associated with the Federal Communications Commission's Universal Service Fund and related programs. The Federal Regulatory Fee recovers amounts paid to the federal government for regulatory costs and telecommunications services for the hearing impaired, and costs associated with local number portability administration. These fees are not taxes or charges that the government requires AT&T to collect from its customers.

DISASTER GUIDELINES
IF YOU ARE UNDER A DECLARED DISASTER WARNING, FIND SAFE SHELTER RIGHT AWAY. IF TOLD TO EVACUATE, DO SO IMMEDIATELY.
There may be potential impacts to your phone service as result of wildfire and Public Safety Power Shut-down events. Consider the need for backup battery power or generator power at your premises in the event of power loss. AT&T requires customers to update contact information used to receive emergency and outage notices in advance of fire season each year. Log into your account at att.com or contact us on the telephone number listed on your bill to update your contact information.
DISASTER PREP TIPS: If you're in an area experiencing severe conditions but you have not been told to evacuate, plan to stay at indoors, or wherever you are, and let friends and family know where you are. Charge all wireless devices in the event that you lose power. For more helpful disaster tips, visit att.com/disaster relief.
WAIVER OF FEES: In counties where the Governor of California has declared a state of emergency, customers who have AT&T wireline service may be able to request that fees be waived for the following products and services:
- One-time activation fee and one-month charge for establishing Remote Call Forwarding, Remote Access to Call Forwarding, Call Forwarding features and messaging services
- Service charge for installation of service at the temporary or new permanent location of the customer and again when the customer moves back to the premises
- One jack and associated wiring at the temporary location regardless of whether the customer has an inside wiring plan (Plan) and upon their return to their permanent location
- Up to five free jacks and associated wiring for our Inside Wire Plan upon return to permanent location.
If youd like more information on waiving fees in the event of a disaster, visit att.com/disaster relief or contact us on the telephone number listed on your bill.

Effective July 1, 2026, ALL IN ONE LD MRC rates will increase by 35%. The services other terms and conditions will remain the same. If you have questions regarding this change, please call a Service Representative at the number listed on this bill or visit us at www.att.com. Thank you for using AT&T Long Distance.

TX Hurricane Preparedness Hurricane Season is June 1- Nov. 30. Preparedness Checklist: Make an Evacuation Plan. Find activated evacuation routes here: DriveTexas.org or by dialing (800) 452-9292. Call 2-1-1 to find out if you live in an evacuation zone.Sign-Up for Emergency Alerts. Make sure your device is enabled to receive Wireless Emergency Alerts (WEAs). Prepare an Emergency Supply Kit. Learn how to build an emergency kit here: https://www.ready.gov/build-a-kit Review Your Home Insurance Policy. Register with State of Texas Emergency Assistance Registry (STEAR): https://STEAR.tdem.texas.gov

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REGULATORY NEWS - Continued
or by dialing 2-1-1 if you live in evacuation zone and: - have a disability or medical needs and do not have a car or other vehicle to use in an evacuation. - have a disability or medical needs and do not have friends or family to help in an evacuation.
STEAR REGISTRY INFORMATION COLLECTED IS CONFIDENTIAL Hurricane Preparedness Online Resources:
Texas Division of Emergency Management Website: www.tdem.texas.gov
Texas Department of State Health Services: www.texasready.gov
American Red Cross: www.redcross.org
U.S. Department of Homeland Security: www.ready.gov
Office of the Texas Governor Greg Abbott: www.gov.texas.gov

Message:
Attention TollFree MEGACOM Service Customers:
Effective October 1, 2026, the monthly recurring charge per number for Toll-Free MEGACOM Service (Dedicated Toll-Free Service) will be increased from $720.00 to $1080.00. If you have any questions, please call the toll-free number on your invoice.Thanks AT&T Business
Thanks
AT&T Business

Attention Valued AT&T Customers: Federal regulation requires AT&T to inform our valued customers that basic local services will not be disconnected for the non-payment of your non-regulated service charges. To avoid collection activity, please remember to pay all charges by the due date. In addition, you may experience disconnection of your basic local service if payment is not received for the Long Distance portion of your bill except in the following states of: Alabama, Arizona, California, Colorado, Hawaii, Idaho, Indiana, Iowa, Maryland, Michigan, Minnesota, Missouri, New Mexico, New York, New Jersey, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Texas, Utah, Vermont, Virginia, Washington, and the District of Columbia.

Attention California Customers:

The following charges are "Government Fees and Taxes": Federal Excise Tax; CHCF-A, CHCF-B, Univ Lifeline Tele Serv Sur, Com Dev Fnd/Deaf & Disabled, California Teleconnect Fund, State 9-1-1 Surcharge, Utility User's Tax, and Local 911 Charge.

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SPLENDORA ISD
23747 FM 2090 RD
SPLENDORA TX 77372-3733

AT&T

Splendora ISD
23747 FM 2090 RD
PATTON,TX,77372

Page	1 of 2
Account Number	831-000-1362 996
Billing Date	Aug 19, 2026
Questions?	1 800 235-7524
Web Site	**att.com**
Invoice	0467778117
AT&T Tax ID	13-4924710

Invoice

att.com/fastpay
Pay your bill without logging in.

Bill-At-A-Glance

Previous Bill	5,690.90
Payment - Thank You!	2,845.45CR
Adjustments	.00
Past Due - Please Pay Immediately	2,845.45
Current Charges	1,423.73
Total Amount Due	**$4,269.18**
Current Charges Due in Full by	**Sep 18, 2026**

Billing Summary

Questions?
Call: 1 800 235-7524
Online: https://businesscenter.att.com

AT&T Business Services

Group #000001
Sub-Account #831-000-1362 997 1,423.73
Total Group #000001 1,423.73

Total Current Charges **1,423.73**

Current Charges

Group #000001

Sub-Account #831-000-1362 997
Charges for Subscriber/Router ID 903665818
23411 FM 2090
SPLENDORA, TX 77372
IP Optional Components
Recurring Charges:
Aug 19, 2026 thru Sep 18, 2026
1. ADI Access Charge 600.00
1Gbps - US
Port ID: 903665818
Works With Circuit: .IZEC.668629..ATI.
Qty: 1 Items at 600.00
Total IP Optional Components 600.00

Group #000001 - Continued

ADI with Managed Router
Recurring Charges:
Jul 19, 2026 thru Aug 18, 2026
2. 1000 Mbps Hi Cap Flex Bandwidth 786.80
1Gbps - US
Commitment
Port ID: 903665818
Works With Circuit: .IZEC.668629..ATI.
Qty: 1 Items at 5,620.00
Gross: 5,620.00
HiCap Flex Ethernet Monthly Fee Disc 4,833.20CR
Total ADI with Managed Router 786.80

Surcharges and Other Fees
3. Property Tax Allotment - ADI 15.99
4. Federal Access Recovery Fee 13.50
5. TX STATE COST RECOVERY CHAR 7.44
Total Surcharges and Other Fees 36.93
Total Subscriber/Router ID 903665818 1,423.73
Total Sub-Account #831-000-1362 997 **1,423.73**
Total Group #000001 **1,423.73**

Total Current Charges **1,423.73**

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Return bottom portion with your check in the enclosed envelope.

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DUE BY: Sep 18, 2026 **$4,269.18**

AT&T

Billing Date Aug 19, 2026

Account Number **831-000-1362 996**
Please include your account number on your check

Splendora ISD
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PATTON,TX,77372

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Make checks payable to:

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888 782-8477, fax: 512 936-7003, email address:
customer@puc.state.tx.us. Hearing and speech-impaired individuals with
text telephones(TTY) may contact the commission at 512 936-7136.

FEE DESCRIPTIONS
The Administrative Expense Fee recovers a portion of AT&T's
internal costs associated with the Federal Communications Commission's
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Fee recovers amounts paid to the federal government for regulatory
costs and telecommunications services for the hearing impaired,
and costs associated with local number portability administration.
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AT&T to collect from its customers.

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The services other terms and conditions will remain the same. If you
have questions regarding this change, please call a Service
Representative at the number listed on this bill or visit us at
www.att.com. Thank you for using AT&T Long Distance.

TX Hurricane Preparedness
Hurricane Season is June 1- Nov. 30.
Preparedness Checklist:
Make an Evacuation Plan. Find activated evacuation routes here:
DriveTexas.org or by dialing (800) 452-9292.Call 2-1-1 to find out if
you live in an evacuation zone.Sign-Up for Emergency Alerts. Make sure
your device is enabled to receive Wireless Emergency Alerts (WEAs).
Prepare an Emergency Supply Kit. Learn how to build an emergency kit
here: https://www.ready.gov/build-a-kit Review Your Home Insurance
Policy.Register with State of Texas Emergency Assistance Registry
(STEAR): https://STEAR.tdem.texas.gov or by dialing 2-1-1 if you live
in evacuation zone and: - have a disability or medical needs and do not
have a car or other vehicle to use in an evacuation. - have a
disability or medical needs and do not have friends or family to help
in an evacuation. STEAR REGISTRY INFORMATION COLLECTED IS CONFIDENTIAL
Hurricane Preparedness Online Resources:
Texas Division of Emergency Management Website: www.tdem.texas.gov
Texas Department of State Health Services: www.texasready.gov
American Red Cross: www.redcross.org
U.S. Department of Homeland Security: www.ready.gov
Office of the Texas Governor Greg Abbott: www.gov.texas.gov

Attention Valued AT&T Customers: Federal regulation requires AT&T to
inform our valued customers that basic local services will not be
disconnected for the non-payment of your non-regulated service charges.
To avoid collection activity, please remember to pay all charges by
the due date. In addition, you may experience disconnection of your
basic local service if payment is not received for the Long Distance
portion of your bill except in the following states of: Alabama,
Arizona, California, Colorado, Hawaii, Idaho, Indiana, Iowa, Maryland,
Michigan, Minnesota, Missouri, New Mexico, New York, New Jersey,
North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Texas,
Utah, Vermont, Virginia, Washington, and the District of Columbia.

Attention California Customers:

The following charges are "Government Fees and Taxes": Federal Excise
Tax; CHCF-A, CHCF-B, Univ Lifeline Tele Serv Sur, Com Dev Fnd/Deaf &
Disabled, California Teleconnect Fund, State 9-1-1 Surcharge, Utility
User's Tax, and Local 911 Charge.

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REGULATORY NEWS - Continued

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SPLENDORA ISD
23747 FM 2090 RD
SPLENDORA TX 77372-3733

AT&T

Splendora ISD
23419 FM 2090 RD
SPLENDORA TX 77372

Page	1 of 2
Account Number	831-000-1362 990
Billing Date	Sep 19, 2026
Questions?	1 800 235-7524
Web Site	att.com
Invoice	4495370218
AT&T Tax ID	13-4924710

Invoice

att.com/fastpay
Pay your bill without logging in.

Bill-At-A-Glance

Previous Bill	979.65
Payment	.00
Adjustments	.00
Past Due - Please Pay Immediately	979.65
Current Charges	775.94
Total Amount Due	**$1,755.59**
Current Charges Due in Full by	**Oct 19, 2026**

Billing Summary

Questions?
Call: 1 800 235-7524
Online: https://businesscenter.att.com

AT&T Business Services

Group #000001		
Sub-Account #831-001-2356 188	775.94	
Total Group #000001		775.94
Total Current Charges		**775.94**

Current Charges

Group #000001

Sub-Account #831-001-2356 188
Charges for Subscriber/Router ID 0000240110
23411 FM 2090
SPLENDORA, TX 77372
Voice Over IP

Recurring Charges:
Sep 19, 2026 thru Oct 18, 2026
1. AT&T IP Flexible Reach Calling Plan C 282.84
   Qty: 23 Items at 84.00
   Gross: 1,932.00
   VoIP Calling Plan C Discount 1,649.16CR

One Time Charges:
2. AT&T IP Flexible Reach Calling Plan C LD Off-Net 218.06
   Qty: 9,068.78 Items
   VoIP US Off-Net LD Discount 327.09CR

Group #000001 - Continued

One Time Charges:
3. International OffNet Charge .21
   Qty: 1.49 Items
   Discount Plans .06CR
Total Voice Over IP 501.11

Surcharges and Other Fees
4. Universal Connectivity Charge - Interstate 157.65
5. Administrative Expense Fee - Interstate 5.21
6. Property Tax Allotment - Interstate 30.89
7. Federal Regulatory Fee - Interstate 45.37
8. TX STATE COST RECOVERY CHAR 1.21
Total Surcharges and Other Fees 240.33

Taxes
State:
9. TX/9-1-1 EQUALIZATION FEE 1.38
County:
10. TX/LOCAL 911 CHARGE 33.12
Total Taxes 34.50
Total Subscriber/Router ID 0000240110 775.94
Total Sub-Account #831-001-2356 188 775.94
Total Group #000001 775.94

Total Current Charges 775.94

News You Can Use

News You Can Use

ACCOUNT STATUS
Discover the latest AT&T products and services designed to keep you connected at att.com.
Visit today to explore options that fit your lifestyle and needs.

Where allowed by law, AT&T may implement late payment interest of no more than 18% annually. Rates will vary based on state regulations. Interest will be calculated based upon daily balances and will be applicable for each day that a delinquent balance is outstanding. This charge will apply to all balances that are delinquent through such time that payment in full is received at AT&T. The late payment interest will be billed on a monthly basis. Accounts billed outside the US will not be charged LPI.

Where allowed by law, AT&T may implement a $25 service fee for restoration of service where delinquency has caused an interruption. This fee will be applicable to each account that is being restored and will be included on your monthly billing statement.

REGULATORY NEWS
If you believe that a Telecommunications Carrier has switched your service without your consent (slamming), or included unauthorized charges on your bill (cramming), please contact AT&T at the Customer Service Number on your bill. We will work with you to resolve the problem. If you need further assistance, contact: Public Utility Commission of Texas, Office of Customer Protection, P.O. Box 13326, Austin, Texas 78711-3326, 512 936-7120, or within Texas Toll-Free

Return bottom portion with your check in the enclosed envelope.

Printed on Recyclable Paper

DUE BY: Oct 19, 2026 $1,755.59

AT&T

Billing Date Sep 19, 2026

Account Number **831-000-1362 990**
Please include your account number on your check

Splendora ISD
23419 FM 2090 RD
SPLENDORA TX 77372

Set up electronic payments:
www.att.com/attsmartpayments

Make checks payable to:
AT&T
PO BOX 5019
CAROL STREAM IL 60197-5019

8310001362990449537021801820000001755590000077594 9

News You Can Use

News You Can Use

REGULATORY NEWS - Continued
888 782-8477, fax: 512 936-7003, email address: customer@puc.state.tx.us. Hearing and speech-impaired individuals with text telephones(TTY) may contact the commission at 512 936-7136.

FEE DESCRIPTIONS
The Administrative Expense Fee recovers a portion of AT&T's internal costs associated with the Federal Communications Commission's Universal Service Fund and related programs. The Federal Regulatory Fee recovers amounts paid to the federal government for regulatory costs and telecommunications services for the hearing impaired, and costs associated with local number portability administration. These fees are not taxes or charges that the government requires AT&T to collect from its customers.

DISASTER GUIDELINES
IF YOU ARE UNDER A DECLARED DISASTER WARNING, FIND SAFE SHELTER RIGHT AWAY. IF TOLD TO EVACUATE, DO SO IMMEDIATELY.
There may be potential impacts to your phone service as result of wildfire and Public Safety Power Shut-down events. Consider the need for backup battery power or generator power at your premises in the event of power loss. AT&T requires customers to update contact information used to receive emergency and outage notices in advance of fire season each year. Log into your account at att.com or contact us on the telephone number listed on your bill to update your contact information.
DISASTER PREP TIPS: If you're in an area experiencing severe conditions but you have not been told to evacuate, plan to stay at indoors, or wherever you are, and let friends and family know where you are. Charge all wireless devices in the event that you lose power. For more helpful disaster tips, visit att.com/disaster relief.
WAIVER OF FEES: In counties where the Governor of California has declared a state of emergency, customers who have AT&T wireline service may be able to request that fees be waived for the following products and services:
- One-time activation fee and one-month charge for establishing Remote Call Forwarding, Remote Access to Call Forwarding, Call Forwarding features and messaging services
- Service charge for installation of service at the temporary or new permanent location of the customer and again when the customer moves back to the premises
- One jack and associated wiring at the temporary location regardless of whether the customer has an inside wiring plan (Plan) and upon their return to their permanent location
- Up to five free jacks and associated wiring for our Inside Wire Plan upon return to permanent location.
If youd like more information on waiving fees in the event of a disaster, visit att.com/disaster relief or contact us on the telephone number listed on your bill.

Effective July 1, 2026, ALL IN ONE LD MRC rates will increase by 35%. The services other terms and conditions will remain the same. If you have questions regarding this change, please call a Service Representative at the number listed on this bill or visit us at www.att.com. Thank you for using AT&T Long Distance.

TX Hurricane Preparedness Hurricane Season is June 1- Nov. 30. Preparedness Checklist: Make an Evacuation Plan. Find activated evacuation routes here: DriveTexas.org or by dialing (800) 452-9292. Call 2-1-1 to find out if you live in an evacuation zone.Sign-Up for Emergency Alerts. Make sure your device is enabled to receive Wireless Emergency Alerts (WEAs). Prepare an Emergency Supply Kit. Learn how to build an emergency kit here: https://www.ready.gov/build-a-kit Review Your Home Insurance Policy. Register with State of Texas Emergency Assistance Registry (STEAR): https://STEAR.tdem.texas.gov

News You Can Use

REGULATORY NEWS - Continued
or by dialing 2-1-1 if you live in evacuation zone and: - have a disability or medical needs and do not have a car or other vehicle to use in an evacuation. - have a disability or medical needs and do not have friends or family to help in an evacuation.
STEAR REGISTRY INFORMATION COLLECTED IS CONFIDENTIAL Hurricane Preparedness Online Resources:
Texas Division of Emergency Management Website: www.tdem.texas.gov
Texas Department of State Health Services: www.texasready.gov
American Red Cross: www.redcross.org
U.S. Department of Homeland Security: www.ready.gov
Office of the Texas Governor Greg Abbott: www.gov.texas.gov

Message:
Attention TollFree MEGACOM Service Customers:
Effective October 1, 2026, the monthly recurring charge per number for Toll-Free MEGACOM Service (Dedicated Toll-Free Service) will be increased from $720.00 to $1080.00. If you have any questions, please call the toll-free number on your invoice.Thanks AT&T Business
Thanks
AT&T Business

Attention Valued AT&T Customers: Federal regulation requires AT&T to inform our valued customers that basic local services will not be disconnected for the non-payment of your non-regulated service charges. To avoid collection activity, please remember to pay all charges by the due date. In addition, you may experience disconnection of your basic local service if payment is not received for the Long Distance portion of your bill except in the following states of: Alabama, Arizona, California, Colorado, Hawaii, Idaho, Indiana, Iowa, Maryland, Michigan, Minnesota, Missouri, New Mexico, New York, New Jersey, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Texas, Utah, Vermont, Virginia, Washington, and the District of Columbia.

Attention California Customers:

The following charges are "Government Fees and Taxes": Federal Excise Tax; CHCF-A, CHCF-B, Univ Lifeline Tele Serv Sur, Com Dev Fnd/Deaf & Disabled, California Teleconnect Fund, State 9-1-1 Surcharge, Utility User's Tax, and Local 911 Charge.

Thank You For Choosing AT&T Where Every Customer Counts!

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SPLENDORA TX 77372-6211
23419 FM 2090 RD
SPLENDORA ISD
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AT&T

Splendora ISD
23419 FM 2090 RD
SPLENDORA TX 77372

Page	1 of 2
Account Number	831-000-1362 990
Billing Date	Aug 19, 2026
Questions?	1 800 235-7524
Web Site	**att.com**
Invoice	7690929111
AT&T Tax ID	13-4924710

Invoice

att.com/fastpay
Pay your bill without logging in.

Bill-At-A-Glance

Previous Bill	453.64
Payment	.00
Adjustments	.00
Past Due - Please Pay Immediately	453.64
Current Charges	526.01
Total Amount Due	**$979.65**
Current Charges Due in Full by	**Sep 18, 2026**

Billing Summary

Questions?
Call: 1 800 235-7524
Online: https://businesscenter.att.com

AT&T Business Services

Group #000001		
Sub-Account #831-001-2356 188	526.01	
Total Group #000001		526.01
Total Current Charges		**526.01**

Current Charges

Group #000001

Sub-Account #831-001-2356 188
Charges for Subscriber/Router ID 0000240110
23411 FM 2090
SPLENDORA, TX 77372
Voice Over IP
Recurring Charges:
Aug 19, 2026 thru Sep 18, 2026

1. AT&T IP Flexible Reach Calling Plan C	282.84
Qty: 23 Items at 84.00	
Gross: 1,932.00	
VoIP Calling Plan C Discount 1,649.16CR	

Group #000001 - Continued

One Time Charges:	
2. AT&T IP Flexible Reach Calling Plan C LD Off-Net	49.90
Qty: 2,073.55 Items	
VoIP US Off-Net LD Discount 74.85CR	
Total Voice Over IP	332.74
Surcharges and Other Fees	
3. Universal Connectivity Charge - Interstate	104.21
4. Administrative Expense Fee - Interstate	3.37
5. Property Tax Allotment - Interstate	20.36
6. Federal Regulatory Fee - Interstate	29.97
7. TX STATE COST RECOVERY CHAR	.86
Total Surcharges and Other Fees	158.77
Taxes	
State:	
8. TX/9-1-1 EQUALIZATION FEE	1.38
County:	
9. TX/LOCAL 911 CHARGE	33.12
Total Taxes	34.50
Total Subscriber/Router ID 0000240110	526.01
Total Sub-Account #831-001-2356 188	**526.01**
Total Group #000001	**526.01**

Total Current Charges **526.01**

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Return bottom portion with your check in the enclosed envelope.

Printed on Recyclable Paper

DUE BY: Sep 18, 2026 **$979.65**

AT&T

Billing Date Aug 19, 2026

Account Number **831-000-1362 990**
Please include your account number on your check

Splendora ISD
23419 FM 2090 RD
SPLENDORA TX 77372

Set up electronic payments:

www.att.com/attsmartpayments

Make checks payable to:

AT&T
PO BOX 5019
CAROL STREAM IL 60197-5019

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News You Can Use

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REGULATORY NEWS - Continued
Austin, Texas 78711-3326, 512 936-7120, or within Texas Toll-Free 888 782-8477, fax: 512 936-7003, email address: customer@puc.state.tx.us. Hearing and speech-impaired individuals with text telephones(TTY) may contact the commission at 512 936-7136.

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TX Hurricane Preparedness
Hurricane Season is June 1- Nov. 30.
Preparedness Checklist:
Make an Evacuation Plan. Find activated evacuation routes here: DriveTexas.org or by dialing (800) 452-9292.Call 2-1-1 to find out if you live in an evacuation zone.Sign-Up for Emergency Alerts. Make sure your device is enabled to receive Wireless Emergency Alerts (WEAs). Prepare an Emergency Supply Kit. Learn how to build an emergency kit here: https://www.ready.gov/build-a-kit Review Your Home Insurance Policy.Register with State of Texas Emergency Assistance Registry (STEAR): https://STEAR.tdem.texas.gov or by dialing 2-1-1 if you live in evacuation zone and: - have a disability or medical needs and do not have a car or other vehicle to use in an evacuation. - have a disability or medical needs and do not have friends or family to help in an evacuation. STEAR REGISTRY INFORMATION COLLECTED IS CONFIDENTIAL
Hurricane Preparedness Online Resources:
Texas Division of Emergency Management Website: www.tdem.texas.gov
Texas Department of State Health Services: www.texasready.gov
American Red Cross: www.redcross.org
U.S. Department of Homeland Security: www.ready.gov
Office of the Texas Governor Greg Abbott: www.gov.texas.gov

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Attention California Customers:

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News You Can Use

REGULATORY NEWS - Continued

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SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372-6211

AT&T

Splendora ISD
23419 FM 2090 RD
SPLENDORA TX 77372

Page	1 of 2
Account Number	831-000-1362 990
Billing Date	Jul 19, 2026
Questions?	1 800 235-7524
Web Site	**att.com**
Invoice	9433478115
AT&T Tax ID	13-4924710

Invoice

att.com/fastpay
Pay your bill without logging in.

Bill-At-A-Glance

Previous Bill	1,188.07
Payment - Thank You!	1,188.07CR
Adjustments	.00
Balance	.00
Current Charges	453.64
Total Amount Due	**$453.64**
Payment Due Date	**Aug 18, 2026**

Billing Summary

Questions?
Call: 1 800 235-7524
Online: https://businesscenter.att.com

AT&T Business Services

Group #000001
Sub-Account #831-001-2356 188 453.64
Total Group #000001 453.64

Total Current Charges **453.64**

Current Charges

Group #000001

Sub-Account #831-001-2356 188
Charges for Subscriber/Router ID 0000240110
23411 FM 2090
SPLENDORA, TX 77372
Voice Over IP
Recurring Charges:
Jul 19, 2026 thru Aug 18, 2026
3. AT&T IP Flexible Reach Calling Plan C 282.84
Qty: 23 Items at 84.00
Gross: 1,932.00
VoIP Calling Plan C Discount 1,649.16CR
Total Voice Over IP 282.84

Surcharges and Other Fees
4. Universal Connectivity Charge - Interstate 89.20
5. Administrative Expense Fee - Interstate 3.13
6. Property Tax Allotment - Interstate 17.53
7. Federal Regulatory Fee - Interstate 25.67
8. TX STATE COST RECOVERY CHAR .77
Total Surcharges and Other Fees 136.30

Taxes
State:
9. TX/9-1-1 EQUALIZATION FEE 1.38
County:
10. TX/LOCAL 911 CHARGE 33.12
Total Taxes 34.50
Total Subscriber/Router ID 0000240110 453.64
Total Sub-Account #831-001-2356 188 **453.64**
Total Group #000001 **453.64**

Total Current Charges **453.64**

Detail of Payments and Adjustments

Payments

Item No.	Date	Description	
1.	06-20	PAYMENT RECEIVED	676.06CR
2.	07-06	PAYMENT RECEIVED	512.01CR
Total Payments			**1,188.07CR**

News You Can Use

News You Can Use

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Return bottom portion with your check in the enclosed envelope.

Printed on Recyclable Paper

DUE BY: Aug 18, 2026 **$453.64**

AT&T

Billing Date Jul 19, 2026

Account Number **831-000-1362 990**
Please include your account number on your check

Splendora ISD
23419 FM 2090 RD
SPLENDORA TX 77372

Set up electronic payments:

www.att.com/attsmartpayments

Make checks payable to:

AT&T
PO BOX 5019
CAROL STREAM IL 60197-5019

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News You Can Use

News You Can Use

ACCOUNT STATUS - Continued

REGULATORY NEWS
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Effective July 20, 2026 the RouteIT! Platform Toll-free number monthly recurring charge will increase will from $75 per line to $100, subject to maximum recurring charge of $1000.

TX Hurricane Preparedness Hurricane Season is June 1- Nov. 30. Preparedness Checklist: Make an Evacuation Plan. Find activated evacuation routes here: DriveTexas.org or by dialing (800) 452-9292. Call 2-1-1 to find out if you live in an evacuation zone.Sign-Up for Emergency Alerts. Make sure your device is enabled to receive Wireless Emergency Alerts (WEAs). Prepare an Emergency Supply Kit. Learn how to build an emergency kit here: https://www.ready.gov/build-a-kit Review Your Home Insurance Policy. Register with State of Texas Emergency Assistance Registry (STEAR): https://STEAR.tdem.texas.gov or by dialing 2-1-1 if you live in evacuation zone and: - have a disability or medical needs and do not have a car or other vehicle to use in an evacuation. - have a disability or medical needs and do not have friends or family to help in an evacuation.
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American Red Cross: www.redcross.org
U.S. Department of Homeland Security: www.ready.gov
Office of the Texas Governor Greg Abbott: www.gov.texas.gov

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News You Can Use

REGULATORY NEWS - Continued
Utah, Vermont, Virginia, Washington, and the District of Columbia.

