



COUPLAND ISD

620 S COMMERCE ST

COUPLAND, TX 78615

512-856-2422

REGULAR MEETING AGENDA

Date: Thursday, September 12, 2024
Time: 7:15pm; Or Immediately Following Public Hearing
Location: Coupland School Library
620 S. Commerce Street
Coupland, TX 78615

AGENDA

1. Call the meeting to order and establish a quorum.
2. Pledge of Allegiance
3. Recognitions
4. Principal's Report
5. Public Comments
6. MONTHLY ACTION ITEMS:
 - A. Consider and Approve the Board of Trustees Meeting Minutes for the Regular Board meeting held on August 19, 2024, the Budget and Tax Rate Public Hearing held on August 19, 2024, the Board Workshop for GMP held on September 3, 2024, and the Special Board Meeting held on September 3, 2024.
 - B. Approve Monthly Bills, Monthly Financial Statement, and 4th Quarter Investment Report
7. APPROVAL OF ADDITIONAL ACTION ITEMS AS NEEDED:
 - A. Consider and Approve the Concussion Oversight Team (COT) and the Concussion Protocol
 - B. Consider and Approve a Transportation Coordinator Stipend
 - C. Consider and Approve the 2024-2025 District Improvement Plan
8. Discussion Items
 - A. Discuss Future Action and Discussion items
 - B. Discuss New and Current Board Member Training Requirements

- C. Groundbreaking for New Middle School
- D. Staff Appreciation
- 9. Superintendent's Report
 - A. Strategic Plan Update - Summer 2024
 - B. Enrollment/Attendance Update
- 10. Future Board Meeting Dates
- 11. Executive Session:
As determined by the Board of Trustees, there may be an executive session pursuant to the Texas Open meetings Act (Texas Gov't Code Chapter 551). An Executive Session - may occur at any time during the meeting as permitted under the Open Meetings Act. The list of topics below are some, but not an exhaustive list, of items that would be considered in an executive session:

Personnel (Texas Gov't Code 551.074),
Student Discipline (Texas Gov't Code 551.082),
Attorney consultation (Texas Gov't Code 551.071),
Purchase, exchange, lease or value of real property (Texas Gov't Code 551.072),
Prospective gift (Texas Gov't Code 551.073),
Employee - Employee Complaint (Gov't code 551.082),
Student Discipline Complaint (Gov't Code 551.082),
Security (Gov't Code 551.076)

Any action will be taken in a public session.

- A. Discuss Evaluation of Superintendent of Schools
- B. Discuss New Hires
- 12. ACTION ITEMS:
(Action Items post executive session are items that must be discussed in executive session. All actions must be taken in an open session.)
 - A. Consider and Take Action on Evaluation of Superintendent of Schools
 - B. New Hire Recommendations
- 13. Report Items
 - A. Board Calendars
- 14. ADJOURNMENT:

This agenda was posted on the front door of the school building and on the school district website at: This agenda was posted on the 9th day of September, 2024 at 12:00p.m. on the front door of the school building and the school district website.

Dr. Earl W. Parcell, Superintendent

Adren Pilger, Interim Superintendent



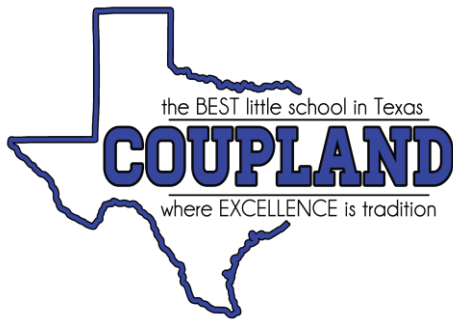
Board of Trustees

Date of Meeting
Item Type

Item Name	
District Goal	
Summary (Purpose / Objective)	
Fiscal Impact	
Administrative Recommendation	

Attachments	
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Contact Person E-Mail Address



