WACO INDEPENDENT SCHOOL DISTRICT
REGULAR MEETING

WISD Conference Center
115 S 5th Street
Waco, Texas 76701

Thursday, November 19, 2026 - 6:00 PM

A Regular Meeting of the Board of Trustees of Waco Independent School District will be held November 19, 2026, beginning at 6:00 PM in the WISD Conference Center, 115 S 5th Street, Waco, Texas.

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

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

AGENDA

1. **Call to Order**
2. **Public Comments on Agenda Items**
3. **Moment of Silence and Pledge of Allegiance**
4. **Special Recognitions**
   - 4.A. Pledge Leaders
   - 4.B. University High School College Board Recognitions
   - 4.C. Advanced Placement Scholars
   - 4.D. Advanced Placement Teachers
   - 4.E. Caritas of Waco - Battle of the Cans
   - 4.F. Community Partner Award
5. **Superintendent's Report**
   - 5.A. Introduction of Greater Waco Advanced Manufacturing Academy Dean
   - 5.B. Superintendent's Student Advisory Committee
   - 5.C. Thanksgiving in Waco ISD
   - 5.D. 80th Anniversary of University High School
6. **Consent Agenda: Consider and Take Appropriate Action**
   - 6.A. Bid Award for Maintenance Supplies, Equipment and Services
   - 6.B. Bid Award for Educational Consultants, Professional Development and other Student-based Contracted Services
   - 6.C. Bid Award for Local Retailers' General Merchandise
   - 6.D. Bid Award for Educational Software and other School District Related Software
   - 6.E. Bid Award for Special Education Professional Consulting
   - 6.F. Bid Renewal for Alarm Monitoring Services
   - 6.G. Bid Award for Stop Loss Insurance

6.H. Purchases over $50,000 Under Pre-Existing bids, Purchasing Cooperatives or Allowed Professional Services
6.I. Approval of 2026-2027 District and Campus Improvement Plans
6.J. Board of Trustees Meeting Minutes
6.J.1. October 29, 2026 - Regular Meeting
6.J.2. November 11, 2026 - Workshop Meeting

7. **Review and Discuss Project Status Report: Design Development Phase - Project 1 (Athletic Improvements at UHS and CCMS)**
Presenter: Kevin Hafer
8. **Review and Discuss Priority 3 - 3.1 Increase Parent and Family Engagement**
Presenter: Jill Anderson
9. **Announcements**
10. **Review and Discuss Potential Contracts on Real Property**
11. **Consideration of Personnel**
11.A. Deliberate the Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee
11.B. Hear a Complaint or Charge Against an Officer or Employee
12. **Consider, Discuss and Take Appropriate Action Regarding the Joint Use Agreement with Waco Southern Little League, Inc., and the Potential Participation of Waco Warriors Sports Foundation**
13. **Adjournment**

If, during the course of the meeting, the Board may lawfully conduct a closed meeting as to all or part of any item on the agenda, then, in accordance with applicable law, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). The Board shall not conduct a closed meeting unless a quorum of the Board first convenes in an open meeting for which proper notice has been given. Before any closed meeting is conducted, the presiding officer will publicly identify the section or sections of the Open Meetings Act or other applicable law authorizing the closed meeting. All final votes, actions, or decisions regarding any matter deliberated in a closed meeting shall only be taken in open meeting for which proper notice has been given. (See BEC(LEGAL))

Waco Independent School District

Board of Trustees Meeting Agenda Item

Date: November 19, 2026 **Contact Person**: Jill Anderson

RE: Special Recognitions

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Background Information:

Pledge Leaders

Each month, one campus selects students to lead the Pledge of Allegiance at the Waco ISD Board of Trustees' regular business meeting. For November, we have the pleasure of welcoming the Greater Waco Advanced Manufacturing students, Leslie Segura-Gonzalez and Antonio World.

University High School College Board Recognitions

Waco ISD recognizes students who have earned College Board National Awards. These awards include the School Recognition Award - an award that honors students who are in the top 10 percent of test-takers at their high school or who earn a score of 3 or higher on two or more distinct AP exams by the end of 10th grade; and the First-Generation Recognition Award - recognizing students who are on track to be the first in their family to complete college.

National College Board School Recognition:

Jordyn Betters
Analiah Botello
Tania Caravantes
Marlene Cecilio-Chavez
Maria Cortes Gomez
Mark Cruz
Jaziel Gallardo
Amerie Garcia
Jade Garcia
Josiah Guajardo
Fernandeo Guevara
Mariana Labra
Autumn McAdoo
Giovanny Medina
Emilia Minter
Lila Moore
Maria De Jesus Puga
Daniel Rios
Daisy Rodriguez
David Rodriguez
Arely Salazar
Sinai Sanchez

Layla Hernandez
Laila Jimenez
Xamari-Adama Kujabi
Mercy Stone
Ruby Torres-Pina
Marisela Torres

National First-Generation Recognition:

Sebastian De La Cruz-Gomez
Melanie Devora
Luka Diaz Vazquez
Jade Duran
Dshon Hill
Camila Medina
Aniyah Zavala

National First-Generation/School Recognition:

Kayleigh Anderson
Tristan Bailey
Zuly Barco
Unique Bell
Victor De Los Rios
Karen Garcia
Mayra Olvera Torres
Narcissa Ramirez

Advanced Placement Scholars

Each year, Waco ISD recognizes students who are named Advanced Placement (AP) Scholars by the College Board in recognition of high achievement on college-level AP exams. Students receive this honor with a score of 3 or higher on three or more AP exams. This year, 20 students from University High School are being recognized.

Advanced Placement Scholar:

Hadara Acevedo
Zuly Barco
Jaxon Barefield
Juan Contreras
Allaie Cortez-Cruz
Michael Davis
Alexandria Hatten
Jasmine Ramirez-Barco
Daisy Rodriguez
Cassandra Saucedo
Arielle Stone
Aliveyah Thomas
Amelia Vazquez-Olguin
Faith Velasco

Kimberly Moreno
Aden Wells
Cassidy Orchard

Advanced Placement Scholar with Honor:

Natalie Flores
Xochitl Perez Gardea

Advanced Placement Scholar with Distinction:

Emmanuel Grajeda

University High School Advanced Placement Teachers

The Board of Trustees would like to recognize AP teachers who achieved a 4% growth in students receiving passing scores (3, 4, or 5), as well as new AP teachers who had 30% or more of their students earn a passing score on last May's AP exams.

Spencer Daniel
Reyes Lopez
Kari Emblem
Telly Ramsey
Bonnie Holmstrom

Community Partner Award

Waco ISD is excited to honor the Central Texas Food Bank as our community partner for November. The Central Texas Food Bank has consistently demonstrated its commitment to Waco ISD as an invaluable community partner through years of generous support and active engagement. Their varied contributions have directly impacted the health, environment, and success of our campuses and students.

Fiscal Implications:
None

Administration Recommendations:
For discussion only

Waco Independent School District

Board of Trustees Meeting Agenda Item

Date: November 19, 2026 **Contact Person: Sherry Smith**

RE: Bid Award for Maintenance Supplies, Equipment, and Services

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Background Information:

Request for Proposal (RFP) #22-1229, Maintenance Supplies, Equipment, and Services, has been received to create a list of vendors that can provide supplies, equipment, and services for the Facilities, Maintenance, and Custodial Departments. We have previously received two hundred two (204) responses for this bid. We received one (1) additional vendor this past month and have attached it for your consideration.

In an effort to allow for maximum participation with our Maintenance and Custodial vendors and in light of changes made in 2019 by the Texas Education Agency's Financial Accountability Systems Resource Guide (FASRG) Module 5 Purchasing, the Purchasing Department has elected to utilize the Extended Period for Multiple Award Contracts as shown in the FASRG excerpt.

3.16.6 Limited Response Period versus Extended Period for Multiple Award Contracts

Normal procurement practices will allow solicitation responses to be submitted to the district within a limited, specific time period, usually two to three weeks. The district may want to review past policies to determine if a limited response time is in the best interest of the district and the needs of its end users.
Consideration may need to be given to have an extended opening for receiving responses.

• Limited Response Period. This choice is considered a normal, formal RFP. Examples include newspaper advertisements and awards made and limited to only the responders that submitted and awarded for the solicitation.

• Extended Response Period. This choice is more informal than a limited response period. The major difference is the date the responses are due. This method allows for responses to be accepted throughout an extended period, such as the date of the contract award expiration and awards made periodically. Periodic board approval may also be required. For newspaper advertisements, our District will continue to publicize periodic republication through our website and continue to enlist the assistance of the three (3) Chamber of Commerce's, as received on this first solicitation. The advertisement will address concerns about transparency by announcing the solicitation to new readers even though the statutory requirements were met by the initial publication.

The intent to award additional vendors to this bid will be done on an as-needed basis. Vendors submitting a response by the end of each month will be submitted for consideration at the next board meeting.

Fiscal Implications:

The cost of these items will be charged to the appropriate campus/department budget.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve the one (1) additional new vendor for the Maintenance Supplies, Equipment, and Services bid, as presented.

RFP # 22-1229
Maintenance Supplies, Equipment and Services
Vendors for November 2026

Responding Supplier	City	State
Oakspan Supply, LLC	Austin	TX
Previously Awarded Vendors	**City**	**State**
1st FP Waco, LLC	Lorena	TX
A&H Refrigeration Company, Inc.	Waco	TX
A-1 Banner & Sign Company, Inc.	Waco	TX
A-1 Vacuum Center, Inc.	Conroe	TX
AAA Elevator Inspections	Austin	TX
Access Lift & Service Company, Inc.	Peaster	TX
ACE Fence & Supply (Ace Commercial Fence, Inc.)	Robinson	TX
Acme Architectural Hardware	College Station	TX
AHP Media Technology	Hewitt	TX
Air Flow Filter Service, Ltd.	Waco	TX
Alamo Iron Works (Triple-S Steel Supply, LLC)	San Antonio	TX
ALERT Radar (DJ Hopkins, Inc.)	Mountain Home	AR
Allen Glass Company	Hewitt	TX
Alliance Electrical Group LLC	Woodway	TX
American Consulting	Austin	TX
ARC Abatement 1, Ltd.	Waco	TX
Arrow Magnolia International, Inc.	Dallas	TX
AutoCzech/Soljonhof	West	TX
B F Hurley Mat Co, Inc.	LaGrange	GA
B&B Repair Shop	West	TX
Bain Paper Company	Waco	TX
Barnett Contracting, Inc.	Waco	TX
Batteries Plus Waco/Temple/Harker Heights (Glacierbeach)	Waco	TX
Belfor (Belfor USA Group, Inc.)	Waco	TX
Benchmark Signs	Weatherford	TX
Best in Class School Services (Pala Supply Company, Inc.)	Lubbock	TX
Bill's Discount Tire Service (Maria G. Castanon-Vega)	Waco	TX
Bleacher Service Company (Gilbert D. Trevino)	Moody	TX
Bowen Electric	Waco	TX
Brandt (The Brandt Companies, LLC)	Waco	TX
Brem's Fencing LLC	Valley Mills	TX
Brewer Lock and Safe	Waco	TX
Buck's Wheel & Equipment Co	Fort Worth	TX
BUGSDOTCOM Termite and Pest	Waco	TX
Bullseye Glass (Bullseye Glass LLC)	Waco	TX
C & C Collision Center, LLC	Waco	TX
Carquest of Hewitt (Pavelka Truck and Auto Parts, Inc	Hewitt	TX
CCP Industries, Inc. (The Tranzonic Companies)	Richmond Heights	OH
Centex Carpet & Interiors	Waco	TX
Central Texas Mobile Storage	Waco	TX
Central Texas Upfitting, LLC	Burton	TX
Central Wood Recycling	Waco	TX
Century HVAC Distributing	Dallas	TX

RFP # 22-1229
Maintenance Supplies, Equipment and Services
Vendors for November 2026

Previously Awarded Vendors	City	State
CF Supply, Inc.	Waco	TX
CheckSammy, Inc.	Plano	TX
Chevrolet of West (K&G Motors of West, Inc.)	West	Tx
Child's Play	Dallas	TX
City Tire and Battery	Waco	TX
Clarks Small Engine Repair	Lacy Lakeview	TX
Cleaning Robotics, LLC	Luling	LA
Climatec, LLC	Austin	TX
Code-3 Fire & Safety Products	Waco	TX
Communication Concepts	Fort Worth	TX
Competitive Choice, Inc.	Houston	TX
Complete Supply, Inc.	Dallas	TX
Core Controls	Dallas	TX
CS TECH SVC LLC	Azle	TX
Dealers Electrical Supply	Waco	TX
DenaliCS (Denali Construction Services, LP)	Carrollton	TX
Dent Enterprises LLC	Desoto	TX
DH Pace Company, Inc.	Coppell	TX
Diesel Power Supply Company	Waco	TX
Duncan's Commercial Lock	Wichita Falls	TX
Dyche Industrial Services, LLC	Keene	TX
E&M Equipment Services	Palmer	TX
Elliott Electric Supply	**Waco**	**TX**
Emerge Services, LLC	Conroe	TX
Encore Fence	Temple	TX
Environmental Concerns, Inc.	Waco	TX
Epic Solar Control, LLC	McKinney	TX
Equipment Depot	Waco	TX
Everyoneloveair	Tool	TX
Fairway Supply	Irving	TX
Fastsigns Waco (Red Bird Digital Media LLC)	Waco	TX
Filterbuy Incorporated	Talladega	AL
Firetrol Protection Systems (Heather Foster)	Austin	TX
Fissco Supply (Frigelar North America DBA Fissco Supply)	Dallas	TX
Fitzgerald Lawnscaper Ltd.	Woodway	TX
Flip Lok, LLC	Houston	TX
Flow Plumbing Services, LLC	Waco	TX
Fort Worth Window Cleaning, Inc.	Haltom City	TX
Fred's Power Wash (Washer Power)	Waco	TX
Gene Ives Acoustic & Tile Company	Waco	TX
Global Industrial (Global Equipment Company, Inc.)	Buford	GA
Grones Environmental Services	Waco	TX
Ground Penetrating Radar Systems	Maumee	OH
H & H Sign Co., Inc	Waco	TX
H. B. Blake Company	Hewitt	TX

RFP # 22-1229
Maintenance Supplies, Equipment and Services
Vendors for November 2026

Previously Awarded Vendors	City	State
Hardin & Associates Holdings, LLC	Carrollton	TX
HCS Inc. (MB Home Construction)	Waco	TX
Hensel Electric	Waco	TX
Herc Rentals, Inc.	Austin	TX
Hill Country Paints (Wendy Hui Anderson)	Waco	TX
Holt Cat (Holt Texas Ltd)	Waco	TX
Honey's Roofing, LLC	Waco	TX
Image Maker 4U, Inc.	Hughes Springs	TX
Independent Hardware, Inc.	Philadelphia	PA
Interboro Packaging Corporation	Montgomery	NY
Intercon Environmental, Inc.	Mansfield	TX
Intermountain Lock & Security Supply	Salt Lake City	UT
J.K. Brown	Moody	TX
Jackson Sign & Lighting	Waco	TX
Jasper Engines & Transmissions (Jasper Engine Exchange Inc.)	Jasper	IN
JGA Roofing	Waco	TX
JLM Contracting, LLC	Waco	TX
Johnathan Zurcher	Temple	TX
Justin Seed Company	Justin	TX
Kinco Inc., Overhead Door Co of Waco	Waco	TX
Kitchen Guard of Central Texas (CTX Kitchen Services, LLC)	Hewitt	TX
Kykora Family Ford, Inc.	West	TX
Lady Liberty Flag and Flagpole (Convict Hill Floor Covering & Design, Inc.)	Austin	TX
Landscape Supply (Waco Landscape Supply, LP)	Waco	TX
LD Tebben Co/Pax Services Group	Waco	TX
Lea Park & Play, Inc.	Richardson	TX
Leatham Family, LLC dba SymbolArts, LLC	Ogden	UT
Lennox Industries (Lennox Industries, Inc.)	Richardson	TX
Liftcrete Solutions (Green Foam Solutions, Inc.)	Waco	TX
Lonestar Chiller Systems (Lonestar Chiller Systems LLC)	Crawford	TX
Lonestar Truck Group Waco (Lonestar Freighliner Group, LLC	Waco	TX
Loop 340 Overhead Door (Sideline Enterprises, Inc.)	Waco	TX
Ludwig Saw AND Tool Sharpening	Waco	TX
M.A.N.S Distributors, Inc.	Carrollton	TX
Marks Plumbing Parts (John W Gasparini, Inc.)	Fort Worth	TX
McCoy's Building Supply (McCoy Corporation)	Waco	TX
Mid-Tex Frame & Axle, Inc.	Lorena	TX
MJM Commercial HVAC, LLC (Motl)	Robinson	TX
Morrison Supply Company (Reece USA)	Waco	TX
National Wholesale Supply Company	Woodway	TX
NEI Datacom (Nemmer Electric, Inc.)	Waco	TX
Newman Technology Solutions	Temple	TX
Otuvy, Inc	Provo	UT
P&E Mechanical Contractors, LLC	Waco	TX
Parking Garage Solutions, LLC deb PGW Solutions	Houston	TX

RFP # 22-1229
Maintenance Supplies, Equipment and Services
Vendors for November 2026

Previously Awarded Vendors	City	State
Patriot Supply Company	Brady	TX
Pemica Inc.	Miami	FL
Perry Office Plus (Perry Office Products)	Temple	TX
Pioneer Steel and Pipe Co., Inc.	Waco	TX
Pioneer Vacuum Services, LLC	Waco	TX
Pye Barker Fire	Waco	TX
Pyles HVAC	Kansas City	MO
R&R Tactical, LLC	Hewitt	TX
Ranger Security Solutions (Ranger Elite Management, LLC)	Temple	TX
RBO Technologies, LLC	Waco	TX
Regian Tool and Equipment	Waco	TX
Resco (E & O investments, LLC)	Hewitt	TX
Richards Equipment Company	Waco	TX
Rob Pelletier Construction, Inc.	Dayton	TX
RTS Tactical (Ambitec Inc.)	Miami Beach	FL
Ryberg Plumbing LLC	Waco	TX
Same Day Maid, LLC	New York	NY
School Bus Safety Company	Hudson	OH
Sentinel Air Conditioning and Heating	Spring	TX
Share Corporation	Milwaukee	WI
Sherwin Williams (The Sherwin Williams Company)	Waco	TX
Shiffler Equipment Sales, Inc.	Chardon	OH
Sims Plastics of Waco	Waco	TX
Smith Supply Co. LLC	Temple	TX
Smoot-Anderson Company, Inc.	Waco	TX
Solar Supply	Waco	TX
Southern Clean Pressure Washing (Michael Jackson)	Ferris	TX
Southern Tire Mart	Dallas	TX
Southwest Maintenance, LTD	Waco	TX
Starks Janitorial Services	Mesquite	TX
Steeles Garage Door Solutions	Belton	TX
Sunrise Environmental LLC (Jessica L Marquesen)	Bridgeport	TX
SWS Concrete Contractor (Scott W Schreiber)	Waco	TX
T & W Tire	Waco	TX
T&G Chemical and Supply	Waco	TX
T.E.A.M. Solutions, Inc. (Texas Energy & Automation Management Solutions, Inc.)	Waco	TX
Tanglewood ATX, LLC	Leander	TX
Tater's Cycles (Tater's Cycles, LLC)	Waco	TX
TDCJ Ellis Bus Repair (Texas Department of Criminal Justice)	Huntsville	TX
Temperature Control Systems, Inc.	Dallas	TX
Texas Alternator Starter Service (McAdamsGroup, LLC)	Austin	TX
Texas Security Equipment, Inc.	Waco	TX
The Reynolds Company (D. Reynolds Co., LLC)	Fort Worth	TX
The Roof Co. Waco, LLC	Waco	TX
TJ's Professional Painting and Construction, LLC	Red Oak	TX

Previously Awarded Vendors	City	State
TK Exterior Services	Whitney	TX
Tradesman Service	Waco	TX
Trane	Fort Worth	TX
TRS Spray Equipment (Ted's Repair Services	Austin	TX
Truck Alignment Frame, LLC	Elm Mott	TX
Tuff Shed	Waco	TX
Tyggr Roofing & Construction Company	Morgan	TX
UniFirst Corporation	Hewitt	TX
Unifirst First Aid & Safety	Earth City	MO
United Ag & Turf	Waco	TX
United Refrigeration, Inc.	Waco	TX
Versalift Southwest	Waco	TX
Virkim, Inc.	Hewitt	TX
Visual Techniques	Longview	TX
Waco Fencing & Stuff	Waco	TX
Waco Hydro Wash	Waco	TX
Waco Lock and Key, LLC	Waco	TX
Wales Crane & Rigging Services, Inc.	Waco	TX
Washer Power, LLC	Waco	TX
WESCO Chemicals, Inc.	Waxahachie	TX
Winston Watercooler of Waco LTD	Waco	TX
Wintergreen Synthetic Grass, LLC	Fort Worth	TX
Wizard Wash & Paint	Waco	TX
Woodard Builders Supply Company	Fort Worth	TX
Zeco, LLC DBA Zee Company	Chattanooga	TN
Zed Security, LLC	Hickory Creek	TX

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: November 19, 2026 **Contact Person**: **Sherry Smith**

RE: Bid Award for Educational Consulting, Professional Development, and Other Student-Based Contracted Services

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Background Information:

Request for Proposal, RFP # 21-1182, Educational Consulting, Professional Development, and Other Student-Based Contracted Services have been received for the purpose of creating a list of vendors which can service the District. We received two (2) responses during the past month. The recommended vendors will be added to our previously approved list of five hundred eight (508) responses.

Examples of the types of services covered under this RFP are:

- Academic Educational Consultant
- Professional/Staff Development Training
- Motivational or Professional Speaker
- Program Review/Recommendation Services
- Data/Statistical Analysis
- Curriculum Design
- Evaluator Services
- Judging Services
- Technology Analysis/Consultant
- Operations Analysis/Consultant
- Grant Evaluation Services
- Presentations/Programs for staff and students (e.g. authors)
- Marching Band/Drill/Cheer Design and Choreography (includes camps)
- Theatre Coaching Services
- Instructors for outside of the school day classes (art, photography, gardening, tennis, Zumba, etc.)
- Speaker(s) for Assembly Programs
- Other services deemed appropriate for this request

In an effort to create inclusivity with our consulting, professional development, and student-based contracted services vendors and in light of changes made in 2019 by the Texas Education Agency's, Financial Accountability Systems Resource Guide (FASRG) Module 5 – Purchasing, the Business Services Department has elected to utilize the Extended Period for Multiple Award Contracts as shown in the FASRG.

3.16.6 Limited Response Period versus Extended Period for Multiple Award Contracts

Normal procurement practices will allow solicitation responses to be submitted to the district within a limited, specific time period, usually two to three weeks. The district may want to review past policies to determine if a limited response time is in the best interest of the district and the needs of its end users.
Consideration may need to be given to have an extended opening for receiving responses.

• Limited Response Period. This choice is considered a normal, formal RFP. Examples include newspaper advertisements and awards made and limited to only the responders that submitted and awarded for the solicitation.

• Extended Response Period. This choice is more informal than a limited response period. The major difference is the date the responses are due. This method allows for responses to be accepted throughout an extended period such as the date of the contract award expiration and awards made periodically. Periodic board approval may also be required. For newspaper advertisements, our District will continue to publicize periodic republication through our website and continue to enlist the assistance of the three (3) Chamber of Commerce's, as received on this first solicitation. The advertisement will address concerns about transparency by announcing the solicitation to new readers even though the statutory requirements were met by the initial publication.

The intent for awarding additional vendors to this bid will be done on an as needed basis. Vendors submitting a response by the end of each month will be submitted for consideration at the next board meeting.

Fiscal Implications:

The cost of these items will be charged to the appropriate campus/department budget.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve the additional two (2) vendors for the Educational Consulting, Professional Development, and Other Student-Based Contracted Services bid, as presented.

Teachcentive (Teachcentive LLC)

Company Name:	Teachcentive LLC
Street Address:	21111 Chelton Beach Dr
City, State, Zip:	Cypress, TX 77433
Contact Name:	Stefan San Miguel
Contact Phone Number:	254-231-5117
Contact Email Address:	stefan@teachcentive.com
Category of Service Provided:	Program Review/Recommendation Services
Target Audience:	District & campus administrators and staff who run the Teacher Incentive Allotment (TIA) & strategic compensation.
Describe all services offered:	TeachCentive provides consulting, data analysis & professional development for the Teacher Incentive Allotment (TIA) & strategic compensation, led by Stefan San Miguel, a former district TIA Project Manager & Strategic Compensation Lead. 1. TIA Data Validation Readiness Report: 2. Program Design: 3. TEA Submission Support: 4. Deliverables: 5. Program Growth & Sustainability: 6. Strategic Compensation & Staffing: 7. Professional development & targeted consulting: 8. TeachScore TIA platform (licensed separately under the District's software solicitation, 24-1277): the consulting above can be delivered with TeachScore, TeachCentive's TIA platform, which brings the program into one place: TIA Eligibility, Staffing & Assignments, TIA Data Validation, TIA Smart Dashboard, Data Submission, TIA Scorecards, TIA Payments, TIA Roster Verification, Student Growth, SLO Growth Measure, Smart Analyst with Custom Reports & Presentations, Teacher Appraisal Results, TIA Data Calibration & Student Perception Surveys.
Pricing:	Pricing Varies.

Center for Teacher Effectiveness (Education Development Center, Inc.)

Company Name:	Education Development Center, Inc. dba Center for Teacher Effectiveness (Time To Teach)
Street Address:	220 East Avenue, PMB 469
City, State, Zip:	Ketchum, ID 83340
Contact Name:	Rick Dahlgren, President
Contact Phone Number:	800-438-1808
Contact Email Address:	info@timetoteach.com
Category of Service Provided:	Professional/Staff Development Training
Target Audience:	District & campus staff. Parents & caregivers, through family engagement seminars.

Describe all services offered:	Classroom management & behavior management professional development for K-12 teachers & staff. The program is Time To Teach, a classroom management system in continuous delivery since 1993. What staff learn: teaching expected behaviors & procedures directly with Teach-To lesson plans; responding to misbehavior early & calmly with Refocus, a consistent, low-drama response that keeps instruction moving & cuts office referrals; building relationships through unconditional positive regard; recovering instructional time lost to disruption. It serves general education & special education staff alike & supports new teacher induction & teacher retention. Services available under this contract: 1. Staff Training: 2. Train-the-Trainer Certification: 3. Follow-Up Implementation Visit: 4. Family Engagement Parent Seminar: Trainers are our own employees or associates working under our contract; we use no subcontractors.
Pricing:	Pricing Varies per Event: $6,500 to $24,500. A written quote is provided for each event.

Waco Independent School District

Board of Trustees Meeting Agenda Item

Date: November 19, 2026 **Contact Person**: **Sherry Smith**

RE: Bid Award for Local Retailers' General Merchandise

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Background Information:

Request for Proposal (RFP) # 24-1263, Local Retailers' General Merchandise, has been received for the purpose of creating a list of vendors from the Greater Waco Area that can provide supplies, equipment, and services for the district on an as-needed basis. We have previously received seventy-five (75) responses for this bid. We received one (1) additional vendor this past month, which has been attached for your consideration.

In an effort to allow maximum participation for vendors currently residing in the Greater Waco Area, as well as new vendors moving into the area, the Waco Independent School District is electing to engage in Extended Period for Multiple Award Contracts as allowed under the Texas Education Agency's Financial Accountability Systems Resource Guide (FASRG), Module 5: Purchasing, exhibited below.

3.16.6 Limited Response Period versus Extended Period for Multiple Award Contracts

Normal procurement practices will allow solicitation responses to be submitted to the district within a limited, specific time period, usually two to three weeks. The district may want to review past policies to determine if a limited response time is in the best interest of the district and the needs of its end users. Consideration may need to be given to have an extended opening for receiving responses.

• Limited Response Period. This choice is considered a normal, formal RFP. Examples include newspaper advertisements and awards made and limited to only the responders that submitted and awarded for the solicitation.

• Extended Response Period. This choice is more informal than a limited response period. The major difference is the date the responses are due. This method allows for responses to be accepted throughout an extended period such as the date of the contract award expiration and awards made periodically. Periodic board approval may also be required. For newspaper advertisements, our District will continue to publicize periodic republication through our website and continue to enlist the assistance of the three (3) Chamber of Commerce's, as received on this first solicitation. The advertisement will address concerns about transparency by announcing the solicitation to new readers even though the statutory requirements were met by the initial publication.

Additional vendors will be added as needed. Vendors submitting a bid by the end of each month will be recommended for consideration at the next Board Meeting.

Fiscal Implications:

The cost of these items will be charged to the appropriate campus/department budget.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve the one (1) additional new vendor for the Local Retailers' General Merchandise, as presented.

RFP # 24-1263
Local Retailer's General Merchandise
Vendors for November 2026

New Responding Suppliers	City	State
CSP Utilities, LLC (Cornerstone Plumbing)	Waco	TX
Previously Awarded Suppliers	**City**	**State**
2 Crazy B Designs	Hewitt	TX
25N Coworking Waco (25N Waco, LLC)	Waco	TX
A & K Express Inflatables (Orlando Ray Galindo-Beverly)	Waco	TX
A-1 Banner & Sign Co., Inc.	Waco	TX
ACE Fence & Supply (Ace Commercial Fence, Inc.)	Robinson	Tx
AHP Media Technology	Hewitt	TX
Air Flow Filter Service, Ltd	Waco	TX
ARC Abatement 1, Inc.	Waco	TX
Astro Events of Waco	Waco	TX
Automatic Chef Canteen	Waco	TX
Award Specialties, Inc.	Waco	TX
Axiom Advertising (Bosque Forms, Inc.)	Waco	TX
Barnes & Noble	Waco	TX
Batteries Plus Waco/Temple/Harker Heights (Glacierbeach	Waco	TX
Bea-Real Ent	Waco	TX
Big Ben Dry Cleaners	Waco	TX
Bosque Fence and Supply, LLC. (Jeff Bray)	Waco	TX
Bugsdotcom Termite and Pest	Waco	TX
Centex Carpet & Interiors	Waco	TX
CTWP (Hayday, Inc.)	Waco	TX
Diesel Power Supply Co.	Waco	TX
Discount Tires	Waco	TX
DJ88 (Johnny Carreon)	Waco	TX
Dream Big Balloons	China Spring	TX
DuPuy Oxygen & Supply, Company, Inc.,	Waco	TX
Express Yourself Designs	Waco	TX
Firmin Business Forms	Waco	TX
Flow Plumbing Services, LLC	Waco	TX
Frontline Music	Waco	TX
Gene Ives Accoustic & Tile Co	Waco	TX
GG's Flowerhut	Waco	TX
Gross-Yowell	Waco	TX
HEB Grocery Store	Waco	TX
Herff Jones/Overall Recognition (Overall Recognition LLC)	Waco	TX
Hidefwilly (will Suarez)	Waco	TX
Hobby Lobby Creative Centers (Hobby Lobby Stores, Inc.)	Waco	TX
Hole in the Roof Marketing (Hole in the Roof)	Waco	TX
Homestead Pianos	Waco	TX
Integ	Waco	TX
Interstate Mobility	Waco	TX
Jeff's Balloons	Waco	TX

RFP # 24-1263
Local Retailer's General Merchandise
Vendors for November 2026

Previously Awarded Suppliers	City	State
Jim Turner Chevrolet	McGregor	TX
Kleen-Air Filter Services & Sales (Allison Enterprises Inc.)	Groesbeck	TX
Landscape Supply (Waco Landscape Supply, LP)	Waco	TX
Mardel Christian and Education (Mardel Inc.)	Waco	TX
Mastermind Investing, LLC	Waco	TX
McCoy's Building Supply (McCoy Corporation)	Waco	TX
Mindscape Metal Works	Waco	TX
North Waco Tropical Fish	Waco	TX
Off the Cob Popcorn	Waco	TX
Paramount Waste Water (Paramount Porta-Potty)	Temple	TX
Peerport Collective	Waco	TX
Pendley Party Productions & Rentals	Waco	TX
Rapoport Academy/Triple Win Waco	Waco	TX
Resco (E & O Investments, LLC)	Waco	TX
Smoot-Anderson Co., Inc.	Waco	TX
Stanley Ford McGregor	McGregor	TX
Stephanie Asselin	Waco	TX
Swift Uniforms	Waco	TX
T&G Chemical and Supply	Waco	TX
T.E.A.M. Solutions, Inc.	Waco	TX
Tarpley Music Company, Inc.	Waco	TX
TDR COMP	Robinson	TX
Tessera Technology Group	Woodway	TX
Texas Security Equipment, Inc.	Waco	TX
The Hatstand	Waaco	TX
Total Office Solutions	Waco	TX
Triple S Sports (Triple S Sales, Inc.	Waco	TX
Vincent Thomas	Waco	TX
Virkim, Inc.	Waco	TX
Waco Bounce House Rentals, LLC	Eddy	TX
Waco Water Bounce, LLC	Waco	TX
Wesley Blanton Service Co/WBSCO	Hewitt	TX
Wizard Wash & Paint	Waco	TX
Wolfe Wholesale Florist, Inc.	Waco	TX

Waco Independent School District

Board of Trustees Meeting Agenda Item

Date: November 19, 2026 **Contact Person**: **Sherry Smith**

RE: Bid Award for Education Software and Other School District Related Software

==========

Background Information:

Request for Proposal (RFP) # 24-1277, Educational Software and Other School District-Related Software, has been received for the purpose of creating a list of vendors that can provide software needs for the District on an as-needed basis. We have previously received eighty-four (84) responses for this bid. We received three (3) additional vendors this past month, which are attached for your consideration.