Attention California Customers:

The following charges are "Government Fees and Taxes": Federal Excise Tax; CHCF-A, CHCF-B, Univ Lifeline Tele Serv Sur, Com Dev Fnd/Deaf & Disabled, California Teleconnect Fund, State 9-1-1 Surcharge, Utility User's Tax, and Local 911 Charge.

Thank You For Choosing AT&T Where Every Customer Counts!

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SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372-6211

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AT&T

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Page 1 of 2
Account Number 713 120-3785 217 8
Billing Date Sep 21, 2026

Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
Get powerful connections and maximum value with our best wireless plans and fast internet options today.
Call 888-492-6701.

Bill-At-A-Glance

Previous Bill	1,699.52
Payment	.00
Adjustments	83.47
Past Due - Please Pay Immediately	1,782.99
Current Charges	1,112.98
Total Amount Due	**$2,895.97**
Current Charges Due in Full by	Oct 15, 2026

Billing Summary

Online: **att.com/attaccount**

	Page	
Plans and Services	1	1,112.98
1 800 321-2000		
Service Changes:		
1 800 321-2000		
Repair Services:		
1 800 288-2020		
Total Current Charges		**1,112.98**

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	9-21	Late payment charge on unpaid balance	83.47	

Plans and Services

Monthly Service - Sep 21 thru Oct 20

Charges for 713 120-3785

Dedicated Ethernet

2. Port Connection -Ded Ethernet	.00
3. Port Connection -Ded Ethernet	.00
4. Monthly Charges	928.00
Total Charges for 713 120-3785	928.00
Total Monthly Service	**928.00**

Company Fees and Surcharges

5. State Cost Recovery Charge	4.87
6. Texas Universal Service	111.36
Total Company Fees and Surcharges	**116.23**

Government Fees and Taxes

7. Federal	3.49
8. State and Local	65.26
Total Government Fees and Taxes	**68.75**

Total Plans and Services 1,112.98

Amount Subject to Sales Tax: 1,044.23

News You Can Use

PREVENT DISCONNECT

Thank you for being a valued customer. Please be aware that all charges must be paid each month to keep your account current and prevent collection activities. We are required to inform you that certain charges such as your telephone line, and fees and surcharges MUST be paid in order to prevent interruption of basic local service. These charges are already included in the Total Amount Due and are $2895.97 . Also, neglecting payment for other charges, such as long distance, voice mail, InLine®, wireless, and Internet may result in those services being interrupted.

News You Can Use Summary

- PREVENT DISCONNECT
- NON-PUBLISHED BILLS
- FEES AND SURCHARGES
- LONG DIST. PROVIDERS
- PRODUCTS & SERVICES

See "News You Can Use" for additional information

Local Services provided by AT&T Arkansas, AT&T Kansas, AT&T Missouri, AT&T Oklahoma, or AT&T Texas based upon the service address location.

Manage your account at att.com

Return bottom portion with your check in the enclosed envelope.

Printed on Recyclable Paper

DUE BY: Oct 15, 2026 **$2,895.97**

Amount After **Oct 19, 2026** **$2,979.44**

AT&T

Past Due Charges - $1,782.99 - Please Pay Immediately
Billing Date Sep 21, 2026
Date Mailed Sep 29, 2026

Account Number **713 120-3785 217 8**
Please include your account number on your check

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9757 71312037852178 9008347000000 15101000000178299000002895 97

News You Can Use

LONG DIST. PROVIDERS
Our records show that you have not selected a primary local toll or long distance carrier. Please contact us if this does not agree with your records.

NON-PUBLISHED BILLS
This account has an active Non-Published directory listing service that is not currently billed. This service prevents your information from appearing in Directory Assistance and the White Pages. The $5.50 monthly charge will appear on your next invoice. To cancel this service, please call 800.288.2020.

PRODUCTS & SERVICES
Discover the latest AT&T products and services designed to keep you connected at att.com. Visit today to explore options that fit your lifestyle and needs.

FEES AND SURCHARGES
AT&T collects monthly fees and surcharges to help recover its required contribution to government programs and to recover costs AT&T pays in taxes and required payments levied by federal, state, and local governments. These fees and surcharges included on your bill are periodically adjusted to align with the rates determined by the government agency that is responsible for the state or federal fund or tax and subject to change at any time without notice to you unless required by law. For more information, please contact an AT&T Service Representative at the phone number listed on the front of your bill.

Terms and Conditions

PROVIDER QUESTIONS
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23419 FM 2090 RD
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AT&T

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Page 1 of 2
Account Number 713 120-3785 217 8
Billing Date Aug 21, 2026

Web Site att.com

Monthly Statement

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Bill-At-A-Glance

Previous Bill	545.62
Payment	.00
Adjustments	40.92
Past Due - Please Pay Immediately	586.54
Current Charges	1,112.98
Total Amount Due	**$1,699.52**
Current Charges Due in Full by	Sep 14, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	1,112.98
1 800 321-2000		
Service Changes:		
1 800 321-2000		
Repair Services:		
1 800 288-2020		
Total Current Charges		1,112.98

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	8-21	Late payment charge on unpaid balance	40.92	

Plans and Services

Monthly Service - Aug 21 thru Sep 20
Charges for 713 120-3785
Dedicated Ethernet

2. Port Connection -Ded Ethernet	.00
3. Port Connection -Ded Ethernet	.00
4. Monthly Charges	928.00
Total Charges for 713 120-3785	928.00
Total Monthly Service	**928.00**

Company Fees and Surcharges

5. State Cost Recovery Charge	4.87
6. Texas Universal Service	111.36
Total Company Fees and Surcharges	**116.23**

Government Fees and Taxes

7. Federal	3.49
8. State and Local	65.26
Total Government Fees and Taxes	**68.75**

Total Plans and Services 1,112.98
Amount Subject to Sales Tax: 1,044.23

News You Can Use

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DUE BY: Sep 14, 2026 **$1,699.52** Amount After **Sep 16, 2026** **$1,782.99**

AT&T

Past Due Charges - $586.54 - Please Pay Immediately
Billing Date Aug 21, 2026
Date Mailed Aug 28, 2026

Account Number **713 120-3785 217 8**
Please include your account number on your check

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Make check payable to:

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9757 71312037852178 4008347000000 151010000000586540000016995 2

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Account Number 713 120-3785 217 8
Billing Date Jul 21, 2026

Web Site att.com

AT&T

Monthly Statement

Bill-At-A-Glance

Previous Bill	567.36CR
Payment	.00
Adjustments	.00
Balance	567.36CR
Current Charges	1,112.98
Total Amount Due	**$545.62**
Amount Due in Full By	Aug 13, 2026

Billing Summary

Online: **att.com/attaccount**

	Page	
Plans and Services	1	1,112.98
1 800 321-2000		
Service Changes:		
1 800 321-2000		
Repair Services:		
1 800 288-2020		
Total Current Charges		**1,112.98**

News You Can Use Summary

- PREVENT DISCONNECT
- LONG DIST. PROVIDERS
- PRODUCTS & SERVICES
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Plans and Services

Monthly Service - Jul 21 thru Aug 20

Charges for 713 120-3785

Dedicated Ethernet

1. Port Connection -Ded Ethernet	.00
2. Port Connection -Ded Ethernet	.00
3. Monthly Charges	928.00
Total Charges for 713 120-3785	928.00
Total Monthly Service	**928.00**

Company Fees and Surcharges

4. State Cost Recovery Charge	4.87
5. Texas Universal Service	111.36
Total Company Fees and Surcharges	**116.23**

Government Fees and Taxes

6. Federal	3.49
7. State and Local	65.26
Total Government Fees and Taxes	**68.75**

Total Plans and Services 1,112.98

Amount Subject to Sales Tax: 1,044.23

News You Can Use

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DUE BY: Aug 13, 2026 **$545.62** Amount After **Aug 17, 2026** **$586.54**

AT&T

Billing Date Jul 21, 2026
Date Mailed Jul 28, 2026

Account Number **713 120-3785 217 8**
Please include your account number on your check

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SPLENDORA TX 77372 - 6211

Make check payable to:

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9757 71312037852178 10040920000000 15101000000056736000000054562

News You Can Use

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Account Number 713 165-2927 984 0
Billing Date Sep 21, 2026

Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
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Bill-At-A-Glance

Previous Bill	2,328.07
Payment	.00
Adjustments	84.15
Past Due - Please Pay Immediately	2,412.22
Current Charges	1,121.96
Total Amount Due	**$3,534.18**
Current Charges Due in Full by	Oct 15, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	1,121.96
1 800 321-2000		
Service Changes:		
1 800 321-2000		
Repair Services:		
1 800 288-2020		
Total Current Charges		1,121.96

News You Can Use Summary

- PREVENT DISCONNECT
- NON-PUBLISHED BILLS
- FEES AND SURCHARGES
- LONG DIST. PROVIDERS
- PRODUCTS & SERVICES

See "News You Can Use" for additional information

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	9-21	Late payment charge on unpaid balance	84.15	

Plans and Services

Monthly Service - Sep 21 thru Oct 20

Charges for 713 165-2927

Dedicated Ethernet

2. Port Connection -Ded Ethernet	.00
3. Port Connection -Ded Ethernet	.00
4. Monthly Charges	928.00
Total Charges for 713 165-2927	928.00
Total Monthly Service	**928.00**

Company Fees and Surcharges

5. State Cost Recovery Charge	4.87
6. Texas Universal Service	111.36
7. Municipal right-of-way Fee	8.22
Total Company Fees and Surcharges	**124.45**

Government Fees and Taxes

8. Federal	3.74
9. State and Local	65.77
Total Government Fees and Taxes	**69.51**

Total Plans and Services 1,121.96

Amount Subject to Sales Tax: 1,052.45

News You Can Use

PREVENT DISCONNECT

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DUE BY: Oct 15, 2026 **$3,534.18** Amount After **Oct 19, 2026** **$3,618.33**

AT&T

Past Due Charges - $2,412.22 - Please Pay Immediately
Billing Date Sep 21, 2026
Date Mailed Sep 29, 2026

Account Number **713 165-2927 984 0**
Please include your account number on your check

SPLENDORA ISD
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SPLENDORA TX 77372 - 6211

Make check payable to:

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News You Can Use

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NON-PUBLISHED BILLS
This account has an active Non-Published directory listing service that is not currently billed. This service prevents your information from appearing in Directory Assistance and the White Pages. The $5.50 monthly charge will appear on your next invoice. To cancel this service, please call 800.288.2020.

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Account Number 713 165-2927 984 0
Billing Date Aug 21, 2026

Web Site att.com

Monthly Statement

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Bill-At-A-Glance

Previous Bill	1,121.96
Payment	.00
Adjustments	84.15
Past Due - Please Pay Immediately	1,206.11
Current Charges	1,121.96
Total Amount Due	**$2,328.07**
Current Charges Due in Full by	Sep 14, 2026

Billing Summary

Online: **att.com/attaccount** Page

Plans and Services	1	1,121.96
1 800 321-2000		
Service Changes:		
1 800 321-2000		
Repair Services:		
1 800 288-2020		
Total Current Charges		1,121.96

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	8-21	Late payment charge on unpaid balance	84.15	

Plans and Services

Monthly Service - Aug 21 thru Sep 20
Charges for 713 165-2927
Dedicated Ethernet

2. Port Connection -Ded Ethernet	.00
3. Port Connection -Ded Ethernet	.00
4. Monthly Charges	928.00
Total Charges for 713 165-2927	928.00
Total Monthly Service	**928.00**

Company Fees and Surcharges

5. State Cost Recovery Charge	4.87
6. Texas Universal Service	111.36
7. Municipal right-of-way Fee	8.22
Total Company Fees and Surcharges	**124.45**

Government Fees and Taxes

8. Federal	3.74
9. State and Local	65.77
Total Government Fees and Taxes	**69.51**

Total Plans and Services 1,121.96
Amount Subject to Sales Tax: 1,052.45

News You Can Use

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DUE BY: Sep 14, 2026 **$2,328.07** Amount After **Sep 16, 2026** **$2,412.22**

Past Due Charges - $1,206.11 - Please Pay Immediately
Billing Date Aug 21, 2026
Date Mailed Aug 28, 2026
Account Number **713 165-2927 984 0**
Please include your account number on your check

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23419 FM 2090 RD
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9757 71316529279840 0008415000000 15101000000120611000000232807

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Page 1 of 2
Account Number 713 165-2927 984 0
Billing Date Jul 21, 2026

Web Site att.com

Monthly Statement

Bill-At-A-Glance

Previous Bill	1,206.01
Payment Received 7-06 Thank you!	1,206.01CR
Adjustments	.00
Balance	.00
Current Charges	1,121.96
Total Amount Due	**$1,121.96**
Amount Due in Full By	Aug 13, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	1,121.96
1 800 321-2000		
Service Changes:		
1 800 321-2000		
Repair Services:		
1 800 288-2020		
Total Current Charges		1,121.96

News You Can Use Summary

- PREVENT DISCONNECT
- LONG DIST. PROVIDERS
- PRODUCTS & SERVICES
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Plans and Services

Monthly Service - Jul 21 thru Aug 20

Charges for 713 165-2927

Dedicated Ethernet

1. Port Connection -Ded Ethernet	.00
2. Port Connection -Ded Ethernet	.00
3. Monthly Charges	928.00
Total Charges for 713 165-2927	928.00
Total Monthly Service	**928.00**

Company Fees and Surcharges

4. State Cost Recovery Charge	4.87
5. Texas Universal Service	111.36
6. Municipal right-of-way Fee	8.22
Total Company Fees and Surcharges	**124.45**

Government Fees and Taxes

7. Federal	3.74
8. State and Local	65.77
Total Government Fees and Taxes	**69.51**

Total Plans and Services 1,121.96

Amount Subject to Sales Tax: 1,052.45

News You Can Use

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DUE BY: Aug 13, 2026 **$1,121.96** Amount After **Aug 17, 2026** **$1,206.11**

AT&T

Billing Date Jul 21, 2026
Date Mailed Jul 28, 2026

Account Number **713 165-2927 984 0**
Please include your account number on your check

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Page 1 of 2
Account Number 713 120-3801 974 4
Billing Date Sep 21, 2026

Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
Get powerful connections and maximum value with our best wireless plans and fast internet options today.
Call 888-492-6701.

Bill-At-A-Glance

Previous Bill	2,213.63
Payment	.00
Adjustments	80.01
Past Due - Please Pay Immediately	2,293.64
Current Charges	1,066.81
Total Amount Due	**$3,360.45**
Current Charges Due in Full by	Oct 15, 2026

Billing Summary

Online: **att.com/attaccount**

	Page	
Plans and Services	1	1,066.81
1 800 321-2000		
Service Changes:		
1 800 321-2000		
Repair Services:		
1 800 288-2020		
Total Current Charges		1,066.81

News You Can Use Summary

- PREVENT DISCONNECT
- NON-PUBLISHED BILLS
- FEES AND SURCHARGES
- LONG DIST. PROVIDERS
- PRODUCTS & SERVICES

See "News You Can Use" for additional information

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	9-21	Late payment charge on unpaid balance	80.01	

Plans and Services

Monthly Service - Sep 21 thru Oct 20
Charges for 713 120-3801
Dedicated Ethernet

2. Port Connection -Ded Ethernet	.00
3. Port Connection -Ded Ethernet	.00
4. Monthly Charges	882.00
Total Charges for 713 120-3801	882.00
Total Monthly Service	**882.00**

Company Fees and Surcharges

5. State Cost Recovery Charge	4.63
6. Texas Universal Service	105.84
7. Municipal right-of-way Fee	8.22
Total Company Fees and Surcharges	**118.69**

Government Fees and Taxes

8. Federal	3.57
9. State and Local	62.55
Total Government Fees and Taxes	**66.12**

Total Plans and Services 1,066.81
Amount Subject to Sales Tax: 1,000.69

News You Can Use

PREVENT DISCONNECT
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DUE BY: Oct 15, 2026 **$3,360.45**

Amount After **Oct 19, 2026** **$3,440.46**

AT&T

Past Due Charges - $2,293.64 - Please Pay Immediately
Billing Date Sep 21, 2026
Date Mailed Sep 29, 2026

Account Number **713 120-3801 974 4**
Please include your account number on your check

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9757 713120380197 44 3008001000000 151010000002293640000033604 5

News You Can Use

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This account has an active Non-Published directory listing service that is not currently billed. This service prevents your information from appearing in Directory Assistance and the White Pages. The $5.50 monthly charge will appear on your next invoice. To cancel this service, please call 800.288.2020.

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Terms and Conditions

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AT&T

SPLENDORA ISD
23419 FM 2090 RD
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Page 1 of 2
Account Number 713 120-3801 974 4
Billing Date Aug 21, 2026

Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
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Call 888-492-6701.

Bill-At-A-Glance

Previous Bill	1,066.81
Payment	.00
Adjustments	80.01
Past Due - Please Pay Immediately	1,146.82
Current Charges	1,066.81
Total Amount Due	**$2,213.63**
Current Charges Due in Full by	Sep 14, 2026

Billing Summary

Online: **att.com/attaccount**

	Page	
Plans and Services	1	1,066.81
1 800 321-2000		
Service Changes:		
1 800 321-2000		
Repair Services:		
1 800 288-2020		
Total Current Charges		1,066.81

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	8-21	Late payment charge on unpaid balance	80.01	

Plans and Services

Monthly Service - Aug 21 thru Sep 20
Charges for 713 120-3801
Dedicated Ethernet

2. Port Connection -Ded Ethernet	.00
3. Port Connection -Ded Ethernet	.00
4. Monthly Charges	882.00
Total Charges for 713 120-3801	882.00
Total Monthly Service	**882.00**

Company Fees and Surcharges

5. State Cost Recovery Charge	4.63
6. Texas Universal Service	105.84
7. Municipal right-of-way Fee	8.22
Total Company Fees and Surcharges	**118.69**

Government Fees and Taxes

8. Federal	3.57
9. State and Local	62.55
Total Government Fees and Taxes	**66.12**

Total Plans and Services 1,066.81
Amount Subject to Sales Tax: 1,000.69

News You Can Use

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News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

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DUE BY: Sep 14, 2026 **$2,213.63**

Amount After **Sep 16, 2026** **$2,293.64**

AT&T

Past Due Charges - $1,146.82 - Please Pay Immediately
Billing Date Aug 21, 2026
Date Mailed Aug 28, 2026

Account Number **713 120-3801 974 4**
Please include your account number on your check

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

AT&T
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CAROL STREAM IL 60197-5001

9757 713120380197 44 7008001000000 151010000001146820000022136 3

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23419 FM 2090 RD
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Account Number 713 120-3801 974 4
Billing Date Jul 21, 2026

Web Site att.com

Monthly Statement

Bill-At-A-Glance

Previous Bill	1,146.71
Payment Received 7-06 Thank you!	1,146.71CR
Adjustments	.00
Balance	.00
Current Charges	1,066.81
Total Amount Due	**$1,066.81**
Amount Due in Full By	Aug 13, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	1,066.81
1 800 321-2000		
Service Changes:		
1 800 321-2000		
Repair Services:		
1 800 288-2020		
Total Current Charges		**1,066.81**

News You Can Use Summary

- PREVENT DISCONNECT
- LONG DIST. PROVIDERS
- PRODUCTS & SERVICES
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Plans and Services

Monthly Service - Jul 21 thru Aug 20

Charges for 713 120-3801

Dedicated Ethernet

1. Port Connection -Ded Ethernet	.00
2. Port Connection -Ded Ethernet	.00
3. Monthly Charges	882.00
Total Charges for 713 120-3801	882.00
Total Monthly Service	**882.00**

Company Fees and Surcharges

4. State Cost Recovery Charge	4.63
5. Texas Universal Service	105.84
6. Municipal right-of-way Fee	8.22
Total Company Fees and Surcharges	**118.69**

Government Fees and Taxes

7. Federal	3.57
8. State and Local	62.55
Total Government Fees and Taxes	**66.12**

Total Plans and Services **1,066.81**

Amount Subject to Sales Tax: 1,000.69

News You Can Use

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DUE BY: Aug 13, 2026 **$1,066.81** Amount After **Aug 17, 2026** **$1,146.82**

Billing Date Jul 21, 2026
Date Mailed Jul 28, 2026

Account Number **713 120-3801 974 4**
Please include your account number on your check

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

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AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9757 713120380197 44 80080010000000 151010000000000000000106681

News You Can Use

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Page 1 of 2
Account Number 281 689-3213 681 8
Billing Date Sep 23, 2026

Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
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Bill-At-A-Glance

Previous Bill	164.24
Payment	.00
Adjustments	3.90
Past Due - Please Pay Immediately	168.14
Current Charges	52.05
Total Amount Due	**$220.19**
Current Charges Due in Full by	Oct 16, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	52.05
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
Total Current Charges		52.05

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	9-23	Late payment charge on unpaid balance	3.90	

Plans and Services

Monthly Service - Sep 23 thru Oct 22

2.	Monthly Charges	1.30
3.	Basic Local Service - Business	29.12
Total Monthly Service		**30.42**

Company Fees and Surcharges

4.	Federal Subscriber Line Charge	11.33
5.	911 Fee	1.75
6.	State Cost Recovery Charge	.07
7.	Federal Universal Service Fee	5.71
8.	Municipal right-of-way Fee	2.77
Total Company Fees and Surcharges		**21.63**

Government Fees and Taxes

9.	Federal	.00
10.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services 52.05

Amount Subject to Sales Tax: .07

News You Can Use

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News You Can Use Summary

- PREVENT DISCONNECT
- NON-PUBLISHED BILLS
- FEES AND SURCHARGES
- LONG DIST. PROVIDERS
- PRODUCTS & SERVICES

See "News You Can Use" for additional information

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DUE BY: Oct 16, 2026 **$220.19** Amount After **Oct 19, 2026** **$224.09**

AT&T

Past Due Charges - $168.14 - Please Pay Immediately
Billing Date Sep 23, 2026
Date Mailed Sep 30, 2026

Account Number **281 689-3213 681 8**
Please include your account number on your check

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168932136818 2000390000000 151010000000168140000022019

News You Can Use

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NON-PUBLISHED BILLS
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Account Number 281 689-3213 681 8
Billing Date Aug 23, 2026

Web Site att.com

Monthly Statement

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Bill-At-A-Glance

Previous Bill	108.34
Payment	.00
Adjustments	3.85
Past Due - Please Pay Immediately	112.19
Current Charges	52.05
Total Amount Due	**$164.24**
Current Charges Due in Full by	Sep 16, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	52.05
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
Total Current Charges		52.05

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	8-23	Late payment charge on unpaid balance	3.85	

Plans and Services

Monthly Service - Aug 23 thru Sep 22

2.	Monthly Charges	1.30
3.	Basic Local Service - Business	29.12
Total Monthly Service		**30.42**

Company Fees and Surcharges

4.	Federal Subscriber Line Charge	11.33
5.	911 Fee	1.75
6.	State Cost Recovery Charge	.07
7.	Federal Universal Service Fee	5.71
8.	Municipal right-of-way Fee	2.77
Total Company Fees and Surcharges		**21.63**

Government Fees and Taxes

9.	Federal	.00
10.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services 52.05

Amount Subject to Sales Tax: .07

News You Can Use

PREVENT DISCONNECT

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DUE BY: Sep 16, 2026 **$164.24** Amount After **Sep 18, 2026** **$168.14**

AT&T

Past Due Charges - $112.19 - Please Pay Immediately
Billing Date Aug 23, 2026
Date Mailed Aug 31, 2026

Account Number **281 689-3213 681 8**
Please include your account number on your check

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168932136818 4000390000000 151010000000112190000016424

News You Can Use

LONG DIST. PROVIDERS
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23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Page 1 of 2
Account Number 281 689-3213 681 8
Billing Date Jul 23, 2026

Web Site att.com

Monthly Statement

Bill-At-A-Glance

Previous Bill	53.03
Payment	.00
Adjustments	3.98
Past Due - Please Pay Immediately	57.01
Current Charges	51.33
Total Amount Due	**$108.34**
Current Charges Due in Full by	Aug 17, 2026

Billing Summary

Online: **att.com/attaccount** Page

Plans and Services	1	51.33
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
Total Current Charges		51.33

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	7-23	Late payment charge on unpaid balance	3.98	

Plans and Services

Monthly Service - Jul 23 thru Aug 22

2.	Monthly Charges	1.30
3.	Basic Local Service - Business	29.12
Total Monthly Service		**30.42**

Additions and Changes to Service

This section of your bill reflects charges and credits resulting from account activity.

Item No.	Description	Quantity	Monthly Rate	Amount Billed
Activity on Jul 2, 2026				
(Monthly Charges are Prorated from Jul 2, 2026 through Jul 22, 2026)				
4.	Federal Universal Service Fee	1		.08CR
5.	Federal Subscriber Line Charge	1		.64CR
Total Additions and Changes to Service				**.72CR**

Company Fees and Surcharges

6.	Federal Subscriber Line Charge	11.33
7.	911 Fee	1.75
8.	State Cost Recovery Charge	.07
9.	Federal Universal Service Fee	5.71
10.	Municipal right-of-way Fee	2.77
Total Company Fees and Surcharges		**21.63**

Government Fees and Taxes

11.	Federal	.00
12.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services 51.33

Amount Subject to Sales Tax: .07

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Local Services provided by AT&T Arkansas, AT&T Kansas, AT&T Missouri, AT&T Oklahoma, or AT&T Texas based upon the service address location.

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DUE BY: Aug 17, 2026 **$108.34** Amount After **Aug 19, 2026** **$112.19**

AT&T

Past Due Charges - $57.01 - Please Pay Immediately
Billing Date Jul 23, 2026
Date Mailed Jul 30, 2026

Account Number **281 689-3213 681 8**
Please include your account number on your check

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168932136818 7000385000000 151010000000057010000010834

News You Can Use

PREVENT DISCONNECT
Thank you for being a valued customer. Please be aware that all charges must be paid each month to keep your account current and prevent collection activities. We are required to inform you that certain charges such as your telephone line, and fees and surcharges MUST be paid in order to prevent interruption of basic local service. These charges are already included in the Total Amount Due and are $108.34 . Also, neglecting payment for other charges, such as long distance, voice mail, InLine®, wireless, and Internet may result in those services being interrupted.

LONG DIST. PROVIDERS
Our records indicate that you have selected AT&T Enterprises, LLC or a company that resells their services as your primary local toll carrier and AT&T Enterprises, LLC or a company that resells their services as your primary long distance carrier. Please contact us if this does not agree with your records.

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FEES AND SURCHARGES
AT&T collects monthly fees and surcharges to help recover its required contribution to government programs and to recover costs AT&T pays in taxes and required payments levied by federal, state, and local governments. These fees and surcharges included on your bill are periodically adjusted to align with the rates determined by the government agency that is responsible for the state or federal fund or tax and subject to change at any time without notice to you unless required by law. For more information, please contact an AT&T Service Representative at the phone number listed on the front of your bill.

Terms and Conditions

PROVIDER QUESTIONS
You may contact the Public Utility Commission of Texas, Office of Customer Protection, P.O. Box 13326, Austin, TX 78711-3326, 1-512-936-7120 or toll-free in Texas at 1-888-782-8477 or by e-mail at customer@puc.state.tx.us if you believe the local or long distance telephone provider on your bill are not correct or if there are unauthorized charges on your bill. Hearing and speech impaired customers with text telephones (TTY) may call 1-512-936-7136. When corresponding by mail, include your complaint and copies of the phone bills.

Please contact AT&T to switch back to the provider of your choice or if you believe there are any unauthorized charges on your bill. For a complete listing of Terms and Conditions, visit us at att.com/servicepublication

LATE PAYMENT INFORMATION
A late payment charge of 7.5%, calculated monthly, will be assessed if your payment is not received by the date shown on the remit stub next to "Amount After".

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SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Page 1 of 2
Account Number 281 689-3213 681 8
Billing Date Jun 23, 2026

Web Site att.com

Monthly Statement

Connect to value
Powerful connections with savings that last are just the beginning. Check out our best wireless plans and hyper-fast internet options today, call 888-492-6701.