COUPLAND ISD

620 S COMMERCE ST

COUPLAND, TX 78615

512-856-2422

REGULAR MEETING MINUTES

Date: Monday, August 19, 2024

Time: 7:00 pm; or immediately Following Budget Hearing

Location: Coupland School Library
620 S. Commerce Street
Coupland, TX 78615

Board Members:

Crystal Ward – Present

Michael Roepke – Present

Misty Garwood – Present

Andrew Gonzales – Present

David Young – Present

Rev. Dr. Karen Holgersen - Present

Superintendent:

Dr. Earl Parcell – Present

AGENDA

1. **Call the meeting to order and establish a quorum.** @ 7:24 pm
2. **Pledge of Allegiance**
Led By: Crystal Ward
3. **Principal's Report:**
Mr. Booker reported on Teaching and Learning.
4. **Public Comments**
No one signed up for public comment.
5. **MONTHLY ACTION ITEMS:**

A. Consider and Approve the Board of Trustees Meeting Minutes for the July 18, 2024 Budget Workshop and the July 18, 2024 Regular Board Meeting.

I move that we Approve the Board of Trustees Meeting Minutes for the July 18, 2024 Budget Workshop and the July 18, 2024 Regular Board Meeting.

Motion made by: Misty Garwood

Seconded by: Michael Roepke

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea

Yea – 6; Nay – 0

B. Approve Monthly Bills and Financial Statement

I move that we Approve Monthly Bills and Financial Statement for July 2024.

Mr. Roepke asked that the Board be provided a report on employee payroll each month with the financial reports.

Motion made by: Andrew Gonzales

Seconded by: David Young

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea

Yea – 6; Nay – 0

6. APPROVAL OF ADDITIONAL ACTION ITEMS AS NEEDED:

A. Consider and Take Action on Proposed Final Budget Amendment for the 2023-2024 Fiscal Year

I move that we Approve the Final Budget Amendment for the 2023-2024 Fiscal Year.

Motion made by: Michael Roepke

Seconded by: Rev. Dr. Karen Holgersen

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea

Yea – 6; Nay – 0

B. Consider and Take Action on the Adoption of the 2024 - 2025 Fiscal Year Budget

I move that we adopt the 2024 - 2025 Fiscal Year Budget for funds 199 (General Fund), Fund 240 (Child Nutrition), and Fund 599 (Debt Service).

Motion made by: Michael Roepke

Seconded by: Rev. Dr. Karen Holgersen

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea
Yea – 6; Nay – 0

C. Consider and Take Action on a Resolution to Set the Tax Rate for Coupland Independent School District Tax Year 2024

I move that the property tax rate be increased by the adoption of a tax rate of \$1.196900, which is effectively a 2.6 percent increase in the tax rate and that we Adopt the Resolution to Set the Tax Rate for Coupland Independent School District Tax Year 2024.

Motion made by: Rev. Dr. Karen Holgersen

Seconded by: Misty Garwood

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea
Yea – 6; Nay – 0

D. Consider an Order Authorizing Redemption of Outstanding Bonds of the Coupland Independent School District

I move that we the order authorizing redemption of outstanding bonds of the Coupland Independent School District as presented.

Motion made by: Misty Garwood

Seconded by: David Young

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea
Yea – 6; Nay – 0

E. Consider Calling a Voter Approved Tax Ratification Election for the November 5, 2024 election

I move that a Special Election be ordered on November 5, 2024, at the Coupland ISD Administration Building, pursuant to Texas Tax Code, Section 26.08, to ratify the tax rate this Board adopted at a duly called meeting on August 19, 2024 for the purpose of approving or disapproving the adopted tax rate of \$1.1969, which is effectively a 2.6 percent increase in the tax rate.

Motion made by: Michael Roepke

Seconded by: Misty Garwood

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew

Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea

Yea – 6; Nay – 0

F. Consider and Take Action on Election Services Agreements with Travis and Williamson Counties

I move that we Approve Election Services Agreements with Travis and Williamson Counties.

