Agenda of Regular Meeting

The Board of Trustees
Anahuac Independent School District

A Regular Meeting of the Board of Trustees of Anahuac Independent School District will be held November 16, 2026, beginning at 6:00 PM in the Anahuac Primary School Cafeteria, 2024 Belton Lane, Anahuac, Texas 77514.

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. Convene in a Quorum and Call to Order; Pledges of Allegiance to the United States and Texas Flags; Invocation
II. Administer Oath of Office to Trustees
III. CLOSED SESSION
    A) Discussion/Evaluation of Personnel: Texas Government Code 551.074
IV. RECONVENE INTO OPEN SESSION
V. Reorganize the Board (Elect President, Vice President, and Secretary)
VI. **Vision:** Anahuac ISD will prepare all students for a successful future in a competitive society.
VII. **Mission Statement:** Anahuac ISD will provide a safe and productive learning environment through dedicated staff, engaged families and strong community partnerships.
VIII. STUDENT Recognition
IX. STAFF Recognition
X. PUBLIC COMMENTS/PUBLIC HEARING FOR TARGETED IMPROVEMENT PLAN (Please fill out the form provided at the meeting & present it to the President prior to the beginning of the meeting)
XI. MONTHLY REPORTS
    A) Superintendent's Report
    B) Board Goal Report — Elementary School and Middle School BOY report
    C) Principal Monthly Board Reports
    D) Presentation of Monthly Financial Reports, Investment Reports, and Budget Update
XII. ACTION ITEMS
    A) Consider and approve the purchase of network servers to replace the current server system ($143,562.63)
    B) Consider Resolution to Certify 2026 Tax Roll
    C) Consider and adopt the Targeted Improvement Plan for Anahuac Middle School
    D) Consider and adopt the Local Improvement Plan for Anahuac Elementary School

E) Consider and approve Minutes from the EISO Workshop on October 14, 2026

F) Consider and Approve Minutes from the Regular Meeting on October 26, 2026

XIII. DISCUSSION ITEMS

A) Discuss amendments and corrections to Board Goals

XIV. CLOSED SESSION

A) Discussion of Security Matters: Texas Government code 551.076 and code 551.089- Intruder Detection Audit

B) Consultation with Board Attorney Regarding All Matters As Authorized By Law: Texas Government Code Section 551.071

C) Discussion/Evaluation of Personnel: Texas Government Code 551.074

XV. RECONVENE INTO OPEN SESSION

XVI. TAKE ACTION ON ITEM(S) DISCUSSED IN CLOSED SESSION

A) Consider hiring a Primary School Teacher

XVII. ADJOURNMENT

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

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

Anahuac Independent School District
District Goals 2026

1. Academics

Anahuac ISD will ensure that every child receives at least one year's growth in a school year. Primary focus areas will include academics, college, career, and military readiness (CCMR).

- The percentage of 3rd-grade students that score at the Meets level or above on STAAR Reading will increase from June 2026 40% to 60% by June 2032. (HB3 Goal)
- The percentage of 3rd-grade students that score at the Meets level or above on STAAR Math will increase from June 2026 32%% to 60% by June 2032. (HB3 Goal)
- The percentage of graduates meeting the CCMR criteria will increase from June 2026 93% to 100% by August 2032. (HB3 Goal)

Reports and Data

- Student data from district-administered Interim Assessments will be used to measure academic growth. The superintendent will report to the board, including comparative data. *
- At the end of each semester, the superintendent will report to the board on CTE course offerings, participation, and completed vocational certifications.
- The HB3 goal spreadsheet, which shows each annual goal for the five years and is updated by the district annually, shows progress toward attaining the goals.

*examples NWEA maps testing, etc. compared to last year and growth throughout the year…

2. Safety

- Districtwide, the implementation of programs and improvements to achieve and maintain current compliance with safety and security mandates will continue to be a priority at ISD during the school year.

Evidence of Attainment

- The district will continue working with local law enforcement and TEA to establish procedures and protocols for use during emergencies.
- All staff members and students will be trained on emergency situations in accordance with procedures in our Emergency Operations Procedures guidelines.
- Reports to the Board will include the completed/ implemented student and campus safety programs/improvements for the school year and any other recommendations for further student and/or campus safety enhancements.
- Conduct regular meetings with the Safety and Security Committee and report to the board (Director of Operations) - Director of Operations will continue coordinating with local law enforcement and TEA while regularly reporting to the Board.
- Staff and students will be trained efficiently on a wide variety of safety drills throughout the school year and will be reported to the Board regularly.

3. Personnel:

ISD will attract and retain a highly qualified and diverse staff that reflects the district's student population.

Evidence of Attainment

- The district will continue to enhance its "Grow Your Own" program for teachers and future administrators.
- Campus administrators will develop procedures for honoring their staff members through in-district and outside organization recognition and will share with the Board through their monthly reports.
- Administrators will plan and implement strategies to support and increase staff morale.
- The Texas Association of School Boards will conduct a staff salary study during the school year. The report prepared will be reviewed by the school board to assist in making future plans.
- Update, as needed, written procedures and guidelines for the "Grow Your Own" program for future teachers and administrators.

(Superintendent, report to the board spring semester). Include items such as Teaching & Learning Endorsement.

* LIFT training dates: RBIS, PBIS, MTSS, etc. on master list/calendar in report form

- TMT pathway 1 & 2
- LIFT: SWRs, Inst. Framework, Assessments, Obs/FB, Performance Management training, product training dates, other trainings associated w/LIFT

4. Operations & Facilities

ISD will have clean and safe facilities that assure a positive learning environment.

Evidence of Attainment

- Prioritize the planning process for future facility improvements and developments not taken care of with the ongoing bond construction and report to the board in writing during the fall 2024 semester. (Superintendent and Director of Maintenance and Operations)

STUDENT EXPERIENCE STATEMENTS

- Every Anahuac ISD student deserves a learning environment where they feel physically safe and emotionally supported.
- Every Anahuac ISD student deserves high-quality curriculum resources that are rigorous, vertically aligned, and designed to support both academic growth and real-world readiness.
- Every Anahuac ISD student deserves relevant, engaging, rigorous instruction that challenges them to think deeply and critically.
- Every Anahuac ISD student deserves preparation for college, career, military, and life beyond graduation.
- Every Anahuac ISD student deserves opportunities to strengthen their understanding of character, integrity, and respect for others.

STRATEGIC PRIORITIES AND INITIATIVES

PRIORITY 1 – Academic Experience

- Tier 1 Instructional Strategies and Supports for All Learners (4.1.2)
- Materials Use Expectation-Setting and Communication (4.2.2)
- Quality Tier 1 Material Access and Use (4.2.3)

PRIORITY 2 – INSTRUCTIONAL LEADERSHIP AND CAPACITY BUILDING

- Culture and Routine Systems Training (5.2.1)
- Instructional Planning Support (5.2.4)
- Observation and Feedback (5.2.5)

SUPERINTENDENT'S BOARD REPORT

ANAHUAC INDEPENDENT SCHOOL DISTRICT



Anahuac Instructional Framework Part 2 Session - Oct. 26, 2026

SUMMARY

"Understanding is remembering in disguise." ~ Dan Willingham

Late October and Early November continue with ongoing training, data review, and observation and feedback. The LIFT team, which is composed of teachers and administration, met to continue its work on the Instructional Framework for RLA and Mathematics. The secondary leadership team and central office reviewed CTE & CCMR Data so that a system of procedures can be put in place, especially with the 2031 Accountability Refresh that affects Graduates of 2030 and beyond. Additionally, assessment and PEIMS data were reviewed with ESC 5 focusing on the Results Driven Accountability (RDA) portion of Domain 3 (Closing the Gaps) for the A-F Accountability

System to know what groups and categories need to be targeted for this year's STAAR/EOC assessments and discipline reports.

Campus leadership teams accompanied me to a half-day TEA training session on Supporting Quality Instructional Systems. The contents of that training is the foundation of what TEA used to incorporate into the TSL program and the LIFT grant.

Goal setting for the growth to be seen in the Middle of Year (MOY) assessments is underway and should be finalized by November. Formulas were used to ensure that the targets are equitably scaled, ensuring that end-of-year growth expectations are directly customized to the beginning-of-year starting point.

ENROLLMENT AND ATTENDANCE

Date	Enrollment	Last Year 25/26	APS	AES	AMS	AHS
8/7/2026	1429	1464	362	324	321	422
8/11/2026	1489					
8/13/2026	1492		378	339	331	444
8/21/2026	1499		379	340	331	449
8/27/2026	1509		380	343	334	452
9/10/2026	1514		384	342	335	453
9/24/2026	1522		385	344	335	458
10/16/2026	1527		388	343	337	459
10/30/2026	***Snapshot 1523***		***390***	***341***	***336***	***456***
11/6/2026	**1526**		**386**	**340**	**337**	**454**

11/5/2026	**YTD Attendance**	**95.81%**

LIFT - PERFORMANCE MANAGEMENT: REVIEW OF BOY DATA

At the October Board meeting, Dr. Criswell gave an overview of the BOY (Beginning of the

Year) assessments. During the November Meeting, the Elementary and Middle School BOY scores will be presented. High School will present in December and will include both BOY and projected CCMR.

In conjunction with the LIFT Grant, the Performance Management component of the grant reviews data and looks for ways to best leverage it. During the October Performance Management meeting, the leadership team used the Observation and Feedback information along with the BOY data to discuss and reflect on identifying what the next highest leverage steps that need to be taken. The following questions were asked, and what was considered will be reflected in the campus BOY reports during the principal's presentations:

Successes

- What successes do we see from the data?
- What did we do that led to these results? What behaviors, routines, or implementation efforts made the difference?

Challenges

- What challenges do we see from the data?
- What has been the impact of these challenges? What behaviors, routines, or implementation efforts led to the current state?

Next Steps

- What specific actions should we stamp to maintain any current successes?
- What specific actions should we stamp to address identified challenges and drive continuous improvement?
- Each action needs to get specific: Who needs to receive the support? What support will be provided? Who is responsible for providing this support as well as following through after support is provided? When and/or how often? How will progress be monitored?

School Improvement Check

- Are we especially clear from above the successes, challenges, and next steps for our school improvement identified campuses to ensure accelerated progress?

The Curriculum-Based Assessments (CBAs) are all being collected from each teacher to be reviewed to ensure that the CBA meets the expectation for Rigor and Pacing, to determine

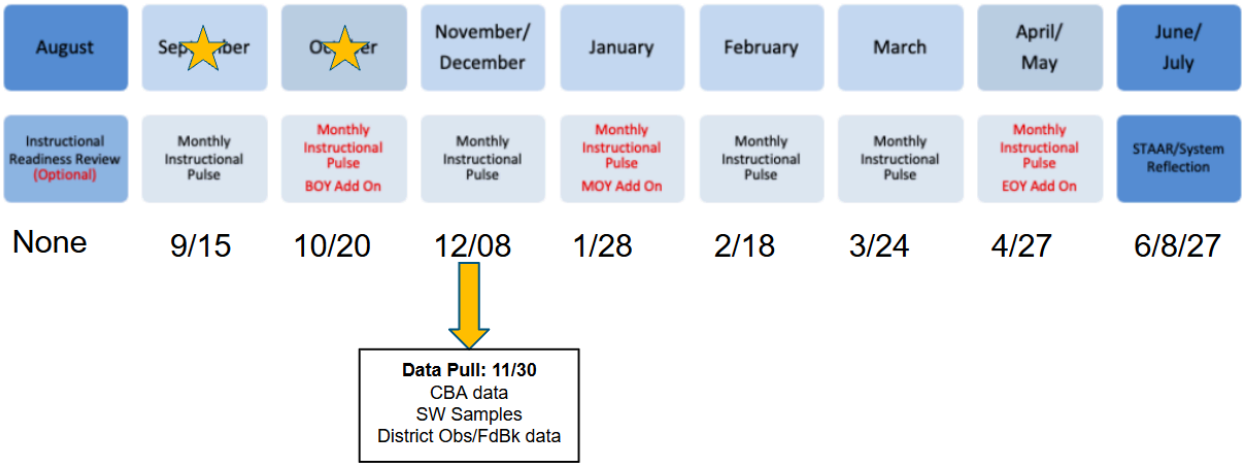
if the assessments are teachers are using have alignment across all grade levels/content, and to ensure ALL students are learning and testing on grade level.

Actions were set in response to the data and follow on the next page:

Actions to Take in Response to Data

Action Item(s) include campus(es), grade(s), subject(s)	Owner(s)	Due Date	Comments	Evidence of Completion
1. RLA Observations need to happen	Principal or AP or District Admin.	10/12/26	2 visits per teacher (Tested Subjects only) Shawntel to notify campus leaders and ensure completion. Leaders notified on 9/15, follow up will occur before due date.	Agnostic Observation Data RLA Observation Data Math Observation Data
2. District Wide Pacing	Teachers/ Principals	9/25/26	Teachers submit a YAG or a Scope and Sequence to at least show number of days per Topic/Unit. End goal of having a calendar. Daniel to notify campus leaders and ensure completion.Leaders notified on 9/15, follow up will occur before due date.	
CBA Expectations added to the Instructional Framework	Daniel Andrews	11/20	Define the CBA Expectation for Rigor and Pacing. What assessments are we using and is there alignment across all grade levels/content Ensure ALL students are learning and testing on grade level	Region 5 program coordinators planning sessions CBA folders for each campus, prior to the assessment (SPED Included)
Increase Campus LIFT Walkthroughs by Principals	Daniel Andrews	11/20	3 per month to start	There should be at least 1 done per week and sent to Shauntel

Target Dates for Monthly, BOY/MOY/EOY & STAAR Reflection



MIDDLE SCHOOL - SCHOOL IMPROVEMENT / EFFECTIVE CAMPUS FRAMEWORK

On November 4th at 4:30 p.m., the Middle School's Campus Site-Based Decision Making Committee will host a public meeting to discuss the rating and campus performance objectives. The draft Target Improvement Plan (TIP) will be presented for public feedback.

At the November 16th Board Meeting, the Target Improvement Plan will be presented for Board adoption. The TIP will then be submitted to TEA. Both the public meetings are requirements in the School Improvement process.

Professional Learning Communities (PLC) practice at the Middle School will follow the TIP. Our plan is to have Jamie Youngblood with School Improvement work with Mrs. Stephenson to schedule protected PLC time. She will begin this in November. From there, Jennifer Gavard of ESC 5 will begin using PLC language with the math teachers and train leaders and teachers by December break. After the start of the year, the goal is to fully implement PLCs for middle school math and eventually train the high school (and possibly even have MS/HS PLC for Algebra.

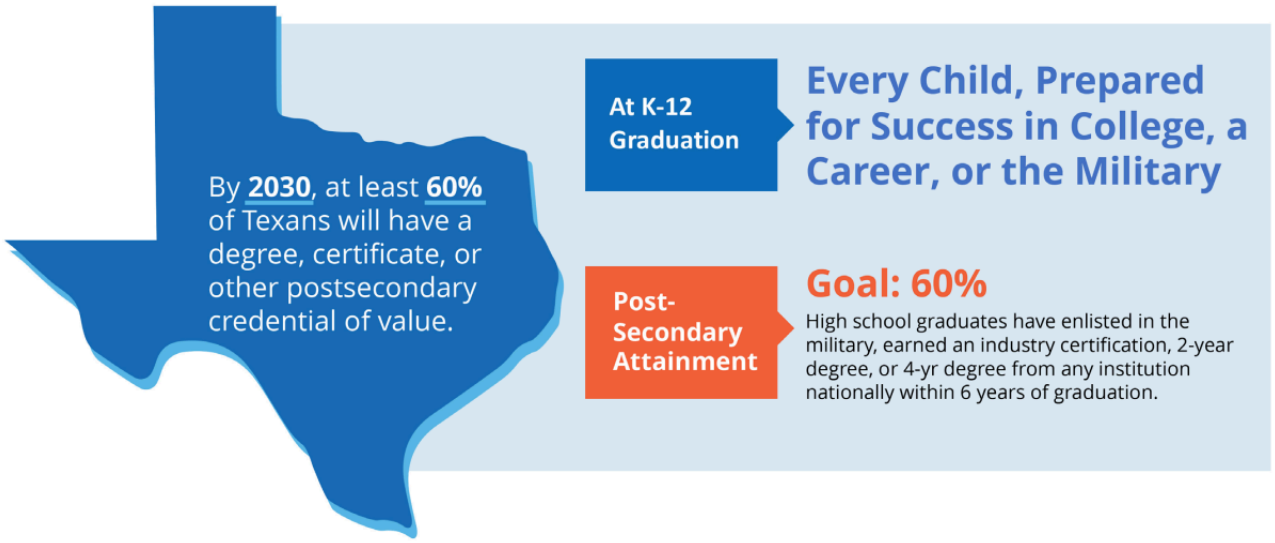
ESC 5 will follow with training the primary and elementary once adoption decisions are made in the spring.

CURRENT LAW - GRADUATION REQUIREMENTS & CCMR

Keeping in mind TEA's goal of having successful 25-year olds in the workforce, the current TEA Vision for Texas Students will effect new standards for the A-F Academic Accountability System. In order for Anahuac High School to maintain its "A" rating in CCMR (College, Career, or Military Ready) and work toward the goal of 100% of graduating students meeting the requirements of CCMR, graduation requirements will need to be changed. Students will have to take more classes that go toward meeting CCMR requirements. This means that many of the juniors and seniors in the past that left early from school will be going the whole school day or will be in a work-approved program that is in conjunction with meeting CCMR.

AS A REMINDER: The CCMR grade/rating that comes out at the beginning of next school year will be from last year's seniors (2026). The changes that are made today will not be seen or felt until the 2028 accountability cycle, which will be 2 years from now.

TEA's VISION



CCMR for 2027 - 2029 GRADUATES

2027 - 2029 Annual Graduates

College Ready	Career Ready	Military Ready
Met criteria on AP/IB exam (AP =3+; IB =4+) *OR*	Complete a program of study and earn an aligned IBC* *OR*	Enlist in US Armed Forces/Texas National Guard *OR*
Met TSI criteria in RLA and Math (SAT/ACT/TSIA2, College Prep*) *OR*	Workforce Ready IEP Diploma *OR*	Complete 3+ JROTC courses + 31+ ASVAB score*
Dual Credit (3 hours in RLA or 3 hours in Math or 9 hours any subject) *OR*	SPED Advanced Diploma *OR*	
Earn an Associates Degree *OR*	Earn a Level I or Levell II Certificate *OR*	
At least 3 OnRamps hours credit *OR*		
*Note: • CP courses must be taken during 12th grade and provider must be on the TEA approved list • Currently, Math does not have approved providers	*Note: • IBC list v4 2025-2030 • 5% cap on Tier 3 IBCs	*Note: • New indicator for the 2028 CCMR Refresh

CCMR for (current freshman class) 2030 (and beyond) GRADUATES

2030 (and beyond) Annual Graduates

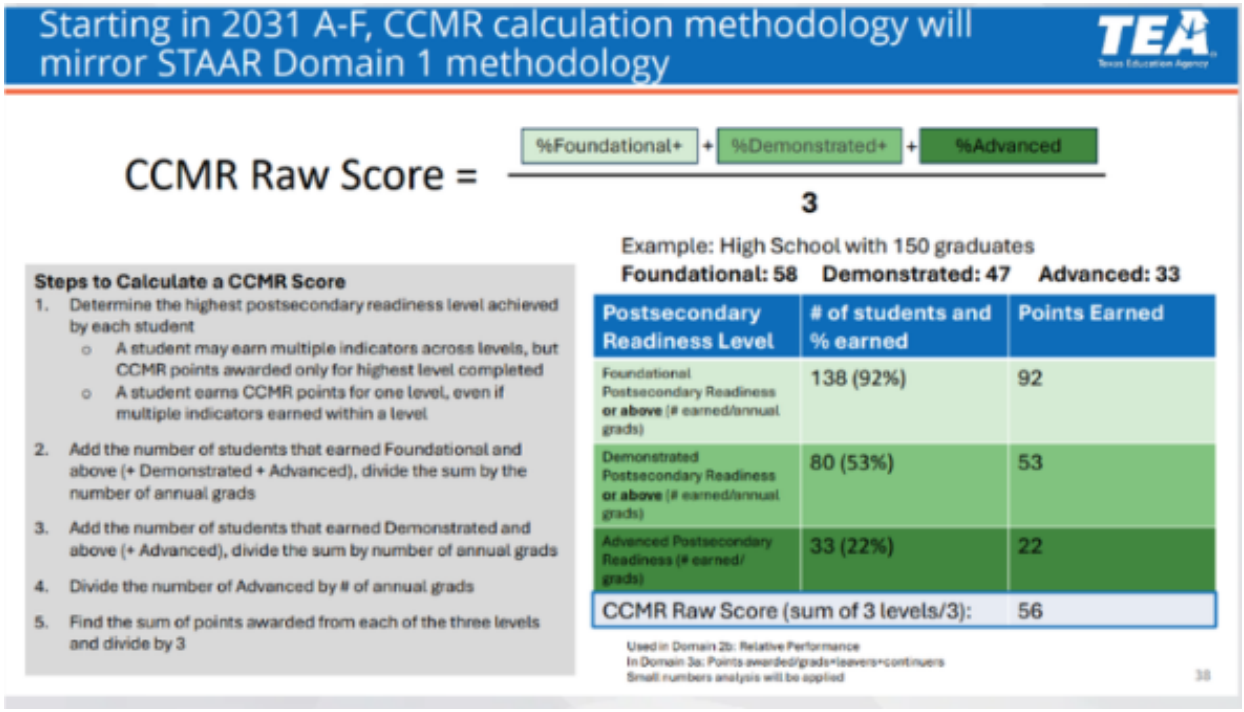
Foundational Postsecondary Readiness	Demonstrated Postsecondary Readiness	Advanced Postsecondary Readiness
Met TSI using an Approved College Prep Course *OR*	Met TSI using ACT, SAT, or TSIA 2 *OR*	Associates Degree *OR*
College Credit (any subject) • 1 AP/IB passed exam, OR • 3 hours On Ramps, OR • 3 hours DC *OR*	CTE Completer + aligned Tier 2 IBC *OR*	Met TSI using ACT/SAT/TSIA2 AND College Credit (any subject) • 1 AP/IB passed exam, OR • 3 hours On Ramps, OR • 3 hours DC *OR*
CTE Completer + aligned Tier 3 IBC *OR*	SPED Advanced Diploma *OR*	Earn Level I or Level II Certificate *OR*
JROTC Completion + 31-49 ASVAB	Workforce Ready IEP Diploma *OR*	CTE Completer + aligned Tier 1 IBC *OR*
Note: • TSI criteria must be met in both Math and RLA	JROTC Completion + 50-64 ASVAB	Military Enlistment *OR*
Note: • If either Math or RLA TSI criteria is met using CPC, CCMR is foundational		JROTC Completion + 65+ ASVAB

HOW WILL THIS AFFECT A - F ACCOUNTABILITY?

In short, **the bar has been raised**. Changes must be made in order for the campus to maintain its "A" CCMR rating. More accountability points are awarded for Readiness above *Foundational Postsecondary Readiness*. The most points will be received for graduates that meet the ***Advanced Postsecondary Readiness*** level.

Methodology Example on CCMR Scoring for Class of 2030 and Beyond

This is an example of how the three levels of Postsecondary Readiness would be weighted. Cutscores have not been developed; however, you can see the methodology.



CCMR Raw Score = $\frac{92 + 53 + 22}{3}$

CCMR Raw Score = $\frac{167}{3}$

CCMR Raw Score = 56 (F) *

**** Under the current system, the CCMR Raw Score would have been a 92 (A)***

CCMR OUTCOME BONUS - TEA SUMMARY OF FINANCE

Year	Ed. Dis	Non Ed Dis	Sped	CCMR Outcome Bonus
25-26	35,000	3,000	0	$38,000
24-25	45,000	30,000	0	$75,000
23-24	35,000	8,000	0	$53,000
22-23	10,000	30,000	0	$40,000
21-22	20,000	12,000	2,000	$35,000
20-21	40,000	18,000	0	$58,000

In reviewing the data, there is a *Win-Win Opportunity* for our graduating students to statistically have a higher chance of success at age 25 and for the District to receive more funds to better support our CCMR programs.

This along with changes in course offerings, master scheduling, and the increased graduation requirements for CCMR can increase funding to support these programs in the hundreds of thousands of dollars. At Christoval ISD, I increased weighted funding by over 1,700%. Anahuac ISD passed data shows a better understanding of funding, and with roles being assigned and systems being put in place, funding can still increase as stated above.

A comparison of the CCMR Academic Accountability requirements and the CCMR financial incentive is presented on the following page:

COMPARING CCMR ACCOUNTABILITY vs CCMR OUTCOME BONUS

The **CCMR Outcome Bonus is a financial incentive** for districts based on student outcomes in readiness, while **CCMR for Academic Accountability refers to the evaluation of school performance based on students' readiness for postsecondary success** within state accountability. Requirements for credit in the CCMR component of the academic accountability system, as well as CCMR Outcomes Bonuses, are indicated below:

CCMR Indicator	CCMR in Accountability	CCMR in Outcomes Bonus
College Ready	Meets Texas Success Initiative (TSI) criteria (through the ACT, SAT, TSIA or College Preparatory courses) *or* Earns dual course credits *or* Meets criteria on AP/IB exams *or* Earns an associate degree *or* Qualifies for OnRamps course credits or Graduates with an advanced diploma plan and received special education services	Earns an associate degree by August 31st, immediately following high school graduation **--------- *OR*---------** Meets ACT, SAT, or TSIA college readiness criteria (college preparatory courses not applicable), ***and*** enrolls at a postsecondary educational institution immediately following high school graduation

CCMR Indicator	CCMR in Accountability	CCMR in Outcomes Bonus
Career Ready **Career Ready**	Earns an industry-based certification and aligned program of study concentrator or completer* *or* Graduates with completed IEP and workforce readiness *or* Earns a level I or level II certificate	Meets ACT, SAT, or TSIA college readiness criteria (college preparatory courses not applicable), ***and*** Earns an industry-based certification* ***or*** earns a level I or level II certificate by August 31st, immediately following high school graduation**
Military Ready	Enlists in the U.S. Armed Forces/Texas National Guard *Included as of 2025, accountability with 2024 graduates.*	Enlists in the U.S. Armed Forces/Texas National Guard by December 31st immediately following high school graduation *Included as of 2024 graduates Outcomes Bonuses.*

90TH TEXAS LEGISLATURE

The next regular session of the Texas Legislature is the 90th Texas Legislature, which convenes on January 12, 2027.

Key dates for the upcoming regular session include:

- November 9, 2026: Bill pre-filing opens
- January 12, 2027: First day of the regular session
- March 12, 2027: Deadline to file bills
- May 31, 2027: Last day of the session (*sine die*, the 140th day)

How we are executing on School Improvement, LIFT, TSL, and the other initiatives will stay in place. Until the law changes very little will change on what the State and its agencies will require of independent school districts.

FALL MASTER SCHEDULE COMMITTEE MEETING

A Master Schedule Committee has been formed, and it will meet on November 10th and will use the information learned regarding the new requirements for CCMR and CCMR accountability. The committee will review course requirements and course options. The Committee will meet again after Christmas to work toward finalization so that students can begin making course selections in the spring semester.

BELTON LANE SHOULDER IMPROVEMENT PROJECT

The pre-bid meeting was held on October 29th at 9:00 a.m. in the Primary Cafeteria. TNP Engineering, members of the County (including the lead SRO from the Sheriff's Office), Dr. Criswell, and I were present to discuss the proposed project, safety, solicitation, and timeline.

This project is meant to be a temporary improvement while a larger project is being designed by the engineering firm. Chambers County has funds and is committed to

designing a better solution for the traffic in front of the Primary Campus. For the temporary improvement project, Substantial Completion Date is scheduled for January 15, 2027.

As soon as a contractor is selected by the County, the County, Sheriff's Office, and District will all have a joint messaging effort about the project and what the traffic pattern and re-routing will be during the duration of the project.

TEXAS STRATEGIC LEADERSHIP APPLICATION

Application to continue in the TSL program was submitted on October 29th. If awarded, this would allow for continued leadership support provided by ESC, Region 5.

PROFESSIONAL DEVELOPMENT & TRAINING

September 24

- Effective School Framework (ESF): Pre-Visit Orientation for Middle School
- LIFT Instructional Framework, Part 1

October 7

- TEPSA Kids Leadership Conference

October 12

- ESF: Post Visit at Middle School

October 14

- Evaluating & Improving Student Outcomes (EISO) Training with ESC 5

October 21

- Annual Law Conference w/ Walsh Gallegos

October 24

- LIFT Instructional Framework, Part 2

October 27

- CCMR Review with ESC 5

October 28

- TEA Meeting with Deputy Commissioner at ESC 5 on Supporting Quality Instructional Systems
- Grievance Hearing Officer Training with Spalding, Nichols, Lamp, Langlois

November 4

- Results Driven Accountability (RDA) Review with ESC 5

November 6

- Chambers County District Attorney Child Abuse Protocol Training

November 10

- Master Schedule Committee Meeting

November 11

- Veterans Day Program @ 9:30 a.m. in High School Library

November 12

- Belton Lane Shoulder Improvement Bid Opening

November 16

- Annual Test Security/Confidentiality Training for State Assessments

November 17-19

- ALERRT Conference

December 8

- JET Progress Report Meeting
- LIFT Performance Management Meeting

UPCOMING DATES

November 11

- Veterans Day Program @ 9:30 a.m. in High School Library

November 16

- Board Meeting

December 14

- Board Meeting

ANAHUAC MIDDLE SCHOOL
Campus Leadership

Targeted Improvement Plan

November 16, 2026

MILESTONE 1

Establish a Targeted Academic Intervention System

Target: December 2026

- Identify students needing RLA (*Reading and Language-Arts*) and math support using multiple data sources. (tests, work samples, benchmark data)
- Designate intervention times and staff.
- Target instruction to specific TEKS (*Texas Essential Knowledge and Skills*) skill gaps.
- Monitor student progress and adjust interventions.
- Protect intervention time while maintaining strong Tier 1(classroom) instruction.

MILESTONE 2

Establish Structured PLCs and Collaborative Planning

Target: December 2026

- Protect weekly collaborative planning time for RLA and math teachers.
- Use a consistent PLC (*Professional Learning Community*) agenda and process.
- Analyze assessment data and identify student learning gaps.
- Internalize lessons and units to strengthen instructional planning.
- Include special populations staff as appropriate.
- Administrators will monitor PLC implementation.

MILESTONE 3

Implement a Systematic Observation and Feedback Process

Target: December 2026

- Use a consistent observation and feedback process aligned to district expectations and LIFT. (*Leadership and Instructional Foundations for Texas*)
- Each administrator will conduct at least three walkthroughs per instructional week.
- Provide actionable feedback and a coaching conversation within five instructional days.
- Monitor Tier 1 instruction, RBIS, student engagement, and pacing.
- Administrators will calibrate observations and feedback for consistency.

MILESTONE 4

Implement Consistent Instructional Planning and Curriculum Expectations

Target: December 2026

- Establish common planning and teaching expectations aligned to district curriculum, TEKS, and RBIS (*Research Based Instructional Strategies*)
- Support Bluebonnet Math lesson internalization, pacing, scope and sequence, and assessments.
- Support RLA materials and instruction that meet grade-level rigor.
- Administrators will monitor lesson plans, materials usage, and classroom implementation.
- Identify professional learning needs and provide targeted support.

Anahuac Middle School ESF Alignment: 4.1.2, 4.2.1, 4.2.2, 5.2.2, 5.2.4

MILESTONE 5

Implement and Monitor Differentiated Academic Interventions

Target: May 2027

- Consistently provide targeted RLA and math interventions.
- Monitor TEKS mastery and intervention effectiveness at least every three instructional weeks.
- Use results in PLCs to adjust student groups, strategies, intervention intensity, and supports.
- Administrators will review implementation and student growth data at least monthly.
- Document instructional adjustments based on student needs.

Anahuac Middle School ESF Alignment: 4.1.3, 1.4.4

MILESTONE 6

Implement Differentiated Teacher Coaching and Instructional Support

Target: May 2027

- Use walkthroughs, lesson plans, student data, and coaching conversations to identify teacher support needs.
- Establish support tiers and adjust coaching frequency and intensity.
- Provide focused coaching cycles with clear instructional action steps.
- Include modeling or rehearsal as needed and follow-up observations.
- Campus leadership will review coaching data monthly to monitor progress and guide professional development.

Anahuac Middle School ESF Alignment: 5.2.5, 2.3.1

MILESTONE 7

Develop and Implement Teacher Leadership Structures

Target: May 2027

- Identify and develop teacher leaders to support instructional improvement.
- Define leadership roles and provide targeted professional development.
- Train teacher leaders in PLC facilitation, data analysis, lesson internalization, and peer support.
- Teacher leaders will guide PLC activities and support instructional planning and classroom practices.
- Administrators will meet with teacher leaders at least monthly to provide guidance and monitor effectiveness.

Anahuac Middle School ESF Alignment: 2.3.2, 5.2.4

MILESTONE 8

Establish Recurring Instructional Performance Management Reviews

Target: May 2027

- Hold instructional review meetings at least twice monthly, separate from operational meetings.
- Review assessment data, intervention progress, walkthrough trends, and PLC implementation.
- Analyze results by grade level, content area, and student groups.
- Monitor campus improvement goals and identify instructional priorities.
- Document action steps, responsibilities, timelines, and follow-up reviews.

Anahuac Middle School ESF Alignment: 1.2.2, 1.4.4, 5.2.5

MILESTONE 9

Evaluate Instructional Implementation and Student Performance Outcomes

Target: August 2027

- Evaluate interventions, PLCs, observation and feedback, curriculum implementation, and teacher leadership.
- Analyze 2027 STAAR results, MAP growth (*Measures of Academic Progress*), and common assessment trends.
- Review walkthrough, coaching, and implementation evidence.
- Identify successful practices and areas needing additional support.
- Use findings to adjust instruction, interventions, professional development, and leadership supports for 2027–2028.

Anahuac Middle School ESF Alignment: 1.4.4, 4.1.3, 5.2.5

MILESTONE 10

Institutionalize and Refine Instructional Improvement Systems for 2027–2028

Target: August 2027

- Use end-of-year evaluation and ESF (*Effective Schools Framework*) findings to refine improvement systems.
- Update the intervention plan and master schedule.
- Protect PLC and common planning time.
- Revise observation, feedback, and differentiated professional learning expectations.
- Formalize teacher leadership responsibilities.
- Embed these systems in the Campus Improvement Plan, professional development calendar, and leadership monitoring routines.

Anahuac Middle School ESF Alignment: 1.4.4, 2.3.2, 4.2.2, 5.2.4, 5.2.5, 6.1.2

Anahuac Middle School

Formative Assessment Data Review

IMPORTANT POINTS TO REMEMBER

READING FA 1

- The FA 1 Reading assessment **did not include** Revising or Extended Constructed Response (ECR) questions.
- Without these key STAAR-aligned question types, FA 1 scores may be higher than expected ***(inflated)***.

MATH FA 1

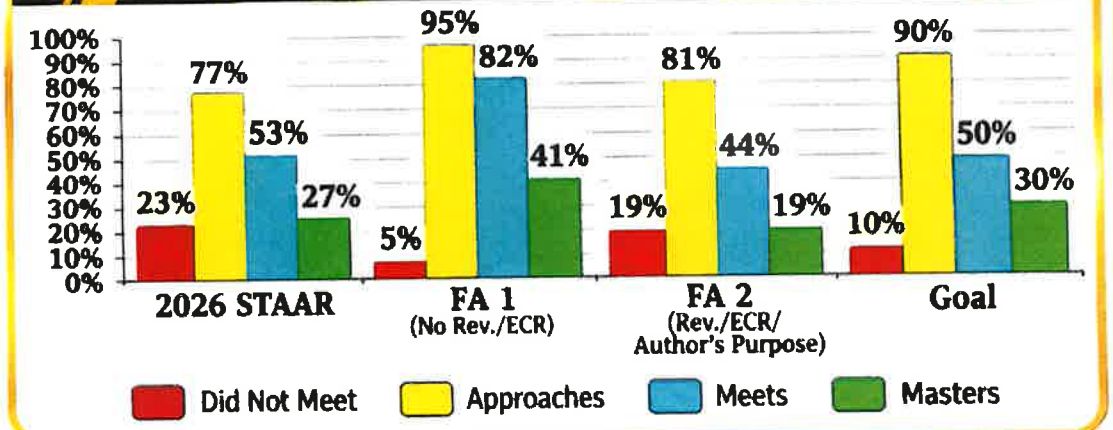
- The FA 1 Math assessment was **not STAAR-aligned.**
- The test may have included different question types than those on STAAR, and some questions may not have been at STAAR rigor.
- These differences in alignment and rigor could also lead to higher-than-expected ***(inflated)*** FA 1 Math scores.

AMS | 6th Grade Reading

STAAR & FORMATIVE ASSESSMENT DATA ANALYSIS

Assessment	Did Not Meet	Approaches	Meets	Masters	Overall Score
2026 STAAR	23%	77%	53%	27%	52.3%
FA 1 (No Rev./ECR)	5%	95%	82%	41%	72.7%
FA 2 (Rev./ECR/ Author's Purpose)	19%	81%	44%	19%	48.0%
Goal	10%	90%	50%	30%	56.7%

Performance by Assessment



KEY TAKEAWAYS

APPROACHES
Decreased from 95% (FA 1) to 81% (FA 2), a change of **-14 percentage points**, and remains above the STAAR baseline of 77% and below our goal of 90%.

MEETS
Decreased from 82% (FA 1) to 44% (FA 2), a change of **-38 percentage points**, and is 6 points below our goal of 50%.

MASTERS
Decreased from 41% (FA 1) to 19% (FA 2), a change of **-22 percentage points**, and is 11 points below our goal of 30%.

OVERALL SCORE
Decreased from 72.7% (FA 1) to 48.0% (FA 2), a change of **-24.7 percentage points**, and is 8.7 points below our goal of 56.7%.