Bill-At-A-Glance

Previous Bill	53.03
Payment Received 6-20 Thank you!	53.03CR
Adjustments	.00
Balance	.00
Current Charges	53.03
Total Amount Due	**$53.03**
Amount Due in Full By	Jul 16, 2026

Billing Summary

Online: **att.com/attaccount**

	Page	
Plans and Services	1	53.03
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
Total Current Charges		53.03

Plans and Services

Monthly Service - Jun 23 thru Jul 22

1. Monthly Charges	1.30
2. Basic Local Service - Business	29.12
Total Monthly Service	**30.42**

Company Fees and Surcharges

3. Federal Subscriber Line Charge	12.24
4. 911 Fee	1.75
5. State Cost Recovery Charge	.07
6. Federal Universal Service Fee	5.82
7. Municipal right-of-way Fee	2.73
Total Company Fees and Surcharges	**22.61**

Government Fees and Taxes

8. Federal	.00
9. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services 53.03
Amount Subject to Sales Tax: .07

News You Can Use

PREVENT DISCONNECT
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LONG DIST. PROVIDERS
Our records indicate that you have selected AT&T Enterprises, LLC or a company that resells their services as your primary local toll carrier and AT&T Enterprises, LLC or a company that resells their services as your primary long distance carrier. Please contact us if this does not agree with your records.

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News You Can Use Summary

- PREVENT DISCONNECT
- LONG DIST. PROVIDERS
- PRODUCTS & SERVICES
- FEES AND SURCHARGES

See "News You Can Use" for additional information

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Manage your account at att.com

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DUE BY: Jul 16, 2026 **$53.03** Amount After **Jul 20, 2026** **$57.01**

AT&T

Billing Date Jun 23, 2026
Date Mailed Jun 30, 2026

Account Number **281 689-3213 681 8**
Please include your account number on your check

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168932136818 2000398000000 151010000000000000000005303

News You Can Use

FEES AND SURCHARGES
AT&T collects monthly fees and surcharges to help recover its required contribution to government programs and to recover costs AT&T pays in taxes and required payments levied by federal, state, and local governments. These fees and surcharges included on your bill are periodically adjusted to align with the rates determined by the government agency that is responsible for the state or federal fund or tax and subject to change at any time without notice to you unless required by law. For more information, please contact an AT&T Service Representative at the phone number listed on the front of your bill.

Terms and Conditions

PROVIDER QUESTIONS
You may contact the Public Utility Commission of Texas, Office of Customer Protection, P.O. Box 13326, Austin, TX 78711-3326, 1-512-936-7120 or toll-free in Texas at 1-888-782-8477 or by e-mail at customer@puc.state.tx.us if you believe the local or long distance telephone provider on your bill are not correct or if there are unauthorized charges on your bill. Hearing and speech impaired customers with text telephones (TTY) may call 1-512-936-7136. When corresponding by mail, include your complaint and copies of the phone bills.

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SPLENDORA TX 77372 - 6211

Page 1 of 2
Account Number 281 689-0512 051 8
Billing Date Sep 23, 2026

Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
Get powerful connections and maximum value with our best wireless plans and fast internet options today.
Call 888-492-6701.

Bill-At-A-Glance

Previous Bill	169.47
Payment	.00
Adjustments	4.04
Past Due - Please Pay Immediately	173.51
Current Charges	53.84
Total Amount Due	**$227.35**
Current Charges Due in Full by	Oct 16, 2026

Billing Summary

Online: **att.com/attaccount**	Page	
Plans and Services	1	50.12
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
AT&T Long Distance	1	3.72
1 800 321-2000		
Total Current Charges		53.84

News You Can Use Summary

- PREVENT DISCONNECT
- NON-PUBLISHED BILLS
- FEES AND SURCHARGES
- LONG DIST. PROVIDERS
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG

See "News You Can Use" for additional information

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	9-23	Late payment charge on unpaid balance	4.04	

Plans and Services

Monthly Service - Sep 23 thru Oct 22

2.	Basic Local Service - Business	.00
3.	Basic Local Service - Business	29.12
4.	Touchtone	1.30
Total Monthly Service		**30.42**

Company Fees and Surcharges

5.	Federal Subscriber Line Charge	6.50
6.	911 Fee	1.75
7.	State Cost Recovery Charge	.04
8.	Federal Universal Service Fee	2.52
9.	Municipal right-of-way Fee	2.77
10.	Cost Assessment Charge	6.12
Total Company Fees and Surcharges		**19.70**

Government Fees and Taxes

11.	Federal	.00
12.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services 50.12
Amount Subject to Sales Tax: .04

AT&T Long Distance

Important Information

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DUE BY: Oct 16, 2026 **$227.35** Amount After **Oct 19, 2026** **$231.39**

AT&T

Past Due Charges - $173.51 - Please Pay Immediately
Billing Date Sep 23, 2026
Date Mailed Sep 30, 2026

Account Number **281 689-0512 051 8**
Please include your account number on your check

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168905120518 9000404000000 15101000000017351000000022735

AT&T Long Distance

Invoice Summary
(as of September 13, 2026)

Current Charges	
Service Charges	3.00
Credits and Adjustments	.00
Call Charges	.00
Surcharges and Other Fees	.72
Taxes	.00
Total Invoice Summary	**3.72**

Service Charges
Monthly Service Charges

	Type of Service	Period	Qty	
1.	BUS CLING	09/11-10/10	1	3.00
Total Monthly Service Charges				**3.00**
Total Service Charges				**3.00**

Surcharges and Other Fees

	Description	
2.	Federal Regulatory Fee	.16
3.	Federal Universal Service Fee	.56
Total Surcharges and Other Fees		**.72**

Taxes

	Description	
4.	Federal Tax	.00
5.	State and Local Taxes	.00
Total Taxes		**.00**

Total AT&T Long Distance **3.72**

News You Can Use

PREVENT DISCONNECT
Thank you for being a valued customer. Please be aware that all charges must be paid each month to keep your account current and prevent collection activities. We are required to inform you that certain charges such as your telephone line, and fees and surcharges MUST be paid in order to prevent interruption of basic local service. These charges are already included in the Total Amount Due and are $227.35 . Also, neglecting payment for other charges, such as long distance, voice mail, InLine®, wireless, and Internet may result in those services being interrupted.

LONG DIST. PROVIDERS
Our records indicate that you have selected AT&T Long Distance or a company that resells their services as your primary local toll carrier and AT&T Long Distance or a company that resells their services as your primary long distance carrier. Please contact us if this does not agree with your records.

NON-PUBLISHED BILLS
This account has an active Non-Published directory listing service that is not currently billed. This service prevents your information from appearing in Directory Assistance and the White Pages. The $5.50 monthly charge will appear on your next invoice. To cancel this service, please call 800.288.2020.

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COST ASSESSMENT CHRG
AT&T charges you this monthly per line amount to recover its ongoing costs incurred for property taxes and supporting the administration of local number portability, a government program that enables customers to retain their telephone number when changing service providers. This fee is not a tax or charge that the government requires AT&T to collect from its customers.

Terms and Conditions

PROVIDER QUESTIONS
You may contact the Public Utility Commission of Texas, Office of Customer Protection, P.O. Box 13326, Austin, TX 78711-3326, 1-512-936-7120 or toll-free in Texas at 1-888-782-8477 or by e-mail at customer@puc.state.tx.us if you believe the local or long distance telephone provider on your bill are not correct or if there are unauthorized charges on your bill. Hearing and speech impaired customers with text telephones (TTY) may call 1-512-936-7136. When corresponding by mail, include your complaint and copies of the phone bills.

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LATE PAYMENT INFORMATION
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SPLENDORA TX 77372 - 6211

Page 1 of 2
Account Number 281 689-0512 051 8
Billing Date Aug 23, 2026

Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
Get powerful connections and maximum value with our best wireless plans and fast internet options today.
Call 888-492-6701.

Bill-At-A-Glance

Previous Bill	111.59
Payment	.00
Adjustments	4.04
Past Due - Please Pay Immediately	115.63
Current Charges	53.84
Total Amount Due	**$169.47**
Current Charges Due in Full by	Sep 16, 2026

Billing Summary

Online: **att.com/attaccount** Page

Plans and Services	1	50.12
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
AT&T Long Distance	1	3.72
1 800 321-2000		
Total Current Charges		53.84

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	8-23	Late payment charge on unpaid balance	4.04	

Plans and Services

Monthly Service - Aug 23 thru Sep 22

2.	Basic Local Service - Business	.00
3.	Basic Local Service - Business	29.12
4.	Touchtone	1.30
Total Monthly Service		**30.42**

Company Fees and Surcharges

5.	Federal Subscriber Line Charge	6.50
6.	911 Fee	1.75
7.	State Cost Recovery Charge	.04
8.	Federal Universal Service Fee	2.52
9.	Municipal right-of-way Fee	2.77
10.	Cost Assessment Charge	6.12
Total Company Fees and Surcharges		**19.70**

Government Fees and Taxes

11.	Federal	.00
12.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services 50.12
Amount Subject to Sales Tax: .04

AT&T Long Distance

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Manage your account at att.com

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DUE BY: Sep 16, 2026 **$169.47**

Amount After **Sep 18, 2026** **$173.51**

AT&T

Past Due Charges - $115.63 - Please Pay Immediately
Billing Date Aug 23, 2026
Date Mailed Aug 31, 2026

Account Number **281 689-0512 051 8**
Please include your account number on your check

SPLENDORA ISD
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Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168905120518 5000404000000 151010000000115630000016947

AT&T Long Distance

Invoice Summary
(as of August 13, 2026)

Current Charges	
Service Charges	3.00
Credits and Adjustments	.00
Call Charges	.00
Surcharges and Other Fees	.72
Taxes	.00
Total Invoice Summary	**3.72**

Service Charges
Monthly Service Charges

	Type of Service	Period	Qty	
1.	BUS CLING	08/11-09/10	1	3.00
Total Monthly Service Charges				**3.00**
Total Service Charges				**3.00**

Surcharges and Other Fees

	Description	
2.	Federal Regulatory Fee	.16
3.	Federal Universal Service Fee	.56
Total Surcharges and Other Fees		**.72**

Taxes

	Description	
4.	Federal Tax	.00
5.	State and Local Taxes	.00
Total Taxes		**.00**

Total AT&T Long Distance **3.72**

News You Can Use

PREVENT DISCONNECT
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LONG DIST. PROVIDERS
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COST ASSESSMENT CHRG
AT&T charges you this monthly per line amount to recover its ongoing costs incurred for property taxes and supporting the administration of local number portability, a government program that enables customers to retain their telephone number when changing service providers. This fee is not a tax or charge that the government requires AT&T to collect from its customers.

Terms and Conditions

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23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Account Number 281 689-0512 051 8
Billing Date Jul 23, 2026

Web Site att.com

Monthly Statement

Bill-At-A-Glance

Previous Bill	53.65
Payment	.00
Adjustments	4.02
Past Due - Please Pay Immediately	57.67
Current Charges	53.92
Total Amount Due	**$111.59**
Current Charges Due in Full by	Aug 17, 2026

Billing Summary

Online: **att.com/attaccount**	Page	
Plans and Services	1	50.20
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
AT&T Long Distance	2	3.72
1 800 321-2000		
Total Current Charges		53.92

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	7-23	Late payment charge on unpaid balance	4.02	

Plans and Services

Monthly Service - Jul 23 thru Aug 22

2.	Basic Local Service - Business	.00
3.	Basic Local Service - Business	29.12
4.	Touchtone	1.30
Total Monthly Service		**30.42**

Additions and Changes to Service

This section of your bill reflects charges and credits resulting from account activity.

Item No.	Description	Quantity	Monthly Rate	Amount Billed
Activity on Jul 2, 2026				
	(Monthly Charges are Prorated from Jul 2, 2026 through Jul 22, 2026)			
5.	Federal Universal Service Fee	1		.08

Company Fees and Surcharges

6.	Federal Subscriber Line Charge	6.50
7.	911 Fee	1.75
8.	State Cost Recovery Charge	.04
9.	Federal Universal Service Fee	2.52
10.	Municipal right-of-way Fee	2.77
11.	Cost Assessment Charge	6.12
Total Company Fees and Surcharges		**19.70**

Government Fees and Taxes

12.	Federal	.00
13.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services 50.20

Amount Subject to Sales Tax: .04

Local Services provided by AT&T Arkansas, AT&T Kansas, AT&T Missouri, AT&T Oklahoma, or AT&T Texas based upon the service address location.

Manage your account at att.com

Return bottom portion with your check in the enclosed envelope.

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DUE BY: Aug 17, 2026 **$111.59**

Amount After **Aug 19, 2026** **$115.63**

Past Due Charges - $57.67 - Please Pay Immediately
Billing Date Jul 23, 2026
Date Mailed Jul 30, 2026

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SPLENDORA ISD
23419 FM 2090 RD
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Make check payable to:

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CAROL STREAM IL 60197-5001

9755 28168905120518 8000404000000 15101000000005767000000111591

AT&T Long Distance

Important Information

Message Regarding Terms & Conditions:
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Invoice Summary

(as of July 13, 2026)

Current Charges	
Service Charges	3.00
Credits and Adjustments	.00
Call Charges	.00
Surcharges and Other Fees	.72
Taxes	.00
Total Invoice Summary	**3.72**

Service Charges

Monthly Service Charges

	Type of Service	Period	Qty	
1.	BUS CLING	07/11-08/10	1	3.00
Total Monthly Service Charges				**3.00**
Total Service Charges				**3.00**

Surcharges and Other Fees

	Description	
2.	Federal Regulatory Fee	.16
3.	Federal Universal Service Fee	.56
Total Surcharges and Other Fees		**.72**

Taxes

	Description	
4.	Federal Tax	.00
5.	State and Local Taxes	.00
Total Taxes		**.00**

Total AT&T Long Distance **3.72**

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AT&T collects monthly fees and surcharges to help recover its required contribution to government programs and to recover costs AT&T pays in taxes and required payments levied by federal, state, and local governments. These fees and surcharges included on your bill are periodically adjusted to align with the rates determined by the government agency that is responsible for the state or federal fund or tax and subject to change at any time without notice to you unless required by law. For more information, please contact an AT&T Service Representative at the phone number listed on the front of your bill.

COST ASSESSMENT CHRG
AT&T charges you this monthly per line amount to recover its ongoing costs incurred for property taxes and supporting the administration of local number portability, a government program that enables customers to retain their telephone number when changing service providers. This fee is not a tax or charge that the government requires AT&T to collect from its customers.

Terms and Conditions

PROVIDER QUESTIONS
You may contact the Public Utility Commission of Texas, Office of Customer Protection, P.O. Box 13326, Austin, TX 78711-3326, 1-512-936-7120 or toll-free in Texas at 1-888-782-8477 or by e-mail at customer@puc.state.tx.us if you believe the local or long distance telephone provider on your bill are not correct or if there are unauthorized charges on your bill. Hearing and speech impaired customers with text telephones (TTY) may call 1-512-936-7136. When corresponding by mail, include your complaint and copies of the phone bills.

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LATE PAYMENT INFORMATION
A late payment charge of 7.5%, calculated monthly, will be assessed if your payment is not received by the date shown on the remit stub next to "Amount After".

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Account Number 281 689-0512 051 8
Billing Date Jun 23, 2026

Web Site att.com

Monthly Statement

Connect to value
Powerful connections with savings that last are just the beginning. Check out our best wireless plans and hyper-fast internet options today, call 888-492-6701.

Bill-At-A-Glance

Previous Bill	53.65
Payment Received 6-20 Thank you!	53.65CR
Adjustments	.00
Balance	.00
Current Charges	53.65
Total Amount Due	**$53.65**
Amount Due in Full By	Jul 16, 2026

Billing Summary

Online: **att.com/attaccount** Page

Plans and Services	1	49.96
1 877 438-0041		
Payment Arrangements:		
1 800 924-1743		
Service Changes:		
1 877 438-0041		
Repair Services:		
1 800 247-2020		
AT&T Long Distance	1	3.69
1 800 321-2000		
Total Current Charges		53.65

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Plans and Services

Monthly Service - Jun 23 thru Jul 22

1. Basic Local Service - Business	.00
2. Basic Local Service - Business	29.12
3. Touchtone	1.30
Total Monthly Service	**30.42**

Company Fees and Surcharges

4. Federal Subscriber Line Charge	6.50
5. 911 Fee	1.75
6. State Cost Recovery Charge	.04
7. Federal Universal Service Fee	2.40
8. Municipal right-of-way Fee	2.73
9. Cost Assessment Charge	6.12
Total Company Fees and Surcharges	**19.54**

Government Fees and Taxes

10. Federal	.00
11. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services 49.96
Amount Subject to Sales Tax: 04

AT&T Long Distance

Important Information

Message Regarding Terms & Conditions:
To view your Terms & Conditions for AT&T Long Distance, access www.att.com/servicepublications or call AT&T at the toll free number on your bill.

Invoice Summary
(as of June 13, 2026)

Current Charges	
Service Charges	3.00
Credits and Adjustments	.00
Call Charges	.00
Surcharges and Other Fees	.69
Taxes	.00
Total Invoice Summary	**3.69**

Local Services provided by AT&T Arkansas, AT&T Kansas, AT&T Missouri, AT&T Oklahoma, or AT&T Texas based upon the service address location.

Manage your account at att.com

Return bottom portion with your check in the enclosed envelope.

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DUE BY: Jul 16, 2026 **$53.65** Amount After **Jul 20, 2026** **$57.67**

Billing Date Jun 23, 2026
Date Mailed Jun 30, 2026

Account Number **281 689-0512 051 8**
Please include your account number on your check

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168905120518 1000402000000 15101000000000000000000005365

AT&T Long Distance

Service Charges

Monthly Service Charges

	Type of Service	Period	Qty	
1.	BUS CLING	06/11-07/10	1	3.00
Total Monthly Service Charges				**3.00**

Total Service Charges **3.00**

Surcharges and Other Fees

	Description	
2.	Federal Regulatory Fee	.15
3.	Federal Universal Service Fee	.54
Total Surcharges and Other Fees		**.69**

Taxes

	Description	
4.	Federal Tax	.00
5.	State and Local Taxes	.00
Total Taxes		**.00**

Total AT&T Long Distance **3.69**

News You Can Use

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LONG DIST. PROVIDERS
Our records indicate that you have selected AT&T Long Distance or a company that resells their services as your primary local toll carrier and AT&T Long Distance or a company that resells their services as your primary long distance carrier. Please contact us if this does not agree with your records.

PRODUCTS & SERVICES
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SPLENDORA TX 77372 - 6211

Account Number 281 689-3693 608 0
Billing Date Sep 23, 2026

Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
Get powerful connections and maximum value with our best wireless plans and fast internet options today.
Call 888-492-6701.

Bill-At-A-Glance

Previous Bill	183.52
Payment	.00
Adjustments	4.36
Past Due - Please Pay Immediately	187.88
Current Charges	58.17
Total Amount Due	**$246.05**
Current Charges Due in Full by	Oct 16, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	58.17
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
Total Current Charges		58.17

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	9-23	Late payment charge on unpaid balance	4.36	

Plans and Services

Monthly Service - Sep 23 thru Oct 22

2.	Monthly Charges	1.30
3.	Basic Local Service - Business	29.12
Total Monthly Service		**30.42**

Company Fees and Surcharges

4.	Federal Subscriber Line Charge	11.33
5.	911 Fee	1.75
6.	State Cost Recovery Charge	.07
7.	Federal Universal Service Fee	5.71
8.	Municipal right-of-way Fee	2.77
9.	Cost Assessment Charge	6.12
Total Company Fees and Surcharges		**27.75**

Government Fees and Taxes

10.	Federal	.00
11.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services 58.17
Amount Subject to Sales Tax: .07

News You Can Use

PREVENT DISCONNECT
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News You Can Use Summary

- PREVENT DISCONNECT
- NON-PUBLISHED BILLS
- FEES AND SURCHARGES
- LONG DIST. PROVIDERS
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG

See "News You Can Use" for additional information

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DUE BY: Oct 16, 2026 **$246.05** Amount After **Oct 19, 2026** **$250.41**

AT&T

Past Due Charges - $187.88 - Please Pay Immediately
Billing Date Sep 23, 2026
Date Mailed Sep 30, 2026

Account Number **281 689-3693 608 0**
Please include your account number on your check

SPLENDORA ISD
DES INTERMEDIATE
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 281689369360 80 50004360000000 15101000000018788000000024605

News You Can Use

LONG DIST. PROVIDERS
Our records indicate that you have selected AT&T Enterprises, LLC or a company that resells their services as your primary local toll carrier and AT&T Enterprises, LLC or a company that resells their services as your primary long distance carrier. Please contact us if this does not agree with your records.

NON-PUBLISHED BILLS
This account has an active Non-Published directory listing service that is not currently billed. This service prevents your information from appearing in Directory Assistance and the White Pages. The $5.50 monthly charge will appear on your next invoice. To cancel this service, please call 800.288.2020.

PRODUCTS & SERVICES
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FEES AND SURCHARGES
AT&T collects monthly fees and surcharges to help recover its required contribution to government programs and to recover costs AT&T pays in taxes and required payments levied by federal, state, and local governments. These fees and surcharges included on your bill are periodically adjusted to align with the rates determined by the government agency that is responsible for the state or federal fund or tax and subject to change at any time without notice to you unless required by law. For more information, please contact an AT&T Service Representative at the phone number listed on the front of your bill.

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Please contact AT&T to switch back to the provider of your choice or if you believe there are any unauthorized charges on your bill. For a complete listing of Terms and Conditions, visit us at att.com/servicepublication

LATE PAYMENT INFORMATION
A late payment charge of 7.5%, calculated monthly, will be assessed if your payment is not received by the date shown on the remit stub next to "Amount After".

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SPLENDORA TX 77372 - 6211

Account Number 281 689-3693 608 0
Billing Date Aug 23, 2026

Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
Get powerful connections and maximum value with our best wireless plans and fast internet options today.
Call 888-492-6701.

Bill-At-A-Glance

Previous Bill	121.04
Payment	.00
Adjustments	4.31
Past Due - Please Pay Immediately	125.35
Current Charges	58.17
Total Amount Due	**$183.52**
Current Charges Due in Full by	Sep 16, 2026

Billing Summary

Online: **att.com/attaccount** Page

Plans and Services	1	58.17
1 877 438-0041		
Payment Arrangements:		
1 800 924-1743		
Service Changes:		
1 877 438-0041		
Repair Services:		
1 800 247-2020		
Total Current Charges		58.17

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	8-23	Late payment charge on unpaid balance	4.31	

Plans and Services

Monthly Service - Aug 23 thru Sep 22

2.	Monthly Charges	1.30
3.	Basic Local Service - Business	29.12
Total Monthly Service		**30.42**

Company Fees and Surcharges

4.	Federal Subscriber Line Charge	11.33
5.	911 Fee	1.75
6.	State Cost Recovery Charge	.07
7.	Federal Universal Service Fee	5.71
8.	Municipal right-of-way Fee	2.77
9.	Cost Assessment Charge	6.12
Total Company Fees and Surcharges		**27.75**

Government Fees and Taxes

10.	Federal	.00
11.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services 58.17
Amount Subject to Sales Tax: .07

News You Can Use

PREVENT DISCONNECT
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DUE BY: Sep 16, 2026 **$183.52** Amount After **Sep 18, 2026** **$187.88**

AT&T

Past Due Charges - $125.35 - Please Pay Immediately
Billing Date Aug 23, 2026
Date Mailed Aug 31, 2026

Account Number **281 689-3693 608 0**
Please include your account number on your check

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Make check payable to:

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PO BOX 5001
CAROL STREAM IL 60197-5001

9755 2816893693608O 1000436000000 1510100000001253500000018352

News You Can Use

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Page 1 of 2
Account Number 281 689-3693 608 0
Billing Date Jul 23, 2026

Web Site att.com

Monthly Statement

Bill-At-A-Glance

Previous Bill	59.15
Payment	.00
Adjustments	4.44
Past Due - Please Pay Immediately	63.59
Current Charges	57.45
Total Amount Due	**$121.04**
Current Charges Due in Full by	Aug 17, 2026

Billing Summary

Online: **att.com/attaccount**

	Page	
Plans and Services	1	57.45
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
Total Current Charges		57.45

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	7-23	Late payment charge on unpaid balance	4.44	

Plans and Services

Monthly Service - Jul 23 thru Aug 22

2.	Monthly Charges	1.30
3.	Basic Local Service - Business	29.12
Total Monthly Service		**30.42**

Additions and Changes to Service

This section of your bill reflects charges and credits resulting from account activity.

Item No.	Description	Quantity	Monthly Rate	Amount Billed
Activity on Jul 2, 2026				
(Monthly Charges are Prorated from Jul 2, 2026 through Jul 22, 2026)				
4.	Federal Universal Service Fee	1		.08CR
5.	Federal Subscriber Line Charge	1		.64CR
Total Additions and Changes to Service				**.72CR**

Company Fees and Surcharges

6.	Federal Subscriber Line Charge	11.33
7.	911 Fee	1.75
8.	State Cost Recovery Charge	.07
9.	Federal Universal Service Fee	5.71
10.	Municipal right-of-way Fee	2.77
11.	Cost Assessment Charge	6.12
Total Company Fees and Surcharges		**27.75**

Government Fees and Taxes

12.	Federal	.00
13.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services 57.45

Amount Subject to Sales Tax: .07

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DUE BY: Aug 17, 2026 **$121.04** Amount After **Aug 19, 2026** **$125.35**

AT&T

Past Due Charges - $63.59 - Please Pay Immediately
Billing Date Jul 23, 2026
Date Mailed Jul 30, 2026

Account Number **281 689-3693 608 0**
Please include your account number on your check

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News You Can Use

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AT&T

SPLENDORA ISD
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23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Account Number 281 689-3693 608 0
Billing Date Jun 23, 2026
Web Site att.com

Monthly Statement

Connect to value
Powerful connections with savings that last are just the beginning. Check out our best wireless plans and hyper-fast internet options today, call 888-492-6701.

Bill-At-A-Glance

Previous Bill	59.15
Payment Received 6-20 Thank you!	59.15CR
Adjustments	.00
Balance	.00
Current Charges	59.15
Total Amount Due	**$59.15**
Amount Due in Full By	Jul 16, 2026

Billing Summary

Online: **att.com/attaccount** Page

Plans and Services	1	59.15
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
Total Current Charges		59.15

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Plans and Services

Monthly Service - Jun 23 thru Jul 22

1.	Monthly Charges	1.30
2.	Basic Local Service - Business	29.12
Total Monthly Service		**30.42**

Company Fees and Surcharges

3.	Federal Subscriber Line Charge	12.24
4.	911 Fee	1.75
5.	State Cost Recovery Charge	.07
6.	Federal Universal Service Fee	5.82
7.	Municipal right-of-way Fee	2.73
8.	Cost Assessment Charge	6.12
Total Company Fees and Surcharges		**28.73**

Government Fees and Taxes

9.	Federal	.00
10.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services 59.15
Amount Subject to Sales Tax: .07

News You Can Use

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Thank you for being a valued customer. Please be aware that all charges must be paid each month to keep your account current and prevent collection activities. We are required to inform you that certain charges such as your telephone line, and fees and surcharges MUST be paid in order to prevent interruption of basic local service. These charges are already included in the Total Amount Due and are $59.15 . Also, neglecting payment for other charges, such as long distance, voice mail, InLine®, wireless, and Internet may result in those services being interrupted.

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DUE BY: Jul 16, 2026 **$59.15** Amount After **Jul 20, 2026** **$63.59**

AT&T

Billing Date Jun 23, 2026
Date Mailed Jun 30, 2026

Account Number **281 689-3693 608 0**
Please include your account number on your check

SPLENDORA ISD
DES INTERMEDIATE
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 281689369360 80 5000444000000 151010000000000000000000005915

News You Can Use

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AT&T collects monthly fees and surcharges to help recover its required contribution to government programs and to recover costs AT&T pays in taxes and required payments levied by federal, state, and local governments. These fees and surcharges included on your bill are periodically adjusted to align with the rates determined by the government agency that is responsible for the state or federal fund or tax and subject to change at any time without notice to you unless required by law. For more information, please contact an AT&T Service Representative at the phone number listed on the front of your bill.

COST ASSESSMENT CHRG
AT&T charges you this monthly per line amount to recover its ongoing costs incurred for property taxes and supporting the administration of local number portability, a government program that enables customers to retain their telephone number when changing service providers. This fee is not a tax or charge that the government requires AT&T to collect from its customers.