In an effort to allow for maximum participation with our Educational Software and Other School District Related Software and in light of changes made in 2019 by the Texas Education Agency's Financial Accountability Systems Resource Guide (FASRG) Module 5 Purchasing, the Purchasing Department has elected to utilize the Extended Period for Multiple Award Contracts as shown in the FASRG excerpt.

3.16.6 Limited Response Period versus Extended Period for Multiple Award Contracts

Normal procurement practices will allow solicitation responses to be submitted to the district within a limited, specific time period, usually two to three weeks. The district may want to review past policies to determine if a limited response time is in the best interest of the district and the needs of its end users.
Consideration may need to be given to have an extended opening for receiving responses.

• Limited Response Period. This choice is considered a normal, formal RFP. Examples include newspaper advertisements and awards made and limited to only the responders that submitted and awarded for the solicitation.

• Extended Response Period. This choice is more informal than a limited response period. The major difference is the date the responses are due. This method allows for responses to be accepted throughout an extended period such as the date of the contract award expiration and awards made periodically. Periodic board approval may also be required. For newspaper advertisements, our District will continue to publicize periodic republication through our website and continue to enlist the assistance of the three (3) Chamber of Commerce's, as received on this first solicitation. The advertisement will

address concerns about transparency by announcing the solicitation to new readers even though the statutory requirements were met by the initial publication.

The intent to award additional vendors to this bid will be done on an as-needed basis. Vendors submitting a response by the end of each month will be submitted for consideration at the next board meeting.

Fiscal Implications:

The cost of these items will be charged to the appropriate campus/department budget.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve the three (3) additional vendors for the Educational Software and Other School District Related Software, as presented.

Responding Supplier	City	State/Country
Teachcentive	Cypress	TX
Sheloo, Inc.,	Aurora	Canada
2Sigma School, Inc.	Santa Clara	CA
Previously Responding Supplier	**City**	**State/Country**
806 Technologies, Inc.	Plano	TX
Accelerate Education	Anthem	AZ
AGIrepair, Inc.	Greensburg	PA
Beable Education, Inc.	Lakewood	NJ
BeeReaders, Inc.	Austin	TX
Blueprint (Spotlight Series Holdings)	Miami Beach	FL
BrainPOP LLC	New York	NY
Cengage Learning, Inc.	Mason	OH
Cignition, Inc.	Portola Valley	CA
Curriculum Associates, LLC	North Billerica	MA
Cyber Workforce (Coherent Cyber Education, LLC	Dallas	TX
Demi Woods, LLC	Austin	TX
Different Roads to Learning	New York	NY
Discovery Education, Inc.	Charlotte	NC
eCampus Systems (Figtree Technologies Inc)	McKinney	TX
E-Control Systems, Inc.	Sherman Oaks	CA
Edmentum, Inc.	Bloomington	MN
Education Advanced, Inc.	Tyler	TX
Edusmart (Learn-Ed)	Austin	TX
Encyclopaedia Britannica Inc.	Chicago	IL
Essential Skills (Essential Skills Software Inc)	Aurora	ON
ExploreLearning, LLC	Dallas	TX
Flinn Scientific, Inc.	Batavia	IL
FootballU, LLC	Dallas	TX
Footsteps2Brilliance, Inc.	Washington	DC
FSS Software Topco LP (Follett Software, LLC)	McHenry	IL
GraceNotes, LLC.	Houston	TX
Hatch, Inc.	Winston Salem	NC
Heinemann (Greenwood Publishing Group LLC)	Portsmouth	NH
Houghton Mifflin Harcourt Publishing	Geneva	IL
I Support Learning, Inc.	Olathe	KS
iDismiss, LLC	Dallas	TX
Imagine Learning LLC	Tempe	AZ
Innovative Learning Concepts Inc.	Colorado Springs	CO
Insignia Software Corporation	Edmonton	AB
IXL Learning, Inc.	San Mateo	CA
Journeyed.com,Inc.	Allen	TX
Lab Resources, Inc.	Tomball	TX
Learning 2020 dba Penda Learning (Penda Learning)	Loveland	CO
Learning A-Z, LLC	Dallas	TX
Learning Without Tears	Cabin John	MD
Lexia Learning Systems LLC	Concord	MA

Previously Responding Supplier	City	State/Country
Lone Star Learning (Lone Star Learning Sales & Marketing, Inc.)	Lubbock	TX
MDN Group	Opolskie	Poland
MindRise Learning	Driftwood	TX
MobyMax (MobyMax Education, LLC)	Pittsburgh	PA
MPS, c/c Bedford, Freeman & Worth Publishing Group (Macmillan Holdings, LLC)	New York	NY
Myriad Sensors, Inc	Brentwood	TN
NoodleTools, Inc.	Pala Alto	CA
Perch (Catalyft Labs, Inc.)	Cambridge	MA
Perfection Learning Corporation	Logan	IA
Planbook, Inc.	Yorkville	IL
PROGRESS LEARNING LLC	Atlanta	GA
QuaverEd, Inc.	Nashville	TN
Reading Horizons (HEC Software, Inc.)	Kaysville	UT
Renaissance Learning	Wisconsin Rapids	WI
Rhythm Monster, LLC	Prairie Grove	AR
Romeo Music	Coppell	TX
Rosen Classroom Or Rosen Digital OR Jackdaw Publications (Rosen Publishing Group, Inc.)	New York	NY
Rosetta Stone LLC	San Mateo	CA
Savvas Learning Company	Paramus	NJ
ScholasticInc.	New York	NY
School AI, Inc.	Lehi	UT
School Rewards Me, LLC	St. George	UT
SchoolsPLP	Phoenix	AZ
Shafferware Technologies, LLC	Austin	TX
ShareWay, Inc,	San Francisco	CA
Sirius Education Solutions (Sirius Education Solutions LLC)	Austin	TX
Smart Technologies	Arlington	VA
Stats Medic, LLC	Grand Rapids	MI
STEMfinity, LLC	Boise	ID
Summit K12 Holdings Inc.	Austin	TX
Super Duper Publications (Super Duper Inc)	Greenville	SC
Teachers Discovery	Auburn Hills	MI
Teaching Strategies, LLC	Bethesda	MD
Telo AI, Inc.	Miami Beach	FL
The Writing Academy, LLC	Kemah	TX
ThinkCERCA.com, Inc.	Chicago	IL
Three Minute Theory (TTT United, LLC)	Oceanside	NY
TOPTALENT LEARNING	Plano	TX
TouchhMath Acquisition LLC (TouchMath LLC)	Colorado Springs	CO
Vernier Science Education (Vernier Software & Technology Inc.)	Beaverton	OR
visiOn cue LLC	Scottsdale	AZ
Zearn	New York	NY

Waco Independent School District

Board of Trustees Meeting Agenda Item

Date: November 19, 2026 **Contact Person: Sherry Smith**

RE: Bid Award for Special Education Consulting Services

==========

Background Information

Request for Proposal (RFP) #26-1320, Special Education Consulting Services, has been received to create a list of vendors that can provide consulting, services for the Special Education Departments. We have received forty-two responses in this initial bid and have attached them for your consideration.

In an effort to allow for maximum participation and to continue to gain qualified consultants with our Special Education Department, and in light of changes made in 2019 by the Texas Education Agency's Financial Accountability Systems Resource Guide (FASRG) Module 5 Purchasing, the Purchasing Department has elected to utilize the Extended Period for Multiple Award Contracts as shown in the FASRG excerpt.

3.16.6 Limited Response Period versus Extended Period for Multiple Award Contracts

Normal procurement practices will allow solicitation responses to be submitted to the district within a limited, specific time period, usually two to three weeks. The district may want to review past policies to determine if a limited response time is in the best interest of the district and the needs of its end users.
Consideration may need to be given to have an extended opening for receiving responses.

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The intent to award additional vendors to this bid will be done on an as-needed basis. Vendors submitting a response by the end of each month will be submitted for consideration at the next board meeting.

Fiscal Implications:

The cost of these items will be charged to the appropriate campus/department budget.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve the forty-two (42) vendors for the Special Education Consulting Services bid, as presented.

Responding Supplier	City	State
Adelphi Staffing, LLC	Kennesaw	GA
Amplify Plus Therapy & Coaching PLLC	Missouri City	TX
Amy Tharp Speech Services, PLLC (Amy Tharp)	Keene	TX
Applied Pediatrics Inc	Doraville	GA
Ardor Health Solutions (All Source Recruiting Group, Inc.)	Tampa	FL
Assessment Intervention Management, LLC	San Antonio	TX
Attain Therapy, LLC	Lakewood	NJ
Barranco Educational Assessment, Counseling, and Consulting Services	Montgomery	TX
Beyond Therapy Educational Solutions	Dallas	TX
BGM Educational Consulting, LLC	Midlothian	TX
Birch Agency, Inc.	Williamston	MI
Candor Consulting and Diagnostics, LLC	Belton	TX
Center for Teacher Effectiveness (Education Development Center, Inc.)	Ketchum	ID
Connected for Kids (HCAA, LLC)	Gatesville	TX
EdTheory (EdTheory, LLC)	Pleasanton	CA
eLuma, LLC	Lehi	UT
Final Graphic	Lake Worth	TX
Four Branches Contracting,LLC	Pipe Creek	TX
Heart N Mind Therapy Services	Wilmette	IL
Inclusive Skills Coaching & Training LLC	Austin	TX
iTutor.com, Inc. dba Fullmind	Houston	TX
Jennifer Paltjon TSVI (Jennifer Paltjon)	Robinson	TX
Ladon Technologies PBC	San Jose	CA
Latonya Richardson	Waco	TX
Little Voices Speech and Language Therapy, PLLC	Fort Worth	TX
National Recruiting Consultants	CARROLLTON	TX
Nova Health Therapies, Inc.	San Francisco	CA
Orange Tree Staffing	Maitland	FL
PresenceLearning	New York	NY
Provia Education Workforce Solutions LLC (USMS Holdings, Inc.)	Philadelphia	PA
Sandilands, Inc.	Houston	TX
SEED Works Therapy, LLC (Marvel Philip)	Pleasanton	CA
Specialized Assessment & Consulting	Cypress	TX
Speech Flow Therapy, LLC	Del Valle	TX
SPG Therapy & Education	Walnut Creek	CA
Sunbelt Staffing LLC	Oldsmar	FL
TeleTeachers, Inc.	Palos Heights	IL
Texas School Neuropsychology (Craig Professional Services)	Waco	TX
Texas Therapy Consultants, PLLC	Houston	TX
The Adaptive University LLC	Dallas	TX
The Tact Corporation of NYC	Buffalo	NY
VoxaFi Global LLC	Laredo	TX

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: November 19, 2026 **Contact Person: Sherry Smith**

RE: Bid Renewal for Alarm Monitoring Services

==========

Background Information:

Request for Proposal, RFP # 25-1297, Alarm Monitoring Services, has been previously opened and awarded for Alarm Monitoring Services on a 24-hour, 7-day-a-week basis. The Board of Trustees awarded Firetrol as the vendor that provided the best value to the district. The Police Department has been pleased with the services they have received and, as such, recommends that the contract with Firetrol be renewed for an additional one (1) year. The bid tabulation is attached for your review.

This bid will expire November 30, 2027, with two (2) additional one (1) year renewal options remaining.

Fiscal Implications:

The cost of this service will be charged to the appropriate contracted services budget.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve the bid renewal for Alarm Monitoring Services to Firetrol Protection System, as presented.

RFP # 25-1297
Alarm Monitoring Services
Bid Tabulation

Vendor	Price per Panel - Security	Price per Panel - Fire	Total Price for all panels
1ST FP Waco, LLC	$ 36.00	$ 40.00	$ 76.00
Firetrol Protection Systems	$ 15.00	$ 40.00	$ 55.00
JM Electronic Engineering	No Bid	$ 56.00	$ -

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: November 17, 2026 **Contact Person**: **Sherry Smith**

RE: Bid Award for Stop Loss Insurance

==========

Background Information:

Request for Proposal, RFP # 26-13182, Stop Loss Insurance, was issued and opened to award a contract to a provider of Stop Loss Insurance for our self-insured health and prescription drug plan. The purpose of stop loss insurance is to help an employer manage unexpectedly high medical costs. With stop loss insurance, the employer's out-of-pocket is capped at an agreed amount, both for specific claims and in the aggregate. If costs for a particular individual's diagnosis exceed that threshold during that calendar year, any additional expenses are covered by the stop loss policy. The District currently carries a stop loss policy with a $150,000 specific deductible. For any claim whose accumulated expenses exceed $150,000, the maximum amount that the district will pay on that claim is $150,000 for the calendar year (January-December). The insurer will reimburse the district for any claim amounts that exceed the $150,000 threshold.

The issued RFP requested premium quotes for plans with specific deductibles of $150,000, $175,000, and $200,000. The District received two (2) responses to our request for proposal. Sixteen (16) providers declined to quote. The two (2) responses came from our current carrier, United Healthcare, and Sun Life. In the Best and Final Offer (BAFO) the lowest pricing came from Sun Life.

As part of the evaluation process, our insurance consultant obtained actuarial projections of the cost impact at each of the three deductibles. Even with the savings in premiums, it is projected that the higher deductibles will result in additional cost to the District. This analysis is attached. Based on the projections, the administration decided to continue with the $150,000 deductible.

In establishing the employee premiums for 2027, a 25% increase in the stop loss premium was projected. The premium of the selected stop loss plan came in at a 26% increase. The additional 1% will be able to be absorbed within the current plan budget.

Based on the proposals and analysis, as well as the firm (BAFO) from Sun Life, it was determined that the proposal from Sun Life was the best value to the district and recommends the bid be awarded accordingly. Fee schedules and the bid analysis are attached for your review.

Fiscal Implications:

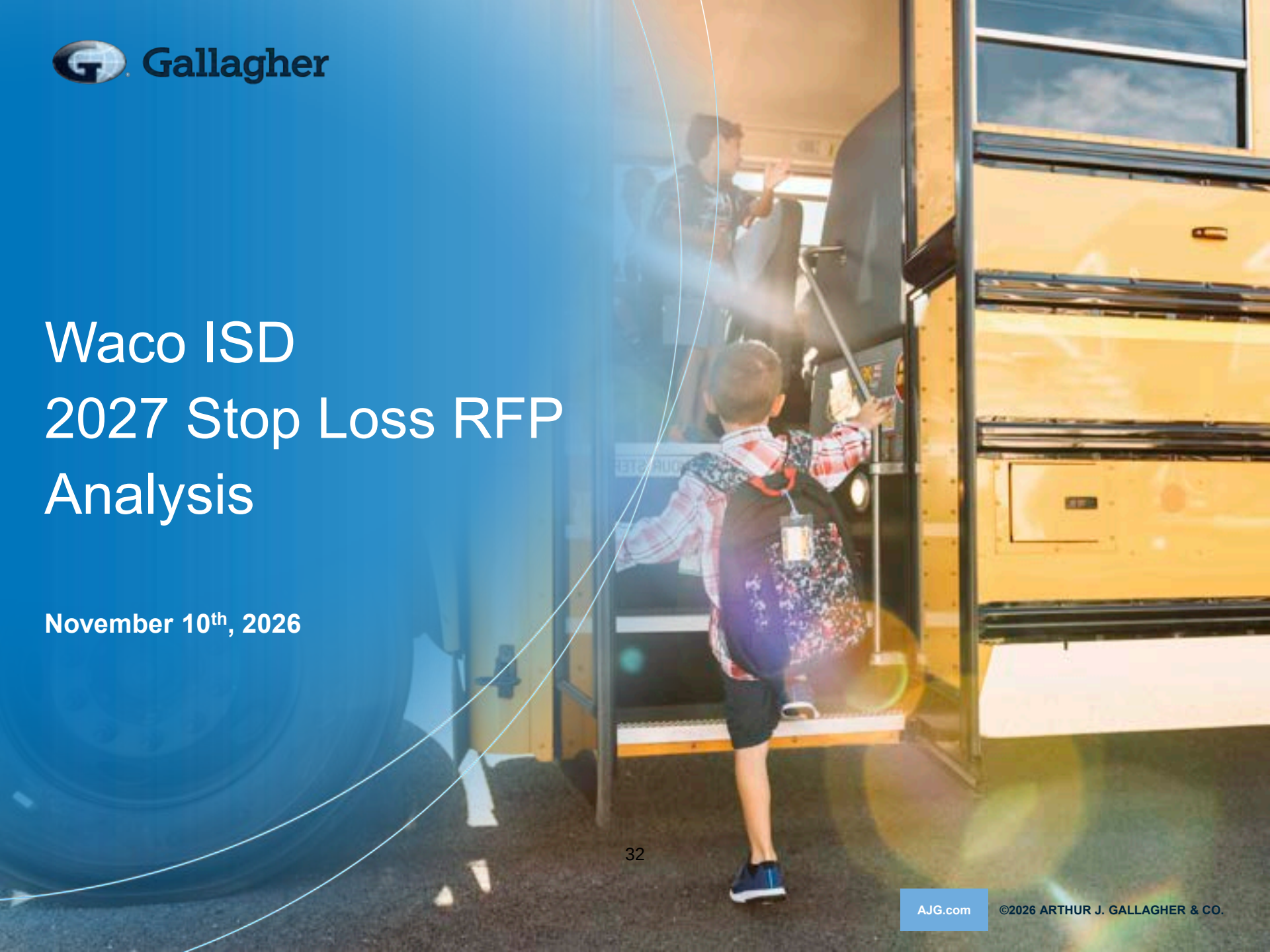
The annual premium for this plan is $2,902,886, which will be funded from the District's self-insurance fund.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve the bid award for Stop Loss Insurance to Sun Life, as presented.

Waco ISD
2027 Stop Loss RFP Analysis

November 10th, 2026



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Executive Summary

I. Gallagher conducted a comprehensive stop-loss marketing effort, **approaching 18 carriers and ultimately receiving two final**, firm proposals for consideration.

II. The incumbent carrier, UHC, provided a renewal reflecting a **48% increase** over current rates, prompting Gallagher to evaluate alternative options available in the market.

III. Sun Life provided the most competitive proposal at **26% increase** while maintaining WISD's current **$150,000 Individual Specific Deductible**, offering the strongest overall option based on the RFP results.

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Current Stop Loss Deductible ($150K)

Specific Stop Loss

		Current	Carrier Option 1	Carrier Option 2
Carrier		**UHC**	**UHC - Firm**	**Sun Life**
Contract basis		**Paid**	Paid	24/12
Contract Includes (Med/Rx)		**Med/Rx**	Med/Rx	Med/Rx
Specific Deductible		**$150,000**	$150,000	$150,000
Proposed Lasered Claimants		**N/A**	N/A	N/A
Aggregating Specific Deductible ($)		**N/A**	N/A	N/A
Run-in Limit on Specific Claims ($)		**N/A**	N/A	N/A
Policy Year Maximum		**Unlimited**	Unlimited	Unlimited
Lifetime Maximum		**Unlimited**	Unlimited	Unlimited
FIRM or Illustrative Quote			Firm	Firm
Date of Expiration / Additional Data Req'd			November 20, 2026	November 20, 2026
Monthly Rates	**Enrollment**	**Rate (PEPM)**	**Rate (PEPM)**	**Rate (PEPM)**
Employee (single or composite)	**1618**	**$117.16**	$173.87	$148.29
Third-Party Stop Loss Fees (if applicable)		**N/A**	N/A	$3.50
Total Monthly Premium		**$189,565**	**$281,322**	**$239,933**
Total Annual Premium		**$2,274,779**	**$3,375,860**	**$2,879,199**

Aggregate Stop Loss

Aggregate Stop Loss		**Yes**	Yes	Yes
Contract Includes (Med/Rx)		**Med/Rx**	Med/Rx	Med/Rx
Aggregate Attachment Corridor		**125%**	125%	125%
Agg. Max Annual Reimb.		**$1,000,000**	$1,000,000	$1,000,000
Run-in limit		**N/A**	N/A	N/A
Monthly Rates	**Enrollment**	**Rate (PEPM)**	**Rate (PEPM)**	**Rate (PEPM)**
Employee (single or composite)	1618	**$1.19**	$1.25	$1.22
Total Monthly Premium		**$1,925**	**$2,023**	**$1,974**
Total Annual Premium		**$23,105**	**$24,270**	**$23,688**

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Current Stop Loss Deductible ($150K)

Gallagher

Aggregate Claim Factors

Claim Factors (PEPM)	Enrollment	UHC Current Factor (PEPM)	UHC Renewal Factor (PEPM)	SunLife Factor (PEPM)
Employee (single or composite)	1,618	**$1,027.29**	$1,083.41	$1,002.77
Monthly Aggregate Claims Liability		**$1,662,155**	**$1,752,957**	**$1,622,482**
Annual Aggregate Attachment Point		**$19,945,863**	**$21,035,489**	**$19,469,782**

Minimum Aggregate Attachment Point

Minimum Aggregate			
Minimum Agg. Attachment Point %	**95%**	95%	90%
Annual $ minimum Agg. Attachment Point	**$20,366,000**	$21,478,216	$17,436,165

Additional Stop Loss Items

Other Stop Loss Items			
Claim Accumulation Basis (Per Mem or Fam.)	**Per member**	Per member	Per member
Dollar Limit on Run-in Claims	**N/A**	N/A	N/A
Commissions	**Net**	**Net**	**Net**
Domestic Claim Reimbursement %	**NA**	NA	NA
Terminal Liability Option (TLO) Included?	**No**	No	No
Specific Advanced Funding Included?	**Yes**	Yes	Yes
Retiree Coverage	**Early retirees included; Medicare retirees excluded**	Early retirees included; Medicare retirees excluded	Yes
Waive Actively at Work	**Yes**	Yes	Yes
Renewal Rate Cap	**N/A**	Not Included	50%
"No New Lasers" Included?	**N/A**	Not Included	Included
Enrollment Percent Change to Re-rate		10%	15%

Total ISL + ASL

Total Monthly Premium	**$191,490**	**$283,344**	**$241,907**
Total Annual Premium	**$2,297,884**	**$3,400,130**	**$2,902,886**
Percent Difference		**48%**	**26%**

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Key Considerations

I. Sun Life's proposal includes **no new lasers** and a **50% rate cap**.

II. UHC is **not** offering a rate cap or no new laser provision.

III. As of September, nine high-cost claimants have exceeded the $150,000 Individual Specific Deductible.

IV. Both proposal are valid through **November 20** with no additional claims reporting required.

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Alternative Deductible Options

Waco ISD
Stop Loss Simulation Analysis - Expected Number of Claimants
1/1/2027 - 12/31/2027

Specific Deductible	$150,000	$175,000	$200,000
Expected Number of Claimants Over Specific Deductible			
10 Percentile	8.00	6.00	4.00
20 Percentile	10.00	7.00	6.00
30 Percentile	11.00	8.00	6.00
40 Percentile	12.00	9.00	7.00
50 Percentile	**13.00**	**10.00**	**8.00**
60 Percentile	14.00	11.00	9.00
70 Percentile	15.00	12.00	10.00
80 Percentile	17.00	13.00	11.00
90 Percentile	19.00	15.00	13.00
Actual Number of Claimants Over Specific Deductible			
2023 Plan Year	7.00	5.00	5.00
2024 Plan Year	12.00	9.00	6.00
2025 Plan Year	12.00	10.00	6.00
2026 YTD thru September	9.00	5.00	4.00

Assumptions:

Effective Date:	1/1/2027 - 12/31/2027
Projected Employee Count	1,610
Simulation Runs:	1,000
Normative Source Data:	GBSInsider

37

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Alternative Deductible Options

Waco ISD
Stop Loss Simulation Analysis - Projected Cost Impact Summary
1/1/2027 - 12/31/2027

$150,000 ISL Deductible	UHC	Sun Life
Specific Deductible	$150,000	$150,000
Contract Basis	Paid	24/12
% Change over 2026 Premium	*48.0%*	*26.3%*
Total Premium	$3,383,318	$2,888,533
Premium Difference from UHC $150k	N/A	($494,785)
Net Claim Cost Difference From UHC $150k		
10 Percentile	- -	$0
50 Percentile (Expected)	- -	$0
90 Percentile	- -	$0
Total Net Difference From UHC $150k : Premium Difference + Net Claim Cost Difference		
10 Percentile	- -	($494,785)
50 Percentile (Expected)	- -	**($494,785)**
90 Percentile	- -	($494,785)
Actual Net Difference From Current : Premium Difference + Net Claim Cost Difference		
2023 Plan Year	- -	($494,785)
2024 Plan Year	- -	($494,785)
2025 Plan Year	- -	($494,785)

Assumptions:

Effective Date:	1/1/2027 - 12/31/2027
Projected Employee Count	1,610
Simulation Runs:	1,000
Normative Source Data:	GBSInsider

38

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Alternative Deductible Options

Waco ISD
Stop Loss Simulation Analysis - Projected Cost Impact Summary
1/1/2027 - 12/31/2027

$175,000 ISL Deductible	UHC	UHC	Sun Life
Specific Deductible	$150,000	$175,000	$175,000
Contract Basis	Paid	24/12	24/12
% Change over 2026 Premium	*48.0%*	*41.7%*	*12.2%*
Total Premium	$3,383,318	$3,240,930	$2,564,923
Premium Difference from UHC $150k	N/A	($142,388)	($818,395)
Net Claim Cost Difference From UHC $150k			
10 Percentile	- -	$175,000	$175,000
50 Percentile	- -	$285,778	$285,778
90 Percentile	- -	$428,130	$428,130
Total Net Difference From UHC $150k : Premium Difference + Net Claim Cost Difference			
10 Percentile	- -	$32,612	($643,395)
50 Percentile	- -	**$143,390**	**($532,617)**
90 Percentile	- -	$285,742	($390,265)
Actual Net Difference From Current : Premium Difference + Net Claim Cost Difference			
2023 Plan Year	- -	($3,106)	($679,113)
2024 Plan Year	- -	$136,037	($539,969)
2025 Plan Year	- -	$120,651	($555,356)

Assumptions:

Effective Date:	1/1/2027 - 12/31/2027
Projected Employee Count	1,610
Simulation Runs:	1,000
Normative Source Data:	GBSInsider

39

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Alternative Deductible Options ($175k)

Specific Stop Loss

		Current	Carrier Option 1	Carrier Option 2
Carrier		**UHC**	**UHC - Firm**	**Sun Life**
Contract basis		**Paid**	Paid	24/12
Contract Includes (Med/Rx)		**Med/Rx**	Med/Rx	Med/Rx
Specific Deductible		**$150,000**	$175,000	$175,000
Proposed Lasered Claimants		**N/A**	N/A	N/A
Aggregating Specific Deductible ($)		**N/A**	N/A	N/A
Run-in Limit on Specific Claims ($)		**N/A**	N/A	N/A
Policy Year Maximum		**Unlimited**	Unlimited	Unlimited
Lifetime Maximum		**Unlimited**	Unlimited	Unlimited
FIRM or Illustrative Quote			Firm	Firm
Date of Expiration / Additional Data Req'd			November 20, 2026	November 20, 2026
Monthly Rates	**Enrollment**	**Rate (PEPM)**	**Rate (PEPM)**	**Rate (PEPM)**
Employee (single or composite)	**1618**	**$117.16**	$166.49	$131.51
Third-Party Stop Loss Fees (if applicable)		**N/A**	N/A	$3.50
Total Monthly Premium		**$189,565**	**$269,381**	**$212,783**
Total Annual Premium		**$2,274,779**	**$3,232,570**	**$2,553,398**

Aggregate Stop Loss

Aggregate Stop Loss		**Yes**	Yes	Yes
Contract Includes (Med/Rx)		**Med/Rx**	Med/Rx	Med/Rx
Aggregate Attachment Corridor		**125%**	125%	125%
Agg. Max Annual Reimb.		**$1,000,000**	$1,000,000	$1,000,000
Run-in limit		**N/A**	N/A	N/A
Monthly Rates	**Enrollment**	**Rate (PEPM)**	**Rate (PEPM)**	**Rate (PEPM)**
Employee (single or composite)	1618	**$1.19**	$1.26	$1.25
Total Monthly Premium		**$1,925**	**$2,039**	**$2,023**
Total Annual Premium		**$23,105**	**$24,464**	**$24,270**

40

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Alternative Deductible Options ($175k)

Aggregate Claim Factors

Claim Factors (PEPM)	Enrollment	Current UHC Factor (PEPM)	UHC Factor (PEPM)	SunLife Factor (PEPM)
Employee (single or composite)	1,618	**$1,027.29**	$1,090.79	$1,031.35
Monthly Aggregate Claims Liability		**$1,662,155**	**$1,764,898**	**$1,668,724**
Annual Aggregate Attachment Point		**$19,945,863**	**$21,178,779**	**$20,024,692**

Minimum Aggregate Attachment Point

Minimum Aggregate			
Minimum Agg. Attachment Point %	**95%**	95%	90%
Annual $ minimum Agg. Attachment Point	**$20,366,000**	$21,624,523	$17,933,114

Additional Stop Loss Items

Other Stop Loss Items			
Claim Accumulation Basis (Per Mem or Fam.)	**Per member**	Per member	Per member
Dollar Limit on Run-in Claims	**N/A**	N/A	N/A
Domestic Claim Reimbursement %	**100%**	N/A	N/A
Terminal Liability Option (TLO) Included?	**No**	No	No
Specific Advanced Funding Included?	**Yes**	Yes	Yes
Retiree Coverage	**Early retirees included; Medicare retirees excluded**	Early retirees included; Medicare retirees excluded	Yes
Commissions	**Net**	Net	Net
Waive Actively at Work	**Yes**	Yes	Yes
Renewal Rate Cap	**N/A**	Not Included	50%
"No New Lasers" Included?	**N/A**	Not Included	Yes
Enrollment Percent Change to Re-rate		10%	15%

Total ISL + ASL

Total Monthly Premium	**$191,490**	**$271,420**	**$214,806**
Total Annual Premium	**$2,297,884**	**$3,257,034**	**$2,577,668**
Percent Difference		**42%**	**12%**

41

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Alternative Deductible Options ($200k)

Specific Stop Loss

		Current	Carrier Option 1	Carrier Option 2
Carrier		**UHC**	**UHC - Firm**	**Sun Life**
Contract basis		**Paid**	Paid	24/12
Contract Includes (Med/Rx)		**Med/Rx**	Med/Rx	Med/Rx
Specific Deductible		**$150,000**	$200,000	$200,000
Proposed Lasered Claimants		**N/A**	N/A	N/A
Aggregating Specific Deductible ($)		**N/A**	N/A	N/A
Run-in Limit on Specific Claims ($)		**N/A**	N/A	N/A
Policy Year Maximum		**Unlimited**	Unlimited	Unlimited
Lifetime Maximum		**Unlimited**	Unlimited	Unlimited
FIRM or Illustrative Quote			Firm	Firm
Date of Expiration / Additional Data Req'd			November 20, 2026	November 20, 2026
Monthly Rates	**Enrollment**	**Rate (PEPM)**	**Rate (PEPM)**	**Rate (PEPM)**
Employee (single or composite)	**1618**	**$117.16**	$159.17	$116.73
Third-Party Stop Loss Fees (if applicable)		**N/A**	N/A	$3.50
Total Monthly Premium		**$189,565**	**$257,537**	**$188,869**
Total Annual Premium		**$2,274,779**	**$3,090,445**	**$2,266,430**

Aggregate Stop Loss

Aggregate Stop Loss		**Yes**	Yes	Yes
Contract Includes (Med/Rx)		**Med/Rx**	Med/Rx	Med/Rx
Aggregate Attachment Corridor		**125%**	125%	125%
Agg. Max Annual Reimb.		**$1,000,000**	$1,000,000	$1,000,000
Run-in limit		**N/A**	N/A	N/A
Monthly Rates	**Enrollment**	**Rate (PEPM)**	**Rate (PEPM)**	**Rate (PEPM)**
Employee (single or composite)	1618	**$1.19**	$1.27	$1.28
Total Monthly Premium		**$1,925**	**$2,055**	**$2,071**
Total Annual Premium		**$23,105**	**$24,658**	**$24,852**

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Alternative Deductible Options ($200k)

Aggregate Claim Factors

Claim Factors (PEPM)	Enrollment	Current UHC Factor (PEPM)	UHC Factor (PEPM)	SunLife Factor (PEPM)
Employee (single or composite)	1,618	**$1,027.29**	$1,098.11	$1,057.22
Monthly Aggregate Claims Liability		**$1,662,155**	**$1,776,742**	**$1,710,582**
Annual Aggregate Attachment Point		**$19,945,863**	**$21,320,904**	**$20,526,984**

Minimum Aggregate Attachment Point

Minimum Aggregate			
Minimum Agg. Attachment Point %	**95%**	95%	90%
Annual $ minimum Agg. Attachment Point	**$20,366,000**	$21,769,645	$18,382,941

Additional Stop Loss Items

Other Stop Loss Items			
Claim Accumulation Basis (Per Mem or Fam.)	**Per member**	Per member	Per member
Dollar Limit on Run-in Claims	**N/A**	N/A	N/A
Domestic Claim Reimbursement %	**100%**	N/A	N/A
Terminal Liability Option (TLO) Included?	**No**	No	No
Commissions	**Net**	Net	Net
Specific Advanced Funding Included?	**No**	Yes	Yes
Retiree Coverage	**Early retirees included; Medicare retirees excluded**	Early retirees included; Medicare retirees excluded	Yes
Waive Actively at Work	**Yes**	Yes	Yes
Renewal Rate Cap	**N/A**	Not Included	50%
"No New Lasers" Included?	**N/A**	Not Included	Yes
Enrollment Percent Change to Re-rate		10%	15%

Total ISL + ASL

Total Monthly Premium	**$191,490**	**$259,592**	**$190,940**
Total Annual Premium	**$2,297,884**	**$3,115,103**	**$2,291,282**
Percent Difference		**36%**	**0%**

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Summary & Next Steps

I. Gallagher recommends that WISD maintain the **$150,000** specific stop-loss deductible with **Sun Life** for the upcoming plan year.

