

Education Board Meeting
Friday, February 6, 2026 11:30 AM

Conference Room 3340
1015 Norwood Park Blvd.
Austin, TX 78753

Agenda

- I. CALL TO ORDER
- II. ESTABLISH A QUORUM
- III. PUBLIC COMMENT
- IV. CONSENT AGENDA
 - November 7, 2025 Meeting Minutes
 - Teacher Incentive Allotment Spending Plan
 - Targeted Improvement Plan
- V. PRESIDENT REPORT
- VI. SUPERINTENDENT'S REPORT
 - Mid-Year Snapshot
 - Financial Update
 - TAPR Annual Report
 - Strategic Planning Update and Discussion
- VII. EXECUTIVE SESSION
 - Superintendent Evaluation
- VIII. RECONVENE IN OPEN SESSION
 - Action from closed session
- IX. ADJOURN MEETING



**Goodwill Education Board
February 6, 2026
11:30AM – 2:00PM**

**Conference Room 3340
1015 Norwood Park Blvd.
Austin, TX 78753**

This meeting shall be conducted in accordance with Texas Open Meetings Act.

In accordance with applicable law, including 19 Tex. Admin. Code 100.1101(b)(1), GCT, as the governing body of the charter holder, shall, acting as a body corporate in meetings posted in compliance with Texas Gov't Code Chapter 551, oversee the management of the charter school. The items listed on this agenda are matters over which the GCT Board and/or the Goodwill Education Board (GEB) may deliberate and/or take action regarding the business and operations of The Goodwill Excel Center for Adults. If, during the course of the meeting covered by this agenda, the GCT Board or GEB Board should determine that a closed session of the Board should be held or is required in relation to any item included on this agenda, then such closed session as authorized by Section 551.001, et seq of the Texas Government Code (the Open Meetings Act) will be held by the Board at that date, hour and place given in this agenda or as soon after the commencement of the meeting covered by this agenda as the Board may conveniently meet in such closed session concerning any and all subjects and for any and all purposes permitted by Sections 551.071 – 551.084, inclusive, of the Texas Open Meetings Act. The subjects to be discussed or considered or upon which any formal action may be taken are listed below.

Meeting Agenda

I. CALL TO ORDER

Speaker(s): Rob Neville, Board President

II. ESTABLISH A QUORUM

Speaker(s): Rob Neville, Board President

III. PUBLIC COMMENT – Tex Gov't Code 551.007

IV. CONSENT AGENDA

Speaker(s): Rob Neville, Board President

- November 7, 2025, Meeting Minutes
- Teacher Incentive Allotment Spending Plan
- Targeted Improvement Plan

Recommended Motion: approve consent agenda

V. PRESIDENT REPORT

Speaker(s): Rob Neville, Board President

VI. SUPERINTENDENT REPORT

Speaker(s): Theresa Rappaport, Superintendent

- Mid-Year Snapshot
- Financial Update
- TAPR Annual Report

- Strategic Planning Update and Discussion

VII. EXECUTIVE SESSION – Under Texas Gov’t Code pursuant to any and all purposes permitted by Sections 551.001-551.084, including, but not limited to: 551.071; 551.074.

Speaker(s): Rob Neville, Board President

- Superintendent Evaluation

VIII. RECONVENE IN OPEN SESSION

Speaker(s): Rob Neville, Board President

- Action from closed session

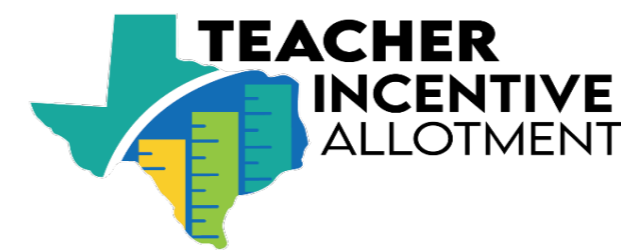
IX. ADJOURN MEETING

Speaker(s): Rob Neville, Board President

Recommended Motion: Adjourn the meeting.