Motion made by: David Young

Seconded by: Michael Roepke

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew

Gonzales: Yea; Rev. Dr. Karen Holgersen: Abstained, Misty Garwood: Yea

Yea – 5; Nay – 0; Abstain - 1

G. Consider and Take Action to Adopt a Resolution for the Commitment of Fund Balance for the 2024-2025 Fiscal Year

I move that we Approve the Adopt a Resolution for the Commitment of Fund Balance for the 2024-2025 Fiscal Year.

Motion made by: Rev. Dr. Karen Holgersen

Seconded by: Michael Roepke

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew

Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea

Yea – 6; Nay – 0

H. Consider and Accept the Certified Appraisal Roll for Certified Taxable Values for Williamson and Travis County

I move that we Accept the Certified Appraisal Roll for Certified Taxable Values for Williamson and Travis County.

Motion made by: Michael Roepke

Seconded by: David Young

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew

Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea

Yea – 6; Nay – 0

I. Consider and Approve School Meal Prices for the 2024-2025 School Year

I move that we Approve School Meal Prices for the 2024-2025 School Year.

Motion made by: David Young

Seconded by: Misty Garwood

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea

Yea – 6; Nay – 0

J. Consider and Take Action on the Adjunct Faculty Agreements for Texas A&M Agrilife County Extension Agents in Bastrop and Williamson Counties for the 2024-2025 School Year

I move that we Approve the Adjunct Faculty Agreements for Texas A&M Agrilife County Extension Agents in Bastrop and Williamson Counties for the 2024-2025 School Year.

Motion made by: Misty Garwood

Seconded by: Rev. Dr. Karen Holgersen

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea

Yea – 6; Nay – 0

K. Consider and approve Memorandum of Understanding with Williamson County Juvenile Services for 2024-2025

I move that we Approve the Memorandum of Understanding with Williamson County Juvenile Services for 2024-2025.

Motion made by: Andrew Gonzales

Seconded by: Misty Garwood

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea

Yea – 6; Nay – 0

L. Consider and Take Action on the Appointment of a Delegate and Alternate Delegate for the 2024 TASB Delegate Assembly

Tabled – No Action taken

M. Consider and Approve a Master Services Agreement for Technology Support for 2024-2025

I move that we Approve a Master Services Agreement for Technology Support for 2024-2025.

Motion made by: Michael Roepke

Seconded by: David Young

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea

Yea – 6; Nay – 0

7. Discussion Items

A. Discuss Future Action and Discussion items

B. Board of Trustee Election

The district received 3 application for the three Board of Trustee positions on the General Election ballot and two applications for the two Board of Trustee positions on the Special Election Ballot for the November 5, 2024 election. Since there are no contested positions, the election for Board of Trustee positions will need to be officially canceled after the official deadlines have passed in September.

C. Discuss New and Current Board Member Training Requirements

D. Future Board Meeting Dates

The next Regular Board Meeting will be September 12, 2024 at 7:00 pm.

E. txEDCON24 Conference

September 27-29, 2024

F. VATRE Communication Plan

The VATRE communication plan will include information on the website, a flier, and informative videos.

G. Transportation

The Board discussed the roles, duties and responsibilities included with transportation and possibly considering a stipend to a transportation staff member to be responsible for them in the future.

H. Construction Update (GMP)

Weaver & Jacobs, the construction company for the Bond, requested a GMP Board workshop and board meeting on August 29, 2024. After discussion, the Board decided to hold the workshop on September 3 at 6:30 pm and the Special Meeting to possibly act on a Guaranteed Maximum Price (GMP) for the construction base bid immediately after the workshop.

8. Superintendent's Report

A. A-F Rating Update

Dr. Parcell shared that the A-F accountability ratings that were to be publicly released on August 15 were placed on hold by a Travis County judge. The hearing to determine TEA's next steps will be held later in August. Dr. Parcell did share with the Board "projected" accountability ratings for the 2022-2023 and 2023-2024 school years. For both school years, Coupland ISD would have been a "C" district.