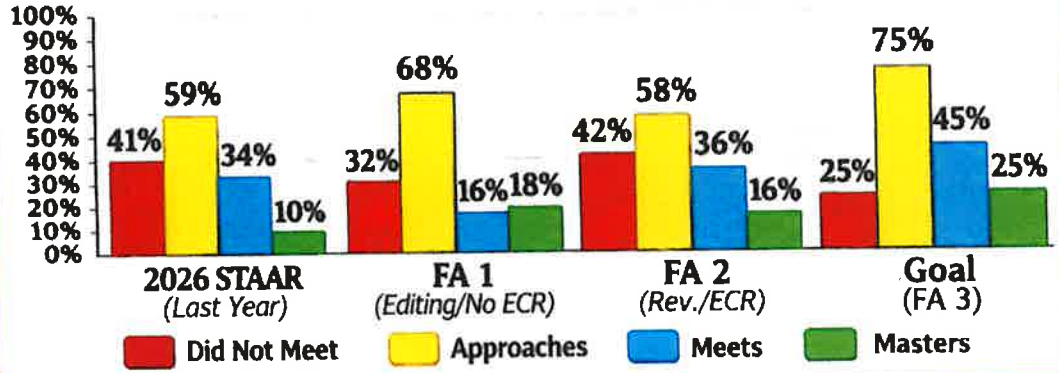
IMPORTANT CONSIDERATION: *FA 1 did not include revising or extended constructed response questions, which may have inflated initial results. FA 2 provides a more comprehensive assessment of student performance.*

AMS | 7th Grade Reading

STAAR & FORMATIVE ASSESSMENT DATA ANALYSIS

Assessment	Did Not Meet	Approaches	Meets	Masters	Overall Score
2026 STAAR *(Last Year)*	41%	59%	34%	10%	34.3%
FA 1 *(Editing/No ECR)*	32%	68%	16%	18%	34.0%
FA 2 *(Rev./ECR)*	42%	58%	36%	16%	36.7%
Goal (FA 3)	25%	75%	45%	25%	48.3%

Performance by Assessment



KEY TAKEAWAYS

APPROACHES

Decreased from 68% (FA 1) to 58% (FA 2), a change of **-10 percentage points,** and is 17 points below our goal of 75%.

MEETS

Increased from 16% (FA 1) to 36% (FA 2), a gain of **+20 percentage points,** and is 9 points below our goal of 45%.

MASTERS

Decreased from 18% (FA 1) to 16% (FA 2), a change of **-2 percentage points,** and is 9 points below our goal of 25%.

OVERALL SCORE

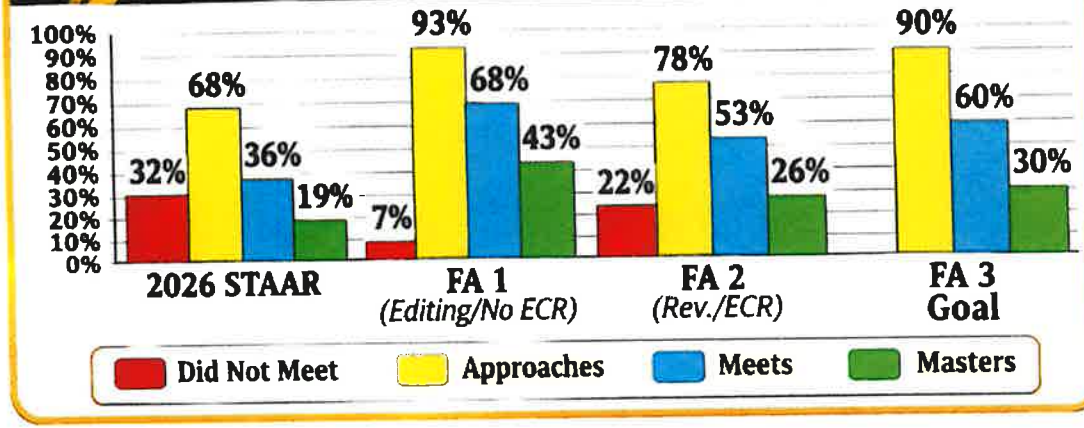
Increased from 34.0% (FA 1) to 36.7% (FA 2), a gain of **+2.7 percentage points,** and is 11.6 points below our goal of 48.3%.

AMS | 8th Grade Reading

STAAR & FORMATIVE ASSESSMENT DATA ANALYSIS

Assessment	Did Not Meet	Approaches	Meets	Masters	Overall Score
2026 STAAR	32%	68%	36%	19%	41.0%
FA 1 *(Editing/No ECR)*	7%	93%	68%	43%	67.3%
FA 2 *(Rev./ECR)*	22%	78%	53%	26%	52.3%
FA 3 Goal		90%	60%	30%	60.0%

Performance by Assessment



KEY TAKEAWAYS

APPROACHES
Increased from 68% (STAAR) to 93% (FA 1), a gain of **+25 percentage points.**

MEETS
Increased from 36% (STAAR) to 68% (FA 1), a gain of **+32 percentage points.**

MASTERS
Increased from 19% (STAAR) to 43% (FA 1), a gain of **+24 percentage points.**

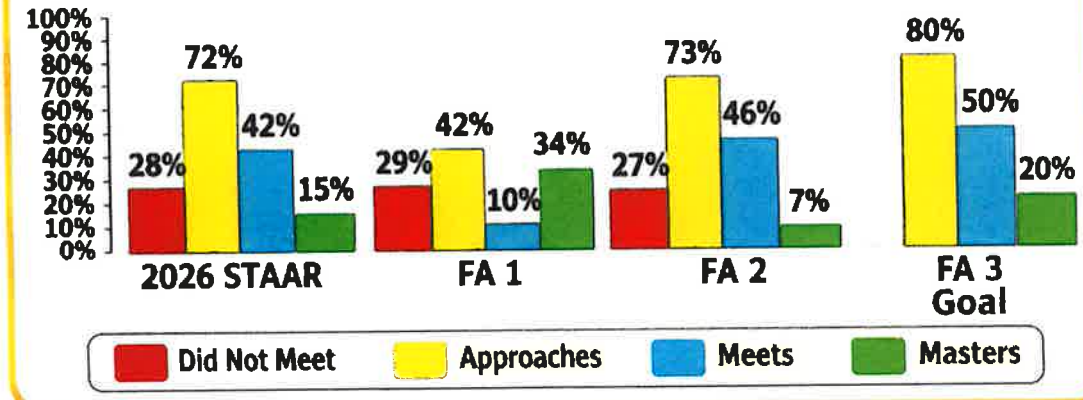
OVERALL SCORE
Increased from 41.0% (STAAR) to 67.3% (FA 1), a gain of **+26.3 percentage points,** and is 7.3 points above our FA 3 goal of 60.0%.

AMS | 6th Grade Math

STAAR & FORMATIVE ASSESSMENT DATA ANALYSIS

Assessment	Did Not Meet	Approaches	Meets	Masters	Overall Score
2026 STAAR	28%	72%	42%	15%	43.0%
FA 1	29%	42%	10%	34%	28.7%
FA 2 (STAAR aligned)	27%	73%	46%	7%	42.0%
FA 3 Goal		80%	50%	20%	50.0%

Performance by Assessment



KEY TAKEAWAYS

APPROACHES

Decreased from 72% (STAAR) to 42% (FA 1), a change of **-30 percentage points.**

MEETS

Increased from 42% (STAAR) to 46% (FA 2), a gain of **+4 percentage points.**

MASTERS

Increased from 15% (STAAR) to 34% (FA 1), **a gain of +19 percentage points.**

OVERALL SCORE

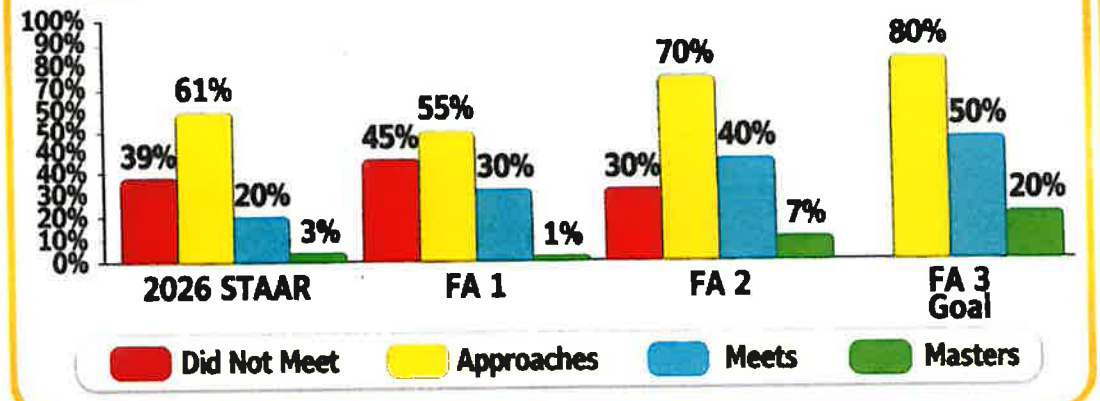
Decreased from 43.0% (STAAR) to 42.0% (FA 2), a change of **-1.0 percentage point**, and our FA 3 goal is 50.0%, a **+7 0 point gain** from STAAR.

AMS | 7th Grade Math

STAAR & FORMATIVE ASSESSMENT DATA ANALYSIS

Assessment	Did Not Meet	Approaches	Meets	Masters	Overall Score
2026 STAAR	39%	61%	20%	3%	20.7%
FA 1	45%	55%	30%	1%	28.7%
FA 2	30%	70%	40%	7%	39.0%
FA 3 Goal		80%	50%	20%	50.0%

Performance by Assessment



KEY TAKEAWAYS

APPROACHES
Increased from 55% (FA 1) to 70% (FA 2), a gain of **+15 percentage points.**

MEETS
Increased from 30% (FA 1) to 40% (FA 2), a gain of **+10 percentage points.**

MASTERS
Increased from 1% (FA 1) to 7% (FA 2), a gain of **+6 percentage points.**

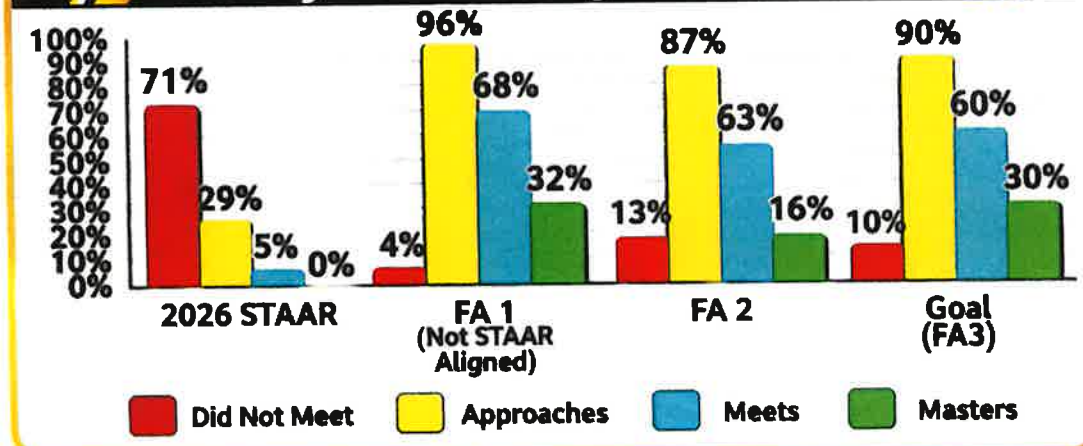
OVERALL SCORE
Increased from 28.7% (FA 1) to 39.0% (FA 2), a gain of **+10.3 percentage points.**

AMS | 8th Grade Math

STAAR & FORMATIVE ASSESSMENT DATA ANALYSIS

Assessment	Did Not Meet	Approaches	Meets	Masters	Overall Score
2026 STAAR	71%	29%	5%	0%	9.7%
FA 1 (Not STAAR Aligned)	4%	96%	68%	32%	65.3%
FA 2	13%	87%	63%	16%	55.3%
Goal (FA3)	10%	90%	60%	30%	61.7%

Performance by Assessment



KEY TAKEAWAYS

APPROACHES
Decreased from 96% (FA 1) to 87% (FA 2), a change of **-9 percentage points,** and remains below our goal of 90%.

MEETS
Decreased from 68% (FA 1) to 63% (FA 2), a change of **-15 percentage points,** and is 7 points below our goal of 60%.

MASTERS
Decreased from 32% (FA 1) to 16% (FA 2), a change of **-16 percentage points,** and is 14 points below our goal of 30%.

OVERALL SCORE
Decreased from 65.3% (FA 1) to 55.3% (FA 2), a change of **-10.0 percentage points,** and is 6.4 points below our goal of 61.7%.

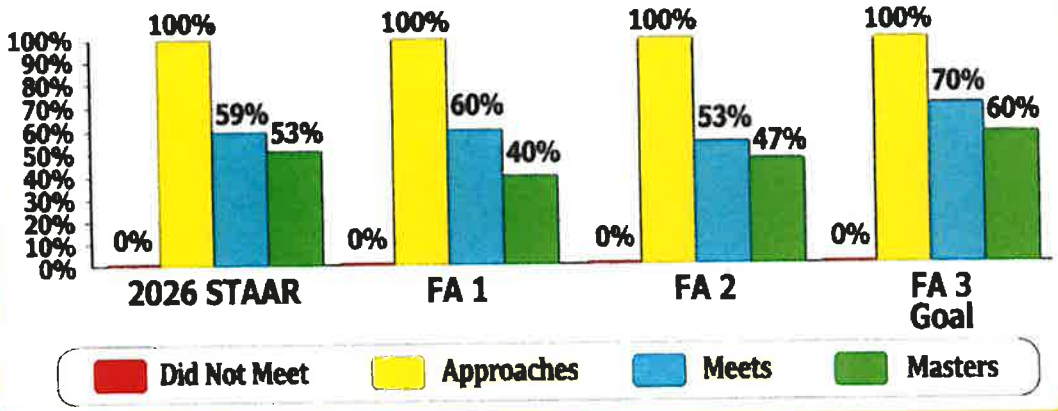
IMPORTANT CONSIDERATION: FA 1 was not STAAR aligned, and the question types and rigor may have been different from STAAR. This could have led to inflated FA 1 scores.

AMS | Algebra 1

STAAR & FORMATIVE ASSESSMENT DATA ANALYSIS

Assessment	Did Not Meet	Approaches	Meets	Masters	Overall Score
2026 STAAR	0%	100%	59%	53%	70.7%
FA 1	0%	100%	60%	40%	66.7%
FA 2	0%	100%	53%	47%	66.7%
FA 3 Goal	0%	100%	70%	60%	76.7%

Performance by Assessment



KEY TAKEAWAYS

APPROACHES
Maintained at 100% across all assessments.

MEETS
Decreased from 60% (FA 1) to 53% (FA 2), a change of **-7 percentage points.**

MASTERS
Increased from 40% (FA 1) to 47% (FA 2), a gain of **+7 percentage points.**

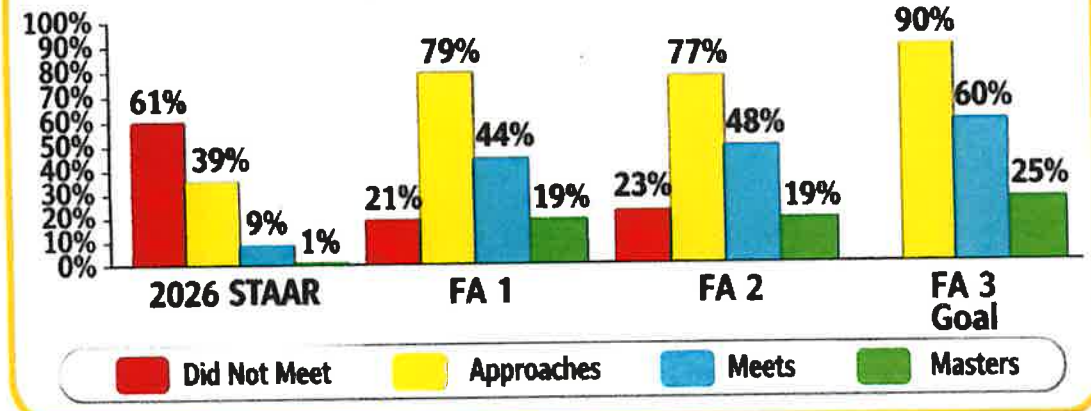
OVERALL SCORE
Maintained at 66.7% from FA 1 to FA 2.
Our FA 3 goal is 76.7%, which is **+10.0 points above FA 2.**

AMS | 8th Grade Science

STAAR & FORMATIVE ASSESSMENT DATA ANALYSIS

Assessment	Did Not Meet	Approaches	Meets	Masters	Overall Score
2026 STAAR	61%	39%	9%	1%	16.3%
FA 1	21%	79%	44%	19%	47.3%
FA 2	23%	77%	~~48%~~	19%	48.3%
FA 3 Goal		90%	60%	25%	58.3%

Performance by Assessment



KEY TAKEAWAYS

APPROACHES

Slightly decreased from 79% (FA 1) to 77% (FA 2), a change of **-2 percentage points.**

MEETS

Increased from 44% (FA 1) to 48% (FA 2), a gain of **+4 percentage points.**

MASTERS

Maintained at 19% from FA 1 to FA 2 **(no change).**

OVERALL SCORE

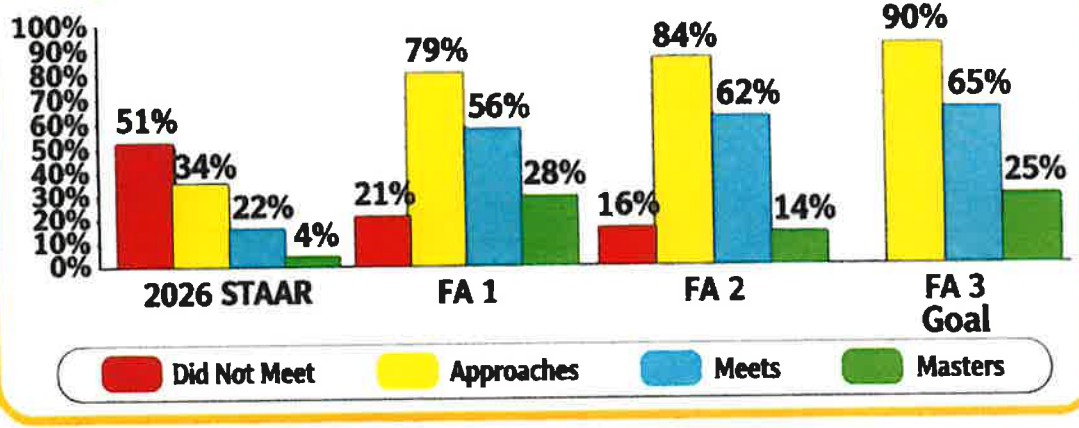
Increased from 47.3% (FA 1) to 48.3% (FA 2), a gain of **+1.0 percentage point.** Our FA 3 goal is 58.3%, which is **+10.0 points** above FA 2.

AMS | 8th Grade Social Studies

STAAR & FORMATIVE ASSESSMENT DATA ANALYSIS

Assessment	Did Not Meet	Approaches	Meets	Masters	Overall Score
2026 STAAR	51%	34%	22%	4%	20.0%
FA 1	21%	79%	56%	28%	54.3%
FA 2	16%	84%	62%	14%	53.3%
FA 3 Goal		90%	65%	25%	60.0%

Performance by Assessment



KEY TAKEAWAYS

APPROACHES

Increased from 79% (FA 1) to 84% (FA 2), a gain of **+5 percentage points.**

MEETS

Increased from 56% (FA 1) to 62% (FA 2), a gain of **+6 percentage points.**

MASTERS

Decreased from 28% (FA 1) to 14% (FA 2), a change of **-14 percentage points.**

OVERALL SCORE

Decreased from 54.3% (FA 1) to 53.3% (FA 2), a change of **-1.0 percentage point.** Our FA 3 goal is 60.0%, Which is **+6.7 points above FA 2.**

Anahuac Elementary School

Formative Assessment Data Review

Important Points to Remember:

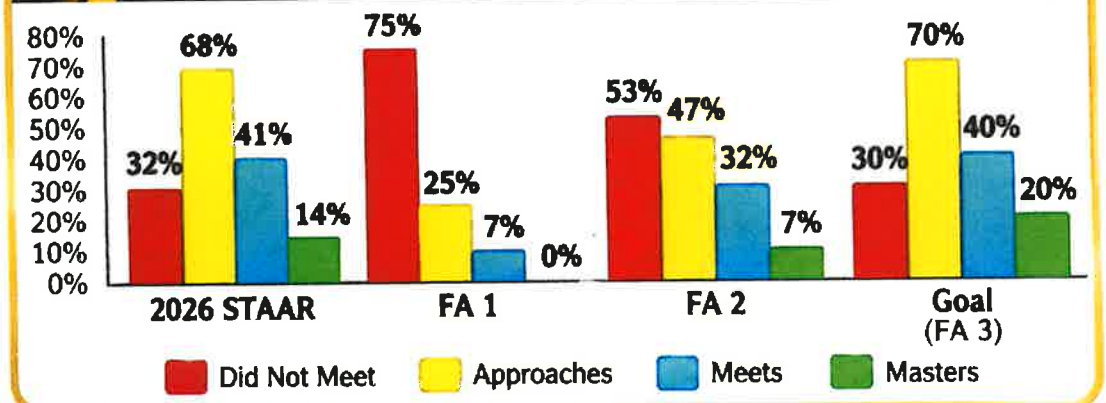
- Math formative assessments cover **only the skills that were taught in the 6 weeks.**
- So comparing scores from FA 1 to FA 2 can be **deceiving** because students were tested over different skills.
- The **FA 3** however will be a **comprehensive testing** all skills that have been taught through the first semester.

AES | 3rd Grade Reading

STAAR & FORMATIVE ASSESSMENT DATA ANALYSIS

Assessment	Did Not Meet	Approaches	Meets	Masters	Overall Score
2026 STAAR	32%	68%	41%	14%	41.0%
FA 1	75%	25%	7%	0%	10.7%
FA 2	53%	47%	32%	7%	28.7%
Goal (FA 3)	30%	70%	40%	20%	43.3%

Performance by Assessment



KEY TAKEAWAYS

APPROACHES

Increased from 25% (FA 1) to **47%** (FA 2), a gain of **22 percentage points**, and is **23 percentage points** away from our goal of 70%.

MEETS

Increased from 7% (FA 1) to **32%** (FA 2), a gain of **25 percentage points**, and is **8 percentage points** away from our goal of 40%.

MASTERS

Increased from 0% (FA 1) to **7%** (FA 2), a gain of **7 percentage points**, and is **13 percentage points** away from our goal of 20%.

OVERALL SCORE

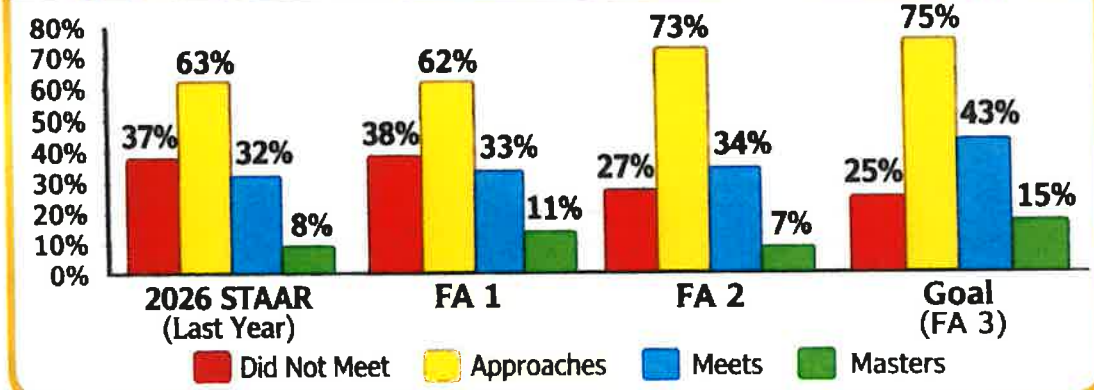
Increased from 10.7% (FA 1) to **28.7%** (FA 2), a gain of **18.0 percentage points**, and is **14.6 percentage points** away from our goal of 43.3%.

AES | 3rd Grade Math

STAAR & FORMATIVE ASSESSMENT DATA ANALYSIS

Assessment	Did Not Meet	Approaches	Meets	Masters	Overall Score
2026 STAAR (Last Year)	37%	63%	32%	8%	34.3%
FA 1	38%	62%	33%	11%	35.3%
FA 2	27%	73%	34%	7%	38.0%
Goal (FA 3)	25%	75%	43%	15%	44.3%

Performance by Assessment



KEY TAKEAWAYS

APPROACHES

Increased from 62% (FA 1) to **73%** (FA 2), a gain of **11 percentage points**, and is **2 points** away from our goal of 75%.

MEETS

Increased from 33% (FA 1) to **34%** (FA 2), a gain of **1 percentage point**, and is **9 points** away from our goal of 43%.

MASTERS

Decreased from 11% (FA 1) to **7%** (FA 2), a decrease of **4 percentage points**, and is **8 points** away from our goal of 15%.

OVERALL SCORE

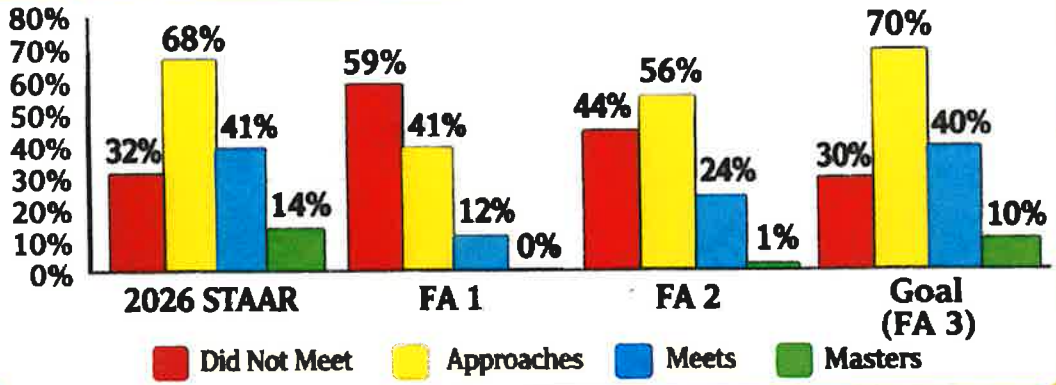
Increased from 35.3% (FA 1) to **38.0%** (FA 2), a gain of **2.7 percentage points**, and is **6.3 points** away from our goal of 44.3%.

AES | 4th Grade Reading

STAAR & FORMATIVE ASSESSMENT DATA ANALYSIS

Assessment	Did Not Meet	Approaches	Meets	Masters	Overall Score
2026 STAAR	32%	68%	41%	14%	41.0%
FA 1	59%	41%	12%	0%	17.7%
FA 2	44%	56%	24%	1%	27.0%
Goal (FA 3)	30%	70%	40%	10%	40.0%

Performance by Assessment



KEY TAKEAWAYS

APPROACHES

Increased from 41% (FA 1) to **56%** (FA 2), a gain of **15 percentage points,** and is **14 points** away from our goal of 70%.

MEETS

Increased from 12% (FA 1) to **24%** (FA 2), a gain of **12 percentage points,** and is **16 points** away from our goal of 40%.

MASTERS

Increased from 0% (FA 1) to **1%** (FA 2), a gain of **1 percentage point,** and is **9 points** away from our goal of 10%.

OVERALL SCORE

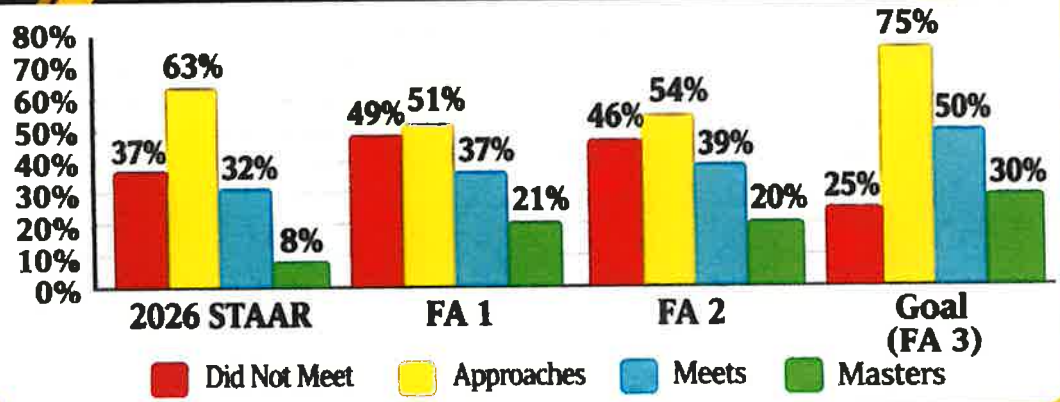
Increased from 17.7% (FA 1) to **27.0%** (FA 2), a gain of **9.3 percentage points,** and is **13.0 points** away from our goal of 40.0%.

AES | 4th Grade Math

STAAR & FORMATIVE ASSESSMENT DATA ANALYSIS

Assessment	Did Not Meet	Approaches	Meets	Masters	Overall Score
2026 STAAR	37%	63%	32%	8%	34.3%
FA 1	49%	51%	37%	21%	36.3%
FA 2	46%	54%	39%	20%	37.7%
Goal (FA 3)	25%	75%	50%	30%	51.7%

Performance by Assessment



KEY TAKEAWAYS

APPROACHES

Increased from 51% (FA 1) to **54%** (FA 2), a gain of **3 percentage points**, and is **21 points** away from our goal of 75%.

MEETS

Increased from 37% (FA 1) to **39%** (FA 2), a gain of **2 percentage points**, and is **11 points** away from our goal of 50%.

MASTERS

Decreased from 21% (FA 1) to **20%** (FA 2), a decrease of **1 percentage point**, and is **10 points** away from our goal of 30%.

OVERALL SCORE

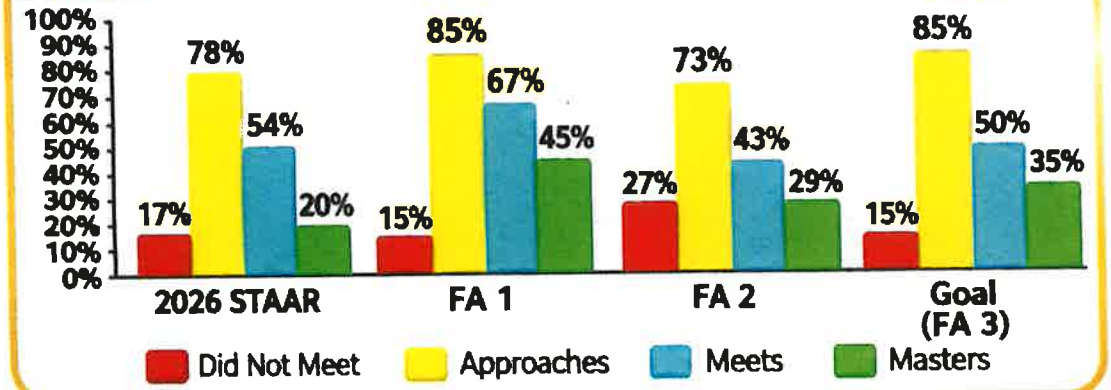
Increased from 36.3% (FA 1) to **37.7%** (FA 2), a gain of **1.4 percentage points**, and is **14.0 points** away from our goal of 51.7%.

AES | 5th Grade Reading

STAAR & FORMATIVE ASSESSMENT DATA ANALYSIS

Assessment	Did Not Meet	Approaches	Meets	Masters	Overall Score
2026 STAAR	17%	78%	54%	20%	50.7%
FA 1	15%	85%	67%	45%	65.7%
FA 2	27%	73%	43%	29%	48.3%
Goal (FA 3)	15%	85%	50%	35%	56.7%

Performance by Assessment



KEY TAKEAWAYS

APPROACHES

Decreased from 85% (FA 1) to **73%** (FA 2), a decline of **12 percentage points**, and is **12 points** away from our goal of 85%.

MEETS

Decreased from 67% (FA 1) to **43%** (FA 2), a decline of **24 percentage points**, and is **7 points** away from our goal of 50%.

MASTERS

Decreased from **45%** (FA 1) to **29%** (FA 2), a decline of **16 percentage points**, and is **6 points** away from our goal of 35%.

OVERALL SCORE

Decreased from 65.7% (FA 1) to **48.3%** (FA 2), a decline of **17.4 percentage points**, and is **8.4 points** away from our goal of 56.7%.

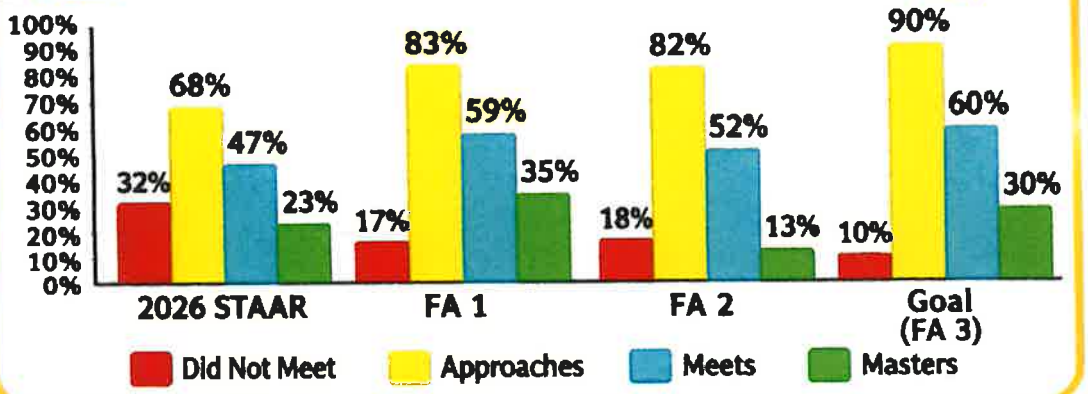
School Board Emphasis: *Although FA 2 performance declined, FA 1 demonstrated that students can perform above the established FA 3 goals. The priority is to recover the performance demonstrated on FA 1 and sustain it across all three achievement levels.*

AES | 5th Grade Math

STAAR & FORMATIVE ASSESSMENT DATA ANALYSIS

Assessment	Did Not Meet	Approaches	Meets	Masters	Overall Score
2026 STAAR	32%	68%	47%	23%	46.0%
FA 1	17%	83%	59%	35%	59.0%
FA 2	18%	82%	52%	13%	49.0%
Goal (FA 3)	10%	90%	60%	30%	60.0%

Performance by Assessment



KEY TAKEAWAYS

APPROACHES

Decreased from **83%** (FA 1) to **82%** (FA 2), a decline of **1 percentage point**, and is **8 points** away from our goal of 90%.

MEETS

Decreased from **59%** (FA 1) to **52%** (FA 2), a decline of **7 percentage points**, and is **8 points** away from our goal of 60%.

MASTERS

Decreased from 35% (FA 1) to **13%** (FA 2), a decline of **22 percentage points**, and is **17 points** away from our goal of 30%.

OVERALL SCORE

Decreased from **59.0%** (FA 1) to **49.0%** (FA 2), a decline of **10 percentage points**, and is **11.0 points** away from our goal of **60.0%**.

School Board Emphasis: *FA 2 shows a decline across all performance levels, with the greatest drop at the Masters level. The priority is to increase rigor, target missed TEKS, and move more students back to Meets and Masters to reach our FA 3 goal of 60.0% overall.*

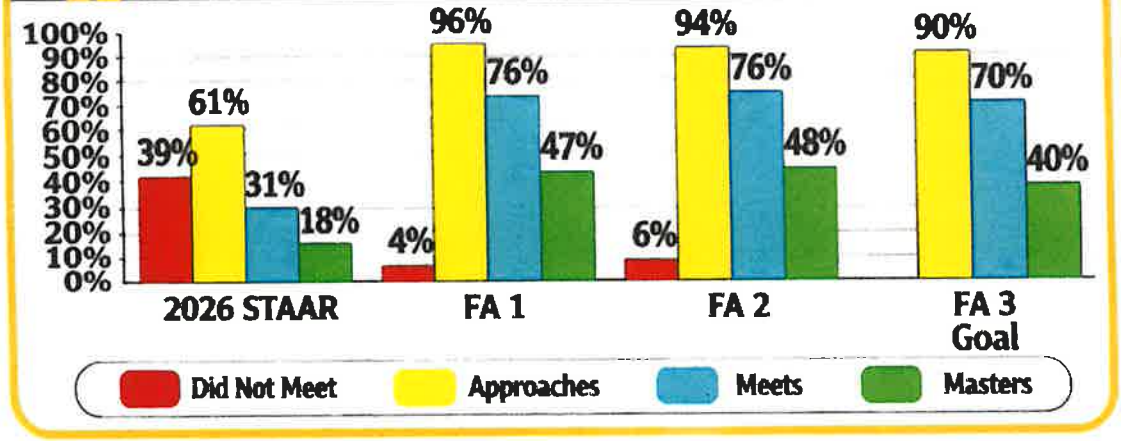
AES | 5th Grade Science

STAAR & FORMATIVE ASSESSMENT DATA ANALYSIS

Assessment	Did Not Meet	Approaches	Meets	Masters	Overall Score
2026 STAAR	39%	61%	31%	18%	36.7%
FA 1	4%	96%	76%	47%	73.0%
FA 2	6%	94%	76%	48%	72.7%
FA 3 Goal		90%	70%	40%	66.7%

41

Performance by Assessment



KEY TAKEAWAYS

APPROACHES

Increased from 61% (STAAR) to 94% (FA 2), a gain of **+33 percentage points.**

MEETS

Increased from 31% (STAAR) to 76% (FA 2), a gain of **+45 percentage points.**

MASTERS

Increased from 18% (STAAR) to 48% (FA 2), a gain of **+30 percentage points.**

OVERALL SCORE

Increased from 36.7% (STAAR) to 72.7% (FA 2), a gain of **+36.0 percentage points.** Our FA 3 goal is 66.7%, which is **+30.0 points above** STAAR.

November 16, 2026

PRINCIPAL'S REPORT

ANAHUAC PRIMARY SCHOOL





On the Friday before Halloween, Ms. Weaver transformed her classroom into a bat cage. Her students were able to complete RLA and science activities. They had fun using flashlights for the day.

Summary

"Education is not the filling of a pail but the lighting of a fire." ~ William Butler Yeats

MTSS Data Highlight:

Mrs. Sonnier, our reading interventionist shared the following information with me:

I'm excited to share some wonderful progress from our Tier 3 MTSS reading students! Our progress-monitoring data shows that these students are making rapid gains in their ability to decode words. Over the past 8 weeks, students have averaged an increase of 2 reading levels, demonstrating significant growth in both their foundational reading skills and overall reading ability.

This growth is a reflection of the power of targeted intervention, intentional instruction, consistent progress monitoring, and students who are working hard everyday. We are so proud of their progress and excited to continue building on this success. Every level gained represents growth, increased confidence, and another step toward becoming a stronger, more independent reader.

Math- While we are seeing progress with our MTSS for reading, we have quite a few math students who would benefit from MTSS services. For instance, our 2nd grade teachers have concerns about students and we currently have no process for them to be tiered and to receive intensive support.