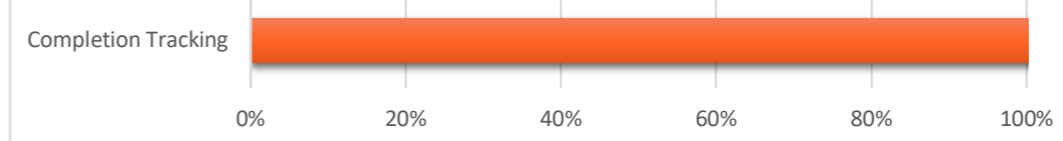


TEACHER INCENTIVE ALLOTMENT
SYSTEM APPLICATION 2023-24
(COHORT G)



- DIRECTIONS
- DISTRICT INFO
- WEIGHTING
- ELIGIBLE TEACHERS
- ELIGIBLE CAMPUSES
- TEACHER OBSERVATION
- SLOS
- PORTFOLIOS
- VAM
- PTPT
- Stakeholder Engagement
- SPENDING

SPENDING PLAN



PART A: DISTRIBUTION OF ALLOTMENT FUNDS

Percent of Allotment Going to Designated Teachers (select percent)	Percent of Allotment Going to other teachers on the campus (select percent)	Percent of Allotment being retained by the LEA (select percent) Max 10%
85%	5%	10%
<p>1. To confirm that your district's spending plan complies with statute, provide additional details outlining how the district will spend funds on other eligible staff and how the district will spend any portion of the allotment remaining at the district-level.</p>	<p>Please provide details around how the district plans to spend allotment funds <i>going to non-designated teachers</i> on the campus. Include eligible roles, how eligibility will be determined, and any other details.</p> <p>The district will allocate 85% of the funds to the designated teacher and 5% to other student-facing instructional roles on campus. The 5% going to other instructional roles on campus will be split evenly across all other teachers and/or teacher assistants who support the designated teacher in the same teaching assignment, such as intervention teachers, reading and math specialists, dyslexia specialists, dual language</p>	<p>Please provide details around how specifically the district plans to spend the percentage of funds <i>reserved at the district-level</i> to support the local designation system. Include whether you plan to spend any on professional development.</p> <p>(For the 10%) Funds will also be allocated at the district-level to support TIA by providing enrichment and staff development to teachers to help them earn a designation, including supporting those pursuing National Board Teacher Certification.</p>
<p>2. The district understands that it must spend all allotment funds, including any portion retained at the district-level, by August 31 each year. (Select Yes/No)</p>	Yes	
<p>3. By what date will your district spend all TIA allotment funds? Please include details about the first year and subsequent years.</p>	<p>The first year's TIA amount will be paid in the form of a onetime stipend by August 31, 2025. In subsequent years, stipends will be divided evenly across four quarterly payments in September, December, March, and June. They will receive the stipend in addition to their</p>	

PART B: GENERAL SPENDING PLAN AND BOARD APPROVAL

<p>1. What is the rationale for the distribution of allotment funds, and how does this align with district goals?</p>	<p>After gathering input from stakeholders, we determined that teachers who earned the highest T-TESS ratings and promoted student growth the most should receive the funds. In our plan, 85% of the funds will go to the designated teachers, 5% to other teachers, and 10% to TIA support structures and development. District goals are aligned with the Effective Schools Framework (ESF) and the TIA aligns with the goals.</p>
<p>2. How and when will teachers receive TIA compensation? (If splitting the allotment among designated teachers and other teachers on the campus, please specify the plan for both.)</p>	<p>The first year's TIA amount will be paid in the form of a onetime stipend by August 31, 2026. In subsequent years, stipends will be divided evenly across four quarterly payments in September, December, March, and June. They will receive the stipend in addition to their regular paycheck. All funds will be expended by August 31st annually.</p>
<p>3. The district understands that the school board must approve a budget that includes the expenditure of TIA funds prior to spending the allotment. (Select Yes/No)</p>	Yes
<p>4. When (Month and Year) does the district expect the school board to approve a budget that includes the expenditure of TIA funds? Note, this is not required to occur prior to application submission.</p>	May-26