B. Team of 8 Training (Aug. 9 & 10)

Dr. Parcell shared what was learned when he and the Board of Trustees attended the Team of 8 Symposium Conference that was sponsored by Region XIII. The main sessions included an overview of the school accountability system and how to communicate and be resilient during and after trauma and crisis in schools. Keynote speaker included representatives from Uvalde ISD and Hays CISD.

C. First Week

Dr. Parcell shared that the first week of school was great. The district enrollment is 318 which is an all-time high for Coupland ISD. Beyond a transportation delay on the first day, the teachers, staff, and students are doing an amazing job and are diving into teaching and learning.

D. New School Bus

The Board discussed purchasing a school bus for several reasons including needing to maintain the fleet, reducing the demand on the existing buses, purchasing while prices are as they are (prices are only going up on buses), adding a reliable bus to the fleet for when one of the regular buses needs repairs and service, and to get in line as they take a while to be delivered once the order is officially placed.

E. Preliminary F.I.R.S.T. Report Rating

Dr. Parcell shared the district's preliminary Financial Integrity Rating System of Texas (FIRST). The district is again going to receive a Superior rating.

F. Efficiency Audit

Dr. Parcell shared that the initial efficiency audit report was complete and shared some highlights with the Board. The efficiency audit will be officially reported on and made public during the regular board meeting in September.

9. Executive Session:

As determined by the Board of Trustees, there may be an executive session pursuant to the Texas Open meetings Act (Texas Gov't Code Chapter 551). An Executive Session - may occur at any time during the meeting as permitted under the Open Meetings Act. The list of topics below are some, but not an exhaustive list, of items that would be considered in an executive session:

**Personnel (Texas Gov't Code 551.074),
Student Discipline (Texas Gov't Code 551.082),
Attorney consultation (Texas Gov't Code 551.071),
Purchase, exchange, lease or value of real property (Texas Gov't Code 551.072),
Prospective gift (Texas Gov't Code 551.073),
Employee - Employee Complaint (Gov't code 551.082),
Student Discipline Complaint (Gov't Code 551.082),
Security (Gov't Code 551.076)**

Any action will be taken in a public session.

The Board went into executive session at 9:59 PM.

The Board came out of executive session at 11:31PM.

A. Discuss Evaluation of Superintendent of Schools

B. Discuss New Hire Recommendations

10. ACTION ITEMS:

(Action Items post executive session are items that must be discussed in executive session. All actions must be taken in an open session.)

A. Consider and Take Action on Evaluation of Superintendent of Schools

No action taken

B. Consider and Take Action to Approve New Hire Recommendations

I move that we Approve the New Hire Recommendations.

Motion made by: Rev. Dr. Karen Holgersen

Seconded by: Misty Garwood

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea
Yea – 6; Nay – 0

11. Report Items

A. Resignations

B. Board Calendars

12. ADJOURNMENT:

I move that we Adjourn. @ 11:36 pm

Motion made by: Michael Roepke

Seconded by: Misty Garwood

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea
Yea – 6; Nay – 0

Board President **Date**

Board Secretary **Date**



COUPLAND ISD

620 S COMMERCE ST

COUPLAND, TX 78615

512-856-2422

BUDGET AND TAX RATE HEARING MINUTES

Date: Monday, August 19, 2024

Time: 6:15 PM

Location: Coupland School Library
620 S. Commerce Street
Coupland, TX 78615

Board Members:

Crystal Ward – Present

Michael Roepke – Present (Arrived at 6:31 pm)

Misty Garwood – Present

Andrew Gonzales – Present

David Young – Present

Rev. Dr. Karen Holgersen - Present

Superintendent:

Dr. Earl Parcell – Present

AGENDA

1. **Call the meeting to order and establish a quorum.** @ 6:19 pm

2. **Public Comment**

No one signed up for public comment.