Resource/ Dyslexia Highlight:

Ms. Brent, our Resource teacher/Dyslexia shared the following:

Dyslexia: A 1st grader has moved into volume 2--that is great

Resource Math: They are working on fractions that is on grade level---again--big deal

Ms. Price, our Resource teacher/Dyslexia shared the following:

Success - 11 out of my 16 students have shown growth by at least 1 level in their reading level from the beginning of the year DRA

Struggle - My struggle is trying to find ways to expose my 2nd grade students to grade level skills while they are reading on a Kindergarten reading level.

ENROLLMENT AND ATTENDANCE

EE-7

Attendance: 93%

PK-58

Attendance 96%

KG-86

Attendance 96%

1st-117

Attendance 95%

2nd-119

Attendance 96%

Total students: 387 as of 11/10 Attendance 96%

DISCIPLINE / CAMPUS SAFETY

The discipline system at APS focuses a lot on teachable moments. For many of our students, we are teaching them how to operate in a classroom setting and how to appropriately interact with other students. We are also teaching them social skills and SEL.

October Disciplinary Referrals

Disciplinary Infraction	Amount
Aggressive Behavior	3
Obscene Behavior/ Language	0
Violation of Student Code of Conduct	3
Bus Referral	8
Disruptive Behavior	2
Disrespect	0
Left Class	0
Fighting	0
Assault other	1

October Disciplinary Interventions

Interventions	Amount
Warning	3
Conference	0
Corporal Punishment	0
ISS	1
OSS-sent home for the day	4
Bus Removal	4

Other- Social Skills Intervention	4
Lunch Detention	1

October Discipline Referrals by Grade Level

Grade	**Amount**
PK	2
K	8
1st	1
2nd	6

COMMUNICATION

Parent & Community Communication

We received a resignation from our Life-skills teacher. We will present a name to the board and will update parents, regarding the classroom, as we receive further information. Our ECSE teacher remains out for an extended period of time, and we have a long-term substitute. We will send updated information to our ECSE families, and will continue to communicate, as needed. Our ABU teacher is now almost fulltime in the ECSE classroom, for academics, additional support, and consistency. She still covers some social skills in the afternoons.

CAMPUS TIDBITS

STRENGTHS & SUCCESSES

This month, we will recognize our students for the character trait gratitude. Each teacher will nominate a student.

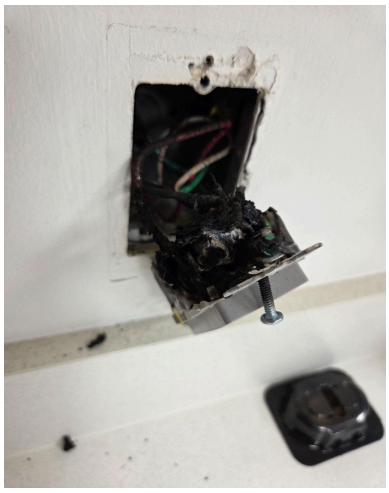
1st grade student Melvin Devillier was our Roar Award recipient for October! The Roar Award is given to a student who has shown tremendous growth. The growth shown can be in any area: academics, behavior, attendance, attitude, effort, anything! We believe that all of our Little Panthers have the ability to grow in all areas of their life. This gives us the opportunity to go out in the community to our kid's home and reward them for their effort.

Our staff member of the month is Ms. Kenzie Barron and our teacher of the month is Mrs. Kim Wendel.

ISSUES

On Thursday, November 5th we had a lockdown drill. The doors to the Pods did not close, like they do when we have a fire drill. We also found some storage room doors, that our students go in, that have to be locked with a key from the inside. We asked the teachers to keep the doors locked but that poses a problem if they are needing to get into the storage room quickly; They will then need their key to unlock the door to enter.

On Tuesday, November 12th there was a report of a burning smell. We had to evacuate the students. During the evacuation, maintenance and Chambers County found the issue and gave us an all clear to return to class. After action is that we're supposed to have an electrician come out to check all outlets and electrical.



GOALS / ACHIEVEMENTS

APS Mission: strengthen literacy and ensure that every child becomes a confident and capable reader.

APS Goals:

- Increase the percentage of students on grade level reading by 70 percent.
- Use collected data in a more meaningful way.
- Build phonological awareness through engaging activities throughout the day.
- Be consistent with using SEL and build relationships to decrease the amount of behavior issues.
- Try new things.

PROFESSIONAL DEVELOPMENT & PERSONAL GROWTH

- LIFT - Observation/Feedback 10/20
- Region 5 Math Support 10/29
- RDA- with Region 5 11/4
- Region 5 TEKS Resource Training 11/6
- Principal Support Systems- with Region V Educational Service Center 11/13

UPCOMING DATES

- Thursday, November 19th- Thanksgiving Lunch (PK 10:00-10:30) (K 10:50-11:20) (1st 11:40-12:10) (2nd 12:30-1:00)
- Thursday, December 3rd- ZOO Crew Fundraiser
- Tuesday, December 8- 2nd Grade MOY NWEA Test
- Wednesday, December 9- MOY Math NWEA Test (K-2)
- Thursday, December 10- MOY Reading NWEA Test (K-2)

November 16, 2026

PRINCIPAL'S REPORT

ANAHUAC ELEMENTARY SCHOOL



Students in Ms. Foote's Life Skills class and Mrs. Bogue's ABU class enjoyed a fun-filled trip to the Houston Zoo on October 22nd! It was a wonderful day of learning, exploring, and making special memories!

AES November Campus Update

Anahuac Elementary School has successfully completed the second six weeks of the school year! Our teachers and students continue working hard toward our academic goals, and we are excited about the learning and activities taking place across our campus.

Academic Activities & Upcoming Events

Our students and teachers are busy preparing for the upcoming UIL Academic Competition on December 3rd. Students have been practicing and working hard to represent AES, and we look forward to seeing them showcase their talents and academic skills!

Family Engagement & Campus Events

We have enjoyed several wonderful opportunities to welcome families onto our campus!

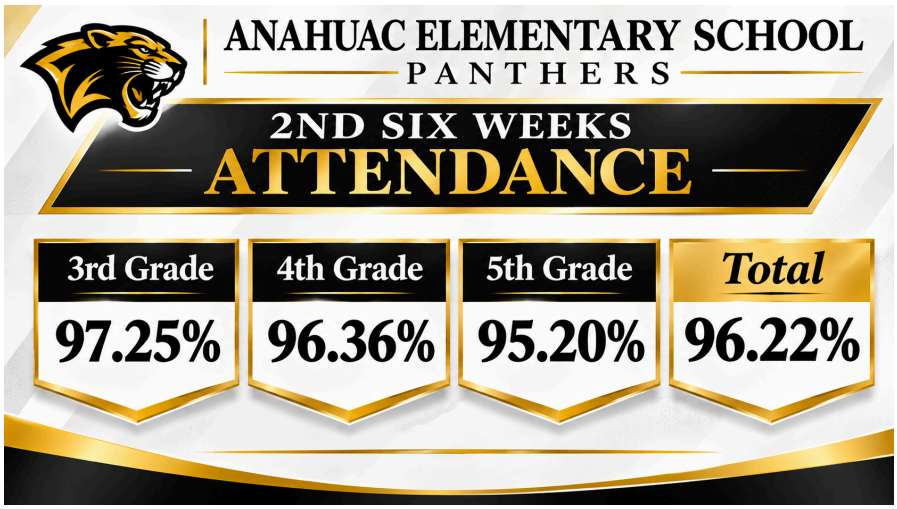
- Granola with Grands – October 30: Our annual grandparents' breakfast was an amazing success! We loved welcoming so many grandparents and special guests to AES to enjoy breakfast with their students. It was a wonderful morning filled with smiles and special memories!
- Parent Conference Day – November 6: We held our Parent Conference Day, providing an opportunity for every family to meet with their child's homeroom teacher. These conferences allowed teachers and parents to discuss student progress, celebrate successes, and work together to support continued academic growth.
- Family STEM Night – November 10: We hosted a fantastic Family STEM Night with a great turnout! Families worked together to complete fun, hands-on, engaging STEM activities that encouraged creativity, critical thinking, problem-solving, and teamwork. It was exciting to see our students learning and exploring alongside their families!

Building Strong School-Family Partnerships

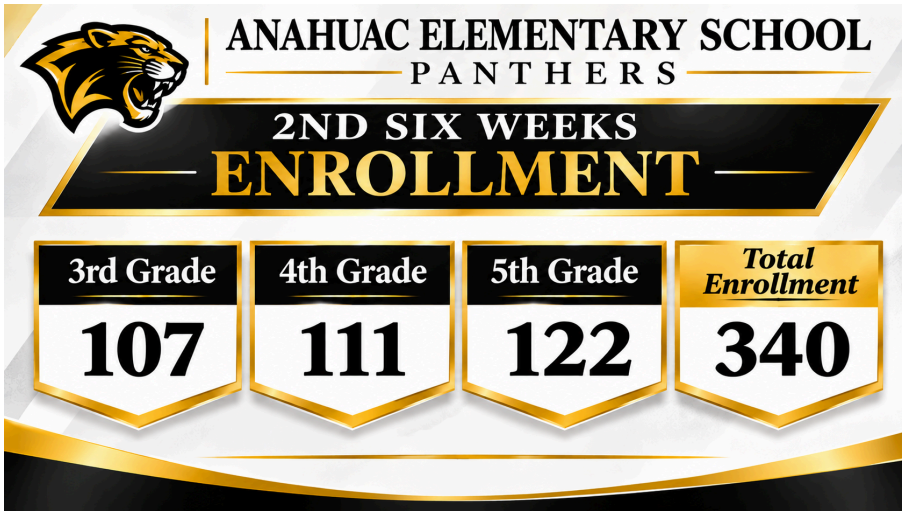
At AES, we believe that strong relationships between home and school are essential to student success. We love opening our doors, welcoming families into our campus, and creating meaningful opportunities for them to be actively involved in their child's education.

We are thankful for our supportive families, dedicated teachers and staff, and the wonderful students who make AES such a special place!

ATTENDANCE



ENROLLMENT



DISCIPLINE / CAMPUS SAFETY

In terms of campus discipline, we operate off of a tiered system. Our system consists of three different tiers. Tier one is considered excessive classroom managed behaviors such as off-task behavior, excessive talking, class disruption, etc. Tier two consists of more serious disciplinary actions such as: minor aggression, explicit remarks, stealing, etc. Tier three is deemed our most severe category containing issues such as: fighting, threats, elopement, etc. Each tier follows a sequential disciplinary action for each category.

Anahuac Elementary School
October Discipline Report

October Disciplinary Referrals

Disciplinary Infraction	Amount
Aggressive Behavior	2
Obscene Behavior/Language	2
Violation of Student Code of Conduct	1
Bus Referral	7
Horseplay	4
Cheating	1
Disruptive Behavior	4
Bullying	2
Fighting	2
Misuse of Electronic Device	1
Insubordination	1
Disrespect	1
Total Referrals	**28**

October Disciplinary Interventions

Interventions	Amount
Warning	12
Lunch Detention	2
After School Detention	2
ISS	0
OSS	6
Bus Removal	3
Other – Social Skills Intervention	2
DAEP	1

October Discipline Referrals by Grade Level

Grade	Amount
3rd Grade	5
4th Grade	12
5th Grade	11
Total Referrals	**28**

AES DATA ANALYSIS AND SCHOOL IMPROVEMENT PROGRESS

1. Successes

What successes do we see from the data?

Our FA 1 to FA 2 data demonstrate encouraging academic growth, particularly in third- and fourth-grade reading and third-grade math.

- **3rd Grade Reading:** Approaches increased from 25% to 47%, a gain of 22 percentage points. Meets increased from 7% to 32%, a gain of 25 percentage points.
- **4th Grade Reading:** Approaches increased from 41% to 56%, a gain of 15 percentage points.
- **3rd Grade Math:** Approaches increased from 62% to 73%, a gain of 11 percentage points.
- **4th Grade Math:** Approaches increased from 51% to 54%, while Meets increased from 37% to 39%.

These results indicate positive movement in several grade levels and provide evidence that our instructional improvement efforts are moving students toward higher levels of achievement.

What did we do that led to these results? What behaviors, routines, or implementation efforts made the difference?

We have implemented several intentional instructional practices designed to improve student achievement.

- **Daily Reading Fluency Practice:** We have implemented daily fluency practice to strengthen reading accuracy, automaticity, and overall reading proficiency.
- **Daily WIN Intervention:** Teachers provide targeted small-group instruction based on student needs and assessment data.
- **Weekly PLCs:** Grade-level teams analyze formative assessment results, identify priority TEKS, and plan instructional responses.
- **LIFT Observation and Feedback Protocol:** Our instructional leadership team utilizes the LIFT protocol to identify instructional strengths and areas for growth, provide specific actionable feedback, and support teachers in strengthening instructional practices.
- **Region 5 Instructional Support:** We continue collaborating with Region 5 to strengthen TEKS alignment, instructional planning, explicit modeling, and instructional rigor.
- **Math Instructional Routines:** Daily spiral reviews and Think Sheets provide opportunities for students to revisit previously taught skills, explain mathematical thinking, and address misconceptions.

These practices have created a more intentional and data-driven approach to instruction. We will continue monitoring implementation and student outcomes to determine which practices are having the greatest impact.

---

2. Challenges

What challenges do we see from the data?

Although third- and fourth-grade reading demonstrated encouraging growth from FA 1 to FA 2, student achievement remains below our overall campus expectations.

- **3rd Grade Reading:** Approaches increased from 25% to 47%, a gain of 22 percentage points. However, 53% of students remain below Approaches.
- **4th Grade Reading:** Approaches increased from 41% to 56%, a gain of 15 percentage points. However, 44% of students remain below Approaches.

While these gains are significant, we recognize that having nearly half or more of our students performing below Approaches in these grade levels is an area of concern.

Additionally, we must increase the percentage of students performing at Meets and Masters across grade levels. Our goal is not simply to move students to Approaches but to ensure that more students demonstrate grade-level proficiency and higher levels of academic achievement.

What has been the impact of these challenges? What behaviors, routines, or implementation efforts led to the current state?

Our data indicates that many students continue to need additional support with foundational reading skills, fluency, comprehension, and independently applying reading strategies to grade-level texts.

Although we have implemented daily reading fluency practice, targeted WIN intervention, and TEKS-aligned instructional planning, we recognize that these practices must be consistently implemented and monitored to ensure they produce accelerated student growth.

Classroom walkthroughs have also identified opportunities to strengthen consistency in lesson planning, clearly defined learning objectives, explicit teacher modeling, instructional alignment, and the level of rigor provided to students.

The impact of these challenges is that, despite positive growth, too many students remain below grade-level performance expectations. We must ensure that teachers

are consistently modeling the thinking processes and skills students are expected to demonstrate independently, while providing rigorous learning opportunities and targeted interventions aligned to identified skill deficits.

Our challenge is not simply producing growth but **accelerating the rate of growth** so that students close achievement gaps and reach our campus performance goals.

---

3. Next Steps

What specific actions should we stamp to maintain current successes?

We will continue implementing the instructional practices that are supporting student growth while strengthening consistency and accountability.

Action 1: Continue and Strengthen Daily Reading Fluency Practice

- **Who receives support:** Third- and fourth-grade reading teachers and students.
- **Support provided:** Continued implementation of daily fluency practice focused on accuracy, automaticity, and appropriate expression. The instructional coach and ELAR mentors will provide modeling, resources, and feedback as needed.
- **Responsible:** Reading teachers, instructional coach, ELAR mentors, and campus administration.
- **Frequency:** Daily implementation with progress checks at least every two weeks.
- **Progress monitoring:** Fluency assessments, classroom walkthroughs, and student reading performance data will be used to evaluate effectiveness and determine instructional adjustments.

Action 2: Maintain Data-Driven PLCs and Targeted WIN Intervention

- **Who receives support:** All third- through fifth-grade teachers, with particular emphasis on students performing below Approaches and those close to reaching Meets and Masters.
- **Support provided:** Teachers will analyze student performance, identify priority TEKS, develop targeted instructional groups, and plan specific intervention strategies.
- **Responsible:** Classroom teachers, instructional coach, content mentors, and campus administration.
- **Frequency:** Weekly PLCs and daily WIN intervention.
- **Progress monitoring:** Student trackers, short-cycle assessments, and intervention data will be reviewed every two weeks to determine student growth and make instructional adjustments.

What specific actions should we stamp to address identified challenges and drive continuous improvement?

Action 3: Intensify Third- and Fourth-Grade Reading Intervention

- **Who receives support:** Third- and fourth-grade reading teachers, with priority given to students currently performing below Approaches.
- **Support provided:** The instructional coach, ELAR mentors, and Region 5 will assist teachers in identifying specific reading skill deficits and developing targeted small-group instruction. Intervention will focus on fluency, comprehension, vocabulary, and the independent application of reading strategies. The LIFT Observation and Feedback Protocol will be utilized to provide targeted instructional coaching, identify areas for improvement, and support effective implementation of instructional strategies.

- **Responsible:** Reading teachers will implement targeted interventions. The instructional coach, ELAR mentors, and campus administration will provide coaching, feedback, and follow-up through the LIFT process.
- **Frequency:** Daily intervention during WIN, weekly PLC planning, and ongoing LIFT observations and feedback cycles.
- **Progress monitoring:** Student performance trackers, fluency data, TEKS-based assessments, and LIFT observation trends will be reviewed to evaluate instructional effectiveness and make necessary adjustments.

Action 4: Strengthen Explicit Modeling and Increase Instructional Rigor to Move Students to Meets and Masters

- **Who receives support:** Third- through fifth-grade reading and math teachers.
- **Support provided:** Instructional coaching will focus on ensuring teachers consistently provide **explicit modeling of grade-level skills and thinking processes** while increasing instructional rigor. Teachers will be supported in utilizing clear, step-by-step modeling, think-alouds, guided practice, and gradual release of responsibility to build student understanding and independence. Instruction will also emphasize higher-order questioning, critical thinking, text-based responses, and multistep problem-solving. The **LIFT Observation and Feedback Protocol** will be used to identify instructional strengths, provide actionable feedback, and support teachers in strengthening both explicit instruction and rigor.
- **Responsible:** Classroom teachers will implement instructional strategies. The principal, instructional coach, content mentors, and Region 5 instructional specialists will provide coaching and monitor implementation through the LIFT process.

- **Frequency:** Daily classroom implementation, weekly instructional planning, and ongoing LIFT observation and feedback cycles.
- **Progress monitoring:** LIFT observation data, lesson-plan reviews, student work samples, and formative assessment results will be used to monitor the consistency and effectiveness of explicit modeling, instructional rigor, and student progress toward Meets and Masters.

Action 5: Strengthen Instructional Consistency Through Coaching and Feedback

- **Who receives support:** Teachers identified through walkthrough trends, lesson-plan reviews, and student performance data as needing additional instructional support.
- **Support provided:** Targeted coaching focused on TEKS alignment, clearly defined learning objectives, explicit instruction, checks for understanding, and effective instructional delivery. The LIFT Observation and Feedback Protocol will guide the coaching process to ensure feedback is specific, actionable, and followed by opportunities for instructional improvement.
- **Responsible:** Principal, instructional coach, ELAR and math mentors, and Region 5 instructional specialists.
- **Frequency:** Ongoing LIFT observations and feedback cycles, coaching support, and biweekly ILT meetings.
- **Progress monitoring:** The ILT will review LIFT observation trends, document instructional feedback, conduct follow-up observations, and evaluate whether instructional adjustments are reflected in student performance.

Action 6: Establish Clear Accountability for Student Growth

- **Who receives support:** All grade-level instructional teams, with additional monitoring of third- and fourth-grade reading.

- **Support provided:** Teachers will identify students who are close to reaching the next performance level, document specific instructional strategies, and establish measurable short-term goals.
- **Responsible:** Classroom teachers maintain student progress trackers. The instructional coach supports data analysis, and campus administration monitors implementation and results.
- **Frequency:** Weekly PLC discussions, biweekly progress monitoring, and comprehensive reviews following each formative assessment.
- **Progress monitoring:** Student-level assessment data will be compared over time to determine whether interventions are closing achievement gaps and increasing the percentage of students reaching Approaches, Meets, and Masters.

---

4. School Improvement Check

Are we especially clear about the successes, challenges, and next steps for our school improvement identified campuses to ensure accelerated progress?

Our FA 1 and FA 2 data have helped us clearly identify both instructional successes and areas requiring accelerated improvement.

We are encouraged by the significant growth demonstrated in third- and fourth-grade reading. However, we recognize that despite these improvements, 53% of third-grade students and 44% of fourth-grade students remain below Approaches.

As a campus focused on improving accountability performance, we understand that incremental improvement is not enough. We must accelerate student achievement

and ensure that our instructional efforts result in measurable increases at Approaches, Meets, and Masters.

Our school improvement priorities include:

1. Consistent implementation and monitoring of daily reading fluency practice.
2. Intensifying targeted reading intervention in third and fourth grades.
3. Strengthening Tier 1 instruction through TEKS alignment, explicit teacher modeling, guided practice, and increased instructional rigor.
4. Utilizing the LIFT Observation and Feedback Protocol to provide targeted instructional coaching, actionable feedback, and follow-up support.
5. Utilizing weekly PLCs to identify learning gaps and establish specific instructional responses.
6. Providing ongoing instructional support through our ILT, content mentors, and Region 5.
7. Monitoring student progress frequently and adjusting instruction based on measurable results.

The LIFT Observation and Feedback Protocol will serve as an important component of our school improvement efforts by connecting classroom observations to meaningful instructional feedback and coaching. Our goal is to ensure that teachers are consistently implementing explicit modeling, providing rigorous learning opportunities, and using effective instructional strategies that result in improved student performance.

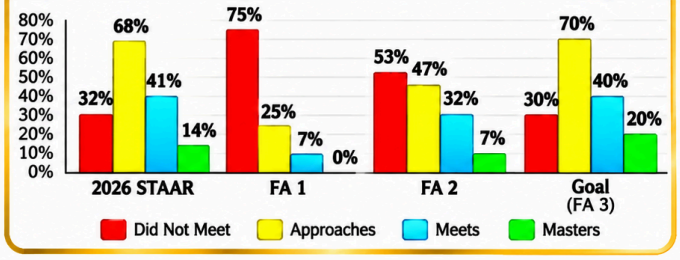
We will continue holding ourselves accountable for ensuring that instructional support results in measurable changes in classroom practice and improved student outcomes.

AES | 3rd Grade Reading

STAAR & FORMATIVE ASSESSMENT DATA ANALYSIS

Assessment	Did Not Meet	Approaches	Meets	Masters	Overall Score
2026 STAAR	32%	68%	41%	14%	41.0%
FA 1	75%	25%	7%	0%	10.7%
FA 2	53%	47%	32%	7%	28.7%
Goal (FA 3)	30%	70%	40%	20%	43.3%

Performance by Assessment



KEY TAKEAWAYS

APPROACHES

Increased from 25% (FA 1) to **47%** (FA 2), a gain of **22 percentage points**, and is **23 percentage points** away from our goal of 70%.

MEETS

Increased from 7% (FA 1) to **32%** (FA 2), a gain of **25 percentage points**, and is **8 percentage points** away from our goal of 40%.

MASTERS

Increased from 0% (FA 1) to **7%** (FA 2), a gain of **7 percentage points**, and is **13 percentage points** away from our goal of 20%.

OVERALL SCORE

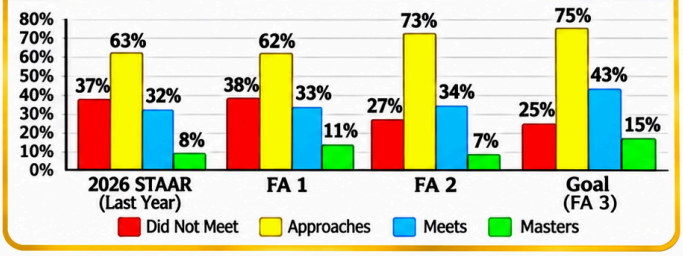
Increased from 10.7% (FA 1) to **28.7%** (FA 2), a gain of **18.0 percentage points**, and is **14.6 percentage points** away from our goal of 43.3%.

AES | 3rd Grade Math

STAAR & FORMATIVE ASSESSMENT DATA ANALYSIS

Assessment	Did Not Meet	Approaches	Meets	Masters	Overall Score
2026 STAAR (Last Year)	37%	63%	32%	8%	34.3%
FA 1	38%	62%	33%	11%	35.3%
FA 2	27%	73%	34%	7%	38.0%
Goal (FA 3)	25%	75%	43%	15%	44.3%

Performance by Assessment



KEY TAKEAWAYS

APPROACHES

Increased from 62% (FA 1) to **73%** (FA 2), a gain of **11 percentage points**, and is **2 points** away from our goal of 75%.

MEETS

Increased from 33% (FA 1) to **34%** (FA 2), a gain of **1 percentage point**, and is **9 points** away from our goal of 43%.

MASTERS

Decreased from 11% (FA 1) to **7%** (FA 2), a decrease of **4 percentage points**, and is **8 points** away from our goal of 15%.

OVERALL SCORE

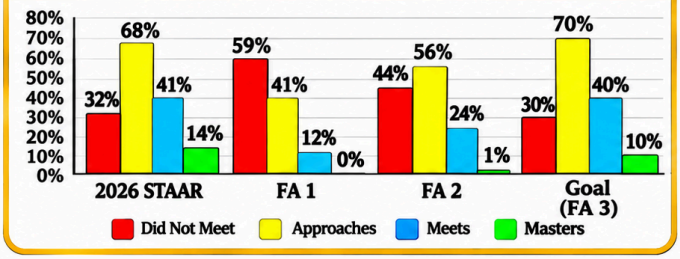
Increased from 35.3% (FA 1) to **38.0%** (FA 2), a gain of **2.7 percentage points**, and is **6.3 points** away from our goal of 44.3%.

AES | 4th Grade Reading

STAAR & FORMATIVE ASSESSMENT DATA ANALYSIS

Assessment	Did Not Meet	Approaches	Meets	Masters	Overall Score
2026 STAAR	32%	68%	41%	14%	41.0%
FA 1	59%	41%	12%	0%	17.7%
FA 2	44%	56%	24%	1%	27.0%
Goal (FA 3)	30%	70%	40%	10%	40.0%

Performance by Assessment



KEY TAKEAWAYS

APPROACHES

Increased from 41% (FA 1) to **56%** (FA 2), a gain of **15 percentage points,** and is **14 points** away from our goal of 70%.

MEETS

Increased from 12% (FA 1) to **24%** (FA 2), a gain of **12 percentage points,** and is **16 points** away from our goal of 40%.

MASTERS

Increased from 0% (FA 1) to **1%** (FA 2), a gain of **1 percentage point,** and is **9 points** away from our goal of 10%.

OVERALL SCORE

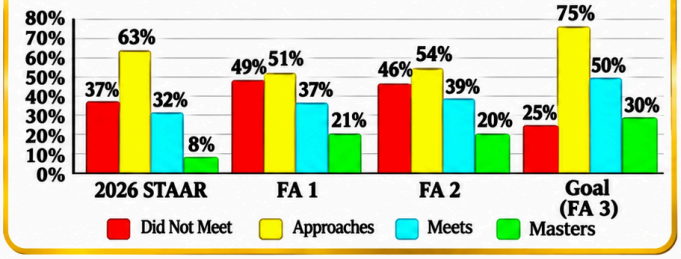
Increased from 17.7% (FA 1) to **27.0%** (FA 2), a gain of **9.3 percentage points,** and is **13.0 points** away from our goal of 40.0%.

AES | 4th Grade Math

STAAR & FORMATIVE ASSESSMENT DATA ANALYSIS

Assessment	Did Not Meet	Approaches	Meets	Masters	Overall Score
2026 STAAR	37%	63%	32%	8%	34.3%
FA 1	49%	51%	37%	21%	36.3%
FA 2	46%	54%	39%	20%	37.7%
Goal (FA 3)	25%	75%	50%	30%	51.7%

Performance by Assessment



KEY TAKEAWAYS

APPROACHES

Increased from 51% (FA 1) to **54%** (FA 2), a gain of **3 percentage points,** and is **21 points** away from our goal of 75%.

MEETS

Increased from 37% (FA 1) to **39%** (FA 2), a gain of **2 percentage points,** and is **11 points** away from our goal of 50%.

MASTERS

Decreased from 21% (FA 1) to **20%** (FA 2), a decrease of **1 percentage point,** and is **10 points** away from our goal of 30%.

OVERALL SCORE

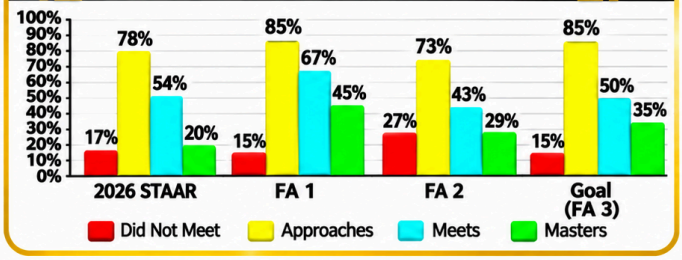
Increased from 36.3% (FA 1) to **37.7%** (FA 2), a gain of **1.4 percentage points,** and is **14.0 points** away from our goal of 51.7%.

AES | 5th Grade Reading

STAAR & FORMATIVE ASSESSMENT DATA ANALYSIS

Assessment	Did Not Meet	Approaches	Meets	Masters	Overall Score
2026 STAAR	17%	78%	54%	20%	50.7%
FA 1	15%	85%	67%	45%	65.7%
FA 2	27%	73%	43%	29%	48.3%
Goal (FA 3)	15%	85%	50%	35%	56.7%

Performance by Assessment



KEY TAKEAWAYS

APPROACHES
Decreased from 85% (FA 1) to **73%** (FA 2), a decline of **12 percentage points**, and is **12 points** away from our goal of 85%.

MEETS
Decreased from 67% (FA 1) to **43%** (FA 2), a decline of **24 percentage points**, and is **7 points** away from our goal of 50%.

MASTERS
Decreased from 45% (FA 1) to **29%** (FA 2), a decline of **16 percentage points**, and is **6 points** away from our goal of 35%.

OVERALL SCORE
Decreased from 65.7% (FA 1) to **48.3%** (FA 2), a decline of **17.4 percentage points**, and is **8.4 points** away from our goal of 56.7%.

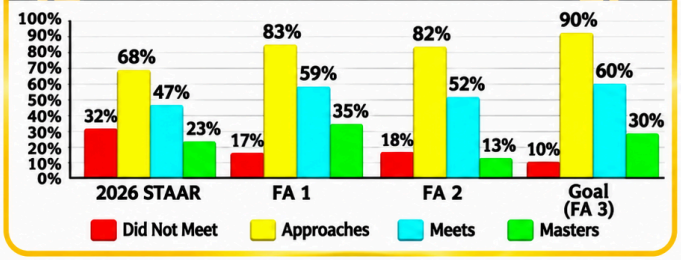
School Board Emphasis: *Although FA 2 performance declined, FA 1 demonstrated that students can perform above the established FA 3 goals. The priority is to recover the performance demonstrated on FA 1 and sustain it across all three achievement levels.*

AES | 5th Grade Math

STAAR & FORMATIVE ASSESSMENT DATA ANALYSIS

Assessment	Did Not Meet	Approaches	Meets	Masters	Overall Score
2026 STAAR	32%	68%	47%	23%	46.0%
FA 1	17%	83%	59%	35%	59.0%
FA 2	18%	82%	52%	13%	49.0%
Goal (FA 3)	10%	90%	60%	30%	60.0%

Performance by Assessment



KEY TAKEAWAYS

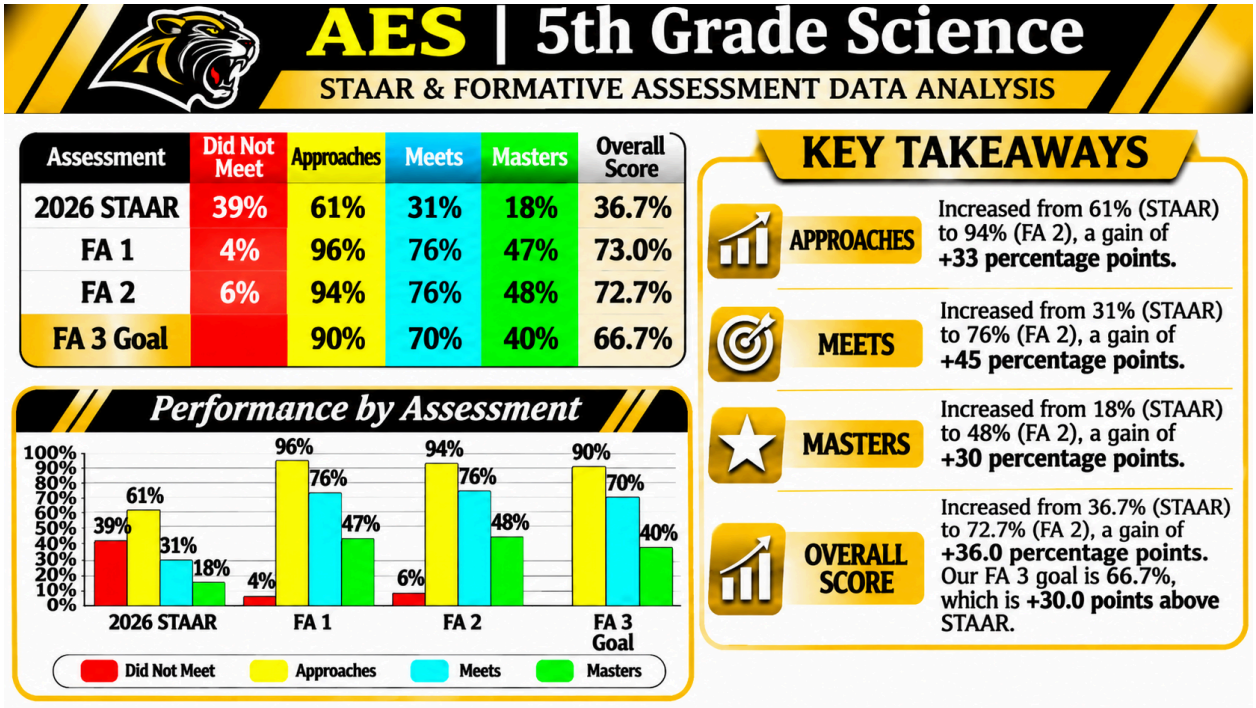
APPROACHES
Decreased from 83% (FA 1) to **82%** (FA 2), a decline of **1 percentage point**, and is **8 points** away from our goal of 90%.

MEETS
Decreased from **59%** (FA 1) to **52%** (FA 2), a decline of **7 percentage points**, and is **8 points** away from our goal of 60%.

MASTERS
Decreased from 35% (FA 1) to **13%** (FA 2), a decline of **22 percentage points**, and is **17 points** away from our goal of 30%.

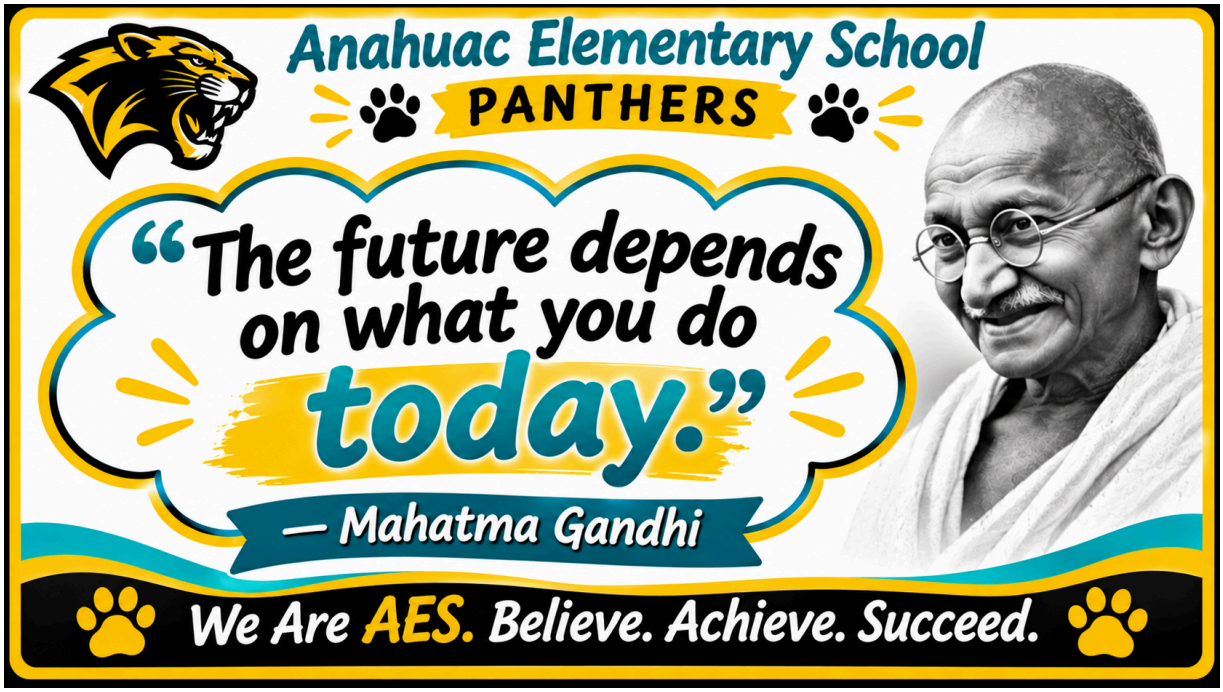
OVERALL SCORE
Decreased from **59.0%** (FA 1) to **49.0%** (FA 2), a decline of **10 percentage points**, and is **11.0 points** away from our goal of **60.0%**.

School Board Emphasis: *FA 2 shows a decline across all performance levels, with the greatest drop at the Masters level. The priority is to increase rigor, target missed TEKS, and move more students back to Meets and Masters to reach our FA 3 goal of 60.0% overall.*



Our focus is not simply on demonstrating growth from one assessment to the next. Our focus is on accelerating that growth, closing achievement gaps, and moving more students to Meets and Masters.

We are committed to ensuring that every classroom provides effective instruction, every teacher receives the support needed to be successful, and every student has the opportunity to achieve at high levels.



PROFESSIONAL DEVELOPMENT & PERSONAL GROWTH

- Region 5 Training on Aggressive Monitoring
- TEA- Region 5 ESC-
    - Supporting Quality Instructional Systems

- Principal Support Systems- with Region V Educational Service Center
- Civics Training- Region 5 ESC
    - The principal and one elementary teacher attended Civics Training for 2 days. This is support for the Social Studies curriculum and TEKS being taught in elementary grades.