Terms and Conditions

PROVIDER QUESTIONS
You may contact the Public Utility Commission of Texas, Office of Customer Protection, P.O. Box 13326, Austin, TX 78711-3326, 1-512-936-7120 or toll-free in Texas at 1-888-782-8477 or by e-mail at customer@puc.state.tx.us if you believe the local or long distance telephone provider on your bill are not correct or if there are unauthorized charges on your bill. Hearing and speech impaired customers with text telephones (TTY) may call 1-512-936-7136. When corresponding by mail, include your complaint and copies of the phone bills.

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Page 1 of 2
Account Number 281 399-5180 495 8
Billing Date Sep 23, 2026

Web Site att.com

Monthly Statement

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Call 888-492-6701.

Bill-At-A-Glance

Previous Bill	331.79
Payment	.00
Adjustments	.00
Past Due - Please Pay Immediately	331.79
Current Charges	110.51
Total Amount Due	**$442.30**
Current Charges Due in Full by	Oct 16, 2026

Billing Summary

Online: **att.com/attaccount** Page

Plans and Services	1	110.51
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
Total Current Charges		**110.51**

News You Can Use Summary

- PREVENT DISCONNECT
- NON-PUBLISHED BILLS
- FEES AND SURCHARGES
- LONG DIST. PROVIDERS
- PRODUCTS & SERVICES

See "News You Can Use" for additional information

Plans and Services

Monthly Service - Sep 23 thru Oct 22

1. Monthly Charges	1.30
2. Basic Local Service - Business	84.34
Total Monthly Service	**85.64**

Company Fees and Surcharges

3. Federal Subscriber Line Charge	11.33
4. 911 Fee	5.06
5. Federal Universal Service Fee	5.71
6. Municipal right-of-way Fee	2.77
Total Company Fees and Surcharges	**24.87**

Government Fees and Taxes

7. Federal	.00
8. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services 110.51

News You Can Use

PREVENT DISCONNECT
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This account has an active Non-Published directory listing service that is not currently billed. This service prevents your information from appearing in Directory Assistance and the White Pages. The $5.50 monthly charge will appear on your next invoice. To cancel this service, please call 800.288.2020.

Local Services provided by AT&T Arkansas, AT&T Kansas, AT&T Missouri, AT&T Oklahoma, or AT&T Texas based upon the service address location.

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DUE BY: Oct 16, 2026 **$442.30** Amount After **Oct 19, 2026** **$442.30**

AT&T

Past Due Charges - $331.79 - Please Pay Immediately
Billing Date Sep 23, 2026
Date Mailed Sep 30, 2026

Account Number **281 399-5180 495 8**
Please include your account number on your check

SPLENDORA ISD
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9792 28139951804958 2000000000000 151010000000331790000044230

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Page 1 of 2
Account Number 281 399-5180 495 8
Billing Date Aug 23, 2026

Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
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Bill-At-A-Glance

Previous Bill	221.28
Payment	.00
Adjustments	.00
Past Due - Please Pay Immediately	221.28
Current Charges	110.51
Total Amount Due	**$331.79**
Current Charges Due in Full by	Sep 16, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	110.51
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
Total Current Charges		**110.51**

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Plans and Services

Monthly Service - Aug 23 thru Sep 22

1. Monthly Charges	1.30
2. Basic Local Service - Business	84.34
Total Monthly Service	**85.64**

Company Fees and Surcharges

3. Federal Subscriber Line Charge	11.33
4. 911 Fee	5.06
5. Federal Universal Service Fee	5.71
6. Municipal right-of-way Fee	2.77
Total Company Fees and Surcharges	**24.87**

Government Fees and Taxes

7. Federal	.00
8. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services **110.51**

News You Can Use

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DUE BY: Sep 16, 2026 **$331.79** Amount After **Sep 18, 2026** **$331.79**

AT&T

Past Due Charges - $221.28 - Please Pay Immediately
Billing Date Aug 23, 2026
Date Mailed Aug 31, 2026

Account Number **281 399-5180 495 8**
Please include your account number on your check

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9792 28139951804958 900000000000 151010000000221280000033179

News You Can Use

FEES AND SURCHARGES
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SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Account Number 281 399-5180 495 8
Billing Date Jul 23, 2026

Web Site att.com

Monthly Statement

Bill-At-A-Glance

Previous Bill	111.49
Payment	.00
Adjustments	.00
Past Due - Please Pay Immediately	111.49
Current Charges	109.79
Total Amount Due	**$221.28**
Current Charges Due in Full by	Aug 17, 2026

Billing Summary

Online: **att.com/attaccount** Page

Plans and Services	1	109.79
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
Total Current Charges		109.79

Plans and Services

Monthly Service - Jul 23 thru Aug 22

1. Monthly Charges	1.30
2. Basic Local Service - Business	84.34
Total Monthly Service	**85.64**

Additions and Changes to Service

This section of your bill reflects charges and credits resulting from account activity.

Item No.	Description	Quantity	Monthly Rate	Amount Billed
Activity on Jul 2, 2026				
(Monthly Charges are Prorated from Jul 2, 2026 through Jul 22, 2026)				
3.	Federal Universal Service Fee	1		.08CR
4.	Federal Subscriber Line Charge	1		.64CR
Total Additions and Changes to Service				**.72CR**

Company Fees and Surcharges

5. Federal Subscriber Line Charge	11.33
6. 911 Fee	5.06
7. Federal Universal Service Fee	5.71
8. Municipal right-of-way Fee	2.77
Total Company Fees and Surcharges	**24.87**

Government Fees and Taxes

9. Federal	.00
10. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services 109.79

News You Can Use

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News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

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DUE BY: Aug 17, 2026 **$221.28** Amount After **Aug 19, 2026** **$221.28**

AT&T

Past Due Charges - $111.49 - Please Pay Immediately
Billing Date Jul 23, 2026
Date Mailed Jul 30, 2026

Account Number **281 399-5180 495 8**
Please include your account number on your check

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

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9792 28139951804958 7000000000000 151010000000111490000000022128

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Account Number 281 399-5180 495 8
Billing Date Jun 23, 2026

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AT&T

Monthly Statement

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199516259.71999699000

Bill-At-A-Glance

Previous Bill	111.49
Payment Received 6-20 Thank you!	111.49CR
Adjustments	.00
Balance	.00
Current Charges	111.49
Total Amount Due	**$111.49**
Amount Due in Full By	Jul 16, 2026

Billing Summary

Online: **att.com/attaccount** Page

Plans and Services	1	111.49
1 877 438-0041		
Payment Arrangements:		
1 800 924-1743		
Service Changes:		
1 877 438-0041		
Repair Services:		
1 800 247-2020		
Total Current Charges		**111.49**

Plans and Services

Monthly Service - Jun 23 thru Jul 22

1. Monthly Charges	1.30
2. Basic Local Service - Business	84.34
Total Monthly Service	**85.64**

Company Fees and Surcharges

3. Federal Subscriber Line Charge	12.24
4. 911 Fee	5.06
5. Federal Universal Service Fee	5.82
6. Municipal right-of-way Fee	2.73
Total Company Fees and Surcharges	**25.85**

Government Fees and Taxes

7. Federal	.00
8. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services 111.49

News You Can Use

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News You Can Use Summary

- PREVENT DISCONNECT
- LONG DIST. PROVIDERS
- PRODUCTS & SERVICES
- FEES AND SURCHARGES

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DUE BY: Jul 16, 2026 **$111.49** Amount After **Jul 20, 2026** **$111.49**

AT&T

Billing Date Jun 23, 2026
Date Mailed Jun 30, 2026

Account Number **281 399-5180 495 8**
Please include your account number on your check

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

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News You Can Use

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Page 1 of 2
Account Number 281 689-3643 681 8
Billing Date Sep 23, 2026

Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
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Call 888-492-6701.

Bill-At-A-Glance

Previous Bill	164.01
Payment	.00
Adjustments	3.90
Past Due - Please Pay Immediately	167.91
Current Charges	51.98
Total Amount Due	**$219.89**
Current Charges Due in Full by	Oct 16, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	51.98

1 877 438-0041
Payment Arrangements:
1 800 924-1743
Service Changes:
1 877 438-0041
Repair Services:
1 800 247-2020

Total Current Charges 51.98

News You Can Use Summary

- PREVENT DISCONNECT
- NON-PUBLISHED BILLS
- FEES AND SURCHARGES
- LONG DIST. PROVIDERS
- PRODUCTS & SERVICES

See "News You Can Use" for additional information

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	9-23	Late payment charge on unpaid balance	3.90	

Plans and Services

Monthly Service - Sep 23 thru Oct 22

2.	Monthly Charges	1.30
3.	Basic Local Service - Business	29.12
Total Monthly Service		**30.42**

Company Fees and Surcharges

4.	Federal Subscriber Line Charge	11.33
5.	911 Fee	1.75
6.	Federal Universal Service Fee	5.71
7.	Municipal right-of-way Fee	2.77
Total Company Fees and Surcharges		**21.56**

Government Fees and Taxes

8.	Federal	.00
9.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services 51.98

News You Can Use

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DUE BY: Oct 16, 2026 **$219.89** Amount After **Oct 19, 2026** **$223.79**

AT&T

Past Due Charges - $167.91 - Please Pay Immediately
Billing Date Sep 23, 2026
Date Mailed Sep 30, 2026

Account Number **281 689-3643 681 8**
Please include your account number on your check

SPLENDORA ISD
SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

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PO BOX 5001
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9755 2816893643681 8 2000390000000 1510100000001679100000021989

News You Can Use

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FEES AND SURCHARGES
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Please contact AT&T to switch back to the provider of your choice or if you believe there are any unauthorized charges on your bill. For a complete listing of Terms and Conditions, visit us at att.com/servicepublication

LATE PAYMENT INFORMATION
A late payment charge of 7.5%, calculated monthly, will be assessed if your payment is not received by the date shown on the remit stub next to "Amount After".

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4174.32.1133.242598 1 SB 0.621 hm

AT&T

SPLENDORA ISD
SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Account Number 281 689-3643 681 8
Billing Date Aug 23, 2026
Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
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Call 888-492-6701.

Bill-At-A-Glance

Previous Bill	108.19
Payment	.00
Adjustments	3.84
Past Due - Please Pay Immediately	112.03
Current Charges	51.98
Total Amount Due	**$164.01**
Current Charges Due in Full by	Sep 16, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	51.98
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
Total Current Charges		51.98

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	8-23	Late payment charge on unpaid balance	3.84	

Plans and Services

Monthly Service - Aug 23 thru Sep 22

2.	Monthly Charges	1.30
3.	Basic Local Service - Business	29.12
Total Monthly Service		**30.42**

Company Fees and Surcharges

4.	Federal Subscriber Line Charge	11.33
5.	911 Fee	1.75
6.	Federal Universal Service Fee	5.71
7.	Municipal right-of-way Fee	2.77
Total Company Fees and Surcharges		**21.56**

Government Fees and Taxes

8.	Federal	.00
9.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services 51.98

News You Can Use

PREVENT DISCONNECT
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News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

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DUE BY: Sep 16, 2026 **$164.01** Amount After **Sep 18, 2026** **$167.91**

AT&T

Past Due Charges - $112.03 - Please Pay Immediately
Billing Date Aug 23, 2026
Date Mailed Aug 31, 2026

Account Number **281 689-3643 681 8**
Please include your account number on your check

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SPLENDORA TX 77372 - 6211

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PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168936436818 80003900000000 15101000000011203000000016401

News You Can Use

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SPLENDORA TX 77372 - 6211

Account Number 281 689-3643 681 8
Billing Date Jul 23, 2026

Web Site att.com

Monthly Statement

Bill-At-A-Glance

Previous Bill	52.96
Payment	.00
Adjustments	3.97
Past Due - Please Pay Immediately	56.93
Current Charges	51.26
Total Amount Due	**$108.19**
Current Charges Due in Full by	Aug 17, 2026

Billing Summary

Online: **att.com/attaccount**

	Page	
Plans and Services	1	51.26
1 877 438-0041		
Payment Arrangements:		
1 800 924-1743		
Service Changes:		
1 877 438-0041		
Repair Services:		
1 800 247-2020		
Total Current Charges		51.26

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	7-23	Late payment charge on unpaid balance	3.97	

Plans and Services

Monthly Service - Jul 23 thru Aug 22

2.	Monthly Charges	1.30
3.	Basic Local Service - Business	29.12
Total Monthly Service		**30.42**

Additions and Changes to Service

This section of your bill reflects charges and credits resulting from account activity.

Item No.	Description	Quantity	Monthly Rate	Amount Billed
Activity on Jul 2, 2026				
(Monthly Charges are Prorated from Jul 2, 2026 through Jul 22, 2026)				
4.	Federal Universal Service Fee	1		.08CR
5.	Federal Subscriber Line Charge	1		.64CR
Total Additions and Changes to Service				**.72CR**

Company Fees and Surcharges

6.	Federal Subscriber Line Charge	11.33
7.	911 Fee	1.75
8.	Federal Universal Service Fee	5.71
9.	Municipal right-of-way Fee	2.77
Total Company Fees and Surcharges		**21.56**

Government Fees and Taxes

10.	Federal	.00
11.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services 51.26

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

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DUE BY: Aug 17, 2026 **$108.19**

Amount After **Aug 19, 2026** **$112.03**

AT&T

Past Due Charges - $56.93 - Please Pay Immediately
Billing Date Jul 23, 2026
Date Mailed Jul 30, 2026

Account Number **281 689-3643 681 8**
Please include your account number on your check

SPLENDORA ISD
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SPLENDORA TX 77372 - 6211

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9755 28168936436818 9000384000000 151010000000056930000010819

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Account Number 281 689-3643 681 8
Billing Date Jun 23, 2026

Web Site att.com

Monthly Statement

Connect to value
Powerful connections with savings that last are just the beginning. Check out our best wireless plans and hyper-fast internet options today, call 888-492-6701.

Bill-At-A-Glance

Previous Bill	52.96
Payment Received 6-20 Thank you!	52.96CR
Adjustments	.00
Balance	.00
Current Charges	52.96
Total Amount Due	**$52.96**
Amount Due in Full By	Jul 16, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	52.96
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
Total Current Charges		52.96

News You Can Use Summary

- PREVENT DISCONNECT
- LONG DIST. PROVIDERS
- PRODUCTS & SERVICES
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Plans and Services

Monthly Service - Jun 23 thru Jul 22

1. Monthly Charges	1.30
2. Basic Local Service - Business	29.12
Total Monthly Service	**30.42**

Company Fees and Surcharges

3. Federal Subscriber Line Charge	12.24
4. 911 Fee	1.75
5. Federal Universal Service Fee	5.82
6. Municipal right-of-way Fee	2.73
Total Company Fees and Surcharges	**22.54**

Government Fees and Taxes

7. Federal	.00
8. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services **52.96**

News You Can Use

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DUE BY: Jul 16, 2026 **$52.96** Amount After **Jul 20, 2026** **$56.93**

AT&T

Billing Date Jun 23, 2026
Date Mailed Jun 30, 2026

Account Number **281 689-3643 681 8**
Please include your account number on your check

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News You Can Use

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Account Number 281 689-7128 296 0
Billing Date Sep 23, 2026

Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
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Call 888-492-6701.

Bill-At-A-Glance

Previous Bill	183.52
Payment	.00
Adjustments	4.36
Past Due - Please Pay Immediately	187.88
Current Charges	58.17
Total Amount Due	**$246.05**
Current Charges Due in Full by	Oct 16, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	58.17
1 877 438-0041		
Payment Arrangements:		
1 800 924-1743		
Service Changes:		
1 877 438-0041		
Repair Services:		
1 800 247-2020		
Total Current Charges		58.17

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	9-23	Late payment charge on unpaid balance	4.36	

Plans and Services

Monthly Service - Sep 23 thru Oct 22

2.	Monthly Charges	1.30
3.	Basic Local Service - Business	29.12
Total Monthly Service		**30.42**

Company Fees and Surcharges

4.	Federal Subscriber Line Charge	11.33
5.	911 Fee	1.75
6.	State Cost Recovery Charge	.07
7.	Federal Universal Service Fee	5.71
8.	Municipal right-of-way Fee	2.77
9.	Cost Assessment Charge	6.12
Total Company Fees and Surcharges		**27.75**

Government Fees and Taxes

10.	Federal	.00
11.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services 58.17
Amount Subject to Sales Tax: .07

News You Can Use

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News You Can Use Summary

- PREVENT DISCONNECT
- NON-PUBLISHED BILLS
- FEES AND SURCHARGES
- LONG DIST. PROVIDERS
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG

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DUE BY: Oct 16, 2026 **$246.05** Amount After **Oct 19, 2026** **$250.41**

AT&T

Past Due Charges - $187.88 - Please Pay Immediately
Billing Date Sep 23, 2026
Date Mailed Sep 30, 2026

Account Number **281 689-7128 296 0**
Please include your account number on your check

SPLENDORA ISD
PRIMARY
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CAROL STREAM IL 60197-5001

9755 28168971282960 50004360000000 15101000000018788000000024605

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This account has an active Non-Published directory listing service that is not currently billed. This service prevents your information from appearing in Directory Assistance and the White Pages. The $5.50 monthly charge will appear on your next invoice. To cancel this service, please call 800.288.2020.

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COST ASSESSMENT CHRG
AT&T charges you this monthly per line amount to recover its ongoing costs incurred for property taxes and supporting the administration of local number portability, a government program that enables customers to retain their telephone number when changing service providers. This fee is not a tax or charge that the government requires AT&T to collect from its customers.

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SPLENDORA TX 77372 - 6211

Account Number 281 689-7128 296 0
Billing Date Aug 23, 2026

Web Site att.com

Monthly Statement

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Bill-At-A-Glance

Previous Bill	121.04
Payment	.00
Adjustments	4.31
Past Due - Please Pay Immediately	125.35
Current Charges	58.17
Total Amount Due	**$183.52**
Current Charges Due in Full by	Sep 16, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	58.17
1 877 438-0041		
Payment Arrangements:		
1 800 924-1743		
Service Changes:		
1 877 438-0041		
Repair Services:		
1 800 247-2020		
Total Current Charges		58.17

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	8-23	Late payment charge on unpaid balance	4.31	

Plans and Services

Monthly Service - Aug 23 thru Sep 22

2.	Monthly Charges	1.30
3.	Basic Local Service - Business	29.12
Total Monthly Service		**30.42**

Company Fees and Surcharges

4.	Federal Subscriber Line Charge	11.33
5.	911 Fee	1.75
6.	State Cost Recovery Charge	.07
7.	Federal Universal Service Fee	5.71
8.	Municipal right-of-way Fee	2.77
9.	Cost Assessment Charge	6.12
Total Company Fees and Surcharges		**27.75**

Government Fees and Taxes

10.	Federal	.00
11.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services 58.17
Amount Subject to Sales Tax: .07

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DUE BY: Sep 16, 2026 **$183.52** Amount After **Sep 18, 2026** **$187.88**

AT&T

Past Due Charges - $125.35 - Please Pay Immediately
Billing Date Aug 23, 2026
Date Mailed Aug 31, 2026

Account Number **281 689-7128 296 0**
Please include your account number on your check

SPLENDORA ISD
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SPLENDORA TX 77372 - 6211

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9755 28168971282960 1000436000000 15101000000012535000000018352

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FEES AND SURCHARGES
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COST ASSESSMENT CHRG
AT&T charges you this monthly per line amount to recover its ongoing costs incurred for property taxes and supporting the administration of local number portability, a government program that enables customers to retain their telephone number when changing service providers. This fee is not a tax or charge that the government requires AT&T to collect from its customers.

Terms and Conditions

PROVIDER QUESTIONS
You may contact the Public Utility Commission of Texas, Office of Customer Protection, P.O. Box 13326, Austin, TX 78711-3326, 1-512-936-7120 or toll-free in Texas at 1-888-782-8477 or by e-mail at customer@puc.state.tx.us if you believe the local or long distance telephone provider on your bill are not correct or if there are unauthorized charges on your bill. Hearing and speech impaired customers with text telephones (TTY) may call 1-512-936-7136. When corresponding by mail, include your complaint and copies of the phone bills.

Please contact AT&T to switch back to the provider of your choice or if you believe there are any unauthorized charges on your bill. For a complete listing of Terms and Conditions, visit us at att.com/servicepublication

LATE PAYMENT INFORMATION
A late payment charge of 7.5%, calculated monthly, will be assessed if your payment is not received by the date shown on the remit stub next to "Amount After".

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SPLENDORA ISD
PRIMARY
23419 FM 2090 RD
SPLENDORA TX 77372-6211

AT&T

SPLENDORA ISD
PRIMARY
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Account Number 281 689-7128 296 0
Billing Date Jul 23, 2026

Web Site att.com

Monthly Statement

Bill-At-A-Glance

Previous Bill	59.15
Payment	.00
Adjustments	4.44
Past Due - Please Pay Immediately	63.59
Current Charges	57.45
Total Amount Due	**$121.04**
Current Charges Due in Full by	Aug 17, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	57.45
1 877 438-0041		
Payment Arrangements:		
1 800 924-1743		
Service Changes:		
1 877 438-0041		
Repair Services:		
1 800 247-2020		
Total Current Charges		57.45

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	7-23	Late payment charge on unpaid balance	4.44	

Plans and Services

Monthly Service - Jul 23 thru Aug 22

2.	Monthly Charges	1.30
3.	Basic Local Service - Business	29.12
Total Monthly Service		**30.42**

Additions and Changes to Service

This section of your bill reflects charges and credits resulting from account activity.

Item No.	Description	Quantity	Monthly Rate	Amount Billed
Activity on Jul 2, 2026				
(Monthly Charges are Prorated from Jul 2, 2026 through Jul 22, 2026)				
4.	Federal Universal Service Fee	1		.08CR
5.	Federal Subscriber Line Charge	1		.64CR
Total Additions and Changes to Service				**.72CR**

Company Fees and Surcharges

6.	Federal Subscriber Line Charge	11.33
7.	911 Fee	1.75
8.	State Cost Recovery Charge	.07
9.	Federal Universal Service Fee	5.71
10.	Municipal right-of-way Fee	2.77
11.	Cost Assessment Charge	6.12
Total Company Fees and Surcharges		**27.75**

Government Fees and Taxes

12.	Federal	.00
13.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services **57.45**

Amount Subject to Sales Tax: .07

Local Services provided by AT&T Arkansas, AT&T Kansas, AT&T Missouri, AT&T Oklahoma, or AT&T Texas based upon the service address location.

Manage your account at att.com

Return bottom portion with your check in the enclosed envelope.

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DUE BY: Aug 17, 2026 **$121.04** Amount After **Aug 19, 2026** **$125.35**

AT&T

Past Due Charges - $63.59 - Please Pay Immediately
Billing Date Jul 23, 2026
Date Mailed Jul 30, 2026

Account Number **281 689-7128 296 0**
Please include your account number on your check

SPLENDORA ISD
PRIMARY
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168971282960 8000431000000 151010000000063590000012104

News You Can Use

PREVENT DISCONNECT
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COST ASSESSMENT CHRG
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Please contact AT&T to switch back to the provider of your choice or if you believe there are any unauthorized charges on your bill. For a complete listing of Terms and Conditions, visit us at att.com/servicepublication

LATE PAYMENT INFORMATION
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AT&T

SPLENDORA ISD
PRIMARY
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Account Number 281 689-7128 296 0
Billing Date Jun 23, 2026

Web Site att.com

Monthly Statement

Connect to value
Powerful connections with savings that last are just the beginning. Check out our best wireless plans and hyper-fast internet options today, call 888-492-6701.

Bill-At-A-Glance

Previous Bill	59.15
Payment Received 6-20 Thank you!	59.15CR
Adjustments	.00
Balance	.00
Current Charges	59.15
Total Amount Due	**$59.15**
Amount Due in Full By	Jul 16, 2026

Billing Summary

Online: **att.com/attaccount** Page

Plans and Services	1	59.15
1 877 438-0041		
Payment Arrangements:		
1 800 924-1743		
Service Changes:		
1 877 438-0041		
Repair Services:		
1 800 247-2020		
Total Current Charges		59.15

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Plans and Services

Monthly Service - Jun 23 thru Jul 22

1.	Monthly Charges	1.30
2.	Basic Local Service - Business	29.12
Total Monthly Service		**30.42**

Company Fees and Surcharges

3.	Federal Subscriber Line Charge	12.24
4.	911 Fee	1.75
5.	State Cost Recovery Charge	.07
6.	Federal Universal Service Fee	5.82
7.	Municipal right-of-way Fee	2.73
8.	Cost Assessment Charge	6.12
Total Company Fees and Surcharges		**28.73**

Government Fees and Taxes

9.	Federal	.00
10.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services 59.15
Amount Subject to Sales Tax: .07

News You Can Use

PREVENT DISCONNECT
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LONG DIST. PROVIDERS
Our records indicate that you have selected AT&T Enterprises, LLC or a company that resells their services as your primary local toll carrier and AT&T Enterprises, LLC or a company that resells their services as your primary long distance carrier. Please contact us if this does not agree with your records.

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DUE BY: Jul 16, 2026 **$59.15** Amount After **Jul 20, 2026** **$63.59**

AT&T

Billing Date Jun 23, 2026
Date Mailed Jun 30, 2026

Account Number **281 689-7128 296 0**
Please include your account number on your check

SPLENDORA ISD
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SPLENDORA TX 77372 - 6211

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9755 28168971282960 5000444000000 15101000000000000000000005915

News You Can Use

FEES AND SURCHARGES
AT&T collects monthly fees and surcharges to help recover its required contribution to government programs and to recover costs AT&T pays in taxes and required payments levied by federal, state, and local governments. These fees and surcharges included on your bill are periodically adjusted to align with the rates determined by the government agency that is responsible for the state or federal fund or tax and subject to change at any time without notice to you unless required by law. For more information, please contact an AT&T Service Representative at the phone number listed on the front of your bill.

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AT&T

SPLENDORA I.S.D.
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Account Number 281 689-6311 389 2
Billing Date Sep 23, 2026

Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
Get powerful connections and maximum value with our best wireless plans and fast internet options today.
Call 888-492-6701.

Bill-At-A-Glance

Previous Bill	312.40
Payment	.00
Adjustments	.00
Past Due - Please Pay Immediately	312.40
Current Charges	103.96
Total Amount Due	**$416.36**
Current Charges Due in Full by	Oct 16, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	103.96
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
Total Current Charges		103.96

Plans and Services

Monthly Service - Sep 23 thru Oct 22

Charges for 281 689-6311	
1. Monthly Charges	1.30
2. Basic Local Service - Business	29.12
Total Charges for 281 689-6311	30.42
Charges for 281 689-1842	
3. Monthly Charges	1.30
4. Basic Local Service - Business	29.12
Total Charges for 281 689-1842	30.42
Total Monthly Service	**60.84**

Company Fees and Surcharges

5. Federal Subscriber Line Charge	22.66
6. 911 Fee	3.50
7. Federal Universal Service Fee	11.42
8. Municipal right-of-way Fee	5.54
Total Company Fees and Surcharges	**43.12**

Government Fees and Taxes

9. Federal	.00
10. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services 103.96

News You Can Use

PREVENT DISCONNECT
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LONG DIST. PROVIDERS
Our records indicate that you have selected AT&T Enterprises, LLC or a company that resells their services as your primary local toll carrier and AT&T Enterprises, LLC or a company that resells their services as your primary long distance carrier. Please contact us if this does not agree with your records.

News You Can Use Summary

- PREVENT DISCONNECT
- NON-PUBLISHED BILLS
- FEES AND SURCHARGES
- LONG DIST. PROVIDERS
- PRODUCTS & SERVICES

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DUE BY: Oct 16, 2026 **$416.36** Amount After **Oct 19, 2026** **$416.36**

AT&T

Past Due Charges - $312.40 - Please Pay Immediately
Billing Date Sep 23, 2026
Date Mailed Sep 30, 2026

Account Number **281 689-6311 389 2**
Please include your account number on your check

SPLENDORA I.S.D.
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168963113892 5000000000000 151010000000312400000041636

News You Can Use

NON-PUBLISHED BILLS
This account has an active Non-Published directory listing service that is not currently billed. This service prevents your information from appearing in Directory Assistance and the White Pages. The $5.50 monthly charge will appear on your next invoice. To cancel this service, please call 800.288.2020.