II. The Stop Loss RFP recommendation will be presented at the November Board meeting for approval.

III. Does WISD anticipate needing Gallagher representation at the November Board meeting to present the recommendation, review the RFP results, or answer any questions from the Board?

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Appendix

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Alternative Deductible Options

Waco ISD
Stop Loss Simulation Analysis - Projected Cost Impact Summary
1/1/2027 - 12/31/2027

$200,000 ISL Deductible	UHC	UHC	Sun Life
Specific Deductible	$150,000	$200,000	$200,000
Contract Basis	Paid	24/12	24/12
% Change over 2026 Premium	*48.0%*	*35.6%*	*-0.3%*
Total Premium	$3,383,318	$3,099,701	$2,279,953
Premium Difference from UHC $150k	N/A	($283,618)	($1,103,365)
Net Claim Cost Difference From UHC $150k			
10 Percentile	- -	$310,041	$310,041
50 Percentile	- -	$508,530	$508,530
90 Percentile	- -	$778,586	$778,586
Total Net Difference From UHC $150k : Premium Difference + Net Claim Cost Difference			
10 Percentile	- -	$26,423	($793,325)
50 Percentile	- -	**$224,913**	**($594,835)**
90 Percentile	- -	$494,968	($324,780)
Actual Net Difference From Current : Premium Difference + Net Claim Cost Difference			
2023 Plan Year	- -	($19,336)	($839,083)
2024 Plan Year	- -	$180,368	($639,379)
2025 Plan Year	- -	$156,253	($663,494)

Assumptions:

Effective Date:	1/1/2027 - 12/31/2027
Projected Employee Count	1,610
Simulation Runs:	1,000
Normative Source Data:	GBSInsider

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Coverage Analysis

	Sun Life	UHC
Blanket Statement	**Blanket Statement** (This does not apply to WA or NY due to Sun Life's filing limitations)**:** The Sun Life mirroring endorsement covers claims paid in accordance with the terms of the plan that are incurred and paid during the Claims Basis, subject to certain limited exclusions generally involving plan administration expenses and expenses not payable under the plan.	**Blanket Statement:** Yes - We pay per the plan document

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Notes and Assumptions

I. Rerate Provision – Vendors reserve the right to re-underwrite if an increase/decrease in the number of covered persons and dependents exceeds 10% with UHC and 15% with SunLife.

II. Renewal Rate Cap – Upon contract renewal, premium will not exceed 50% with SunLife. UHC did not offer a renewal rate cap.

III. No New Lasers – Upon contract renewal, no new individual adjusted deductible (lasers) will apply under SunLife. UHC did not offer a no new lasers provision.

IV. No fully insured lives are covered.

V. Retiree Coverage – There is coverage for retirees.

VI. COBRA Coverage – There is coverage for COBRA participants.

VII. Leave Coverage – There is coverage for leave participants

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Compensation and Solvency

Line of Coverage	Carrier Name	Response	Commission	Direct Fees
Stop Loss	UHC (Incumbent)	Quoted / Renewal Provided	Net	N/A
Stop Loss	SunLife	Quoted	Net	N/A
Stop Loss	HCC	DTQ	Net	N/A
Stop Loss	ISU	DTQ	Net	N/A
Stop Loss	PartnerRe	DTQ	Net	N/A
Stop Loss	Berkshire Hathaway	DTQ	Net	N/A
Stop Loss	ULLICO	DTQ	Net	N/A
Stop Loss	Voya	DTQ	Net	N/A
Stop Loss	AA&H	DTQ	Net	N/A
Stop Loss	Berkley	DTQ	Net	N/A
Stop Loss	Beyond Health Partners	DTQ	Net	N/A
Stop Loss	IOA Re	DTQ	Net	N/A
Stop Loss	QBE	DTQ	Net	N/A
Stop Loss	Symetra	DTQ	Net	N/A
Stop Loss	HM	DTQ	Net	N/A
Stop Loss	Prudential	DTQ	Net	N/A
Stop Loss	TMHCC	DTQ	Net	N/A
Stop Loss	Wellpoint	DTQ	Net	N/A

While Gallagher does not guarantee the financial viability of any health insurance carrier or market, it is an area we recommend that clients closely scrutinize when selecting a health insurance carrier. There are a number of rating agencies that can be referred to including, A.M. Best, Fitch, Moody's, Standard & Poor's, and Weiss Ratings (TheStreet.com). Generally, agencies that provide ratings of Health Insurers, including traditional insurance companies and other managed care organizations, reflect their opinion based on a comprehensive quantitative and qualitative evaluation of a company's financial strength, operating performance and market profile. However, these ratings are not a warranty of an insurer's current or future ability to meet its contractual obligations.

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Coverage Disclaimer

This proposal is an outline of the coverages proposed by the carrier(s) based upon the information provided by your company. It does not include all the terms, coverages, exclusions, limitations, and conditions of the actual contract language. See the policies and contracts for actual language. This proposal is not a contract and offers no contractual obligation on behalf of GBS. Policy forms for your reference will be made available upon request.

Renewal / Financial Disclaimer

This analysis is for illustrative purposes only, and is not a proposal for coverage or a guarantee of future expenses, claims costs, managed care savings, etc. There are many variables that can affect future health care costs including utilization patterns, catastrophic claims, changes in plan design, health care trend increases, etc. This analysis does not amend, extend, or alter the coverage provided by the actual insurance policies and contracts. See your policy or contact us for specific information or further details in this regard.

Legal

The intent of this analysis is to provide you with general information regarding the status of, and/or potential concerns related to, your current employee benefits environment. It should not be construed as, nor is it intended to provide, legal advice. Laws may be complex and subject to change. This information is based on current interpretation of the law and is not guaranteed. Questions regarding specific issues should be addressed by legal counsel who specializes in this practice area.

Stop Loss

The insurance market is evolving, and there are an increasing number of self-funded and partially self-funded arrangements intended to offer employers plan design flexibility. While self-funding carries a number of advantages, there are associated risks. You are encouraged to discuss alternative placement and plan design strategies with your Gallagher adviser before exploring plan options.

Risks of self-funding include but are not limited to:

- *Costs to the employer may be higher when self-funding*
- *Rising costs of catastrophic claims*
- *Exclusions, limitations, and "lasers" that exist within stop loss policies*
- *Cost prediction and budgeting considerations relating to claims payment and cash flow*
- *Higher claims experience resulting in limited stop loss market options*
- *Potential challenges in transitioning to the fully insured market: unfavorable fully insured rates; increased premium associated with run-out claims administration and terminal liability coverage*
- *Additional costs associated with other gaps or mis-alignments due to limited contract types (incurred vs paid claim reporting and coverage periods)*

Gallagher helps clients find the best stop loss coverage by thoroughly reviewing options for value and risk mitigation. We rigorously vet stop loss vendors to maintain a Panel Carrier List and require consultants to solicit bids directly from carriers. For quotes from non-panel carriers, Gallagher cannot guarantee claims practices, coverage terms, or financial stability. When quotes are obtained through third or fourth parties, or third party stop loss brokers, which Gallagher does not recommend, Gallagher cannot verify the accuracy of information provided, which may lead to coverage gaps or rate variations.

Moving forward with self-funding and stop loss placement should be done with careful consideration of these risks. The above language serves as confirmation that your Gallagher advisor has discussed these considerations with you, and you have a clear understanding of the various risks associated with self-funding and with placing stop loss coverage through a non-panel carrier and/or third or fourth party.

At the Client's request, and to satisfy the Client's own procurement policies, Gallagher has obtained stop loss proposals from carriers outside its preferred panel ("Non-Panel Carriers"). These proposals are included only as additional market information. Apart from customary marketplace due diligence, Gallagher has not evaluated, endorsed, or recommended any Non-Panel Carrier. Gallagher makes no representation or warranty about any Non-Panel Carrier's financial strength, service, claims administration, contract provisions, or suitability, and has not verified the information those carriers supplied. The Client acknowledges that Non-Panel Carriers may involve additional risks. The Client is solely responsible for selecting a carrier after reviewing all proposal terms, exclusions, and limitations, and should evaluate each proposal as a whole rather than on premium alone. To the fullest extent permitted by law, Gallagher has no liability for any outcome arising from the Client's selection of a Non-Panel Carrier or from that carrier's performance.

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Waco Independent School District

Board of Trustees Meeting Agenda Item

Date: November 19, 2026 **Contact Person: Sherry Smith**

RE: Purchases over $50,000 Under Pre-Existing Bid, Purchasing Cooperative, or Allowed Professional Service

==========

Background Information:

In April 2020, the Board approved a change in Board Policy CH (Local) that requires all purchase requests over $50,000 to be approved by the Board of Trustees prior to being made. These purchases will be made under a pre-existing bid or purchasing cooperative. The following purchase requests have been made as of November 6, 2026

Waco ISD Existing Bids:

1. Honey Roofing Systems, LLC - $93.750 – Installation of PBR wall panel to address leaks, University High -– Maintenance Bid # 22-1229.

2. JGA Roofing Systems, LLC - $51.448.00 – Fasten Duro-Blue slipsheet over existing single-ply roof to address active leaks, Brazos Recovery Center Campus – Maintenance Bid # 22-1229.

.

Purchasing Cooperatives:

3. Window Film Depot - $152,348.72 –3M Clear Security Film for South Waco Elementary, Waco High, Tennyson Middle, Kendrick Elementary, and G.W. Carver Middle, -TIPS Contract # 2402030.

4. Bailey Education Group, LLC **-** $525,000.00 **–** Instructional Coaching for Teachers. 17.5 Coaches will support 65 teachers over 15 weeks in Math, ELAR and Special Education. Includes travel, equipment, supplies and Evaluation & Progress Monitoring Services – Northside ISD's Contract # 2025-023, Contracted Education Services.

Fiscal Implications:

The cost of these goods and services will be charged to the appropriate departmental budget.

Administrative Recommendation(s): The Administration recommends that the Board of Trustees approve the purchase request over $50,000, as presented.

Waco Independent School District

Board of Trustee Meeting Agenda

Date: November 19,2026 **Contact Person**: Dr. Melissa King-Knowles

RE: Approve the 2026-2027 District and Campus Improvement Plans

==========

Background Information:

In accordance with state and local policy as outlined in Policy BQ, the Board shall ensure that a District Improvement Plan is developed, evaluated, and revised annually for the purpose of improving the performance of all students. In addition, Policy BQ requires that a campus-level committee shall develop, review, and revise its campus improvement plan annually for the purpose of improving student performance for all student populations.

The Waco ISD District Improvement Plan was developed in collaboration with district leaders and teams across all programs and departments. District level leaders have partnered with campus principals to ensure that campus improvement plans are aligned to the District Improvement Plan and meet policy requirements. All plans have been designed to serve as a guide for the work that will be done to improve student achievement for all student populations in Waco ISD.

Campus improvement plans can be accessed through the “extras” link on BoardBook.

Fiscal Implications:

Goals, objectives and activities drive the annual budgeting process.

Administrative Recommendations:

Approve the District Improvement Plan and Campus Improvement Plans as presented.

Waco Independent School District



2026-2027 District Improvement Plan

Generated by Plan4Learning.com
October 26, 2026 at 04:37 PM

Mission Statement

The mission of Waco ISD is to cultivate **WISDom**, inspire growth, and pursue excellence in every student.

Vision

Rooted in **WISDom**, Committed to Excellence.

Value Statement

In Waco ISD, we believe:

STUDENTS are empowered, equipped, and ready to lead with **WISDom**, wonder, and confidence.

PARENTS are empowered to engage as active partners and bring **WISDom** to the shared journey of their child's growth and success.

FACULTY AND STAFF are highly skilled professionals who lead with **WISDom**, foster meaningful relationships, and support every student to achieve their personal best.

CAMPUS ADMINISTRATORS are present and accessible leaders, inspiring students and staff to achieve their best, as they model **WISDom**, encouragement, and understanding.

SUPERINTENDENT AND CENTRAL OFFICE STAFF are driven by a commitment to high expectations, as they lead with **WISDom** and a strategic vision, inspiring excellence for all.

BOARD OF TRUSTEES lead with strategic focus and **WISDom**, while working together as a unified team, in service and support of Waco ISD and its community.

Strategic Plan Priorities

Priority 1: Students
1.1 Develop and implement plans, systems, and processes to support improved campus ratings and demonstrate accelerated student growth.
1.2 Ensure academic success for all students in math, literacy, and CCMR, as required by HB 3.
1.3 Create and sustain safe and supportive learning environments.

Priority 2: Staff
2.1 Recruit highly qualified staff and a diverse workforce committed to serving all students.
2.2 Train and develop all staff, in service to Waco ISD stakeholders.
2.3 Retain highly qualified staff and a diverse workforce committed to serving all students.

Priority 3: Community
3.1 Increase effective parent/family engagement opportunities to support student success and well-being.
3.2 Foster strong partnerships and organizations, business/industry, and higher education institutions.
3.3 Ensure district communication, marketing, and branding are strategic, targeted, and transparent to improve public perception of Waco ISD.

Priority 4: Financial & Operational Efficiencies
4.1 Ensure strategic allocation of resources to effectively address student/staff needs.
4.2 Technology - Equip our educators, staff, and students with the technology and training needed to advance teaching, learning, and district effectiveness.
4.3 Facilities/Operations - Ensure well-maintained, quality teaching/learning spaces and operational efficiencies.

Table of Contents

Comprehensive Needs Assessment 6

Needs Assessment Overview 7

Demographics 8

Student Learning 12

District Processes & Programs 18

Perceptions 20

Priority Problem Statements 29

Goals 31

Goal 1 : Develop and implement plans, systems, and processes to support improve... 32

Goal 2 : Recruit, develop, and retain highly qualified teachers and staff. Priority 2: s... 40

Goal 3 : Engage families and the community. Priority 3: Community 43

Goal 4 : Evaluate, develop, and/or refine financial and operational processes and s... 46

State Compensatory Education 50

Budget for District Improvement Plan 51

Personnel for District Improvement Plan 51

Title I Summary 53

Title I 54

Descriptor 1: Student Progress Monitoring and Supports 54

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students; 54

1.2 Identifying students who may be at risk for academic failure; 54

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; 55

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning; 56

Descriptor 2: Teacher Quality 56

Descriptor 3: School Improvement and Support Activities 57

Descriptor 4: Measure of Poverty 58

Descriptor 5: Nature of Programs 58

Descriptor 6: Services to Homeless Children and Youth 58

Descriptor 7: Parent and Family Engagement Strategy 59

Descriptor 8: Early Childhood Education Programs and Transition Plans 64

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program 64

Descriptor 10: Middle to High School/High School to Postsecondary Transitions 65

10.1 Coordination with institutions of higher education, employers, and other local partners; 65

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills; 65

Descriptor 11: Discipline Disproportionality 66

Descriptor 12: Coordination and Integration 67

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; 67

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit; 68

Descriptor 13: Other Proposed Uses of Funds 68

13.1 Assist schools in identifying and serving gifted and talented students; 68

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. 68

Title I Personnel 69

Assurances 70

Funding Summary 72

State Compensatory Education 73

Title 1 73

Title I Parent Involvement 73

IDEA B Formula 74

Title II, Part A (TPTR) 74

Title III 74

Title IV 75

Addendums 76

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

2025-26 Comprehensive Needs Assessment Summary

Demographics

Summary

Waco ISD educates roughly 12,900 students across 22 campuses in McLennan County.

Student Race & Ethnicity

Student Group	Enrollment Count	Percentage
Hispanic	8,081	62.5%
African American	3,452	26.7%
White	983	7.6%
Two or More Races	349	2.7%
Asian	39	0.3%
American Indian / Other	26	0.2%

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Special Populations & Student Demographics

- **Economically Disadvantaged:** 88.1% of the student body (11,391 students).
- **Emergent Bilingual / English Learners:** ~26.5% of students.
- **Special Education:** ~18.5% of the student population.
- **Student Mobility Rate:** ~24.9% (compared to the Texas state average of 16.4%).
-

The district's 2025 performance data reveals persistent and significant achievement gaps among specialized student groups compared to the district average. Understanding these gaps is essential to ensuring equitable access to rigorous instruction.

2.1 Achievement by Population (2025 Meets Grade Level)

The district-wide **Meets Grade** Level average across all subjects is 27%. Rates for student groups are substantially lower:

Subject Area	District Overall	Econ. Disadv.	Emergent Bilingual	Special Education
All Subjects	27%	24%	23%	**15%**
ELA / Reading	32%	29%	26%	**15%**
Mathematics	21%	18%	20%	**13%**

Note: Special Education students meet at 15% across all subjects, which is 12 points below the district average.

The CCMR section highlights systemic metrics involving college readiness and district postsecondary outcomes. Data reflects both promising growth areas and areas requiring urgent intervention. All CCMR figures were verified against the 2024-25 TAPR and are accurate as reported by the QDAC.

3.1 Areas of Improvement

CCMR Indicator	Prior Year	Current Year
Industry-Based Certifications (IBCs)	27.1% (2022-23)	**32.5% (2023-24)**
AP Math Performance (Examinees at Criterion)	23.8%	**56.8% (+33%)**
Dual/Adv. Credit Completion, Any Subject (Gr 9- 12)	36.3%	**41.0% (+4.7%)**
College-Ready Graduates	44.5%	**47.8% (+3.3%)**

Teacher & Staff Demographics

- **White:** 56%
- **Hispanic:** 26%
- **African American:** 16%
- **Two or More Races / Asian:** 3%

While the district attendance rate saw a minor improvement, staffing continues to present significant challenges in both retention and experience levels compared to state benchmarks. All staffing figures were verified against the 2024-25 TAPR and are accurate as reported.

4.1 Key Metrics at a Glance

Metric	Waco ISD	State Average
Attendance Rate	**91.2% (up from 90.6%)**	93.6%
Teacher Turnover Rate	**21.3%**	18.8%
Avg. Teacher Experience (Years)	**9.6 years**	11.2 years
Avg. Teacher Salary (All Experience)	**$59,883**	$63,751

Based on the Texas Academic Performance Report (TAPR), Waco ISD faces significant challenges in student retention and timely graduation when compared to both regional and state benchmarks. The data across the Class of 2024 and 2023 reveals a decline in immediate 4-year graduation success and a persistent struggle with student attrition.

5.1 District vs. Region vs. State Comparison

Metric (Class of 2024)	Waco ISD	Region 12	Texas State
4-Year Graduation Rate	**83.7%**	92.0%	90.7%
Dropout Rate	**13.8%**	5.0%	5.8%
Attendance Rate	91.2%	93.9%	93.6%
Chronic Absenteeism	**27.9%**	17.9%	19.0%

Strengths

Based on the document, a notable demographic strength identified is:

- **Teacher Diversity:** The district has more diverse teachers than the state, with minority staff at 55.6% versus the state average of 55.3%.

- **Student Achievement:** The Grade 7 to Grade 8 cohort showed significant growth in both Reading Language Arts (+16 points in Approaches) and Mathematics (+23 points in Approaches, +13 points in Meets).

    - **College, Career, and Military Readiness (CCMR):**
        - Industry-Based Certifications rose from 27.1% to 32.5%.
        - AP Math performance increased significantly from 23.8% to 56.8%.
        - Dual/Advanced Credit completion rose from 36.3% to 41.0%.
        - College-ready graduates increased from 44.5% to 47.8%.
    - **Attendance:** The overall attendance rate improved from 90.6% to 91.2%.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Significant performance drops at key grade transitions, specifically Gr 8 to English I (-21 points in Approaches) and Gr 6 to Gr 7 Math (-35 points in Approaches).	The district lacks dedicated "bridge programming" for these transitions and needs earlier identification systems to catch at-risk students in 6th and 7th grade before these drops occur
2	African American students consistently show the lowest performance levels, and Special Education students meet grade level at only 15% across all subjects	There is a need for more culturally responsive, differentiated instruction and dedicated, targeted academic and wraparound support for these specific subpopulations
3	A high dropout rate (13.8% vs. 5.8% state) and chronic absenteeism (27.9% vs. 19.0% state).	These are driven by high student mobility (24.9% vs 16.4% state) and a lack of early dropout prevention and credit recovery pathways, specifically in middle school (Grades 7-8).
4	Teacher turnover (21.3% vs. 18.8% state) and teachers holding no degree (5.8% vs. 2.4% state).	High turnover is concentrated in the first 1-3 years of employment. The district lacks a "layered mentorship" program, ongoing onboarding beyond the first year, and sufficient test preparation resources for staff working toward certification
5	An increase in Code 41 (fighting) incidents and a disciplinary placement rate (4.0%) nearly double the state average.	Potential issues with accurate coding of discipline incidents and a need for clearer, more consistent consequences to build accountability.

★ = Priority

Student Learning

Summary

This section tracks student progress by following specific cohorts from their 2024 grade level to their 2025 grade level in Reading Language Arts (RLA) and Mathematics. Data reveals patterns of elementary growth alongside critical dips at key transition points, particularly at the middle-to high school boundary.

1.1 Reading Language Arts (RLA) / English EOC

The RLA cohort data reveals a mixed picture with notable progress in middle school and an urgent transition gap entering high school.

Cohort Transition	Level	2024 Rate	2025 Rate	Change
Gr 3 to Gr 4	Approaches	52%	63%	+11%
Gr 3 to Gr 4	Meets	24%	31%	+7%
Gr 4 to Gr 5	Approaches	66%	60%	-6%
Gr 4 to Gr 5	Meets	27%	38%	+11%
Gr 5 to Gr 6	Approaches	61%	59%	-2%
Gr 5 to Gr 6	Meets	35%	34%	-1%
Gr 6 to Gr 7	Approaches	63%	58%	-5%
Gr 6 to Gr 7	Meets	36%	31%	-5%
Gr 7 to Gr 8	Approaches	53%	69%	+16% (High)
Gr 7 to Gr 8	Meets	31%	37%	+6%
Gr 8 to English I	Approaches	68%	47%	-21% (Alert)
Gr 8 to English I	Meets	38%	25%	-13%
English I to English II	Approaches	51%	54%	+3%
English I to English II	Meets	28%	32%	+4%

Highlight: The Gr 7 to Gr 8 Reading cohort showed significant growth with a 16-point increase in Approaches passing rates.

Critical Opportunity: The transition from 8th Grade to English I shows a sharp decline of 21 points in Approaches and 13 points in Meets, indicating a strong need for bridge support into high school.

Mathematics / Algebra I EOC

Mathematics cohort data shows a major proficiency dip in the 6th-to-7th grade transition and then a strong recovery in 7th-to-8th grade.

Cohort Transition	Level	2024 Rate	2025 Rate	Change
Gr 3 to Gr 4	Approaches	46%	41%	-5%
Gr 3 to Gr 4	Meets	19%	22%	+3%
Gr 4 to Gr 5	Approaches	40%	50%	+10%
Gr 4 to Gr 5	Meets	20%	24%	+4%
Gr 5 to Gr 6	Approaches	54%	52%	-2%
Gr 5 to Gr 6	Meets	30%	18%	-12%
Gr 6 to Gr 7	Approaches	56%	21%	-35% (Alert)
Gr 6 to Gr 7	Meets	24%	7%	-17%
Gr 7 to Gr 8	Approaches	24%	47%	+23% (High)
Gr 7 to Gr 8	Meets	7%	20%	+13%
Gr 8 to Algebra I	Approaches	60%	65%	+5%
Gr 8 to Algebra I	Meets	23%	25%	+2%

Highlight: The Gr 7 to Gr 8 Math cohort made a strong recovery, increasing Approaches by 23 points and Meets by 13 points.

Trend Alert: The Gr 6 to Gr 7 Math transition is the largest performance drop in the district, with Approaches falling 35 points and Meets falling 17 points.

An analysis of secondary subjects outside of RLA and Math shows a mixture of slight gains and declines, reflecting broader district trends.

Subject	Performance Level	Change
Grade 5 Science	Meets	13% to 14% (+1%)
Grade 8 Science	Meets	26% to 24% (-2%)
Biology EOC	Meets	31% to 34% (+3%)
Grade 8 Social Studies	Meets	12% to 14% (+2%)
U.S. History EOC	Meets	52% to 49% (-3%)
All Grades Science	Approaches	57% to 57% (0%)

Overall, these subjects reflect the broader district trend of fluctuating proficiency as students advance through secondary grade levels.

Approaches Performance by Population (2025)

• Economically Disadvantaged (88.1% of enrollment): 53% Approaches across all subjects.

• Emergent Bilingual (26.5% of enrollment): 51% Approaches in Mathematics. • Special Education (18.5% of enrollment): 32% Approaches across all subjects. • At-Risk Students (71.8% of enrollment): 54% Approaches in Reading.

Graduation and Dropout Rates

Based on the Texas Academic Performance Report (TAPR), Waco ISD faces significant challenges in student retention and timely graduation when compared to both regional and state benchmarks. The data across the Class of 2024 and 2023 reveals a decline in immediate 4-year graduation success and a persistent struggle with student attrition.

5.1 District vs. Region vs. State Comparison

Metric (Class of 2024)	Waco ISD	Region 12	Texas State
4-Year Graduation Rate	**83.7%**	92.0%	90.7%
Dropout Rate	**13.8%**	5.0%	5.8%
Attendance Rate	91.2%	93.9%	93.6%
Chronic Absenteeism	**27.9%**	17.9%	19.0%

Key Takeaway: Waco ISD's dropout rate of 13.8% is more than double the state average of 5.8%. The Federal Graduation Rate, using stricter exclusion criteria, places the district at 81.1%, compared to the state's 90.7%.

Graduation Trend Data

• 4-Year Graduation Rate: Decreased from 86.0% (Class of 2023) to 83.7% (Class of 2024).

• 4-Year Dropout Rate: Increased from 12.2% (Class of 2023) to 13.8% (Class of 2024). • Chronic Absenteeism: Improved slightly from 30.0% (2022-23) to 27.9% (2023-24), but remains a critical barrier to graduation.

• Extended Graduation (6-Year): The Class of 2022 saw its 6-year graduation rate reach 84.8%, compared to its 4-year rate of 85.6% indicating that some students who did not graduate on time did not recover over the extended window.

• Special Education Graduation: The 4-year graduation rate for Special Education students is 72.7%, compared to the state rate of 80.0% (Two or More column per TAPR), a 7.3-point gap

requiring targeted intervention.

Graduation and Dropout QDAC Recommendations

1. **Targeted Chronic Absenteeism Intervention:** Waco ISD's chronic absenteeism (27.9%) is significantly above the state benchmark (19.0%). Implement a high-alert system for students missing more than 10% of school days. Priority demographic focus: African American students (35.3% chronic absenteeism) and Special Education students (29.4%).
2. **Strengthen FHSP-DLA Pathways:** The district's annual FHSP-DLA graduation rate (73.0%) is below the state annual rate (76.9%). Increase counseling focus on advanced degree plans to improve college and career readiness outcomes, with particular attention to African American students whose FHSP-DLA rate of 64.6% (annual) is significantly below the district rate.
3. **Support for Special Education Graduation:** The 4-year graduation rate for Special Education students is 72.7%. Develop specialized transition programs and credit recovery pathways tailored to the needs of Special Education students.
4. **Early Dropout Prevention (Grades 7-8):** While the Gr 7-8 dropout rate is low (1.0%), it exceeds the state average (0.7%). Early middle school intervention is vital to ensure students do not enter high school already behind on credits. Credit recovery and engagement programs should begin no later than 7th grade for identified at-risk students.

Strengths

Significant Middle School Achievement Growth: The district saw strong academic progress in the transition from 7th to 8th grade, which was highlighted as a major recovery area:

[1]

- **Reading Language Arts (RLA):** A 16-point increase in Approaches passing rates.
- **Mathematics:** A 23-point increase in Approaches and a 13-point increase in Meets.

- **College, Career, and Military Readiness (CCMR) Gains:** Several indicators show that students are better prepared for post-secondary opportunities: [1]
  - **AP Math Performance:** Examinees at the criterion level rose significantly from 23.8% to 56.8%.
  - **Industry-Based Certifications:** Completion rates increased from 27.1% to 32.5%.
  - **Dual/Advanced Credit:** Completion in any subject for grades 9-12 grew to 41.0%.
  - **College-Ready Graduates:** The percentage of students meeting college-ready benchmarks increased from 44.5% to 47.8%. [1]

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Grade 8 to English I Transition: A sharp decline of 21 points in Approaches and 13 points in Meets	Lack of dedicated bridge programming between 8th grade and high school; insufficient earlier identification of at-risk students.
2	Grade 6 to Grade 7 Math Transition: The largest performance drop in the district, with Approaches falling 35 points and Meets falling 17 points	Lack of earlier student identification and consistent, targeted intervention in 6th grade before the critical transition occurs
3	Achievement Gaps (Special Populations): African American students show the lowest performance levels; Special Education students meet grade level at only 15% (12 points below district average)	Need for more culturally responsive, differentiated instruction and dedicated, targeted academic/ wraparound support
4	Grade 4 to Grade 5 RLA Decline: A 6-point decline in Approaches passing rates.	Need for targeted 4th-grade instructional support to prepare students for the grade-level transition.