PART C: MOVEMENT OF TEACHERS

<p>1. The district understands that if a designated teacher leaves the district prior to Class Roster Winter Submission that he/she will not generate an allotment. (Select Yes/No)</p>	Yes
<p>2. The district understands that the designated teacher's campus location at the time of Class Roster Winter Submission (February each year) determines the allotment amount generated and that allotment values vary based on campus rurality and socioeconomic need. (Select Yes/No)</p>	Yes
<p>3. What is the district's plan for adjusting the distribution of funds if a designated teacher leaves the eligible campus/district after Class Roster Winter Submission? Check one option from the drop-down menu.) If the district is forwarding funds to some subgroups of teachers (such as, retiring teachers) but not to other subgroups of teachers, (such as teachers whose contracts have been terminated), select "Other" and please describe the district's plan.</p>	We will forward funds to all designated teachers who leave.
<p>4. How will the district spend the funds that would have gone to the TIA designated teacher who left the district after Class Roster Winter Submission i.e. teachers who generated an allotment, but whose funds the district is retaining? Note: 90% must be spent on teacher compensation on the campus where the designated teacher worked by August 31st, annually.</p>	<p>If a designated teacher resigns after Class Roster Winter Submission, then the designated teacher will not receive the stipend. Their share of the allotment will be used to fund a new hire signing bonus to fill the vacancy at the campus and will be paid to the new hire prior to August 31st.</p>

PART D: NATIONAL BOARD AND DESIGNATED TEACHER NEW HIRES

<p>1. Will compensation for Recognized National Board Certified Teachers (NBCTs) follow the same spending plan as Recognized teachers who earned a designation through the district's local designation system? (Select Yes/No)</p>	Yes
<p>2. Will compensation for newly hired teachers that were designated by another district follow the same spending plan as teachers who earned a designation through the district's local designation system? (Select Yes/No)</p>	Yes

Thing

This workbook is r
between the two w
planning tool to assis
the cells as needec
possible. During the
then complete a

Please note th:
closure/reassign

1. Fill out the workboc
2. If there is criteria fo
3. Note that not all tak
4. Items highlighted y
carefully.
5. Read each tab/shee

* UPD/

Things to Consider Prior to Starting Workbook

meant to support both TIP and TAP development. Differences will be notated within each sheet/tab. The workbook serves as a guide for you when filling out the form link for the TAP/TIP turn in. Modified - the workbook attempts to follow the form logic as closely as possible. Upon submission, you will complete one submission per strategy and additional submissions as needed until all TIPs, and TAPs are complete.

that student outcome goals, for all individual campuses, and assessment, for all individual campuses, will be on different forms.

Directions

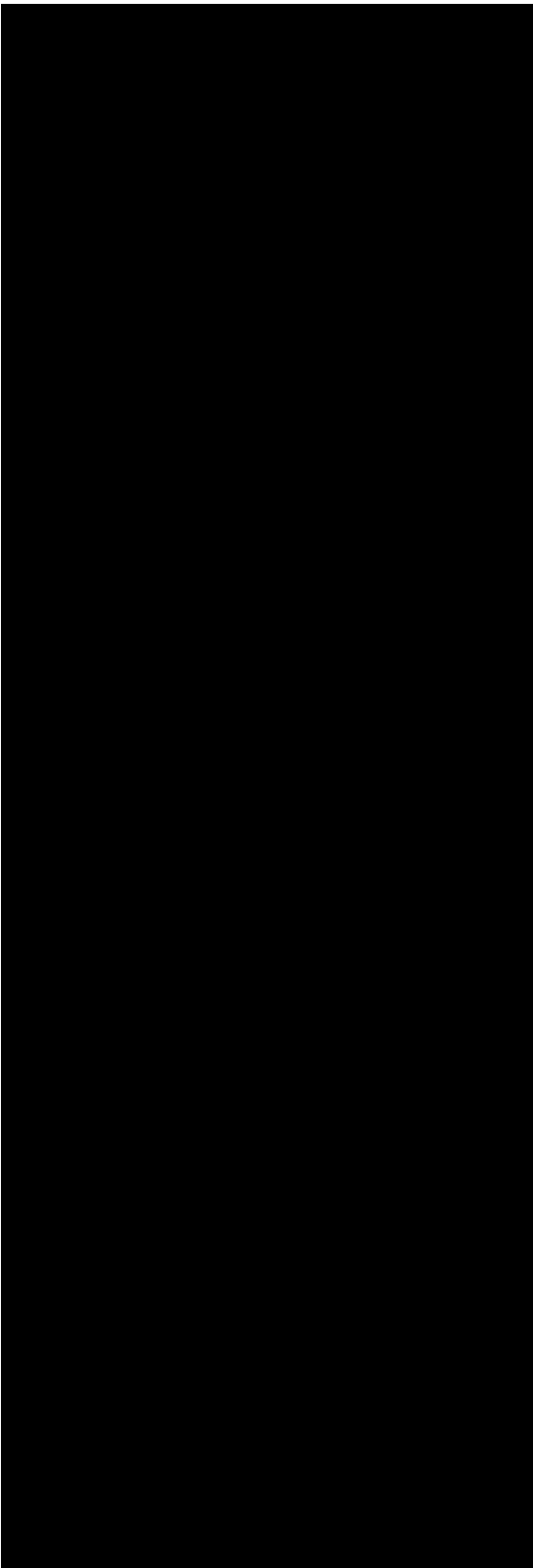
Click PRIOR to the official link (or choose your own draft tool).