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Please contact AT&T to switch back to the provider of your choice or if you believe there are any unauthorized charges on your bill. For a complete listing of Terms and Conditions, visit us at att.com/servicepublication

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SPLENDORA I.S.D.
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Account Number 281 689-6311 389 2
Billing Date Aug 23, 2026

Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
Get powerful connections and maximum value with our best wireless plans and fast internet options today.
Call 888-492-6701.

Bill-At-A-Glance

Previous Bill	208.44
Payment	.00
Adjustments	.00
Past Due - Please Pay Immediately	208.44
Current Charges	103.96
Total Amount Due	**$312.40**
Current Charges Due in Full by	Sep 16, 2026

Billing Summary

Online: **att.com/attaccount**

	Page	
Plans and Services	1	103.96

1 877 438-0041
Payment Arrangements:
1 800 924-1743
Service Changes:
1 877 438-0041
Repair Services:
1 800 247-2020

Total Current Charges 103.96

Plans and Services

Monthly Service - Aug 23 thru Sep 22

Charges for 281 689-6311

1. Monthly Charges	1.30
2. Basic Local Service - Business	29.12
Total Charges for 281 689-6311	30.42

Charges for 281 689-1842

3. Monthly Charges	1.30
4. Basic Local Service - Business	29.12
Total Charges for 281 689-1842	30.42
Total Monthly Service	**60.84**

Company Fees and Surcharges

5. Federal Subscriber Line Charge	22.66
6. 911 Fee	3.50
7. Federal Universal Service Fee	11.42
8. Municipal right-of-way Fee	5.54
Total Company Fees and Surcharges	**43.12**

Government Fees and Taxes

9. Federal	.00
10. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services 103.96

News You Can Use

PREVENT DISCONNECT
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News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

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DUE BY: Sep 16, 2026 **$312.40**

Amount After **Sep 18, 2026** **$312.40**

AT&T

Past Due Charges - $208.44 - Please Pay Immediately
Billing Date Aug 23, 2026
Date Mailed Aug 31, 2026

Account Number **281 689-6311 389 2**
Please include your account number on your check

SPLENDORA I.S.D.
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168963113892 1000000000000 15101000000020844000000031240

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23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Account Number 281 689-6311 389 2
Billing Date Jul 23, 2026

Web Site att.com

Monthly Statement

Bill-At-A-Glance

Previous Bill	105.92
Payment	.00
Adjustments	.00
Past Due - Please Pay Immediately	105.92
Current Charges	102.52
Total Amount Due	**$208.44**
Current Charges Due in Full by	Aug 17, 2026

Billing Summary

Online: **att.com/attaccount** Page

Plans and Services	1	102.52
1 877 438-0041		
Payment Arrangements:		
1 800 924-1743		
Service Changes:		
1 877 438-0041		
Repair Services:		
1 800 247-2020		
Total Current Charges		102.52

Plans and Services

Monthly Service - Jul 23 thru Aug 22

Charges for 281 689-6311

1. Monthly Charges	1.30
2. Basic Local Service - Business	29.12
Total Charges for 281 689-6311	30.42

Charges for 281 689-1842

3. Monthly Charges	1.30
4. Basic Local Service - Business	29.12
Total Charges for 281 689-1842	30.42
Total Monthly Service	**60.84**

Additions and Changes to Service

This section of your bill reflects charges and credits resulting from account activity.

Item No.	Description	Quantity	Monthly Rate	Amount Billed
Activity on Jul 2, 2026				
(Monthly Charges are Prorated from Jul 2, 2026 through Jul 22, 2026)				
5.	Federal Universal Service Fee	1		.08CR
6.	Federal Subscriber Line Charge	1		.64CR
7.	Federal Universal Service Fee	1		.08CR
8.	Federal Subscriber Line Charge	1		.64CR
Total Additions and Changes to Service				**1.44CR**

Company Fees and Surcharges

9. Federal Subscriber Line Charge	22.66
10. 911 Fee	3.50
11. Federal Universal Service Fee	11.42
12. Municipal right-of-way Fee	5.54
Total Company Fees and Surcharges	**43.12**

Government Fees and Taxes

13. Federal	.00
14. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services 102.52

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

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DUE BY: Aug 17, 2026 **$208.44** Amount After **Aug 19, 2026** **$208.44**

Past Due Charges - $105.92 - Please Pay Immediately
Billing Date Jul 23, 2026
Date Mailed Jul 30, 2026

Account Number **281 689-6311 389 2**
Please include your account number on your check

SPLENDORA I.S.D.
23419 FM 2090 RD
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Make check payable to:

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9755 28168963113892 8000000000000 151010000000105920000020844

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LONG DIST. PROVIDERS
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AT&T

SPLENDORA I.S.D.
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Account Number 281 689-6311 389 2
Billing Date Jun 23, 2026

Web Site att.com

Monthly Statement

Connect to value
Powerful connections with savings that last are just the beginning. Check out our best wireless plans and hyper-fast internet options today, call 888-492-6701.

Bill-At-A-Glance

Previous Bill	105.92
Payment Received 6-20 Thank you!	105.92CR
Adjustments	.00
Balance	.00
Current Charges	105.92
Total Amount Due	**$105.92**
Amount Due in Full By	Jul 16, 2026

Billing Summary

Online: **att.com/attaccount**

	Page	
Plans and Services	1	105.92
1 877 438-0041		
Payment Arrangements:		
1 800 924-1743		
Service Changes:		
1 877 438-0041		
Repair Services:		
1 800 247-2020		
Total Current Charges		105.92

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Plans and Services

Monthly Service - Jun 23 thru Jul 22

Charges for 281 689-6311

1. Monthly Charges	1.30
2. Basic Local Service - Business	29.12
Total Charges for 281 689-6311	30.42

Charges for 281 689-1842

3. Monthly Charges	1.30
4. Basic Local Service - Business	29.12
Total Charges for 281 689-1842	30.42
Total Monthly Service	**60.84**

Company Fees and Surcharges

5. Federal Subscriber Line Charge	24.48
6. 911 Fee	3.50
7. Federal Universal Service Fee	11.64
8. Municipal right-of-way Fee	5.46
Total Company Fees and Surcharges	**45.08**

Government Fees and Taxes

9. Federal	.00
10. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services 105.92

News You Can Use

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DUE BY: Jul 16, 2026 **$105.92** Amount After **Jul 20, 2026** **$105.92**

AT&T

Billing Date Jun 23, 2026
Date Mailed Jun 30, 2026

Account Number **281 689-6311 389 2**
Please include your account number on your check

SPLENDORA I.S.D.
23419 FM 2090 RD
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Make check payable to:

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CAROL STREAM IL 60197-5001

9755 28168963113892 2000000000000 15101000000000000000000010592

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AT&T

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Account Number 281 689-2098 022 7
Billing Date Sep 23, 2026
Web Site att.com

Monthly Statement

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Bill-At-A-Glance

Previous Bill	486.53
Payment	.00
Adjustments	11.56
Past Due - Please Pay Immediately	498.09
Current Charges	154.19
Total Amount Due	**$652.28**
Current Charges Due in Full by	Oct 16, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	154.19
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
Total Current Charges		154.19

News You Can Use Summary

- PREVENT DISCONNECT
- NON-PUBLISHED BILLS
- FEES AND SURCHARGES
- LONG DIST. PROVIDERS
- PRODUCTS & SERVICES

See "News You Can Use" for additional information

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	9-23	Late payment charge on unpaid balance	11.56	

Plans and Services

Monthly Service - Sep 23 thru Oct 22

Charges for 281 689-2098	
2. Basic Local Service - Business	.00
3. Basic Local Service - Business	29.12
4. Touchtone	1.30
Total Charges for 281 689-2098	30.42
Charges for 281 689-2193	
5. Basic Local Service - Business	.00
6. Basic Local Service - Business	29.12
7. Touchtone	1.30
Total Charges for 281 689-2193	30.42
Charges for 281 689-2401	
8. Basic Local Service - Business	.00
9. Basic Local Service - Business	29.12
10. Touchtone	1.30
Total Charges for 281 689-2401	30.42
Total Monthly Service	**91.26**

Company Fees and Surcharges

11. Federal Subscriber Line Charge	33.99
12. 911 Fee	3.50
13. Federal Universal Service Fee	17.13
14. Municipal right-of-way Fee	8.31
Total Company Fees and Surcharges	**62.93**

Government Fees and Taxes

15. Federal	.00
16. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services 154.19

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DUE BY: Oct 16, 2026 **$652.28** Amount After **Oct 19, 2026** **$663.84**

AT&T

Past Due Charges - $498.09 - Please Pay Immediately
Billing Date Sep 23, 2026
Date Mailed Sep 30, 2026

Account Number **281 689-2098 022 7**
Please include your account number on your check

SPLENDORA ISD
HIGH SCHOOL
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

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CAROL STREAM IL 60197-5001

9755 28168920980227 50011560000000 15101000000049809000000652284

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This account has an active Non-Published directory listing service that is not currently billed. This service prevents your information from appearing in Directory Assistance and the White Pages. The $5.50 monthly charge will appear on your next invoice. To cancel this service, please call 800.288.2020.

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23419 FM 2090 RD
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Account Number 281 689-2098 022 7
Billing Date Aug 23, 2026

Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
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Bill-At-A-Glance

Previous Bill	320.94
Payment	.00
Adjustments	11.40
Past Due - Please Pay Immediately	332.34
Current Charges	154.19
Total Amount Due	**$486.53**
Current Charges Due in Full by	Sep 16, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	154.19
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
Total Current Charges		**154.19**

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	8-23	Late payment charge on unpaid balance	11.40	

Plans and Services

Monthly Service - Aug 23 thru Sep 22

Charges for 281 689-2098	
2. Basic Local Service - Business	.00
3. Basic Local Service - Business	29.12
4. Touchtone	1.30
Total Charges for 281 689-2098	30.42
Charges for 281 689-2193	
5. Basic Local Service - Business	.00
6. Basic Local Service - Business	29.12
7. Touchtone	1.30
Total Charges for 281 689-2193	30.42
Charges for 281 689-2401	
8. Basic Local Service - Business	.00
9. Basic Local Service - Business	29.12
10. Touchtone	1.30
Total Charges for 281 689-2401	30.42
Total Monthly Service	**91.26**

Company Fees and Surcharges

11. Federal Subscriber Line Charge	33.99
12. 911 Fee	3.50
13. Federal Universal Service Fee	17.13
14. Municipal right-of-way Fee	8.31
Total Company Fees and Surcharges	**62.93**

Government Fees and Taxes

15. Federal	.00
16. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services **154.19**

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

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DUE BY: Sep 16, 2026 **$486.53** Amount After **Sep 18, 2026** **$498.09**

AT&T

Past Due Charges - $332.34 - Please Pay Immediately
Billing Date Aug 23, 2026
Date Mailed Aug 31, 2026

Account Number **281 689-2098 022 7**
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SPLENDORA TX 77372 - 6211

Account Number 281 689-2098 022 7
Billing Date Jul 23, 2026

Web Site att.com

Monthly Statement

Bill-At-A-Glance

Previous Bill	157.13
Payment	.00
Adjustments	11.78
Past Due - Please Pay Immediately	168.91
Current Charges	152.03
Total Amount Due	**$320.94**
Current Charges Due in Full by	Aug 17, 2026

Billing Summary

Online: **att.com/attaccount**

	Page	
Plans and Services	1	152.03
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
Total Current Charges		152.03

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	7-23	Late payment charge on unpaid balance	11.78	

Plans and Services

Monthly Service - Jul 23 thru Aug 22

Charges for 281 689-2098	
2. Basic Local Service - Business	.00
3. Basic Local Service - Business	29.12
4. Touchtone	1.30
Total Charges for 281 689-2098	30.42
Charges for 281 689-2193	
5. Basic Local Service - Business	00
6. Basic Local Service - Business	29.12
7. Touchtone	1.30
Total Charges for 281 689-2193	30.42
Charges for 281 689-2401	
8. Basic Local Service - Business	.00
9. Basic Local Service - Business	29.12
10. Touchtone	1.30
Total Charges for 281 689-2401	30.42
Total Monthly Service	**91.26**

Additions and Changes to Service

This section of your bill reflects charges and credits resulting from account activity.

Item No.	Description	Quantity	Monthly Rate	Amount Billed
Activity on Jul 2, 2026				
(Monthly Charges are Prorated from Jul 2, 2026 through Jul 22, 2026)				
11.	Federal Universal Service Fee	1		.08CR
12	Federal Subscriber Line Charge	1		.64CR
13.	Federal Universal Service Fee	1		.08CR
14	Federal Subscriber Line Charge	1		.64CR
15.	Federal Universal Service Fee	1		.08CR
16.	Federal Subscriber Line Charge	1		.64CR
Total Additions and Changes to Service				**2.16CR**

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DUE BY: Aug 17, 2026 **$320.94**

Amount After **Aug 19, 2026** **$332.34**

AT&T

Past Due Charges - $168.91 - Please Pay Immediately
Billing Date Jul 23, 2026
Date Mailed Jul 30, 2026

Account Number **281 689-2098 022 7**
Please include your account number on your check

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CAROL STREAM IL 60197-5001

9755 28168920980227 3001140000000 151010000000168910000032094

Plans and Services

Company Fees and Surcharges

1.	Federal Subscriber Line Charge	33.99
2.	911 Fee	3.50
3.	Federal Universal Service Fee	17.13
4.	Municipal right-of-way Fee	8.31
Total Company Fees and Surcharges		**62.93**

Government Fees and Taxes

5.	Federal	.00
6.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services **152.03**

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AT&T

SPLENDORA ISD
HIGH SCHOOL
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Account Number 281 689-2098 022 7
Billing Date Jun 23, 2026

Web Site att.com

Monthly Statement

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Powerful connections with savings that last are just the beginning. Check out our best wireless plans and hyper-fast internet options today, call 888-492-6701.

Bill-At-A-Glance

Previous Bill	157.13
Payment Received 6-20 Thank you!	157.13CR
Adjustments	.00
Balance	.00
Current Charges	157.13
Total Amount Due	**$157.13**
Amount Due in Full By	Jul 16, 2026

Billing Summary

Online: **att.com/attaccount** Page

Plans and Services	1	157.13
1 877 438-0041		
Payment Arrangements:		
1 800 924-1743		
Service Changes:		
1 877 438-0041		
Repair Services:		
1 800 247-2020		
Total Current Charges		157.13

Plans and Services

Monthly Service - Jun 23 thru Jul 22

Charges for 281 689-2098

1. Basic Local Service - Business	.00
2. Basic Local Service - Business	29.12
3. Touchtone	1.30
Total Charges for 281 689-2098	30.42

Charges for 281 689-2193

4. Basic Local Service - Business	.00
5. Basic Local Service - Business	29.12
6. Touchtone	1.30
Total Charges for 281 689-2193	30.42

Charges for 281 689-2401

7. Basic Local Service - Business	.00
8. Basic Local Service - Business	29.12
9. Touchtone	1.30
Total Charges for 281 689-2401	30.42
Total Monthly Service	**91.26**

Company Fees and Surcharges

10. Federal Subscriber Line Charge	36.72
11. 911 Fee	3.50
12. Federal Universal Service Fee	17.46
13. Municipal right-of-way Fee	8.19
Total Company Fees and Surcharges	**65.87**

Government Fees and Taxes

14. Federal	.00
15. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services 157.13

News You Can Use

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Thank you for being a valued customer. Please be aware that all charges must be paid each month to keep your account current and prevent collection activities. We are required to inform you that certain charges such as your telephone line, and fees and surcharges MUST be paid in order to prevent interruption of basic local service. These charges are already included in the Total Amount Due and are $157.13 . Also, neglecting payment for other charges, such as long distance, voice mail, InLine®, wireless, and Internet may result in those services being interrupted.

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Local Services provided by AT&T Arkansas, AT&T Kansas, AT&T Missouri, AT&T Oklahoma, or AT&T Texas based upon the service address location.

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DUE BY: Jul 16, 2026 **$157.13** Amount After **Jul 20, 2026** **$168.91**

AT&T

Billing Date Jun 23, 2026
Date Mailed Jun 30, 2026

Account Number **281 689-2098 022 7**
Please include your account number on your check

SPLENDORA ISD
HIGH SCHOOL
23419 FM 2090 RD
SPLENDORA TX 77372 - 621'

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168920980227 1001178000000 151010000000000000000015713

News You Can Use

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AT&T

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Account Number 281 689-5198 389 2
Billing Date Sep 23, 2026
Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
Get powerful connections and maximum value with our best wireless plans and fast internet options today.
Call 888-492-6701.

Bill-At-A-Glance

Previous Bill	312.40
Payment	.00
Adjustments	.00
Past Due - Please Pay Immediately	312.40
Current Charges	103.96
Total Amount Due	**$416.36**
Current Charges Due in Full by	Oct 16, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	103.96
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
Total Current Charges		103.96

News You Can Use Summary

- PREVENT DISCONNECT
- NON-PUBLISHED BILLS
- FEES AND SURCHARGES
- LONG DIST. PROVIDERS
- PRODUCTS & SERVICES

See "News You Can Use" for additional information

Plans and Services

Monthly Service - Sep 23 thru Oct 22

Charges for 281 689-5198

1. Monthly Charges	1.30
2. Basic Local Service - Business	29.12
Total Charges for 281 689-5198	30.42

Charges for 281 689-8675

3. Monthly Charges	1.30
4. Basic Local Service - Business	29.12
Total Charges for 281 689-8675	30.42
Total Monthly Service	**60.84**

Company Fees and Surcharges

5. Federal Subscriber Line Charge	22.66
6. 911 Fee	3.50
7. Federal Universal Service Fee	11.42
8. Municipal right-of-way Fee	5.54
Total Company Fees and Surcharges	**43.12**

Government Fees and Taxes

9. Federal	.00
10. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services 103.96

News You Can Use

PREVENT DISCONNECT
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Manage your account at att.com

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DUE BY: Oct 16, 2026 **$416.36** Amount After **Oct 19, 2026** **$416.36**

AT&T

Past Due Charges - $312.40 - Please Pay Immediately
Billing Date Sep 23, 2026
Date Mailed Sep 30, 2026

Account Number **281 689-5198 389 2**
Please include your account number on your check

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168951983892 7000000000000 151010000000312400000041636

News You Can Use

NON-PUBLISHED BILLS
This account has an active Non-Published directory listing service that is not currently billed. This service prevents your information from appearing in Directory Assistance and the White Pages. The $5.50 monthly charge will appear on your next invoice. To cancel this service, please call 800.288.2020.

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SPLENDORA TX 77372-6211

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Account Number 281 689-5198 389 2
Billing Date Aug 23, 2026

Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
Get powerful connections and maximum value with our best wireless plans and fast internet options today.
Call 888-492-6701.

Bill-At-A-Glance

Previous Bill	208.44
Payment	.00
Adjustments	.00
Past Due - Please Pay Immediately	208.44
Current Charges	103.96
Total Amount Due	**$312.40**
Current Charges Due in Full by	Sep 16, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	103.96
1 877 438-0041		
Payment Arrangements:		
1 800 924-1743		
Service Changes:		
1 877 438-0041		
Repair Services:		
1 800 247-2020		
Total Current Charges		103.96

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Plans and Services

Monthly Service - Aug 23 thru Sep 22

Charges for 281 689-5198

1. Monthly Charges	1.30
2. Basic Local Service - Business	29.12
Total Charges for 281 689-5198	30.42

Charges for 281 689-8675

3. Monthly Charges	1.30
4. Basic Local Service - Business	29.12
Total Charges for 281 689-8675	30.42
Total Monthly Service	**60.84**

Company Fees and Surcharges

5. Federal Subscriber Line Charge	22.66
6. 911 Fee	3.50
7. Federal Universal Service Fee	11.42
8. Municipal right-of-way Fee	5.54
Total Company Fees and Surcharges	**43.12**

Government Fees and Taxes

9. Federal	.00
10. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services 103.96

News You Can Use

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DUE BY: Sep 16, 2026 **$312.40** Amount After **Sep 18, 2026** **$312.40**

Past Due Charges - $208.44 - Please Pay Immediately
Billing Date Aug 23, 2026
Date Mailed Aug 31, 2026

Account Number **281 689-5198 389 2**
Please include your account number on your check

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168951983892 3000000000000 151010000000208440000031240

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23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Account Number 281 689-5198 389 2
Billing Date Jul 23, 2026

Web Site att.com

AT&T

Monthly Statement

Bill-At-A-Glance

Previous Bill	105.92
Payment	.00
Adjustments	.00
Past Due - Please Pay Immediately	105.92
Current Charges	102.52
Total Amount Due	**$208.44**
Current Charges Due in Full by	Aug 17, 2026

Billing Summary

Online: **att.com/attaccount**

	Page	
Plans and Services	1	102.52
1 877 438-0041		
Payment Arrangements:		
1 800 924-1743		
Service Changes:		
1 877 438-0041		
Repair Services:		
1 800 247-2020		
Total Current Charges		102.52

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Plans and Services

Monthly Service - Jul 23 thru Aug 22

Charges for 281 689-5198

1.	Monthly Charges	1.30
2.	Basic Local Service - Business	29.12
Total Charges for 281 689-5198		30.42

Charges for 281 689-8675

3.	Monthly Charges	1.30
4.	Basic Local Service - Business	29.12
Total Charges for 281 689-8675		30.42
Total Monthly Service		**60.84**

Additions and Changes to Service

This section of your bill reflects charges and credits resulting from account activity.

Item No.	Description	Quantity	Monthly Rate	Amount Billed
Activity on Jul 2, 2026				
(Monthly Charges are Prorated from Jul 2, 2026 through Jul 22, 2026)				
5.	Federal Universal Service Fee	1		.08CR
6.	Federal Subscriber Line Charge	1		.64CR
7.	Federal Universal Service Fee	1		.08CR
8.	Federal Subscriber Line Charge	1		.64CR
Total Additions and Changes to Service				**1.44CR**

Company Fees and Surcharges

9.	Federal Subscriber Line Charge	22.66
10.	911 Fee	3.50
11.	Federal Universal Service Fee	11.42
12.	Municipal right-of-way Fee	5.54
Total Company Fees and Surcharges		**43.12**

Government Fees and Taxes

13.	Federal	.00
14.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services 102.52

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DUE BY: Aug 17, 2026 **$208.44** Amount After **Aug 19, 2026** **$208.44**

AT&T

Past Due Charges - $105.92 - Please Pay Immediately
Billing Date Jul 23, 2026
Date Mailed Jul 30, 2026

Account Number **281 689-5198 389 2**
Please include your account number on your check

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168951983892 0000000000000 151010000000105920000020844

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SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Page 1 of 2
Account Number 281 689-5198 389 2
Billing Date Jun 23, 2026

Web Site att.com

Monthly Statement

Connect to value
Powerful connections with savings that last are just the beginning. Check out our best wireless plans and hyper-fast internet options today, call 888-492-6701.

Bill-At-A-Glance

Previous Bill	105.92
Payment Received 6-20 Thank you!	105.92CR
Adjustments	.00
Balance	.00
Current Charges	105.92
Total Amount Due	**$105.92**
Amount Due in Full By	Jul 16, 2026

Billing Summary

Online: **att.com/attaccount**

	Page	
Plans and Services	1	105.92
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
Total Current Charges		105.92

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Plans and Services

Monthly Service - Jun 23 thru Jul 22

Charges for 281 689-5198

1. Monthly Charges	1.30
2. Basic Local Service - Business	29.12
Total Charges for 281 689-5198	30.42

Charges for 281 689-8675

3. Monthly Charges	1.30
4. Basic Local Service - Business	29.12
Total Charges for 281 689-8675	30.42
Total Monthly Service	**60.84**

Company Fees and Surcharges

5. Federal Subscriber Line Charge	24.48
6. 911 Fee	3.50
7. Federal Universal Service Fee	11.64
8. Municipal right-of-way Fee	5.46
Total Company Fees and Surcharges	**45.08**

Government Fees and Taxes

9. Federal	.00
10. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services 105.92

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DUE BY: Jul 16, 2026 **$105.92** Amount After **Jul 20, 2026** **$105.92**

AT&T

Billing Date Jun 23, 2026
Date Mailed Jun 30, 2026

Account Number **281 689-5198 389 2**
Please include your account number on your check

SPLENDORA ISD
23419 FM 2090 RD
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PO BOX 5001
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9755 28168951983892 4000000000000 151010000000000000000010592

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SPLENDORA ISD
PINEYWOODS
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Account Number 281 689-7975 926 6
Billing Date Sep 23, 2026
Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
Get powerful connections and maximum value with our best wireless plans and fast internet options today.
Call 888-492-6701.

Bill-At-A-Glance

Previous Bill	468.60
Payment	.00
Adjustments	.00
Past Due - Please Pay Immediately	468.60
Current Charges	155.94
Total Amount Due	**$624.54**
Current Charges Due in Full by	Oct 16, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	155.94
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
Total Current Charges		155.94

News You Can Use Summary

- PREVENT DISCONNECT
- NON-PUBLISHED BILLS
- FEES AND SURCHARGES
- LONG DIST. PROVIDERS
- PRODUCTS & SERVICES

See "News You Can Use" for additional information

Plans and Services

Monthly Service - Sep 23 thru Oct 22

Charges for 281 689-7975

1. Monthly Charges	1.30
2. Basic Local Service - Business	29.12
Total Charges for 281 689-7975	30.42

Charges for 281 689-0949

3. Monthly Charges	1.30
4. Basic Local Service - Business	29.12
Total Charges for 281 689-0949	30.42

Charges for 281 689-5246

5. Monthly Charges	1.30
6. Basic Local Service - Business	29.12
Total Charges for 281 689-5246	30.42
Total Monthly Service	**91.26**

Company Fees and Surcharges

7. Federal Subscriber Line Charge	33.99
8. 911 Fee	5.25
9. Federal Universal Service Fee	17.13
10. Municipal right-of-way Fee	8.31
Total Company Fees and Surcharges	**64.68**

Government Fees and Taxes

11. Federal	.00
12. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services 155.94

News You Can Use

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DUE BY: Oct 16, 2026 **$624.54** Amount After **Oct 19, 2026** **$624.54**

Past Due Charges - $468.60 - Please Pay Immediately
Billing Date Sep 23, 2026
Date Mailed Sep 30, 2026

Account Number **281 689-7975 926 6**
Please include your account number on your check

SPLENDORA ISD
PINEYWOODS
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168979759266 6000000000000 151010000000468600000062454

News You Can Use

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Our records indicate that you have selected AT&T Enterprises, LLC or a company that resells their services as your primary local toll carrier and AT&T Enterprises, LLC or a company that resells their services as your primary long distance carrier. Please contact us if this does not agree with your records.

NON-PUBLISHED BILLS
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AT&T

SPLENDORA ISD
PINEYWOODS
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Account Number 281 689-7975 926 6
Billing Date Aug 23, 2026

Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
Get powerful connections and maximum value with our best wireless plans and fast internet options today.
Call 888-492-6701.

Bill-At-A-Glance

Previous Bill	312.66
Payment	.00
Adjustments	.00
Past Due - Please Pay Immediately	312.66
Current Charges	155.94
Total Amount Due	**$468.60**
Current Charges Due in Full by	Sep 16, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	155.94
1 877 438-0041		
Payment Arrangements:		
1 800 924-1743		
Service Changes:		
1 877 438-0041		
Repair Services:		
1 800 247-2020		
Total Current Charges		155.94

Plans and Services

Monthly Service - Aug 23 thru Sep 22

Charges for 281 689-7975	
1. Monthly Charges	1.30
2. Basic Local Service - Business	29.12
Total Charges for 281 689-7975	30.42
Charges for 281 689-0949	
3. Monthly Charges	1.30
4. Basic Local Service - Business	29.12
Total Charges for 281 689-0949	30.42
Charges for 281 689-5246	
5. Monthly Charges	1.30
6. Basic Local Service - Business	29.12
Total Charges for 281 689-5246	30.42
Total Monthly Service	**91.26**

Company Fees and Surcharges

7. Federal Subscriber Line Charge	33.99
8. 911 Fee	5.25
9. Federal Universal Service Fee	17.13
10. Municipal right-of-way Fee	8.31
Total Company Fees and Surcharges	**64.68**

Government Fees and Taxes

11. Federal	.00
12. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services 155.94

News You Can Use

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Thank you for being a valued customer. Please be aware that all charges must be paid each month to keep your account current and prevent collection activities. We are required to inform you that certain charges such as your telephone line, and fees and surcharges MUST be paid in order to prevent interruption of basic local service. These charges are already included in the Total Amount Due and are $468.60 . Also, neglecting payment for other charges, such as long distance, voice mail, InLine®, wireless, and Internet may result in those services being interrupted.