★ = Priority

District Processes & Programs

Summary

Waco ISD is undergoing a significant transformation. Under the current Superintendent and cabinet of executive leaders, several changes have occurred. Organizational changes include the development of the Office of School Leadership and role analysis and review to ensure we are operating at maximum and optimal efficiency. The Special Education department was moved to be directly supervised by the Deputy Superintendent. There was a substantial transition in overall district leadership with over 60% turnover in cabinet level executive positions. The Superintendent, cabinet members and Board of Trustees developed and approved Waco ISD's first ever 5-year strategic plan which was initially implemented in 2025-2026. There was a new math curriculum adopted and a streamlining of ELAR resources to align with HQIM and IMRA. The district also implemented a new approach to progress monitoring in which campus principals were asked to monitor student assessment data for progress and growth that culminated in first quarter and mid year data presentations to executive leadership and members of the Regional Service Center School Improvement team. There were multiple group facilitated, recurring district and campus teams conducting classroom observations to track fidelity of curriculum implementation. Last year we saw the majority of Math and RLA classrooms implementing new curriculum. Campuses were also asked to ensure Professional Learning Communities were organized and occurring. There was a heavy focus on the internalization process on those teams as the new approach for many teachers

Waco ISD began working with Instruction Partners to address data-informed targeted instructional areas to focus on, culminating in the creation of the WISD Instructional Pillars. The summer work bridging to 2026-2027 led to the creation of an instructional vision that aligns with the overarching district mission and vision and further clarify the work. Additionally, intense work on refining campus instructional roles took place alongside larger scope role clarity work to define the scope of roles- from teacher to district leadership. A component of this work is intended to ensure adequate support is provided for each role so that the expectations can be achieved.

Beyond the role clarity, clearly defining district PLC and Instructional Leadership Team (ILT) practices were developed alongside observation tools, most of which was utilized the TEA tools as a basis. Training took place for campus administrators and the new campus level, coaching-focused roles of Teaching and Learning Specialists before the start of the school year to review these refined areas. 2026-2027 ushers in a deeper dive of the year 1 work associated with our WISD strategic plan.

Strengths

Process Strengths

- **Data-Informed Continuous Feedback Loops:** Establishing structured quarterly (Q1) and mid-year progress presentations for campus principals creates high accountability. It elevates data monitoring from a passive compliance task to an active, leadership-driven dialogue involving executive staff and external experts (ESC 12).
- **Cross-Functional System Calibration:** Utilizing group-facilitated observation teams across district and campus levels ensures curriculum implementation is evaluated consistently across schools rather than in silos.
- **Agile Organizational Governance:** Realigning Special Education directly under the Deputy Superintendent and creating the Office of School Leadership shows executive agility—restructuring administrative lines to directly support high-priority equity and instructional needs.
- **Unified Strategic Focus:** Creating and implementing the district's first 5-year strategic plan (2025–2026) aligns campus, central office, and Board priorities around shared metrics and measurable outcomes.

Programmatic & Instructional Strengths

- **HQIM & IMRA Alignment:** Modernizing the math curriculum and streamlining ELAR resources ensures classrooms are equipped with High-Quality Instructional Materials (HQIM) aligned to state standards (IMRA), raising the bar for Tier 1 instruction district-wide.
- **Targeted Technical Partnerships:** Collaborating with Instruction Partners to establish the **WISD Instructional Pillars** grounds instructional planning in external expertise and proven frameworks.
- **Role Clarification as an Enabling System:** Treating role clarity not just as a job audit, but as a mechanism to define required *supports*, ensures teachers and campus leaders are equipped to succeed under higher expectations.

Problem Statements Identifying District Processes & Programs Needs

	Problem Statement	Root Cause
1	Inconsistent academic growth across campuses stemmed from non-aligned instructional materials, varying implementation fidelity, and a lack of a unified instructional vision.	Lack of explicit district-wide "Instructional Pillars" meant individual campuses interpreted high-quality instruction differently.
2	Data collection lacked a systematic feedback loop, causing campus-level student growth data to remain disconnected from executive leadership oversight and timely intervention.	Student assessment data was collected, but systematic cadences were not enforced for principals to analyze and present growth trends directly to senior leadership.

★ = Priority

Perceptions

Summary

While the district attendance rate saw a minor improvement, staffing continues to present significant challenges in both retention and experience levels compared to state benchmarks. All staffing figures were verified against the 2024-25 TAPR and are accurate as reported.

Key Metrics at a Glance

Metric	Waco ISD	State Average
Attendance Rate	**91.2% (up from 90.6%)**	93.6%
Teacher Turnover Rate	**21.3%**	18.8%
Avg. Teacher Experience (Years)	**9.6 years**	11.2 years
Avg. Teacher Salary (All Experience)	**$59,883**	$63,751

Areas of Growth

- Teacher Diversity: The district maintains a higher diversity of teachers compared to state levels. Total minority staff is 55.6% vs. the state average of 55.3%.
- Attendance Trend: Overall attendance improved from 90.6% to 91.2%. • Period 1-4 Attendance: Has

increased by 4.14% since 2022.

- Teacher Incentive Allotment: 247 teachers hold Recognized, Exemplary, or Master designations.

Staffing QDAC Recommendations

Grow Your Own Program Support

- Provide test preparation resources for individuals currently working toward certification within the Grow Your Own program. Note: 5.8% of district teachers hold no degree, compared to the state average of 2.4%, reinforcing this priority.

Layered Mentorship

- Implement a tiered mentoring program to support teachers during their first, second, and third years addressing the high turnover window. Currently 34.5% of district teachers have 1-5 years of experience, compared to 28.3% statewide.

Continued Onboarding

- Provide ongoing support for teachers new to the district, extending beyond the initial first year of employment.

Certification and Retention

- Increase focus on growing the number of degreed and certified teachers, particularly for high-need subject areas.
- Develop and deploy additional resources, incentives, and support structures specifically designed to prevent teacher turnover.

Community and Holistic Support

- Foster a stronger sense of community and belonging within the district to improve educator satisfaction and retention.
- Emphasize understanding and addressing students' outside lives, recognizing the connection between external factors and both student learning and teacher performance.

Next Steps -- Staffing

- Improve all-around communication across the district to build trust and transparency. • Take concrete, visible steps to genuinely value and recognize staff members. • Commit to delivering effective professional and personal support structures.

QDAC Staffing Work Group contributors: Lisa Hughes, Hannah Parks, Rose Donaldson, and Marian Wilson.

Attendance and Discipline QDAC Recommendations

Attendance and Discipline Trends

- Positive Growth: Attendance in periods 1-4 has increased by 4.14% since 2022.
- Discipline Concern: An increase in Code 41 (fighting) incidents has been observed across the district. The district's disciplinary placement rate (4.0%) is nearly double the state average (2.1%).

Proposed Strategies

- Increase administrative awareness regarding the accurate coding of discipline incidents. • Establish clearer, consistent consequences for poor attendance to build accountability. • Restore credit recovery through a separate entity and night school

to address attendance equity and support overage students.

Priority Action Summary for District Improvement Plan

The following priority actions are drawn directly from the QDAC work group findings and recommendations. The cabinet is encouraged to incorporate these as the foundational pillars of the 2025-2026 District Improvement Plan.

#	Priority Area	Urgency	Lead Work Group
1	Bridge support: Gr 8 to English I transition (-21 pts Approaches)	**Critical**	Student Achievement
2	Gr 6 to Gr 7 Math intervention (-35 pts Approaches)	**Critical**	Student Achievement
3	Chronic absenteeism reduction (27.9% vs. 19.0% state)	**Critical**	Staffing and Attendance
4	Special Education student outcomes (15% Meets, 72.7% graduation)	**Critical**	Special Populations
5	Dropout rate reduction (13.8% vs. 5.8% state)	**Critical**	Graduation/ Dropout
6	African American student achievement gap (lowest across all groups)	High	Student Achievement
7	Teacher retention and mentorship (21.3% turnover)	High	Staffing
8	AP Science recovery (52% to 20%)	High	CCMR
9	Associate Degree pathways (3.6% to 1.0%)	High	CCMR

#	Priority Area	Urgency	Lead Work Group
10	Gr 4 to Gr 5 RLA Approaches decline	High	Student Achievement
11	FHSP-DLA pathways: district annual rate 73.0% vs. state 76.9%	Moderate	CCMR
12	EB/EL CCMR and academic support	Moderate	Special Populations
13	Grow Your Own / teacher certification pipeline	Moderate	Staffing

Summary of the **Parent/Guardian Climate Survey 2025–2026** data:

Executive Summary
Overall sentiment among parent and guardian respondents is **overwhelmingly positive**. Across nearly every metric, a strong majority of respondents selected **"Strongly Agree"** or **"Agree"** regarding campus climate, safety, staff relationships, and communication.
Area-specific scores show that **school behavioral expectations** and **staff caring/relationship-building** received the highest positive ratings, while **bullying/conflict management** and **student behavior management** had slightly higher rates of uncertainty or disagreement compared to other categories.
Key Highlights by Category
1. Safety & Campus Environment

- **Understanding Expectations: 90.2%** agree/strongly agree (53.0% Strongly Agree, 37.2% Agree) that they understand school rules and behavioral expectations.

- **Safety Policies & Communication: 79.9%** agree/strongly agree (45.3% Strongly Agree, 34.6% Agree) that the school communicates safety policies effectively.
- **Safe & Supportive Climate: 73.4%** agree/strongly agree (42.1% Strongly Agree, 31.3% Agree) that the campus offers a safe and supportive environment.
- **SRO Visibility: 65.8%** agree/strongly agree (32.2% Strongly Agree, 33.6% Agree) that School Resource Officers are regularly visible on campus.

2. Staff Relationships, Belonging & Care

- **Staff Caring & Support: 74.6%** agree/strongly agree (45.1% Strongly Agree, 29.5% Agree) that staff care about their child's well-being.
- **Relationship & Trust Building: 74.4%** agree/strongly agree (44.5% Strongly Agree, 29.9% Agree) that staff build positive, supportive relationships fostering trust and respect.
- **Sense of Belonging: 70.6%** agree/strongly agree (42.7% Strongly Agree, 27.9% Agree) that their child feels a sense of belonging at school.

3. Parent Engagement & Welcoming Atmosphere

- **Welcoming Environment: 78.0%** agree/strongly agree (50.3% Strongly Agree, 27.7% Agree) that they feel welcomed and respected when visiting the school.
- **Inviting Campus: 74.5%** agree/strongly agree (42.6% Strongly Agree, 31.9% Agree) that the campus provides an inviting environment for families.
- **Encouraging Involvement: 73.2%** agree/strongly agree (39.4% Strongly Agree, 33.8% Agree) that the campus actively encourages parent/community involvement.
- **Awareness of Involvement Opportunities: 75.1%** agree/strongly agree (40.3% Strongly Agree, 34.8% Agree) that they are aware of ways to get involved.

4. Communication & Academics

- **Informed About Events: 79.3%** agree/strongly agree (46.2% Strongly Agree, 33.1% Agree) that they are well-informed about school events.

- **Academic Progress: 76.1%** agree/strongly agree (44.1% Strongly Agree, 32.0% Agree) that the campus keeps them informed of their child's academic progress.
- **Safety Incidents: 78.1%** agree/strongly agree (45.5% Strongly Agree, 32.6% Agree) that they are kept well-informed about safety-related events.
- **Principal & District Communication: 68.1%** agree/strongly agree with principal communication frequency, and **73.7%** agree/strongly agree with overall district family engagement messaging.
- **Academic Curriculum: 69.7%** agree/strongly agree (33.1% Strongly Agree, 36.6% Agree) that curriculum meets their child's needs.

Areas for Growth & Higher Uncertainty

While positive responses remain dominant, certain areas showed noticeably higher percentages of **"Neutral"**, **"Disagree"**, or **"Strongly Disagree"** feedback:

1. **Bullying & Conflict Resolution:**
   - **Positive:** 56.2% (28.7% Strongly Agree, 27.5% Agree)
   - **Neutral:** 26.0%
   - **Negative/Disagree:** ~17.8% total disagreement
   - *Takeaway:* Bullying and conflict management represents the largest area of neutrality/uncertainty among parents.
2. **Managing Student Behavior:**
   - **Positive:** 63.5% (34.2% Strongly Agree, 29.3% Agree)
   - **Neutral:** 16.8%
   - **Negative/Disagree:** 19.6% combined Disagree/Strongly Disagree
3. **Prompt Concern Resolution:**
   - **Positive:** 68.1% (38.9% Strongly Agree, 29.2% Agree)
   - **Negative/Disagree:** 17.9% total disagreement (including 9.3% Strongly Disagree)

Survey Participation Breakdown by Campus

Out of 491 total responses (490 answering the campus identifier question), representation was distributed across campuses. The largest participating schools were:

- **Lake Air Montessori:** 65 responses (13.3%)
- **University High School:** 61 responses (12.4%)
- **Tennyson Middle School:** 59 responses (12.0%)
- **Cesar Chavez Middle School:** 47 responses (9.6%)
- **Waco High School:** 45 responses (9.2%)
- **Hillcrest PDS:** 42 responses (8.6%)

Strengths

- **Attendance Improvements:** Overall attendance improved from 90.6% to 91.2%, and Period 1–4 attendance has increased by 4.14% since 2022.[1]
- **Staff Diversity:** The district maintains a higher teacher diversity rate (55.6% minority staff) compared to the state average (55.3%).[1]
- **Teacher Incentives:** A total of 247 teachers hold Recognized, Exemplary, or Master designations.[1]
- **Positive Parent Sentiment:** Families report overwhelmingly positive sentiment regarding welcoming environments (78.0%), safety rule understanding (90.2%), event communication (79.3%), and staff care/relationship-building (~74.4%).[1]

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Problem Statement: High teacher turnover (21.3%) and a less experienced workforce (9.6 average years) compromise instructional continuity and place an unsustainable support burden on campuses.	Lower average teacher salaries ($59,883 vs. $63,751 state), a higher proportion of uncertified/ degreed staff (5.8% vs. 2.4% state)
2	While overall sentiment is positive, a notable minority of parents express uncertainty and dissatisfaction regarding behavioral and conflict management--specifically, 26.0% are neutral and ~17.8% disagree regarding bullying and conflict resolution, 19.6% express negative views on student behavior management, and 17.9% report dissatisfaction with prompt concern resolution.	Communication and inconsistent school-wide execution of bullying and behavioral support protocols leave families uncertain about how disciplinary matters and individual concerns are being addressed.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	District-wide RLA performance reflects a systemic decline in entry-level foundational literacy, driven by a 7.2 percentage-point year-over-year drop in 3rd-grade Approaches performance (from 54.5% in 2025 to 47.3% in 2026). This suggests incoming cohorts are entering tested grades with lower baseline reading proficiency than in previous years.	New RLA curriculum adjustments slowed lesson pacing, limiting Tier 1 flexible small-group instruction. High teacher turnover (21.3%) and chronic absenteeism (27.9%) disrupted continuity, while an inverted MTSS pyramid increased reliance on Tier 2/3 interventions that struggled to align consistently with Tier 1 core instruction.
2 ★	District-wide upper-grade cohorts in RLA demonstrate strong longitudinal growth (such as 7th-8th grade gained +13.8% and English I-II gained +7.5%), but cohort progress stalls during critical school transitions, specifically 3rd-to-4th grade (-0.3%) and 6th-to-7th grade (-1.3%), preventing consistent student movement from Approaches into Meets and Masters tiers.	Curriculum implementation adjustments, high teacher turnover (21.3%), and chronic student absenteeism (27.9%) disrupted instructional continuity and Tier 1 depth. Additionally, a heavy focus on closing gaps for below-level students limited the deep Tier 1 push needed to consistently move ready students from Approaches into Meets and Masters.
3 ★	Despite strong cohort gains in 4th-5th (+15.1%) and 7th-8th (+38.3%), math progress collapses during the 6th-7th grade transition (-39.0% Approaches), preventing sustained math achievement into middle school.	New Math curriculum adjustments slowed lesson pacing, limiting Tier 1 flexible small-group instruction. High teacher turnover (21.3%) and chronic absenteeism (27.9%) disrupted continuity, while an inverted MTSS pyramid increased reliance on Tier 2/3 interventions that struggled to align consistently with Tier 1 core instruction.
4 ★	District-wide Mathematics performance faces foundational entry declines, marked by a drop in 3rd-grade Approaches across 11 of 14 elementary campuses (falling from 37.2% to 34.4%) and a district-wide drop in 6th-grade Approaches across all middle school campuses (falling 10.5 percentage points from 52.0% to 41.5%), lowering incoming grade-level proficiency baselines.	New math curriculum adjustments slowed lesson pacing, limiting Tier 1 flexible small-group instruction. High teacher turnover (21.3%) and chronic absenteeism (27.9%) disrupted continuity, while heavy reliance on Tier 2/3 interventions struggled to align with core instruction. Together, these factors drove declining grade-level entry readiness.

★ = Priority

Goals

Goal 1

Develop and implement plans, systems, and processes to support improved campus ratings and demonstrate accelerated student growth. Priority 1: Students

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

Refine and streamline the multi-tiered instructional plan to ensure all students achieve more than 1 year's growth during the academic school year (from BOY to EOY) in both reading and math, thereby improving our accountability ratings from a D to a C. (Priority 1.1, 1.2, & 2.2)
25.

Evaluation Data Source: STAAR and EOC scores, BOY and MOY data, iReady data, attendance data

Strategy 1

Continue to refine the implementation of the curriculum for math in grades K-12 using streamlined resources and a lesson internalization process.

Strategy's Expected Result/Impact: Increased alignment in math instruction across all campuses, improved academic performance of students K-8 and 9th grade Algebra. Students scoring at Meets Grade Level on STAAR Math will increase 22% to 30% by May 2027. 70% of students will score at meets level plus 5 on each Quarterly Assessment in each core content tested area and on the semester exams.

Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning

Funding Sources: iReady Title 1, , edia, IXL State Compensatory Education, , Great Minds, WIN PD, BlueBonnet PD, Carnegie Learning, Eduphoria, Director of Professional Development Title II, Part A (TPTR),

Formative Reviews

October	January	May
Considerable Progress		

Strategy 2

Continue to refine the implementation of the curriculum for reading in grades K-12 using streamlined resources and a lesson internalization process.

Strategy's Expected Result/Impact: Students scoring at Meets Grade Level on STAAR Reading will increase 34% to 41% by May 2027. 70% of students will score at meets level plus 5 on each Quarterly Assessment in each core content tested area and on the semester exams.

Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning

Funding Sources: IXL State Compensatory Education, , HMH PD, Brisbin Coaching Title II, Part A (TPTR), , iReady Title 1,

Formative Reviews

Considerable Progress

October **January** **May**

Strategy 3

Continue to refine and monitor intervention systems and programs across the instructional program with fidelity.

Strategy's Expected Result/Impact: Students scoring at Meets Grade Level on STAAR Math will increase 22% to 30% by May 2027. Students scoring at Meets Grade Level on STAAR Reading will increase 34% to 41% by May 2027. By MOY 30% of students on or above grade level will meet the typical growth goal on the iReady Diagnostic for both reading and math. By MOY, 20% of students 1+ years below grade level will meet their stretch growth goal on the iReady Diagnostic for both reading and math.

Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning, Executive Director of Intervention Services and State and Federal Programs

Funding Sources: ThinkCerca, Edmentum, Same Goal, PT SIT Teachers State Compensatory Education, , iReady, Summer School, Supplemental Instruction IS, Planning time, Strategist/ Interventionist Title 1,

Formative Reviews

Moderate Progress

October **January** **May**

Strategy 4

Develop and implement Turnaround plans, Targeted Improvement Plans and Local Improvement Plans and systems and processes to support improved campus A-F ratings, focusing on removing labels (Targeted Support, Comprehensive) and ensuring academic success for students.

Strategy's Expected Result/Impact: All campuses will be rated a C or higher by state accountability measures and improved federal ratings based on Domain 3 results.

Staff Responsible for Monitoring: Director of School Improvement, Deputy-Superintendent, Executive Director of Elementary and Secondary Education

Funding Sources: Charter Title IV, , Instructional Leadership Network, Charter Title II, Part A (TPTR),

Formative Reviews

Some Progress

October **January** **May**

Strategy 5

Standardize district instructional support and leadership capacity by redefining the Instructional Specialist role, implementing systems for job-embedded instructional coaching and tracking, establishing explicit PLC expectations, and aligning walkthrough systems with the District Instructional Vision.

Strategy's Expected Result/Impact: Students scoring at Meets Grade Level on STAAR Math will increase 22% to 30% by May 2027. Students scoring at Meets Grade Level on STAAR Reading will increase 34% to 41% by May 2027. All campuses will earn a "C" or higher on their State Accountability Rating.

Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning, Executive Directors of Elementary and Secondary Schools, Director of School Improvement

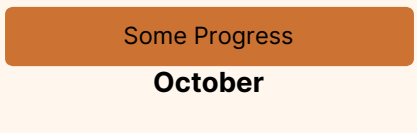
Formative Reviews



Strategy 6

Standardize onboarding, mentoring, and job-embedded coaching to protect Tier 1 instruction from staffing instability and novice teacher burnout.

Formative Reviews



Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Adjust and assess our Special Education programming for our students receiving services to ensure increased academic achievement by no less than 5% in all grades as evidenced by STAAR math and reading scores. (Priority 1.1, 1.2, & 2.2)

Evaluation Data Source: STAAR and EOC math and reading scores, iReady, BOY/MOY assessments, quarter progress presentations

Strategy 1 ☑ Results Driven Accountability

Implement revised expectations of IEP development and implementation to include frequent and ongoing data collection, tracking and review. This is to occur at all campuses, but a specific emphasis with our targeted improvement schools.

Strategy's Expected Result/Impact: Improved alignment of IEP goals related to specific needs and improved adherence to student support plans. Increased student engagement and academic growth.

Staff Responsible for Monitoring: Executive Director for Special Education, Director of School Improvement

Formative Reviews

October	January	May
Some Progress		

Strategy 2 ☑ Results Driven Accountability

Increased alignment in differentiated Tier 1 instruction strategies and accommodations included in student IEPs, ensuring increased inclusion of students receiving Special Education services in the general education classroom setting. This is monitored at all schools in WISD, but a specialized emphasis is placed on our targeted improvement schools.

Strategy's Expected Result/Impact: Increased emphasis on Tier 1 instructional access for students with IEPs which will increase improved academic growth and achievement.

Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning, Executive Director of Special Education, Director of School Improvement

Formative Reviews

October	January	May
Some Progress		

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

Continue to improve the percentage of our graduating students who have earned their College, Career, or Military Readiness indicator (CCMR) by no less than 5%. (Priority 1.2, 2.2)

Evaluation Data Source: CCMR tracker data, On Data Suite, Industry based certification, SAT, TSIA-2, Advanced placement and dual credit course success completion

Strategy 1

Increase the number of students successfully completing a CTE pathway and earning an aligned industry based certification.

Strategy's Expected Result/Impact: The percentage of graduates who meet the criteria for CCMR will increase from 62% to 74% by August 2027 based on preliminary data for the class of 2026. The percentage of students earning an IBC will increase from 33% to 42% by August 2027 based on preliminary data for the class of 2026.

Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning, Executive Director of CTE

Formative Reviews

Considerable Progress	✓ Accomplished	✓ Accomplished

October January May

Strategy 2

Increase the number of students successfully completing an Associates' degree.

Strategy's Expected Result/Impact: The percentage of graduates who meet the criteria for CCMR will increase from 62% to 74% by August 2027 based on preliminary data for the class of 2026. The percentage of students earning an associate's degree will increase from 5.7% to 10% by August 2027 based on preliminary data for the class of 2026.

Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning, Director of Advanced Academics

Formative Reviews

Some Progress

October January May

Strategy 3

Increase the number of students successfully passing Advanced Placement assessments and completing Dual Credit courses.

Strategy's Expected Result/Impact: The percentage of graduates who meet the criteria for CCMR will increase from 62% to 74% by August 2027 based on preliminary data for the class of 2026. The percentage of students passing AP exams will increase from 10% to 16% by August 2027 based on preliminary data from the class of 2026. The percentage of students completing dual credit courses will increase from 11% to 15% by August 2027, based on preliminary data from the class of 2026.

Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning, Director of Advanced Academics

Funding Sources: Spring Board, Sup Scholars Title IV,

Formative Reviews

Considerable Progress

October January May

Strategy 4 ☑ Results Driven Accountability

Increase the number of students successfully passing TSI criteria including TSIA2 in math and reading, and the SAT.

Strategy's Expected Result/Impact: The percentage of graduates who meet the criteria for CCMR will increase from 62% to 74% by August 2027 based on preliminary data for the class of 2026. The percentage of students meeting TSI criteria in RLS will increase from 31% to 36% by August 2027 based on preliminary data from the class of 2026. The percentage of students meeting TSI criteria in Math will increase from 23% to 28% by August 2027 based on preliminary data from the class of 2026.

Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning

Formative Reviews

Some Progress

October **January** **May**

Performance Objective 4

Create and sustain safe and supportive learning environments (Priorities 1.3, 2.2, 3.1)

Evaluation Data Source: MTSS Data Fidelity Program Review of Campus & District Implementation; Safety Audits (Sentinel) and Climate Surveys; Discipline Data Review (Frontline)

Strategy 1

Implement tiered expectations of the Multi-Tiered System of Support for Behavior (MTSS~B) intervention processes with fidelity and consistency across the district.

Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, all campuses will show a reduction in behavioral incidents requiring administrative action, leading to improved student behavior, an increase in student academic engagement and achievement. (Priority 1.3)

Staff Responsible for Monitoring: Assistant Superintendent of Student Support Services

Funding Sources: Emergent Tree, CIS Title IV, , Branching Minds State Compensatory Education,

Formative Reviews

Some Progress

October **January** **May**

Strategy 2

Implement and maintain yearly support and training with updated legislation and district policies, procedures, and best practices for behavior, discipline, and safety measures for both physical and mental health services.

Strategy's Expected Result/Impact: Improved alignment with updated safety requirements, as shown in district safety audits (Sentinel) submitted to TEA. All campuses will close gaps of disproportionality in discipline, specifically those associated with our students identified as male, African-American, and receiving special education services. (Priority 1.3, 2.2)

Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Chief of Facilities & Operations

Formative Reviews

Moderate Progress

October **January** **May**

Strategy 3

Develop and consistently implement a student survey to assess perceptions of safety and well-being, aiming to show an increase in positive responses related to student and building safety.

Strategy's Expected Result/Impact: Year-over-year survey data will reflect measurable progress in positive student responses regarding campus culture, well-being, and building security. (Priority 1.3, 3.1)

Staff Responsible for Monitoring: Assistant Superintendent of Student Support Services

Funding Sources: Emergent Tree Title IV,

Formative Reviews

Some Progress

October **January** **May**

Strategy 4

Comply with TEC SS37.081(d) by defining law enforcement duties and with Family Code SS71.0021 / TEC SS37.0831 by implementing a dating violence policy in the District Improvement Plan, Board Policies (CKE, FFH, FFI), Student Code of Conduct, and Student Handbook.

Strategy's Expected Result/Impact: Ensure law enforcement duties exclude behavioral/administrative tasks and comply with dating violence requirements by defining dating violence, reporting and parent notification procedures, protective order enforcement, staff training, student counseling, and parent awareness education.

Staff Responsible for Monitoring: Assistant Superintendent of Student Support Services and Chief of Police

Formative Reviews

Considerable Progress

October **January** **May**

Strategy 5

Implement a district-wide attendance intervention program to address the loss in average daily attendance and academic achievement of Waco ISD students.

Strategy's Expected Result/Impact: Increase district-wide average daily attendance from 91.6% to 93.6% by the end of 2026-2027 through phased improvements, including targeted communication and early intervention, aiming for a 0.5% increase in 2026-2027.

Staff Responsible for Monitoring: Assistant Superintendent of Student Support Services, Executive Director of Student Support, Executive Directors of School Leadership

Formative Reviews

October	January	May
Some Progress		

Goal 2 Recruit, develop, and retain highly qualified teachers and staff. Priority 2: staff

Performance Objective 1 ☑ High Priority

Continue to implement systems and practices that improve district climate and morale and lead to increased recruitment and retention of highly qualified staff by at least 5%. (Priority 2.1, 2.3, & 3.3)

Evaluation Data Source: District climate surveys, exit interviews, annual retention trend data, along with MOUs, retention data related to our Grow-Our-Own pathways/pipelines, and data sources of those participating in and successfully completing programs

Strategy 1

Develop and consistently conduct a staff survey by campus/department/district to assess culture, climate, and employee satisfaction that has high levels of participation.

Strategy's Expected Result/Impact: By May 2027 conduct the following employee surveys: 1) Employee Satisfaction Survey in Fall 2026 and Spring 2027 with an expected participation rate of 85%; 2) Continuous data collection of Exit Interviews will be reviewed for continuous improvement. (1.1 & 2.1); and 3) Campus Stay Interviews to be conducted by campus administration.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources, Assistant Superintendent of Student Support Services

Formative Reviews

	October	January	May
Some Progress			

Strategy 2 ☑ Talent Plan

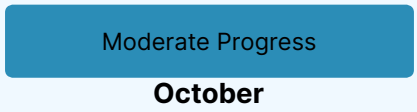
Develop, refine and strengthen partnerships with local teacher preparation programs (i.e. IHEs, ACP, ESC 12, etc.) to ensure there are qualified candidates to fill vacancies.

Strategy's Expected Result/Impact: Measurable outcomes will be assessed through analysis of partner programs, tracking the number and percentage of candidates who enroll in and complete preparation programs, and monitoring retention rates of those hired through grow-your-own initiatives, decreasing annual vacancies of paraprofessional and teacher positions. This data will inform the effectiveness of partnerships in addressing staffing needs.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources

Funding Sources: Talent and Pipeline Coordinator, Stipends - Succeed Mentor and BU Title II, Part A (TPTR),

Formative Reviews



Performance Objective 2

By June 2027, the district will make continued progress in building and securing a steady candidate pipeline through streamlined onboarding, mentorship, and alignment of leadership frameworks with teach competencies. (1.1, 2.1, & 2.2)

Evaluation Data Source: Documentation of annual engagements with local Educator Preparation Programs. Decreased in vacancy data (turnover) at the end of the hiring season. Grow Our Own pathway/pipeline 2026-2027 outcomes and tangibles related to the district developed Leadership Framework. Retention data year-to year, internal promotion data, staff climate survey results, exit surveys.

Strategy 1 ☑ Talent Plan

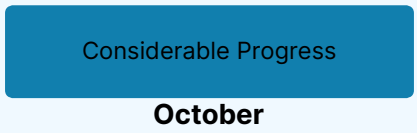
Begin recruitment earlier in the school year, with 5-7 day applicant review windows and scheduled hiring events to accelerate candidate selection. Continuously refine onboarding to ensure smooth integration of new hires.

Strategy's Expected Result/Impact: Continued decreased time-to-hire due to front-loaded recruitment efforts. Decrease end-of-season vacancies, as candidates are secured earlier in the hiring cycle. Improved screening efficiency, with evidence of reduced lag between application, interview and onboarding stages.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources

Funding Sources: Talent and Pipeline Coordinator Title II, Part A (TPTR),

Formative Reviews



Strategy 2 ☑ Talent Plan

Develop, refine, and improve leadership pipeline efforts to ensure a more comprehensive and scaffolded strategic plan to decrease turnover and strengthen retention.