November, 2026

PRINCIPAL'S REPORT

ANAHUAC MIDDLE SCHOOL



Today, our Panthers put **gratitude**, our character trait of the month, into action. We were proud to cheer for our veterans as the Veterans Day parade passed by Anahuac Middle School. It was a chance to show our support and thank them for their service.

From all of us at AMS, thank you, veterans!





Character and Scholar Winners of the Month

Character of the Month –E'Mauri Whittington, Kaleb Green, Atley Arabie, Laura Chavez

Scholar of the Month – Presley Martinez, Lexi Powers, Madelyn Wilson-Crump, Hunter Pokorny

Teacher of the Month – Mrs.Jennifer Haynes

Staff Member of the Month – Ms. Dianne White

AMS NOVEMBER CAMPUS UPDATE

Anahuac Middle School wrapped up the second six weeks by recognizing students who demonstrated outstanding character, work ethic, academic achievement, and attendance. Each grade level participated in its own awards ceremony during their lunch period, providing an opportunity to celebrate student accomplishments while also reinforcing important skills such as appropriate audience participation, respectful behavior, and good sportsmanship. These celebrations allow us to recognize students for their hard work and positive choices while continuing to build a culture of pride and excellence at AMS.





Congratulations to our seventh-grade football team on an undefeated 9–0 season and a district championship, to our Lady Panthers on a strong volleyball season that included a second-place district finish for 8A, and to the 18 AMS band students who earned a spot in the ATSSB All-Region Band. I'm proud of how these students represented our campus. Go Panthers!



Building Strong Family Partnerships

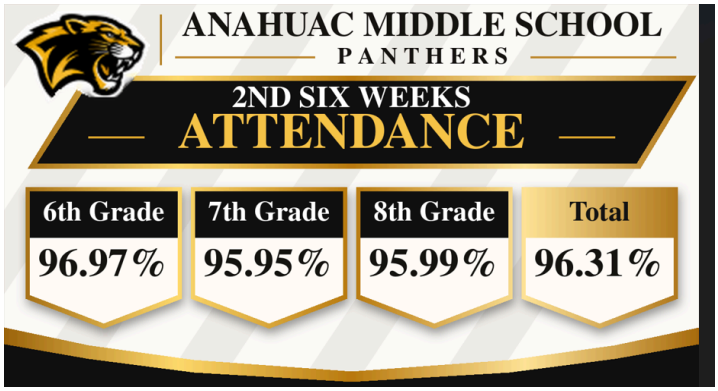
Anahuac Middle School is strengthening family partnerships by keeping parents informed and creating opportunities for them to take part in campus life. Our monthly campus newsletter shares important reminders, upcoming events, and student highlights. Staff is increasingly using Thrillshare to communicate with families. On November 5, parents received a Skyward email with instructions to view and electronically sign their child's report card through Parent Access.

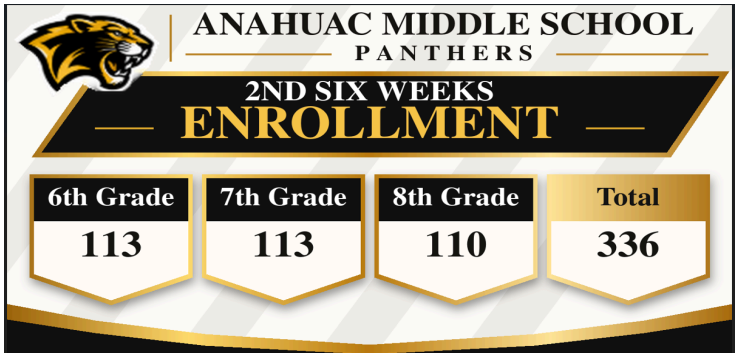
As basketball season gets underway, the principal will email all AMS families a reminder about fan expectations at home games. The message will ask families to review the expectations with their children and model good sportsmanship, even when they disagree with a call or a coaching decision. Sharing these expectations early helps prevent disruptions and sets a positive tone for the season.

Parents provided snacks for the seventh-grade ELA Book Tasting, where students sampled five titles from a selection of 36 books across nine genres. The AMS Concert and Honors Bands welcomed families and community members to a performance in the campus gym, giving students a chance to share what they had been working on.

National Junior Honor Society members represented AMS at the countywide Trunk or Treat at White's Park. Academic UIL practices are also underway, with students working with their coaches to prepare for the February 9 competition at East Chambers.

ATTENDANCE and ENROLLMENT





Discipline/Campus Safety

We continue to reinforce clear expectations, build relationships with students, and respond consistently when redirection is needed. We take pride in supporting students and staff by creating a positive classroom environment where high expectations and meaningful support go hand in hand.

November 2 - November 11, 2026

DISCIPLINE OFFENSE	OCCURRENCES
Aggressive Behavior	2
Bus Referral	1
Cursing	1
Horseplay	6
Insubordination	1
Tardy	8
REPORT TOTAL	19

INTERVENTION	OCCURRENCES
Warning	2
In School Suspension	5
Out of School Suspension	1
Detention - Lunch	3
Detention - After School	8
REPORT TOTAL	19

AMS Formative Assessment Data Review and Campus Improvement Plan

1. Successes

What successes do we see from the data?

Reading

- 7th Grade Reading: Meets increased from 16% on FA 1 to 36% on FA 2, a gain of 20 percentage points.
- 8th Grade Reading: Compared to the 2026 STAAR baseline, FA 2 results reflect substantial improvement. Approaches increased from 68% to 78%, Meets from 36% to 53%, and Masters from 19% to 26%.
- 6th Grade Reading: Although FA 2 scores declined, 81% of students achieved Approaches, demonstrating a foundation to build on. (FA2 had revising and an extended constructed response ECR)

Mathematics

- 7th Grade Math: Demonstrated growth across all performance levels from FA 1 to FA 2. Approaches increased by 15 points, Meets by 10 points, and Masters by 6 points.
- 6th Grade Math: Approaches increased from 42% to 73%, and Meets increased from 10% to 46% between FA 1 and FA 2.
- Algebra I: Maintained 100% Approaches across the 2026 STAAR baseline, FA 1, and FA 2. Masters increased from 40% on FA 1 to 47% on FA 2

Science and Social Studies

- 8th Grade Science: Meets increased from 44% to 48%.
- 8th Grade Social Studies: Approaches increased from 79% to 84%, and Meets increased from 56% to 62%.

What did we do that contributed to these results?

AMS has established instructional systems intended to support these improvements:

- Weekly PLCs: Teachers collaborate to review assessment results, identify areas of student need, and plan targeted instruction.
- Data-driven instruction: Teachers analyze formative assessment results to identify specific TEKS requiring reteaching or reinforcement.
- LIFT Observation and Feedback Protocol: Campus leadership conducts classroom observations and provides actionable feedback to strengthen instructional practices.
- Bluebonnet Learning implementation: Mathematics teachers have transitioned to the curriculum to improve instructional alignment, consistency, and rigor.
- Region 5 instructional partnerships: Content specialists work with teachers every six weeks to support curriculum implementation, instructional planning, and effective teaching practices.
- ZAP program: Provides additional accountability for students who fail to complete assignments or demonstrate appropriate academic effort.

These systems are promising contributors to campus improvement. Continued monitoring will help determine which practices are producing the strongest measurable impact on student achievement.

What challenges do we see from the data?

Reading

- 6th Grade Reading: Significant declines occurred between FA 1 and FA 2. Meets decreased from 82% to 44%, and Masters from 41% to 19%; FA 1 did not include revising or extended constructed response questions, making direct comparisons less reliable.
- 7th Grade Reading: Despite improvement at Meets, Approaches declined from 68% to 58%, falling 17 percentage points.
- 8th Grade Reading: Performance declined from FA 1 to FA 2 at Approaches, Meets, and Masters, with Masters dropping from 43% to 26%. The comparison again highlights a difference in assessment format.

Mathematics

- 6th Grade Math: Masters decreased from 34% on FA 1 to 7% on FA 2.
- 7th Grade Math: Although students demonstrated tremendous growth, FA 2 results remain below the FA 3 goal, specifically the Masters category at 7%.
- 8th Grade Math: Masters decreased from 32% to 16%; the FA2 tested more overall standards and gave us a better understanding of how to target intervention.

Science and Social Studies

- 8th Grade Science: Although Masters remained at 19%, it is below the FA 3 goal of 25%.
- 8th Grade Social Studies: Although mastery declined from 28% to 14%, both indicating that students need continued opportunities for higher-level thinking and application skills.

What has been the impact of these challenges?

Our formative assessment results show that many Anahuac Middle School students understand foundational concepts, while fewer consistently demonstrate the depth of understanding needed to reach the Meets and Masters levels. Students have more difficulty when questions ask them to apply a familiar skill in a new situation, choose a strategy independently, or explain how they reached an answer. Some students also need more practice with previously taught skills before they can apply them independently.

Through PLC discussions and reviews of student work, we have identified a recurring challenge. Many students struggle to understand what a question is asking them to do. For example, when asked how the setting **contributes to** the conflict, a student may describe where the story takes place and leave out how the setting helps create or worsen the problem. When asked why an event is **significant to the plot**, a student may retell the event and leave out why it matters to what happens next. When asked how a poet's **use of repetition** emphasizes an idea, a student may identify the repeated words without explaining what those words draw attention to. In each case, the student may recognize a familiar part of the question and still miss the thinking the question requires. This makes it harder for teachers to determine whether a student needs help interpreting the question, more practice applying the skill, or reteaching of the skill itself.

We are working to strengthen both **academic vocabulary** and **the language students encounter on assessments**. Teachers are helping students restate questions in their own words, identify what their answers need to explain, and select evidence that supports their thinking. We are also strongly encouraging students to read independently through Accelerated Reader (AR) to give them more opportunities to encounter unfamiliar words and ideas in context. Across all classes, we are emphasizing independent practice and asking students to show their work or explain their reasoning so teachers can see where understanding breaks down. Incomplete work and inconsistent effort limit what teachers can learn from student responses. ZAP reinforces accountability by giving students a structured opportunity to complete missing assignments.

Because formative assessments can differ in the skills they cover and the level of thinking they require, we review individual questions and student responses alongside overall scores. After reteaching a specific skill, a brief follow-up check with a new question gives teachers a better sense of who can apply the skill independently and who still needs support. These checks help us adjust instruction sooner and monitor whether more students are demonstrating the understanding expected at the Meets and Masters levels.

3. Next Steps:

What specific actions should we take to maintain current successes?

Action 1: Strengthen Targeted Reading and Math Interventions

- **Who receives support**: Sixth- and seventh-grade reading and math teachers and students.
- **Support provided**: Classroom teachers will strengthen targeted reading and math interventions through small-group reteaching and focused practice. They will use follow-up checks to identify which skills students have mastered and where they still need support. Campus administrators will monitor implementation, review student progress with teachers, and coordinate additional content support as needed.
- **Responsible**: Classroom teachers and administration
- **Frequency:** Daily during the 25-minute intervention time built into classes.
- **Progress monitoring:** Teachers and campus administrators will review student trackers, assessment results, exit tickets, and walkthrough findings to evaluate intervention effectiveness and identify needed adjustments.

Action 2: Strengthen PLCs and Collaborative Planning

- **Who receives support**: Administration and teachers
- **Support provided**: As part of ESF Milestone 2 and the LIFT Grant, campus administrators and lead teachers will learn how to lead Professional Learning Community (PLC) meetings using the same agenda and steps each time. During PLC meetings, teachers will review formative assessment results by TEKS and question type to see where students need help. They will use those results to form intervention groups, plan what to reteach, and decide how to check for mastery. Campus administrators will support PLC teams and check that teachers follow through on their plans.
- **Responsible**: Core teachers and administrators
- **Frequency:** Weekly during the campus's 30-minute PLC and planning time.
- **Progress monitoring:** Teachers and campus administrators will review intervention data, student work, and follow-up assessments to determine whether reteaching helped students master the targeted skills. Campus administrators will monitor PLC meetings and check that teams follow through on their plans.

Action 3: Strengthen Instructional Consistency Through Coaching and Feedback

- **Who receives support:** Classroom teachers, with additional coaching for teachers identified through walkthrough trends, lesson-plan reviews, and student performance data.
- **Support provided:** Campus administrators will use the LIFT Observation and Feedback Protocol to give teachers actionable feedback on TEKS alignment, pacing, engagement, and checks for understanding, with monthly calibration observations and targeted support as needed from the Region 5 specialists as part of the LIFT grant.
- **Responsible:** Each campus administrator will conduct walkthroughs, provide feedback, and follow up on agreed action steps.

- **Frequency:** Three walkthroughs per administrator per instructional week, with actionable feedback and a coaching conversation within five instructional days.
- **Progress monitoring:** Campus administrators will conduct follow-up observations to check implementation.

Action 4: Strengthen Instructional Planning and Curriculum Implementation

- **Who receives support:** Reading and math teachers in grades 6–8.
- **Support provided:** Campus administrators will continue to partner with Region 5 specialists to help teachers plan TEKS-aligned lessons. Across all core content areas, teachers will strengthen how they check for understanding during lessons and use what they learn to adjust instruction while students are still working on the skill.

  Math teachers will continue receiving support with Bluebonnet Math, focusing on lesson internalization, pacing, and checks for understanding. Reading teachers will continue working with specialists to identify barriers students face in writing and teach them how to break down prompts, understand what each question asks them to do, and plan, write, and revise grade-level texts.

- **Responsible:** Classroom teachers will plan and deliver lessons aligned to grade-level TEKS and use strategic checks for understanding to adjust instruction in the moment.
- **Frequency:** Weekly during the PLCs and planning time, with Region 5 instructional support every six weeks.
- **Progress monitoring:** Campus administration will monitor PLCs and follow up with classroom walkthroughs

4. School Improvement Check

Are we especially clear about the successes, challenges, and next steps for our school improvement identified campuses to ensure accelerated progress?

Our school improvement priorities include:(Targeted Improvement Plan Milestones: 1-10)

- Establish Targeted Academic Intervention Systems (Milestone 1)
- Continue and Improve Structured Professional Learning Communities (Milestone 2)
- Implement Systematic Observation and Feedback Cycles (Milestone 3)
- Continue and Strengthen Consistent Instructional Planning Times (Milestone 4)
- Continue and Monitor Differentiated Math and ELAR Intervention Effectiveness (Milestone 5)
- Utilize the LIFT Observation and Feedback Protocol to continuously provide targeted instructional feedback and actionable steps for improved instruction. (Milestone 6)
- Partner monthly with Region 5 specialists to provide teachers with ongoing instructional coaching and support.
- Continuously monitor student progress to help determine instructional and intervention adjustments.

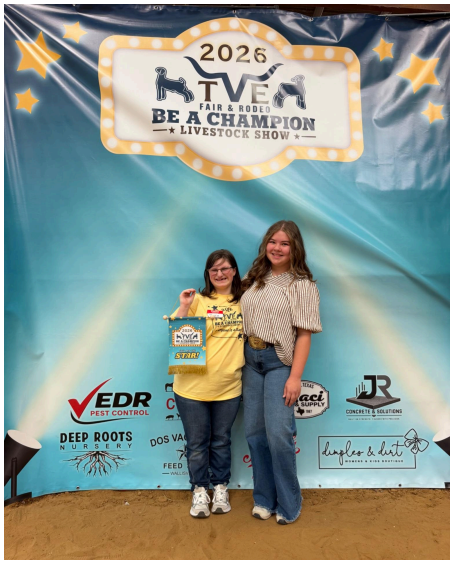
PROFESSIONAL DEVELOPMENT & PERSONAL GROWTH

- Principal Support Systems- with Region V Educational Service Center
- LIFT Observation/Feedback Cycles
- Campus Systems/Region 5 (FLIPS)
- CCMR Training w/ Region 5
- LIFT Performance Management
- ELAR Campus Support/Region 5

November 16, 2026

PRINCIPAL'S REPORT

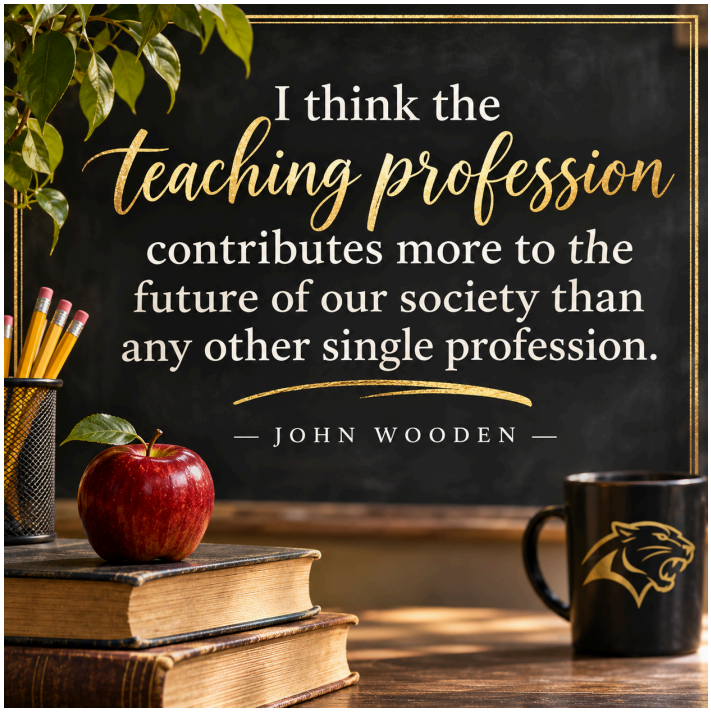
ANAHUAC HIGH SCHOOL



Jessie Bryan and Fallon Havard participated in the TVE Be a Champion Show.



Mrs. Childress was the first recipient of the WAC award for going above and beyond for our students.



AHS November Campus Update

Everyone Accountable, Everyone Successful

November has been a busy month already. Instructionally, teachers are meeting with Region 5 instructional coaches to analyze data and plan lessons accordingly. As a campus, we are focusing on increasing rigor to match that of the STAAR EOC, TSIA2, SAT, ACT, and IBC exams. We are working hard to include instructional strategies to ensure mastery of all students. This is a work in progress, but it is a priority.

The Master Schedule Planning Committee met November 10th, and discussed what is working and what is not working with our current schedule. We also discussed priorities when creating the master schedule which include special education needs, CTE courses, and CCMR points. With the CCMR accountability piece changing, this must be considered when developing the master schedule. This was just the first meeting with this committee, and the hope is to avoid pitfalls discovered previous years when it was too late.

Extra-curricular events are also taking place. Band competed at the regional level and earned the 7th place spot. Volleyball put in a valiant effort for playoffs but came a bit short. Football is moving to the first round of playoffs November 12th. Ag LDEs have taken place at the district level, and we have teams moving on. UIL Congress competition was held, and Stoni Royer was awarded 1st place. She moves on to the state tournament in January. Basketball has also started.

Staffing Considerations for Next Year

Currently, the High School receives the following mental health counseling supports: TCHATT through UTMB, Mrs. Gonzales through a partnership with Bayside Clinic, and there is a part-time mental health counselor on staff.

Where there is an abundance of mental health support at the High School Campus, there is a need for additional academic counseling, especially with the new A-F Academic Accountability requirements and the new CCMR requirements that will affect graduation plans and Master Scheduling.

The student and campus needs have shifted to where the campus would be better served with going from a part-time mental health to having a guidance counselor to better manage caseloads. We would still keep the other mental health supports that we are currently receiving. As we go through the year and work on next year's Master Schedule, we will have a better idea what the position could look like for next year should this recommendation be made later on in the spring.

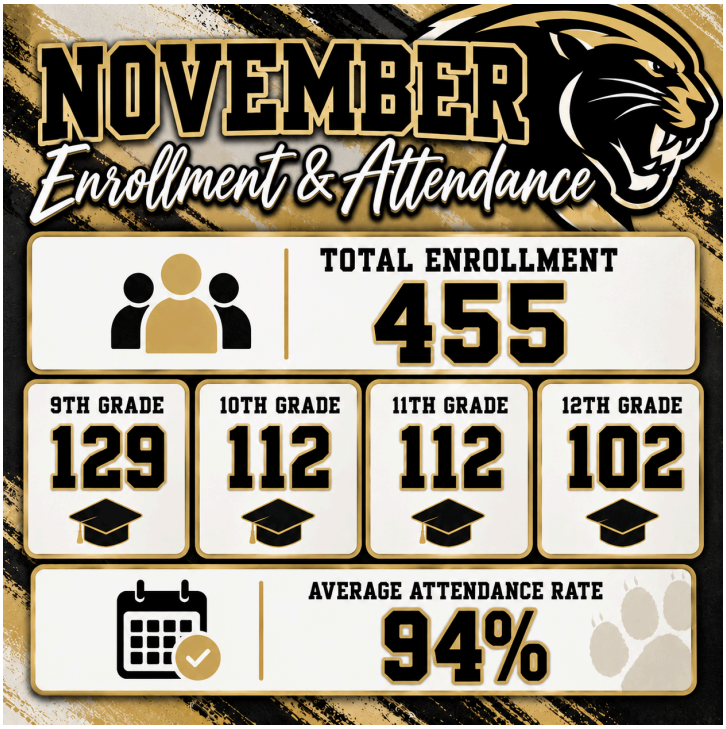
Texas Success Initiative Assessment 2.0 (TSIA2)

TSIA2 or commonly referred to as TSIA or TSI, is the state-mandated a state-mandated computer-adaptive placement test used by Texas public colleges and universities to evaluate whether entering students are ready for entry-level college coursework. Students in high school take TSIA, and it is used for CCMR in the campus's A-F Accountability Report.

One of the things learned from the recent CCMR/CTE review is that it is a best practice to increase the frequency when the TSIA is offered to students. Moving forward, the TSIA will be offered monthly to students beginning in November. The assessment is broken up into two parts: English Language Arts and Reading (ELAR) and Mathematics.

To boost participation, we will promote these testing dates on social media and in the AHS Monthly Newsletter. Furthermore, the counseling department will make deliberate classroom visits each month to remind students about upcoming tests. Because high school students benefit from consistent reminders and encouragement, we will take this same hands-on approach for the SAT, ACT, ASVAB, and similar assessments.

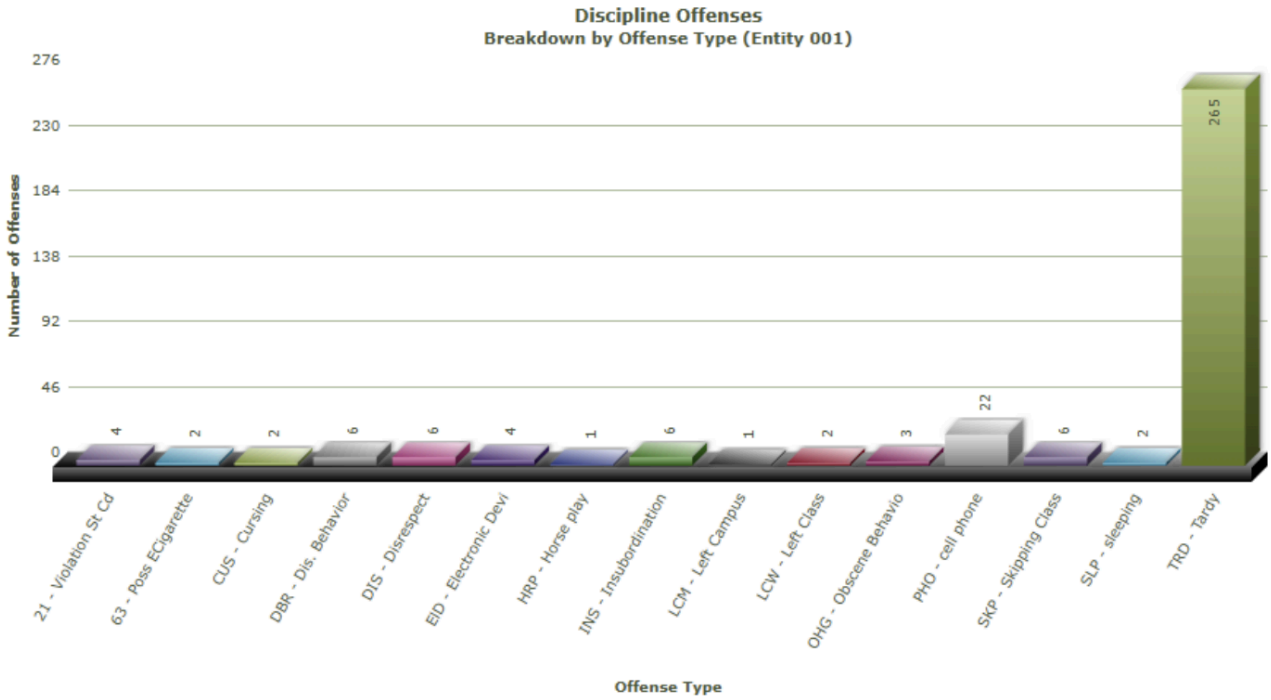
ENROLLMENT AND ATTENDANCE



DISCIPLINE / CAMPUS SAFETY

AHS DAEP (9 - 12) : 6 Students

AHS Discipline

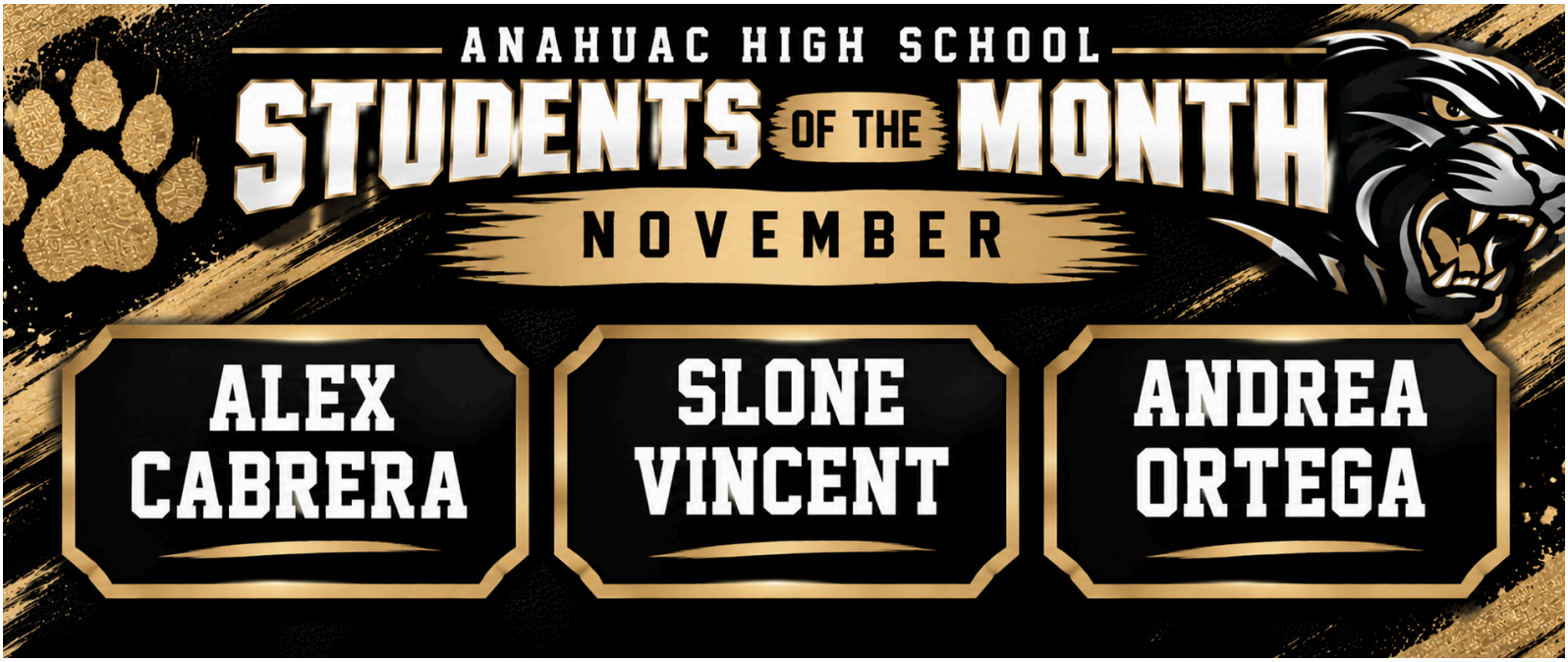


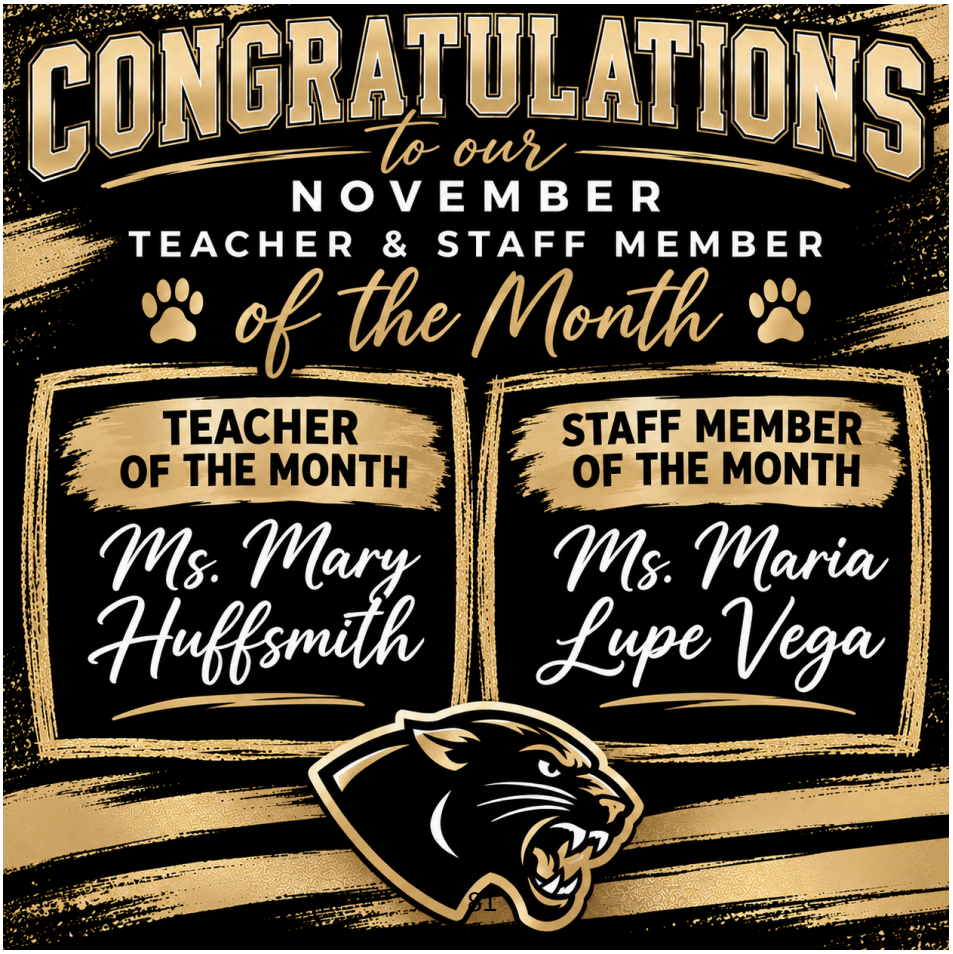
Data Snapshot : Oct 12, 2026 - Nov 5, 2026

- 332 total discipline offences
- 265 tardies (79.8%)
  - 134 - Arrival to school (50.6%)
- 67 non-tardy discipline offences
  - The largest non-tardy concerns are:
    - Cell Phone : 26
    - Disrespect : 6
    - Disruptive Behavior : 6
    - Insubordination : 6
    - Skipping Class : 6

Monitoring Progress

The administration will review discipline data regularly to determine whether interventions are reducing incidents and improving student behavior. Data will be used to adjust supervision, communication, and interventions throughout the school year.

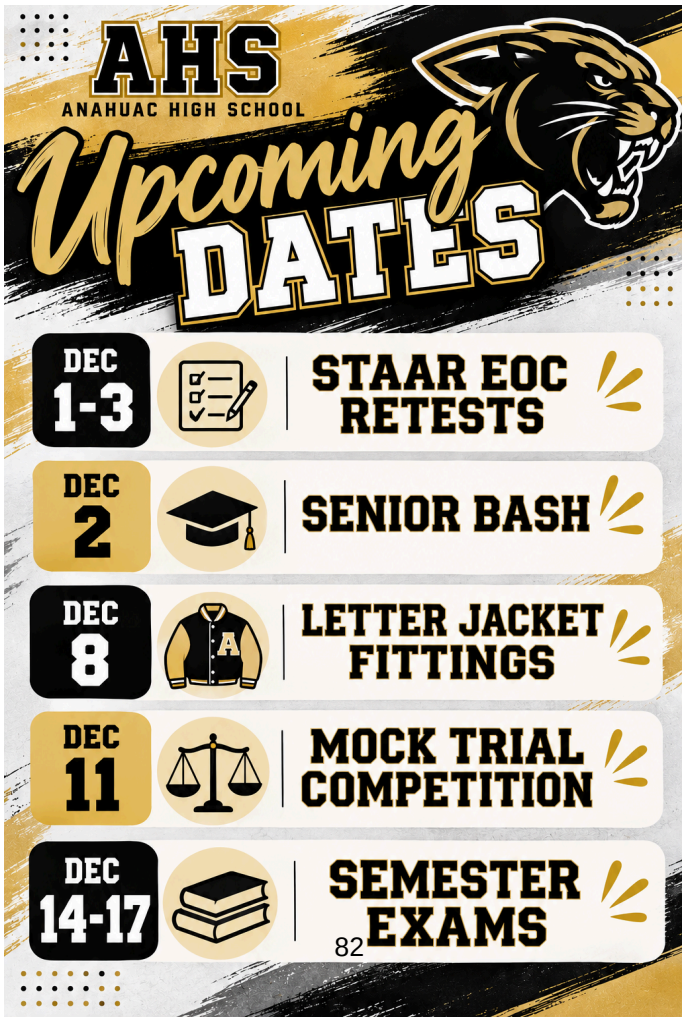

ANAHUAC HIGH SCHOOL
STUDENTS OF THE MONTH
NOVEMBER
ALEX CABRERA
SLONE VINCENT
ANDREA ORTEGA


CONGRATULATIONS
to our
NOVEMBER
TEACHER & STAFF MEMBER
of the Month
TEACHER OF THE MONTH
Ms. Mary Huffsmith
STAFF MEMBER OF THE MONTH
Ms. Maria Lupe Vega

PROFESSIONAL DEVELOPMENT & PERSONAL GROWTH



UPCOMING DATES



Budget Summary Report
October 2026

	Fund	Revised Budget	FYTD Expenditures	% Exp
199	General Fund	$21,187,567	$2,901,434	13.7%
211	Title I-A	$337,077	$14,680	4.4%
224	IDEA Part B (Special Education)	$681,521	$32,379	4.8%
225	IDEA Part B (Pre-School)	$16,400	$1,505	9.2%
240	Food Service	$1,199,700	$62,118	5.2%
244	Carl Perkins (Vocational)	$16,594		0.0%
255	Title II Part A	$59,652	$4,542	7.6%
263	Title III, LEP (Bilingual)	$16,242	$8,235	50.7%
289	Title IV, Part A (TIV)	$23,732	$105	0.4%
289	Summer School LEP	$23,224		0.0%
410	State Textbook Fund	$339,789	$80,800	23.8%
429	Safety Standards Grant 22-24	$160,757		0.0%
599	Debt Service	$4,694,171		0.0%

	Function			
11	Instruction	$ 11,049,586	$ 1,144,578	10.4%
12	Library	$ 181,867	$ (464)	-0.3%
13	Curriculum & Staff Dev	$ 98,052	$ 18,514	18.9%
21	Instructional Leadership	$ 385,914	$ 88,684	23.0%
23	Campus Leadership	$ 1,450,745	$ 327,611	22.6%
31	Counseling Services	$ 469,513	$ 83,890	17.9%
33	Health Services	$ 257,136	$ 14,489	5.6%
34	Student Transportation	$ 1,169,675	$ 189,522	16.2%
35	Food Services	$ 30,000	$ 2,014	6.7%
36	Cocurricular/Extracurricular	$ 984,190	$ 246,927	25.1%
41	General Administration	$ 1,027,186	$ 191,373	18.6%
51	Plant Maintenance & Oper.	$ 3,349,021	$ 344,888	10.3%
52	Security & monitoring Services	$ 80,001	$ 37,924	47.4%
53	Data Processing Services	$ 504,681	$ 150,783	29.9%
93	Payments to SSA Fiscal Agent	$ 60,000	$ 60,700	101.2%
99	Other Intergovernmental	$ 90,000	$ -	0.0%
	Function Totals	**$ 21,187,567**	**$ 2,901,434**	13.7%

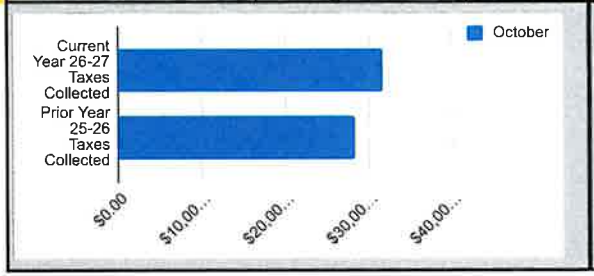
	Organization			
001	Anahuac High School	$ 5,480,452	$ 761,456	13.9%
041	Anahuac Middle School	$ 3,741,230	$ 491,838	13.1%
101	Anahuac Elementary	$ 3,822,074	$ 371,942	9.7%
201	Anahuac Primary School	$ 3,620,597	$ 373,055	10.3%
701	District Office	$ 601,681	$ 132,182	22.0%
702	School Board	$ 58,000	$ 1,375	2.4%
703	Tax Costs-Levying & Collecting	$ 90,000	$ -	0.0%
750	Business Office	$ 367,505	$ 57,816	15.7%
934	Transportation	$ 1,169,675	$ 189,427	16.2%
951	Plant Maintenance & Oper.	$ 141,500	$ 34,023	24.0%
999	District Wide	$ 2,094,854	$ 488,319	23.3%
	Organization Totals	**$ 21,187,567**	**$ 2,901,434**	13.7%

	Program Intent Code (PIC)			
11	Basic Education	$ 7,438,418	$ 784,459	10.5%
21	Gifted & Talented	$ 91,693	$ (3,966)	-4.3%
22	Career & Technology	$ 750,669	$ 115,128	15.3%
23	Special Education	$ 2,514,201	$ 300,161	11.9%
24	Accelerated Education	$ 301,870	$ 47,259	15.7%
25	Bilingual education	$ 199,417	$ 22,697	11.4%
32	Prekindergarten	$ 87,338	$ 14,411	16.5%
33	Prekindergarten Special Ed	$ 94,939	$ (1,910)	-2.0%
36	Early Education Allotment	$ 173,032	$ 6,252	3.6%
38	CCMR	$ 14,000	$ 5,476	39.1%
43	Dyslexia - Special Ed	$ 96,293	$ 6,265	6.5%
91	Athletics	$ 804,049	$ 229,974	28.6%
99	Misc. / Undistributed	$ 8,621,649	$ 1,375,228	16.0%
	PIC Totals	**$ 21,187,567**	**$ 2,901,434**	13.7%