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Local Services provided by AT&T Arkansas, AT&T Kansas, AT&T Missouri, AT&T Oklahoma, or AT&T Texas based upon the service address location.

Manage your account at att.com

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DUE BY: Sep 16, 2026 **$468.60** Amount After **Sep 18, 2026** **$468.60**

AT&T

Past Due Charges - $312.66 - Please Pay Immediately
Billing Date Aug 23, 2026
Date Mailed Aug 31, 2026

Account Number **281 689-7975 926 6**
Please include your account number on your check

SPLENDORA ISD
PINEYWOODS
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

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PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168979759266 7000000000000 151010000000312660000046860

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Terms and Conditions

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AT&T

SPLENDORA ISD
PINEYWOODS
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Account Number 281 689-7975 926 6
Billing Date Jul 23, 2026

Web Site att.com

Monthly Statement

Bill-At-A-Glance

Previous Bill	158.88
Payment	.00
Adjustments	.00
Past Due - Please Pay Immediately	158.88
Current Charges	153.78
Total Amount Due	**$312.66**
Current Charges Due in Full by	Aug 17, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	153.78
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
Total Current Charges		153.78

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Plans and Services

Monthly Service - Jul 23 thru Aug 22

Charges for 281 689-7975

1. Monthly Charges	1.30
2. Basic Local Service - Business	29.12
Total Charges for 281 689-7975	30.42

Charges for 281 689-0949

3. Monthly Charges	1.30
4. Basic Local Service - Business	29.12
Total Charges for 281 689-0949	30.42

Charges for 281 689-5246

5. Monthly Charges	1.30
6. Basic Local Service - Business	29.12
Total Charges for 281 689-5246	30.42
Total Monthly Service	**91.26**

Additions and Changes to Service

This section of your bill reflects charges and credits resulting from account activity.

Item No.	Description	Quantity	Monthly Rate	Amount Billed
Activity on Jul 2, 2026				
(Monthly Charges are Prorated from Jul 2, 2026 through Jul 22, 2026)				
7.	Federal Universal Service Fee	1		.08CR
8.	Federal Subscriber Line Charge	1		.64CR
9.	Federal Universal Service Fee	1		.08CR
10.	Federal Subscriber Line Charge	1		.64CR
11.	Federal Universal Service Fee	1		.08CR
12.	Federal Subscriber Line Charge	1		.64CR
Total Additions and Changes to Service				**2.16CR**

Company Fees and Surcharges

13. Federal Subscriber Line Charge	33.99
14. 911 Fee	5.25
15. Federal Universal Service Fee	17.13
16. Municipal right-of-way Fee	8.31
Total Company Fees and Surcharges	**64.68**

Government Fees and Taxes

17. Federal	.00
18. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services 153.78

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DUE BY: Aug 17, 2026 **$312.66** Amount After **Aug 19, 2026** **$312.66**

AT&T

Past Due Charges - $158.88 - Please Pay Immediately
Billing Date Jul 23, 2026
Date Mailed Jul 30, 2026

Account Number **281 689-7975 926 6**
Please include your account number on your check

SPLENDORA ISD
PINEYWOODS
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 2816897975926 5000000000000 1510100000001588800000031266

News You Can Use

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AT&T

SPLENDORA ISD
PINEYWOODS
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Account Number 281 689-7975 926 6
Billing Date Jun 23, 2026

Web Site att.com

Monthly Statement

Connect to value
Powerful connections with savings that last are just the beginning. Check out our best wireless plans and hyper-fast internet options today, call 888-492-6701.

Bill-At-A-Glance

Previous Bill	158.88
Payment Received 6-20 Thank you!	158.88CR
Adjustments	.00
Balance	.00
Current Charges	158.88
Total Amount Due	**$158.88**
Amount Due in Full By	Jul 16, 2026

Billing Summary

Online: **att.com/attaccount** Page

Plans and Services	1	158.88
1 877 438-0041		
Payment Arrangements:		
1 800 924-1743		
Service Changes:		
1 877 438-0041		
Repair Services:		
1 800 247-2020		
Total Current Charges		158.88

Plans and Services

Monthly Service - Jun 23 thru Jul 22

Charges for 281 689-7975	
1. Monthly Charges	1.30
2. Basic Local Service - Business	29.12
Total Charges for 281 689-7975	30.42
Charges for 281 689-0949	
3. Monthly Charges	1.30
4. Basic Local Service - Business	29.12
Total Charges for 281 689-0949	30.42
Charges for 281 689-5246	
5. Monthly Charges	1.30
6. Basic Local Service - Business	29.12
Total Charges for 281 689-5246	30.42
Total Monthly Service	**91.26**

Company Fees and Surcharges

7. Federal Subscriber Line Charge	36.72
8. 911 Fee	5.25
9. Federal Universal Service Fee	17.46
10. Municipal right-of-way Fee	8.19
Total Company Fees and Surcharges	**67.62**

Government Fees and Taxes

11. Federal	.00
12. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services 158.88

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PREVENT DISCONNECT
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News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

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DUE BY: Jul 16, 2026 **$158.88** Amount After **Jul 20, 2026** **$158.88**

AT&T

Billing Date Jun 23, 2026
Date Mailed Jun 30, 2026

Account Number **281 689-7975 926 6**
Please include your account number on your check

SPLENDORA ISD
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23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

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CAROL STREAM IL 60197-5001

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23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Account Number 281 689-9330 587 2
Billing Date Sep 23, 2026
Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
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Call 888-492-6701.

Bill-At-A-Glance

Previous Bill	195.36
Payment	.00
Adjustments	4.64
Past Due - Please Pay Immediately	200.00
Current Charges	61.93
Total Amount Due	**$261.93**
Current Charges Due in Full by	Oct 16, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	61.93
1 877 438-0041		
Payment Arrangements:		
1 800 924-1743		
Service Changes:		
1 877 438-0041		
Repair Services:		
1 800 247-2020		
Total Current Charges		61.93

News You Can Use Summary

- PREVENT DISCONNECT
- NON-PUBLISHED BILLS
- FEES AND SURCHARGES
- LONG DIST. PROVIDERS
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG

See "News You Can Use" for additional information

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	9-23	Late payment charge on unpaid balance	4.64	

Plans and Services

Monthly Service - Sep 23 thru Oct 22

2.	Monthly Charges	5.06
3.	Basic Local Service - Business	29.12
Total Monthly Service		**34.18**

Company Fees and Surcharges

4.	Federal Subscriber Line Charge	11.33
5.	911 Fee	1.75
6.	State Cost Recovery Charge	.07
7.	Federal Universal Service Fee	5.71
8.	Municipal right-of-way Fee	2.77
9.	Cost Assessment Charge	6.12
Total Company Fees and Surcharges		**27.75**

Government Fees and Taxes

10.	Federal	.00
11.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services 61.93
Amount Subject to Sales Tax: .07

News You Can Use

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DUE BY: Oct 16, 2026 **$261.93** Amount After **Oct 19, 2026** **$266.57**

AT&T

Past Due Charges - $200.00 - Please Pay Immediately
Billing Date Sep 23, 2026
Date Mailed Sep 30, 2026

Account Number **281 689-9330 587 2**
Please include your account number on your check

SPLENDORA ISD
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23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

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PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168993305872 40004640000000 15101000000020000000000026193

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This account has an active Non-Published directory listing service that is not currently billed. This service prevents your information from appearing in Directory Assistance and the White Pages. The $5.50 monthly charge will appear on your next invoice. To cancel this service, please call 800.288.2020.

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COST ASSESSMENT CHRG
AT&T charges you this monthly per line amount to recover its ongoing costs incurred for property taxes and supporting the administration of local number portability, a government program that enables customers to retain their telephone number when changing service providers. This fee is not a tax or charge that the government requires AT&T to collect from its customers.

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LATE PAYMENT INFORMATION
A late payment charge of 7.5%, calculated monthly, will be assessed if your payment is not received by the date shown on the remit stub next to "Amount After".

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AT&T

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Page 1 of 2
Account Number 281 689-9330 587 2
Billing Date Aug 23, 2026
Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
Get powerful connections and maximum value with our best wireless plans and fast internet options today.
Call 888-492-6701.

Bill-At-A-Glance

Previous Bill	128.84
Payment	.00
Adjustments	4.59
Past Due - Please Pay Immediately	133.43
Current Charges	61.93
Total Amount Due	**$195.36**
Current Charges Due in Full by	Sep 16, 2026

Billing Summary

Online: **att.com/attaccount**

	Page	
Plans and Services	1	61.93
1 877 438-0041		
Payment Arrangements:		
1 800 924-1743		
Service Changes:		
1 877 438-0041		
Repair Services:		
1 800 247-2020		
Total Current Charges		61.93

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	8-23	Late payment charge on unpaid balance	4.59	

Plans and Services

Monthly Service - Aug 23 thru Sep 22

2.	Monthly Charges	5.06
3.	Basic Local Service - Business	29.12
Total Monthly Service		**34.18**

Company Fees and Surcharges

4.	Federal Subscriber Line Charge	11.33
5.	911 Fee	1.75
6.	State Cost Recovery Charge	.07
7.	Federal Universal Service Fee	5.71
8.	Municipal right-of-way Fee	2.77
9.	Cost Assessment Charge	6.12
Total Company Fees and Surcharges		**27.75**

Government Fees and Taxes

10.	Federal	.00
11.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services 61.93
Amount Subject to Sales Tax: .07

News You Can Use

PREVENT DISCONNECT
Thank you for being a valued customer. Please be aware that all charges must be paid each month to keep your account current and prevent collection activities. We are required to inform you that certain charges such as your telephone line, and fees and surcharges MUST be paid in order to prevent interruption of basic local service. These charges are already included in the Total Amount Due and are $195.36 . Also, neglecting payment for other charges, such as long distance, voice mail, InLine®, wireless, and Internet may result in those services being interrupted.

Local Services provided by AT&T Arkansas, AT&T Kansas, AT&T Missouri, AT&T Oklahoma, or AT&T Texas based upon the service address location.

Manage your account at att.com

Return bottom portion with your check in the enclosed envelope.

Printed on Recyclable Paper

DUE BY: Sep 16, 2026 **$195.36** Amount After **Sep 18, 2026** **$200.00**

AT&T

Past Due Charges - $133.43 - Please Pay Immediately
Billing Date Aug 23, 2026
Date Mailed Aug 31, 2026

Account Number **281 689-9330 587 2**
Please include your account number on your check

SPLENDORA ISD
DES ADMINISTRATION BLDG
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168993305872 4000464000000 151010000000133430000019536

News You Can Use

LONG DIST. PROVIDERS
Our records indicate that you have selected AT&T Enterprises, LLC or a company that resells their services as your primary local toll carrier and AT&T Enterprises, LLC or a company that resells their services as your primary long distance carrier. Please contact us if this does not agree with your records.

PRODUCTS & SERVICES
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FEES AND SURCHARGES
AT&T collects monthly fees and surcharges to help recover its required contribution to government programs and to recover costs AT&T pays in taxes and required payments levied by federal, state, and local governments. These fees and surcharges included on your bill are periodically adjusted to align with the rates determined by the government agency that is responsible for the state or federal fund or tax and subject to change at any time without notice to you unless required by law. For more information, please contact an AT&T Service Representative at the phone number listed on the front of your bill.

COST ASSESSMENT CHRG
AT&T charges you this monthly per line amount to recover its ongoing costs incurred for property taxes and supporting the administration of local number portability, a government program that enables customers to retain their telephone number when changing service providers. This fee is not a tax or charge that the government requires AT&T to collect from its customers.

Terms and Conditions

PROVIDER QUESTIONS
You may contact the Public Utility Commission of Texas, Office of Customer Protection, P.O. Box 13326, Austin, TX 78711-3326, 1-512-936-7120 or toll-free in Texas at 1-888-782-8477 or by e-mail at customer@puc.state.tx.us if you believe the local or long distance telephone provider on your bill are not correct or if there are unauthorized charges on your bill. Hearing and speech impaired customers with text telephones (TTY) may call 1-512-936-7136. When corresponding by mail, include your complaint and copies of the phone bills.

Please contact AT&T to switch back to the provider of your choice or if you believe there are any unauthorized charges on your bill. For a complete listing of Terms and Conditions, visit us at att.com/servicepublication

LATE PAYMENT INFORMATION
A late payment charge of 7.5%, calculated monthly, will be assessed if your payment is not received by the date shown on the remit stub next to "Amount After".

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AT&T

SPLENDORA ISD
DES ADMINISTRATION BLDG
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Account Number 281 689-9330 587 2
Billing Date Jul 23, 2026

Web Site att.com

Monthly Statement

Bill-At-A-Glance

Previous Bill	62.91
Payment	.00
Adjustments	4.72
Past Due - Please Pay Immediately	67.63
Current Charges	61.21
Total Amount Due	**$128.84**
Current Charges Due in Full by	Aug 17, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	61.21
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
Total Current Charges		61.21

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	7-23	Late payment charge on unpaid balance	4.72	

Plans and Services

Monthly Service - Jul 23 thru Aug 22

2.	Monthly Charges	5.06
3.	Basic Local Service - Business	29.12
Total Monthly Service		**34.18**

Additions and Changes to Service

This section of your bill reflects charges and credits resulting from account activity.

Item No.	Description	Quantity	Monthly Rate	Amount Billed
Activity on Jul 2, 2026				
	(Monthly Charges are Prorated from Jul 2, 2026 through Jul 22, 2026)			
4.	Federal Universal Service Fee	1		.08CR
5.	Federal Subscriber Line Charge	1		.64CR
Total Additions and Changes to Service				**.72CR**

Company Fees and Surcharges

6.	Federal Subscriber Line Charge	11.33
7.	911 Fee	1.75
8.	State Cost Recovery Charge	.07
9.	Federal Universal Service Fee	5.71
10.	Municipal right-of-way Fee	2.77
11.	Cost Assessment Charge	6.12
Total Company Fees and Surcharges		**27.75**

Government Fees and Taxes

12.	Federal	.00
13.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services 61.21

Amount Subject to Sales Tax: .07

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Manage your account at att.com

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DUE BY: Aug 17, 2026 **$128.84** Amount After **Aug 19, 2026** **$133.43**

AT&T

Past Due Charges - $67.63 - Please Pay Immediately
Billing Date Jul 23, 2026
Date Mailed Jul 30, 2026

Account Number **281 689-9330 587 2**
Please include your account number on your check

SPLENDORA ISD
DES ADMINISTRATION BLDG
23419 FM 2090 RD
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News You Can Use

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Please contact AT&T to switch back to the provider of your choice or if you believe there are any unauthorized charges on your bill. For a complete listing of Terms and Conditions, visit us at att.com/servicepublication

LATE PAYMENT INFORMATION
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AT&T

SPLENDORA ISD
DES ADMINISTRATION BLDG
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Account Number 281 689-9330 587 2
Billing Date Jun 23, 2026

Web Site att.com

Monthly Statement

Connect to value
Powerful connections with savings that last are just the beginning. Check out our best wireless plans and hyper-fast internet options today, call 888-492-6701.

Bill-At-A-Glance

Previous Bill	62.91
Payment Received 6-20 Thank you!	62.91CR
Adjustments	.00
Balance	.00
Current Charges	62.91
Total Amount Due	**$62.91**
Amount Due in Full By	Jul 16, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	62.91
1 877 438-0041		
Payment Arrangements:		
1 800 924-1743		
Service Changes:		
1 877 438-0041		
Repair Services:		
1 800 247-2020		
Total Current Charges		62.91

Plans and Services

Monthly Service - Jun 23 thru Jul 22

1. Monthly Charges	5.06
2. Basic Local Service - Business	29.12
Total Monthly Service	**34.18**

Company Fees and Surcharges

3. Federal Subscriber Line Charge	12.24
4. 911 Fee	1.75
5. State Cost Recovery Charge	.07
6. Federal Universal Service Fee	5.82
7. Municipal right-of-way Fee	2.73
8. Cost Assessment Charge	6.12
Total Company Fees and Surcharges	**28.73**

Government Fees and Taxes

9. Federal	.00
10. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services 62.91
Amount Subject to Sales Tax: .07

News You Can Use

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News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

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Manage your account at att.com

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DUE BY: Jul 16, 2026 **$62.91** Amount After **Jul 20, 2026** **$67.63**

AT&T

Billing Date Jun 23, 2026
Date Mailed Jun 30, 2026

Account Number **281 689-9330 587 2**
Please include your account number on your check

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News You Can Use

FEES AND SURCHARGES
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Page 1 of 2
Account Number 281 689-7430 556 0
Billing Date Sep 23, 2026

Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
Get powerful connections and maximum value with our best wireless plans and fast internet options today.
Call 888-492-6701.

Bill-At-A-Glance

Previous Bill	312.40
Payment	.00
Adjustments	.00
Past Due - Please Pay Immediately	312.40
Current Charges	103.96
Total Amount Due	**$416.36**
Current Charges Due in Full by	Oct 16, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	103.96
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
Total Current Charges		**103.96**

News You Can Use Summary

- PREVENT DISCONNECT
- NON-PUBLISHED BILLS
- FEES AND SURCHARGES
- LONG DIST. PROVIDERS
- PRODUCTS & SERVICES

See "News You Can Use" for additional information

Plans and Services

Monthly Service - Sep 23 thru Oct 22

Charges for 281 689-7430

1. Monthly Charges	1.30
2. Basic Local Service - Business	29.12
Total Charges for 281 689-7430	30.42

Charges for 281 689-1779

3. Monthly Charges	1.30
4. Basic Local Service - Business	29.12
Total Charges for 281 689-1779	30.42
Total Monthly Service	**60.84**

Company Fees and Surcharges

5. Federal Subscriber Line Charge	22.66
6. 911 Fee	3.50
7. Federal Universal Service Fee	11.42
8. Municipal right-of-way Fee	5.54
Total Company Fees and Surcharges	**43.12**

Government Fees and Taxes

9. Federal	.00
10. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services 103.96

News You Can Use

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Local Services provided by AT&T Arkansas, AT&T Kansas, AT&T Missouri, AT&T Oklahoma, or AT&T Texas based upon the service address location.

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Return bottom portion with your check in the enclosed envelope.

Printed on Recyclable Paper

DUE BY: Oct 16, 2026 **$416.36** Amount After **Oct 19, 2026** **$416.36**

AT&T

Past Due Charges - $312.40 - Please Pay Immediately
Billing Date Sep 23, 2026
Date Mailed Sep 30, 2026

Account Number **281 689-7430 556 0**
Please include your account number on your check

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23419 FM 2090 RD
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Make check payable to:

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9755 28168974305560 3000000000000 151010000000312400000041636

News You Can Use

NON-PUBLISHED BILLS
This account has an active Non-Published directory listing service that is not currently billed. This service prevents your information from appearing in Directory Assistance and the White Pages. The $5.50 monthly charge will appear on your next invoice. To cancel this service, please call 800.288.2020.

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AT&T

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Account Number 281 689-7430 556 0
Billing Date Aug 23, 2026

Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
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Bill-At-A-Glance

Previous Bill	208.44
Payment	.00
Adjustments	.00
Past Due - Please Pay Immediately	208.44
Current Charges	103.96
Total Amount Due	**$312.40**
Current Charges Due in Full by	Sep 16, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	103.96
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
Total Current Charges		103.96

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Plans and Services

Monthly Service - Aug 23 thru Sep 22

Charges for 281 689-7430

1. Monthly Charges	1.30
2. Basic Local Service - Business	29.12
Total Charges for 281 689-7430	30.42

Charges for 281 689-1779

3. Monthly Charges	1.30
4. Basic Local Service - Business	29.12
Total Charges for 281 689-1779	30.42
Total Monthly Service	**60.84**

Company Fees and Surcharges

5. Federal Subscriber Line Charge	22.66
6. 911 Fee	3.50
7. Federal Universal Service Fee	11.42
8. Municipal right-of-way Fee	5.54
Total Company Fees and Surcharges	**43.12**

Government Fees and Taxes

9. Federal	.00
10. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services **103.96**

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DUE BY: Sep 16, 2026 **$312.40** Amount After **Sep 18, 2026** **$312.40**

AT&T

Past Due Charges - $208.44 - Please Pay Immediately
Billing Date Aug 23, 2026
Date Mailed Aug 31, 2026

Account Number **281 689-7430 556 0**
Please include your account number on your check

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Page 1 of 2
Account Number 281 689-7430 556 0
Billing Date Jul 23, 2026

Web Site att.com

Monthly Statement

Bill-At-A-Glance

Previous Bill	105.92
Payment	.00
Adjustments	.00
Past Due - Please Pay Immediately	105.92
Current Charges	102.52
Total Amount Due	**$208.44**
Current Charges Due in Full by	Aug 17, 2026

Billing Summary

Online: **att.com/attaccount**

	Page	
Plans and Services	1	102.52
1 877 438-0041		
Payment Arrangements:		
1 800 924-1743		
Service Changes:		
1 877 438-0041		
Repair Services:		
1 800 247-2020		
Total Current Charges		102.52

Plans and Services

Monthly Service - Jul 23 thru Aug 22

Charges for 281 689-7430

1.	Monthly Charges	1.30
2.	Basic Local Service - Business	29.12
Total Charges for 281 689-7430		30.42

Charges for 281 689-1779

3.	Monthly Charges	1.30
4.	Basic Local Service - Business	29.12
Total Charges for 281 689-1779		30.42
Total Monthly Service		60.84

Additions and Changes to Service

This section of your bill reflects charges and credits resulting from account activity.

Item No.	Description	Quantity	Monthly Rate	Amount Billed
Activity on Jul 2, 2026				
(Monthly Charges are Prorated from Jul 2, 2026 through Jul 22, 2026)				
5.	Federal Universal Service Fee	1		.08CR
6.	Federal Subscriber Line Charge	1		.64CR
7.	Federal Universal Service Fee	1		.08CR
8.	Federal Subscriber Line Charge	1		.64CR
Total Additions and Changes to Service				**1.44CR**

Company Fees and Surcharges

9.	Federal Subscriber Line Charge	22.66
10.	911 Fee	3.50
11.	Federal Universal Service Fee	11.42
12.	Municipal right-of-way Fee	5.54
Total Company Fees and Surcharges		**43.12**

Government Fees and Taxes

13.	Federal	.00
14.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services 102.52

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

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DUE BY: Aug 17, 2026 **$208.44** Amount After **Aug 19, 2026** **$208.44**

AT&T

Past Due Charges - $105.92 - Please Pay Immediately
Billing Date Jul 23, 2026
Date Mailed Jul 30, 2026

Account Number **281 689-7430 556 0**
Please include your account number on your check

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168974305560 6000000000000 151010000000105920000020844

News You Can Use

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SPLENDORA ISD
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SPLENDORA TX 77372 - 6211

Page 1 of 2
Account Number 281 689-7430 556 0
Billing Date Jun 23, 2026

Web Site att.com

Monthly Statement

Connect to value
Powerful connections with savings that last are just the beginning. Check out our best wireless plans and hyper-fast internet options today, call 888-492-6701.

Bill-At-A-Glance

Previous Bill		105.92
Payment Received 6-20	Thank you!	105.92CR
Adjustments		.00
Balance		.00
Current Charges		105.92
Total Amount Due		**$105.92**
Amount Due in Full By		Jul 16, 2026

Billing Summary

Online: **att.com/attaccount**

	Page	
Plans and Services	1	105.92
1 877 438-0041		
Payment Arrangements:		
1 800 924-1743		
Service Changes:		
1 877 438-0041		
Repair Services:		
1 800 247-2020		
Total Current Charges		105.92

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Plans and Services

Monthly Service - Jun 23 thru Jul 22

Charges for 281 689-7430

1. Monthly Charges	1.30
2. Basic Local Service - Business	29.12
Total Charges for 281 689-7430	30.42

Charges for 281 689-1779

3. Monthly Charges	1.30
4. Basic Local Service - Business	29.12
Total Charges for 281 689-1779	30.42
Total Monthly Service	**60.84**

Company Fees and Surcharges

5. Federal Subscriber Line Charge	24.48
6. 911 Fee	3.50
7. Federal Universal Service Fee	11.64
8. Municipal right-of-way Fee	5.46
Total Company Fees and Surcharges	**45.08**

Government Fees and Taxes

9. Federal	.00
10. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services 105.92

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DUE BY: Jul 16, 2026 **$105.92**

Amount After **Jul 20, 2026** **$105.92**

AT&T

Billing Date Jun 23, 2026
Date Mailed Jun 30, 2026

Account Number **281 689-7430 556 0**
Please include your account number on your check

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AT&T

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Account Number 281 689-7826 608 1
Billing Date Sep 23, 2026
Web Site att.com

Monthly Statement

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Bill-At-A-Glance

Previous Bill	183.52
Payment	.00
Adjustments	4.36
Past Due - Please Pay Immediately	187.88
Current Charges	58.17
Total Amount Due	**$246.05**
Current Charges Due in Full by	Oct 16, 2026

Billing Summary

Online: **att.com/attaccount**

	Page	
Plans and Services	1	58.17
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
Total Current Charges		58.17

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	9-23	Late payment charge on unpaid balance	4.36	

Plans and Services

Monthly Service - Sep 23 thru Oct 22

2.	Monthly Charges	1.30
3.	Basic Local Service - Business	29.12
Total Monthly Service		**30.42**

Company Fees and Surcharges

4.	Federal Subscriber Line Charge	11.33
5.	911 Fee	1.75
6.	State Cost Recovery Charge	.07
7.	Federal Universal Service Fee	5.71
8.	Municipal right-of-way Fee	2.77
9.	Cost Assessment Charge	6.12
Total Company Fees and Surcharges		**27.75**

Government Fees and Taxes

10.	Federal	.00
11.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services 58.17
Amount Subject to Sales Tax: .07

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News You Can Use Summary

- PREVENT DISCONNECT
- NON-PUBLISHED BILLS
- FEES AND SURCHARGES
- LONG DIST. PROVIDERS
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG

See "News You Can Use" for additional information

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DUE BY: Oct 16, 2026 **$246.05** Amount After **Oct 19, 2026** **$250.41**

AT&T

Past Due Charges - $187.88 - Please Pay Immediately
Billing Date Sep 23, 2026
Date Mailed Sep 30, 2026

Account Number **281 689-7826 608 1**
Please include your account number on your check

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23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

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9755 28168978266081 5000436000000 15101000000018788000000024605

News You Can Use

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NON-PUBLISHED BILLS
This account has an active Non-Published directory listing service that is not currently billed. This service prevents your information from appearing in Directory Assistance and the White Pages. The $5.50 monthly charge will appear on your next invoice. To cancel this service, please call 800.288.2020.

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COST ASSESSMENT CHRG
AT&T charges you this monthly per line amount to recover its ongoing costs incurred for property taxes and supporting the administration of local number portability, a government program that enables customers to retain their telephone number when changing service providers. This fee is not a tax or charge that the government requires AT&T to collect from its customers.