Strategy's Expected Result/Impact: Increase retention of internal staff from 85% to 90%. Increase overall employee participation in Waco ISD's staff climate survey to 85%. Additionally, see an improved morale of WISD employees as reported via climate survey data, moving from a 70% avg in 2026 to 72% in 2027. Consistently employed high quality staff yields improved academic achievement, so increased student growth and academic achievement would serve as further evidence of successful implementation of Strategy 2.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources, Assistant Superintendent of Teaching and Learning, Executive Directors of Secondary and Elementary Schools

Funding Sources: Title II, Part A (TPTR),

Formative Reviews

October	January	May
Some Progress		

Goal 3 Engage families and the community. Priority 3: Community

Performance Objective 1

Increase effective parent/family engagement opportunities to support student success and well-being. (Priority 3.1)

Evaluation Data Source: Annual Student Services Survey, Parent Square usage analytics, campus agendas and sign in sheets from PFE activities

Strategy 1

Develop and implement systems that accurately assess and allow tracking of parent engagement.

Strategy's Expected Result/Impact: Increased favorable response rate to prompts in parent surveys from 76% to 79% by 2027. Parent Square parent engagement will grow from 99% to 99.5% by 2027.

Staff Responsible for Monitoring: Executive Director of Intervention Services and State/Federal Funding, Executive Director of Communications

Funding Sources: Family Fest, Teen/Comic Book Fest, Title 1 Crate Title I Parent Involvement,

Formative Reviews

Moderate Progress

October **January** **May**

Performance Objective 2 ☑ HB3 Goal

Foster strong partnerships with organizations, business/industry, and higher education institutions. (Priority 3.2)

Evaluation Data Source: Internship and externship data provided by district Career and Technical programs. The creation of a tiered partnership/sponsorship program. Year to year community partner and donation data.

Strategy 1

Develop a tiered sponsorship program to implement with current and new community partners to foster stronger partnerships and retention.

Strategy's Expected Result/Impact: Increased internships among CTE students by 25% year over year. Increased externships among staff by 20% year over year. In accordance with these increases, the goal is 42 internships and 38 externships by 2027. Increased business/industry involvement by 25% and donations valued in dollars by 10% year over year.

Staff Responsible for Monitoring: Executive Director of Communications, Director of Career and Technical Eduation

Formative Reviews

Moderate Progress

October **January** **May**

Performance Objective 3

Ensure district communication, marketing, & branding are strategic, targeted, and transparent to improve public perception of Waco ISD. (Priority 3.3)

Evaluation Data Source: SMART goals that are developed within a targeted communications plans will be used as an evaluation source. Media stories on television and newspaper outlets will be tracked and quantified in dollar value and viewership. A baseline for community sentiment will be set to define measures for improvement.

Strategy 1 ☑ Talent Plan

Investigate and implement a data tracking tool to assist the district in recruitment and enrollment.

Strategy's Expected Result/Impact: The District will continue to use the centralized data tracking tool to inform recruitment, enrollment, and strategic communications, with at least 90% of relevant staff using it to generate reports and improve prospective staff and student engagement tracking.

Staff Responsible for Monitoring: Executive Director of Communications, Chief of Staff

Formative Reviews

October **January** **May**

Strategy 2 ☑ Talent Plan

Employ a variety of marketing strategies to include special events, digital, billboards, social media, and parent communication.

Strategy's Expected Result/Impact: By June 2027, the district will create and implement a minimum of three campaign plans focused on staff recruitment, student enrollment, and attendance.

Staff Responsible for Monitoring: Executive Director of Communications, Chief of Staff

Formative Reviews

Some Progress

October January May

Strategy 3

Continue assertive pitches to local media.

Strategy's Expected Result/Impact: With a proactive media campaign, the district will receive increased media coverage, build stronger relationships with journalist and television reporters, improve public perception of the district; and build a track record of proactive engagement which will hedge the impact when a crisis arises. The expected result is to increase media coverage in dollar value by 5% year over year. The goal for 2027 is to reach $1.65M in advertising value.

Staff Responsible for Monitoring: Executive Director of Communications

Formative Reviews

October January May

Strategy 4

Measure community sentiment through social listening tools.

Strategy's Expected Result/Impact: To improve trust, perception and reputation for Waco ISD, it's important to measure how the community feels about the district. Measuring sentiment will help provide a more thorough picture of the feelings behind the television ad value through media placement. For 2027, a baseline sentiment will be measured to inform measures for improvement in the following years.

Staff Responsible for Monitoring: Executive Director of Communications

Formative Reviews

Moderate Progress

October January May

Goal 4

Evaluate, develop, and/or refine financial and operational processes and systems
Priority 4: Financial & Operational efficiencies

Performance Objective 1

Ensure strategic allocation of resources to effectively address student/staff needs (Priority 4.1)

Evaluation Data Source: District budget outline, outline of individual campus budgets, attendance data, STAAR and STAAR EOC performance data.

Strategy 1

Accurately identify and target low socio-economic status (SES) students for funding purposes, moving beyond direct certification through social service programs (e.g., SNAP, TANF, Medicaid). For the 2024-2025 school year, 86.0% of students were identified as low socio-economic. Use this data to support efforts for the 2026-2027 school year.

Strategy's Expected Result/Impact: Increased identification will generate additional funding for programs aimed at supplementing resources to these students.

Staff Responsible for Monitoring: Chief Financial Officer, Executive Director of Intervention/State and Federal Programs, Assistant Superintendent of Student Support Services, PEIMS Coordinator, Campus Principals

Formative Reviews

October	January	May
Some Progress		

Strategy 2 ☑ Results Driven Accountability

Distribute state/federal resources based on student need and campus needs to support increased student achievement for all groups, focusing on low socio-economically identified students

Strategy's Expected Result/Impact: Individual student needs are better met at each school, resulting in improved equitable alignment of resources based on percentage of economically disadvantaged population by campus. Improved growth and achievement of students identified as low socioeconomic status.

Staff Responsible for Monitoring: Chief Financial Officer, Assistant Superintendent of Human Resources, Executive Director of Intervention/State and Federal Programs

Funding Sources: EB Specialist, tutoring, Summit Learning, Supplies & Materials, Title III, , Supplemental Supplies, Homeless Supervisor Title 1, , Supplemental Supplies State Compensatory Education, , New Comer Program, Transportation for EB, Summer programs Title III,

Formative Reviews

Some Progress

October | January | May

Performance Objective 2

Equip our educators, staff, and students with the technology and training needed to advance teaching, learning, and district effectiveness. (Priority 4.2)

Evaluation Data Source: Frontline inventory, Incident IQ deployment platform, TCEA Online Training, KACE Helpdesk Platform.

Strategy 1

Establish and maintain a minimum technology standard for classroom resources.

Strategy's Expected Result/Impact: Ensure equitable, up-to-date instructional technology district-wide to meet student needs, raising satisfaction ratings from 4.0 to 4.5 on the TCEA end of course surveys and reaching 100% classroom MTS compliance by 2026.

Staff Responsible for Monitoring: Chief Technology Officer, Coordinator of Technology Services

Funding Sources: SEESAW, Mastery Prep Title IV,

Formative Reviews

October | January | May

Strategy 2

Provide on-demand professional development for all faculty, staff, and students.

Strategy's Expected Result/Impact: Build staff expertise in daily instructional technology usage, increase classroom technology integration, and raise TCEA online end of course satisfaction ratings from 4.0 to 4.5.

Staff Responsible for Monitoring: Chief Technology Officer, Director of Professional Development, Executive Directors of School Leadership

Funding Sources: Professional Development State Compensatory Education, , TCEA Title IV, , David Yaffie, Lead4Ward, Coachman Title II, Part A (TPTR),

Formative Reviews

October | January | May

Strategy 3

Integrate instructional technology into the curriculum guides and lesson plans.

Strategy's Expected Result/Impact: Ensure all accessed instructional technology is vetted and district approved. Full integration into 100% of the elementary curriculum by 2026.

Staff Responsible for Monitoring: Chief Technology Officer, Assistant Superintendent of Teaching and Learning

Formative Reviews

October	January	May

Performance Objective 3

Ensure well-maintained, quality teaching and learning spaces that are operating at maximum efficiency. (4.3)

Evaluation Data Source: Minimum cleanliness standards measurement tool (to be developed in 2025-2026), district work orders, energy usage reports

Strategy 1

Conduct an efficiency audit through a third-party consultant.

Strategy's Expected Result/Impact: Establish baseline data. Receive feasible recommendations that can be prioritized and carried out, resulting in improved operational efficiency.

Staff Responsible for Monitoring: Chief of Facilities and Operations

Formative Reviews

October	January	May

Strategy 2

Launch campus landscape beautification pilot at at least 5 campuses.

Strategy's Expected Result/Impact: Improved exterior appearance of campuses. Increased favorable results on staff and student climate and culture survey prompts relating to sense of safety, pride, and/or morale. Increased favorable results on parent survey prompts related to feeling welcomed to their student's school.

Staff Responsible for Monitoring: Chief of Facilities and Operations, Director of Facilities and Maintenance

Formative Reviews

October	January	May

Strategy 3

Increase power washing from once to twice a year at all campuses.

Strategy's Expected Result/Impact: Improved exterior appearance of campuses. Increased favorable results on staff and student climate and culture survey prompts relating to sense of safety, pride, and/or morale. Increased favorable results on parent survey prompts related to feeling welcomed to their student's school.

Staff Responsible for Monitoring: Chief of Facilities and Maintenance, Director of Facilities and Operations

Formative Reviews

October	January	May

State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $0.00

Total FTEs Funded by SCE: 24.82

Brief Description of SCE Services and/or Programs

Personnel for District Improvement Plan

Name	Position	FTE
Adam Nulph	Distrcit Behavior Coach	1
Alain Humphrey	Reading Support	1
Alfonso Saldana	Coordinator	1
Angelica Serrano	Admin Assistant - Student Mangement	0.5
Beverly Williams	PCL	1
Brittany Sanders	Coordinator-Curriculum	1
Cathllen Rooney	District Instructional Prog Director	1
Danielle Conner	Curriculum Coordinator	1
Daphanie Latchison	Director-CRS	1
Debra Byford	Reading Support	1
Deedra Torres	Compensatory Ed Home Instruction	1
Donna Trigg	District Coordinator	1
Grace Benson	Director	1
Haily Parker	Coordinator-Curriculum	1
Jessica Steele	Director-Accountability	1
Kourtni Parnell	Ex Dir-Inter & State and Fed	0.32
Lora Disney	Admin Budget Assistant	0.5
Maria Cruz	PCL	1
Mary Tate	Curriculum Coordinator	1
Metalisa Hartford	LSPSP Case Manager	1
Pamela Williams	PCL	1
Pennie Graeber	Coordinator	1
Shannon Dunn	LSPSP Case Manager	1
Shierra Shaw	Liason-Parent	0.5

Name	Position	FTE
Tiffany Flores	Coordinator-Curriculum	1
Traci Minter	Curriculum Coordinator	1
William Bronshay	PCL	1

Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

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

Waco ISD is committed to providing a well-rounded instructional program that meets the academic, social, and personal needs of all students.

- **Supplemental Instruction:** Students who need additional support in closing academic skill gaps receive targeted interventions through supplemental instruction, including built-in intervention blocks, after-school tutorials, Saturday School, and summer learning opportunities.
- **Career and Technical Education (CTE):** Waco ISD offers students access to specialized programs at the Greater Waco Advanced Health Care Academy (GWAHCA), the Greater Waco Advanced Manufacturing Academy (GWAMA), and the Greater Waco Advanced Technology Academy (GWATC). These programs prepare students to be career-ready by providing hands-on training and opportunities to earn industry-recognized certifications.
- **Advanced Academics and College Readiness:** To support students in pursuing postsecondary success, Waco ISD provides multiple opportunities for advanced coursework and dual credit. The district covers tuition support for dual credit classes, offers preparation for SAT and AP exams, and organizes college tours to increase student awareness of postsecondary opportunities.
- **Fine Arts:** Waco ISD provides robust fine arts programs—including visual arts, music, dance, and theatre—that foster creativity, critical thinking, and self-expression. Participation in fine arts helps students build confidence, collaborate with peers, and develop skills that support success both in school and beyond.
- **AVID (Advancement Via Individual Determination):** AVID is offered at multiple campuses to provide students with academic strategies, organizational tools, and college-readiness skills. The program supports students in becoming independent learners and prepares them to successfully transition to higher education.
- **Athletics:** A wide range of athletic programs are available to students across the district, promoting physical wellness, teamwork, and discipline. Athletics also provide opportunities for scholarships, leadership development, and community involvement.

Through these combined academic, career, fine arts, AVID, and athletic opportunities, Waco ISD ensures that all students are supported in developing the knowledge, skills, and experiences needed for success in college, career, and life.

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

Three times a year, comprehensive data—including universal screeners (behavioral and academic), STAAR/EOC assessments, TCAs, attendance, and behavioral incidents—are reviewed to identify students who may require additional academic or behavioral support. Based on these results, students are tiered according to their level of need and provided with supplemental instruction to close achievement gaps, behavioral coaching, and/or Social-Emotional Learning (SEL) support. In addition to these assessments, ongoing progress monitoring is conducted to ensure students are making progress in the identified academic or behavioral areas.

Classroom teachers meet regularly in Professional Learning Communities (PLCs) to review student data. The Student Assistance Team (SAT) meets every three weeks to review Tier 3 student data. If a student requires additional support or intervention, they may be moved to the next tier level and/or referred for Section 504 or Special Education evaluation.

Each campus has an At-Risk Specialist who tracks and reviews data to prevent dropouts and provide wraparound services to students identified as at risk. State and federal programs provide training and ongoing support to these specialists. Students identified as at risk are coded in the district's data tracking system. A district rubric is used for each

qualifying category, outlining the responsible personnel and the specific supports provided to reduce the likelihood of student dropout.

At the secondary level, cohort meetings are held weekly by the Assistant Principal and Counselor to review students who are at risk due to absences or failing grades. Each campus also has access to an Early Warning System that integrates data on attendance, behavior, and coursework, classifying student risk levels as high, medium, or low. The campus MTSS team reviews this data to provide proactive supports to students. This team may also include directors and coordinators from other departments (such as Highly Mobile, Emerging Bilingual/EL, SEL, and Special Education) to ensure students receive comprehensive wraparound supports that promote overall academic and personal success.

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

Three times a year, Waco ISD reviews multiple data sources—including universal screeners (academic and behavioral), STAAR/EOC, TCA, attendance, and behavior incidents—to identify students who may need additional support. Students are tiered based on level of need and provided targeted services such as supplemental instruction, behavior coaching, and/or SEL support.

In addition to benchmark assessments, ongoing progress monitoring is conducted to determine whether students are making growth in identified academic or behavioral areas. Tiered support is reviewed systematically:

- **Tier 2:** Classroom teachers meet in PLCs to review student data.
- **Tier 3:** The Student Assistance Team (SAT) meets every three weeks to review student data.

Students requiring further intervention may be moved to a higher tier and/or referred for Section 504 or Special Education evaluation.

Academic Support Structures

- **Extended Learning:** Students are provided additional support through after-school tutorials, Saturday School, and summer school.
- **Instructional Specialists:** Funded by Title I, specialists engage in action coaching cycles with teachers to strengthen data-driven instructional practices.
- **Data-Driven Instruction (DDI):** Following each TCA, teachers participate in DDI meetings to analyze conceptual misunderstandings and reteach standards.
- **Built-in Intervention:** Campuses provide scheduled intervention blocks where core teachers reteach essential standards and prerequisite skills to Tier 2 students.
- **Supplemental Instructional Teachers:** These teachers deliver intensive intervention for students performing two or more grade levels below. Instruction is aligned to prerequisite TEKS skills, often pre-teaching content to build readiness for grade-level learning.

Behavioral and Social-Emotional Supports

- **SEL Curriculum:** Campuses implement *Chose Love* to develop social-emotional skills, character traits, and healthy relationships, supporting academic success and college/career readiness.
- **Counselors:** Each campus staffs counselors to provide additional social and emotional support.
- **Campus Support Specialists and Paraprofessionals:** These staff provide coaching and targeted, intensive interventions for Tier 3 students struggling with behavior.

Safety and Well-Being

- Waco ISD uses *STOPit*, an anonymous online and app-based reporting system, empowering students, parents, teachers, and others to report concerns such as cyberbullying, threats of violence, or self-harm.

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

Three times a year, Waco ISD reviews multiple data sources—including universal screeners (academic and behavioral), STAAR/EOC, TCA, attendance, and behavior incidents—to identify students who may need additional support. Students are tiered based on level of need and provided targeted services such as supplemental instruction, behavior coaching, and/or SEL support.

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Descriptor 2: Teacher Quality

Waco ISD recognizes the importance of ensuring that all students—particularly low-income students and students of color—have equitable access to effective, experienced, and appropriately certified teachers. To address and prevent disparities in teacher assignment, the district implements the following strategies:

- **Monitoring and Data Review:** The Human Resources Department regularly reviews teacher assignment data to

identify whether low-income students or minority students are disproportionately taught by ineffective, inexperienced, or out-of-field teachers. This monitoring is embedded in the district's equity plan and reported annually.

- **Targeted Recruitment and Retention:** Waco ISD actively recruits diverse and highly qualified educators, with targeted efforts to fill vacancies at campuses with the greatest need. Incentives and mentoring supports are provided to retain effective teachers in high-need schools.
- **Support for Certification and Professional Growth:** The HR Coordinator of Talent and Development Management provides direct support for teachers who are working toward certification. This includes guidance through alternative certification pathways, test preparation resources, and access to professional development aligned with state requirements.
- **Coaching and Mentorship:** Novice or out-of-field teachers are paired with instructional coaches and mentors to accelerate their growth and effectiveness in the classroom. Coaching cycles focus on evidence-based instructional practices, classroom management, and content-specific support.
- **Professional Development:** Teachers receive ongoing, differentiated professional learning to strengthen instructional skills, increase effectiveness, and ensure alignment to district and state standards.
- **Accountability and Continuous Improvement:** Principals and district leaders collaborate with HR to ensure staffing decisions are equitable. Data is regularly reviewed to evaluate progress, and adjustments are made as needed to address disparities.

Through these measures, Waco ISD works to guarantee that all students—regardless of income level or background—are taught by effective, well-prepared, and fully certified teachers.

Waco ISD provides multiple layers of support to ensure teachers are equipped for success and students receive high-quality instruction.

- **Mentor Program:** New teachers are paired with tenured staff members who serve as mentors, offering guidance, modeling best practices, and providing ongoing support throughout the school year.
- **New Teacher Orientation & Professional Development:** The district hosts new teacher orientation and additional professional development days focused on effective instructional practices, classroom management, and strategies for student engagement.
- **Professional Learning Communities (PLCs):** Each campus schedules regular PLC time for teachers to collaborate with Teaching and Learning Specialists. During PLCs, teachers analyze student data, plan lessons, and internalize curriculum to ensure instruction is data-driven and aligned to student needs.

Through these supports, Waco ISD creates a professional culture that strengthens teacher effectiveness, reduces turnover, and ensures all students have access to high-quality instruction.

Descriptor 3: School Improvement and Support Activities

In alignment with the requirements under Section 1111(d)(1) and (2) of the Every Student Succeeds Act (ESSA), Waco ISD implements targeted supports and improvement activities to assist campuses identified in School Improvement.

- **Funding and Resources:** These campuses receive funding through the Effective Schools Framework (ESF) grant and LASO, which provides resources to strengthen leadership capacity, instructional practices, and systems of continuous improvement.
- **External Partnerships:** Waco ISD partners with external vendors, including Instructional Partners and Region 12. These organizations conduct onsite visits, observe instruction and leadership practices, and provide immediate, actionable feedback to campus leaders and teachers.
- **Leadership Coaching:** Campus leaders participate in ongoing coaching sessions with the OSL Executive Directors. These sessions focus on building instructional leadership skills, monitoring progress toward campus goals, and aligning practices with identified areas of need.
- **Instructional Coaching and Support:** District curriculum coordinators provide coaching to campus Teaching and

Learning Specialist, focusing on the use of Action Coaching cycles. Through this model, instructional specialists are equipped to support teachers in implementing evidence-based instructional practices designed to close achievement gaps and address targeted areas of improvement.

- **Monitoring and Continuous Improvement:** Progress is regularly monitored through data reviews, classroom observations, and leadership meetings. Feedback loops ensure that campus leadership teams, district leaders, and external partners are aligned in their efforts to accelerate student achievement.

Through these coordinated supports, Waco ISD is addressing the requirements of Section 1111(d)(1) and (2) by providing comprehensive, evidence-based interventions that build leadership capacity, strengthen instruction, and close achievement gaps at identified campuses.

Descriptor 4: Measure of Poverty

Waco ISD determines poverty criteria for children using eligibility for free and/or reduced-price lunches under the National School Lunch Act. The district applies this same measure of poverty to:

- Identify eligible school attendance areas;
- Rank each area based on the percentage of students meeting the poverty criteria; and
- Determine Title I, Part A allocations to campuses.

This process ensures equitable distribution of Title I resources to campuses serving the highest percentages of economically disadvantaged students.

Descriptor 5: Nature of Programs

Title I, Part A funds in Waco ISD are used to support students who are at risk of falling behind or failing, regardless of their financial status. The goal is to ensure that all children have a fair and equal opportunity to receive a high-quality education.

Waco ISD operates as a **Title I schoolwide program district**, meaning that all available Title I funds are directed toward addressing the educational needs of all students. Schoolwide programs in Waco ISD provide a variety of services, including:

- **Academic Support:** Supplemental instruction, after-school tutorials, and summer school programs to help students close learning gaps.
- **Parent and Family Engagement:** Campus-level activities such as parent literacy nights and STEM nights, as well as district-wide events including PK Roundup and Family Fest.
- **Support for Homeless Students:** The district funds a Homeless Coordinator and allocates additional resources for clothing, personal care items, and transportation to ensure that homeless students have the necessary supports to succeed academically.

Waco ISD does **not** provide educational services for children living in local institutions for neglected or delinquent children, nor for neglected or delinquent children served in community day school programs.

Descriptor 6: Services to Homeless Children and Youth

Waco ISD provides comprehensive services to support the enrollment, attendance, and academic success of homeless children and youth, in alignment with the **McKinney-Vento Homeless Assistance Act**.

- **Dedicated Staffing:** District reserve funds support the salary of a Homeless Coordinator, who ensures all McKinney-Vento requirements are met and oversees services for students experiencing homelessness.
- **Provision of Essential Needs:** Title I, Part A funds are allocated to provide clothing, personal care items, and transportation to remove barriers that may prevent homeless students from attending and fully participating in school.
- **Academic Supports:** The Homeless Coordinator collaborates with the Intervention Department to ensure that homeless students are enrolled in, and able to access, supplemental academic programs such as after-school tutoring and Saturday School.
- **Enrollment and Attendance Assistance:** The Homeless Coordinator facilitates immediate enrollment for homeless students, regardless of documentation, and monitors attendance to ensure consistent participation.
- **Coordination and Advocacy:** Waco ISD ensures that homeless students have equitable access to all educational programs and services, including Title I supports, and advocates for their needs across campuses and district programs.

By implementing these strategies, Waco ISD addresses the barriers faced by homeless students and ensures compliance with federal McKinney-Vento requirements, promoting stability, equity, and academic success.

Descriptor 7: Parent and Family Engagement Strategy

Waco ISD District-Wide

Parent and Family Engagement Policy*
2026-2027

Part 1: General Expectations

Waco Independent School District agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school parent compact consistent with - section 1118(d) of the ESEA.
- The school district will incorporate this district-wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports

required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the Texas Education Agency.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and - meaningful communication involving student academic learning and other school activities, including ensuring the following:
    - that parents play an integral role in assisting their child's learning;
    - that parents are encouraged to be actively involved in their child's education at school.
    - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
    - the carrying out of other activities, such as those described in section 1118 of the ESEA.

Part 2: Implementation of Components

Involving Parents in Planning

Waco ISD will take the following actions to involve parents in the joint development of its district-wide parental involvement plan:

- Engage a District-wide ESSA Parent Family Engagment Committee parents members which semi-annually at a minimum
- Engage parents in the Quality District Advisory Committee composed of parents representatives from each school, as well as district staff, and community members which meets quarterly.

Waco ISD will take the following actions to involve parents in the process of school review and improvement:

- Each campus will establish a Campus Decision Making Committee (CDMC) including staff, parents, community, and business members. The CDMC provides input for school improvement and regularly reviews the school processes and programs through the Campus Improvement Planning process.
- Engage parents in the Quality District Advisory Committee composed of parent

representatives from each school, as well as district staff, and community members which meets quarterly.

Program Coordination

Waco ISD will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Annual training on Title I Parent Involvement statutory requirements for campus administrators and Parent Involvement Coordinators.
- District and Campus Parent Involvement Coordinators will hold regular meetings for professional development, collaboration, networking, and planning.
- Conduct district-wide, specialized events throughout the school year.
- Involvement of the District Leadership Team in the provision of strategies within the District Improvement Plan designed to support successful school and family interactions.

Waco ISD will coordinate and integrate parental involvement programs and activities, that encourage and support parents in more fully participating in the education of their children through the following:

- Parent Square
- District and campus social media pages
- Transition Parent Information Nights (incoming freshman parents)
- Annual Family Fest to provide school supplies, vision/hearing screenings, community resources
- Waco Teen Book and Comic Fest
- Campus Parent Nights
- District PFE Committee

Annual Evaluation

Waco ISD will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by
parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

The District parents in English and Spanish including:

- QDAC committee composed of parent stakeholders to identify how the use of funds can improve parental involvement activities identification of barriers to greater

participation by parents and the identification of the needs of parents and family members to assist with the learning of their children.

- ESSA PFE District Committee annual review of parent involvement policies and activities including identification of barriers to greater participation by parents and the identification of the needs of parents and family members to assist with the learning of their children.
- The District and schools will use the findings of the evaluation to design evidence-based strategies for more effective parental involvement and to revise as needed the parent and family engagement policy. Strategies will be embedded in the District and Campus Improvement Plans.

Capacity Building

Waco ISD will build the schools' and parents' capacity for strong parental involvement, to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school district will, with the assistance of its Title I, Part A schools, assist parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
  - State's academic content standards
  - State's Student Academic Achievement Standards
  - State and local academic assessments, including alternate assessments, the requirements of Title I, Part A,
  - How to monitor their child's progress, and
  - How to work with educators
- It will do so with the assistance of its Title I, Part A schools through the provision of:
  - Meet the teacher and parent conference events
  - ESSA PFE meetings
  - Campus CDMC with parent stakeholders
  - Parent education, including workshops/meetings on how parents can be involved in their child's education

Waco ISD will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement and foster parental involvement, such as the following activities:

- Make and take parent nights
- Books for reading at home
- Assistance with advanced math terminology and resources

- Technology training for parents and students
- Provision of district-wide awareness and training for the Parent Square
- Providing strategies for parents to extend and enrich their children's learning beyond the classroom

Waco ISD will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals, and other staff, on how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Provision of training for staff members annually addressing the critical importance of parent involvement in student success. This training will include parents and be provided at each Title I campus by campus personnel.
- Provision of training and information to campus Parent Involvement Coordinators regarding federal requirements of inclusion of parents in the above training and the requirement of documentation evidencing that it has occurred.

Communication

The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Public notifications about meetings, trainings, including:
    - Social Media pages
    - Email
    - Text messages
    - Sending notifications home with students
- Communication translated in Spanish, where applicable, including:
    - All communications are presented in English and Spanish
    - Callouts in both languages, for all schools
- Translation equipment is used at meetings whenever possible

*This policy is reviewed annually and revised as needed based on feedback from parents on the ESSA PFE District Committee and QDAC stakeholders, which includes parents. If you would like to provide additional feedback or suggestions on how Waco ISD can improve parent involvement, please contact the Executive Director of State and Federal Programs, Kourtni Parnell @ 254-799-0983.

Descriptor 8: Early Childhood Education Programs and Transition Plans

Waco ISD is committed to providing high-quality early childhood education to ensure that students enter school prepared to succeed academically and socially. Key initiatives include:

- **Pre-K Programming:**
  Waco ISD offers high-quality Pre-K programs that focus on early literacy, numeracy, social-emotional development, and foundational skills needed for academic success. Classrooms are staffed with certified early childhood educators trained in developmentally appropriate instructional practices.
- **Family Engagement:** Families are actively involved in their children's early education through campus-level events, parent workshops, and informational sessions. These activities provide strategies to support learning at home and strengthen school-family partnerships.
- **Readiness Support:** Waco ISD provides screenings and assessments to identify students' developmental needs and ensure that instruction is tailored to support growth across all domains. Support services, including supplemental interventions and referrals to community resources, are offered as needed to address learning gaps.

Through these coordinated efforts, Waco ISD ensures that young learners are well-prepared to enter kindergarten with the skills, knowledge, and confidence necessary for long-term academic success.

Waco ISD PK Family Engagement Plan

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

Waco ISD operates as a **schoolwide Title I district**. In consultation with school leaders, parents, and specialized support personnel, the district identifies eligible children in need of services through a comprehensive review of data, including universal screeners (academic and behavioral), STAAR/EOC results, TCA assessments, attendance records, and behavior incidents. District staff—including school leaders and instructional support personnel—use this information to determine which students require additional support through Targeted Assistance Programs.

- **Tiered Support System:** Students are tiered based on need and provided targeted services such as supplemental instruction, behavior coaching, and/or SEL support to close achievement gaps. Progress monitoring is conducted to track academic and behavioral growth over time.
- **Teacher Collaboration and Student Review:**
  - Classroom teachers meet in **PLCs** to review student data.
  - The **Student Assistance Team (SAT)** meets every three weeks to review Tier 3 student data.
  - If additional intervention is required, students may be moved to a higher tier and/or referred for Section 504 or Special Education evaluation.
- **Supplemental Academic Supports:** Students receive additional academic support through WIN Time (What I need, When I need it), after-school tutorials, Saturday School, and summer school programs.
- **Instructional Coaching and Professional Development:**
  - Waco ISD employs **Teaching and Learning Specialists** to coach teachers on HQIM instructional practices.
  - In PLCs, teachers review the EXIT tickets to identify conceptual misunderstandings, allowing teachers to reteach targeted standards with flexible grouping.
  - **Supplemental Instructional Teachers (SITs)** provide intensive intervention for students performing two or more grade levels below. SITs align instruction with core TEKS, reteach prerequisite skills, and often pre-

teach content so students are prepared for grade-level instruction.

Through these coordinated supports, Waco ISD ensures that students at risk of falling behind receive timely, targeted, and effective interventions, while teachers are equipped to deliver high-quality, data-informed instruction.

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

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

Waco ISD implements a variety of strategies to support students as they transition from middle school to high school and from high school to postsecondary opportunities.

- **Middle to High School Transitions:** In the spring, transition meetings are held at each Waco ISD middle school. Students and parents participate in informational sessions where they learn about high school career pathways, extracurricular activities, and state graduation requirements. These meetings provide families with guidance to make informed academic and course selection decisions.
- **High School to Postsecondary Transitions:** High school students have opportunities to attend college and career fairs, providing exposure to postsecondary education options, career pathways, and workforce opportunities.
- **Early College and Career Access:** Waco ISD increases access to early college programs by offering **dual credit courses** beginning in 9th grade for students who demonstrate readiness on state and district assessments. The district covers the tuition costs for these courses. Additionally, Waco ISD offers specialized career programs, including the **Greater Waco Health Care Academy** and the **Greater Waco Manufacturing Academy**, which allow students to gain technical skills and earn industry-recognized certifications.
- **College and Career Readiness Support:** Students receive targeted instruction during WIN time to prepare for the TSI, ACT, and AP exams, ensuring they are academically prepared for college-level coursework.
- **Recognition of Academic Achievement:** Waco ISD celebrates student success at monthly Board of Trustees meetings and hosts an annual **Academic Scholars Night**, recognizing students with a GPA of 96 or higher. The ceremony also honors National Merit Scholars and AP Scholars, highlighting excellence in academic achievement.