	Objects	Revised Budget	FYTD Expenditures	% Exp
61XX	**Payroll**			
6112	Salaries - Sub Teachers	$ 185,500	$ 56,200	30%
6119	Salaries - Teachers & Prof.	$ 10,086,840	$ 936,280	9%
6121	Extra Duty Pay, Overtime	$ 158,500	$ 53,664	34%
6129	Salaries - Paraprofessional	$ 2,671,406	$ 306,738	11%
6141	Social Security / Medicare	$ 1,009,270	$ 95,285	9%
6142	Group Health Insurance	$ 486,442	$ 72,984	15%
6143	Workers Compensation	$ -	$ 60,422	
6144	TRS On-Behalf Payments	$ 894,395	$ 156,202	17%
6145	Unemployment Compens.	$ 13,200	$ 8,193	62%
6146	Teacher Ret./ TRS Care	$ 611,213	$ 118,827	19%
6149	Employee Benefits	$ 30,000	$ -	0%
	61XX Totals	**$ 16,116,766**	**$ 1,864,794**	12%
62XX	**Contracted Services**			
6211	Legal Services	$ 75,000	$ 16,847	22%
6212	Audit Services	$ 40,000		0%
6213	Tax Appraisal and Collection	$ 90,000		0%
6219	Professional Services	$ 377,630	$ 110,809	29%
6239	ESC Services	$ 119,000	$ 12,677	11%
6249	Cont. Maint. & Repair	$ 541,000	$ 144,038	27%
6259	Utilities	$ 760,000	$ 80,205	11%
6269	Rentals - Operating Leases	$ 135,500	$ 26,464	20%
6291	Consulting Services	$ 50,000	$ 29,070	58%
6299	Misc. Contracted Services	$ 72,000	$ 33,798	47%
	62XX Totals	**$ 2,260,130**		0%
63XX	**Supplies/Materials**			
6311	Gasoline & Other Fuels	$ 125,000	$ 57,624	46%
6319	Supplies- Maintenance	$ 268,000	$ 49,921	19%
6321	Textbooks - Fund 199	$ 40,000	$ 36,019	90%
6329	Reading Materials	$ 8,000	$ (108)	-1%
6339	Testing Materials	$ 18,500	$ 1,513	8%
6399	Gen. Supplies, Equip.	$ 566,351	$ 263,786	47%
	63XX Totals	**$ 1,025,851**	**$ 408,756**	40%
64XX	**Other Operation Costs & Travel**			
6411	Travel - Staff	$ 117,570	$ 9,860	8%
6412	Travel - Students	$ 113,300	$ 26,531	23%
6419	Travel - Non Employee	$ 16,000		0%
6429	Insurance costs	$ 1,062,000	$ 18,346	2%
6439	Election Costs	$ 16,000		0%
6491	Req. Public Notices	$ 1,000		0%
6492	Payments to Fiscal Agent	$ 60,000	$ 60,700	101%
6495	Memberships & Dues	$ 53,400	$ 22,205	42%
6499	Misc. Expenses: Awards, etc.	$ 143,750	$ 35,723	25%
	64XX Totals	**$ 1,583,020**	**$ 173,365**	11%
66XX	**Capital Outlay & Equipment**			
6629	Facilities & Construction			
6631	Vehicles > $5,000 per unit	$ 175,000		0%
6639	Assets > $5,000/unit	$ 10,000		0%
6649	Assets< $5,000/ unit	$ 55,000		0%
	66XX Totals	**$ 240,000**		0%
	Revenue			
57XX	Local	$ 7,613,000	$ 175,791	2%
58XX	State	$ 11,976,724	$ 4,689,291	39%
59XX	Federal	$ 485,000	$ 828	0%
	Budget Summary			
	Total Revenue	**$ 20,074,724**	**$ 4,865,910**	24.2%
	Total Expenditures	**$ 21,187,567**	**$ 2,901,434**	13.7%

2026-2027 Anahuac ISD Tax Comparison Report

Enter Month	Current Year 26-27 Taxes Collected	Prior Year 25-26 Taxes Collected	% Change	26-27 Delinquent Years Revenue	25-26 Delinquent Years Revenue	% Change
October	$31,637.71	$28,376.70	11.49%	$3,399.11	$14,058.23	-75.82%





	Current Year Revenue	Prior Year Revenue		2025-2026 Delinquent Year Revenue			2026-2027 Delinquent Year Revenue		
	Local Taxes 26-27	Local Taxes 25-26		Local Taxes	Penalty and Interest	Total	Local Taxes	Penalty and Interest	Total
September	$17,686.83	$9,877.25	September	$1,546.31	$3,083.78	$4,630.09	-$1,630.46	$5,979.62	$4,349.16
October	$31,637.71	$28,376.70	October	$4,781.18	$9,277.05	$14,058.23	-$4,839.86	$8,238.97	$3,399.11
November		$393,581.54	November	$53,177.70	$12,648.52	$65,826.22			$0.00
December		$1,046,985.52	December	$20,037.85	$7,506.94	$27,544.79			$0.00
January		$3,139,108.56	January	$13,601.46	$8,219.89	$21,821.35			$0.00
February		$3,924,859.92	February	$185,101.23	$10,320.46	$195,421.69			$0.00
March		$277,935.13	March	$15,249.95	$30,113.27	$45,363.22			$0.00
April		$193,796.40	April	$12,546.60	$9,980.37	$22,526.97			$0.00
May		$61,986.08	May	-$782.18	$10,482.04	$9,699.86			$0.00
June		$104,570.23	June	$3,551.57	$24,002.74	$27,554.31			$0.00
July		$63,539.96	July	$10,873.72	$14,721.25	$25,594.97			$0.00
August		$35,204.83	August	$6,387.98	$13,045.38	$19,433.36			$0.00
Total	$49,324.54	$9,279,822.12	Total	$326,073.37	$153,401.69	$479,475.06	-$6,470.32	$14,218.59	$7,748.27

Anahuac ISD Cash Position/ Investment Report

	Operating	Interest & Sinking	Capital Projects	Bond	Workers Comp
Beginning Balance	$ 158,088.74	$ 75,446.93		$ 183,754.13	$ 2,343.70
Deposits	$ 2,466,588.26	$ 14,081.22		$ 1,000,000.00	$ 4,542.03
Interest	$ 151.83	$ 73.95		$ 190.33	$ 1.12
Debits	$ 2,366,526.34	$ -		$ 986,076.75	$ 6,044.97
Ending Balance	$ 258,302.49	$ 89,602.10	$ -	$ 197,867.71	$ 841.88
Investments	$16,346,800.18	$3,655,423.34	$17,913.11	$3,618,900.88	NA
EOM Investment Interest	$53,510.52	$12,497.61	$61.22	$9,110.48	NA
TOTAL	**$ 16,658,613.19**	**$ 3,757,523.05**	**$ 17,913.11**	**$ 3,825,879.07**	**$ 841.88**

	Payroll	Campus Activity	Agency	SEP	TOTALS
Beginning Balance	$ 128,500.65	$ 150,335.94	$ 41,137.93	$ 274,123.31	$ 1,013,731.33
Deposits	$ 1,520,192.64	$ 58,045.88	$ 7,696.19	$ 3,420.00	$ 5,074,566.22
Interest	$ 89.97	$ 116.40	$ 37.06	$ 233.66	
Debits	$ 1,525,048.13	$ 64,256.11	$ 4,281.94	$ -	$ 4,952,234.24
Ending Balance	$ 123,735.13	$ 144,242.11	$ 44,589.24	$ 277,776.97	$ 1,136,063.31
Investments	NA	**$ 303,567.35**	$ 5,377.29	NA	$ 23,947,982.15
EOM Investment Interest	NA	**$ 1,045.64**	$ 17.64	NA	$ 75,197.47
TOTAL	**$ 123,735.13**	**$ 448,855.10**	**$ 49,984.17**	**$ 277,776.97**	**$ 25,084,045.46**

October 2026 Investments		
Bank	Interest	Ending Balance
US Bank	$9,110.48	$3,618,900.88
First Public	$66,268.08	$20,024,140.42
Texas Class	$865.43	$253,443.46
Totals	**$76,243.99**	**$23,896,484.76**

CHECK NUMBER	CHE TYP	VENDOR	CHECK DATE	AMOUNT	POST DATE	BANK CODE
70291207	R	ANAHUAC ATHLETIC BOO	10/02/2026	650.00	10/02/2026	General Op
70291179	R	APPTEGY, INC	10/02/2026	16,651.00	10/02/2026	General Op
70291180	R	ATTABOY TERMITE & PE	10/02/2026	420.00	10/02/2026	General Op
70291181	R	Cintas Corporation	10/02/2026	2,654.02	10/02/2026	General Op
70291182	R	COCA COLA	10/02/2026	2,550.85	10/02/2026	General Op
70291183	R	Dilly Lilly Farms LL	10/02/2026	1,200.00	10/02/2026	General Op
3466	R	GANDY INK SCREEN PRI	10/02/2026	1,052.60	10/02/2026	CAMPUS ACT
70291185	R	HARRIS COUNTY TOLL R	10/02/2026	275.26	10/02/2026	General Op
70291186	S	Hart, Kristin	10/02/2026	520.00	10/02/2026	General Op
70291187	S	Hart, Kristin	10/02/2026	520.00	10/02/2026	General Op
70291188	R	HOTCHKISS	10/02/2026	2,884.01	10/02/2026	General Op
70291189	R	KOMMERCIAL KITCHENS	10/02/2026	6,196.44	10/02/2026	General Op
70291190	S	McDaniel, Hailey	10/02/2026	546.00	10/02/2026	General Op
70291192	S	NEECE, GREG	10/02/2026	520.00	10/02/2026	General Op
70291191	S	NEECE, GREG	10/02/2026	520.00	10/02/2026	General Op
70291193	R	NICHOLSON, RONNIE	10/02/2026	250.00	10/02/2026	General Op
70291195	S	NILIUS, DUSTIN	10/02/2026	572.00	10/02/2026	General Op
70291194	S	NILIUS, DUSTIN	10/02/2026	572.00	10/02/2026	General Op
70291196	R	NOREDINK CORP.	10/02/2026	8,079.75	10/02/2026	General Op
70291197	R	ODP BUSINESS SOLUTIO	10/02/2026	246.25	10/02/2026	General Op
70291198	R	Pearson	10/02/2026	1,560.00	10/02/2026	General Op
70291199	R	REGION V EDUCATION S	10/02/2026	500.00	10/02/2026	General Op
70291200	R	ROMEO MUSIC	10/02/2026	5,499.00	10/02/2026	General Op
3467	S	SkaiLive Events, LLC	10/02/2026	450.00	10/02/2026	CAMPUS ACT
70291201	R	SOUTHEAST TEXAS WATE	10/02/2026	236.75	10/02/2026	General Op
70291202	R	SOUTHERN ICE CREAM	10/02/2026	1,790.64	10/02/2026	General Op
70291203	R	TEACHER SYNERGY LLC	10/02/2026	252.99	10/02/2026	General Op
70291184	R	TEXAS SOUNDCOM	10/02/2026	8,499.00	10/02/2026	General Op
70291206	R	TEXAS SOUNDCOM	10/02/2026	8,499.00	10/02/2026	General Op
70291204	R	WINDSTREAM	10/02/2026	1,921.05	10/02/2026	General Op
70291205	R	YEGROS EDUCATIONAL L	10/02/2026	55.00	10/02/2026	General Op
70291208	R	A & A EQUIPMENT	10/05/2026	272.00	10/05/2026	General Op
70291209	R	AMERICAN WELDING & G	10/05/2026	37.63	10/05/2026	General Op
70291210	R	BAND TODAY, LLC	10/05/2026	868.00	10/05/2026	General Op
70291211	R	BRAY, MICHELLE	10/05/2026	45.00	10/05/2026	General Op
70291212	R	BROOKSHIRE BROS.	10/05/2026	80.95	10/05/2026	General Op
70291213	R	CERTIFIED LABORATORI	10/05/2026	1,612.00	10/05/2026	General Op
70291214	R	CHALKS TRUCK PARTS I	10/05/2026	295.00	10/05/2026	General Op
70291215	R	CHAMBERS COUNTY TAX	10/05/2026	15.00	10/05/2026	General Op
70291216	R	CHARACTER STRONG	10/05/2026	2,498.00	10/05/2026	General Op
70291217	R	CHICK FIL A	10/05/2026	1,232.33	10/05/2026	General Op
70291218	R	credence Security So	10/05/2026	14,830.16	10/05/2026	General Op
70291219	R	Dilly Lilly Farms LL	10/05/2026	220.00	10/05/2026	General Op
70291220	R	EAST TEXAS PEDIATRIC	10/05/2026	3,412.50	10/05/2026	General Op
70291221	S	EDMENTUM	10/05/2026	7,314.00	10/05/2026	General Op
70291222	S	EDMENTUM	10/05/2026	7,058.48	10/05/2026	General Op
70291223	R	HILAND DAIRY FOODS	10/05/2026	14,048.08	10/05/2026	General Op
3268	R	JEFFCOAT, NATASHA	10/05/2026	304.00	10/05/2026	Agency
70291224	R	Jordan, RHONDA	10/05/2026	41.73	10/05/2026	General Op
70291225	R	JW PEPPER OF DALLAS	10/05/2026	215.00	10/05/2026	General Op
70291226	R	LABATT FOOD SERVICE	10/05/2026	64,822.65	10/05/2026	General Op
70291227	R	LOWE'S	10/05/2026	37.50	10/05/2026	General Op
70291235	R	MasteryPrep LLC	10/05/2026	857.00	10/05/2026	General Op
70291228	R	MEGHAN TIBO	10/05/2026	13,550.00	10/05/2026	General Op
70291229	R	Meyers, Sammi	10/05/2026	69.45	10/05/2026	General Op
70291230	R	MoakCasey, LLC	10/05/2026	9,680.00	10/05/2026	General Op

CHECK NUMBER	CHE TYP	VENDOR	CHECK DATE	AMOUNT	POST DATE	BANK CODE
70291231	R	PALLONE, TIMOTHY Jr	10/05/2026	750.00	10/05/2026	General Op
70291232	R	PEARSON ASSESSMENTS	10/05/2026	1,095.60	10/05/2026	General Op
70291233	R	Ron Clark Academy, I	10/05/2026	1,543.22	10/05/2026	General Op
3468	R	S&S ACTIVEWEAR, LLC	10/05/2026	1,043.58	10/05/2026	CAMPUS ACT
70291234	R	SCHOLASTIC MAGAZINES	10/05/2026	247.23	10/05/2026	General Op
70291236	R	SUMMIT FIRE & SECURI	10/05/2026	515.00	10/05/2026	General Op
70291237	R	TAG MECHANICAL, LLC	10/05/2026	1,057.38	10/05/2026	General Op
70291238	R	TASA/SUPT WORKSHOP	10/05/2026	390.00	10/05/2026	General Op
3269	R	TEPSA	10/05/2026	792.00	10/05/2026	Agency
3469	R	The Beginning	10/05/2026	65.91	10/05/2026	CAMPUS ACT
70291239	R	THE SOUTHERN TEACH	10/05/2026	497.00	10/05/2026	General Op
70291240	R	THOMAS BUS GULF COAS	10/05/2026	1,152.02	10/05/2026	General Op
70291241	R	WALSH GALLEGOS,KYLE	10/05/2026	216.00	10/05/2026	General Op
70291242	R	WEST MUSIC	10/05/2026	398.47	10/05/2026	General Op
70291243	R	A1 FILTER SERVICE	10/08/2026	1,494.00	10/08/2026	General Op
70291244	R	CANON FINANCIAL SERV	10/08/2026	1,039.29	10/08/2026	General Op
70291245	R	ENTERGY TEXAS INC.	10/08/2026	9,660.37	10/08/2026	General Op
70291246	R	EVERWAY HOLDCO, LLC	10/08/2026	665.77	10/08/2026	General Op
70291247	R	HUNTON DISTRIBUTION	10/08/2026	34,742.28	10/08/2026	General Op
70291248	R	INTERQUEST GROUP INC	10/08/2026	680.00	10/08/2026	General Op
70291249	R	KOMMERCIAL KITCHENS	10/08/2026	26,570.00	10/08/2026	General Op
70291250	R	LEE COLLEGE	10/08/2026	845.35	10/08/2026	General Op
70291251	R	OFF DUTY MANAGEMENT,	10/08/2026	1,045.44	10/08/2026	General Op
70291252	R	TEXAS ASSOC OF SCHOO	10/08/2026	254.40	10/08/2026	General Op
3470	R	TLEEAA	10/08/2026	975.00	10/08/2026	CAMPUS ACT
70291253	R	TRINITY BAY CONSERVA	10/08/2026	1,888.17	10/08/2026	General Op
3270	R	AISD CAMPUS ACTIVITY	10/09/2026	170.00	10/09/2026	Agency
80113930	R	AISD EDUCATION FOUND	10/09/2026	535.00	10/09/2026	Payroll
80113931	R	AISD GENERAL OPERATI	10/09/2026	916.38	10/09/2026	Payroll
3471	R	ASB SPORTS ACQUISITI	10/09/2026	169.98	10/09/2026	CAMPUS ACT
70291254	R	BSN SPORTS, INC.	10/09/2026	16,253.84	10/09/2026	General Op
3472	R	BSN SPORTS, INC.	10/09/2026	4,394.85	10/09/2026	CAMPUS ACT
70291255	R	CLAIMS ADMINISTRATIV	10/09/2026	12,883.24	10/09/2026	General Op
70291256	R	Deloach, Ashley	10/09/2026	162.00	10/09/2026	General Op
262700009	A	EECU	10/09/2026	1,175.83	10/09/2026	Payroll
70291257	R	FRONTLINE TECHNOLOGI	10/09/2026	7,976.82	10/09/2026	General Op
70291258	R	GOLD STAR FOODS, INC	10/09/2026	434.56	10/09/2026	General Op
262700010	A	HIGGINBOTHAM PUBLIC	10/09/2026	12,100.07	10/09/2026	Payroll
70291265	R	HVAC MECHANICAL SERV	10/09/2026	1,265.00	10/09/2026	General Op
262700011	A	JEM RESOURCE PARTNER	10/09/2026	1,334.25	10/09/2026	Payroll
3271	R	NATIONAL FFA ORGANIZ	10/09/2026	135.50	10/09/2026	Agency
262700012	A	NATIONAL BENEFIT SER	10/09/2026	2,296.68	10/09/2026	Payroll
70291259	R	NEECE, GREG	10/09/2026	975.00	10/09/2026	General Op
3473	R	SPORTS IMPORTS, INC	10/09/2026	356.61	10/09/2026	CAMPUS ACT
70291260	R	State & Federal Educ	10/09/2026	18,000.00	10/09/2026	General Op
70291266	R	STEWART ORGANIZATION	10/09/2026	6,031.24	10/09/2026	General Op
70291261	R	TASB	10/09/2026	3,900.00	10/09/2026	General Op
80113932	R	TCTA	10/09/2026	79.25	10/09/2026	Payroll
80113933	R	The Wellness Center	10/09/2026	35.00	10/09/2026	Payroll
70291262	R	THOMAS BUS GULF COAS	10/09/2026	57.84	10/09/2026	General Op
70291263	R	Ullrich, Hallie	10/09/2026	189.00	10/09/2026	General Op
70291264	R	W W GRAINGER INC	10/09/2026	52.32	10/09/2026	General Op
3272	R	AISD CAMPUS ACTIVITY	10/12/2026	675.00	10/12/2026	Agency
70291267	R	ANAHUAC FLORIST	10/12/2026	406.00	10/12/2026	General Op
70291268	R	BMF Solutions, LLC	10/12/2026	146.13	10/12/2026	General Op
70291269	R	BRAXTON MAYES	10/12/2026	75.00	10/12/2026	General Op

CHECK NUMBER	CHE TYP	VENDOR	CHECK DATE	AMOUNT	POST DATE	BANK CODE
70291270	R	BUECHLER & ASSOCIATE	10/12/2026	2,458.33	10/12/2026	General Op
3273	R	DE LA CRUZ, ASHLEY	10/12/2026	19.98	10/12/2026	Agency
527	R	DUROTECH INC	10/12/2026	25,941.97	10/12/2026	Bond Proje
526	S	DUROTECH INC	10/12/2026	960,134.78	10/12/2026	Bond Proje
70291271	R	EICHELBAUM WARDELL	10/12/2026	475.00	10/12/2026	General Op
70291272	R	ENTERGY TEXAS INC.	10/12/2026	1,117.52	10/12/2026	General Op
70291273	R	FERGUSON FACILITIES	10/12/2026	5,416.21	10/12/2026	General Op
70291274	R	FRONTLINE TECHNOLOGI	10/12/2026	55,232.10	10/12/2026	General Op
70291275	R	HARRIS COUNTY DEPART	10/12/2026	60,700.00	10/12/2026	General Op
70291276	R	HERNANDEZ, NESTER	10/12/2026	75.00	10/12/2026	General Op
70291277	R	LOWE'S	10/12/2026	809.05	10/12/2026	General Op
3474	R	MAIN STREET THEATER	10/12/2026	1,053.00	10/12/2026	CAMPUS ACT
70291278	R	MCCUISTION, KARL	10/12/2026	75.00	10/12/2026	General Op
70291279	R	PARKINSON, RAY	10/12/2026	75.00	10/12/2026	General Op
70291280	R	Perry Weather, Inc.	10/12/2026	3,570.00	10/12/2026	General Op
70291281	R	SANITARY SUPPLY CO I	10/12/2026	5,857.40	10/12/2026	General Op
70291282	R	SKYWARD INC	10/12/2026	59,828.00	10/12/2026	General Op
70291283	R	STAPLES BUSINESS ADV	10/12/2026	1,506.75	10/12/2026	General Op
70291284	R	TAG MECHANICAL, LLC	10/12/2026	3,142.00	10/12/2026	General Op
70291287	R	TASB	10/12/2026	4,395.56	10/12/2026	General Op
70291285	S	TASB	10/12/2026	2,300.00	10/12/2026	General Op
70291286	S	TASB	10/12/2026	950.00	10/12/2026	General Op
70291288	R	Typing.com	10/12/2026	611.00	10/12/2026	General Op
70291289	R	W W GRAINGER INC	10/12/2026	2,402.87	10/12/2026	General Op
70291290	R	WILLIAMS, TAVIS	10/12/2026	300.00	10/12/2026	General Op
3475	R	ANAHUAC ATHLETIC BOO	10/14/2026	50.00	10/14/2026	CAMPUS ACT
70291291	R	Bio Company Inc	10/14/2026	70.37	10/14/2026	General Op
70291292	R	CANON FINANCIAL SERV	10/14/2026	1,039.29	10/14/2026	General Op
70291293	R	Gipper Media, Inc.	10/14/2026	3,000.00	10/14/2026	General Op
3476	R	JOHNSEN'S WHOLESALE	10/14/2026	717.35	10/14/2026	CAMPUS ACT
70291294	R	LOWE'S	10/14/2026	319.91	10/14/2026	General Op
70291295	R	MASCOT JUNCTION, INC	10/14/2026	4,823.37	10/14/2026	General Op
70291296	R	Mathis, Jennifer	10/14/2026	36.89	10/14/2026	General Op
70291297	R	ODP BUSINESS SOLUTIO	10/14/2026	56.53	10/14/2026	General Op
70291298	R	PEARSON ASSESSMENTS	10/14/2026	132.00	10/14/2026	General Op
70291299	R	PINNACLE MEDICAL MAN	10/14/2026	1,575.00	10/14/2026	General Op
70291300	R	PURCHASE POWER	10/14/2026	270.61	10/14/2026	General Op
70291301	R	REGION IV	10/14/2026	23.00	10/14/2026	General Op
70291302	R	TASB RISK MANAGEMENT	10/14/2026	2,300.00	10/14/2026	General Op
70291303	R	TEXAS DEPT. OF PUBLI	10/14/2026	13.00	10/14/2026	General Op
70291304	R	Tilton, Rosco	10/14/2026	50.00	10/14/2026	General Op
70291305	R	WEST HARDIN HIGH SCH	10/14/2026	410.00	10/14/2026	General Op
70291306	R	A1 FILTER SERVICE	10/16/2026	4,244.52	10/16/2026	General Op
70291307	R	OFF DUTY MANAGEMENT,	10/16/2026	2,036.61	10/16/2026	General Op
70291308	R	REGION V EDUCATION S	10/16/2026	25,046.80	10/16/2026	General Op
70291309	R	ROMEO MUSIC	10/16/2026	264.00	10/16/2026	General Op
3477	R	S&S ACTIVEWEAR, LLC	10/16/2026	830.38	10/16/2026	CAMPUS ACT
70291310	R	SANITARY SUPPLY CO I	10/16/2026	6,406.60	10/16/2026	General Op
70291311	R	SPALDING, NICHOLS, L	10/16/2026	5,814.13	10/16/2026	General Op
70291312	R	SUMMIT FIRE & SECURI	10/16/2026	730.00	10/16/2026	General Op
3478	R	The Beginning	10/16/2026	85.11	10/16/2026	CAMPUS ACT
70291313	R	UIL AREA C MUSIC EVE	10/19/2026	600.00	10/19/2026	General Op
3479	R	ANAHUAC FLORIST	10/21/2026	216.00	10/21/2026	CAMPUS ACT
3480	R	BIG GAME FOOTBALL FA	10/21/2026	529.99	10/21/2026	CAMPUS ACT
70291314	R	BRAXTON MAYES	10/21/2026	75.00	10/21/2026	General Op
70291315	S	CENTERPOINT	10/21/2026	1,084.78	10/21/2026	General Op

CHECK NUMBER	CHE TYP	VENDOR	CHECK DATE	AMOUNT	POST DATE	BANK CODE
70291316	S	CENTERPOINT	10/21/2026	600.44	10/21/2026	General Op
70291317	R	ENTERGY TEXAS INC.	10/21/2026	55,263.33	10/21/2026	General Op
70291318	R	FERGUSON FACILITIES	10/21/2026	733.20	10/21/2026	General Op
70291330	R	Gold Eagle Bus Compa	10/21/2026	6,600.00	10/21/2026	General Op
70291319	R	HERNANDEZ, NESTER	10/21/2026	75.00	10/21/2026	General Op
3274	R	JEFFCOAT, NATASHA	10/21/2026	1,824.00	10/21/2026	Agency
3481	R	Jordan, RHONDA	10/21/2026	25.79	10/21/2026	CAMPUS ACT
70291320	R	LAKESHORE	10/21/2026	172.85	10/21/2026	General Op
70291321	R	NEECE, GREG	10/21/2026	520.00	10/21/2026	General Op
70291322	R	PEARSON ASSESSMENTS	10/21/2026	75.00	10/21/2026	General Op
70291323	R	Schimek, Mary	10/21/2026	75.00	10/21/2026	General Op
70291324	R	SCHIMEK, OTTMAR	10/21/2026	75.00	10/21/2026	General Op
3482	R	The Beginning	10/21/2026	695.25	10/21/2026	CAMPUS ACT
70291325	R	THE COMMON MARKET	10/21/2026	13,856.00	10/21/2026	General Op
70291326	R	ULINE	10/21/2026	488.66	10/21/2026	General Op
70291327	R	VERIZON	10/21/2026	403.83	10/21/2026	General Op
70291328	R	W W GRAINGER INC	10/21/2026	1,042.18	10/21/2026	General Op
70291329	R	WILLIAMS, TAVIS	10/21/2026	75.00	10/21/2026	General Op
70291331	R	ANAHUAC ATHLETIC BOO	10/22/2026	310.00	10/22/2026	General Op
3483	R	ASB SPORTS ACQUISITI	10/22/2026	415.12	10/22/2026	CAMPUS ACT
70291332	R	ATTABOY TERMITE & PE	10/22/2026	420.00	10/22/2026	General Op
70291333	R	BSN SPORTS, INC.	10/22/2026	1,028.00	10/22/2026	General Op
3484	R	BSN SPORTS, INC.	10/22/2026	2,742.75	10/22/2026	CAMPUS ACT
3485	R	CARDONE, BRITTANY	10/22/2026	50.51	10/22/2026	CAMPUS ACT
70291334	R	CHALKS TRUCK PARTS I	10/22/2026	897.00	10/22/2026	General Op
70291335	R	Cooley, Micheal	10/22/2026	70.36	10/22/2026	General Op
70291336	R	Cunningham, Shawntel	10/22/2026	315.00	10/22/2026	General Op
70291337	R	GREEN, REBECCA	10/22/2026	135.00	10/22/2026	General Op
70291338	R	KIRK MOORE	10/22/2026	216.00	10/22/2026	General Op
70291339	R	LABATT FOOD SERVICE	10/22/2026	19,181.96	10/22/2026	General Op
70291340	R	LAUREN BRANDON	10/22/2026	135.00	10/22/2026	General Op
70291341	R	LEE COLLEGE	10/22/2026	877.02	10/22/2026	General Op
3486	R	NEXUS SPORTS MEDICIN	10/22/2026	185.80	10/22/2026	CAMPUS ACT
70291342	R	PINNACLE MEDICAL MAN	10/22/2026	1,590.00	10/22/2026	General Op
70291343	R	REGION V EDUCATION S	10/22/2026	9,492.08	10/22/2026	General Op
70291344	R	TEXAS SOUNDCOM	10/22/2026	8,499.00	10/22/2026	General Op
70291345	R	The Beginning	10/22/2026	96.25	10/22/2026	General Op
70291346	R	THOMAS BUS GULF COAS	10/22/2026	6,441.70	10/22/2026	General Op
3275	R	Ullrich, Hallie	10/22/2026	93.23	10/22/2026	Agency
80113935	R	AISD EDUCATION FOUND	10/23/2026	530.00	10/23/2026	Payroll
80113936	R	AISD GENERAL OPERATI	10/23/2026	916.38	10/23/2026	Payroll
70291347	R	ALLI FEIGEL	10/23/2026	135.00	10/23/2026	General Op
70291348	R	American Printing Ho	10/23/2026	35.00	10/23/2026	General Op
70291349	R	CAMPBELL, ROSALINDA	10/23/2026	241.00	10/23/2026	General Op
3487	R	DISTRIBUTIVE EDUCATI	10/23/2026	608.00	10/23/2026	CAMPUS ACT
70291350	R	DYNAMO STADIUM, LLC	10/23/2026	150.00	10/23/2026	General Op
262700013	A	EECU	10/23/2026	1,175.83	10/23/2026	Payroll
262700014	A	HIGGINBOTHAM PUBLIC	10/23/2026	11,928.43	10/23/2026	Payroll
70291351	R	HOLT TRUCK CENTERS O	10/23/2026	535.56	10/23/2026	General Op
262700015	A	JEM RESOURCE PARTNER	10/23/2026	1,334.25	10/23/2026	Payroll
3276	R	Johnathan Michael O'	10/23/2026	700.00	10/23/2026	Agency
3488	R	Johnsens Florest Inc	10/23/2026	2,402.30	10/23/2026	CAMPUS ACT
70291352	R	KOMMERCIAL KITCHENS	10/23/2026	5,965.00	10/23/2026	General Op
262700016	A	NATIONAL BENEFIT SER	10/23/2026	2,296.68	10/23/2026	Payroll
70291353	R	ProfedeELE srl	10/23/2026	341.28	10/23/2026	General Op
70291354	R	REGION IV	10/23/2026	791.73	10/23/2026	General Op

CHECK NUMBER	CHE TYP	VENDOR	CHECK DATE	AMOUNT	POST DATE	BANK CODE
3277	R	Santamaria Hernando,	10/23/2026	33.34	10/23/2026	Agency
70291355	R	SOUTHERN TIRE MART	10/23/2026	1,932.00	10/23/2026	General Op
3489	R	Sweet B's Bakery	10/23/2026	55.00	10/23/2026	CAMPUS ACT
80113937	R	TCTA	10/23/2026	79.25	10/23/2026	Payroll
80113938	R	The Wellness Center	10/23/2026	35.00	10/23/2026	Payroll
70291356	R	UCNLEARN LLC	10/23/2026	2,050.00	10/23/2026	General Op
3490	R	146 SIGN COMPANY, LL	10/26/2026	840.00	10/26/2026	CAMPUS ACT
70291359	R	AGILE SPORTS TECHNOL	10/26/2026	3,200.00	10/26/2026	General Op
3491	R	ALLTex Welding Suppl	10/26/2026	1,426.97	10/26/2026	CAMPUS ACT
3492	R	ANAHUAC FLORIST	10/26/2026	80.00	10/26/2026	CAMPUS ACT
70291360	R	Cunningham, Shawntel	10/26/2026	135.00	10/26/2026	General Op
70291361	R	DISCOVERY INFORMATIO	10/26/2026	150.00	10/26/2026	General Op
3493	R	DOMORE RACE SERVICES	10/26/2026	6,429.50	10/26/2026	CAMPUS ACT
70291362	R	EVERWAY HOLDCO, LLC	10/26/2026	1,794.56	10/26/2026	General Op
3494	R	GANDY INK SCREEN PRI	10/26/2026	25.35	10/26/2026	CAMPUS ACT
70291357	R	Hart, Kristin	10/26/2026	182.00	10/26/2026	General Op
70291358	R	KIRK MOORE	10/26/2026	32.00	10/26/2026	General Op
70291363	R	NATIONAL BANK PRODUC	10/26/2026	9,214.68	10/26/2026	General Op
70291364	R	OFF DUTY MANAGEMENT,	10/26/2026	1,479.93	10/26/2026	General Op
70291365	R	RANK ONE SPORT	10/26/2026	1,000.00	10/26/2026	General Op
70291366	R	REGION V EDUCATION S	10/26/2026	2,400.00	10/26/2026	General Op
70291367	R	RICHEY ATHLETICS	10/26/2026	13,350.00	10/26/2026	General Op
70291368	R	SCHNEIDER ELECTRIC	10/26/2026	1,433.75	10/26/2026	General Op
70291369	R	SUMMIT FIRE & SECURI	10/26/2026	970.00	10/26/2026	General Op
70291370	R	SUN COAST RESOURCES	10/26/2026	27,922.81	10/26/2026	General Op
70291371	R	TASBO	10/26/2026	825.00	10/26/2026	General Op
3278	R	AREA IX FFA	10/28/2026	481.50	10/28/2026	Agency
3495	R	ASB SPORTS ACQUISITI	10/28/2026	99.45	10/28/2026	CAMPUS ACT
70291372	R	ATSSB REGION 10	10/28/2026	420.00	10/28/2026	General Op
70291373	R	Brewer, Rachel	10/28/2026	118.87	10/28/2026	General Op
70291374	R	CHICK FIL A - MONT B	10/28/2026	659.00	10/28/2026	General Op
70291375	R	HOTCHKISS	10/28/2026	1,854.48	10/28/2026	General Op
70291376	S	HOTCHKISS	10/28/2026	1,832.27	10/28/2026	General Op
70291377	S	HOTCHKISS	10/28/2026	2,086.29	10/28/2026	General Op
3279	R	JOEY'S SIGN SHOP	10/28/2026	55.00	10/28/2026	Agency
70291378	R	JR PARSLEY CO INC	10/28/2026	2,057.00	10/28/2026	General Op
70291379	R	MCDONALD, NORMAN	10/28/2026	150.00	10/28/2026	General Op
3280	R	RICE BELT DISTRICT	10/28/2026	642.00	10/28/2026	Agency
70291380	R	RICE UNIVERSITY	10/28/2026	685.00	10/28/2026	General Op
70291381	R	SCOTT DEPPE	10/28/2026	150.00	10/28/2026	General Op
70291382	R	SWICEGOOD MUSIC COMP	10/28/2026	5,988.93	10/28/2026	General Op
3496	R	SWICEGOOD MUSIC COMP	10/28/2026	385.00	10/28/2026	CAMPUS ACT
3281	R	TEXAS FFA ASSN	10/28/2026	2,869.20	10/28/2026	Agency
70291383	R	ALERT SERVICES INC	10/30/2026	1,358.75	10/30/2026	General Op
70291384	R	ALLI FEIGEL	10/30/2026	720.00	10/30/2026	General Op
3497	R	ASB SPORTS ACQUISITI	10/30/2026	182.20	10/30/2026	CAMPUS ACT
70291385	R	BSN SPORTS, INC.	10/30/2026	1,677.76	10/30/2026	General Op
70291386	R	CANON FINANCIAL SERV	10/30/2026	5,335.29	10/30/2026	General Op
70291387	R	CHASE'S YARD CARE &	10/30/2026	11,971.17	10/30/2026	General Op
70291388	R	Dilly Lilly Farms LL	10/30/2026	1,410.00	10/30/2026	General Op
70291389	R	EKON O PAC, LLC	10/30/2026	2,004.00	10/30/2026	General Op
70291390	R	HENRY SCHEIN CORPORA	10/30/2026	2,434.34	10/30/2026	General Op
3498	R	Jeffrey A Hurr	10/30/2026	3,300.00	10/30/2026	CAMPUS ACT
70291391	R	KOMMERCIAL KITCHENS	10/30/2026	4,094.17	10/30/2026	General Op
70291392	R	PARKINSON, RAY	10/30/2026	150.00	10/30/2026	General Op
70291393	R	PINNACLE MEDICAL MAN	10/30/2026	1,585.00	10/30/2026	General Op