3. **Presentation of the Proposed Budget and Tax Rate for the 2024-2025 Fiscal Year**

Dr. Parcell presented the 2024-25 Proposed Budget, Tax Rate with and discussed the impact a Voter-Approved Tax Ratification Election (VATRE) would

have on the 2024-2025 budget. Additional Golden Pennies would increase the district's M & O revenue which will be spent on staff and Supplies.

The PowerPoint presentation can be found on the district's Business and Finance webpage under the Financial Transparency tab.

4. Adjourn

I move that we Adjourn. @7:15 pm

Motion made by: Michael Roepke

Seconded by: Rev. Dr. Karen Holgersen

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew

Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea

Yea – 6; Nay – 0

Board President

Date

Board Secretary

Date



COUPLAND ISD

620 S COMMERCE ST

COUPLAND, TX 78615

512-856-2422

BOARD WORKSHOP - GUARANTEED MAXIMUM PRICE (GMP) FOR NEW MIDDLE SCHOOL

MINUTES

Date: Tuesday, September 3, 2024

Time: 6:30 PM

Location: Coupland School Library
620 S. Commerce Street
Coupland, TX 78615

Board Members:

Crystal Ward – Present

Michael Roepke – Present

Misty Garwood – Present

Andrew Gonzales – Present

David Young – Present

Rev. Dr. Karen Holgersen - Present

Superintendent:

Dr. Earl Parcell – Present

AGENDA

1. **Call the meeting to order and establish a quorum. @ 6:30 pm**

2. **Public Comments**

None

3. **Discussion of the Guaranteed Maximum Price (GMP) for the Coupland ISD
– Coupland Middle School
>Presented by Construction Manager at Risk - Weaver & Jacobs
Constructors, Inc.**

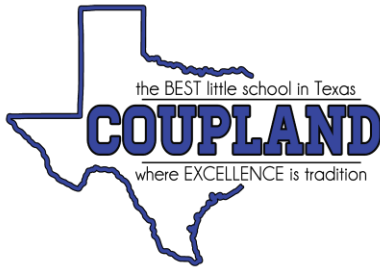
4. **Adjourn @ 9:54 pm**

Board President

Date

Board Secretary

Date



COUPLAND ISD

620 S COMMERCE ST

COUPLAND, TX 78615

512-856-2422

SPECIAL MEETING MINUTES

Date: Tuesday, September 3, 2024
Time: Or Immediately Following Board Workshop
Location: Coupland School Library
620 S. Commerce Street
Coupland, TX 78615

Board Members:

Crystal Ward – Present
Michael Roepke – Present
Misty Garwood – Present
Andrew Gonzales – Present
David Young – Present
Rev. Dr. Karen Holgersen - Present

Superintendent:

Dr. Earl Parcell – Present

AGENDA

1. Call the meeting to order and establish a quorum. @ 10:06 pm

2. Pledge of Allegiance

Led By: Crystal Ward

3. Public Comments

None

4. APPROVAL OF ADDITIONAL ACTION ITEMS AS NEEDED:

A. Discuss and Possibly Take Action on the Guaranteed Maximum Price (GMP) for the Coupland ISD – Coupland Middle School as presented by Construction Manager at Risk Weaver & Jacobs Constructors, Inc.

I move that we Approve the Guaranteed Maximum Price (GMP) of \$20,922,742 for the Coupland ISD – Coupland Middle School as presented (Base Bid and Alternate #5 – Media Center) by Construction Manager at Risk Weaver & Jacobs Constructors, Inc.

Motion made by: Rev. Dr. Karen Holgersen

Seconded by: Andrew Gonzalez

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea
Yea – 6; Nay – 0

B. Consider and Take Action to authorize the allocation of funds from the 2023 Bond to fund the Guaranteed Maximum Price (GMP) for the Coupland ISD New Middle School.

I move that we authorize the allocation of funds from the 2023 Bond to fund the Guaranteed Maximum Price (GMP) for the Coupland ISD New Middle School.