Through these coordinated efforts, Waco ISD ensures that students are supported academically, socially, and career-wise, providing multiple pathways to college and career readiness.

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

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Descriptor 11: Discipline Disproportionality

Waco ISD implements a comprehensive approach to discipline and behavior support through data-driven decision making, professional development, and proactive, responsive strategies. These initiatives are designed to create **safe, respectful, and responsible learning environments** while minimizing disciplinary removals and maximizing instructional time.

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1. Data-Driven Decision Making through Discipline Record Review

Waco ISD conducts regular, systematic reviews of discipline records at both district and campus levels to identify patterns and inform targeted interventions. Key areas of analysis include:

- **Frequency of incidents:** Identifying times of day, days of the week, or locations where incidents are more likely to occur.
- **Types of infractions:** Determining the most common behavioral issues leading to disciplinary actions.
- **Student demographics:** Examining disproportionalities in disciplinary actions based on race, ethnicity, socioeconomic status, or disability.
- **Consequences administered:** Evaluating which consequences are most effective in addressing specific behaviors.

This analysis guides professional development, resource allocation, and the creation of proactive strategies to address root causes of disciplinary issues.

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2. Comprehensive Professional Development in Classroom Management

All staff—including teachers, administrators, and paraprofessionals—receive ongoing professional development focused on evidence-based classroom management strategies:

- **Clear expectations and routines:** Creating predictable, structured learning environments using common language and practices across classrooms.
- **Aligned classroom behavior systems:** Implementing proactive systems that promote a safe, responsible, and respectful learning environment for all students.
- **Proactive instructional strategies:** Teaching and acknowledging expected behaviors while providing connected feedback to reinforce positive actions and correct misbehavior.

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3. Cultivating Positive Student-Staff Relationships

Strong, positive relationships are central to fostering supportive school climates and reducing disciplinary incidents. Waco ISD's strategies include:

- **Relationship-building initiatives:** Providing staff with time and resources to develop meaningful connections with students across all tiers of support.
- **Social-Emotional Learning (SEL) integration:** Explicitly teaching skills such as self-awareness, self-management,

social awareness, relationship skills, and responsible decision-making.

- **Responsive circles and community-building activities:** Promoting empathy, understanding, and belonging within classrooms and across the school community.

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4. Implementing De-escalation Strategies

Staff are trained to intervene early and de-escalate potentially challenging situations before they escalate to disciplinary actions:

- **Recognizing early warning signs:** Identifying cues of agitation or distress.
- **Verbal and non-verbal techniques:** Using calm communication, active listening, and non-threatening body language to reduce tension.
- **Problem-solving and conflict resolution:** Guiding students to collaboratively identify the root cause of conflicts and develop constructive solutions.

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5. Utilizing Responsive Practices

Waco ISD implements responsive practices that emphasize repairing harm and restoring relationships rather than focusing solely on punishment:

- **Community conversations and circles:** Facilitating dialogue between those who have caused harm and those affected to understand the impact and develop ways to make amends.
- **Focus on repairing harm:** Promoting accountability and fostering empathy by encouraging students to take steps to repair relationships.
- **Reintegration support:** Assisting students in returning to the classroom after disciplinary incidents to ensure successful transitions and reduce recurrence.

Through these data-driven and relationship-focused strategies, Waco ISD creates environments where students thrive academically and socially. **Title I funds** are strategically allocated to support professional development, resources, and personnel dedicated to the effective implementation of the district's **MTSS-B (Multi-Tiered System of Supports for Behavior) framework**, ensuring equitable access to high-quality, supportive learning environments for all students.

Descriptor 12: Coordination and Integration

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

Though Title I funds are not allocated for this area, Waco ISD coordinates academic and CTE instruction through a variety of **strategic and experiential approaches** to ensure students acquire the knowledge and skills needed for postsecondary success and in-demand careers in Texas.

- **Coordinated Instructional Strategies:** Academic and CTE teachers collaborate to align curricula and instructional practices. Core academic content is integrated with CTE pathways, allowing students to apply foundational skills in real-world, career-related contexts.
- **Experiential Learning Opportunities:** Students participate in hands-on learning through specialized programs such as the **Greater Waco Health Care Academy (GWAHCA)** and the **Greater Waco Manufacturing Academy (GWAMA)**. These programs provide opportunities to explore career pathways, apply technical skills, and earn industry-recognized certifications.
- **Early College Access:** Waco ISD offers dual credit courses beginning in 9th grade for students who demonstrate

readiness. These courses allow students to earn college credits while still in high school, reinforcing the connection between academic knowledge and career preparation.

- **Targeted Skill Development:** Instruction in both academic and CTE courses emphasizes the development of skills aligned to **in-demand occupations and industries in the state**, ensuring students are prepared for workforce opportunities or further postsecondary education.
- **Data-Informed and Tiered Support:** Students who need additional academic support are provided interventions through supplemental instruction, WIN time for exam preparation (TSI, ACT, AP), and individualized guidance from instructional specialists, ensuring equitable access to career and college readiness opportunities.

Through these coordinated strategies, Waco ISD integrates academic and technical learning, promotes experiential skill-building, and prepares students for success in high-demand careers and higher education pathways.

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

Title I funds are not expended for work based learning opportunities. However, Waco ISD coordinates academic and CTE instruction through a variety of **strategic and experiential approaches** to ensure students acquire the knowledge and skills needed for postsecondary success and in-demand careers in Texas

- **Coordinated Instructional Strategies:** Academic and CTE teachers collaborate to align curricula and instructional practices. Core academic content is integrated with CTE pathways, allowing students to apply foundational skills in real-world, career-related contexts.
- **Experiential Learning Opportunities:** Students participate in hands-on learning through specialized programs such as the **Greater Waco Health Care Academy (GWAHCA)** and the **Greater Waco Manufacturing Academy (GWAMA)**. These programs provide opportunities to explore career pathways, apply technical skills, and earn industry-recognized certifications.
- **Early College Access:** Waco ISD offers dual credit courses beginning in 9th grade for students who demonstrate readiness. These courses allow students to earn college credits while still in high school, reinforcing the connection between academic knowledge and career preparation.
- **Targeted Skill Development:** Instruction in both academic and CTE courses emphasizes the development of skills aligned to **in-demand occupations and industries in the state**, ensuring students are prepared for workforce opportunities or further postsecondary education.
- **Data-Informed and Tiered Support:** Students who need additional academic support are provided interventions through supplemental instruction, WIN time for exam preparation (TSI, ACT, AP), and individualized guidance from instructional specialists, ensuring equitable access to career and college readiness opportunities.

Through these coordinated strategies, Waco ISD integrates academic and technical learning, promotes experiential skill-building, and prepares students for success in high-demand careers and higher education pathways.

Descriptor 13: Other Proposed Uses of Funds

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

Title I funds are not expended for gifted and talented programs. However, Waco ISD assists schools in identifying and serving gifted and talented students by providing guidance, resources, and support to ensure appropriate instruction and enrichment opportunities are available at each campus.

13.2 Assist schools in developing effective school library programs to provide

students an opportunity to develop digital literacy skills and improve academic achievement.

Title I funds are not expended at the district level effective school library programs. However, Waco ISD assists schools in developing effective school library programs that provide students with opportunities to develop digital literacy skills and enhance academic achievement. These programs support research, critical thinking, and technology integration, ensuring students are prepared for both academic and career success.

Title I Personnel

Name	Position	Program	FTE
Betty Mottley	Admin Budget Specialist	Title	0.9
Britonoy Porter	Highly Mobile Program Supervisor	Highly Mobile	1
Kourtni Parnell	Ex Dir Intervention & State and Fed	Title	0.41
Lora Disney	Admin Budget Specialist	Title	0.5
Rose Johnson	Supplemental In Specialist	Tilte	0.5

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Funding Summary

Funding Summary

State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	edia, IXL	--	$0.00
1	1	2	IXL	--	$0.00
1	1	3	ThinkCerca, Edmentum, Same Goal, PT SIT Teachers	--	$0.00
1	4	1	Branching Minds	--	$0.00
4	1	2	Supplemental Supplies	--	$0.00
4	2	2	Professional Development	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$759,387.00
				+/- Difference	**$759,387.00**

Title 1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	iReady	--	$0.00
1	1	2	iReady	--	$0.00
1	1	3	iReady, Summer School, Supplemental Instruction IS, Planning time, Strategist/ Interventionist	--	$0.00
4	1	2	Supplemental Supplies, Homeless Supervisor	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$6,800,913.00
				+/- Difference	**$6,800,913.00**

Title I Parent Involvement

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Family Fest, Teen/Comic Book Fest, Title 1 Crate	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$68,094.00
				+/- Difference	**$68,094.00**

IDEA B Formula

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,113,796.00
				+/- Difference	**$3,113,796.00**

Title II, Part A (TPTR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Great Minds, WIN PD, BlueBonnet PD, Carnegie Learning, Eduphoria, Director of Professional Development	--	$0.00
1	1	2	HMH PD, Brisbin Coaching	--	$0.00
1	1	4	Instructional Leadership Network, Charter	--	$0.00
2	1	2	Talent and Pipeline Coordinator, Stipends - Succeed Mentor and BU	--	$0.00
2	2	1	Talent and Pipeline Coordinator	--	$0.00
2	2	2		--	$0.00
4	2	2	David Yaffie, Lead4Ward, Coachman	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$903,433.00
				+/- Difference	**$903,433.00**

Title III

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	EB Specialist, tutoring, Summit Learning, Supplies & Materials,	--	$0.00
4	1	2	New Comer Program, Transportation for EB, Summer programs	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$349,257.00
				+/- Difference	**$349,257.00**

Title IV

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Charter	--	$0.00
1	3	3	Spring Board, Sup Scholars	--	$0.00
1	4	1	Emergent Tree, CIS	--	$0.00
1	4	3	Emergent Tree	--	$0.00
4	2	1	SEESAW, Mastery Prep	--	$0.00
4	2	2	TCEA	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$504,284.00
				+/- Difference	**$504,284.00**

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

PFS Criteria Summary

RECENT QUALIFYING MOVE
Student who have made a qualifying move during the previous or current reporting period (within the previous 1-year period);



FAILING OR MOST AT RISK OF FAILING		
Student who are failing, or at risk of failing, to meet the challenging State academic standards; or have dropped out of school.		
Grade Level	**Grade Level**	**Grade Level**
K-3	3-12 and UG	7-12, OS, UG
Must have at least one of the following designations: - LEP/EL - Over age - Retained	Must have received a state assessment score/designation of: - Failed - Absent - Exempt - Not Enrolled - Not Tested - At-Risk of Failing	Must have been designated as a drop out student on NGS: - The Drop Out indicator and date are linked to each history line.

130

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

School District: Waco ISD	Priority for Service (PFS) Action Plan	Filled Out By: Tonya Ramos and Polo Vielma
Region: 12	School Year: 2024 - 2025	Date: 07/10/2024

Note: *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).*

Goal(s):	Objective(s):
To ensure that identified Priority for Services migrant children in Region 12 Migrant SSA districts receive interventions in order to succeed in school.	**Region 12 MEP will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students in Region 12 SSA districts.**

131

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	September - May	NGS Data Specialist	Copies of e-mails with PFS Reports attached and sent to Superintendents
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August	MEP Coordinator, PFS Instructor	PFS Action Plan
Required Strategies	**Timeline**	**Person(s) Responsible**	**Documentation**
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	May – August	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Superintendent / Principal Meetings Agendas, MEP Overview Session sign-in, agenda, handouts
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs
Provide services to PFS migrant students.			

132

▪ Region 12 Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	September - May Monthly	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Progress Reports, State Assessment Results, Benchmark Data, teacher observations, Individualized Student Action Plan
▪ Region 12 Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	September - May Monthly	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Individualized Student Action Plan
▪ Region 12 Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	September –May	MEP Coordinator, MEP Counselor, PFS Instructor, Campus principal, counselor, teachers	Migrant Individualized Education Plan -Note other Fed. Programs: Title III, A State: State Comp Ed., OSY Local: Mentoring, Tutorials

133

Grace Benson	7/16/24	Yolanda Rollins	7/10/24
LEA Signature	**Date Completed**	**ESC Signature**	**Date Received**
Polo Vielma	7/10/24	Tonya Ramos	7/10/24
PFS Signature	**Date Completed**	**PFS Signature**	**Date Completed**

Priority for Service (PFS) Action Plan for Migrant Students - Spanish

Como parte de la ley de cada estudiante tiene éxito (Essa), el plan de acción de prioridad para el servicio (PFS) es una actividad de programa requerida para el programa de Educación Migrante. Al prestar servicios con fondos recibidos en virtud de esta parte, cada receptor de dichos fondos dará prioridad a los niños migratorios que han hecho mudanza que califique dentro del período de 1 año anterior y que estén fallando en calificaciones, o en mayor riesgo de fallar, en cumplir con las exigentes normas académicas estatales; o han abandonado la escuela. [1304 [20 U.S.C. 6394](d)].

El informe de prioridad para el servicio de NGS debe ser usado para determinar a quién servir primero y principalmente con los fondos del MEP. Los estudiantes son identificados como SLP si cumplen con los siguientes criterios:

PFS Resumen de Criterios

MUDANZA RECIENTE QUE CALIFIQUE
Estudiante que ha hecho mudanza calificado durante el período de reporte anterior o actual (dentro del período de 1 año anterior);

➕

FALLANDO O EN MAYOR RIESGO DE FALLAR		
Estudiante que está fallando, o en riesgo de fallar, para cumplir con los desafiantes estándares académicos estatales; o han abandonado la escuela.		
Grado	**Grado**	**Grado**
K-3	3-12 y UG	7-12, OS, UG
Debe tener al menos una de las siguientes designaciones: - LEP/EL - Mayor edad - Retenido	Debe haber recibido una puntuación/designación de evaluación estatal de: - Falta - Ausente - Exento - No matriculado - No probado - En riesgo de fallar	Debe haber sido designado como estudiante de abandono en NGS: – **El indicador de abandono y la fecha están vinculados a cada línea de historial.**

El siguiente documento es proporcionado por TEA para los distritos para ayudar a documentar los esfuerzos que se están realizando en nombre de los estudiantes de prioridad para el Servicio (PFS). Contiene todos los componentes requeridos como se describe en la parte 4 de la aplicación ESSA en las disposiciones y garantías, pero también permite que los distritos añadan actividades adicionales. El plan de cada distrito debe articular claramente los criterios para definir el éxito estudiantil, incluyendo los plazos para alcanzar las metas y objetivos establecidos.

Distrito Escolar:	Priority for Service (PFS) Action Plan Spanish	Llenado por: Tonya Ramos/ Polo Vielma
Region: 12	Año Escolar: 2024 - 2025	Fecha: 07/10/24

Nota: *El Coordinador del título I, parte C o el personal del MEP incluirá el plan de acción de PFS en el plan de mejoramiento Distrital como una sección separada apropiadamente etiquetada o identificada (por ejemplo, "sección de plan de acción de PFS migratoria"), en lugar de integrar los elementos del plan de acción con otras secciones de DIP que se centran en otros grupos de población estudiantil (por ejemplo, bilingüe, ESL, económicamente desfavorecidos).*

Meta(s):	Objetivo(s):
Asegurar que los niños migrantes identificados como prioridad que estén en un distrito escolar que forma parte de la Región 12 SSA, reciban intervenciones para tener éxito en la escuela.	**El MEP de región 12 identificará a los niños y jóvenes migrantes que requieren acceso prioritario a los servicios del MEP y desarrollaran un plan para servir a esos estudiantes en los distritos de la región 12 SSA.**

135

Estrategias Requeridas	Línea de tiempo	Persona(s) Responsable	Documentación
Monitorear el progreso de los estudiantes de MEP que son PFS.			

▪ Mensualmente, ejecute los informes de (PFS) en NGS para identificar a los niños y jóvenes migrantes que requieren acceso prioritario a los servicios del MEP.	Septiembre – Mayo	Especialista de datos de NGS	Copias de correos electrónicos con informes de PFS adjuntos y enviados a superintendentes
▪ Antes del primer día de clases, desarrolle un plan de acción de PFS para servir a los estudiantes de PFS. El plan debe articular claramente los criterios para definir el éxito del estudiante, incluyendo plazos para alcanzar metas y objetivos declarados.	Agosto	Coordinador de MEP Instructor de PFS	Plan de acción de PFS
Required Strategies	**Línea de tiempo**	**Persona(s) Responsable**	**Documentación**
Comunique el progreso y determine necesidades de estudiantes migratorios PFS.			
▪ Durante el calendario académico, el Coordinador de migrantes del título I, parte C o el personal del MEP proporcionará a los directores del campus y personal del campus la información apropiada sobre los criterios para los servicios de prioridad y reportes de PFS en NGS actualizadas	Mayo – Agosto	Coordinador de MEP, MSCs, Instructor de PFS, Consejero(a) de MEP, MEP Empleados, Directores, maestros, consejeros	Superintendente/agenda de reuniones de Directores, Descripción del MEP sesión y registro, agenda, folletos
▪ Durante el calendario académico, el Coordinador de migrantes del título I, parte C o el personal del MEP proporcionará a los padres de estudiantes de PFS la información de PFS y los criterios para recibir servicios.	Mayo – Agosto	Coordinador de MEP, MSCs, Instructor de PFS	Reuniones y registros del PAC
▪ Durante el calendario académico, el Coordinador de migrantes del título I del distrito, parte C o el personal del MEP hará visitas individualizadas a domicilio y/o comunidad para informar a los padres sobre el progreso académico de sus hijos.	Mayo – Agosto	Coordinador de MEP, MSCs, Instructor de PFS	Reuniones y registros del PAC
Provide services to PFS migrant students.			

136

▪ La región 12 del título I, parte C Coordinador de migrantes o el personal del MEP usarán los reportes de PFS para dar prioridad a estos estudiantes en las actividades del programa de Educación Migrante.	Septiembre - mayo Mensual	Coordinador de MEP, MSCs, Instructor de PFS, Consejero(a) de MEP, MEP empleados, Directores, maestros, consejeros	Informes de progreso, resultados de evaluación del estado, datos de referencia, observaciones del maestro, plan de acción individualizado del estudiante
▪ La región 12 del título I, parte C Coordinador de migrantes o el personal del MEP se asegurará de que los estudiantes de PFS reciban acceso prioritario a los servicios educacionales, así como información sobre trabajadores sociales y servicios comunitarios/agencias.	Septiembre - mayo Mensual	Coordinador de MEP, MSCs, Instructor de PFS, Consejero(a) de MEP, MEP empleados, Directores, maestros, consejeros	Plan de acción individualizado del estudiante
▪ La región 12 del título I, parte C Coordinador de migrantes o el personal del MEP determinarán qué programas federales, estatales o locales sirven a los estudiantes de PFS.	Septiembre – Mayo	Coordinador de MEP, MSCs, Instructor de PFS, Consejero(a) de MEP, MEP empleados, Directores, maestros, consejeros	Plan de acción individualizado de estudiante migrante -Nota otros programas federales: Title III, A State: State Comp Ed. OSY Local: Asesoramiento, tutorial

137

Grace Benson	7/16/24		
Firma del LEA	**Fecha de finalización**	**Firma de ESC**	**Fecha Recibido**
Firma de PFS	**Fecha de finalización**	**Firma de PFS**	**Fecha de finalización**

ACTIVIDADES REQUERIDAS PARA EL RECLUTAMIENTO EQUILIBRADO	INDIVIDUOS AFECTADOS	LA LINEA DE TIEMPO
I. ENTRENAMIENTO PARA RECLUTADORES Y REVISORES DESIGNADOS DEL SEA		
A. <u>Atender entrenamientos de ID&R ofrecido por el ESC – Reclutadores.</u> **<u>Atender entrenamientos de ID&R y NGS ofrecidos por el ESC – Revisores designados del SEA</u>** COEs para el nuevo año escolar no pueden ser completados hasta que el entrenamiento ha ocurrido.	**El Personal:** Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Para el 1 de Septiembre o antes de que los esfuerzos de reclutamiento comiencen para el nuevo año escolar. Antes del 1 de Octubre para el entrenamiento de NGS.
B. <u>Otros requisitos</u>		
II. IDENTIFICACION Y RECLUTAMIENTO		
A. <u>Reunirse con todo personal de ID&R.</u> Reunirse con los Revisores designados del SEA, Reclutadores y empleados para generar ideas y planear estrategias de reclutamiento para incluirlos en el Plan de ID&R.	**El Personal:** Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Para el 31 de Agosto
B. <u>Finalizar todas las formas, documentos y registros.</u> Disemine y ser entrenado en todas las formas y registros, etc., que serán utilizados por el personal del ID&R y MEP.	**El Personal:** Los administradores del MEP, reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Para el 31 de Agosto
C. <u>Hacer asignaciones para el reclutador.</u> Asignar a los reclutadores, asegurándose de explicar las cuentas de los esfuerzos de reclutamiento durante todo el año, en relación con el reclutamiento en la escuela/ campus, la comunidad, cultivadores, jóvenes que no estén en la escuela, incluyendo los niños de edad preescolar y otras agencias estatales y federales que sirven a las familias migrantes.	**El Personal:** Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Para el 31 de Agosto
D. <u>Dirigir ID&R.</u> ***Niños Migrantes Potencialmente Elegibles:*** Comuníquese con las familias migrantes potencialmente elegibles utilizando los esfuerzos de reclutamiento de casa en casa, utilizando encuestas de familia, durante el registro escolar, etc. Dirigiendo la atención tanto en estudiantes inscritos como a no inscritos (edades 0 – 21). Completando COEs según sea necesario. ***Niños migrantes actualmente elegibles:*** Comuníquese con las familias migrantes actualmente elegibles para determinar si ha ocurrido nuevas fechas de elegibilidad. Completando nuevos COEs según sea necesario. **Nota:** Compartir copias de COEs con las entidades apropiadas según la lista en el COE.	**El Personal:** Reclutadores del MEP	Para el 31 de agosto – niños actualmente elegibles; continuar los esfuerzos de reclutamiento durante el año, los niños potencialmente elegibles hacer esfuerzos iniciales de comunicación para el 30 de septiembre.

E. <u>Completar COEs.</u> El reclutador completa el COE junto con el formulario de documentación suplementaria del COE para todas las familias con nuevos QADs. Envié el COE y el SDF completos al revisor designado del SEA para que lo revisen.	**El Personal:** Reclutadores del MEP	Dentro de los 3 días de la firma de los padres
F. <u>Revisión del COE.</u> Revisor Designado del SEA revise el COE junto con el formulario de documentación suplementaria del COE para todas las familias con nuevos QADs. Devuelva el COE y el formulario de documentación suplementaria del COE al reclutador si información adicional sea necesario. Somete la información al sitio de NGS después de que se completa la revisión de elegibilidad.	**El Personal:** Revisores designados del SEA	Dentro de los 5 días de la firma de los padres
G. <u>Verificación de residencia.</u> Verifique la residencia continua para todos los niños migrantes actualmente elegibles que no han hecho un nuevo (QAD) durante el periodo actual.	**El Personal:** Reclutadores del MEP	Entre el 1 de septiembre y el 1 de noviembre. Para los niños de 2 años de edad que pronto tendrán 3 años – en o después de cumplir 3 años de edad.
H. <u>Otros requisitos</u>		

III. MAPAS Y REDES INTRAREGIONALES		
A. <u>Comuníquese con los cultivadores potenciales.</u> Hacer asignaciones de reclutador para contactar a los cultivadores dentro de los límites del distrito con respecto a las prácticas de contratación, cultivos y estaciones de cultivo.	**El Personal:** Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Contactar a los cultivadores dentro de los límites del distrito pare el 1 de noviembre.
B. <u>Desarrollar calendarios y mapas.</u> Desarrollar perfiles/calendarios que reflejen los cultivos principales, estaciones, prácticas de contratación de los cultivadores, etc. Desarrolle mapas para reclutadores que resalten todas las áreas/vecindarios donde residen las familias migrantes.	**El Personal:** Los administradores del MEP y reclutadores.	Para el 1 de diciembre y actualización continua durante todo el ano.
C. <u>Otros requisitos</u>		
IV. COORDINACION INTERINSTITUCIONAL		
A. <u>Trabajar juntos con agencias que atienden a familias migrantes.</u> Coordinar/trabajar juntos con organizaciones locales/regionales que proporcionen servicios a los trabajadores migrantes y sus familias, reuniéndose con el personal y compartiendo información de las entidades que estén en la parte posterior del COE	**El Personal:** Los administradores del MEP y reclutadores.	Realizar esfuerzos iniciales para el 30 de septiembre y esfuerzos continua durante todo el ano.
B. <u>Otros requisitos</u>		
V. CONTROL DE CALIDAD		
A. <u>PROCEDIMIENTOS DE CONTROL DE CALIDAD ESCRITOS.</u> Desarrollar procedimientos escritos que describen el control de calidad de ID&R dentro el LEA/ESC.	**El Personal:** Los administradores del MEP y reclutadores, Revisores designados del SEA y otros empleados del MEP.	Para el 31 de agosto
B. <u>Revisión de elegibilidad.</u> Reenviar COES con más de un comentario a ESC para revisión. Siga el protocolo para COES que justifique una revisión adicional por el ESC y/o el MEP del estado como se describe en el manual de ID&R.	**El Personal:** Revisores designados del SEA, Administradores del MEP y el personal del ESC MEP cuando sea apropiado.	Continuo a lo largo del ano
C. <u>Monitorear y abordar las necesidades de entrenamiento continuo de ID&R.</u> Trabajar junto con el ESC regional para proveer apoyo de entrenamiento para los reclutadores del MEP, revisores designados del SEA y otros miembros del personal del MEP mientras se ve necesidades específicas durante el año.	**El Personal:** Todo el personal del MEP	Según sea necesario durante todo el ano
D. <u>Mantenga registros actualizados en el archivo.</u> Mantenga actualizados los registros activos e inactivos. Archivar los COEs en orden alfabético por el apellido de la madre actual [sección del encabezamiento del COE, número (5)] y retenga los registros durante siete (7) años a partir de la fecha en que finalice la elegibilidad.	**El Personal:** Todo el personal del MEP	Continuo a lo largo del ano
E. <u>Coordinar con ESC para la validación anual de elegibilidad.</u> Validar la elegibilidad a través del proceso de re-entrevista según las instrucciones establecidas por TEA.	**El Personal:** El personal de ESC, MEP **Niños:** Ninos antes identificados seleccionados por el Estado MEP	Enero – Junio
F. <u>Otros requisitos</u>		
VI. EVALUACION		

A. <u>Evaluar los esfuerzos de ID&R para la planificación subsecuente.</u> Juntar y analizar los datos e información de varios interesados del MEP para incorporar los cambios apropiados en el plan ID&R subsecuente para continuar mejorando.	**El Personal:** Todo el personal del MEP **Otros**: Junta de PAC, etc.	Antes del 30 de junio
B. <u>Otros requisitos.</u>		

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. **Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.** COEs for new school year cannot be completed until training has occurred.	**Staff:** All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 or before recruitment efforts begin for new school year. Before October 1 for NGS training.
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 31
B. Finalize all forms, documents, logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	**Staff:** MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 31
C. Make recruiter assignments. Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 31
D. Conduct ID&R. ***Potentially Eligible Migrant Children*:** Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. ***Currently Eligible Migrant Children*:** Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. **Note:** Share copies of COEs with appropriate entities as listed on COE.	**Staff:** MEP recruiters	By August 31 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. Complete COEs. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	**Staff:** MEP recruiters	Within 3 days of parent signature
F. Review of COEs. Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	**Staff:** Designated SEA Reviewers	Within 5 days of parent signature.
G. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	**Staff:** MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs old turning 3 – on or after 3rd birthday.
H. Other		

III. MAPS AND INTRAREGIONAL NETWORKING		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	**Staff:** MEP administrators and recruiters	By December 1 and update on on-going basis throughout the year
C. Other		
IV. INTERAGENCY COORDINATION		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	**Staff:** MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue on-going efforts throughout the year
B. Other		
V. QUALITY CONTROL		
A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC.	**Staff:** MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 31
B. Eligibility review. Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	**Staff:** Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers and other MEP staff as specific needs are observed throughout the year.	**Staff:** All MEP staff	As needed throughout the year
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (5)] and retain records for seven (7) years from the date eligibility ends.	**Staff:** All MEP staff	Ongoing throughout the year
E. Coordinate with ESC for annual eligibility validation. Validate eligibility through re-interview process according to instructions set forth by TEA.	**Staff:** ESC, MEP staff **Children:** Previously-identified children selected by State MEP	January – June
F. Other		
VI. EVALUATION		
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	**Staff:** All MEP staff **Others**: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. Other		

Priority for Service (PFS) Action Plan
for Migrant Students - Spanish

Como parte de la ley de cada estudiante tiene éxito (Essa), el plan de acción de prioridad para el servicio (PFS) es una actividad de programa requerida para el programa de Educación Migrante. Al prestar servicios con fondos recibidos en virtud de esta parte, cada receptor de dichos fondos dará prioridad a los niños migratorios que han hecho mudanza que califique dentro del período de 1 año anterior y que estén fallando en calificaciones, o en mayor riesgo de fallar, en cumplir con las exigentes normas académicas estatales; o han abandonado la escuela. [1304 [20 U.S.C. 6394](d)].

El informe de prioridad para el servicio de NGS debe ser usado para determinar a quién servir primero y principalmente con los fondos del MEP. Los estudiantes son identificados como SLP si cumplen con los siguientes criterios:

PFS Resumen de Criterios	
Grados 3-12, **Ungraded (UG) or** **Out of School (OS)**	• Que hayan realizado una mudanza calificada dentro del período anterior de 1 año; **AND** • Tener un nivel de grado recibido de "se acerca o no cumple" en las evaluaciones estatales (STAAR), estuvo ausente, no rindió la prueba o no estuvo inscrito en una escuela de Texas durante el período de pruebas de evaluación estatal para su nivel de grado.
Grados K-3	• Que hayan realizado una mudanza calificada dentro del período anterior de 1 año; **AND** • Haber sido designado EL/EB (Aprendiz de inglés/Bilingüe emergente) en la sección de Designación de estudiantes del Componente del programa complementario TX-NGS; **OR** • Estudiantes de jardín de infantes a segundo grado o estudiantes de tercer grado que no hayan tomado la evaluación STAAR, que hayan retenido el grado o que tengan edad mayor a la requerida para su nivel de grado actual.
Pre-K ages 3-5 (Not in Kindergarten)	• Que hayan realizado una mudanza calificada dentro del período anterior de 1 año; • Estudiantes cuyos datos en TX-NGS no muestran otro apoyo preescolar.

El siguiente documento es proporcionado por TEA para los distritos para ayudar a documentar los esfuerzos que se están realizando en nombre de los estudiantes de prioridad para el Servicio (PFS). Contiene todos los componentes requeridos como se describe en la parte 4 de la aplicación ESSA en las disposiciones y garantías, pero también permite que los distritos añadan actividades adicionales. El plan de cada distrito debe articular claramente los criterios para definir el éxito estudiantil, incluyendo los plazos para alcanzar las metas y objetivos establecidos.