CHECK NUMBER	CHE TYP	VENDOR	CHECK DATE	AMOUNT	POST DATE	BANK CODE
70291394	R	PRYOR CATTLE COMPANY	10/30/2026	17,219.92	10/30/2026	General Op
70291395	R	REGION V EDUCATION S	10/30/2026	3,131.00	10/30/2026	General Op
70291396	R	SANITARY SUPPLY CO I	10/30/2026	3,344.64	10/30/2026	General Op
70291397	R	SOUTHERN ICE CREAM	10/30/2026	1,474.08	10/30/2026	General Op
70291398	R	STEWART ORGANIZATION	10/30/2026	1,299.13	10/30/2026	General Op
70291399	R	TEXAS DEPT. OF PUBLI	10/30/2026	5.00	10/30/2026	General Op
70291400	R	VERIZON	10/30/2026	291.18	10/30/2026	General Op
70291401	R	W W GRAINGER INC	10/30/2026	1,427.46	10/30/2026	General Op
70291184	V	TEXAS SOUNDCOM	10/02/2026	-8,499.00	10/02/2026	General Op
70291081	V	TEXAS ASSOC OF SCHOO	10/08/2026	-254.40	10/08/2026	General Op
202600010	W	OFFICE OF ATTORNEY G	10/09/2026	2,454.21	10/09/2026	Payroll
202600011	W	TEACHER RETIREMENT S	10/09/2026	105,799.96	10/09/2026	Payroll
0	M	U.S. BANK NATIONAL A	10/04/2026	22,034.05	10/09/2026	General Op
0	M	U.S. BANK NATIONAL A	10/01/2026	3,470.60	10/09/2026	CAMPUS ACT
0	M	U.S. BANK NATIONAL A	10/01/2026	337.14	10/09/2026	Agency
202600009	W	UNITED STATES TREASU	10/09/2026	138,900.80	10/09/2026	Payroll
0	M	U.S. BANK NATIONAL A	10/14/2026	1,272.23	10/15/2026	General Op
3476	V	JOHNSEN'S WHOLESALE	10/23/2026	-717.35	10/23/2026	CAMPUS ACT
202600013	W	OFFICE OF ATTORNEY G	10/23/2026	2,475.80	10/23/2026	Payroll
202600014	W	TEACHER RETIREMENT S	10/23/2026	106,289.89	10/23/2026	Payroll
0	M	U.S. BANK NATIONAL A	10/23/2026	1,626.17	10/23/2026	General Op
202600012	W	UNITED STATES TREASU	10/23/2026	140,852.45	10/23/2026	Payroll
70291088	V	COUNTRY GONE CRAZY	10/27/2026	-180.00	10/28/2026	General Op
202600015	W	TEACHER RETIREMENT S	10/31/2026	56,543.92	10/31/2026	Payroll

Totals for checks 2,563,974.14

F U N D S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
199	GENERAL OPERATING FUND	47,748.08	0.00	731,645.07	779,393.15
211	Title 1	614.36	0.00	0.00	614.36
224	IDEA PART B FORMULA	2,747.62	0.00	0.00	2,747.62
240	FOOD SERVICE FUND	4,405.95	50.00	191,822.36	196,278.31
255	ESEA TITLE II PT.A/TRAINING	389.67	0.00	0.00	389.67
289	TITLE IV	638.24	0.00	2,498.00	3,136.24
410	STATE TEXTBOOK FUND	0.00	0.00	16,004.75	16,004.75
461	CAMPUS ACTIVITY FUNDS/ACCOUNTS	34,692.60	0.00	0.00	34,692.60
480	EDUCATIONAL FOUNDATION	0.00	0.00	1,967.41	1,967.41
698	BOND PROJECTS FUND	0.00	0.00	986,076.75	986,076.75
865	AGENCY FUND	9,131.89	0.00	0.00	9,131.89
882	PAYROLL CLEARING ACCOUNT	533,541.39	0.00	0.00	533,541.39
*** Fund Summary Totals ***		633,909.80	50.00	1,930,014.34	2,563,974.14

********** End of report **********

Participant #: 36901

Lone★Star™ Investment Pool **October 2026 Monthly Statement**

Statement Period: 10/01/2026 to 10/31/2026

Cody Abshier
Anahuac ISD
PO Box 638
Anahuac,Texas 77514-0638

Summary of Portfolio Holdings

Account	Fund	Number of Shares	Price Per Share	Account Balance	% Port.
Agency	Corporate Overnight Plus Fund	5,430.85	1.00	5,430.85	0.03%
			Totals:	**5,430.85**	

Account	Fund	Number of Shares	Price Per Share	Account Balance	% Port.
Campus Account	Corporate Overnight Plus Fund	306,591.08	1.00	306,591.08	1.53%
			Totals:	**306,591.08**	

Account	Fund	Number of Shares	Price Per Share	Account Balance	% Port.
Capital Projects Acct.	Corporate Overnight Plus Fund	13,102.00	1.00	13,102.00	0.07%
			Totals:	**13,102.00**	

Account	Fund	Number of Shares	Price Per Share	Account Balance	% Port.
General Operating Fund	Corporate Overnight Plus Fund	7,488,137.38	1.00	7,488,137.38	37.27%
	Government Overnight Fund	8,796,128.23	1.00	8,796,128.23	43.78%
			Totals:	**16,284,265.61**	

Account	Fund	Number of Shares	Price Per Share	Account Balance	% Port.
Interest & Sinking	Corporate Overnight Plus Fund	2,908,780.12	1.00	2,908,780.12	14.48%
	Corporate Overnight Fund	572,238.84	1.00	572,238.84	2.85%
			Totals:	**3,481,018.96**	

Totals

Fund	Yield	Share Quantity	Price Per Share	Fund Balance (USD)	% Port.
Corporate Overnight Fund	4.01 %	572,238.84	1.00	572,238.84	2.85 %
Government Overnight Fund	3.87 %	8,796,128.23	1.00	8,796,128.23	43.78 %
Corporate Overnight Plus Fund	4.03 %	10,722,041.43	1.00	10,722,041.43	53.37 %
			Total Value:	**20,090,408.50**	**100.00 %**

Portfolio Transactions

Agency - Corporate Overnight Plus Fund

Settle Date	Trade Type	Share Balance	Number of Shares	Price/Share	Amount (USD)
10/01/2026	Starting Balance	5,412.33			5,412.33
10/30/2026	Interest	5,430.85	18.52	1.00	18.52
10/31/2026	Ending Balance	5,430.85			5,430.85

Campus Account - Corporate Overnight Plus Fund

Settle Date	Trade Type	Share Balance	Number of Shares	Price/Share	Amount (USD)
10/01/2026	Starting Balance	305,545.44			305,545.44
10/30/2026	Interest	306,591.08	1,045.64	1.00	1,045.64
10/31/2026	Ending Balance	306,591.08			306,591.08

Capital Projects Acct. - Corporate Overnight Plus Fund

Settle Date	Trade Type	Share Balance	Number of Shares	Price/Share	Amount (USD)
10/01/2026	Starting Balance	13,057.32			13,057.32
10/30/2026	Interest	13,102.00	44.68	1.00	44.68
10/31/2026	Ending Balance	13,102.00			13,102.00

General Operating Fund - Corporate Overnight Plus Fund

Settle Date	Trade Type	Share Balance	Number of Shares	Price/Share	Amount (USD)
10/01/2026	Starting Balance	9,463,802.62			9,463,802.62
10/09/2026	Vendor Payment Worker's Compensation Anahuac ISD	9,463,146.95	-655.67	1.00	-655.67
10/09/2026	Withdrawal	8,663,146.95	-800,000.00	1.00	-800,000.00
10/13/2026	Vendor Payment Worker's Compensation Anahuac ISD	8,662,863.71	-283.24	1.00	-283.24
10/14/2026	Withdrawal	8,462,863.71	-200,000.00	1.00	-200,000.00
10/21/2026	Vendor Payment Worker's Compensation Anahuac ISD	8,460,207.80	-2,655.91	1.00	-2,655.91
10/21/2026	Withdrawal	7,660,207.80	-800,000.00	1.00	-800,000.00
10/28/2026	Vendor Payment Worker's Compensation Anahuac ISD	7,659,260.59	-947.21	1.00	-947.21
10/28/2026	Withdrawal	7,459,260.59	-200,000.00	1.00	-200,000.00
10/30/2026	Interest	7,488,137.38	28,876.79	1.00	28,876.79
10/31/2026	Ending Balance	7,488,137.38			7,488,137.38

General Operating Fund - Government Overnight Fund

Settle Date	Trade Type	Share Balance	Number of Shares	Price/Share	Amount (USD)
10/01/2026	Starting Balance	6,715,368.90			6,715,368.90
10/02/2026	Deposit	6,770,144.06	54,775.16	1.00	54,775.16
10/02/2026	Deposit	6,773,138.14	2,994.08	1.00	2,994.08
10/02/2026	Deposit	6,774,009.87	871.73	1.00	871.73
10/02/2026	Deposit	6,783,013.59	9,003.72	1.00	9,003.72
10/02/2026	Deposit	6,917,634.37	134,620.78	1.00	134,620.78

Texas CLASS®

Summary Statement

October 31, 2026

Investor ID: TX-01-0292

0000215-0001571 PDFT 255545

Anahuac ISD
804 Mikhael Ricks Drive PO Box 638
Anahuac, TX 77514

Texas CLASS

Texas CLASS

Average Monthly Yield: 4.0143%

		Beginning Balance	Contributions	Withdrawals	Income Earned	Income Earned YTD	Average Daily Balance	Month End Balance
TX-01-0292-0001	GENERAL OPERATING FUND	62,321.73	0.00	0.00	212.84	1,961.32	62,434.83	62,534.57
TX-01-0292-0002	CAPITAL PROJECT FUND	4,855.79	0.00	0.00	16.54	152.80	4,864.58	4,872.33
TX-01-0292-0003	BOND FUND	0.00	0.00	0.00	0.00	0.01	0.00	0.00
TX-01-0292-0004	INTEREST AND SINKING ACCOUNT	186,265.94	0.00	0.00	636.05	5,861.65	186,603.92	186,901.99
TOTAL		**253,443.46**	**0.00**	**0.00**	**865.43**	**7,975.78**	**253,903.33**	**254,308.89**

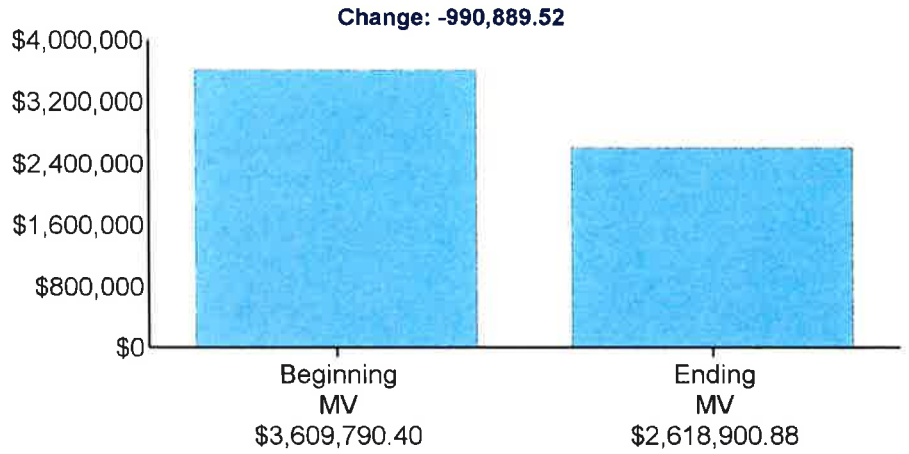
usbank

ANAHUAC ISD
ACCOUNT NUMBER: 001051013864

MARKET VALUE SUMMARY

	Current Period 10/01/26 to 10/31/26
Beginning Market Value	**$3,609,790.40**
Taxable Interest	10,677.46
Fees and Expenses	-439.15
Cash Disbursements	-1,000,000.00
Change in Accrued Income	-1,127.83
Ending Market Value	**$2,618,900.88**

96



2026 - 2027 Summary of Finances

Funding Elements		9-Oct	10-Nov	Difference
Students				
1.	Refined Average Daily Attendance (ADA)	1,513.670	1,421.433	-92.237
2.	Regular Program ADA (Ref ADA - Spec Ed FTEs - CT FTEs)	1,261.030	1,221.797	-39.233
3.	Special Education FTEs	75.480	93.671	18.191
4.	Career & Technology FTEs	177.160	105.965	-71.195
5.	Weighted ADA (WADA)	2,397.004	2,351.490	-45.514
6.	PEIMS Enrollment	1,533	1,533	0.000
Property Values				
7.	2025 (prior tax year) State Certified Property Value	$924,539,233	$924,539,233	$0
8.	2026 (current tax year) State Certified Property Value	$957,822,645	$957,822,645	$0
Tax Rates and Collections				
9.	2026 (current tax year) M&O Tax Rate	$0.6769	$0.6769	$0
10.	2026 (current tax year) Tier one M&O Tax Rate	$0.6169	$0.6169	$0
11.	Maximum Compressed Tax Rate	$0.6169	$0.6169	$0
12.	2026-2027 M&O Tax Collections (2025-2026 M&O Tax Collections * 1.036)	$5,728,420	$5,728,420	$0
13.	2026 (current tax year) I&S Tax Rate	$0.5000	$0.5000	$0
14.	2026-2027 I&S Tax Collections	$4,195,800	$4,195,800	$0
15.	2026-2027 Total Tax Collections	$9,924,220	$9,924,220	$0
16.	2026-2027 Total Tax Levy	$10,457,652	$10,457,652	$0
Funding Components				
17.	District Basic Allotment * TR / MCR	$6,215	$6,215	$0
18.	School Safety Allotment (SSA) ADA	1,425.095	1,425.095	$0
19.	ASF ADA	1,438.351	1,438.351	$0
20.	Per Capita Rate	$683.865	$683.865	$0
Program Intent Codes - Allotments				
Tier One Subchapter B and C Allotments				
21.	11-Regular Program Allotment 48.051	$7,837,301	$7,593,468	$243,833
22.	Small and Mid-Size Allotment 48.101	$1,221,938	$1,320,763	$98,825
23.	23-Special Education Adjusted Allotment 48.102 (spend 55% of amount)	$2,363,304	$2,888,729	$525,425
24.	37-Dyslexia Allotment 48.103 (spend 100% of amount)	$107,520	$107,520	$0
25.	24-Compensatory Education Allotment 48.104	$1,065,329	$1,065,329	$0
26.	25-Bilingual Education Allotment 48.105 (spend 55% of amount)	$91,205	$61,197	$30,008

27.	22-Career and Technology Allotment 48.106 (spend 55% of amount)	$1,737,892	$1,063,810	$674,082
28.	11-Public Education Grant 48.107	$0	$0	$0
29.	36-Early Education Allotment TEC §48.108 (K–3 All Students	$109,392	$62,518	$46,874
30.	36-Full-Day Pre-K Distribution	$100,229	$100,229	$0
31.	21-Gifted & Talented Adjusted Allotment 48.109 (spend 100% of amount)	$31,883	$30,720	$1,163
32.	38-CCMR Outcomes Bonus 48.110 (spend 55% of amount)	$80,000	$80,000	$0
33.	Fast growth allotment 48.111	$0	$0	$0
34.	Teacher Incentive Allotment 48.112	$233,320	$233,320	$0
35.	Rural Pathways Excellence Partnership (R-PEP) Allotment and Outcomes Bonus 48.118	$0	$0	$0
Tier One Subchapter D Allotments				
36.	99-Transportation Allotment 48.151	$298,153	$298,153	$0
37.	99-New Instructional Facility Allotment 48.152	$0	$0	$0
38.	Dropout Recovery and Residential Placement Facility Allotment 48.153	$0	$0	$0
39.	Tuition Allotment for Districts not Offering all Grade Levels 48.154	$0	$0	$0
40.	College Preparation and Career Readiness Assessment Reimbursement 48.155	$5,069	$5,069	$0
41.	Certification Examination Reimbursement 48.156	$3,744	$3,744	$0
42.	Preparing and Retaining Educators through Partnership (PREP) Program Allotment	$33,000	$33,000	$0
43.	Teacher Retention Allotment 48.158	$748,000	$748,000	$0
44.	Support Staff Retention Allotment 48.1581	$65,594	$64,544	$1,050
45.	Special Education Full Individual and Initial Evaluation (FIIE) Allotment 48.159	$79,000	$79,000	$0
46.	School Safety Allotment 48.160	$164,230	$164,230	$0
47.	Allotment for Basic Costs 48.161	$162,498	$162,498	$0
48.	Total Cost of Tier One	$16,538,600	$16,165,841	$372,759
49.	Local Fund Assignment	($5,908,808)	($5,908,808)	$0
50.	Per Capita Distribution from Available School Fund (ASF)	($983,638)	($983,638)	$0
Foundation School Program (FSP) State Funding				
51.	FSP State Share of Tier One (Total Cost of Tier One - Local Fund Assignment - ASF)	$9,646,154	$9,273,395	$372,759
52.	Tier Two	$1,137,792	$1,106,548	$31,244
53.	Other Programs	$169,137	$162,897	$6,240
54.	Total FSP Operations Funding	$10,953,083	$10,542,840	$410,243
State Aid by Fund Code / Object Code - Funding Source				
M&O State Aid				
55.	199/5812 - Foundation School Fund	$10,925,323	$10,515,080	$410,243
56.	199/5811 - Available School Fund	$983,638	$983,638	$0

57.	410/5829 - Instructional Materials & Technology Fund	$27,760	$27,760	$0
I&S State Aid				
58.	599/5829 - EDA	$0	$0	
59.	599/5829 - Instructional Facilities Allotment (Bond)	$0	$0	
60.	199/5829 - Instructional Facilities Allotment (Lease Purchase)	$0	$0	
61.	Additional State Aid for Homestead Exemption (ASAHE) for Facilities	$580,291	$580,291	
62.	**TOTAL FSP/ASF STATE AID**	$12,517,012	$12,106,769	$410,243
Local Revenue in Excess of Entitlement				
63.	Local Revenue in Excess of Entitlement	($0)	($0)	



We have prepared a quote for you

Scale Computing

Quote # 035063
Version 1

Prepared for:

Anahuac ISD

Charles Cook
cookc@aisdpanthers.com

6101 Industrial Heights Dr. NW
Knoxville, TN 37909
centralinc.com

CENTRAL Technologies, Inc.

Scale Software

Description		Price	Qty	Ext. Price
HCOS-S-5-8C-PS	**SC//HYPERCORE - 8C-PS 5 YEAR LICENSE AND SOFTWARE**	$8,906.88	3	$26,720.64
QIMAGE	**REMOTE IMAGE SERVICE SCALECARE SERVICE**	$992.22	3	$2,976.66
QSPI	**SCALECARE SERVICE-ADVANCED INSTALLSUP-ADVANCED INSTALL**	$2,722.59	1	$2,722.59
MPVRR	**MARKETNG DISC SOFTWARE SERVICES ADVANCED TRAINING QHAT**	$0.01	1	$0.01
ADTM-PROMO-20	**WINDOWS/LINUX SERVERS ONLYPROMO SCALE COMPUTING MOVE**	$0.01	1	$0.01
QHAT	**SC//HYPERCORE ADVANCED TRAINING**	$0.01	1	$0.01

Subtotal: **$32,419.92**

Servers

Description		Price	Qty	Ext. Price
8601645410	**Supermicro server x3 1U WIO platform Intel Xeon 6 32GB DDR5-6400 2Rx8 (16Gb) 2.5" NVMe PCIe Gen4 7.6TB TLC Enterprise SSD ECC RDIMM**	$37,047.57	3	$111,142.71

Subtotal: **$111,142.71**

Purchasing Vehicle

Description		Qty
TIPS-USA CONTRACT - 240101	**TIPS-USA CONTRACT - 240101 - Technology Solutions**	1

Statement of Work

Terms: 10/30/2026-10/29/2031

6101 Industrial Heights Dr. NW
Knoxville, TN 37909
centralinc.com

Scale Computing

Prepared by:

Knoxville HQ

Kyle Montieth
940-206-9291
kmontieth@centralinc.com

Prepared for:

Anahuac ISD

804 Mikhael Ricks Dr
Anahauc, TX 77514
Charles Cook
(409) 267-3600
cookc@aisdpanthers.com

Quote Information:

Quote #: 035063

Version: 1
Delivery Date: 10/13/2026
Expiration Date: 10/22/2026

Quote Summary

Description	Amount
Scale Software	$32,419.92
Servers	$111,142.71
Total:	**$143,562.63**

Knoxville HQ

Signature: _____

Name: Kyle Montieth

Title: Account Executive

Date: 10/13/2026

Anahuac ISD

Signature: _____

Name: Charles Cook

Date: _____

Chambers County Tax Office
Laurie G. Payton, TAC
Mailing Address - P O Box 519
Physical Address - 405 South Main Street
Anahuac, Texas 77514
409 267 2763 Fax 409 267 8398

October 26, 2026

Anahuac Independent School District

Dear Sir/Madam:

Attached is the 2026 Certified Tax Roll Summary. Pursuant to the Property Tax Code, Section 26.09, Calculation of Tax, this certified tax roll summary should be approved by your Board of Trustees at their next board meeting. After your approval, please return the Resolution for retention to the Tax Office.

If you should have any questions, please contact our office.

Sincerely,

Laurie G. Payton
Tax Assessor Collector
Chambers County, Texas

Attachments

Tax Collection System - CHAMBERS COUNTY
Certified Roll Jurisdiction Summary
Processing For Tax Year: 2026 County Code: ALL Tax Unit: ALL Roll Codes: ALL

Jurisdiction: **30 Anahuac ISD**

Total Parcels:	15,339	**Tax Rate:**	1.1769000		
Real:	12,355	**State Hom:**	140,000	**Opt Hom:**	0.2000000
Personal:	878	**State O65:**	60,000	**Opt O65:**	35,000
Mineral/Other:	2,106	**Disabled:**	60,000	**Opt Disabled:**	35,000
Market Value:	2,059,019,802				
Real:	1,758,776,940				
Personal:	116,565,592				
Mineral/Other:	183,677,270				
AG Exclusion Count:	3,247	**AG Exclusion Amt:**	385,501,840		
Timber Exclusion Count:	0	**Timber Exclusion Amt:**	0		
HS Capped Count:	1,216	**HS Capped Amt:**	60,121,062		
NHS Capped Count:	916	**NHS Capped Amt:**	17,722,375		
Assessed Value:	1,595,674,525				

Exempt Cnt/Amt:	567	263,543,179	**Surv Spouse Vet Disable Tot Exmp Cnt/Amt:**	2	303,490
Immed Residential Homestead Cnt/Amt:	191	31,873,900	**Bpp Single Situs, Related Business E Cnt/Amt:**	28	2,027,993
100% Exempt Vet Cnt/Amt:	48	9,166,180	**Hb366 Cnt/Amt:**	310	80,889
Prorated Cnt/Amt:	10	312,820	**Bpp Multiple Situs, Aggregated (Cons Cnt/Amt:**	151	3,249,402
Bpp Single Situs Cnt/Amt:	473	9,140,490	**Pollution Control Cnt/Amt:**	1	860,500
Bpp Multiple Situs, Aggregated (Leas Cnt/Amt:	102	938,695			

State Homestead Count:	2,332	**State Homestead Amt:**	279,822,993
Local Homestead Count:	1,454	**Local Homestead Amt:**	93,725,920
State Over 65 Count:	921	**State Over 65 Amt:**	31,655,755
Local Over 65 Count:	325	**Local Over 65 Amt:**	9,831,610
Surviving Spouse Count:	97	**Surviving Spouse Amt:**	6,536,300
State Disabled Count:	51	**State Disabled Amt:**	1,333,120
Local Disabled Count:	13	**Local Disabled Amt:**	409,000
Total VET Count:	64	**Total VET Amt:**	669,170

Partial Exempt Values:	423,983,868		
Taxable Value:	850,193,119		
Total Levy Amt:	9,735,110.99		
Late AG Penalty Count:	28	**Late AG Penalty Amt:**	3,095.40
Late Rendition Penalty Count:	337	**Late Rendition Penalty Amt:**	13,919.71
Frozen Account Count:	1,017		
Frozen Homesite Value:	233,684,048		
Frozen Taxable Value:	33,647,670		
Unfrozen Levy Amt:	395,999.48		
Frozen Levy Amt:	108,171.42		
Frozen Levy Loss Amt:	287,828.06		
Total Non-Exempt Parcel Count:	14,772		

THE STATE OF TEXAS
THE COUNTY OF CHAMBERS
ANAHUAC INDEPENDENT SCHOOL DISTRICT

RESOLUTION

BE IT RESOLVED that, in accordance with the Texas Property Tax Code, Section 26.09, Calculation of Tax, the Board of Trustees of Anahuac Independent School District of Chambers County hereby approve the 2026 Tax Roll.

Approved this _____ day of November 2026.

Anahuac Independent School District

_____

Dr. John Redmon, President, Board of Trustees
Anahuac Independent School District

Sworn to and subscribed before me, the undersigned authority, this _____ day of November 2026.

_____

Notary Public in and for the State of Texas

Anahuac Independent School District

Anahuac Middle School

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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

Yes

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

Yes

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

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.

Yes

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

Yes

Please select the date of board approval for this plan:

November 16, 2026

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

AMS Leadership Targeted Improvement Minutes 11_4_26.docx

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?

LIFT, Texas Strategic Leadership

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

LIFT PLC Support, Texas Instructional Leadership

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

Region 5, Moak Casey

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

5

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.

Additional Instructional Coach(s) $80K per position-LIFT or LASO Grants and/or General Fund; Continued support from Region V ESC $30K-General Funds; Instructional/EMAT Materials-Instructional Funds Allotment;

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?

Anahuac Independent School District (AISD) is committed to implementing and sustaining the School Improvement Strategy of Intensive Curriculum and Instruction (C&I) Improvements at Anahuac Middle School, regardless of the availability of additional grant funding.

AISD has already been awarded funding through the Learning Acceleration Support Opportunities (LASO) Cycle 4 grant and plans to apply for additional funding through LASO Cycle 5 to further support the implementation and sustainability of targeted school improvement initiatives. These funding opportunities will assist the district in strengthening curriculum implementation, instructional planning, professional learning communities (PLCs), instructional coaching, observation and feedback practices, and data-driven instructional improvement.

If additional LASO funding is not awarded, AISD will utilize existing district resources and alternative funding sources to ensure continued implementation of the Intensive C&I Improvements strategy. These resources will include Educational Materials and Instructional

Resources (EMAT) funding for eligible instructional materials and curriculum resources, available LIFT grant funds for allowable professional development, instructional coaching, and implementation support, and district fund balance as needed to address remaining implementation costs.

District leadership will prioritize the resources necessary to support the strategy's essential components, including high-quality instructional materials, module/unit and lesson internalization, lesson rehearsal, student work analysis, teacher and administrator professional development, differentiated instructional coaching, and ongoing monitoring of student academic growth.

AISD will also leverage existing district instructional leadership, campus administrators, designated teacher leaders, scheduled PLC time, and established instructional support systems to implement and monitor the strategy. The district will collaborate with Region 5 ESC and other instructional support partners to maximize available technical assistance, professional development, and implementation resources.

The district leadership team will regularly review funding availability, expenditures, implementation progress, and identified instructional needs to ensure resources are allocated strategically and aligned with the Campus Improvement Plan, Targeted Improvement Plan, and Effective Schools Framework priorities. All expenditures will be made in accordance with applicable funding requirements and allowable uses.

Implementation of Intensive C&I Improvements will not be contingent upon receiving future grant awards. AISD will prioritize the strategy within its existing instructional improvement efforts and utilize EMAT funds, available LIFT grant resources, and district fund balance, as necessary, to ensure the continued implementation, monitoring, and sustainability of the identified school improvement actions at Anahuac Middle School.

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

ities will be prioritized for eighth-grade students, particularly in mathematics, through strategic scheduling and available instructional resources.

The campus will also establish one protected 45-minute common planning/PLC period per week for all teachers, including general education, special education, bilingual, and ESL personnel. Additional collaborative planning opportunities will be provided as scheduling allows. PLCs will focus on module/unit internalization, lesson internalization, lesson rehearsal, student work analysis, assessment data review, and targeted intervention planning.

Targeted Funding and Instructional Materials

AISD has received LASO Cycle 4 funding and plans to apply for additional funding through LASO Cycle 5 to support the implementation and sustainability of Intensive Curriculum and Instruction (C&I) Improvements at AMS.

The district will prioritize available funding to support high-quality instructional materials, curriculum implementation, professional development, instructional coaching, and targeted academic interventions. Resources will include LASO Cycle 4 funding, Educational Materials and Instructional Resources (EMAT) funds for eligible instructional materials, and available LIFT grant funds for allowable professional development and instructional support activities. If additional grant funding is not awarded or existing resources are insufficient, AISD will consider the use of district fund balance, as needed and subject to applicable approval processes, to ensure continued implementation of the identified school improvement strategies.

Differentiated Professional Development and Coaching Support

Professional development and instructional coaching resources will be prioritized based on demonstrated campus and teacher needs. Teachers with fewer than two years of experience in their current roles, uncertified teachers, and teachers requiring additional instructional support will receive differentiated coaching, mentoring, instructional modeling, and increased observation and feedback opportunities.

Additional training and implementation support will be coordinated through LIFT, with emphasis on Research-Based Instructional Strategies (RBIS), Bluebonnet Math, module/unit internalization, lesson internalization, lesson rehearsal, student work analysis, and effective intervention practices. District and campus leadership will collaborate with Region 5 ESC to coordinate additional technical assistance and professional learning aligned with the campus's identified improvement priorities.

Monitoring Resource Allocation and Effectiveness

District and campus leadership will regularly review the effectiveness of allocated resources through student achievement and growth data, PLC implementation evidence, classroom walkthroughs, observation and feedback records, intervention progress-monitoring results, and implementation milestones established in the TIP.

John Wink's Data Driven Leadership spreadsheets, NWEA MAP assessments, curriculum-based assessments, and STAAR performance data will be utilized to evaluate student progress and identify areas requiring additional instructional support. District leadership will use these findings to make timely adjustments to personnel assignments, instructional support, professional development priorities, and resource allocations.

Through the intentional redistribution and prioritization of staff expertise, instructional time, financial resources, and leadership support, AISD will ensure that Anahuac Middle School

receives the differentiated assistance necessary to implement Intensive C&I Improvements, strengthen instructional effectiveness, accelerate student academic growth, and improve campus accountability outcomes.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Other

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

Yes

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

450

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

Yes

Please select the adopted curriculum for: K-5 RLA

Other

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

Yes

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

450

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

Yes

Please select the adopted curriculum for: 6-8 Math

Bluebonnet Learning Math Grades 6-8/ Aprendizaje Bluebonnet Matemáticas de Secundaria

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

Yes

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

250

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

Yes

Please select the adopted curriculum for: 6-8 RLA

Other

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

Yes

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

250

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

Yes

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

Other

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

Yes

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

275

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

Yes

Please select the adopted curriculum for: 9-12 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 RLA?

Yes

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

275

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

Yes

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

165

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	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment	Campus	Monthly	Assessment results will be analyzed to monitor student academic progress, evaluate the effectiveness of Tier 1 instruction and targeted interventions, and identify areas of strength and opportunities for improvement. Campus leadership teams and PLCs will use disaggregated data to identify learning gaps, adjust instructional practices, plan targeted interventions, and monitor progress toward campus and district performance goals. Results will also inform instructional coaching, professional development, resource allocation, and continuous improvement efforts to ensure all students demonstrate measurable academic growth.
STAAR Released Test	Campus	Semester	Assessment results will be analyzed to monitor student academic progress, evaluate the effectiveness of Tier 1 instruction and targeted interventions, and identify areas of strength and opportunities for improvement. Campus leadership teams and PLCs will use disaggregated data to identify learning gaps, adjust instructional practices, plan targeted interventions, and monitor progress toward campus and district performance goals. Results will also inform instructional coaching, professional development, resource allocation, and continuous improvement efforts to ensure all students demonstrate measurable academic growth.
Benchmark	Campus	BOY/MOY/ EOY	Assessment results will be analyzed to monitor student academic progress, evaluate the effectiveness of Tier 1 instruction and targeted interventions, and identify areas of strength and opportunities for improvement. Campus leadership teams and PLCs will use disaggregated data to identify learning gaps, adjust instructional practices, plan targeted interventions, and monitor progress toward campus and district performance goals. Results will also inform instructional coaching, professional development, resource allocation, and continuous improvement efforts to ensure all students demonstrate measurable academic growth.

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

Anahuac ISD and Anahuac Middle School will utilize a comprehensive, data-driven approach to monitor student academic growth and inform instructional decision-making. Multiple sources of student performance data, including NWEA MAP assessments, curriculum-based assessments (CBAs), common formative assessments, released STAAR assessments, classroom assessments, and prior-year STAAR performance, will be collected and analyzed throughout the school year.

Student performance data will be entered into John Wink's Data Driven Leadership spreadsheets, providing a centralized system for tracking individual student progress, identifying specific TEKS deficiencies, analyzing performance trends, and monitoring student growth toward established academic goals. Data will be disaggregated by grade level, content area, student group, and individual student to identify learning gaps and prioritize instructional needs.

During regularly scheduled Professional Learning Communities (PLCs) and collaborative planning meetings, teachers and campus instructional leaders will analyze assessment results, identify students requiring additional academic support, and develop targeted instructional action plans. Particular emphasis will be placed on RLA and mathematics, including targeted interventions for eighth-grade mathematics. Instructional decisions will incorporate Research-Based Instructional Strategies (RBIS), district-adopted instructional materials, and the district instructional framework to ensure alignment with grade-level TEKS and appropriate instructional rigor.

Campus administrators will monitor implementation through classroom walkthroughs, observation and feedback cycles, lesson planning reviews, and ongoing analysis of student performance data. Assessment results and progress-monitoring evidence will be used to evaluate intervention effectiveness, adjust student groupings, reteach identified TEKS, and differentiate instructional support based on student needs.

The campus leadership team will regularly review aggregated student growth data, intervention outcomes, and instructional implementation trends to evaluate progress toward Campus Improvement Plan and Targeted Improvement Plan goals. Findings will guide adjustments to instructional practices, professional development, intervention strategies, and resource allocation to support continuous improvement in student achievement.

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

Anahuac Middle School (AMS) will implement a data-driven intervention plan to accelerate academic growth for students performing below grade level, including students receiving special education services, emergent bilingual students, and other special populations.

Interventions will prioritize Reading Language Arts (RLA) and mathematics, particularly eighth-grade mathematics.

Intervention Schedule and Structure

AMS has established 70-minute RLA and mathematics periods in grades 6–7, consisting of 45 minutes of Tier 1 instruction and 25 minutes of targeted intervention daily (125 minutes weekly per content area). Intervention time will address identified learning gaps through differentiated instruction rather than extending regular lessons. Because eighth grade lacks a designated intervention block, campus leadership will establish structured intervention opportunities, particularly in mathematics, through strategic scheduling and supplemental supports.

Student Identification and Intervention Planning

Administrators, general education teachers, special education personnel, and intervention staff will identify students requiring support using NWEA MAP, curriculum-based assessments (CBAs), common formative assessments, released and prior-year STAAR results, and classroom performance data. Results will be maintained in John Wink's Data Driven Leadership spreadsheets to identify TEKS deficiencies, track individual growth, and monitor progress toward Approaches, Meets, and Masters expectations.

During Professional Learning Communities (PLCs), teachers will analyze data by student, grade level, content area, and student group. Students demonstrating prerequisite skill deficiencies, low performance on priority TEKS, or insufficient growth will receive targeted interventions. Teachers will establish flexible instructional groups and adjust strategies and intervention intensity based on ongoing assessment results.

Intervention Delivery and Special Populations

Interventions will include explicit instruction, differentiated small-group instruction, TEKS-specific reteaching, prerequisite skill development, and guided practice. Teachers will incorporate Research-Based Instructional Strategies (RBIS), district-adopted materials, including Bluebonnet Math, and the district instructional framework.

The AMS Special Education Department will participate in intervention planning, implementation, and progress monitoring. General and special education teachers will collaborate during PLCs to analyze performance, identify instructional barriers, and develop appropriate supports. Interventions will incorporate accommodations, specially designed instruction, and modifications when applicable, consistent with Individualized Education Programs (IEPs). Special education staff will monitor IEP goals and academic progress and recommend instructional adjustments. Emergent bilingual students and other special populations will receive appropriate linguistic and academic supports.

Progress Monitoring and Success Criteria

Teachers will use formative assessments, CBAs, student work samples, and other measures to evaluate mastery of targeted TEKS. Results will be documented in John Wink's spreadsheets and reviewed during PLCs.

Success criteria include:

Implementation: Grades 6–7 will provide 25 minutes of targeted RLA and mathematics intervention daily. Eighth-grade intervention opportunities will be established and monitored.

Student Identification: Students requiring intervention will have documented TEKS deficiencies, intervention assignments, and targeted instructional plans based on assessment data.

Progress Monitoring: Student growth will be reviewed during PLCs, with formal intervention effectiveness reviews at least every three instructional weeks. Teachers will adjust groupings, strategies, and intervention intensity based on results.

Special Populations: Students receiving special education services and other special populations will receive appropriate instructional supports, with documented collaboration and implementation of applicable IEP requirements.

Academic Growth: Students will demonstrate progress toward mastery of targeted TEKS through formative assessments, CBAs, NWEA MAP, and STAAR results. Campus progress will be measured against established 2027 STAAR Approaches, Meets, and Masters goals.

Administrative Monitoring

Campus administrators and instructional leaders will monitor implementation through walkthroughs, PLC participation, intervention documentation, and student growth data. Campus leadership, special education personnel, and district instructional leaders will evaluate effectiveness and adjust instructional strategies, schedules, and supports as needed.

This continuous cycle of identification, targeted instruction, progress monitoring, and adjustment will accelerate academic growth and reduce achievement gaps.

Will the campus implement a PLC structure?

Yes

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

Anahuac Middle School will organize Professional Learning Communities (PLCs) primarily by content area, with an emphasis on Reading Language Arts (RLA) and mathematics across grades 6–8. Grade-level collaboration and vertical alignment will be incorporated to ensure consistency in instructional expectations, curriculum implementation, and student academic support.

The campus will provide one designated 45-minute common planning/PLC period per week for all teachers, including general education, special education, bilingual, and English as a Second Language (ESL) staff. This protected collaborative planning time will be incorporated into the campus master schedule to ensure consistent participation and meaningful collaboration across instructional programs. Additional PLC and collaborative planning opportunities will be implemented as scheduling allows, with priority given to RLA and mathematics.

Special education, bilingual, and ESL personnel will participate in applicable content-area and grade-level PLCs to collaboratively analyze student performance, plan differentiated instruction, identify appropriate accommodations and linguistic supports, and develop targeted interventions for students performing below grade level and students in special populations.

PLCs will follow a consistent, structured protocol that includes module/unit internalization, lesson internalization, lesson rehearsal, student work analysis, assessment data review, and targeted intervention planning. Teachers will collaboratively examine grade-level TEKS, instructional materials, student work samples, and assessment results to identify learning gaps, anticipate student misconceptions, and determine appropriate instructional responses.

Collaborative planning will incorporate the district instructional framework, Research-Based Instructional Strategies (RBIS), and district-adopted instructional materials, including Bluebonnet Math, to strengthen instructional alignment, instructional delivery, and grade-level rigor. Student performance data will be analyzed using John Wink's Data Driven Leadership spreadsheets to monitor student growth and guide instructional decisions.

Campus administrators and designated teacher leaders will facilitate and monitor PLC implementation through standardized agendas, documented instructional action steps, and reviews of student performance data. Additional instructional coaching, observation and feedback, and professional learning support will be scheduled through LIFT based on identified teacher needs and campus instructional priorities.

This structured approach will establish consistent expectations for collaborative planning, ensure participation by teachers serving special populations, strengthen instructional practices, and support continuous improvement in student academic achievement.