Motion made by: Michael Roepke

Seconded by: Misty Garwood

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea
Yea – 6; Nay – 0

C. Consider and Take Action to Approve an Order Canceling the November 5, 2024 Trustee Elections (General and Special) in Travis and Williamson Counties and Declaring Each Unopposed Candidate Elected to Office

I move that we Approve an Order Canceling the November 5, 2024 Trustee Elections (General and Special) in Travis and Williamson Counties and Declaring Each Unopposed Candidate Elected to Office

Motion made by: Michael Roepke

Seconded by: Rev. Dr. Karen Holgersen

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea

Yea – 6; Nay – 0

D. Consider and Take Action to Accept the Certification of Unopposed Candidates

I move that we Accept the Certification of Unopposed Candidates

Motion made by: Michael Roepke

Seconded by: Rev. Dr. Karen Holgersen

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea

Yea – 6; Nay – 0

E. Purchase of an Additional Bus

I move that we Approve the Purchase of an Additional Bus from Pflugerville ISD for \$60,000.

Motion made by: David Young

Seconded by: Misty Garwood

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea

Yea – 6; Nay – 0

F. Consider and Approve Contract for an Armed Security Guard on Campus.

I move that we Approve Contract for an Armed Security Guard on Campus with Triumph Protective Services.

Motion made by: Andrew Gonzales

Seconded by: David Young

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea

Yea – 6; Nay – 0

5. Executive Session:

As determined by the Board of Trustees, there may be an executive session pursuant to the Texas Open meetings Act (Texas Gov't Code Chapter 551). An Executive Session - may occur at any time during the meeting as permitted under the Open Meetings Act. The list of topics below are some, but not an exhaustive list, of items that would be considered in an executive session:

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Prospective gift (Texas Gov't Code 551.073),
Employee - Employee Complaint (Gov't code 551.082),
Student Discipline Complaint (Gov't Code 551.082),
Security (Gov't Code 551.076)**

Any action will be taken in a public session.

The Board went into executive session at 10:31 PM.

The Board came out of executive session at 11:04 PM.

A. Discuss New Hire Recommendations

6. ACTION ITEMS:

(Action Items post executive session are items that must be discussed in executive session. All actions must be taken in an open session.)

A. Consider and Take Action on New Hire Recommendations

No Action taken

7. ADJOURNMENT:

I move that we Adjourn. @ 11:05 pm

Motion made by: Michael Roepke

Seconded by: Misty Garwood

Crystal Ward: Yea, Michael Roepke: Yea, David Young: Yea; Andrew

Gonzales: Yea; Rev. Dr. Karen Holgersen: Yea, Misty Garwood: Yea

Yea – 6; Nay – 0

Board President

Date

Board Secretary

Date



Board of Trustees

Date of Meeting	
Item Type	

Item Name	
District Goal	
Summary (Purpose / Objective)	
Fiscal Impact	
Administrative Recommendation	

Attachments	
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Contact Person	<input type="text"/>	E-Mail Address	<input type="text"/>
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COUPLAND INDEPENDENT SCHOOL DISTRICT