Distrito Escolar: Waco	**Priority for Service (PFS) Action Plan Spanish**	Numero de Distrito: 161-914
Region: 12	**Año Escolar: 2026 - 2027**	Fecha: 06/17/2026

Nota: *El Coordinador del título I, parte C o el personal del MEP incluirá el plan de acción de PFS en el plan de mejoramiento Distrital como una sección separada apropiadamente etiquetada o identificada (por ejemplo, "sección de plan de acción de PFS migratoria"), en lugar de integrar los elementos del plan de acción con otras secciones de DIP que se centran en otros grupos de población estudiantil (por ejemplo, bilingüe, ESL, económicamente desfavorecidos).*

Meta(s):	**Objetivo(s):**
Asegurar que los niños migrantes identificados como prioridad que estén en un distrito escolar que forma parte de la Región 12 SSA, reciban intervenciones para tener éxito en la escuela.	**El MEP de región 12 identificará a los niños y jóvenes migrantes que requieren acceso prioritario a los servicios del MEP y desarrollaran un plan para servir a esos estudiantes en los distritos de la región 12 SSA.**

145

Estrategias Requeridas	Línea de tiempo	Persona(s) Responsable	Documentación
Monitorear el progreso de los estudiantes de MEP que son PFS.			
▪ Mensualmente, ejecute los informes de (PFS) en NGS para identificar a los niños y jóvenes migrantes que requieren acceso prioritario a los servicios del MEP.	Septiembre – Mayo	Especialista de datos de NGS	Copias de correos electrónicos con informes de PFS adjuntos y enviados a superintendentes
▪ Antes del primer día de clases, desarrolle un plan de acción de PFS para servir a los estudiantes de PFS. El plan debe articular claramente los criterios para definir el éxito del estudiante, incluyendo plazos para alcanzar metas y objetivos declarados.	Agosto	Coordinador de MEP Instructor de PFS	Plan de acción de PFS
Estrategias Requeridas	**Línea de tiempo**	**Persona(s) Responsable**	**Documentación**
Comunique el progreso y determine necesidades de estudiantes migratorios PFS.			
▪ Durante el calendario académico, el Coordinador de migrantes del título I, parte C o el personal del MEP proporcionará a los directores del campus y personal del campus la información apropiada sobre los criterios para los servicios de prioridad y reportes de PFS en NGS actualizadas	Mayo – Agosto	Coordinador de MEP, MSCs, Instructor de PFS, Consejero(a) de MEP, MEP Empleados, Directores, maestros, consejeros	Superintendente/agenda de reuniones de Directores, Descripción del MEP sesión y registro, agenda, folletos
▪ Durante el calendario académico, el Coordinador de migrantes del título I, parte C o el personal del MEP proporcionará a los padres de estudiantes de PFS la información de PFS y los criterios para recibir servicios.	Mayo – Agosto	Coordinador de MEP, MSCs, Instructor de PFS	Reuniones y registros del PAC
▪ Durante el calendario académico, el Coordinador de migrantes del título I del distrito, parte C o el personal del MEP hará visitas individualizadas a domicilio y/o comunidad para informar a los padres sobre el progreso académico de sus hijos.	Mayo – Agosto	Coordinador de MEP, MSCs, Instructor de PFS	Reuniones y registros del PAC
Proporcionar servicios a los estudiantes migrantes de PFS.			

146

▪ La región 12 del título I, parte C Coordinador de migrantes o el personal del MEP usarán los reportes de PFS para dar prioridad a estos estudiantes en las actividades del programa de Educación Migrante.	Septiembre - mayo Mensual	Coordinador de MEP, MSCs, Instructor de PFS, Consejero(a) de MEP, MEP empleados, Directores, maestros, consejeros	Informes de progreso, resultados de evaluación del estado, datos de referencia, observaciones del maestro, plan de acción individualizado del estudiante
▪ La región 12 del título I, parte C Coordinador de migrantes o el personal del MEP se asegurará de que los estudiantes de PFS reciban acceso prioritario a los servicios educacionales, así como información sobre trabajadores sociales y servicios comunitarios/agencias.	Septiembre - mayo Mensual	Coordinador de MEP, MSCs, Instructor de PFS, Consejero(a) de MEP, MEP empleados, Directores, maestros, consejeros	Plan de acción individualizado del estudiante
▪ La región 12 del título I, parte C Coordinador de migrantes o el personal del MEP determinarán qué programas federales, estatales o locales sirven a los estudiantes de PFS.	Septiembre –Mayo	Coordinador de MEP, MSCs, Instructor de PFS, Consejero(a) de MEP, MEP empleados, Directores, maestros, consejeros	Plan de acción individualizado de estudiante migrante -Nota otros programas federales: Title III, A State: State Comp Ed., OSY Local: Asesoramiento, tutorial

147

Garantía de LEA: LEA garantiza que todos los requisitos y estrategias para los estudiantes con Prioridad de Servicios (PFS) estén identificados en el Plan de Acción de PFS de LEA mencionado anteriormente.				**Garantía del ESC:** El ESC garantiza que todos los requisitos y estrategias se han incluido en el Plan de Acción PFS del LEA y que el ESC ha revisado y brindado asistencia técnica según corresponda.			
LEA Staff Signature	Grace Benson	**Date**	7/9/26	**ESC Staff Signature**	Yolanda Rollins	**Date**	06/17/2026
				PFS Signature	Polo Vielma	**Date**	06/17/2026

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards, or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, **Ungraded (UG) or** **Out of School (OS)**	• Who have made a qualifying move within the previous 1-year period; **AND** • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; **AND** • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; **OR** • Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	• Who have made a qualifying move within the previous 1-year period; **AND** • Students whose data in TX-NGS shows ***No Other Preschool Support***.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

District Name: Waco	Priority for Service (PFS) Action Plan	District Number: 161-914
Region: 12	School Year: 2026 - 2027	Date: 07/09/26

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

Goal(s):	Objective(s):
To ensure that identified Priority for Services migrant children in Region 12 Migrant SSA districts receive interventions in order to succeed in school.	**Region 12 MEP will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students in Region 12 SSA districts.**

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	September - May	NGS Data Specialist	Copies of e-mails with PFS Reports attached and sent to Superintendents
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August	MEP Coordinator, PFS Instructor	PFS Action Plan
Required Strategies	**Timeline**	**Person(s) Responsible**	**Documentation**
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	May – August	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Superintendent / Principal Meetings Agendas, MEP Overview Session sign-in, agenda, handouts
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs

150

Provide services to PFS migrant students.			
▪ Region 12 Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	September - May Monthly	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Progress Reports, State Assessment Results, Benchmark Data, teacher observations, Individualized Student Action Plan
▪ Region 12 Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	September - May Monthly	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Individualized Student Action Plan
▪ Region 12 Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	September –May	MEP Coordinator, MEP Counselor, PFS Instructor, Campus principal, counselor, teachers	Migrant Individualized Education Plan -Note other Fed. Programs: Title III, A State: State Comp Ed., OSY Local: Mentoring, Tutorials

151

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated above.				**ESC Assurance** ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.			
LEA Staff Signature	Grace Benson	**Date**	7/9/26	**ESC Staff Signature**	Yolanda Rollins	**Date**	06/20/2026
				PFS Signature	Polo Vielma	**Date**	06/20/2026

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. **Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.** COEs for new school year cannot be completed until training has occurred.	**Staff:** All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 or before recruitment efforts begin for new school year. Before October 1 for NGS training.
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 31
B. Finalize all forms, documents, logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	**Staff:** MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 31
C. Make recruiter assignments. Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 31
D. Conduct ID&R. ***Potentially Eligible Migrant Children*:** Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. ***Currently Eligible Migrant Children*:** Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. **Note:** Share copies of COEs with appropriate entities as listed on COE.	**Staff:** MEP recruiters	By August 31 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. Complete COEs. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	**Staff:** MEP recruiters	Within 3 days of parent signature
F. Review of COEs. Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	**Staff:** Designated SEA Reviewers	Within 5 days of parent signature.
G. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	**Staff:** MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs old turning 3 – on or after 3rd birthday.
H. Other		

III. MAPS AND INTRAREGIONAL NETWORKING		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	**Staff:** MEP administrators and recruiters	By December 1 and update on on-going basis throughout the year
C. Other		
IV. INTERAGENCY COORDINATION		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	**Staff:** MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue on-going efforts throughout the year
B. Other		
V. QUALITY CONTROL		
A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC.	**Staff:** MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 31
B. Eligibility review. Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	**Staff:** Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers and other MEP staff as specific needs are observed throughout the year.	**Staff:** All MEP staff	As needed throughout the year
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (5)] and retain records for seven (7) years from the date eligibility ends.	**Staff:** All MEP staff	Ongoing throughout the year
E. Coordinate with ESC for annual eligibility validation. Validate eligibility through re-interview process according to instructions set forth by TEA.	**Staff:** ESC, MEP staff **Children:** Previously-identified children selected by State MEP	January – June
F. Other		
VI. EVALUATION		
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	**Staff:** All MEP staff **Others**: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. Other		

ACTIVIDADES REQUERIDAS PARA EL RECLUTAMIENTO EQUILIBRADO	INDIVIDUOS AFECTADOS	LA LINEA DE TIEMPO
I. ENTRENAMIENTO PARA RECLUTADORES Y REVISORES DESIGNADOS DEL SEA		
A. <u>Atender entrenamientos de ID&R ofrecido por el ESC – Reclutadores.</u> **<u>Atender entrenamientos de ID&R y NGS ofrecidos por el ESC – Revisores designados del SEA</u>** COEs para el nuevo año escolar no pueden ser completados hasta que el entrenamiento ha ocurrido.	**El Personal:** Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Para el 1 de Septiembre o antes de que los esfuerzos de reclutamiento comiencen para el nuevo año escolar. Antes del 1 de Octubre para el entrenamiento de NGS.
B. <u>Otros requisitos</u>		
II. IDENTIFICACION Y RECLUTAMIENTO		
A. <u>Reunirse con todo personal de ID&R.</u> Reunirse con los Revisores designados del SEA, Reclutadores y empleados para generar ideas y planear estrategias de reclutamiento para incluirlos en el Plan de ID&R.	**El Personal:** Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Para el 31 de Agosto
B. <u>Finalizar todas las formas, documentos y registros.</u> Disemine y ser entrenado en todas las formas y registros, etc., que serán utilizados por el personal del ID&R y MEP.	**El Personal:** Los administradores del MEP, reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Para el 31 de Agosto
C. <u>Hacer asignaciones para el reclutador.</u> Asignar a los reclutadores, asegurándose de explicar las cuentas de los esfuerzos de reclutamiento durante todo el año, en relación con el reclutamiento en la escuela/ campus, la comunidad, cultivadores, jóvenes que no estén en la escuela, incluyendo los niños de edad preescolar y otras agencias estatales y federales que sirven a las familias migrantes.	**El Personal:** Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Para el 31 de Agosto
D. <u>Dirigir ID&R.</u> ***Niños Migrantes Potencialmente Elegibles:*** Comuníquese con las familias migrantes potencialmente elegibles utilizando los esfuerzos de reclutamiento de casa en casa, utilizando encuestas de familia, durante el registro escolar, etc. Dirigiendo la atención tanto en estudiantes inscritos como a no inscritos (edades 0 – 21). Completando COEs según sea necesario. ***Niños migrantes actualmente elegibles:*** Comuníquese con las familias migrantes actualmente elegibles para determinar si ha ocurrido nuevas fechas de elegibilidad. Completando nuevos COEs según sea necesario. **Nota:** Compartir copias de COEs con las entidades apropiadas según la lista en el COE.	**El Personal:** Reclutadores del MEP	Para el 31 de agosto – niños actualmente elegibles; continuar los esfuerzos de reclutamiento durante el año, los niños potencialmente elegibles hacer esfuerzos iniciales de comunicación para el 30 de septiembre.

E. <u>Completar COEs.</u> El reclutador completa el COE junto con el formulario de documentación suplementaria del COE para todas las familias con nuevos QADs. Envié el COE y el SDF completos al revisor designado del SEA para que lo revisen.	**El Personal:** Reclutadores del MEP	Dentro de los 3 días de la firma de los padres
F. <u>Revisión del COE.</u> Revisor Designado del SEA revise el COE junto con el formulario de documentación suplementaria del COE para todas las familias con nuevos QADs. Devuelva el COE y el formulario de documentación suplementaria del COE al reclutador si información adicional sea necesario. Somete la información al sitio de NGS después de que se completa la revisión de elegibilidad.	**El Personal:** Revisores designados del SEA	Dentro de los 5 días de la firma de los padres
G. <u>Verificación de residencia.</u> Verifique la residencia continua para todos los niños migrantes actualmente elegibles que no han hecho un nuevo (QAD) durante el periodo actual.	**El Personal:** Reclutadores del MEP	Entre el 1 de septiembre y el 1 de noviembre. Para los niños de 2 años de edad que pronto tendrán 3 años – en o después de cumplir 3 años de edad.
H. <u>Otros requisitos</u>		

III. MAPAS Y REDES INTRAREGIONALES		
A. <u>Comuníquese con los cultivadores potenciales.</u> Hacer asignaciones de reclutador para contactar a los cultivadores dentro de los límites del distrito con respecto a las prácticas de contratación, cultivos y estaciones de cultivo.	**El Personal:** Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Contactar a los cultivadores dentro de los límites del distrito pare el 1 de noviembre.
B. <u>Desarrollar calendarios y mapas.</u> Desarrollar perfiles/calendarios que reflejen los cultivos principales, estaciones, prácticas de contratación de los cultivadores, etc. Desarrolle mapas para reclutadores que resalten todas las áreas/vecindarios donde residen las familias migrantes.	**El Personal:** Los administradores del MEP y reclutadores.	Para el 1 de diciembre y actualización continua durante todo el ano.
C. <u>Otros requisitos</u>		
IV. COORDINACION INTERINSTITUCIONAL		
A. <u>Trabajar juntos con agencias que atienden a familias migrantes.</u> Coordinar/trabajar juntos con organizaciones locales/regionales que proporcionen servicios a los trabajadores migrantes y sus familias, reuniéndose con el personal y compartiendo información de las entidades que estén en la parte posterior del COE	**El Personal:** Los administradores del MEP y reclutadores.	Realizar esfuerzos iniciales para el 30 de septiembre y esfuerzos continua durante todo el ano.
B. <u>Otros requisitos</u>		
V. CONTROL DE CALIDAD		
A. <u>PROCEDIMIENTOS DE CONTROL DE CALIDAD ESCRITOS.</u> Desarrollar procedimientos escritos que describen el control de calidad de ID&R dentro el LEA/ESC.	**El Personal:** Los administradores del MEP y reclutadores, Revisores designados del SEA y otros empleados del MEP.	Para el 31 de agosto
B. <u>Revisión de elegibilidad.</u> Reenviar COES con más de un comentario a ESC para revisión. Siga el protocolo para COES que justifique una revisión adicional por el ESC y/o el MEP del estado como se describe en el manual de ID&R.	**El Personal:** Revisores designados del SEA, Administradores del MEP y el personal del ESC MEP cuando sea apropiado.	Continuo a lo largo del ano
C. <u>Monitorear y abordar las necesidades de entrenamiento continuo de ID&R.</u> Trabajar junto con el ESC regional para proveer apoyo de entrenamiento para los reclutadores del MEP, revisores designados del SEA y otros miembros del personal del MEP mientras se ve necesidades específicas durante el año.	**El Personal:** Todo el personal del MEP	Según sea necesario durante todo el ano
D. <u>Mantenga registros actualizados en el archivo.</u> Mantenga actualizados los registros activos e inactivos. Archivar los COEs en orden alfabético por el apellido de la madre actual [sección del encabezamiento del COE, número (5)] y retenga los registros durante siete (7) años a partir de la fecha en que finalice la elegibilidad.	**El Personal:** Todo el personal del MEP	Continuo a lo largo del ano
E. <u>Coordinar con ESC para la validación anual de elegibilidad.</u> Validar la elegibilidad a través del proceso de re-entrevista según las instrucciones establecidas por TEA.	**El Personal:** El personal de ESC, MEP **Niños:** Ninos antes identificados seleccionados por el Estado MEP	Enero – Junio
F. <u>Otros requisitos</u>		
VI. EVALUACION		

A. <u>Evaluar los esfuerzos de ID&R para la planificación subsecuente.</u> Juntar y analizar los datos e información de varios interesados del MEP para incorporar los cambios apropiados en el plan ID&R subsecuente para continuar mejorando.	**El Personal:** Todo el personal del MEP **Otros**: Junta de PAC, etc.	Antes del 30 de junio
B. <u>Otros requisitos.</u>		

WACO INDEPENDENT SCHOOL DISTRICT
Board Meeting Minutes

Regular Meeting, Thursday, October 29, 2026 - 6:00 p.m.
WISD Administration Offices Board Room

BOARD MEMBERS PRESENT
Angelo Ochoa
Jim Patton
Taylor Bledsoe
Jose Vidana
Jeremy Davis
Arash Abnoussi
Everett Phipps

BOARD MEMBERS ABSENT

CALL TO ORDER
Angelo Ochoa, Board President, called the meeting of the Waco Independent School District Board of Trustees to order at 6:00 p.m. He stated that a quorum of Board Members was present, that the meeting had been duly called, and that the notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

PUBLIC COMMENTS ON AGENDA
None

MOMENT OF SILENCE AND PLEDGE OF ALLEGEIANCE

SPECIAL RECOGNITIONS

Pledge Leaders
Tennyson Middle School students, Joe Torres III and Aubre Jones, led the Pledge of Allegiance.

Waco High School College Board Recognitions
The following Waco High School students were recognized for earning College Board National Awards:

National College Board School Recognition:

Miah Alvarado	Glory Ilapogu
Ezekiel Arroyo Stoltz	Maria Leyva Parra
Landon Bolt	Marion McClennan
Nadia Cardenas	Donovan Mitchell
Andrea Contreras	Rodrick Rougely
Sophia De La Fuente Mejia	Piper Seagle
Aleeha Garcia	Ellery Stonikinis
Luke Hamerly	Daniela Vargas-De Santiago
Gabriella Hanan	Makiyah Washington
Holland Harp	

National First-Generation Recognition:
Graciela Guerrero

National First-Generation/School Recognition:

Daisy Grinie	Abriana Ramirez
David Jimenez	Crystal Ramirez
Jayden Luciano-Tejada	Abraham Ramos Gomez
Gabrial Martinez	Mayrelin Rioyos Serrano
Jennifer Martinez-Olvera	

Advanced Placement Scholars
Waco ISD had forty-four high school students receive the Advanced Placement Scholar award.

Advanced Placement Scholar:

Carlos Alvarez	Jaywin Morgan
Alana Bond	Neiba Picazo
Rylee Cowden	Valeria Quintana
Jeremiah De La Rosa-McCommas	Karyme Reyes
Matthew Everett	Eleanor Rhodes
Marcoantonio Gaytan	Mayrelin Rioyos
Daisy Grinie	Addison Roark
Holland Harp	Riley Roper
Andrew Llano	Ellery Stonikinis
Leonardo Luna	Yahir Trujillo
Gabrial Martinez	Jaden Vaughn
My'kalah Moore	Makiyah Washington
Isabela Morales	Maximiliano Zepeda

Advanced Placement Scholar with Distinction:

Adamaris Estrada	Crystal Ramirez
Sandra Lawson	Lilly Rose
Jonathan Leija Marin	Emery Stonikinis
Daniella Mercado	Dorothy Uecker
Camila Morales	Manuel Valadez
Joshua Nelson	August Zimmerman

Advanced Placement Scholar with Honors:

Austin Coatney	Denny Rivera-Espinoza
Emiliano Garcia	Catalina Suarez
Jennifer Martinez-Olvera	Fletcher Woodward

Advanced Placement Teachers
The board recognized the following Waco ISD teachers who achieved a 4% growth in students receiving passing scores and new teachers who had 30% or more of their students earn a passing score:

James Yasko	Joel Colosimo

Shanna Jones	Kenneth Heller
Miranda Peacock	Nora Burnham
Jonah Tull	Nicole Bates-Tull
Kathryn Hopkins	Rosa Pevia
Jacob Smith	Esmeralda Houston

Texas Police Chiefs Association Law Enforcement Command Officer Program
The board recognized Sergeant Larry Martinez for successfully completing the Law Enforcement Command Officer Program through the Texas Police Chiefs Association.

Community Partner Award
The City of Waco Police Department was honored as the Community Partner Award for their service and commitment to Waco ISD students.

SUPERINTENDENT'S REPORT

PEIMS Snapshot Update
Dr. Spicer shared the district's preliminary PEIMS snapshot enrollment numbers for 2026-2027 school year, reporting total enrollment of 13,607, including 1,337 online students. Middle and high school enrollment showed growth, while early childhood through second grade showed a decline. Economically disadvantaged student enrollment was 83.13%, special education remained steady at 21% and gifted and talented enrollment increased to 11.49%.

UHS Fall Musical
Dr. Spicer highlighted the University High School upcoming fall production of Hairspray. Dr. Spicer encouraged board members and the community to attend and support the talented students.

State of the District
Dr. Spicer announced Waco ISD's inaugural State of the District event. The event will highlight student achievement, district progress, future priorities, and the district's ongoing commitment to transparency and community engagement.

Emergent Bilingual Services and Program Highlights
Dr. Spicer highlighted the accomplishments within Emergent Bilingual Services under the leadership of Grace Benson. She highlighted the expansion of Dual Language Immersion and former-students Sara Barohana-Gomez and Dorisujey Rabelo for returning to Waco ISD to support current students while pursuing careers in education.

INFORMATION ITEMS/REPORTS

- Emergent Bilingual Annual Evaluation and Programs Report
- Intruder Detection Audit Report Finding Notice
- Monthly and Quarterly Financial Reports for the Period Ended August 31, 2026
- Monthly Financial Reports for the Period Ended September 30, 2026

PUBLIC HEARING ON THE 2026 ANNUAL FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS AND REPORT (SCHOOL FIRST)
President Ochoa opened the public hearing at 6:34 p.m. Sherry Smith, Chief Financial Officer, presented the School FIRST (Financial Accountability Rating System of Texas) report for 2026.

School FIRST is a financial accountability framework established by the Texas Education Agency to ensure effective management of school districts' financial resources. The report was presented during a public hearing, with prior notice published in a local newspaper. For the 2024-2025 fiscal year, Waco ISD received a "Superior" (A) rating, earning a score of 94 out of 100 points.

There were no questions from the public, and the public hearing was closed at 6:41 p.m.

CONSENT AGENDA: CONSIDER AND TAKE APPROPRIATE ACTION

- Amendments to the 2026-2027 Budget
- Bid Award for Maintenance Supplies, Equipment and Services
- Bid Award for Educational Consultants, Professional Development and other Student-Based Contracted Services
- Bid Award for Local Retailers' General Merchandise
- Bid Award for Educational Software and other School District Related Software
- Bid Award for Vent Hood Cleaning
- Purchases in Excess of $50,000 Under Pre-Existing bids, Purchasing Cooperatives or Allowed Professional Services
- List of Qualified Brokers Authorized to Engage in Investment Transactions with the District and Local Banks for the Purchase of Certificates of Deposit
- Independent Sources of Investment Officer Training
- Designation of Investment Officers
- Investment Policy and Strategies as Codified under Policy CDA (Local) - Other Revenues: Investments
- Second Reading of Board Policy GKD (LOCAL)
- Memorandum of Understanding Between Waco Crime Stoppers and Waco ISD Student Crime Stoppers Program
- Hiring of an Employee Related to a District Administrator
- School District Teaching Permit for Selected Teacher Candidates to Teach a Non-Core Academic CTE Course
- New Course Request
- Board of Trustees Meeting Minutes
    - September 17, 2026 - Regular Meeting
    - October 20, 2026 - Workshop Meeting
    -

Board President, Angelo Ochoa, entertained a motion. Jim Patton made a motion, seconded by Jeremy Davis to approve the consent agenda as presented. The motion passed unanimously (7-0).

PRESENTATION AND DISCUSSION ON 2026 DELINQUENT TAX COLLECTIONS

Connor Buchanan of McCreary, Veselka, Bragg & Allen, P.C., and Rick Bostwick of Beard, Kultgen, Brophy, Bostwick and Dickson, L.L.P., presented an update to the board outlining collection activities, procedures and legal actions taken for delinquent accounts.

REVIEW AND DISCUSS PRIORITY 1 - 1.1 IMPLEMENTING SYSTEMS TO SUPPORT CAMPUS PERFORMANCE AND 1.2 INCREASE COLLEGE, CAREER AND/OR MILITARY READY STUDENTS

Dr. Deena Cornblum, provided an update on Strategic Plan Priority 1, focused on accelerating student learning growth and improving academic outcomes. The presentation highlighted progress toward Strategic Objectives 1.1 and 1.2, including campus performance and student growth, mathematics and literacy achievements, and College, Career and Military Readiness.

CONSIDER, DISCUSS AND TAKE APPROPRIATE ACTION REGARDING THE APPROVAL OF TURNAROUND PLANS AND TARGETED IMPROVEMENT PLANS

Karmen Logan, Director of School Improvement, reviewed Turnaround and Targeted Improvement Plans for campuses with low state ratings. The plans address state accountability requirements and federal school improvement designations for Crestview Elementary, Cedar Ridge Elementary, J.H. Hines Elementary, Mountainview Elementary,West Avenue, Tennyson Middle and Waco High.

Board President, Angelo Ochoa, entertained a motion. Everett Phipps made a motion, seconded by Dr. Arash Abnoussi, to approve the Turnaround Plans and Targeted Improvement Plans. The motion passed unanimously (7-0).

REVIEW, DISCUSS AND TAKE APPROPRIATE ACTION ON ASTERI-FUEL TANK PROJECT

Elvis Williams, Chief Operations Officer, presented an agreement with Friends for Life, in partnership with Vecino Bond Group, for secondary containment improvements to the above-ground fuel storage tanks at the Waco ISD Bus Barn. The developer will fund and oversee all costs associated with design, permitting, construction, inspections and restoration improvements at no cost to Waco ISD.

Board President, Angelo Ochoa, entertained a motion. Taylor Bledsoe made a motion, seconded by Jeremy Davis to approve the Asteri-Fuel Tank project. The motion passed unanimously (7-0).

ANNOUNCEMENTS

Elizabeth Cox, Chief of Staff, shared the following announcements:

- 11/3 - November General Election
- 11/4 - Intergovernmental meeting
- 10/31 - Creative Waco Dia de los Muertos parade
- 11/19 - November regular board meeting
- 11/23-11/27 - Thanksgiving Break
- Campus Thanksgiving Meals

REVIEW AND DISCUSS POTENTIAL CONTRACTS ON REAL PROPERTY

The board convened into closed session at 8:21 p.m.

The board reconvened at 12:28 a.m.

CONSIDERATION OF PERSONNEL

- Deliberate the Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee
- Deliberate the Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee - Superintendent (Evaluations/Duties)
- Hear a Complaint or Charge Against an Officer or Employee

CONSIDER, DISCUSS AND TAKE APPROPRIATE ACTION ON SUPERINTENDENT EVALUATION AND COMPENSATION

Board President Ochoa entertained a motion. Jeremy Davis made a motion to approve the Superintendent Evaluation and Compensation, seconded by Jim Patton. The motion passed unanimously (7-0).

ADJOURNMENT

The meeting was adjourned at 12:28 a.m.

_____

Board President

_____

Board Secretary

WACO INDEPENDENT SCHOOL DISTRICT
Board Meeting Minutes

Workshop Meeting, Wednesday, November 11, 2026 - 5:15 p.m.
WISD Administration Offices Board Room

BOARD MEMBERS PRESENT
Angelo Ochoa
Taylor Bledsoe
Jose Vidana
Jeremy Davis
Arash Abnoussi
Everett Phipps

BOARD MEMBERS ABSENT
Jim Patton

CALL TO ORDER

Angelo Ochoa, Board President, called the meeting of the Waco Independent School District Board of Trustees to order at 5:15 p.m. He stated that a quorum of Board Members was present, that the meeting had been duly called, and that the notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

The board convened into closed session at 5:15 p.m.

The board reconvened at 5:24 p.m.

CONSIDERATION OF PERSONNEL - CLOSED SESSION UNDER TEXAS GOVERNMENT CODE §§ 551.071 AND 551.074: DELIBERATION REGARDING, AND CONSULTATION WITH COUNSEL CONCERNING, THE SUPERINTENDENT'S EMPLOYMENT CONTRACT

ADJOURNMENT

The meeting was adjourned at 5:24 p.m.

_____
Board President

_____
Board Secretary

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: November 19, 2026 **Contact Person**: Kevin Hafer

RE: **Review and Discuss Project Status Report: Design Development Phase – Project 1 (Athletic Improvements at UHS and CCMS)**

==========

Background Information:

At the August 6, 2026 meeting, the Board of Trustees approved a professional design services agreement with Walker Partners, LLC for athletic facility improvements at University High School (UHS) and Cesar Chavez Middle School (CCMS). Jonathan Cannon and Jacob Bell from Walker Partners will present the core components of the Design Development (DD) phase, including the detailed scope of work, upcoming next steps, and the Opinion of Probable Cost (OPC).

Key scope highlights by campus include:

- **University High School:** Conversion of existing practice field to synthetic turf; running track rehabilitation and concrete curb replacement; full rehabilitation of 4 existing tennis courts with perimeter lighting plus construction of new tennis courts and engineered stormwater detention pond.
- **Cesar Chavez Middle School:** Practice field regrading and new natural turf establishment; complete internal football field irrigation replacement; track base stabilization and surface rehabilitation; and auxiliary bleachers as an add-alternate option.

A development meeting with the City of Waco is set for Nov 18, 2026, for permitting. Procurement will proceed via Competitive Sealed Proposals (CSP). RFP/Bidding will release in Early 2027 with Substantial Completion targeted for July 2027.

Fiscal Implications:

The total project baseline budget is $6,230,000.00 (Hard & Soft Costs), fully funded through Bond proceeds.

Administrative Recommendation(s):
This item is presented as a Report / Discussion Item for the Board of Trustees. No formal board action or vote is required at this meeting.