How frequently will PLCs occur?

Anahuac Middle School will establish protected, regularly scheduled PLC and common planning opportunities, with RLA and mathematics teams meeting weekly. One meeting will emphasize curriculum implementation, lesson internalization, instructional planning, and alignment to the district instructional framework, while the other will focus on student performance data, formative assessment results, intervention planning, and monitoring student growth.

Additional grade-level, vertical alignment, or instructional leadership meetings will be scheduled as needed to address identified instructional priorities. Campus administration will monitor meeting frequency and implementation through PLC calendars, agendas, and documented meeting outcomes.

Who will facilitate PLCs?

PLCs will be facilitated collaboratively by designated content-area teacher leaders and campus administrators, with support from instructional coaches as available. Campus administrators will initially provide direct guidance and modeling to establish consistent PLC expectations, protocols, and instructional priorities. As teacher leadership capacity develops, designated teacher leaders will assume increased responsibility for facilitating collaborative planning, data analysis, and instructional discussions.

Campus administrators will maintain oversight of PLC implementation, monitor the quality of collaborative planning, review instructional action plans, and provide feedback and support to ensure PLCs remain focused on improving instructional practices and student academic outcomes.

Who is required to attend PLCs?

All RLA and mathematics teachers will be expected to participate in their regularly scheduled content-area PLCs. Special education teachers, inclusion and intervention personnel, and other special populations instructional staff will participate in applicable PLCs to ensure coordinated instructional planning, implementation of appropriate accommodations and supports, and monitoring of student progress toward grade-level expectations and individualized learning goals.

Campus administrators and designated instructional leaders will participate regularly to provide instructional guidance, monitor implementation, and support data-driven decision-making. Teachers in other content areas will participate in scheduled PLCs and collaborative planning opportunities aligned to campus instructional priorities. Attendance and participation will be documented to ensure consistent implementation and shared accountability for student achievement.

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

Anahuac Middle School (AMS) will implement a structured Professional Learning Community (PLC) protocol aligned with the district instructional framework to strengthen instructional planning, data analysis, targeted interventions, and student achievement.

AMS will provide one protected 45-minute PLC/common planning period weekly for all teachers, including general education, special education, bilingual, and ESL staff. Additional planning opportunities will be scheduled as time allows. PLCs will follow a standardized agenda incorporating module/unit internalization, lesson internalization, lesson rehearsal, student work analysis, and data-driven instructional planning.

1. Module/Unit Internalization: Teachers will collaboratively review upcoming units, grade-level TEKS, learning objectives, instructional pacing, assessments, and expected student outcomes. Teams will examine district-adopted materials, including Bluebonnet Math, to identify essential concepts, prerequisite skills, potential misconceptions, and opportunities for differentiated instruction.

2. Lesson Internalization: Teachers will examine upcoming lessons to identify learning objectives, instructional sequences, student tasks, questioning strategies, and evidence of mastery. Planning will incorporate Research-Based Instructional Strategies (RBIS) and the district instructional framework. General and special education teachers will identify appropriate scaffolds, accommodations, and supports for students performing below grade level and special populations.

3. Lesson Rehearsal: Teachers will rehearse critical lesson components, including instructional modeling, questioning, explanations, and responses to anticipated misconceptions. Peers, teacher leaders, and administrators will provide actionable feedback to strengthen instructional delivery.

4. Student Work Analysis: Teachers will examine student work and formative assessments to evaluate TEKS mastery, identify misconceptions, and determine instructional adjustments. Teams will identify students needing reteaching, intervention, or enrichment, including students receiving special education services and other special populations.

5. Data Analysis: Teachers will review NWEA MAP, curriculum-based assessments (CBAs), common formative assessments, released STAAR assessments, and classroom performance data. John Wink's Data Driven Leadership spreadsheets will track student growth, TEKS deficiencies, achievement gaps, and progress toward Approaches, Meets, and Masters expectations.

6. Intervention Planning: Teachers will use assessment results to identify students requiring

additional support and develop targeted instructional plans, including small-group instruction, TEKS-specific reteaching, and prerequisite skill development. RLA and mathematics will receive particular emphasis. General and special education teachers will collaborate to ensure interventions align with individual student needs and applicable IEP requirements. Student progress will be reviewed during subsequent PLCs to adjust interventions.

7. Documentation and Accountability: Each PLC will conclude with documented instructional decisions, assigned responsibilities, timelines, and evidence of student learning to review at subsequent meetings. Agendas, instructional planning artifacts, student work analysis, assessment results, and intervention plans will serve as implementation evidence.

PLC Facilitation, Monitoring, and LIFT Support

Campus administrators and designated teacher leaders will facilitate and monitor PLCs. Because meetings occur within a 45-minute period, specific components will be prioritized based on instructional needs, ensuring module/unit internalization, lesson internalization, lesson rehearsal, and student work analysis are incorporated throughout the recurring PLC cycle.

Administrators will monitor implementation through PLC agendas, attendance, planning artifacts, instructional action plans, classroom walkthroughs, and student growth data.

Additional training, instructional modeling, coaching, and implementation support for PLC protocols will be coordinated through LIFT. Campus and district instructional leadership will identify professional development needs through PLC monitoring and observation and feedback cycles, scheduling targeted support through LIFT as needed.

This structured process will strengthen instructional practices, teacher collaboration, differentiated student support, and data-driven decision-making to improve student achievement.

Upload PLC agenda (optional):

AMS_Common_PLC_Agenda_Template.docx

Capacity Building

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

Role	Training/PD Description	Delivered By	Attended By
Other Campus Admin (Assistant Principals, Instructional Coaches)	RBIS-Math	Region V	Stephenson, Brandon, Walker, Andrews
Teacher	RBIS-Math Team	Region V	AMS Math Team
Other Campus Admin (Assistant Principals, Instructional Coaches)	Instructional Framework-First session in August 2026, second session October and continuing through the year.	Region V	District and Campus Adminstration, Teacher Leaders on all campuses
Other Campus Admin (Assistant Principals, Instructional Coaches)	Performance Management-training for leadership team in September; ongoing monthly meeting with district leaders	Region V	District and Campus Adminstration
Other Campus Admin (Assistant Principals, Instructional Coaches)	Schoolwide Routines	Region V	District and Campus Leadership
Other Campus Admin (Assistant Principals, Instructional Coaches)	Observation Feedback-training completed by leadership team in August; ongoing monthly implementation at the campus level	Region V	Campus and District Administration
Teacher	Bluebonnet Math Product Training - MS teachers completed in August	Region V	AMS Math Teachers
Other Campus Admin (Assistant Principals, Instructional Coaches)	Bluebonnet Product Training - leadership team to complete in the spring if adopting product	Region V	AMS Leadership
Other Campus Admin (Assistant Principals, Instructional Coaches)	Mentor Teacher Trainings - 12 hours completed in summer, 6 in fall, 6 in spring	Region V	Campus Admin and Mentor Teachers

Role	Training/PD Description	Delivered By	Attended By
Other Campus Admin (Assistant Principals, Instructional Coaches)	TMT Design Sessions - 12 hours completed in summer, 4 in fall, 4 in summer	Region V	Campus Admin and Mentor Teachers
Other Campus Admin (Assistant Principals, Instructional Coaches)	MTSS - ongoing support with Region 5	Region V	District and Campus Administration
Teacher	ESL - Let's Talk about TELPAS; Jennifer Smith (ESC 5) coming in January for additional training	Region V	Campbell and White
Teacher	Bilingual/ESL ESC 4 Conference	Region IV	Campbell and White

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

ctional deficiencies, inconsistent implementation of effective instructional practices, or insufficient student academic growth will receive intensified, individualized coaching and professional development. Campus administrators will establish targeted instructional support plans identifying specific areas for improvement, measurable expectations, coaching activities, and timelines for reviewing progress.

Support will include increased classroom observations, frequent feedback conferences, instructional modeling, peer observations, lesson rehearsal, collaborative planning, and targeted professional development through LIFT. Emphasis will be placed on RBIS implementation, lesson internalization, student work analysis, differentiated instruction, and data-driven instructional decision-making.

Administrators will monitor improvement through follow-up observations, instructional planning artifacts, and student performance data. Coaching frequency and intensity will be adjusted based on demonstrated progress and continued instructional needs.

Differentiated Support for Campus Leaders

Campus administrators and instructional leaders with fewer than two years of experience in their roles, or those requiring additional leadership development, will receive targeted support in instructional leadership, observation and feedback, PLC facilitation, curriculum implementation, and data-driven performance management.

Support will include leadership coaching, observation and feedback calibration, collaborative instructional walkthroughs, and professional development aligned with the Effective Schools Framework (ESF). District instructional leadership and Region 5 ESC will provide additional assistance as appropriate, with targeted coaching and training coordinated through LIFT.

Monitoring Implementation and Effectiveness

Campus leadership will monitor differentiated professional development through documented coaching cycles, classroom walkthroughs, observation and feedback records, PLC artifacts, instructional planning evidence, and student academic growth data.

Administrators will regularly review teacher and leader progress, evaluate the effectiveness of assigned supports, and adjust professional development and coaching intensity as needed. Documentation will include identified instructional needs, assigned mentors or coaches, professional development activities, implementation evidence, and follow-up results.

This differentiated, job-embedded support system will prioritize resources for inexperienced and uncertified teachers, as well as teachers and leaders requiring additional assistance, to strengthen instructional effectiveness, build leadership capacity, and improve student achievement.

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?

Anahuac Middle School (AMS) will utilize the LIFT Observation and Feedback tools as the primary instruments for evaluating the implementation and effectiveness of professional development, instructional coaching, and classroom instructional practices. Campus administrators have received training in the LIFT observation and feedback process and are implementing these tools to strengthen instructional leadership, monitor classroom instruction, and provide timely, actionable feedback to teachers.

The LIFT Observation and Feedback tools will support a consistent, evidence-based approach to classroom walkthroughs, instructional observations, coaching conversations, and follow-up monitoring. These instruments will be aligned with the district instructional framework, Research-Based Instructional Strategies (RBIS), adopted instructional materials, and the campus's identified improvement priorities.

Instructional Look-Fors

Campus administrators will use the LIFT observation and feedback process to collect evidence of the following instructional practices:

Implementation of RBIS: Evidence that teachers are consistently implementing appropriate research-based instructional strategies aligned with grade-level TEKS, instructional objectives, and district-adopted curriculum, including Bluebonnet Math.

Student Engagement: Evidence of active student participation, meaningful academic discourse, purposeful instructional tasks, and opportunities for students to demonstrate understanding and engage with grade-level content.

Checks for Understanding: Evidence that teachers consistently monitor student learning through questioning, formative assessments, student responses, and other checks for understanding, using results to make timely instructional adjustments.

Instructional Planning and Delivery: Evidence of effective lesson internalization, clear learning objectives, appropriate instructional pacing, grade-level rigor, and alignment between planned instruction and classroom implementation.

Differentiated Instruction and Student Support: Evidence that teachers provide appropriate scaffolds, accommodations, and targeted instructional supports for students performing below grade level, including students receiving special education services and other special populations.

Coaching Action Steps: Evidence that teachers are implementing specific instructional improvement actions identified during previous observation and feedback conferences, with documented progress toward established coaching goals.

Observation, Feedback, and Follow-Up

Each campus administrator will conduct a minimum of three instructional walkthroughs per week, utilizing the LIFT Observation and Feedback tools to collect objective evidence of instructional practices. Administrators will provide timely, actionable feedback, with follow-up conversations occurring within five instructional days of observations.

Feedback will focus on reinforcing effective instructional practices and identifying one or more specific, manageable coaching action steps to strengthen instruction. Subsequent observations will monitor implementation of those action steps and determine whether additional modeling, professional development, or coaching is needed.

Monitoring Implementation and Effectiveness

Campus leadership will regularly review walkthrough documentation, observation and feedback records, coaching action steps, and instructional trends to evaluate the implementation of professional development and identify areas requiring additional support.

Administrators will participate in observation and feedback calibration activities to strengthen consistency in identifying instructional practices and providing actionable feedback. Additional coaching, modeling, and professional development will be coordinated through LIFT based on identified instructional needs.

Findings from classroom observations will be compared with PLC implementation evidence, instructional planning artifacts, and student performance data to evaluate whether professional development is translating into improved classroom practices and student learning.

Through consistent implementation of the LIFT Observation and Feedback tools, AMS will establish a systematic process for monitoring instructional practices, strengthening teacher capacity, evaluating professional development effectiveness, and supporting continuous instructional improvement.

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

Other

Please describe the observation frequency:

Teachers requiring more support are observed at least weekly. Teachers needing less support are observed at least biweekly.

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

Anahuac Middle School (AMS), in collaboration with Anahuac ISD and Region 5 ESC, will provide differentiated professional development and job-embedded coaching to strengthen teachers' and administrators' capacity to support students receiving special education services, emergent bilingual (EB) students, and other special populations. Training will focus on effective Tier 1 instruction, targeted interventions, student performance data, and appropriate individualized and linguistic supports.

Instructional Leadership and Research-Based Practices

The AMS leadership team completed Research-Based Instructional Strategies (RBIS) training in Summer 2026. RBIS training for the middle school mathematics team will strengthen evidence-based instructional practices that address diverse learning needs.

Additional training will include the district Instructional Framework, Performance Management for campus leadership, and School-wide Routines. These initiatives will establish consistent instructional expectations, strengthen classroom environments, and improve the use of student data to identify learning gaps and guide instructional decisions.

Curriculum Implementation and Instructional Support

Middle school teachers completed Bluebonnet Math Product Training in August 2026 to strengthen curriculum implementation, TEKS alignment, and instructional strategies addressing prerequisite skill deficiencies. If the district adopts the product, campus leadership will complete additional Bluebonnet Math Product Training in Spring 2027.

Professional Learning Communities (PLCs) will provide ongoing support through module/unit internalization, lesson internalization, lesson rehearsal, student work analysis, and differentiated instructional planning. Special education, bilingual, and ESL staff will collaborate with general education teachers to incorporate appropriate accommodations, scaffolds, linguistic supports, and individualized interventions.

Special Populations and Intervention Training

AMS will prioritize the following capacity-building opportunities:

Multi-Tiered System of Supports (MTSS): Strengthen student identification, tiered interventions, progress monitoring, and instructional adjustments.

ESL – Let's Talk About TELPAS: Improve understanding of TELPAS expectations, English language development, and instructional strategies for EB students.

Bilingual/ESL ESC Region 4 Conference: Strengthen effective instructional practices, linguistic accommodations, and academic support for EB students.

English Language Proficiency Standards (ELPS): Support integration of language objectives, academic vocabulary, structured discourse, and linguistic accommodations into content instruction.

Mentor Teacher Trainings: Prepare experienced teachers to mentor, model instruction, and coach inexperienced, uncertified, and other teachers requiring additional support.

Observation, Feedback, and Leadership Development

AMS administrators will utilize LIFT Observation and Feedback tools to monitor instruction and provide actionable coaching. Training will emphasize RBIS implementation, student engagement, checks for understanding, differentiated instruction, and appropriate supports for special populations.

Performance Management training will strengthen campus leaders' ability to analyze disaggregated student data, evaluate interventions, and adjust instructional practices.

Additional professional development, modeling, and coaching will be coordinated through LIFT based on identified needs.

Monitoring Implementation and Effectiveness

Campus administrators, instructional leaders, and special education personnel will monitor training implementation through classroom walkthroughs, PLC documentation, coaching records, student work analysis, and student growth data. NWEA MAP, curriculum-based assessments, common formative assessments, STAAR, and TELPAS results will be reviewed as applicable to identify learning gaps and evaluate instructional effectiveness.

Findings will guide additional professional development, collaboration between general education and special populations staff, and adjustments to instruction and interventions. This coordinated approach will strengthen teacher and leadership capacity to deliver effective Tier 1 instruction, individualized and linguistic supports, and targeted interventions that improve outcomes for all student groups.

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?

Milestone 1: Establish a targeted academic intervention system
ESF 4.1.3, 4.1.2, 6.1.2; Description: By December 2026, the campus leadership team will develop and implement a structured, data-driven intervention plan for students performing below grade-level expectations in RLA and mathematics. The plan will establish criteria for student identification using STAAR, NWEA MAP, common assessments, and classroom performance data; identify designated intervention times and personnel; define targeted instructional strategies aligned to identified TEKS deficiencies; and establish a process for monitoring student progress and adjusting interventions. The campus will review the master schedule to ensure students have access to intentional, protected intervention opportunities without compromising 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?

Campus Principal, Assistant Principal, Math and RLA Teachers

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

Written intervention plan; revised master schedule or documented intervention schedule; student identification and grouping criteria; baseline assessment data; intervention rosters; instructional plans; progress-monitoring calendar.

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

Region 5 ESC math and RLA specialists; NWEA MAP and John Wink Data Driven Leadership resources; Bluebonnet Math implementation support; district scheduling and instructional support.

Milestone 2

Description – What specific action or deliverable will be completed?

Milestone 2: Establish structured PLCs and collaborative planning
ESF 5.2.4, 1.4.4; Priority: Data-driven instructional planningDescription: By December 2026, campus administration will establish and communicate a protected schedule for content-specific Professional Learning Communities (PLCs) and common planning, with a target of at least one collaborative planning opportunity per week for RLA and mathematics teachers. PLCs will utilize a standardized agenda and protocol focused on assessment analysis, identification of student learning gaps, lesson and unit internalization, instructional planning, and development of measurable action steps. Special populations instructional staff will participate as appropriate to ensure instructional decisions address the needs of all student groups. Campus administrators will monitor PLC implementation and provide feedback to improve the quality and consistency of collaborative planning.

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, Assistant Principal, Math and RLA Teachers, Special Education and Emergent Bilingual Instructional Staff.

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

Master PLC calendar; common planning schedules; standardized PLC agendas and protocols; meeting minutes; student data analysis documents; instructional action plans; administrator monitoring records.

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

Region 5 ESC PLC facilitation and instructional planning support; John Wink data analysis tools; district instructional framework; RBIS resources; protected collaborative planning time.

Milestone 3

Description – What specific action or deliverable will be completed?

Milestone 3: Implement a systematic observation and feedback process
ESF 5.2.5, 2.3.1; Priority: Instructional monitoring and coachingDescription: By December 2026, the campus leadership team will establish and implement a consistent classroom observation and feedback protocol aligned to the district instructional framework, LIFT training, and Observation and Feedback professional development. Each campus administrator will conduct a minimum of three instructional walkthroughs per instructional week and provide timely, actionable feedback to observed teachers, including a coaching conversation within five instructional days. Walkthroughs will focus on evidence of effective Tier 1 instruction, RBIS implementation, student engagement, instructional pacing, use of district-adopted materials, and alignment to grade-level TEKS. Campus administrators will participate in calibration activities to ensure consistency in instructional expectations, evidence collection, and feedback.

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, Assistant Principal, District Leadership

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

Written observation and feedback protocol; individual administrator walkthrough schedules and logs; completed observation instruments; feedback and coaching records; calibration agendas and documentation.

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

Region 5 ESC LIFT and Observation and Feedback coaching; calibration training; district-approved walkthrough instrument; administrator coaching and planning time.

Milestone 4

Description – What specific action or deliverable will be completed?

Milestone 4: Implement consistent instructional planning and curriculum expectations ESF 4.1.2, 4.2.1, 4.2.2, 5.2.2, 5.2.4; Priority: High-quality Tier 1 instructionDescription: By December 2026, campus and district instructional leadership will establish and communicate common expectations for instructional planning and delivery aligned to the instructional framework, adopted curriculum, TEKS, and Research-Based Instructional Strategies (RBIS). Mathematics teachers will receive implementation support for Bluebonnet Math, including lesson internalization, scope and sequence, pacing, and aligned assessments. RLA teachers will receive corresponding support to ensure instructional materials and practices meet grade-level rigor. Campus leadership will establish a monitoring protocol to review lesson planning artifacts, instructional materials usage, and classroom implementation, identifying additional professional learning needs and providing targeted support.

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, Assistant Principal, Math and RLA Teachers, Instructional Teacher Leaders, District Leaders.

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

Instructional framework and campus implementation expectations; training agendas and attendance records; lesson internalization protocols; instructional planning templates; scope and sequence documents; curriculum implementation monitoring checklist; teacher planning artifacts.

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

Region 5 ESC instructional specialists; Bluebonnet Math professional development; RBIS follow-up; LIFT instructional planning support; curriculum resources and instructional framework.

Milestone 5

Description – What specific action or deliverable will be completed?

Milestone 5: Implement and monitor differentiated academic interventions
ESF 4.1.3, 1.4.4; Priority: Student academic growth; Description: By May 2027, the campus will demonstrate consistent implementation of targeted RLA and mathematics interventions. Teachers will administer common formative assessments or other appropriate progress-monitoring measures at least every three instructional weeks to evaluate student mastery of identified TEKS and determine the effectiveness of interventions. PLCs and campus leadership will use the results to adjust student groupings, instructional strategies, intervention intensity, and additional academic supports. Campus administration will review intervention implementation and student growth data at least monthly and document instructional adjustments made in response to identified needs.

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, Math and RLA Teachers, Intervention Staff, Leadership Team.

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

Intervention attendance and implementation logs; student progress-monitoring reports; common formative assessment results; updated intervention rosters; PLC data analysis records; documented instructional adjustments; student growth comparisons.

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

Region 5 ESC math and RLA specialists; NWEA MAP and John Wink data tools; RBIS implementation support; Bluebonnet Math resources; district assessment and intervention support.

Milestone 6

Description – What specific action or deliverable will be completed?

Milestone 6: Implement differentiated teacher coaching and instructional support ESF 5.2.5, 2.3.1; Priority: Teacher growth and instructional effectiveness; Description: By May 2027, campus administrators will utilize classroom walkthrough evidence, instructional planning artifacts, student performance data, and coaching conversations to identify differentiated professional learning and coaching needs. Teachers will be grouped into instructional support tiers based on demonstrated instructional practices and identified growth needs, with coaching frequency and intensity adjusted accordingly. Teachers requiring intensive support will receive focused coaching cycles that include a clearly identified instructional action step, modeling or rehearsal when appropriate, and follow-up observation to assess implementation. Campus leadership will review coaching data monthly to evaluate teacher progress, identify campuswide instructional trends, and refine professional development priorities.

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, Designated Instructional Coaches or Teacher Leaders, District Leadership.

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

Documented instructional support criteria; confidential teacher coaching plans; coaching cycle records; walkthrough trend data; follow-up observation records; professional development participation logs; monthly instructional leadership review documentation.

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

Region 5 ESC Observation and Feedback coaching; LIFT training; administrator calibration support; instructional coaching resources; RBIS implementation development; instructional framework.

Milestone 7

Description – What specific action or deliverable will be completed?

Milestone 7: Develop and implement teacher leadership structures
ESF 2.3.2, 5.2.4; Priority: Instructional leadership capacity; Description: By May 2027, the campus leadership team will identify and develop effective teacher leaders to support instructional improvement and build collective responsibility for student achievement. Selected teacher leaders will receive clearly defined roles and targeted professional development in PLC facilitation, collaborative planning, data analysis, lesson internalization, and peer instructional support. Teacher leaders will facilitate designated PLC activities, support implementation of district instructional expectations, and assist colleagues with instructional planning and effective classroom practices. Campus administrators will meet with teacher leaders at least monthly to review implementation, provide guidance, and monitor the effectiveness of distributed leadership responsibilities.

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, Selected Teacher Leaders and Department Representatives, District Leadership.

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

Teacher leader selection criteria and roster; written leadership roles and responsibilities; training agendas and attendance; teacher-led PLC agendas and minutes; monthly leadership meeting records; teacher feedback and implementation reflections.

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

Region 5 ESC leadership development and PLC facilitation support; district leadership coaching; John Wink instructional leadership resources; designated teacher leadership and collaboration time.

Milestone 8

Description – What specific action or deliverable will be completed?

Milestone 8: Establish recurring instructional performance management reviews
ESF 1.2.2, 1.4.4, 5.2.5; Priority: Monitoring implementation and student outcomesDescription: By May 2027, the campus leadership team will implement and document a recurring instructional performance management process, with meetings occurring at least twice monthly and distinct from routine campus operational meetings. Using multiple data sources, including common assessments, NWEA MAP, STAAR-related indicators, intervention progress, classroom walkthrough trends, and PLC implementation evidence, the team will monitor progress toward campus improvement goals. Data will be disaggregated by grade level, content area, and student group to identify performance gaps and instructional priorities. Each meeting will conclude with documented action steps, assigned responsibilities, timelines, and follow-up reviews to evaluate implementation and effectiveness.

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, District Coordinator of School Improvement.

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

Instructional performance management calendar; standardized meeting agendas; campus data dashboard; disaggregated student performance reports; documented action steps and assigned owners; progress-monitoring reports; meeting minutes and follow-up records.

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

Region 5 ESC school improvement coaching; John Wink Data Driven Leadership tools; NWEA MAP and district assessment resources; Plan4Learning monitoring tools; district instructional and accountability support.

Milestone 9

Description – What specific action or deliverable will be completed?

Milestone 9: Evaluate instructional implementation and student performance outcomes ESF 1.4.4, 4.1.3, 5.2.5; Priority: Continuous improvementDescription: By August 2027, campus and district instructional leadership will complete a comprehensive end-of-year evaluation of the implementation and effectiveness of targeted academic interventions, PLCs, classroom observation and feedback cycles, curriculum implementation, and teacher leadership structures. The evaluation will analyze 2027 STAAR results, NWEA MAP growth, common assessment trends, walkthrough and coaching evidence, and implementation fidelity data to identify successful practices and areas requiring additional support. Findings will be used to determine necessary adjustments to instructional practices, intervention structures, professional development, and leadership supports for the 2027–2028 school year.

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, District Coordinator of School Improvement, Superintendent, District Curriculum and Instruction Leadership, Instructional Leadership Team.

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

End-of-year implementation evaluation; 2027 STAAR and NWEA MAP data analysis; intervention effectiveness summaries; walkthrough and coaching trend reports; PLC implementation review; documented recommendations and improvement priorities.

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

Region 5 ESC school improvement and accountability specialists; TEA accountability resources; NWEA MAP and district assessment tools; John Wink data analysis resources; district leadership planning support.

Milestone 10

Description – What specific action or deliverable will be completed?

Milestone 10: Institutionalize and refine instructional improvement systems for 2027–2028 ESF 1.4.4, 2.3.2, 4.2.2, 5.2.4, 5.2.5, 6.1.2; Priority: Sustainability and leadership capacityDescription: By August 2027, campus and district leadership will utilize the end-of-year evaluation and ESF diagnostic findings to revise and finalize the instructional improvement structures for the 2027–2028 school year. This will include updating the campus intervention plan and master schedule, establishing protected PLC and common planning times, revising observation and feedback expectations, identifying differentiated professional learning priorities, and formalizing teacher leadership responsibilities. The campus will incorporate these structures into its Campus Improvement Plan, professional development calendar, and instructional leadership monitoring routines to ensure sustained implementation and continuous improvement in student outcomes.

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, District Coordinator of School Improvement, Superintendent, District Curriculum and Instruction Leadership, Teacher Leadership Team.

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

Revised 2027–2028 Campus Improvement Plan; updated master schedule and intervention plan; PLC calendar; observation and feedback protocol; professional development calendar; teacher leadership assignments; documented district and campus leadership review.

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

Region 5 ESC school improvement and instructional leadership support; district strategic planning and scheduling resources; Plan4Learning; RBIS and LIFT professional development; Bluebonnet Math implementation support; district instructional framework.

Performance Management

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

District and campus leaders will monitor successful implementation of the plan through regular instructional walkthroughs, observation and feedback cycles, PLC and data-review processes, and scheduled progress-monitoring meetings. Campus administrators will monitor implementation at the campus level by reviewing instructional practices, PLC artifacts, student performance data, and evidence of progress toward identified milestones. District Leadership will meet regularly with campus leaders to review implementation evidence and student outcome data, identify barriers, provide necessary support, and determine whether adjustments are needed. Walkthrough data, assessment results, meeting documentation, implementation artifacts, and milestone evidence will be used to determine fidelity of implementation and progress toward the goals of the Target Improvement Plan.

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

The District Coordinator for School Improvement (DCSI), in collaboration with the campus principal and Campus Leadership Team, will be responsible for reviewing progress toward the identified milestones. The DCSI will provide district-level oversight and support, while the principal and campus leadership team will monitor implementation and fidelity at the campus level.

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Milestone progress data will be collected through multiple sources of implementation and student outcome evidence. Data sources will include instructional walkthroughs and observation/feedback documentation, PLC and leadership team artifacts, implementation checklists and trackers, professional learning participation and follow-up evidence, curriculum and instructional artifacts, and formative and summative student assessment data. Campus and district leaders will use established data-review processes to disaggregate student performance data, identify trends and gaps, and monitor progress toward identified milestones and student outcome goals. Evidence will be maintained and reviewed during scheduled progress-monitoring cycles to assess fidelity of implementation, determine the impact of action steps, identify barriers, and inform timely adjustments to the plan.

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

Milestone progress data will be shared with district leadership and other relevant stakeholders through established progress-monitoring meetings, campus and district leadership meetings, and other scheduled data-review processes. The DCSI and campus principal will communicate progress toward identified milestones using implementation evidence, student outcome data, and progress-monitoring artifacts. Findings, identified barriers, and areas requiring additional support will be discussed with appropriate district and campus leaders to ensure shared ownership and timely decision-making. Relevant progress updates will also be communicated to appropriate stakeholder groups, including the Board of Trustees and district/campus committees, as applicable. These ongoing communication structures will ensure that progress is transparent, supports continuous improvement, and informs necessary adjustments to implementation.

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	55
Masters Grade Level	22

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	75
Meets Grade Level	45
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	78
Meets Grade Level	50
Masters Grade Level	20

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?

20

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

No

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

3

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

No

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?

20

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

10

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):

—

Anahuac Independent School District

Anahuac Elementary School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
November 11, 2026 at 08:12 AM

Mission Statement

Anahuac ISD exists to...

To prepare students to be life-long learners, and to be well-prepared for their future in a competitive, global society.

Vision

Anahuac ISD will...

Partner with parents and communities in educating our students to their fullest potential in a positive, productive and safe learning environment.

Motivate students to higher education and prepare for the workforce and equip them well to choose the most suitable option for them.

Cultivate an expectation of mastery of a well-balanced, challenging and relevant curriculum.

Ensure that all teachers and administrators are prepared, informed, and dedicated to perfecting their professional abilities for the ultimate success of every student.

Value Statement

*Anahuac ISD places a high priority on...*Students who exhibit leadership in responsibility, personal accountability, integrity, pride, respect, and an appreciation for diversity.

The positive, professional demeanor of all staff who demonstrate expectations for the high academic achievement of all students, and an effective partnership with parents.

Table of Contents

Goals 4

Goal 1 : Academics: Anahuac ISD will ensure that every child receives at least one ... 5

Goal 2 : Safety: Districtwide, the implementation of programs and improvements to... 12

Goal 3 : Personnel: Anahuac ISD will attract and retain a highly qualified and divers... 13

Goal 4 : Operations and Facilities: Anahuac ISD will have clean and safe facilities th... 14

Goals

Goal 1

Academics: Anahuac ISD will ensure that every child receives at least one year's growth in a school year. Primary focus areas will include academics, college, career, and military readiness (CCMR).

Performance Objective 1 ☑ HB3 Goal

The percentage of 3rd grade students that score at the Meets level or above on STAAR Reading will increase from 40% in June 2026 to 60% by June 2032 (HB3 Goal).

Evaluation Data Source: -Reports and Data from A-F academic accountability ratings report, TPRS, TAPR, and school report card.

-Student data from district-administered Interim Assessments will be used to measure academic growth. The superintendent will report to the Board, including comparative data for example NWEA Map testing, BOY, MOY, and other appropriate assessments.

-At the end of each semester, the superintendent will report to the Board on CTE course offerings, participation, and completed vocational certifications.

-The HB3 goal spreadsheet, which shows progress toward attaing the goals.

-Evidence of the execution and current progress of the 5 Year Strategic Plan will be shared including systems training in LIFT, MTSS, and PBIS.

-Training dates from LIFT, RBIS, PBIS, MTSS, etc. on master list/calendar in report form.

Strategy 1 ☑ Targeted Support Strategy

Instructional Time and HQIM Implementation: The district has adopted a calendar consisting of 165 student instructional days, providing sufficient instructional time for implementation of HMH Reading and TCMPC in Math, Science, and Social Studies. The AES master schedule includes 90 minutes daily for Reading, 90 minutes for Math, and 45 minutes each for Science and Social Studies.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

November	January	March	June

Strategy 2 ☑ Targeted Support Strategy

Assessment and Student Progress Monitoring: AES has established a campus assessment

calendar that includes formative assessments every six weeks and comprehensive benchmark assessments in December and February. Assessment results will be analyzed to monitor individual student growth, grade-level performance, and mastery of TEKS. Data will guide instructional planning, reteaching, enrichment, and intervention decisions.

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

November	January	March	June

Strategy 3 ☑ Targeted Support Strategy

Professional Learning Communities (PLCs): The campus master schedule provides one 60-minute PLC period weekly for all teachers. PLCs are scheduled throughout the instructional day by grade level to allow special education and ESL staff to participate. PLCs are facilitated by the campus principal and instructional coach, with additional monthly support from Region 5 Education Service Center curriculum and instructional specialists.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

November	January	March	June

Strategy 4 ☑ Targeted Support Strategy

PLC Planning and Documentation: PLCs will focus on curriculum maps, pacing guides, HQIM resources, lesson internalization, student work analysis, assessment data, and instructional planning. PLC agendas, attendance, data analysis, instructional decisions, and identified action steps will be documented to monitor implementation and instructional improvement. The master schedule also provides 60 minutes of daily common planning time for partner teachers to collaborate on lesson preparation and instructional alignment.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

November	January	March	June

Strategy 5 ☑ Targeted Support Strategy

Special Populations Support: The Special Education Director will participate in PLCs as appropriate to provide guidance regarding instructional accommodations, grade-level standards, and implementation of the general education curriculum within special education settings. Special education and ESL staff will collaborate with general education teachers to address the instructional needs of identified student populations.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

November	January	March	June

Strategy 6 ☑ Targeted Support Strategy

Targeted Intervention: The AES master schedule includes a 60-minute daily intervention period to provide targeted academic support based on identified student needs, including students receiving special education and ESL services. Student intervention groups and instructional priorities will be reviewed and adjusted at the end of each six-week grading period based on student progress, assessment results, and demonstrated mastery of TEKS.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

November	January	March	June

Strategy 7 ☑ Targeted Support Strategy

Instructional Observation and Feedback: AES will utilize the LIFT Observation Feedback Protocol to monitor instructional delivery, fidelity of HQIM implementation, and teacher growth. Campus administrators and instructional leaders will conduct classroom observations, provide specific and actionable feedback, and monitor implementation of teacher action steps through follow-up observations and coaching conversations. Observation trends and student performance data will guide ongoing instructional improvement and professional development.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

November	January	March	June

Performance Objective 2 ☑ HB3 Goal

The percentage of 3rd grade students that score at the Meets level or above on STAAR Math will increase from 32% in June 2026 to 60% by June 2032 (HB3 Goal).

Evaluation Data Source: -Reports and Data from A-F academic accountability ratings report, TPRS, TAPR, and school report card.

-Student data from district-administered Interim Assessments will be used to measure academic growth. The superintendent will report to the Board, including comparative data for example NWEA Map testing, BOY, MOY, and other appropriate assessments.

-At the end of each semester, the superintendent will report to the Board on CTE course offerings, participation, and completed vocational certifications.

-The HB3 goal spreadsheet, which shows progress toward attaing the goals.

-Evidence of the execution and current progress of the 5 Year Strategic Plan will be shared including systems training in LIFT, MTSS, and PBIS.

-Training dates from LIFT, RBIS, PBIS, MTSS, etc. on master list/calendar in report form.

Strategy 1 ☑ Targeted Support Strategy

Instructional Time and HQIM Implementation: The district has adopted a calendar consisting of 165 student instructional days, providing sufficient instructional time for implementation of HMH Reading and TCMPC in Math, Science, and Social Studies. The AES master schedule includes 90 minutes daily for Reading, 90 minutes for Math, and 45 minutes each for Science and Social Studies.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

November	January	March	June

Strategy 2 ☑ Targeted Support Strategy

Assessment and Student Progress Monitoring: AES has established a campus assessment calendar that includes formative assessments every six weeks and comprehensive benchmark assessments in December and February. Assessment results will be analyzed to monitor individual student growth, grade-level performance, and mastery of TEKS. Data will guide

instructional planning, reteaching, enrichment, and intervention decisions.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

November	January	March	June

Strategy 3 ☑ Targeted Support Strategy

Professional Learning Communities (PLCs): The campus master schedule provides one 60-minute PLC period weekly for all teachers. PLCs are scheduled throughout the instructional day by grade level to allow special education and ESL staff to participate. PLCs are facilitated by the campus principal and instructional coach, with additional monthly support from Region 5 Education Service Center curriculum and instructional specialists.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

November	January	March	June

Strategy 4 ☑ Targeted Support Strategy

PLC Planning and Documentation: PLCs will focus on curriculum maps, pacing guides, HQIM resources, lesson internalization, student work analysis, assessment data, and instructional planning. PLC agendas, attendance, data analysis, instructional decisions, and identified action steps will be documented to monitor implementation and instructional improvement. The master schedule also provides 60 minutes of daily common planning time for partner teachers to collaborate on lesson preparation and instructional alignment.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

November	January	March	June

Strategy 5 ☑ Targeted Support Strategy

Special Populations Support: The Special Education Director will participate in PLCs as appropriate to provide guidance regarding instructional accommodations, grade-level standards, and implementation of the general education curriculum within special education settings. Special education and ESL staff will collaborate with general education teachers to address the instructional needs of identified student populations.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

November	January	March	June

Strategy 6 ☑ Targeted Support Strategy

Targeted Intervention: The AES master schedule includes a 60-minute daily intervention period to provide targeted academic support based on identified student needs, including students receiving special education and ESL services. Student intervention groups and instructional priorities will be reviewed and adjusted at the end of each six-week grading period based on student progress, assessment results, and demonstrated mastery of TEKS.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

November	January	March	June

Strategy 7 ☑ Targeted Support Strategy

Instructional Observation and Feedback: AES will utilize the LIFT Observation Feedback Protocol to monitor instructional delivery, fidelity of HQIM implementation, and teacher growth. Campus administrators and instructional leaders will conduct classroom observations, provide specific and actionable feedback, and monitor implementation of teacher action steps through follow-up observations and coaching conversations. Observation trends and student performance data will guide ongoing instructional improvement and professional development.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

November	January	March	June

Performance Objective 3 ☑ HB3 Goal

The percentage of graduates meeting the CCMR criteria will increase from 93% in June of 2026 to 100% by August 2032 (HB3 Goal).