Upon success, it will be posted at the top.

Fields need to be filled out - this depends on the strategy selected. Red arrows indicate they only apply to certain strategies so read

carefully.

NOTES THAT CAUSED CHANGES ARE OUTLINED IN RED



Question/Prompt	Please select the type of plan you are submitting
Additional Instructions	Targeted Improvement Plan (TIP) or Turn Around Plan (TAP)
Answer	TIP- Targeted improvement plan

Question/Prompt	List (select) campuses to which this strategy will apply	Name of the staff member employed by the school system completing this plan submission	Email
Additional Instructions	May be asked to provide CDCN if not listed		
Answer	The Goodwill Excel Center for Adult	Dayna Swain	dayna.swain@excelcenterhighschool.o

What role applies to the person completing this submission?
Please select/type one of the following: Superintendent, District Coordinator of School Improvement (DCSI), Other (if other, please specify)
DSCI

Criteria for Success

Did the LEA meet statutory requirements for stakeholder engagement, and has the board approved the plan?

- The district assures that the Campus Intervention Team (CIT) conducted a public meeting at each campus identified for school improvement with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the targeted improvement plan.
- The district assures that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.
- The board conducted a hearing regarding the plans for each campus identified for school improvement.
- The board posted the plan on the district website prior to the hearing.
- The plan is approved by the board.
- Written comments from stakeholders, if any, are attached.

ASSURANCES ARE THE SAME FOR BOTH TIP/TAP

Question	List or copy and paste all SI- identified campuses below	I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in Section 39A.053 of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.)	I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.	I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.	I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.	I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each targeted improvement plan, and the board posted the plan(s) on the district website prior to the hearing.	Board approval date with optional upload of public comments
Additional Instructions	List all SI campuses in the district	Choose one of the following: ESF Diagnostic and Local Classroom Review, Locally Conducted Needs Assessment, Texas Strategic Leadership Landscape Analysis	For locally conducted assessments only	Yes or No	Yes or No	Yes or No	Record the board approval date for each campus
Answer(s)	The Goodwill Excel Center for Adult	You will give this assurance at the time of submission through the Qualtrics Survey.	You will give this assurance at the time of submission through the Qualtrics Survey.	You will give this assurance at the time of submission through the Qualtrics Survey.	You will give this assurance at the time of submission through the Qualtrics Survey.	You will give this assurance at the time of submission through the Qualtrics Survey.	

ONLY COMPLETE THIS SECTION IF YOU NAMED SCHOOL MODEL CHANGE AS YOUR SCHOOL IMPROVEMENT STRATEGY

Question	List or copy and paste all SI - identified campuses using "ACE" as a school improvement strategy below	Please provide a brief overview (2-3 sentences) of your school model change.
Additional Instructions	List all campuses below that named "school model change" as a school improvement strategy	
Answer(s)		

Criteria for Success

Is the district preparing to engage in quality authorizing?

- A representative from the district has attended or is signed up for TEA-approved authorizer training.
- The district has adopted a local charter authorizing board policy.
- The district is in the process of applying for or has received approval for Texas Partnerships (SB 1882) benefits.
- The operating partner of the campus has a track record of successful school turnaround.

ONLY COMPLETE THIS SECTION IF YOU NAMED TEXAS PARTNERSHIPS AS YOUR SCHOOL IMPROVEMENT STRATEGY

Question	List or copy and paste all SI-identified campuses using "improve graduation rate" as a school improvement strategy below	Please share the name and role of any district staff members that have completed TEA-approved authorizer training.	Please share the name and role of any district staff members that are signed up for or are currently enrolled in TEA-approved authorizer training.	Has the district adopted a local charter authorizing board policy?	Date the board approved or will vote on approving partnership	Has the district been approved for Texas Partnerships benefits?	Name of proposed or approved operating partner	Please describe the proposed or approved operating partner's track record of successful school turnaround.
Additional Instructions	Go to tab 5. School Improvement and list all campuses below that named "Texas Partnerships" as a school improvement strategy					Options: Application in progress, Application approved, Application denied, Not applying for Texas Partnerships benefits		
Answer(s)								

Criteria for Success

Does the plan ensure that students are assigned to a higher performing campus?