WACO INDEPENDENT SCHOOL DISTRICT

WACO ISD ATHLETIC IMPROVEMENTS

WACO ISD BOARD MEETING

November 19, 2026



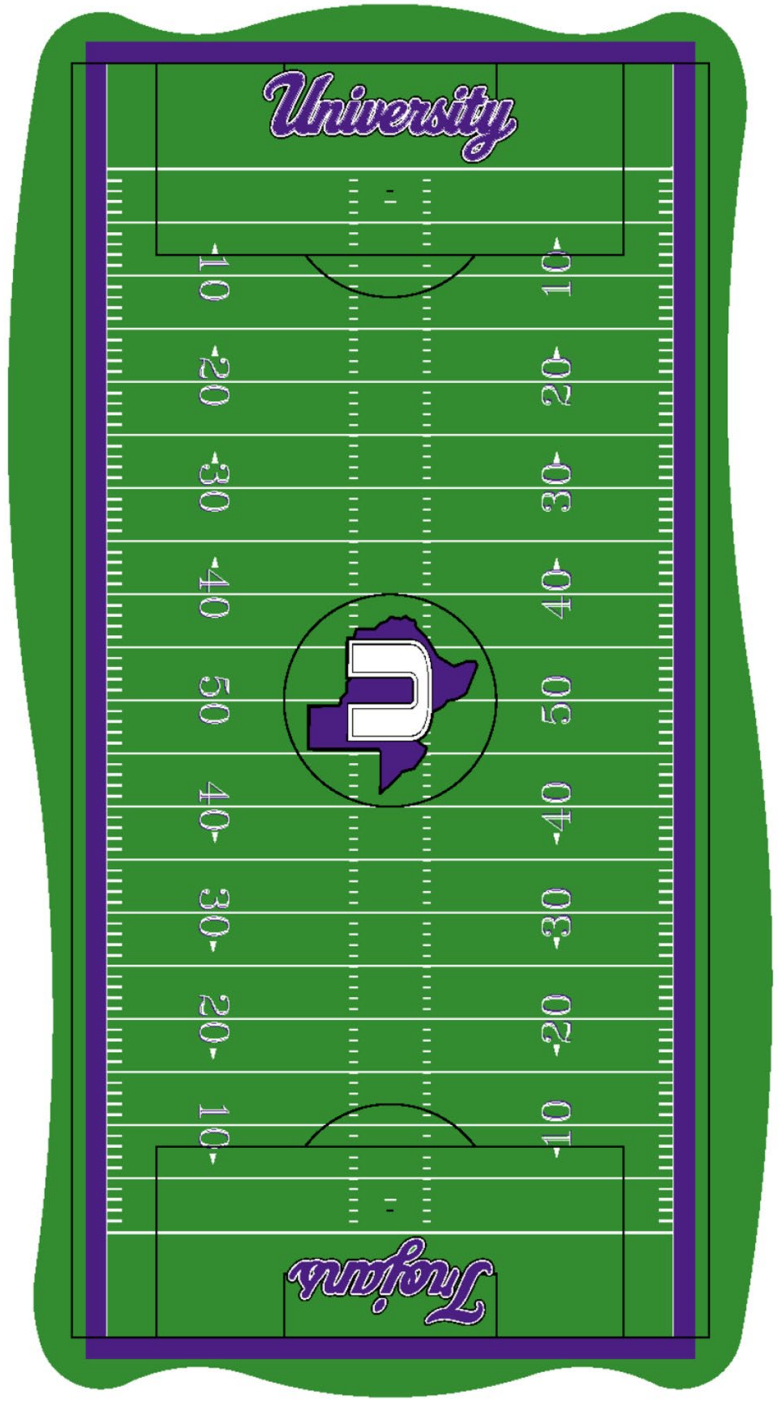
Walker Partners

PROJECT SCOPE: UNIVERSITY HIGH SCHOOL

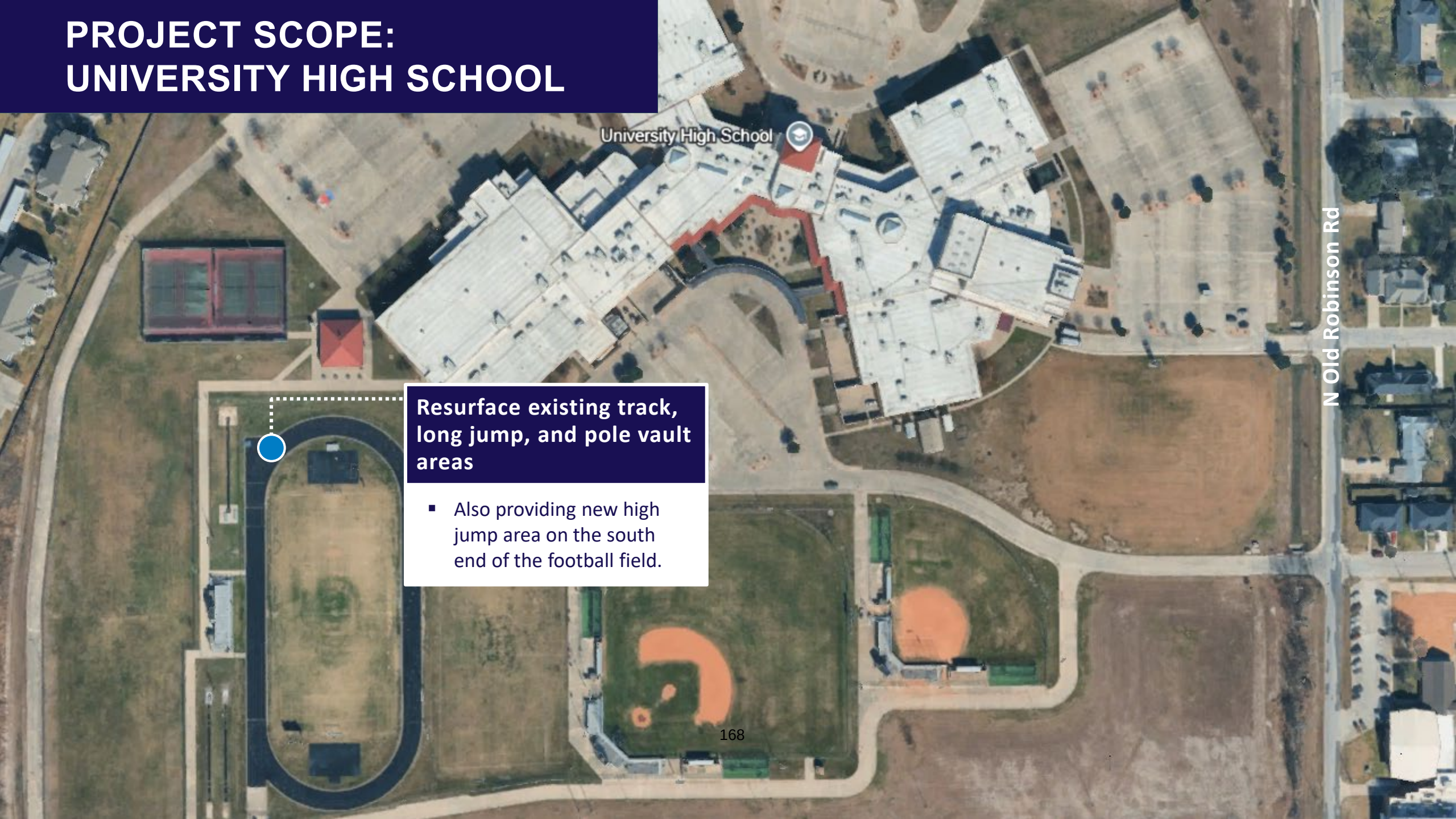


Replace existing grass field with synthetic turf

- Including drainage system, subgrade modification, goal posts, and soccer striping.



PROJECT SCOPE: UNIVERSITY HIGH SCHOOL



Resurface existing track, long jump, and pole vault areas

- Also providing new high jump area on the south end of the football field.

PROJECT SCOPE: UNIVERSITY HIGH SCHOOL



Rehabilitate existing tennis courts

- Add lighting

PROJECT SCOPE: UNIVERSITY HIGH SCHOOL



Construct new tennis courts

- 4 playing surfaces
- Including lighting

PROJECT SCOPE: UNIVERSITY HIGH SCHOOL



Revise irrigation system

- Accounting for football and tennis changes

PROJECT SCOPE: CCMS



Rehabilitate existing grass field

- Replace with Bermuda sod

PROJECT SCOPE: CCMS



PROJECT SCOPE: CCMS



PROJECT SCOPE: CCMS



PROJECT SCOPE:
CCMS



PROJECT SCOPE: CCMS



PROJECT SCOPE: CCMS



PROJECT SCOPE: CCMS



PROJECT SCOPE: CCMS



Consolidate power supply

- Remove high voltage primary power that is currently operated by WISD

ORIGINAL SCOPE

UNIVERSITY HIGH SCHOOL

- Football field synthetic turf
  - Discovered in the process that significant soil modification would be required below the field
- Track rehabilitation
- Existing tennis court rehabilitation
- Proposed tennis courts
- Detention pond for tennis court addition

CCMS

- Rehabilitate existing football field
- Replace irrigation for football field
- Resurface track
  - Was discovered during design that track would require a mill/overlay in addition to the resurfacing



ORIGINAL SCOPE

UNIVERSITY HIGH SCHOOL

- Football field synthetic turf
  - Discovered in the process that significant soil modification would be required below the field
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CCMS

- Rehabilitate existing football field
- Replace irrigation for football field
- Resurface track
  - Was discovered during design that track would require a mill/overlay in addition to the resurfacing

ITEMS ADDED

UNIVERSITY HIGH SCHOOL

- Track surface, asphalt, and base material for high jump area on south side of field
- Shock pad for field
- Cooling agent for field
- Rehabilitation of long jump and pole vault surfaces

CCMS

- Mill/overlay of track
- Mill/overlay of long jump/pole vault/high jump areas
- Addition of bleachers and flatwork
- Consolidation and removal of power
- Storm drain improvements
- Wall replacement
- Drainage system investigation and repairs



ORIGINAL SCOPE

UNIVERSITY HIGH SCHOOL

- Football field synthetic turf
  - Discovered in the process that significant soil modification would be required below the field
- Track rehabilitation
- Existing tennis court rehabilitation
- Proposed tennis courts
- Detention pond for tennis court addition

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ITEMS ADDED

UNIVERSITY HIGH SCHOOL

- Track surface, asphalt, and base material for high jump area on south side of field
- Shock pad for field
- Cooling agent for field
- Rehabilitation of long jump and pole vault surfaces

CCMS

- Mill/overlay of track
- Mill/overlay of long jump/pole vault/high jump areas
- Addition of bleachers and flatwork
- Consolidation and removal of power
- Storm drain improvements
- Wall replacement
- Drainage system investigation and repairs

ALTERNATE LIST

UNIVERSITY HIGH SCHOOL

- Cooling agent for football field
- Shock pad for football field
- High jump area on south side of field
- Existing tennis court rehabilitation
- Proposed tennis court

CCMS

- Field rehabilitation and irrigation
- Bleachers and flatwork
- Drainage system

OPC | UNIVERSITY HIGH SCHOOL

BASE PROJECT COSTS Football Field and Track	**$4,720,368**
ALTERNATE 1 Cooling Agent For Football Turf Field	$180,000
ALTERNATE 2 Shock Pad for Football Turf Field	$180,000
ALTERNATE 3 Track Surface, Asphalt, and Base Material for High Jump Area on South Side of Field	$459,000
ALTERNATE 4 Rehabilitate Existing Tennis Courts	$331,368
ALTERNATE 5 New Tennis Courts	$1,752,288
BASE WITH ALL ALTERNATES COST	**$7,623,024**

OPC | CCMS

BASE PROJECT COSTS Track, Long Jump/Pole Vault/High Jump Rehab, and Electrical Improvements	**$693,600**
ALTERNATE 1 Field Rehabilitation and Irrigation	$325,494
ALTERNATE 2 Install Bleachers and Flatwork	$115,590
ALTERNATE 3 Upgrade Drainage System	$120,000
BASE WITH ALL ALTERNATES COST	**$1,254,684**

OPC Summary

Item	UHS Amount	CCMS Amount	Total Amount
Base Project Costs	$4,720,368.00	$693,600.00	$5,413,968.00
Sum of Alternates Cost	$2,902,656.00	$561,084.00	$3,463,740.00
Base with all Alternates Cost	$7,623,024.00	$1,254,684.00	$8,877,708.00

Financial Baseline vs. OPC

Category	Amount	Notes
Approved Capital Baseline Budget	$6,230,000.00	Fully funded through Bond proceeds.
Committed Encumbrances to Date	$343,113.95	Includes design fees, geotech, utility relocation, and storm drain camera work.
Net Available Construction Budget	$5,886,886.05	Total baseline minus committed encumbrances.
Combined Base Project OPC	$5,413,968.00	UHS Base: $4,720,368.00 CCMS Base: Track: $583,200.00 | Electrical Infrastructure: $110,400
Base Scope Variance (Surplus)	+$472,918.05	Net surplus available for contingencies, soft costs, or selected alternates.
Combined Maximum Scope OPC	$8,877,708.00	UHS Max: $7,623,024.00 CCMS Max: $1,254,684.00 (Turf/Irrigation as Alternate: $325,494.00).
Maximum Scope Variance (Deficit)	-$2,990,821.95	Deficit incurred ONLY IF all non-essential add-alternates are awarded.

Value Engineering (VE) Strategies

Item	Description
Reduced Earth Haul Off Provision	Excavated clay from the UHS football field and detention pond may be transferred to a District-owned parcel, reducing haul-off expenditures.
Geotechnical Optimization (Lime Stabilization)	Lime stabilize the existing soils on site rather than removing and replacing the material with a different soil.
Utilize Football Field as Stormwater Detention	The stone material below the football field will be utilized as stormwater detention to reduce the required size of the detention pond.
Existing Equipment Repurposing	Structural and electrical engineering designs will utilize the existing scoreboard, play clock, and flagpole at UHS rather than purchasing new equipment. Existing goal posts will be retained, and bleachers may be repurposed for CCMS rather than purchasing new bleachers.
CCMS Power Consolidation	Power at CCMS will be consolidated to reduce future maintenance.
CCMS Drainage Investigation	Drainage inlets and piping will be cleaned and have camera work performed to determine if the existing system can be retained.
Alternate Bids	Alternate bids will be utilized to optimize the scope for each campus.
Contractor Communication	Multiple contractors will be informed about the project and bid to increase competitiveness in the bidding process.

OVERALL DESIGN PROGRESS AND SCHEDULE

SCHEMATIC DESIGN (SD)
submitted to WISD 9/18/26

CONSTRUCTION DOCUMENTS (CD)
projected in Dec 2026

UHS FOOTBALL FIELD
estimated July 2027 for start of football practice



DESIGN DEVELOPMENT (DD)
submitted to WISD 11/04/26

CONSTRUCTION
Feb 2027 to Aug 2027

CITY PERMITTING
Dec 2026 to Feb 2027

BIDDING, CONTRACTS & BOARD APPROVAL
Dec 2026 to Feb 2027

Walker Partners
engineers ★ surveyors

Conceptual Engineer's Opinion of Probable Cost

Waco Independent School District

University High School Sport Improvements

Project No. 1-04307

Monday, November 2, 2026

Base Project Costs

Item	Description	Quantity	Unit	Unit Price	Total Amount
1.00	**General Conditions**				
1.01	Mobilization & Project Incidentals (8% Total)	1	LS	$ 291,000.00	$ 291,000.00
1.02	Stormwater Pollution Prevention Plan	1	LS	$ 1,000.00	$ 1,000.00
1.03	Stormwater Pollution Prevention Plan Implementation	1	LS	$ 10,000.00	$ 10,000.00
1.04	Trench Safety Plan	1	LS	$ 1,000.00	$ 1,000.00
	Subtotal General Conditions for Construction				**$ 303,000.00**
2.00	**Artificial Turf Field Improvements & Running Track Rehabilitation**				
2.01	Artificial Turf Field Installation Including Goal Post Replacement	1	LS	$ 1,358,000.00	$ 1,358,000.00
2.02	Remove existing High Jump Area (North and South)	56	SY	$ 80.00	$ 4,480.00
2.03	Temporary Bracing of Scoreboard	1	LS	$ 30,000.00	$ 30,000.00
2.04	Remove Existing Track Surface & Replace	1	LS	$ 354,000.00	$ 354,000.00
2.05	Remove Existing Long Jump/Triple Jump/Pole Vault Track Surface & Replace	1	LS	$ 35,000.00	$ 35,000.00
2.06	Remove Existing Storm Drain	1	LS	$ 25,000.00	$ 25,000.00
2.07	Remove, Salvage, and Replace Play Clock	1	EA	$ 3,000.00	$ 3,000.00
2.08	Remove and Replace Goal Post	2	EA	$ 10,000.00	$ 20,000.00
2.09	Track Asphalt Base Repair Allowance (1)	4,500	SF	$ 35.00	$ 157,500.00
2.10	Excavation of Material for Lime Stabilization	16,334	CY	$ 7.00	$ 114,338.00
2.11	Remove Excess Material Offsite	1,800	CY	$ 25.00	$ 45,000.00
2.12	Replace Material for Lime Stabilization	16,334	CY	$ 3.00	$ 49,002.00
2.13	Lime Stabilized Subgrade (5 Feet Thick) in 8" Lifts (8 Lifts)	9,800	SY	$ 88.00	$ 862,400.00
2.14	Hydrated Lime (8" Thick @ 42 lbs/SY)	1,646	TON	$ 300.00	$ 493,920.00
2.15	Crack Sealant Repair Allowance (2)	800	LF	$ 25.00	$ 20,000.00
2.16	Drainage Allowance	1	LS	$ 10,000.00	$ 10,000.00
2.17	Electrical Allowance	1	LS	$ 7,000.00	$ 7,000.00
2.18	Irrigation Allowance	1	LS	$ 42,000.00	$ 42,000.00
	Subtotal Artificial Turf Field Improvements & Running Track Rehabilitation				**$ 3,630,640.00**
	Subtotal Construction Cost				**$ 3,933,640.00**
	Contingency Allowance (20%)				**$ 786,728.00**
	Base Total Estimated Construction Cost				**$ 4,720,368.00**

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Conceptual Engineer's Opinion of Probable Cost

Waco Independent School District

University High School Sport Improvements

Project No. 1-04307

Monday, November 2, 2026

Alternate 1 (Cooling Agent for Football Turf Field) Additional Costs

A1.01	Cooling Agent for Football Turf Field	1	LS	$	150,000.00	**$**	**150,000.00**
	Contingency Allowance (20%)					**$**	**30,000.00**
	Alternate 1 Total Estimated Construction Cost					**$**	**180,000.00**

Alternate 2 (Shock Pad for Football Turf Field) Additional Costs

A2.01	Shock Pad for Football Turf Field	1	LS	$	150,000.00	**$**	**150,000.00**
	Contingency Allowance (20%)					**$**	**30,000.00**
	Alternate 2 Total Estimated Construction Cost					**$**	**180,000.00**

Alternate 3 (Proposed High Jump Improvements) Additional Costs

A3.01	Proposed High Jump Improvements	1,275	SY	$	300.00	**$**	**382,500.00**
	Contingency Allowance (20%)					**$**	**76,500.00**
	Alternate 3 Total Estimated Construction Cost					**$**	**459,000.00**

Alternate 4 (Rehabilitate Existing Tennis Courts) Additional Costs

Item	Description	Quantity	Unit		Unit Price		Total Amount
1.00	**General Conditions**						
1.01	Mobilization, Barricades, & Project Incidentals (8% Total)	1	LS	$	20,000.00	$	20,000.00
1.02	Stormwater Pollution Prevention Plan	1	LS	$	1,000.00	$	1,000.00
1.03	Stormwater Pollution Prevention Plan Implementation	1	LS	$	5,000.00	$	5,000.00
	Subtotal General Conditions for Construction					**$**	**26,000.00**
2.00	**Existing Tennis Court Rehab**						
2.01	Resurface existing courts & provide 4 new tennis courts (1)	1	LS	$	150,000.00	$	150,000.00
2.02	5" Sidewalk Including 12" Select Fill	10	SF	$	14.00	$	140.00
2.03	Lighting and Electric Allowance (2) (3)	1	EA	$	100,000.00	$	100,000.00
	Subtotal Existing Tennis Court Rehab					**$**	**250,140.00**
	Subtotal Constrcution Costs					**$**	**276,140.00**
	Contingency Allowance (20%)					**$**	**55,228.00**
	Alternate 4 Total Estimated Construction Cost					**$**	**331,368.00**

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Conceptual Engineer's Opinion of Probable Cost

Waco Independent School District

University High School Sport Improvements

Project No. 1-04307

Monday, November 2, 2026

Alternate 5 (Install 4 Additional Tennis Courts) Additional Costs

Item	Description	Quantity	Unit	Unit Price	Total Amount
1.00	**General Conditions**				
1.01	Mobilization, Barricades, & Project Incidentals (8% Total)	1	LS	$ 108,000.00	$ 108,000.00
1.02	Stormwater Pollution Prevention Plan	1	LS	$ 1,000.00	$ 1,000.00
1.03	Stormwater Pollution Prevention Plan Implementation	1	LS	$ 5,000.00	$ 5,000.00
	Subtotal General Conditions for Construction				**$ 114,000.00**
2.00	**Existing Tennis Court Rehab & New Tennis Courts**				
2.01	Resurface existing courts & provide 4 new tennis courts (1)	1	LS	$ 640,000.00	$ 640,000.00
2.02	Lime Stabilized Subgrade (5 Feet Thick) in 8" Lifts (8 Lifts)	3,450	SY	$ 88.00	$ 303,600.00
2.03	Hydrated Lime (8" Thick @ 42 lbs/SY)	580	TON	$ 300.00	$ 173,880.00
2.04	5" Sidewalk Including 12" Select Fill	40	SF	$ 14.00	$ 560.00
2.05	Sidewalk Scupper	1	EA	$ 1,000.00	$ 1,000.00
2.06	Removal of existing 4 ft. high fencing	240	LF	$ 5.00	$ 1,200.00
2.07	Irrigation Allowance	1	LS	$ 10,000.00	$ 10,000.00
2.08	Lighting and Electric Allowance (2) (3)	1	EA	$ 66,000.00	$ 66,000.00
2.09	Detention Allowance	1	LS	$ 150,000.00	$ 150,000.00
	Subtotal Existing Tennis Court Rehab & New Tennis Courts				**$ 1,346,240.00**
	Subtotal Constrcution costs				**$ 1,460,240.00**
	Contingency Allowance (20%)				**$ 292,048.00**
	Alternate 5 Total Estimated Construction Cost				**$ 1,752,288.00**
	Base with All Alternates Total Estimated Construction Cost				**$ 7,623,024.00**

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Conceptual Engineer's Opinion of Probable Cost

Waco Independent School District

Cesar Chavez Middle School Sport Improvements

Project No. 1-04308

Monday, November 2, 2026

Base Project Costs

Item	Description	Quantity	Unit	Unit Price	Total Amount
1.00	**General Conditions for Construction**				
1.01	Contract Requirements	1	LS	$ 5,271.00	$ 5,271.00
1.02	General Requirements	1	LS	$ 5,271.00	$ 5,271.00
	Subtotal General Conditions for Construction				**$ 10,542.00**
2.00	**Site Clearing**				
2.01	Clear and Grub (2" Depth) & Remove	572	CY	$ 65.00	$ 37,180.00
2.02	Disc / Scarify Existing Soil	92,632	SF	$ 0.25	$ 23,158.00
	Subtotal Site Clearing				**$ 60,338.00**
3.00	**Earth Moving**				
3.01	Clear and Grub (2" Depth) & Remove	286	CY	$ 50.00	$ 14,300.00
3.02	Disc / Scarify Existing Soil	286	CY	$ 25.00	$ 7,150.00
	Subtotal Earth Moving				**$ 21,450.00**
4.00	**Turf and Grasses**				
	Topsoil Amendments/Fertilizer	92,631	SF	$ 0.125	$ 11,579.00
	Sod	10,292	SY	$ 8.00	$ 82,336.00
	Subtotal Turf and Grasses				**$ 93,915.00**
5.00	**Irrigation**				
	Irrigation Allowance	1	LS	$ 85,000.000	$ 85,000.00
	Subtotal Irrigation				**$ 85,000.00**
	Base Subtotal Construction Cost				**$ 271,245.00**
	Contingency Allowance (20%)				**$ 54,249.00**
	Base Total Estimated Construction Cost				**$ 325,494.00**

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Conceptual Engineer's Opinion of Probable Cost

Waco Independent School District

Cesar Chavez Middle School Sport Improvements

Project No. 1-04308

Monday, November 2, 2026

Alternate 1 (Base Option with Seed in lieu of Sod) Project Costs

Item	Description	Quantity	Unit	Unit Price	Total Amount
1.00	**General Conditions for Construction**				
1.01	Contract Requirements	1	LS	$ 3,110.00	$ 3,110.00
1.02	General Requirements	1	LS	$ 3,110.00	$ 3,110.00
	Subtotal General Conditions for Construction				**$ 6,220.00**
2.00	**Site Clearing**				
2.01	Clear and Grub (2" Depth) & Remove	572	CY	$ 65.00	$ 37,180.00
2.02	Disc / Scarify Existing Soil	92,632	SF	$ 0.25	$ 23,158.00
	Subtotal Site Clearing				**$ 60,338.00**
3.00	**Earth Moving**				
3.01	Clear and Grub (2" Depth) & Remove	286	CY	$ 50.00	$ 14,300.00
3.02	Disc / Scarify Existing Soil	286	CY	$ 25.00	$ 7,150.00
	Subtotal Earth Moving				**$ 21,450.00**
4.00	**Turf and Grasses**				
	Topsoil Amendments/Fertilizer	92,631	SF	$ 0.125	$ 11,579.00
	Seed	10,292	SY	$ 1.00	$ 10,292.00
	Subtotal Turf and Grasses				**$ 21,871.00**
5.00	**Irrigation**				
	Irrigation Allowance	1	LS	$ 85,000.000	$ 85,000.00
	Subtotal Irrigation				**$ 85,000.00**
	Alternate 1 Subtotal Construction Cost				**$ 194,879.00**
	Contingency Allowance (20%)				**$ 38,976.00**
	Alternate 1 Total Estimated Construction Cost				**$ 233,855.00**

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Conceptual Engineer's Opinion of Probable Cost

Waco Independent School District

Cesar Chavez Middle School Sport Improvements

Project No. 1-04308

Monday, November 2, 2026

Alternate 2 (Track, Long Jump/Pole Vault/High Jump Rehabilitiation) Additional Costs

1.00	**General Conditions**						
1.01	Mobilization & Project Incidentals (8% Total)	1	LS	$	35,000.00	$	35,000.00
1.02	Stormwater Pollution Prevention Plan	1	LS	$	1,000.00	$	1,000.00
1.03	Stormwater Pollution Prevention Plan Implementation	1	LS	$	10,000.00	$	10,000.00
1.04	Trench Safety Plan	1	LS	$	1,000.00	$	1,000.00
	Subtotal General Conditions for Construction					**$**	**47,000.00**
2.00	**Track Improvements**						
2.01	Track Asphalt Base Repair Allowance	3,600	SF	$	35.00	$	126,000.00
2.02	Remove Existing Track Surface & Replace	1	LS	$	275,000.00	$	275,000.00
2.03	Remove Existing Long Jump/ Triple Jump/Pole Vault Track Surface & Replace	1	LS	$	30,000.00	$	30,000.00
	Subtotal Track Improvements					**$**	**431,000.00**
	Alternate 2 Subtotal Construction Cost					**$**	**478,000.00**
	Contingency Allowance (20%)					**$**	**95,600.00**
	Alternate 2 Total Estimated Construction Cost					**$**	**573,600.00**

Alternate 3 (Electrical Improvements) Additional Costs

A3.01	Electical Improvements	1	LS	$	92,000.00	$	92,000.00
	Contingency Allowance (20%)					**$**	**18,400.00**
	Alternate 3 Total Estimated Construction Cost					**$**	**110,400.00**

Alternate 4 (Install Bleachers and Flatwork) Additional Costs

A4.00	**Install Bleachers and Flatwork**						
A4.01	5" Sidewalk	2,310	SF	$	35.00	$	80,850.00
A4.02	Replair, Relocate and Install Bleachers	4	EA	$	2,500.00	$	10,000.00
A4.03	Topsoil	85	CY	$	5.00	$	425.00
A4.04	Turf	505	SY	$	10.00	$	5,050.00
	Subtotal Install Bleachers and Flatwork					**$**	**96,325.00**
	Contingency Allowance (20%)					**$**	**19,265.00**
	Alternate 4 Total Estimated Construction Cost					**$**	**115,590.00**

Alternate 5 (Upgrade Drainage System) Additional Costs

A5.01	Upgrade Drainage System	1	LS	$	100,000.00	$	100,000.00
	Contingency Allowance (20%)					**$**	**20,000.00**
	Alternate 5 Total Estimated Construction Cost					**$**	**120,000.00**

Base with Alternates (2-5) Total Estimated Construction Cost **$ 1,245,084.00**

Alternate 1 with Alternates (2-5) Total Estimated Construction Cost **$ 1,153,445.00**

Waco Independent School District

Board of Trustees Meeting Agenda Item

Date: November 19, 2026 **Contact Person**: Jill Anderson

RE: Review and Discuss Strategic Plan Priority 3 - 3.1: Increase effective parent/family engagement opportunities to support student success and well-being.

==========

Background Information:

The Waco ISD Strategic Plan Priority 3.1 focuses on promoting student success through parent and family engagement. Strategic Objective 3.1 directs the district to establish and strengthen parent/teacher organizations, create opportunities for parent voice, and organize parent engagement events designed to inform and support families.

The attached presentation provides an update on district progress and includes the following areas of focus:

- Campus PTA/PTO successes;
- Engagement through the Parent Square communication platform;
- Hearing parents' voices through in-person meetings and surveys; and
- Expansion of campus-based activities.

Fiscal Implications:

N/A

Administration Recommendations:

For discussion only

WACO INDEPENDENT SCHOOL DISTRICT • BOARD OF TRUSTEES

Parent & Family Engagement

Strategic Plan Priority 3.1

WACO INDEPENDENT SCHOOL DISTRICT

EXECUTIVE OVERVIEW

Strategic Focus Areas

16

Campus PTOs/PTAs

16 active parent-teacher organizations across district campuses.

99.5%

ParentSquare Reach

99.5% district-wide contactability ensuring reach to families.

76.07%

BOY Parent Voice

76.07% positive overall agreement from parent feedback.

PARENT & FAMILY ENGAGEMENT

PTO Campus Capacity

16

Active Campus Organizations

Currently established across district campuses.

100%

Target by 2030

Dedicated At-Risk Specialist on each campus.



WACO INDEPENDENT SCHOOL DISTRICT

OPERATIONAL SYSTEMS

District-Wide Coordination

All-District Calendar

Unified Tracking: All campus family events recorded.

Cross-Campus Visibility: Eliminates scheduling conflicts.

Specialist Deployment

At-Risk Specialists: Direct assistance on every campus.



WACO INDEPENDENT SCHOOL DISTRICT

PARENT VOICE ANALYTICS

ParentSquare Reach

99.4%

Total Contactability Across District Families

12,201	52	100%
Contactable Families	Pending Record Fixes	Immediate Reach Goal

WACO INDEPENDENT SCHOOL DISTRICT

COMMUNICATION PERFORMANCE

Engagement & Action Rates

93.6%

Message Engagement

Families actively opening and reading notices.

78%

Meaningful Participation

Families taking direct action on campus requests.

WACO INDEPENDENT SCHOOL DISTRICT

SURVEY EVALUATION

BOY Survey Benchmark

510	14,673	29
Parent Responses	Questions Answered	Likert Indicators

CURRENT AGREEMENT RATE

76.07%

2027 TARGET

79.00%



11,162 favorable responses out of **14,673** total responses across all campuses.

WACO INDEPENDENT SCHOOL DISTRICT

SURVEY ANALYSIS

Survey Response Distribution

Full Likert Breakdown (14,673 Total Responses)



Sentiment Rating	Percentage	Total Count
Strongly Agree	37.99%	5,575
Agree	38.08%	5,587
Neutral	15.02%	2,204
Disagree & Strongly Disagree	8.91%	1,307

KEY STRENGTHS

Highest Parent Agreement

92.5%

Behavior Rules & Expectations

470 of 508 parents understand conduct standards.

87.0%

Trusted School Relationships

441 of 507 confirm child has a trusted adult or friend.

83.5%

Campus Event Awareness

425 of 509 feel well-informed about activities.

AREAS FOR GROWTH

Priority Opportunity Areas

68.4%

Discipline & Bullying

346 of 506 favorable on resolution.

68.8%

District Story Alignment

344 of 500 agree stories reflect campus reality.



WACO INDEPENDENT SCHOOL DISTRICT

EXECUTION ROADMAP

Strategic Action Plan

STEP 01

Data Updates

Resolve records for highest available reach.

STEP 02

PTO Support

Specialists continue to guide new parent organizations on campus.

STEP 03

2027 Target

Advance climate survey toward 79% goal.

Questions & Discussion

Thank you for your dedicated service to Waco ISD students, families, and campuses.

WACO INDEPENDENT SCHOOL DISTRICT

Waco Independent School District

Board of Trustees Meeting Agenda Item

Date: November 19, 2026 **Contact Person**: Mr. Elvis Williams

RE: Consider, Discuss and Take Possible Action Regarding the Joint Use Agreement with Waco Southern Little League, Inc., and the Potential Participation of Waco Warriors Sports Foundation

==========

Background Information:

Waco ISD owns property on Gurley Lane next to South Waco Elementary School that Waco Southern Little League, Inc. has used under a 1998 Joint Use Agreement. As opportunities arise for new facility investments and improvements at no cost to the District and with no change in property ownership, the administration is revisiting the current agreement to see what updates may be needed to support these efforts. Part of this review includes looking at how to incorporate the potential participation of the Waco Warriors Sports Foundation and evaluating possible agreement term options.

Recognizing any future improvements would take place on District-owned land, the work could trigger public works requirements such as competitive procurement, contractor bonding, prevailing wage rules, and District project review. Since the existing contract dates back to 1998, updating or restating the Joint Use Agreement will allow the District to set clear parameters, establish public purpose findings, and update liability and buyout protections while supporting continued community investment in the property.

Fiscal Implications:

N/A

Administration Recommendations:

The administration recommends that the Board of Trustees approve the Resolution regarding an updated/restated Joint Use Agreement with Waco Southern Little League, Inc.—including the potential participation of Waco Warriors Sports Foundation—for District-owned property on Gurley Lane adjacent to South Waco Elementary School, inclusive of its public purpose findings and parameters, and authorize the Superintendent or designee(s), in consultation with legal counsel, to take the actions outlined therein.