Evaluation Data Source: -Reports and Data from A-F academic accountability ratings report, TPRS, TAPR, and school report card.

-Student data from district-administered Interim Assessments will be used to measure academic growth. The superintendent will report to the Board, including comparative data for example NWEA Map testing, BOY, MOY, and other appropriate assessments.

-At the end of each semester, the superintendent will report to the Board on CTE course offerings, participation, and completed vocational certifications.

-The HB3 goal spreadsheet, which shows progress toward attaing the goals.

-Evidence of the execution and current progress of the 5 Year Strategic Plan will be shared including systems training in LIFT, MTSS, and PBIS.

-Training dates from LIFT, RBIS, PBIS, MTSS, etc. on master list/calendar in report form.

Goal 2

Safety: Districtwide, the implementation of programs and improvements to achieve and maintain current compliance with safety and security mandates will continue to be a priprity at Anahuac ISD during the school year.

Performance Objective 1

The district will continue working with local law enforcement and TEA to establish procedures and protocols for use during emergencies.

Performance Objective 2

All staff members and students will be trained on emergency situations in accordance with procedures in our Emergency Operations Procedures guidelines.

Performance Objective 3

Reports to the Board will include completed/implemented student and campus safety programs/ improvemements for the school year and any other recommendations for further student and/or campus enhancements.

Performance Objective 4

Conduct regular meetings with the Safety and Security Committee and report to the Board. Deputy Superintendent will continue coordinating with local law enforcement and TEA while regularly reporting to the Board.

Goal 3 Personnel: Anahuac ISD will attract and retain a highly qualified and diverse staff that reflects the district's student population.

Performance Objective 1

Campus administrators will develop procedures for honoring their staff members through in-district and outside organization recognition and will share with the Board through their monthly reports.

Performance Objective 2

Administrators will plan and implement strategies to support and increase staff morale.

Performance Objective 3

The recommendation from the 2025 Texas Association of School Boards staff salary study, will continue to be implemented. During the school year, the administration will use this data along with the data from the new 2026 salary survey data reports to find ways to incentivize salary and benefit plans that will attract and retain high quality staff. The report prepared will be reviewed by the school board to assist in making future plans.

Performance Objective 4

Progress and excution ofthe Texas Mentorship Training Grant in Pathways 1 and 2

Goal 4 Operations and Facilities: Anahuac ISD will have clean and safe facilities that assure a positive learning environment.

Performance Objective 1

Anahuac ISD will have clean and safe facilities that assure a positive learning environment.

Performance Objective 2

Prioritize the planning process for future facility improvements and developments with the remaining bond funds in the Series 2022/2023 and the process for future facility improvements post Series 2022/2023.

Evaluation Data Source: A report detailing the plan for the unused Series 2022/2023 funds will be presented to the board in writing during the fall 2026 semester.

A report of recommendations for the future capital improvement needs will be submitted during the summer of 2027 or sooner.

Workshop

Wednesday, October 14, 2026 6:00 PM
Anahuac Primary School Cafeteria, 2024 Belton Lane, Anahuac, Texas 77514

Carlton Carrington:	Present
Stacey Davis:	Present
Samantha Humphrey:	Absent
Stacey Medders:	Absent
Michael Morehead:	Present
John Redman:	Present
Melinda Trainer:	Present

I. **Convene in a Quorum and Call to Order; Pledges of Allegiance to the United States and Texas Flags; Invocation**
Discussion: Noting the presence of a quorum, Dr. Redman called the workshop to start.

II. **PUBLIC COMMENTS/AUDIENCE PARTICIPATION (Please fill out the form provided at the meeting & present it to the President prior to the beginning of the meeting)**
Discussion: There were not public comments for this workshop.

III. **Workshop — Evaluating & Improving Student Outcomes** **Presenter:** Kelly McBride
Discussion: Mrs. Kelly McBride led the Workshop Evaluating and Improving Student Outcomes.

IV. **ADJOURNMENT**
Action(s):
Motion to adjourn at 9:05pm. This motion, made by Carlton Carrington and seconded by Stacey Davis, Passed.
Voting Detail:

Carlton Carrington:	Yea
Stacey Davis:	Yea
Samantha Humphrey:	Absent
Stacey Medders:	Absent
Michael Morehead:	Yea
John Redman:	Yea
Melinda Trainer:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2
Discussion: Workshop adjourned at 9:05.

****

Board President Board Secretary

Regular Meeting

Monday, October 26, 2026 6:00 PM
Anahuac Primary School Cafeteria, 2024 Belton Lane, Anahuac, Texas 77514

Carlton Carrington:	Absent
Stacey Davis:	Present
Samantha Humphrey:	Present
Stacey Medders:	Present
Michael Morehead:	Absent
John Redman:	Present
Melinda Trainer:	Present

Dr. Redman called the meeting to order at 6:05pm. Dr. Walker led the pledges to the United States and Texas flags. Following that, Dr. Redman led the meeting in prayer.

I. **Convene in a Quorum and Call to Order; United States and Texas Flags Pledges of Allegiance; Invocation**

II. **Vision: Anahuac ISD will prepare all students for a successful future in a competitive society.**
Discussion: Samantha Humphrey red the vision statement out loud.

III. **Mission Statement: Anahuac ISD will provide a safe and productive learning environment through dedicated staff, engaged families and strong community partnerships.**
Discussion: Melinda Trainer read the mission statement out loud.

IV. **Presentation of AMS House Program**
Discussion: Jason Cox, 7th grade Texas History teacher and House program leader, gave a presentation on the House program that the middle school implements. The program is founded by Ron Clark Academy. The RCA House System is a school-wide framework created by the Ron Clark Academy, designed to improve school culture, student behavior, character development, and a sense of belonging. Coach Cox explained how each student is placed in one of the eight houses as they enter middle school. They then stay in that house until they move over to the high school. The students can earn points for their house individually by showing good behavior, by completing their school work, not being tardy to class and in lots of other positive ways. The students can also earn points at House Competitions by competing against other students from other houses and winning.

V. **STUDENT Recognition**

VI. **STAFF Recognition**

VII. **PUBLIC COMMENTS/AUDIENCE PARTICIPATION (Please fill out the form provided at the meeting & present it to the President prior to the beginning of the meeting)**
Discussion: Weston King proposed to the school board members the possibility of the school buying a new trailer for the band. Mr. King presented the board with a packet that was filled with the $76,897.00 quote for the trailer, sample exterior designs, sample interior designs, marching band achievements from 2024 to 2026, and a full band resume from 2023 to 2026. Mr. Kind and the Band Booster Club stated that they have outgrown the 2 trailers that they currently pull. The new trailer would hopefully do away with the need to bring 2 trailers to each competition. It will also help with some of the safety concerns, such as loading the trailer in the dark with no inside lighting.

VIII. **MONTHLY REPORTS**

VIII.A) Emergent Bilingual Program Annual Evaluation Report — **Presenter:** Shawntel Cunningham
Discussion: Shawntel Cunningham presented the report on our Emergent Bilingual Program Annual Evaluation. After giving her report, board member Samantha Humphrey asked her to clarify some of the data that she had questions about. After clarifying the information, no other members had questions.

VIII.B) Superintendent's Report
Discussion: Dr. Walker spoke on the importance of attendance. He was approached by two second grade teachers about the impact students missing class time is having on their mClass scores. The absences, tardiest and early outs are hindering the students' ability to learn the information needed to succeed. He asked the board members for ways to get parents to bring their students to school on time and not check them out early. Mrs. Humphrey suggested the business class put out flyers and videos on the impact that being out of the classroom has on students.
Dr. Walker also spoke about the band's needs. The need for a trailer, new uniforms and another staff member. Mr. Andrew Kier (Director of Fine Arts) was able to explain that some of the issues that are supposed to be on rotation for replacement have not been rotated and replaced as they should.

VIII.C) Board Goal Report

VIII.C)1) Goal 1 update- Primary and Elementary
Discussion: Dr. Criswell and Mrs. Barrier

presented about the growth that their students are making in ELAR.

VIII.D) Announce Board Members continuing education credit hours

Discussion: Dr. Redman announced all board member hours.

LOCAL DISTRICT ORIENTATION

"No new board members were required to complete local district orientation training for the time period covered by this announcement."

ORIENTATION TO THE TEXAS EDUCATION CODE

"No new board members were required to complete Orientation to the Texas Education Code training for the time period covered by this announcement."

POST-LEGISLATIVE UPDATE TO THE TEXAS EDUCATION CODE

"No board members were required to complete Post-Legislative Update to the Texas Education Code training for the time period covered by this announcement."

TEAM BUILDING

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

- **Dr. John Redman**
- **Carlton Carrington**
- **Samantha Humphrey**
- **Michael Morehead**
- **Stacey Davis**
- **Melinda Trainer**
- **Stacey Medders**
- **Dr. David Walker**

CONTINUING EDUCATION

The following board members have completed the continuing education requirements:

- **Dr. John Redman**
- **Carlton Carrington**
- **Samantha Humphrey**
- **Michael Morehead**
- **Stacey Davis**
- **Melinda Trainer**
- **Stacey Medders**

EVALUATING AND IMPROVING STUDENT OUTCOMES

The following board members have completed the biennial training on evaluating and improving student outcomes:

- **Dr. John Redman**
- **Carlton Carrington**
- **Samantha Humphrey**
- **Michael Morehead**
- **Stacey Davis**
- **Melinda Trainer**
- **Stacey Medders**

CHILD ABUSE PREVENTION(HUMAN trafficking)

The following board members have completed the biennial training on child abuse and human trafficking:

- **Dr. John Redman**
- **Carlton Carrington**
- **Samantha Humphrey**
- **Michael Morehead**
- **Stacey Davis**
- **Melinda Trainer**
- **Stacey Medders**

SCHOOL SAFETY

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

- **Dr. John Redman**
- **Carlton Carrington**
- **Samantha Humphrey**
- **Michael Morehead**
- **Stacey Davis**
- **Melinda Trainer**
- **Stacey Medders**

PARENTAL RIGHTS

The following board members have completed the annual training on parental rights:

- **Dr. John Redman**
- **Carlton Carrington**
- **Samantha Humphrey**
- **Stacey Davis**
- **Melinda Trainer**
- **Stacey Medders**

The following board members have scheduled training to timely complete the annual training on parental rights:

- **Michael Morehead**

EXCEEDING REQUIRED CONTINUING EDUCATION

Board member Dr. John Redman EXCEEDED the required amount of continuing education training by 9 additional hours.

Board member Carlton Carrington EXCEEDED the required amount of continuing education training by 6 additional hours.

Board member Samantha Humphrey EXCEEDED the required amount of continuing education training by 6 additional hours.

Board member Michael Morehead EXCEEDED the required amount of continuing education training by 7 additional hours.

Board member Stacey Davis EXCEEDED the required amount of continuing education training by 8 additional hours.

Board member Melinda Trainer EXCEEDED the required amount of continuing education training by 7 additional hours.

Board member Stacey Medders EXCEEDED the required amount of continuing education training by 10 additional hours.

VIII.E) Principal Monthly Board Reports

VIII.F) Presentation of Monthly Financial Reports, Investment Reports, and Budget Update

IX. **ACTION ITEMS**

IX.A) Consider and Approve the Certification of Unopposed Candidates for Anahuac Independent School District Board of Trustees Positions 1 and 3, Approve the Order of Cancellation of the Election, and Declare the Unopposed Candidates Elected, Pursuant to Texas Election Code §§ 2.051–2.053.

Action(s):
Move to approve the Certification of Unopposed Candidates for Anahuac Independent School District Board of Trustees Positions 1 and 3, and approve the Order of Cancellation of the Election, and Declare the Unopposed Candidates Elected, Pursuant to Texas Election Code §§ 2.051-2.053. This motion, made by Stacey Davis and seconded by Samantha Humphrey, Passed.

Voting Detail:

Carlton Carrington:	Absent
Stacey Davis:	Yea
Samantha Humphrey:	Yea
Stacey Medders:	Yea
Michael Morehead:	Absent
John Redman:	Yea
Melinda Trainer:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2
Discussion: There was no discussion on this item.

IX.B) Consider and approve minutes from the Board Workshop on October 14, 2026
Discussion: This item was tabled as there were not enough members present to vote. Will add to the November agenda.

IX.C) Consent Agenda

Action(s):
Move to approve the consent agenda. This motion, made by Samantha Humphrey and seconded by Stacey Medders, Passed.

Voting Detail:

Carlton Carrington:	Absent
Stacey Davis:	Yea
Samantha Humphrey:	Yea
Stacey Medders:	Yea
Michael Morehead:	Absent
John Redman:	Yea
Melinda Trainer:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2

IX.C)1) Consider and approve minutes from the September 28, 2026 regular meeting

IX.C)2) Consider and approve academic stipends

IX.C)3) Consider and approve moving the November Regular meeting to November 16, 2026.

IX.C)4) Consider and approve moving the regular scheduled December meeting to December 14, 2026

IX.C)5) Consider and approve the repair bid on the Superintendent's house.

Action(s):
Move to approve repair bid on Superintendent's house. This motion, made by Samantha Humphrey and seconded by Stacey Davis, Passed.

Voting Detail:

Carlton Carrington:	Absent
Stacey Davis:	Yea
Samantha Humphrey:	Yea
Stacey Medders:	Yea
Michael Morehead:	Absent
John Redman:	Yea
Melinda Trainer:	Nay

Voting Summary: Yea: 4, Nay: 1, Absent: 2

Discussion: This item was pulled from the consent agenda as the contractor was present to answer questions. Some of the board members had questions about the contractor. Mr. Davis wanted to know what the odds were that in a few years we would have to replace more major components. The contractor assured him that the bones and the electricity in the house were good. The major issues are the foundation, roof and mold. With these things fixed and under warranty, the house will last much longer aside from cosmetic updates. Mr Medders commented that the house has had structural and plumbing issues since he started working for the district and these updates should have been taken care of long ago. Mrs. Trainer said she thought it was a privilege for Dr. Walker to live there and that in his contract it did not state that he had to live there. Mrs. Trainer thought it was not far to use the funds on the superintendent’s house instead of the kids.

IX.C)6) Consider and approve TASB update 127 (See attached list of policies)

X. **DISCUSSION ITEMS**

X.A) Bus camera update

XI. **CLOSED SESSION**

Discussion: Board moved to closed session at 7:28 pm

XI.A) Discussion/Evaluation of Personnel: Texas Government Code 551.074

XI.B) Consultation with Board Attorney Regarding All Matters As Authorized By Law: Texas Government Code Section 551.071

XII. **RECONVENE INTO OPEN SESSION**

Discussion: The board came back to open session at 8:42 pm.

XIII. **TAKE ACTION ON ITEM(S) DISCUSSED IN CLOSED SESSION**

XIII.A) Consider hiring a Director of Transportation

Action(s):

Move to hire Chester Glaude as Director of Transportation. This motion, made by Melinda Trainer and seconded by Stacey Medders, Passed.

Voting Detail:

Carlton Carrington:	Absent
Stacey Davis:	Yea
Samantha Humphrey:	Yea
Stacey Medders:	Yea
Michael Morehead:	Absent
John Redman:	Yea
Melinda Trainer:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2

XIV. **ADJOURNMENT**

Action(s):

motion to adjourn at 9:33 pm. This motion, made by Melinda Trainer and seconded by Samantha Humphrey, Passed.

Voting Detail:

Carlton Carrington:	Absent
Stacey Davis:	Abstain (Without Conflict)
Samantha Humphrey:	Yea
Stacey Medders:	Yea
Michael Morehead:	Absent
John Redman:	Yea
Melinda Trainer:	Yea

Voting Summary: Yea: 4, Nay: 0, Absent: 2, Abstain (Without Conflict): 1

Discussion: Mr. Davis did not vote as he had stepped away for a few minutes.

_____ **** _____

Board President Board Secretary

Anahuac ISD

Home of the Panthers



Empower. Educate. Everyone. Everyday.

2026-2031

TABLE OF CONTENTS

Letter from the Superintendent	2
About Anahuac Independent School District	3
Our Anahuac ISD Strategic Planning Journey	4
Our Anahuac ISD Steering Committee	5
Anahuac ISD Strategic Priorities	6
Anahuac Independent School District Strategic Plan At a Glance	7
Priority 1: Academic Experience	8
Priority 2: Instructional Leadership and Capacity Building	9
Next Steps	10

BOARD OF TRUSTEES

Dr. John Redman
Board President

Carlton Carrington
Vice President

Samantha Humphrey
Secretary

Stacey Davis
Board Member

Michael Morehead
Board Member

Melinda Trainer
Board Member

Stacey Medders
Board Member

LETTER FROM THE SUPERINTENDENT

Dear Anahuac Panther Families and Community,

Thirteen months ago, Anahuac Independent School District made the deliberate decision to look at its current practices and the outcomes it was producing. Using the Texas Strategic Leadership (TSL) program, a Steering Committee was formed to examine past data and all aspects of practices within the District. The goals were to focus on students by aligning daily classroom experiences with long-term goals, help leaders prioritize strategies, and build capacity in leaders and instructional staff.

Having gone through the TSL process, a 5-Year Strategic Plan was developed by the Steering Committee and adopted by the Board of Trustees. Contained in this plan are the Board Adopted Vision, Mission, District Goals, and Envisioned Student Experiences. This document will serve as our roadmap and will contain the strategies on how we as a District will increase student outcomes so that all of our students will be prepared for a successful future in a competitive society.

Having joined the Anahuac Panther Team in July of 2026, I have had the privilege ~~to be a part of~~ participating in the final ~~preparation~~ stages of the Strategic Plan and ~~to see it to its~~ witnessing of it's adoption. It is now my responsibility to ~~execute~~ lead the implementation of this Plan with efficiency, effectiveness, and with fidelity. We owe this to every child ~~that~~ we serve in this District. ~~and~~ It is ~~an~~ both a privilege and an honor to wake up each morning ~~to have a chance to impact the learning and lives of our students.~~ with the opportunity to make a meaningfull difference in the education, growth, and lives of our students. I look forward to bringing this vision to life and ensuring that every student has the opportunity to reach their fullest potential.

Best regards,

David R. Walker, Ed. D.
Superintendent of Schools



ABOUT ANAHUAC INDEPENDENT SCHOOL DISTRICT

Welcome to Anahuac Independent School District, where our mission is to ensure every student is prepared for what comes next. We provide a high-quality, supportive environment that fosters academic excellence and personal growth. Explore our site to see how we're building the leaders of tomorrow.

1,533
STUDENTS



34.5% HISPANIC

48.5% WHITE

9% AFRICAN AMERICAN

7.8% EMERGENT BILINGUAL

46.8% ECONOMICALLY DISADVANTAGED

AVERAGE TEACHER SALARY: $75,556

AVERAGE CLASS SIZE: 14 STUDENTS



110
TEACHERS

233
EMPLOYEES



4
CAMPUSES

444
SQUARE MILES

SPECIAL EDUCATION STUDENTS: 18.6%

GIFTED AND TALENTED STUDENTS: 5.6%

ADVANCED PLACEMENT (AP) PARTICIPATION RATE: 5.6%

98.3%
GRADUATION RATE

50+
EXTRACURRICULAR ACTIVITIES OFFERED

OUR ANAHUAC INDEPENDENT SCHOOL DISTRICT STRATEGIC PLANNING JOURNEY

Anahuac Independent School District's strategic planning journey reflects a deep commitment to continuous improvement, stakeholder voice, and a shared vision for the future of our students, staff, and community. Rather than viewing strategic planning as a compliance exercise or static document, Anahuac Independent School District approached this work as an opportunity to listen, reflect, and design a path forward that honors our traditions while preparing students for an evolving world.

Grounded in Purpose

Our journey began by reaffirming our core purpose: ensuring every student experiences high-quality instruction, meaningful opportunities, and a supportive environment that prepares them for success beyond graduation. District leadership recognized that achieving this vision required more than isolated initiatives — it required a coherent system aligned to instructional excellence, leadership capacity, and student support.

Guided by this belief, the district launched a comprehensive strategic planning process designed to capture authentic input and translate it into actionable priorities.

Data-Informed Reflection

By examining both qualitative and quantitative data, through robust stakeholder engagement and comprehensive landscape analysis, Anahuac Independent School District identified strengths to celebrate and opportunities to address. This balanced approach ensured the plan was both aspirational and grounded in reality.

Defining Strategic Priorities

Through months of collaboration and analysis, the district identified clear strategic priorities to guide the work ahead. While each priority is distinct, all are interconnected and student-centered.

A Shared Commitment to the Future

This strategic planning journey represents more than a roadmap; it reflects a shared commitment to excellence. It honors the voices of our community, the dedication of our educators, and the limitless potential of our students.

As Anahuac Independent School District moves forward, we do so with clarity of purpose, unity of direction, and confidence that — together — we are building an educational experience that prepares every student for a successful future.



change to "are"

OUR ANAHUAC INDEPENDENT SCHOOL DISTRICT STEERING COMMITTEE

The Anahuac Independent School District Steering Committee is a dedicated leadership group focused on guiding the district's strategic direction to ensure excellence in learning and leading. The committee brings together a diverse array of experts, including district leaders, as well as campus principals from every level. By integrating instructional leaders, the committee ensures that curriculum and technology initiatives ware aligned with the district's mission to challenge and inspire every student. Their collaborative approach fosters a transparent environment that prioritizes student achievement and a safe, nurturing school culture.

STEERING COMMITTEE MEMBERS

District Leadership

Dr. Cody Abshier
Interim Superintendent

Daniel Andrews
Deputy Superintendent

Leigh Ann Trotter
Director of Special Ed

Shawntel Cunningham
Director of Federal and Special Programs

Tammy Duhon
Business Manager

Jessica Chapman
Executive Assistant to Superintendent

Campus Leadership

Dr. Erica Criswell
Primary Principal

Rhonda Jordan
Primary Assistant Principal

Dana Barrier
Elementary Principal

Allie Fiegel
Elementary Assistant Principal

Cherie Burns
Elementary Instructional Coach

Lynna Stephenson
Middle School Principal

Stacy Vernon
Middle School Assistant Principal

Rebecca Green
High School Principal

Teachers

English Henicke
Elementary SPED

Holly Nelson
2nd Grade

Kolton Page
Middle School

Callie Yarbrough
Elementary RTI

Melissa Deppe
Elementary RTI

Michele Brent
Primary SPED

Lauren Brandon
Middle School SPED

Anna Hulsey
Middle School

ANAHUAC INDEPENDENT SCHOOL DISTRICT STRATEGIC PRIORITIES

~~In order to accomplish the~~ To achieve its mission, vision, envisioned student experience, and ~~student outcome goals~~ desired student outcomes, Anahuac Independent School District will focus on the following strategic priorities and aligned initiatives:



ACADEMIC EXPERIENCES



INSTRUCTIONAL LEADERSHIP AND CAPACITY BUILDING

ANAHUAC INDEPENDENT SCHOOL DISTRICT STRATEGIC PLAN AT A GLANCE

OUR VISION

Anahuac ISD will prepare all students for a successful future in a competitive society.

OUR MISSION

Anahuac ISD will provide a safe and productive learning en
engaged families, and strong community partnerships.

If you make suggested changes on other document "Student Experience Statements" then these need to match.

(changes made to bullets 1, 2, 4 & 5)

ACADEMIC GOALS

- The percentage of 3rd grade students that score Meets
will increase from 40% in June 2026 to 60% by June of 2
- The percentage of 3rd grade students scoring Meets Gr
increase from 32% in June 2026 to 60% by June 2031.
- The percentage of graduates that meet the criteria for
to 100% by August 2032.

STUDENT EXPERIENCE STATEMENTS

- Every Anahuac ISD student deserves a learning environ
emotionally supported.
- Every Anahuac ISD student deserves high-quality curric
vertically aligned, and designed to support both academic growth and real-world readiness.
- Every Anahuac ISD student deserves relevant, engaging, rigorous instruction that challenges them to think deeply and critically.
- Every Anahuac ISD student deserves preparation for college, career, military, and life beyond graduation.
- Every Anahuac ISD student deserves opportunities to strengthen their understanding of character, integrity, and respect for others.

STRATEGIC PRIORITIES AND INITIATIVES

PRIORITY 1 – Academic Experience

- Tier 1 Instructional Strategies and Supports for All Learners (4.1.2)
- Materials Use Expectation-Setting and Communication (4.2.2)
- Quality Tier 1 Material Access and Use (4.2.3)

PRIORITY 2 – INSTRUCTIONAL LEADERSHIP AND CAPACITY BUILDING

- Culture and Routine Systems Training (5.2.1)
- Instructional Planning Support (5.2.4)
- Observation and Feedback (5.2.5)

ACADEMIC EXPERIENCE

Anahuac Independent School District will establish a framework for strong instruction, including the use of research-based strategies and high-quality instructional materials to support a rigorous student academic experience while ensuring equitable access and resources to prepare students for college, career, or military pathways.

If you change "Academic Experience" on other document, then you need to make same changes to this top paragraph.



- The distr… option process… have access t… erials, resulting…
- The dist… ate clear expecto… e of instruct… rder to ensure … and content areas.
- The dist… stem of Supports (MTSS) Framework to define and provide training on a coherent approach to Tier 1, Tier 2, and Tier 3 academic supports.





INSTRUCTIONAL LEADERSHIP AND CAPACITY BUILDING

Anahuac Independent School District will establish systems to enable instructional leadership development and capacity building for instructional leaders and teachers, including planning, internalization, and effective delivery of instruction. The district ensures foundational practices support data-driven instruction and assessment reflection benefiting all learners.

- The district will establish a role-aligne system for instructional leaders and te order to effectively implement and su curriculum, resulting in strong instruct practices.
- The district will refine professional dev expectations and practices in order to identified and targeted areas of need intentional growth.
- The district will establish a process an for delivering ongoing, job-embedded supports, with observation and feedback cycles, for instructional leaders in order to build capacity, resulting in teacher retention and heightened instructional capacity.

If you make the suggested changes to "Instructional Leadership And Capacity Building" on other document, then change top paragraph and also change bottom bullet on this page so they are the same







NEXT STEPS

Our Anahuac Independent School District leadership team will work in partnership with stakeholders to ensure all milestones and benchmarks occur, making our Anahuac Independent School District strategic plan a living document.

2026 PREPARING FOR THE FUTURE

Strategic Plan Orientation: District leadership will conduct overview sessions with district personnel to ensure clarity of purpose and shared ownership across all campuses and departments. Clear implementation timelines and expectations will be used to establish consistent execution across the district.

Academic Experience: Design a districtwide system for curriculum adoption, instructional expectations, and MTSS (Multi-Tiered Systems of Support) to ~~prepare for~~ guide the selection and implementation of high-quality instructional materials aligned ~~to~~ with state standards, and designed to support student achievement.

Instructional Leadership and Capacity Building: ~~Assess and design~~ evaluate and develop opportunities for role-aligned leadership, professional learning, and observation and feedback systems to ~~prepare instructional leaders to effectively support future curriculum implementation.~~ ~~strengthen~~ strengthen the knowledge, skills, and capacity of instructional leaders. These efforts will prepare leaders to effectively support teachers and guide the successful implementation of future curriculum and instructional initiatives.

NEXT STEPS

YEAR 1

Academic Experience: Evaluate curriculum resources and define instructional expectations and MTSS structures to ensure readiness for HQIM adoption and aligned instructional practices.

Instructional Leadership and Capacity Building: Establish role-aligned expectations and refine professional learning and leadership support systems to prepare leaders and teachers for HQIM implementation.

2028

YEAR 2

Instructional Capacity Building: Adopt and launch HQIM implementation alongside instructional delivery expectations and MTSS supports to ensure aligned and consistent instruction across classrooms.

Integrated Student Supports: Implement professional learning, leadership support, and observation and feedback systems to support teachers and leaders in effective HQIM implementation.

NEXT STEPS: 2029-2031

Instructional Capacity Building: Strengthen HQIM implementation and MTSS systems through monitoring, targeted support, and data-informed instructional adjustments.

Integrated Student Supports: Strengthen leadership capacity through coaching, professional learning, and observation systems aligned to instructional priorities and student outcomes.

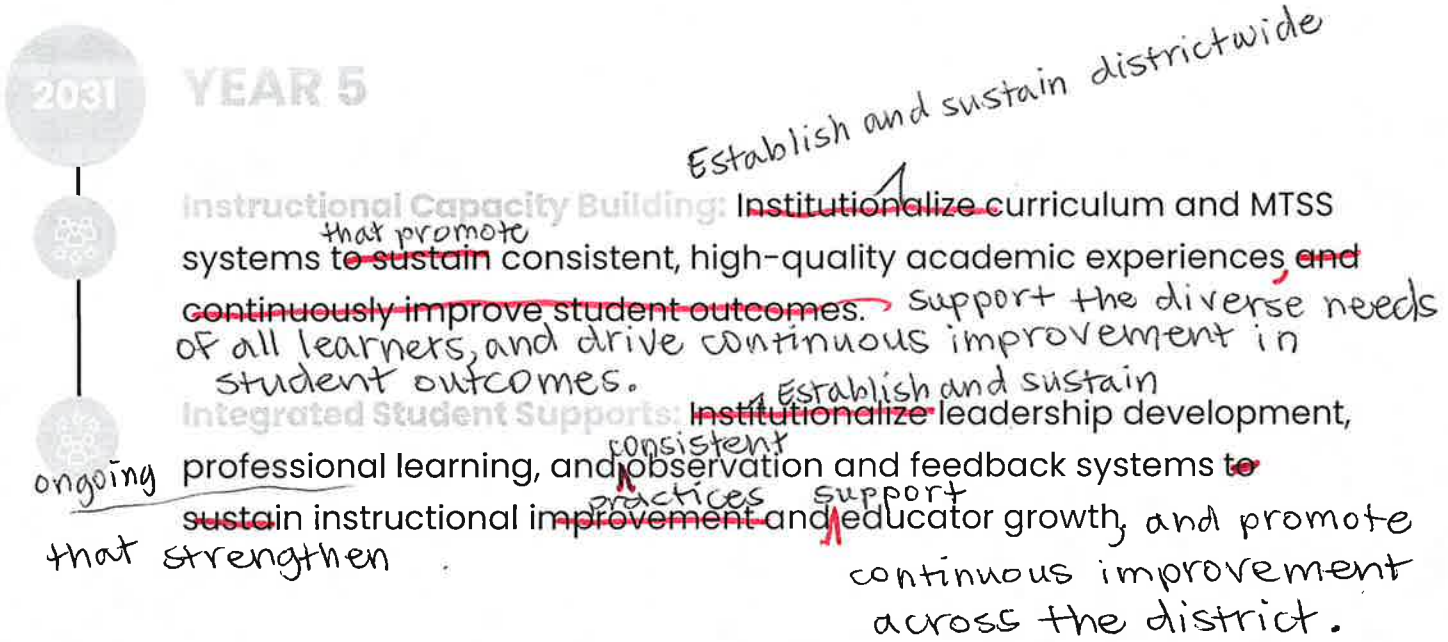
2030

YEAR 4

Instructional Capacity Building: Standardize curriculum implementation and MTSS systems to ensure consistent instructional practices and academic supports across all campuses.

Integrated Student Supports: Embed leadership, professional learning, and coaching systems into district structures to ensure consistent instructional leadership practices.

NEXT STEPS: 2029–2031



Establish and sustain districtwide

Institutionalize curriculum and MTSS systems to sustain consistent, high-quality academic experiences and continuously improve student outcomes. that promote support the diverse needs of all learners, and drive continuous improvement in student outcomes.

Establish and sustain Institutionalize leadership development, professional learning, and observation and feedback systems to sustain instructional improvement and educator growth, and promote continuous improvement across the district. ongoing that strengthen consistent practices support

Ongoing Commitment

Throughout implementation, Anahuac ISD will monitor progress using clearly defined benchmarks, student outcome data, and implementation metrics.

District leadership will regularly review progress with stakeholders, celebrate successes, and adjust strategies as needed to ensure the strategic plan remains a living, responsive roadmap guiding the district toward its mission and vision.



ANAHUAC ISD

STRATEGIC PLAN

Anahuac Independent School District
Strategic Plan

DISTRIST GOALS 2026

1. Academics:

Anahuac ISD will ensure that every child receives at least one year's growth in a school year. Primary focus areas will include academics, college, career, and military readiness (CCMR).

- The percentage of 3rd-grade students that score at the Meets level or above on STAAR Reading will increase from June 2026 40% to 60% by June 2032. (HB3 Goal)
- The percentage of 3rd-grade students that score at the Meets level or above on STAAR Math will increase from June 2026 32%% to 60% by June 2032. (HB3 Goal)
- The percentage of graduates meeting the CCMR criteria will increase from June 2026 93% to 100% by August 2032. (HB3 Goal)

Evidence of Attainment

- The A – F Academic Accountability Report

Shouldn't be one long sentence

2. Safety:

Anahuac ISD will implement programs and improvements to achieve and maintain current compliance with safety and security. Mandates will continue to be a priority at AISD during the school year.

all bullets have been sentences so change #4

Evidence of Attainment

- The district will continue working with local law enforcement and TEA to establish procedures and protocols for use during emergencies.
- All staff members and students will be trained on emergency situations in accordance with procedures in our Emergency Operations Procedures guidelines.
- Reports to the Board will include the completed/ implemented student and campus safety programs/improvements for the school year and

any other recommendations for further student and/or campus safety enhancements.

- Regular meetings will be conducted ~~Conduct regular meetings~~ with the Safety and Security Committee and report to the board (Director of Operations). The Director of Operations will continue coordinating with local law enforcement and TEA while regularly reporting to the Board.
- Staff and students will ~~be trained efficiently~~ receive effective training on a wide variety of safety drills throughout the school year, ~~and will be reported to the Board regularly~~ with regular updates and reports provided to the board.

3. Personnel: I feel strongly about this so please consider adding Anahuac ISD will attract and retain a highly qualified and diverse staff that reflects the district's student population. and is committed to student success.

Evidence of Attainment

- The district will continue to enhance its "Grow Your Own" program for teachers and future administrators.
- Campus administrators will ~~develop procedures for honoring their staff members through in-district and outside organization recognition and will share with the Board through their monthly reports~~ establish.
- Administrators will plan and implement strategies to support and increase staff morale.
- The Texas Association of School Boards will conduct a staff salary study during the school year. The report prepared will be reviewed by the school board to assist in making future plans.
- Update, as needed, written procedures and guidelines for the "Grow Your Own" program for future teachers and administrators. (Superintendent, report to the board spring semester). Include items such as Teaching & Learning Endorsement.
- LIFT training dates: RBIS, PBIS, MTSS, etc. on master list/calendar in report form, TMT pathway 1 & 2, LIFT: SWRs, Inst. Framework, Assessments, Obs/FB, Performance Management training, product training dates, other trainings associated w/LIFT

Will "establish procedures to recognize and celebrate staff achievements through district-level initiatives and external recognition opportunities. Updates on staff recognition efforts will be included in monthly reports to the board.

Review and update, as needed, the written procedures and guidelines for the "Grow Your Own" program to support the development of future teachers and administrators. Updates may include opportunities such as the Teaching and Learning Endorsement and other pathways to prepare and retain future district leaders. The Superintent will provide a report to the board during the Spring semester.

4. **Operations & Facilities:** maintain clean, safe and well-maintained facilities that promote a positive, welcoming, and supportive learning environment for all students and staff.

Anahuac ISD will ~~have clean and safe facilities that assure a positive learning environment.~~

Evidence of Attainment

- Prioritize the planning process for future facility improvements and developments not taken care of with the ongoing bond construction and report to the board in writing during the fall 2026 semester. (Superintendent and Director of Maintenance and Operations)

Prioritize and develop a comprehensive plan for future facility improvements and campus developments not addressed through the current bond construction projects. Identify needs, establish priorities, and outline potential next steps for future improvements. The Superintendent and Director of Maintenance and Operations will provide a written report to the board during the Fall 2026 semester.

STUDENT EXPERIENCE STATEMENTS

- Every Anahuac ISD student deserves a learning environment where they feel physically safe, ~~and~~ emotionally supported, and valued.
- Every Anahuac ISD student deserves high-quality curriculum resources that are rigorous, vertically aligned, and designed to promote ~~support~~ both academic growth and real-world readiness.
- Every Anahuac ISD student deserves relevant, engaging, rigorous instruction that challenges them to think deeply and critically.
- Every Anahuac ISD student deserves preparation for college, career, military, ~~and~~ service, and life beyond graduation and opportunities for success in
- Every Anahuac ISD student deserves opportunities to ~~strengthen~~ develop and their understanding of character, integrity, and respect for others.

STRATEGIC PRIORITIES AND INITIATIVES

PRIORITY 1 – Academic Experience

- Tier 1 Instructional Strategies and Supports for All Learners (4.1.2)
- Materials Use Expectation-Setting and Communication (4.2.2)
- Quality Tier 1 Material Access and Use (4.2.3)

PRIORITY 2 – INSTRUCTIONAL LEADERSHIP AND CAPACITY BUILDING

- Culture and Routine Systems Training (5.2.1)
- Instructional Planning Support (5.2.4)
- Observation and Feedback (5.2.5)

ACADEMIC EXPERIENCE

Anahuac Independent School District will establish a framework for strong instruction, including the use of research-based strategies and high-quality instructional materials to support a rigorous student academic experience while ensuring equitable access and resources to prepare students for college, career, or military pathways.

- The district will establish a materials adoption process in order to ensure that teachers have access to high-quality instructional materials, resulting in a vertically aligned system.
- The district will establish and communicate clear expectations for implementation and use of instructional materials and delivery, in order to ensure consistency across grade levels and content areas.
- The district will design a Multi-Tiered System of Supports (MTSS) Framework to define and provide training on a coherent approach to Tier 1, Tier 2, and Tier 3 academic supports.

INSTRUCTIONAL LEADERSHIP AND CAPACITY BUILDING

Anahuac Independent School District will establish systems to enable instructional leadership development and capacity building for instructional leaders and teachers, including planning, internalization, and effective delivery of instruction. The district ensures foundational practices support data-driven instruction and assessment reflection benefiting all learners.

- The district will establish a role-aligned support system for instructional leaders and teachers in order to effectively implement and support curriculum, resulting in strong instructional delivery practices.
- The district will refine professional development expectations and practices in order to support identified and targeted areas of need, resulting in intentional growth.
- The district will establish a process and expectations for delivering ongoing, job-embedded supports with observation and feedback cycles, for instructional leaders in order to build capacity, resulting in teacher retention and heightened instructional capacity.

support to instructional leaders through consistent observation, coaching, and feedback. These efforts will build leadership capacity, strengthen instructional practices, support teacher retention, and promote continuous improvement in teaching and learning across the district.