- All students from the closing campus are assigned to a campus with an acceptable (C or better) performance rating.
- All receiving campuses will increase the quality of the instructional materials to be used at the campus (if not already implementing SBOE-approved HQIM or OER).
- All receiving campuses have a capacity building plan that includes upfront training and ongoing coaching for campus leaders and teachers.
- The capacity building/professional development (PD) plan for all receiving campuses matches the state of talent at each receiving campus after the reassignment of staff is complete.
 - *There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that are new (in their first two years) to their role.
 - *There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that do not have a demonstrated track record of success.
 - *There is a plan to differentiate and/or increase support for uncertified teachers.
- Teachers and administrators receive capacity building support related to supporting students in special populations that is aligned with the student population at the campus.

CAMPUS SYSTEM INFO - CLOSURE/REASSIGNMENT FILLS OUT THEIR OWN SURVEY (ON DARK PURPLE TABS ONLY)

Question	Please select the closing campus for this Closure/Reassignment submission:	If the campus you are reporting closure for is not available in the list above, please enter the campus(es) CDCN number in the fields below.	Please enter your full name.	Please enter your email.	Please indicate the number of campuses that will be assigned students from the closing campus:
Additional Instructions	List all SI campuses in the district excluding Texas Partnership schools	Please, ensure the CDCN number is complete with leading zeros when applicable. Example: Campus 235467 should be entered as 00235467			
Answer(s)					

Criteria for Success

- Does the plan ensure that students are assigned to a higher performing campus?**
- All students from the closing campus are assigned to a campus with an acceptable (C or better) performance rating.
 - All receiving campuses will increase the quality of the instructional materials to be used at the campus (if not already implementing SBOC-approved HQIM or OER).
 - All receiving campuses have a capacity building plan that includes upfront training and ongoing coaching for campus leaders and teachers.
 - The capacity building/professional development (PD) plan for all receiving campuses matches the state of talent at each receiving campus after the reassignment of staff is complete.
 - There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that are new (in their first two years) to their role.
 - There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that do not have a demonstrated track record of success.
 - There is a plan to differentiate and/or increase support for uncertified teachers.
 - Teachers and administrators receive capacity building support related to supporting students in special populations that is aligned with the student population at the campus.

REASSIGNMENT REPORTING - CLOSURE/REASSIGNMENT FILLS OUT THEIR OWN SURVEY (ON DARK PURPLE TABS ONLY)

Question	Please select a reassignment campus.	If the reassignment campus is not available in the list above, please enter the campus(es) CDCN number in the field below.	Most recent state accountability rating	Current enrollment	Maximum enrollment	Distance from closing campus	Percent of students from the closing campus that will be assigned to the reassignment campus	Percent of teachers from the closing campus that will be assigned to the reassignment campus	Percent of administrators from the closing campus that will be assigned to the reassignment campus
Additional Instructions	List all reassignment campuses below and answer the following questions for all reassignment campuses.	Please, ensure the CDCN number is complete with leading zeros when applicable. Example: Campus 235467 should be entered as 00235467				Estimate should be in whole miles; ex 4	In whole numbers: ex 60	In whole numbers: ex 60	In whole numbers: ex 60
Answer(s)									

Does the plan increase the quality of instructional materials to be used at the campus and provide adequate time and support for teachers to internalize materials and reflect on student performance?
 -The campus will increase the quality of the instructional materials to be used at the campus (if not already implementing SBOE-approved HQIM or OER).
 -The district has allocated sufficient instructional time for delivery of HQIM and has a calendar with a minimum of 165 instructional days.
 -The campus will have weekly (at a minimum) high-quality PLCs to support instructional delivery and respond to student outcomes
 -The PLC protocol includes time for lesson internalization and student work analysis.