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Account Number 281 689-7826 608 1
Billing Date Aug 23, 2026
Web Site att.com

Monthly Statement

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Bill-At-A-Glance

Previous Bill	121.04
Payment	.00
Adjustments	4.31
Past Due - Please Pay Immediately	125.35
Current Charges	58.17
Total Amount Due	**$183.52**
Current Charges Due in Full by	Sep 16, 2026

Billing Summary

Online: **att.com/attaccount**

	Page	
Plans and Services	1	58.17
1 877 438-0041		
Payment Arrangements:		
1 800 924-1743		
Service Changes:		
1 877 438-0041		
Repair Services:		
1 800 247-2020		
Total Current Charges		58.17

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	8-23	Late payment charge on unpaid balance	4.31	

Plans and Services

Monthly Service - Aug 23 thru Sep 22

2.	Monthly Charges	1.30
3.	Basic Local Service - Business	29.12
Total Monthly Service		**30.42**

Company Fees and Surcharges

4.	Federal Subscriber Line Charge	11.33
5.	911 Fee	1.75
6.	State Cost Recovery Charge	.07
7.	Federal Universal Service Fee	5.71
8.	Municipal right-of-way Fee	2.77
9.	Cost Assessment Charge	6.12
Total Company Fees and Surcharges		**27.75**

Government Fees and Taxes

10.	Federal	.00
11.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services 58.17
Amount Subject to Sales Tax: .07

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DUE BY: Sep 16, 2026 **$183.52** Amount After **Sep 18, 2026** **$187.88**

AT&T

Past Due Charges - $125.35 - Please Pay Immediately
Billing Date Aug 23, 2026
Date Mailed Aug 31, 2026
Account Number **281 689-7826 608 1**
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Account Number 281 689-7826 608 1
Billing Date Jul 23, 2026

Web Site att.com

Monthly Statement

Bill-At-A-Glance

Previous Bill	59.15
Payment	.00
Adjustments	4.44
Past Due - Please Pay Immediately	63.59
Current Charges	57.45
Total Amount Due	**$121.04**
Current Charges Due in Full by	Aug 17, 2026

Billing Summary

Online: **att.com/attaccount** Page

Plans and Services	1	57.45
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
Total Current Charges		57.45

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	7-23	Late payment charge on unpaid balance	4.44	

Plans and Services

Monthly Service - Jul 23 thru Aug 22

2.	Monthly Charges	1.30
3.	Basic Local Service - Business	29.12
Total Monthly Service		**30.42**

Additions and Changes to Service

This section of your bill reflects charges and credits resulting from account activity.

Item No.	Description	Quantity	Monthly Rate	Amount Billed
Activity on Jul 2, 2026				
(Monthly Charges are Prorated from Jul 2, 2026 through Jul 22, 2026)				
4.	Federal Universal Service Fee	1		.08CR
5.	Federal Subscriber Line Charge	1		.64CR
Total Additions and Changes to Service				**.72CR**

Company Fees and Surcharges

6.	Federal Subscriber Line Charge	11.33
7.	911 Fee	1.75
8.	State Cost Recovery Charge	.07
9.	Federal Universal Service Fee	5.71
10.	Municipal right-of-way Fee	2.77
11.	Cost Assessment Charge	6.12
Total Company Fees and Surcharges		**27.75**

Government Fees and Taxes

12.	Federal	.00
13.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services 57.45

Amount Subject to Sales Tax: .07

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DUE BY: Aug 17, 2026 **$121.04** Amount After **Aug 19, 2026** **$125.35**

AT&T

Past Due Charges - $63.59 - Please Pay Immediately
Billing Date Jul 23, 2026
Date Mailed Jul 30, 2026

Account Number **281 689-7826 608 1**
Please include your account number on your check

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Account Number 281 689-7826 608 1
Billing Date Jun 23, 2026

Web Site att.com

Monthly Statement

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Bill-At-A-Glance

Previous Bill	59.15
Payment Received 6-20 Thank you!	59.15CR
Adjustments	.00
Balance	.00
Current Charges	59.15
Total Amount Due	**$59.15**
Amount Due in Full By	Jul 16, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	59.15
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
Total Current Charges		59.15

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Plans and Services

Monthly Service - Jun 23 thru Jul 22

1.	Monthly Charges	1.30
2.	Basic Local Service - Business	29.12
Total Monthly Service		**30.42**

Company Fees and Surcharges

3.	Federal Subscriber Line Charge	12.24
4.	911 Fee	1.75
5.	State Cost Recovery Charge	.07
6.	Federal Universal Service Fee	5.82
7.	Municipal right-of-way Fee	2.73
8.	Cost Assessment Charge	6.12
Total Company Fees and Surcharges		**28.73**

Government Fees and Taxes

9.	Federal	.00
10.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services **59.15**
Amount Subject to Sales Tax: .07

News You Can Use

PREVENT DISCONNECT
Thank you for being a valued customer. Please be aware that all charges must be paid each month to keep your account current and prevent collection activities. We are required to inform you that certain charges such as your telephone line, and fees and surcharges MUST be paid in order to prevent interruption of basic local service. These charges are already included in the Total Amount Due and are $59.15 . Also, neglecting payment for other charges, such as long distance, voice mail, InLine®, wireless, and Internet may result in those services being interrupted.

LONG DIST. PROVIDERS
Our records indicate that you have selected AT&T Enterprises, LLC or a company that resells their services as your primary local toll carrier and AT&T Enterprises, LLC or a company that resells their services as your primary long distance carrier. Please contact us if this does not agree with your records.

PRODUCTS & SERVICES
Discover the latest AT&T products and services designed to keep you connected at att.com. Visit today to explore options that fit your lifestyle and needs.

Local Services provided by AT&T Arkansas, AT&T Kansas, AT&T Missouri, AT&T Oklahoma, or AT&T Texas based upon the service address location.

Manage your account at att.com

Return bottom portion with your check in the enclosed envelope.

Printed on Recyclable Paper

DUE BY: Jul 16, 2026 **$59.15** Amount After **Jul 20, 2026** **$63.59**

AT&T

Billing Date Jun 23, 2026
Date Mailed Jun 30, 2026

Account Number **281 689-7826 608 1**
Please include your account number on your check

SPLENDORA ISD
DES INTERMEDIATE
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168978266081 5000444000000 15101000000000000000005915

News You Can Use

FEES AND SURCHARGES
AT&T collects monthly fees and surcharges to help recover its required contribution to government programs and to recover costs AT&T pays in taxes and required payments levied by federal, state, and local governments. These fees and surcharges included on your bill are periodically adjusted to align with the rates determined by the government agency that is responsible for the state or federal fund or tax and subject to change at any time without notice to you unless required by law. For more information, please contact an AT&T Service Representative at the phone number listed on the front of your bill.

COST ASSESSMENT CHRG
AT&T charges you this monthly per line amount to recover its ongoing costs incurred for property taxes and supporting the administration of local number portability, a government program that enables customers to retain their telephone number when changing service providers. This fee is not a tax or charge that the government requires AT&T to collect from its customers.

Terms and Conditions

PROVIDER QUESTIONS
You may contact the Public Utility Commission of Texas, Office of Customer Protection, P.O. Box 13326, Austin, TX 78711-3326, 1-512-936-7120 or toll-free in Texas at 1-888-782-8477 or by e-mail at customer@puc.state.tx.us if you believe the local or long distance telephone provider on your bill are not correct or if there are unauthorized charges on your bill. Hearing and speech impaired customers with text telephones (TTY) may call 1-512-936-7136. When corresponding by mail, include your complaint and copies of the phone bills.

Please contact AT&T to switch back to the provider of your choice or if you believe there are any unauthorized charges on your bill. For a complete listing of Terms and Conditions, visit us at att.com/servicepublication

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AT&T

SPLENDORA INDEPENDENT SCHOOL
23747 FM 2090 RD
SPLENDORA TX 77372 - 3733

Page 1 of 2
Account Number 281 689-5965 635 9
Billing Date Aug 23, 2026

Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
Get powerful connections and maximum value with our best wireless plans and fast internet options today.
Call 888-492-6701.

Bill-At-A-Glance

Previous Bill	142.47
Payment	.00
Adjustments	5.02
Past Due - Please Pay Immediately	147.49
Current Charges	68.39
Total Amount Due	**$215.88**
Current Charges Due in Full by	Sep 16, 2026

Billing Summary

Online: **att.com/attaccount** Page

Plans and Services	1	54.60
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
AT&T Long Distance	1	13.79
1 800 321-2000		
Total Current Charges		68.39

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	8-23	Late payment charge on unpaid balance	5.02	

Plans and Services

Monthly Service - Aug 23 thru Sep 22

Charges for 281 689-5965

2.	Monthly Charges	1.30

Charges for 281 689-5967

3.	Monthly Charges	1.30
Total Monthly Service		**2.60**

Company Fees and Surcharges

4.	Federal Subscriber Line Charge	22.66
5.	State Cost Recovery Charge	.14
6.	Federal Universal Service Fee	11.42
7.	Municipal right-of-way Fee	5.54
8.	Cost Assessment Charge	12.24
Total Company Fees and Surcharges		**52.00**

Government Fees and Taxes

9.	Federal	.00
10.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services 54.60
Amount Subject to Sales Tax: .14

AT&T Long Distance

Important Information

Message Regarding Terms & Conditions:
To view your Terms & Conditions for AT&T Long Distance, access www.att.com/servicepublications or call AT&T at the toll free number on your bill.

Local Services provided by AT&T Arkansas, AT&T Kansas, AT&T Missouri, AT&T Oklahoma, or AT&T Texas based upon the service address location.

Manage your account at att.com

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DUE BY: Sep 16, 2026 **$215.88**

Amount After **Sep 18, 2026** **$221.01**

AT&T

Past Due Charges - $147.49 - Please Pay Immediately
Billing Date Aug 23, 2026
Date Mailed Aug 31, 2026

Account Number **281 689-5965 635 9**
Please include your account number on your check

SPLENDORA INDEPENDENT SCHOOL
23747 FM 2090 RD
SPLENDORA TX 77372 - 3733

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168959656359 7000513000000 151010000000147490000021588

AT&T Long Distance

Invoice Summary
(as of August 13, 2026)

Current Charges	
Service Charges	10.00
Credits and Adjustments	.00
Call Charges	.00
Surcharges and Other Fees	2.99
Taxes	.80
Total Invoice Summary	**13.79**

Service Charges
Monthly Service Charges

	Type of Service	Period	Qty	
1.	BUS CLNG MTM MRC	08/11-09/10	1	10.00
Total Monthly Service Charges				**10.00**
Total Service Charges				**10.00**

Surcharges and Other Fees

	Description	
2.	Federal Regulatory Fee	.49
3.	Federal Universal Service Fee	1.76
4.	State Cost-Recovery Fee	.03
5.	TX Utility Gross Receipts Assessment	.01
6.	Texas Universal Service	.70
Total Surcharges and Other Fees		**2.99**

Taxes

	Description	
7.	Federal Tax	.00
8.	State and Local Taxes	.80
Total Taxes		**.80**

Total AT&T Long Distance **13.79**

News You Can Use

PREVENT DISCONNECT
Thank you for being a valued customer. Please be aware that all charges must be paid each month to keep your account current and prevent collection activities. We are required to inform you that certain charges such as your telephone line, and fees and surcharges MUST be paid in order to prevent interruption of basic local service. These charges are already included in the Total Amount Due and are $215.88 . Also, neglecting payment for other charges, such as long distance, voice mail, InLine®, wireless, and Internet may result in those services being interrupted.

LONG DIST. PROVIDERS
Our records indicate that you have selected AT&T Long Distance or a company that resells their services as your primary local toll carrier and AT&T Long Distance or a company that resells their services as your primary long distance carrier. Please contact us if this does not agree with your records.

PRODUCTS & SERVICES
Discover the latest AT&T products and services designed to keep you connected at att.com. Visit today to explore options that fit your lifestyle and needs.

FEES AND SURCHARGES
AT&T collects monthly fees and surcharges to help recover its required contribution to government programs and to recover costs AT&T pays in taxes and required payments levied by federal, state, and local governments. These fees and surcharges included on your bill are periodically adjusted to align with the rates determined by the government agency that is responsible for the state or federal fund or tax and subject to change at any time without notice to you unless required by law. For more information, please contact an AT&T Service Representative at the phone number listed on the front of your bill.

COST ASSESSMENT CHRG
AT&T charges you this monthly per line amount to recover its ongoing costs incurred for property taxes and supporting the administration of local number portability, a government program that enables customers to retain their telephone number when changing service providers. This fee is not a tax or charge that the government requires AT&T to collect from its customers.

Terms and Conditions

PROVIDER QUESTIONS
You may contact the Public Utility Commission of Texas, Office of Customer Protection, P.O. Box 13326, Austin, TX 78711-3326, 1-512-936-7120 or toll-free in Texas at 1-888-782-8477 or by e-mail at customer@puc.state.tx.us if you believe the local or long distance telephone provider on your bill are not correct or if there are unauthorized charges on your bill. Hearing and speech impaired customers with text telephones (TTY) may call 1-512-936-7136. When corresponding by mail, include your complaint and copies of the phone bills.

Please contact AT&T to switch back to the provider of your choice or if you believe there are any unauthorized charges on your bill. For a complete listing of Terms and Conditions, visit us at att.com/servicepublication

LATE PAYMENT INFORMATION
A late payment charge of 7.5%, calculated monthly, will be assessed if your payment is not received by the date shown on the remit stub next to "Amount After".

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SPLENDORA INDEPENDENT SCHOOL
23747 FM 2090 RD
SPLENDORA TX 77372 - 3733

Account Number 281 689-5965 635 9
Billing Date Jun 23, 2026

Web Site att.com

AT&T

Monthly Statement

Connect to value
Powerful connections with savings that last are just the beginning. Check out our best wireless plans and hyper-fast internet options today, call 888-492-6701.

Bill-At-A-Glance

Previous Bill	70.25
Payment Received 6-20 Thank you!	70.25CR
Adjustments	.00
Balance	.00
Current Charges	70.25
Total Amount Due	**$70.25**
Amount Due in Full By	Jul 16, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	56.56
1 877 438-0041		
Payment Arrangements:		
1 800 924-1743		
Service Changes:		
1 877 438-0041		
Repair Services:		
1 800 247-2020		
AT&T Long Distance	1	13.69
1 800 321-2000		
Total Current Charges		70.25

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Plans and Services

Monthly Service - Jun 23 thru Jul 22

Charges for 281 689-5965

1. Monthly Charges	1.30
Charges for 281 689-5967	
2. Monthly Charges	1.30
Total Monthly Service	**2.60**

Company Fees and Surcharges

3. Federal Subscriber Line Charge	24.48
4. State Cost Recovery Charge	.14
5. Federal Universal Service Fee	11.64
6. Municipal right-of-way Fee	5.46
7. Cost Assessment Charge	12.24
Total Company Fees and Surcharges	**53.96**

Government Fees and Taxes

8. Federal	.00
9. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services **56.56**
Amount Subject to Sales Tax: .14

AT&T Long Distance

Important Information

Message Regarding Terms & Conditions:
To view your Terms & Conditions for AT&T Long Distance, access www.att.com/servicepublications or call AT&T at the toll free number on your bill.

Invoice Summary
(as of June 13, 2026)

Current Charges	
Service Charges	10.00
Credits and Adjustments	.00
Call Charges	.00
Surcharges and Other Fees	2.90
Taxes	.79
Total Invoice Summary	**13.69**

Local Services provided by AT&T Arkansas, AT&T Kansas, AT&T Missouri, AT&T Oklahoma, or AT&T Texas based upon the service address location.

Manage your account at att.com

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DUE BY: Jul 16, 2026 **$70.25** Amount After **Jul 20, 2026** **$75.52**

AT&T

Billing Date Jun 23, 2026
Date Mailed Jun 30, 2026

Account Number **281 689-5965 635 9**
Please include your account number on your check

SPLENDORA INDEPENDENT SCHOOL
23747 FM 2090 RD
SPLENDORA TX 77372 - 3733

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168959656359 1000527000000 15101000000000000000000007025

AT&T Long Distance

Service Charges

Monthly Service Charges

	Type of Service	Period	Qty	
1.	BUS CLNG MTM MRC	06/11-07/10	1	10.00
Total Monthly Service Charges				**10.00**

Total Service Charges **10.00**

Surcharges and Other Fees

	Description	
2.	Federal Regulatory Fee	.48
3.	Federal Universal Service Fee	1.68
4.	State Cost-Recovery Fee	.03
5.	TX Utility Gross Receipts Assessment	.01
6.	Texas Universal Service	.70
Total Surcharges and Other Fees		**2.90**

Taxes

	Description	
7.	Federal Tax	.00
8.	State and Local Taxes	.79
Total Taxes		**.79**

Total AT&T Long Distance **13.69**

News You Can Use

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LONG DIST. PROVIDERS
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FEES AND SURCHARGES
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COST ASSESSMENT CHRG
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Terms and Conditions

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AT&T

SPLENDORA ISD HIGH SCHOOL
23747 FM 2090 RD
SPLENDORA TX 77372 - 3733

Account Number 281 689-9392 014 2
Billing Date Aug 23, 2026
Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
Get powerful connections and maximum value with our best wireless plans and fast internet options today.
Call 888-492-6701.

Bill-At-A-Glance

Previous Bill	132.41
Payment	.00
Adjustments	4.80
Past Due - Please Pay Immediately	137.21
Current Charges	63.91
Total Amount Due	**$201.12**
Current Charges Due in Full by	Sep 16, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	50.12
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
AT&T Long Distance	1	13.79
1 800 321-2000		
Total Current Charges		63.91

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	8-23	Late payment charge on unpaid balance	4.80	

Plans and Services

Monthly Service - Aug 23 thru Sep 22

2.	Basic Local Service - Business	.00
3.	Basic Local Service - Business	29.12
4.	Touchtone	1.30
Total Monthly Service		**30.42**

Company Fees and Surcharges

5.	Federal Subscriber Line Charge	6.50
6.	911 Fee	1.75
7.	State Cost Recovery Charge	.04
8.	Federal Universal Service Fee	2.52
9.	Municipal right-of-way Fee	2.77
10.	Cost Assessment Charge	6.12
Total Company Fees and Surcharges		**19.70**

Government Fees and Taxes

11.	Federal	.00
12.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services 50.12
Amount Subject to Sales Tax: .04

AT&T Long Distance

Important Information

Message Regarding Terms & Conditions:
To view your Terms & Conditions for AT&T Long Distance, access www.att.com/servicepublications or call AT&T at the toll free number on your bill.

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Manage your account at att.com

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DUE BY: Sep 16, 2026 **$201.12**

Amount After **Sep 18, 2026** **$205.91**

AT&T

Past Due Charges - $137.21 - Please Pay Immediately
Billing Date Aug 23, 2026
Date Mailed Aug 31, 2026

Account Number **281 689-9392 014 2**
Please include your account number on your check

SPLENDORA ISD HIGH SCHOOL
23747 FM 2090 RD
SPLENDORA TX 77372 - 3733

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168993920142 4000479000000 151010000000137210000020112

AT&T Long Distance

Invoice Summary
(as of August 13, 2026)

Current Charges	
Service Charges	10.00
Credits and Adjustments	.00
Call Charges	.00
Surcharges and Other Fees	2.99
Taxes	.80
Total Invoice Summary	**13.79**

Service Charges
Monthly Service Charges

	Type of Service	Period	Qty	
1.	BUS CLNG MTM MRC	08/11-09/10	1	10.00
Total Monthly Service Charges				**10.00**
Total Service Charges				**10.00**

Surcharges and Other Fees

	Description	
2.	Federal Regulatory Fee	.49
3.	Federal Universal Service Fee	1.76
4.	State Cost-Recovery Fee	.03
5.	TX Utility Gross Receipts Assessment	.01
6.	Texas Universal Service	.70
Total Surcharges and Other Fees		**2.99**

Taxes

	Description	
7.	Federal Tax	.00
8.	State and Local Taxes	.80
Total Taxes		**.80**

Total AT&T Long Distance **13.79**

News You Can Use

PREVENT DISCONNECT
Thank you for being a valued customer. Please be aware that all charges must be paid each month to keep your account current and prevent collection activities. We are required to inform you that certain charges such as your telephone line, and fees and surcharges MUST be paid in order to prevent interruption of basic local service. These charges are already included in the Total Amount Due and are $201.12 . Also, neglecting payment for other charges, such as long distance, voice mail, InLine®, wireless, and Internet may result in those services being interrupted.

LONG DIST. PROVIDERS
Our records indicate that you have selected AT&T Long Distance or a company that resells their services as your primary local toll carrier and AT&T Long Distance or a company that resells their services as your primary long distance carrier. Please contact us if this does not agree with your records.

PRODUCTS & SERVICES
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Terms and Conditions

PROVIDER QUESTIONS
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Please contact AT&T to switch back to the provider of your choice or if you believe there are any unauthorized charges on your bill. For a complete listing of Terms and Conditions, visit us at att.com/servicepublication

LATE PAYMENT INFORMATION
A late payment charge of 7.5%, calculated monthly, will be assessed if your payment is not received by the date shown on the remit stub next to "Amount After".

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9046.5.152.34542 1 SB 0.621 hm

SPLENDORA ISD HIGH SCHOOL
23747 FM 2090 RD
SPLENDORA TX 77372 - 3733

Account Number 281 689-9392 014 2
Billing Date Jun 23, 2026

Web Site att.com

AT&T

Monthly Statement

Connect to value
Powerful connections with savings that last are just the beginning. Check out our best wireless plans and hyper-fast internet options today, call 888-492-6701.

Bill-At-A-Glance

Previous Bill	63.65
Payment Received 6-20 Thank you!	63.65CR
Adjustments	.00
Balance	.00
Current Charges	63.65
Total Amount Due	**$63.65**
Amount Due in Full By	Jul 16, 2026

Billing Summary

Online: **att.com/attaccount** Page

Plans and Services	1	49.96
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
AT&T Long Distance	1	13.69
1 800 321-2000		
Total Current Charges		63.65

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Plans and Services

Monthly Service - Jun 23 thru Jul 22

1. Basic Local Service - Business	.00
2. Basic Local Service - Business	29.12
3. Touchtone	1.30
Total Monthly Service	**30.42**

Company Fees and Surcharges

4. Federal Subscriber Line Charge	6.50
5. 911 Fee	1.75
6. State Cost Recovery Charge	.04
7. Federal Universal Service Fee	2.40
8. Municipal right-of-way Fee	2.73
9. Cost Assessment Charge	6.12
Total Company Fees and Surcharges	**19.54**

Government Fees and Taxes

10. Federal	.00
11. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services 49.96
Amount Subject to Sales Tax: .04

AT&T Long Distance

Important Information

Message Regarding Terms & Conditions:
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Invoice Summary
(as of June 13, 2026)

Current Charges	
Service Charges	10.00
Credits and Adjustments	.00
Call Charges	.00
Surcharges and Other Fees	2.90
Taxes	.79
Total Invoice Summary	**13.69**

Local Services provided by AT&T Arkansas, AT&T Kansas, AT&T Missouri, AT&T Oklahoma, or AT&T Texas based upon the service address location.

Manage your account at att.com

Return bottom portion with your check in the enclosed envelope.

Printed on Recyclable Paper

DUE BY: Jul 16, 2026 **$63.65** Amount After **Jul 20, 2026** **$68.42**

AT&T

Billing Date Jun 23, 2026
Date Mailed Jun 30, 2026

Account Number **281 689-9392 014 2**
Please include your account number on your check

SPLENDORA ISD HIGH SCHOOL
23747 FM 2090 RD
SPLENDORA TX 77372 - 3733

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168993920142 9000477000000 15101000000000000000006365

AT&T Long Distance

Service Charges

Monthly Service Charges

	Type of Service	Period	Qty	
1.	BUS CLNG MTM MRC	06/11-07/10	1	10.00
Total Monthly Service Charges				**10.00**

Total Service Charges **10.00**

Surcharges and Other Fees

	Description	
2.	Federal Regulatory Fee	.48
3.	Federal Universal Service Fee	1.68
4.	State Cost-Recovery Fee	.03
5.	TX Utility Gross Receipts Assessment	.01
6.	Texas Universal Service	.70
Total Surcharges and Other Fees		**2.90**

Taxes

	Description	
7.	Federal Tax	.00
8.	State and Local Taxes	.79
Total Taxes		**.79**

Total AT&T Long Distance **13.69**

News You Can Use

PREVENT DISCONNECT
Thank you for being a valued customer. Please be aware that all charges must be paid each month to keep your account current and prevent collection activities. We are required to inform you that certain charges such as your telephone line, and fees and surcharges MUST be paid in order to prevent interruption of basic local service. These charges are already included in the Total Amount Due and are $63.65 . Also, neglecting payment for other charges, such as long distance, voice mail, InLine®, wireless, and Internet may result in those services being interrupted.

LONG DIST. PROVIDERS
Our records indicate that you have selected AT&T Long Distance or a company that resells their services as your primary local toll carrier and AT&T Long Distance or a company that resells their services as your primary long distance carrier. Please contact us if this does not agree with your records.

PRODUCTS & SERVICES
Discover the latest AT&T products and services designed to keep you connected at att.com. Visit today to explore options that fit your lifestyle and needs.

FEES AND SURCHARGES
AT&T collects monthly fees and surcharges to help recover its required contribution to government programs and to recover costs AT&T pays in taxes and required payments levied by federal, state, and local governments. These fees and surcharges included on your bill are periodically adjusted to align with the rates determined by the government agency that is responsible for the state or federal fund or tax and subject to change at any time without notice to you unless required by law. For more information, please contact an AT&T Service Representative at the phone number listed on the front of your bill.

COST ASSESSMENT CHRG
AT&T charges you this monthly per line amount to recover its ongoing costs incurred for property taxes and supporting the administration of local number portability, a government program that enables customers to retain their telephone number when changing service providers. This fee is not a tax or charge that the government requires AT&T to collect from its customers.

Terms and Conditions

PROVIDER QUESTIONS
You may contact the Public Utility Commission of Texas, Office of Customer Protection, P.O. Box 13326, Austin, TX 78711-3326, 1-512-936-7120 or toll-free in Texas at 1-888-782-8477 or by e-mail at customer@puc.state.tx.us If you believe the local or long distance telephone provider on your bill are not correct or if there are unauthorized charges on your bill. Hearing and speech impaired customers with text telephones (TTY) may call 1-512-936-7136. When corresponding by mail, include your complaint and copies of the phone bills.

Please contact AT&T to switch back to the provider of your choice or if you believe there are any unauthorized charges on your bill. For a complete listing of Terms and Conditions, visit us at att.com/servicepublication

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SPLENDORA ISD HIGH SCHOOL
23747 FM 2090 RD
SPLENDORA TX 77372-3733

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AT&T

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Account Number 281 689-9331 512 9
Billing Date Sep 23, 2026

Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
Get powerful connections and maximum value with our best wireless plans and fast internet options today.
Call 888-492-6701.

Bill-At-A-Glance

Previous Bill	874.79
Payment	.00
Adjustments	20.79
Past Due - Please Pay Immediately	895.58
Current Charges	282.66
Total Amount Due	**$1,178.24**
Current Charges Due in Full by	Oct 16, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	273.07
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
AT&T Long Distance	2	9.59
1 800 321-2000		
Total Current Charges		282.66

News You Can Use Summary

- PREVENT DISCONNECT
- NON-PUBLISHED BILLS
- FEES AND SURCHARGES
- LONG DIST. PROVIDERS
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG

See "News You Can Use" for additional information

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	9-23	Late payment charge on unpaid balance	20.79	

Plans and Services

Monthly Service - Sep 23 thru Oct 22

Charges for 281 689-9331	
2. Monthly Charges	1.30
3. Basic Local Service - Business	29.12
Total Charges for 281 689-9331	30.42
Charges for 281 689-9090	
4. Monthly Charges	1.30
5. Basic Local Service - Business	29.12
Total Charges for 281 689-9090	30.42
Charges for 281 689-9335	
6. Basic Local Service - Business	29.12
Charges for 281 689-9380	
7. Basic Local Service - Business	29.12
Charges for 281 689-9385	
8. Basic Local Service - Business	29.12
Total Monthly Service	**148.20**

Company Fees and Surcharges

9. Federal Subscriber Line Charge	56.65
10. 911 Fee	8.75
11. State Cost Recovery Charge	.32
12. Federal Universal Service Fee	28.55
13. Cost Assessment Charge	30.60
Total Company Fees and Surcharges	**124.87**

Government Fees and Taxes

14. Federal	.00
15. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services 273.07
Amount Subject to Sales Tax: .32

Local Services provided by AT&T Arkansas, AT&T Kansas, AT&T Missouri, AT&T Oklahoma, or AT&T Texas based upon the service address location.

Manage your account at att.com

Return bottom portion with your check in the enclosed envelope.

Printed on Recyclable Paper

DUE BY: Oct 16, 2026 **$1,178.24**

Amount After **Oct 19, 2026** **$1,199.44**

AT&T

Past Due Charges - $895.58 - Please Pay Immediately
Billing Date Sep 23, 2026
Date Mailed Sep 30, 2026

Account Number **281 689-9331 512 9**
Please include your account number on your check

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168993315129 4002120000000 151010000000895580000117824

AT&T Long Distance

Important Information

Message Regarding Terms & Conditions:
To view your Terms & Conditions for AT&T Long Distance, access www.att.com/servicepublications or call AT&T at the toll free number on your bill.