ONLY COMPLETE THIS SECTION IF YOU NAMED INTENSIVE CURRICULUM AND INSTRUCTION SUPPORTS AS YOUR SCHOOL IMPROVEMENT STRATEGY

Question	List or copy and paste all SI - identified campuses below	Please select the adopted curriculum	Is this the curriculum that will be implemented for the duration of the plan?!	What new curriculum will be adopted?	When will the district adopt the new curriculum?	How many instructional minutes per week are required/recommended for implementation of this curriculum?	How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?	How many instructional days are included in the 2025-2026 calendar?
Additional Instructions	List all SI campuses in the district excluding Texas Partnership schools	This question will be asked by grade bands: K-5 Math, K-5 RLA, 6-8 Math, 6-8 RLA, 9-12 Math (Algebra 1, Algebra 2, Geometry), 9-12 RLA	Yes or No Select yes, go to column G Select no, go to column E					
Answer(s)								

Criteria for Success

Does the plan ensure that administrators and teachers receive appropriate job-embedded training?

- Administrators responsible for the campus (including the principal and principal manager) receive upfront/initial training on key elements of the school improvement strategy.
- Teachers receive upfront/initial training on key elements of the school improvement strategy.
- Teachers receive an observation and feedback round from an instructional leader or coach at least biweekly.
- The observation tool includes research-based instructional strategies (RBIS) look fors.
- The observation tool includes look fors related to implementation of approved curriculum.
- The capacity building/professional development (PD) plan matches the current state of talent at the campus.
- +There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that are new (in their first two years) to their role.
- +There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that do not have a demonstrated track record of success.
- +There is a plan to differentiate and/or increase support for uncertified teachers.

ONLY COMPLETE IF YOU CHOSE INTENSIVE C&I SUPPORTS AS A SCHOOL IMPROVEMENT STRATEGY OR NAMED DISTRICT STAFF AS BUILDING CAPACITY OR SUPPORTING STRATEGY IMPLEMENTATION ON THE SI STRATEGY TAB

Question	List or copy and paste all SI - identified campuses below	Removed several columns	Please describe your planned training/PD sessions (and who delivers and attends) for: -Principal manager -Principal -Other campus admin (assistant principals, instructional coaches) -Teachers	How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?	What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?	How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?
Additional Instructions	List all SI campuses in the district excluding Texas Partnership, ACE, or Graduation Rate					
Answer(s)						

Criteria for Success

How will the strategy be implemented?

- Milestones include all activities needed to fully implement the program or strategy, covering planning and implementation stages.
- Milestones include all upfront capacity building, implementation action steps, and ongoing support and coaching touchpoints, and student assessment cycles.
- Milestones cover, at a minimum, the two school years that the campus is required to implement the plan.

Question	List or copy and paste all SI - identified campuses below	Please share the key milestones for this strategy through August 2026 for TIP, and key milestones through August 2027 for TAP. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.
Additional Instructions	List all SI campuses in the district	Timeframe is, at minimum, through end of SY 26-27 for TIP and through end of SY 27-28 for TAP.
Answer(s)		Increase Daily Attendance From 67% to 80%
		Improve Instructional Delivery to Increase Student Engagement
		Increase Course Completion Rates Each Term
		Strengthen Graduation Planning & Progress Monitoring
		Implement Targeted Academic Supports to Accelerate Graduation

Criteria for Success

Has the district identified all resources needed to implement the SI strategy?

- The description lists all additional costs associated with implementing the school improvement strategy (e.g. development costs, costs for additional staff positions created to implement the strategy, etc.)
- Each cost described includes the source of funds.

Question	List or copy and paste all SI - identified campuses below	Please share the required costs to implement plan and source of funds
Additional Instructions	List all SI campuses in the district	
Answer(s)		The primary costs associated with implementation include: Professional development and coaching resources for instructional improvement Supplemental instructional materials to support engagement and course completion Potential stipends or extended-day pay for staff who support tutoring, Friday acceleration activities, or targeted graduation interventions
	The Excel Center for Adult Learners	Technology or software enhancements

., stipends, instructional materials, training/professional

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

If grant funding is not received, the district will still be able to fully implement this strategy using existing resources. Core improvement activities—teacher coaching, attendance interventions, progress monitoring, and instructional adjustments—are responsibilities assigned to current staff and do not rely on additional personnel. The district will prioritize internal reallocation of funds to cover supplemental needs such as intervention materials or limited extended pay for staff supporting graduation acceleration.

Question	List or copy and paste all SI - identified campuses below	(Optional) Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents.
Additional Instructions	List all SI campuses in the district	
Answer(s)		