Invoice Summary
(as of September 13, 2026)

Current Charges	
Service Charges	3.00
Credits and Adjustments	.00
Call Charges	3.50
Surcharges and Other Fees	2.57
Taxes	.52
Total Invoice Summary	**9.59**

Service Charges
Monthly Service Charges

	Type of Service	Period	Qty	
1.	BUS CLING	09/11-10/10	1	3.00
Total Monthly Service Charges				**3.00**
Total Service Charges				**3.00**

Call Charges - Aug 11th thru Sep 10th
Calls for 281-689-9090

Domestic
Item

No.	Date	Time	Place Called	Number	Code	Min	
2.	8-14	1240P	ZEELAND MI	616 748-3054	D	5:18	2.94
3.	8-31	1110A	BAMMEL TX	832 484-7404	D	1:00	.56
Subtotal Domestic Calls for 281-689-9090							**3.50**
Total Domestic Calls for 281-689-9090							**3.50**
Total Calls for 281-689-9090							**3.50**
Total Call Charges							**3.50**

Surcharges and Other Fees

	Description	
4.	Federal Regulatory Fee	.50
5.	Federal Universal Service Fee	1.79
6.	State Cost-Recovery Fee	.01
7.	Texas Universal Service	.27
Total Surcharges and Other Fees		**2.57**

Taxes

	Description	
8.	Federal Tax	.00
9.	State and Local Taxes	.52
Total Taxes		**.52**

Key to Calling Codes
D Day

Total AT&T Long Distance **9.59**

News You Can Use

PREVENT DISCONNECT
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LONG DIST. PROVIDERS
Our records indicate that you have selected AT&T Long Distance or a company that resells their services as your primary local toll carrier and AT&T Long Distance or a company that resells their services as your primary long distance carrier. Please contact us if this does not agree with your records.

NON-PUBLISHED BILLS
This account has an active Non-Published directory listing service that is not currently billed. This service prevents your information from appearing in Directory Assistance and the White Pages. The $5.50 monthly charge will appear on your next invoice. To cancel this service, please call 800.288.2020.

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FEES AND SURCHARGES
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Please contact AT&T to switch back to the provider of your choice or if you believe there are any unauthorized charges on your bill. For a complete listing of Terms and Conditions, visit us at att.com/servicepublication

LATE PAYMENT INFORMATION
A late payment charge of 7.5%, calculated monthly, will be assessed if your payment is not received by the date shown on the remit stub next to "Amount After".

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AT&T

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Account Number 281 689-9331 512 9
Billing Date Aug 23, 2026
Web Site att.com

Monthly Statement

CONNECT TO SAVINGS
Get powerful connections and maximum value with our best wireless plans and fast internet options today.
Call 888-492-6701.

Bill-At-A-Glance

Previous Bill	577.06
Payment	.00
Adjustments	20.52
Past Due - Please Pay Immediately	597.58
Current Charges	277.21
Total Amount Due	**$874.79**
Current Charges Due in Full by	Sep 16, 2026

Billing Summary

Online: **att.com/attaccount**	Page	
Plans and Services	1	273.07
1 877 438-0041		
Payment Arrangements:		
1 800 924-1743		
Service Changes:		
1 877 438-0041		
Repair Services:		
1 800 247-2020		
AT&T Long Distance	2	4.14
1 800 321-2000		
Total Current Charges		277.21

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	8-23	Late payment charge on unpaid balance	20.52	

Plans and Services

Monthly Service - Aug 23 thru Sep 22

Charges for 281 689-9331	
2. Monthly Charges	1.30
3. Basic Local Service - Business	29.12
Total Charges for 281 689-9331	30.42
Charges for 281 689-9090	
4. Monthly Charges	1.30
5. Basic Local Service - Business	29.12
Total Charges for 281 689-9090	30.42
Charges for 281 689-9335	
6. Basic Local Service - Business	29.12
Charges for 281 689-9380	
7. Basic Local Service - Business	29.12
Charges for 281 689-9385	
8. Basic Local Service - Business	29.12
Total Monthly Service	148.20

Company Fees and Surcharges

9. Federal Subscriber Line Charge	56.65
10. 911 Fee	8.75
11. State Cost Recovery Charge	.32
12. Federal Universal Service Fee	28.55
13. Cost Assessment Charge	30.60
Total Company Fees and Surcharges	124.87

Government Fees and Taxes

14. Federal	.00
15. State and Local	.00
Total Government Fees and Taxes	.00

Total Plans and Services 273.07
Amount Subject to Sales Tax: .32

Local Services provided by AT&T Arkansas, AT&T Kansas, AT&T Missouri, AT&T Oklahoma, or AT&T Texas based upon the service address location.

Manage your account at att.com

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DUE BY: Sep 16, 2026 **$874.79** Amount After **Sep 18, 2026** **$895.58**

AT&T

Past Due Charges - $597.58 - Please Pay Immediately
Billing Date Aug 23, 2026
Date Mailed Aug 31, 2026

Account Number **281 689-9331 512 9**
Please include your account number on your check

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168993315129 2002079000000 151010000000597580000087479

AT&T Long Distance

Important Information

Message Regarding Terms & Conditions:
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Invoice Summary

(as of August 13, 2026)

Current Charges	
Service Charges	3.00
Credits and Adjustments	.00
Call Charges	.00
Surcharges and Other Fees	.93
Taxes	.21
Total Invoice Summary	**4.14**

Service Charges

Monthly Service Charges

	Type of Service	Period	Qty	
1.	BUS CLING	08/11-09/10	1	3.00
Total Monthly Service Charges				**3.00**
Total Service Charges				**3.00**

Surcharges and Other Fees

	Description	
2.	Federal Regulatory Fee	.16
3.	Federal Universal Service Fee	.56
4.	State Cost-Recovery Fee	.01
5.	Texas Universal Service	.20
Total Surcharges and Other Fees		**.93**

Taxes

	Description	
6.	Federal Tax	.00
7.	State and Local Taxes	.21
Total Taxes		**.21**

Total AT&T Long Distance **4.14**

News You Can Use

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LONG DIST. PROVIDERS
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LATE PAYMENT INFORMATION
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AT&T

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Account Number 281 689-9331 512 9
Billing Date Jul 23, 2026

Web Site att.com

Monthly Statement

Bill-At-A-Glance

Previous Bill	282.28
Payment	.00
Adjustments	21.17
Past Due - Please Pay Immediately	303.45
Current Charges	273.61
Total Amount Due	**$577.06**
Current Charges Due in Full by	Aug 17, 2026

Billing Summary

Online: **att.com/attaccount** **Page**

Plans and Services	1	269.47
1 877 438-0041		
Payment Arrangements:		
1 800 924-1743		
Service Changes:		
1 877 438-0041		
Repair Services:		
1 800 247-2020		
AT&T Long Distance	2	4.14
1 800 321-2000		
Total Current Charges		273.61

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Detail of Payments and Adjustments

Item No.	Date	Description	Adjustments	Payments
1.	7-23	Late payment charge on unpaid balance	21.17	

Plans and Services

Monthly Service - Jul 23 thru Aug 22

Charges for 281 689-9331	
2. Monthly Charges	1.30
3. Basic Local Service - Business	29.12
Total Charges for 281 689-9331	30.42
Charges for 281 689-9090	
4. Monthly Charges	1.30
5. Basic Local Service - Business	29.12
Total Charges for 281 689-9090	30.42
Charges for 281 689-9335	
6. Basic Local Service - Business	29.12
Charges for 281 689-9380	
7. Basic Local Service - Business	29.12
Charges for 281 689-9385	
8. Basic Local Service - Business	29.12
Total Monthly Service	**148.20**

Additions and Changes to Service

This section of your bill reflects charges and credits resulting from account activity.

Item No.	Description	Quantity	Monthly Rate	Amount Billed
Activity on Jul 2, 2026				
(Monthly Charges are Prorated from Jul 2, 2026 through Jul 22, 2026)				
9.	Federal Universal Service Fee	1		.08CR
10.	Federal Subscriber Line Charge	1		.64CR
11.	Federal Universal Service Fee	1		.08CR
12.	Federal Subscriber Line Charge	1		.64CR
13.	Federal Universal Service Fee	1		.08CR
14.	Federal Subscriber Line Charge	1		.64CR
15.	Federal Universal Service Fee	1		.08CR
16.	Federal Subscriber Line Charge	1		.64CR
17.	Federal Universal Service Fee	1		.08CR

Local Services provided by AT&T Arkansas, AT&T Kansas, AT&T Missouri, AT&T Oklahoma, or AT&T Texas based upon the service address location.

Manage your account at att.com

Return bottom portion with your check in the enclosed envelope.

Printed on Recyclable Paper

DUE BY: Aug 17, 2026 **$577.06**

Amount After **Aug 19, 2026** **$597.58**

AT&T

Past Due Charges - $303.45 - Please Pay Immediately
Billing Date Jul 23, 2026
Date Mailed Jul 30, 2026

Account Number **281 689-9331 512 9**
Please include your account number on your check

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168993315129 2002052000000 151010000000303450000057706

Plans and Services

Additions and Changes to Service - Continued

Item No.	Description	Quantity	Monthly Rate	Amount Billed
1.	Federal Subscriber Line Charge	1		.64CR
Total Additions and Changes to Service				**3.60CR**

Company Fees and Surcharges

2.	Federal Subscriber Line Charge	56.65
3.	911 Fee	8.75
4.	State Cost Recovery Charge	.32
5.	Federal Universal Service Fee	28.55
6.	Cost Assessment Charge	30.60
Total Company Fees and Surcharges		**124.87**

Government Fees and Taxes

7.	Federal	.00
8.	State and Local	.00
Total Government Fees and Taxes		**.00**

Total Plans and Services 269.47

Amount Subject to Sales Tax: .32

AT&T Long Distance

Important Information

Message Regarding Terms & Conditions:
To view your Terms & Conditions for AT&T Long Distance, access www.att.com/servicepublications or call AT&T at the toll free number on your bill.

Invoice Summary

(as of July 13, 2026)

Current Charges	
Service Charges	3.00
Credits and Adjustments	.00
Call Charges	.00
Surcharges and Other Fees	.93
Taxes	.21
Total Invoice Summary	**4.14**

Service Charges

Monthly Service Charges

	Type of Service	Period	Qty	
9.	BUS CLING	07/11-08/10	1	3.00
Total Monthly Service Charges				**3.00**
Total Service Charges				**3.00**

Surcharges and Other Fees

	Description	
10.	Federal Regulatory Fee	.16
11.	Federal Universal Service Fee	.56
12.	State Cost-Recovery Fee	.01
13.	Texas Universal Service	.20
Total Surcharges and Other Fees		**.93**

Taxes

	Description	
14.	Federal Tax	.00
15.	State and Local Taxes	.21
Total Taxes		**.21**

Total AT&T Long Distance 4.14

News You Can Use

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LONG DIST. PROVIDERS

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AT&T

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Account Number 281 689-9331 512 9
Billing Date Jul 23, 2026

News You Can Use

COST ASSESSMENT CHRG
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PROVIDER QUESTIONS
You may contact the Public Utility Commission of Texas, Office of Customer Protection, P.O. Box 13326, Austin, TX 78711-3326, 1-512-936-7120 or toll-free in Texas at 1-888-782-8477 or by e-mail at customer@puc.state.tx.us if you believe the local or long distance telephone provider on your bill are not correct or if there are unauthorized charges on your bill. Hearing and speech impaired customers with text telephones (TTY) may call 1-512-936-7136. When corresponding by mail, include your complaint and copies of the phone bills.

Please contact AT&T to switch back to the provider of your choice or if you believe there are any unauthorized charges on your bill. For a complete listing of Terms and Conditions, visit us at att.com/servicepublication

LATE PAYMENT INFORMATION
A late payment charge of 7.5%, calculated monthly, will be assessed if your payment is not received by the date shown on the remit stub next to "Amount After".

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AT&T

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Page 1 of 2
Account Number 281 689-9331 512 9
Billing Date Jun 23, 2026

Web Site att.com

Monthly Statement

Connect to value
Powerful connections with savings that last are just the beginning. Check out our best wireless plans and hyper-fast internet options today, call 888-492-6701.

Bill-At-A-Glance

Previous Bill	286.67
Payment Received 6-20 Thank you!	286.67CR
Adjustments	.00
Balance	.00
Current Charges	282.28
Total Amount Due	**$282.28**
Amount Due in Full By	Jul 16, 2026

Billing Summary

Online: **att.com/attaccount**

	Page	
Plans and Services	1	278.17
1 877 438-0041		
Payment Arrangements: 1 800 924-1743		
Service Changes: 1 877 438-0041		
Repair Services: 1 800 247-2020		
AT&T Long Distance	1	4.11
1 800 321-2000		
Total Current Charges		282.28

News You Can Use Summary

- PREVENT DISCONNECT
- PRODUCTS & SERVICES
- COST ASSESSMENT CHRG
- LONG DIST. PROVIDERS
- FEES AND SURCHARGES

See "News You Can Use" for additional information

Plans and Services

Monthly Service - Jun 23 thru Jul 22

Charges for 281 689-9331	
1. Monthly Charges	1.30
2. Basic Local Service - Business	29.12
Total Charges for 281 689-9331	30.42
Charges for 281 689-9090	
3. Monthly Charges	1.30
4. Basic Local Service - Business	29.12
Total Charges for 281 689-9090	30.42
Charges for 281 689-9335	
5. Basic Local Service - Business	29.12
Charges for 281 689-9380	
6. Basic Local Service - Business	29.12
Charges for 281 689-9385	
7. Basic Local Service - Business	29.12
Total Monthly Service	**148.20**

Company Fees and Surcharges

8. Federal Subscriber Line Charge	61.20
9. 911 Fee	8.75
10. State Cost Recovery Charge	.32
11. Federal Universal Service Fee	29.10
12. Cost Assessment Charge	30.60
Total Company Fees and Surcharges	**129.97**

Government Fees and Taxes

13. Federal	.00
14. State and Local	.00
Total Government Fees and Taxes	**.00**

Total Plans and Services 278.17
Amount Subject to Sales Tax: .32

AT&T Long Distance

Important Information

Message Regarding Terms & Conditions:
To view your Terms & Conditions for AT&T Long Distance, access www.att.com/servicepublications or call AT&T at the toll free number on your bill.

Local Services provided by AT&T Arkansas, AT&T Kansas, AT&T Missouri, AT&T Oklahoma, or AT&T Texas based upon the service address location.

Manage your account at att.com

Return bottom portion with your check in the enclosed envelope.

Printed on Recyclable Paper

DUE BY: Jul 16, 2026 **$282.28** Amount After **Jul 20, 2026** **$303.45**

AT&T

Billing Date Jun 23, 2026
Date Mailed Jun 30, 2026

Account Number **281 689-9331 512 9**
Please include your account number on your check

SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372 - 6211

Make check payable to:

AT&T
PO BOX 5001
CAROL STREAM IL 60197-5001

9755 28168993315129 3002117000000 151010000000000000000028228

AT&T Long Distance

Invoice Summary
(as of June 13, 2026)

Current Charges	
Service Charges	3.00
Credits and Adjustments	.00
Call Charges	.00
Surcharges and Other Fees	.90
Taxes	.21
Total Invoice Summary	**4.11**

Service Charges
Monthly Service Charges

	Type of Service	Period	Qty	
1.	BUS CLING	06/11-07/10	1	3.00
Total Monthly Service Charges				**3.00**
Total Service Charges				**3.00**

Surcharges and Other Fees

	Description	
2.	Federal Regulatory Fee	.15
3.	Federal Universal Service Fee	.54
4.	State Cost-Recovery Fee	.01
5.	Texas Universal Service	.20
Total Surcharges and Other Fees		**.90**

Taxes

	Description	
6.	Federal Tax	.00
7.	State and Local Taxes	.21
Total Taxes		**.21**

Total AT&T Long Distance **4.11**

News You Can Use

PREVENT DISCONNECT
Thank you for being a valued customer. Please be aware that all charges must be paid each month to keep your account current and prevent collection activities. We are required to inform you that certain charges such as your telephone line, and fees and surcharges MUST be paid in order to prevent interruption of basic local service. These charges are already included in the Total Amount Due and are $282.28 . Also, neglecting payment for other charges, such as long distance, voice mail, InLine®, wireless, and Internet may result in those services being interrupted.

LONG DIST. PROVIDERS
Our records indicate that you have selected AT&T Long Distance or a company that resells their services as your primary local toll carrier and AT&T Long Distance or a company that resells their services as your primary long distance carrier. Please contact us if this does not agree with your records.

PRODUCTS & SERVICES
Discover the latest AT&T products and services designed to keep you connected at att.com. Visit today to explore options that fit your lifestyle and needs.

FEES AND SURCHARGES
AT&T collects monthly fees and surcharges to help recover its required contribution to government programs and to recover costs AT&T pays in taxes and required payments levied by federal, state, and local governments. These fees and surcharges included on your bill are periodically adjusted to align with the rates determined by the government agency that is responsible for the state or federal fund or tax and subject to change at any time without notice to you unless required by law. For more information, please contact an AT&T Service Representative at the phone number listed on the front of your bill.

COST ASSESSMENT CHRG
AT&T charges you this monthly per line amount to recover its ongoing costs incurred for property taxes and supporting the administration of local number portability, a government program that enables customers to retain their telephone number when changing service providers. This fee is not a tax or charge that the government requires AT&T to collect from its customers.

Terms and Conditions

PROVIDER QUESTIONS
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SPLENDORA ISD
23419 FM 2090 RD
SPLENDORA TX 77372-6211

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Splendora ISD Board of Trustees
Agenda Item Information Form

BOARD MEETING DATE: November 16, 2026

AGENDA ITEM NAME: Consider Approval of Final Acceptance of the Splendora High School Additions and Authorize Release of Retainage and Final Payment to G.T.T., Inc.

THIS ITEM RELATES TO STRATEGIC PLAN PILLAR(S): Fiscal & Operational Systems

BACKGROUND INFORMATION: A contract for construction of the Splendora High School Addition was approved by the Board of Trustees on March 18, 2024, with G.T.T., Inc. for $9,508,000, which included $320,000 in Owner's Contingency Allowance.

Owner's Contingency Allowance:		
Original Contract		
Owner's Contingency Allowance	$	300,000.00
Graphics Allowance		20,000.00
Subtotal - Owner's Contingency Allowance		320,000.00
Project Scope Adjustments		(204,516.99)
Balance of Owner's Contingency Allowance	$	115,483.01
Contract	$	9,188,000.00
Owner's Contingency Allowance		320,000.00
Total Original Contract		9,508,000.00
Negative Change Order (Balance of Owner's Contingency Allowance)		(115,483.01)
Final Project Cost	$	9,392,516.99

Board Policy CV(LOCAL) states the District shall not make final payments for construction or the supervision of construction until the work has been completed and the Board has accepted the work.

ADMINISTRATIVE RECOMMENDATION: Accept the completed project and authorize final payment.

ATTACHMENTS:

- Change Order #01 (Negative Change Order)
- Allowance Expenditure Authorization (AEA) Tracking Log
- Allowance Expenditure Authorization (AEA) 001
- Allowance Expenditure Authorization (AEA) 002
- Allowance Expenditure Authorization (AEA) 003

BUDGET INFORMATION: The project was funded by the Capital Projects Fund (2022 Bond).

RESOURCE PERSONNEL: Kevin Lynch, Construction Program Manager, Dr. Shane Conklin, Deputy Superintendent, Yvonne M. Johnson, Chief Financial Officer

RECOMMENDED MOTION: I move to approve the final acceptance of the Splendora High School Additions project and authorize the release of retainage and final payment to G.T.T., Inc.

Splendora Independent School District
Schedule of Revenues and Expenditures
Budget to Actual - General Fund
Fiscal Year 2026-2027
As of September 30, 2026

	Budgeted Amounts		Actual		Ratio of Amended
	Original	Amended	Amounts	Variance	Budget
REVENUES:					
5700 - Local	$ 15,175,000	$ 15,175,000	$ 338,916	$ (14,836,084)	2.23%
5800 - State	54,500,000	54,500,000	878,855	(53,621,145)	1.61%
5900 - Federal	445,000	445,000	329	(444,671)	0.07%
Total Revenues	70,120,000	70,120,000	1,218,100	(68,901,900)	1.74%
EXPENDITURES:					
11 - Instruction	42,308,024	42,308,024	6,851,488	35,456,536	16.19%
12 - Instructional Resources and Media Services	300,075	300,075	83,730	216,345	27.90%
13 - Curriculum and Instruction Staff Development	1,794,264	1,794,264	602,376	1,191,888	33.57%
21 - Instructional Leadership	1,949,951	1,949,951	714,309	1,235,642	36.63%
23 - School Leadership	3,686,795	3,686,795	947,910	2,738,885	25.71%
31 - Guidance, Counseling, and Evaluation Services	2,287,977	2,287,977	692,478	1,595,499	30.27%
32 - Social Work Services	130,831	130,831	12,137	118,694	9.28%
33 - Health Services	662,119	662,119	91,849	570,270	13.87%
34 - Student Transportation	3,786,296	3,786,296	1,135,983	2,650,313	30.00%
36 - Extracurricular Activities	2,024,688	2,024,688	522,832	1,501,856	25.82%
41 - General Administration	2,996,053	2,996,053	960,746	2,035,307	32.07%
51 - Facilities Maintenance and Operations	7,403,846	7,403,846	3,000,315	4,403,531	40.52%
52 - Security and Monitoring Services	1,146,977	1,146,977	310,772	836,205	27.09%
53 - Data Processing Services	987,479	987,479	467,061	520,418	47.30%
61 - Community Services	255,125	255,125	112,802	142,323	44.21%
71 - Debt Service	-	-	-	-	0.00%
81 - Facilities Acquisition and Construction	39,500	39,500	-	39,500	0.00%
93 - Payments to Member Districts of SSA	-	-	-	-	0.00%
95 - Payments to Juvenile Justice Alt. Ed. Prg.	-	-	-	-	0.00%
99 - Other Intergovernmental Charges	240,000	240,000	50,436	189,564	21.02%
Total Expenditures	72,000,000	72,000,000	16,557,224	55,442,776	23.00%
Excess (Deficiency) of Revenues Over (Under) Expenditures	(1,880,000)	(1,880,000)	(15,339,125)	(13,459,125)	
7900 - Transfers In/Other Resources	-	-	-	-	
8900 - Transfers Out/Other Uses	-	-	-	-	
NET CHANGE IN FUND BALANCE	**$ (1,880,000)**	**$ (1,880,000)**	**$ (15,339,125)**	**$ (13,459,125)**	
FUND BALANCE AS OF JUNE 30, 2025:					
Unassigned Fund Balance	$ 8,898,844	$ 8,898,844			
Assigned Fund Balance					
Capital Projects - Field Turf	440,000	440,000			
Capital Projects - HVAC	275,000	275,000			
Capital Projects - Roofing	330,000	330,000			
Capital Projects - Technology	165,000	165,000			
Capital Projects - Transportation	165,000	165,000			
Capital Projects - Miscellaneous Capital Equipment	355,000	355,000			
Total Assigned Fund Balance	1,730,000	1,730,000			
Total Unassigned and Assigned Fund Balance	**10,628,844**	**10,628,844**			
Fund Balance as a % of Total Budgeted Expenditures	15%	15%			
Fund Balance in Days (TEA 90 Days; School FIRST 75 Days)	54	54			
Committed Fund Balance	170,000	170,000			
Nonspendable Fund Balance (Inventories & Prepaids)	524,676	524,676			
Total Fund Balance	**$ 11,323,520**	**$ 11,323,520**			

Splendora Independent School District
Schedule of Revenues and Expenditures
Budget to Actual - Child Nutrition Fund
Fiscal Year 2026-2027
As of September 30, 2026

	Budgeted Amounts		Actual		Ratio of Amended
	Original	Amended	Amounts	Variance	Budget
REVENUES:					
5700 - Local	$ 428,000	$ 428,000	$ 10,295	$ (417,705)	2.41%
5800 - State	14,000	14,000	-	(14,000)	0.00%
5900 - Federal	4,408,000	4,408,000	1,143,357	(3,264,643)	25.94%
Total Revenues	4,850,000	4,850,000	1,153,652	(3,696,348)	23.79%
EXPENDITURES:					
35 - Food Services	4,850,000	4,850,000	1,192,232	3,657,768	24.58%
Total Expenditures	4,850,000	4,850,000	1,192,232	3,657,768	24.58%
Excess (Deficiency) of Revenues Over (Under) Expenditures	-	-	(38,580)	(38,580)	
7900 - Transfers In/Other Resources	-	-	-	-	
8900 - Transfers Out/Other Uses	-	-	-	-	
NET CHANGE IN FUND BALANCE	**$ -**	**$ -**	**$ (38,580)**	**$ (38,580)**	
FUND BALANCE AS OF JUNE 30, 2025:					
Restricted - Food Service	$ 1,711,685	$ 1,711,685			
Total Fund Balance	**$ 1,711,685**	**$ 1,711,685**			

Splendora Independent School District
Schedule of Revenues and Expenditures
Budget to Actual - Debt Service Fund
Fiscal Year 2026-2027
As of September 30, 2026

	Budgeted Amounts		Actual		Ratio of Amended
	Original	Amended	Amounts	Variance	Budget
REVENUES:					
5700 - Local	$ 10,300,000	$ 10,300,000	$ 32,406	$ (10,267,594)	0.31%
5800 - State	2,500,000	2,500,000	-	(2,500,000)	0.00%
5900 - Federal	-	-	-	-	0.00%
Total Revenues	12,800,000	12,800,000	32,406	(12,767,594)	0.25%
EXPENDITURES:					
71 - Debt Service	14,073,000	14,073,000	2,700	14,070,300	0.02%
Total Expenditures	14,073,000	14,073,000	2,700	14,070,300	0.02%
Excess (Deficiency) of Revenues Over (Under) Expenditures	(1,273,000)	(1,273,000)	29,706	1,302,706	
7900 - Transfers In/Other Resources	-	-	-	-	
8900 - Transfers Out/Other Uses	-	-	-	-	
NET CHANGE IN FUND BALANCE	**$ (1,273,000)**	**$ (1,273,000)**	**$ 29,706**	**$ 1,302,706**	
FUND BALANCE AS OF JUNE 30, 2025:					
Restricted - Retirement of Long-Term Debt	$ 6,818,238	$ 6,818,238			
Total Fund Balance	**$ 6,818,238**	**$ 6,818,238**			

Splendora ISD Board of Trustees
Agenda Item Information Form

BOARD MEETING DATE: November 16, 2026

AGENDA ITEM NAME: Notice of Intent to Apply for the 2026 USDA National School Lunch Program Equipment Assistance Grant

THIS ITEM RELATES TO STRATEGIC PLAN PILLAR(S): Fiscal and Operational Systems

BACKGROUND INFORMATION: In accordance with Board Policy CB(LOCAL), the Child Nutrition Department is providing public notice of its intent to apply for the 2026 USDA National School Lunch Program Equipment Assistance Grant. If awarded, the requested grant of $30,000.00 will be used to purchase a new commercial conveyor pizza oven for Peach Creek Elementary School. During the design and construction of the new Peach Creek kitchen, the Child Nutrition Department agreed to fund the purchase of the pizza oven to help reduce bond expenditures, provided the necessary kitchen infrastructure was incorporated into the original design. The installation of the new oven will fulfill this commitment and complete the kitchen configuration as originally planned.

ADMINISTRATIVE RECOMMENDATION: Administration recommends that the Board receive this item as information only to satisfy public notice requirements for a federal grant application. No action is required.

ATTACHMENTS: No attachments are included or required for this agenda item.

BUDGET INFORMATION: If awarded, grant revenues and associated expenditures will be recorded in the appropriate Child Nutrition Fund accounts in accordance with applicable USDA National School Lunch Program (NSLP) requirements and federal grant accounting regulations.

RESOURCE PERSONNEL: Charles Rawls, Director of Child Nutrition, Calesta House, Director of Federal Programs & Compliance, and Yvonne M. Johnson, Chief Financial Officer

RECOMMENDED MOTION: No action required; presented in accordance with Board Policy CB(LOCAL).