GENERAL FUND FINANCIAL STATEMENT

Fund 199
AUGUST 2024



	2023 - 2024			2022 - 2023		
	Current Budget	Actual	Actual to Budget	Current Budget	Actual	Actual to Budget
REVENUES:						
Local and Intermediate Sources	\$ 2,233,999	\$ 2,282,652	102.18%	\$ 2,223,928	\$ 2,236,814	100.58%
State Program Revenues	2,266,553	2,590,332	114.29%	2,025,678	1,882,627	92.94%
Federal Program Revenues	12,445	34,251	275.22%	12,495	19,251	154.07%
Other Financing Sources	-	-	0.00%	100	290	0.00%
Total Revenues	\$ 4,512,997	\$ 4,907,235	108.74%	\$ 4,262,201	\$ 4,138,982	97.11%
EXPENDITURE SUMMARY BY FUNCTION:						
11 - Instructional	\$ 2,571,594	\$ 2,546,368	99.02%	\$ 2,371,887	\$ 2,310,109	97.40%
12 - Instructional Resources and Media Services	9,217	7,217	78.30%	20,640	5,722	27.72%
13 - Curriculum and Instructional Staff Development	18,950	10,609	55.99%	21,652	6,624	30.59%
21 - Instructional Leadership	2,150	575	26.74%			
23 - School Leadership	295,307	286,180	96.91%	248,461	229,865	92.52%
31 - Guidance, Counseling and Evaluation	168,639	158,830	94.18%	38,100	33,932	89.06%
33 - Health Services	6,400	688	10.75%	18,400	5,607	30.47%
34 - Student Transportation	179,542	150,800	83.99%	197,639	114,732	58.05%
35 - Food Service	-	-	0.00%	-	7,836	
36 - Cocurricular/Extra Curricular Activities	38,022	27,427	72.13%	41,613	19,565	47.02%
41 - General Administration	442,670	413,997	93.52%	213,099	197,222	92.55%
51 - Plant Maintenance and Facility Services	404,505	366,100	90.51%	459,133	318,295	69.33%
52 - Security and Monitoring Services	39,000	31,097	79.74%	39,000	7,441	19.08%
53 - Data Processing Services	202,512	194,995	96.29%	303,655	225,776	74.35%
61 - Community Services	-			18,136	14,495	79.93%
71 - Debt Service	69,000	66,370	96.19%	66,286	66,286	100.00%
81 - Capital Outlay	-	-	0.00%	200,000	162,034	81.02%
93 - Payments to Fiscal Agents	10,363	10,363		104,500	103,982	99.50%
99 - Other intergovernmental Charges	30,000	20,000	66.67%	20,000	11,559	57.80%
Operating Transfer to Cafeteria	25,126	-	0.00%	30,000	-	0.00%
Total Expenditures	\$ 4,512,997	\$ 4,291,614	95.09%	\$ 4,412,201	\$ 3,841,083	87.06%
EXPENDITURE SUMMARY BY OBJECT CODE:						
61XX - Payroll Costs	\$ 3,488,349	\$ 3,361,340	96.36%	\$ 2,960,042	\$ 2,928,584	98.94%
62XX - Professional and Contracted Services	519,564	525,697	101.18%	337,740	334,090	98.92%
63XX - Supplies and Materials	246,971	188,839	76.46%	617,807	206,630	33.45%
64XX - Other Operating Expenses	97,987	78,849	80.47%	190,226	172,149	90.50%
65XX - Debt Service - Principal	69,000	66,370	96.19%	66,286	66,286	100.00%
66XX - Capital Outlay Expenses	66,000	70,519	106.85%	210,100	133,344	63.47%
Operating Transfers	25,126	-	0.00%	30,000	-	0.00%
Total Expenditures	\$ 4,512,997	\$ 4,291,614	95.09%	\$ 4,412,201	\$ 3,841,083	87.06%



COUPLAND INDEPENDENT SCHOOL DISTRICT
CHILD NUTRITION FUND FINANCIAL STATEMENT
Fund 240
AUGUST 2024

	2023 - 2024			2022 - 2023		
	Current Budget	Actual	Actual to Budget	Current Budget	Actual	Actual to Budget
REVENUES:						
Local and Intermediate Sources	\$ 67,300	\$ 64,432	95.74%	\$ 78,672	\$ 90,141	114.58%
State Program Revenues	26,854	26,432	98.43%	11,669	2,464	21.11%
Federal Program Revenues	139,506	141,276	101.27%	145,410	165,925	114.11%
Other Financing Sources	25,126	-	0.00%	30,000	-	0.00%
Total Revenues	\$ 258,786	\$ 232,140	89.70%	\$ 265,752	\$ 258,529	97.28%
EXPENDITURES:						
35 - Food Services	\$ 258,876	\$ 244,172	94.32%	\$ 265,752	\$ 260,930	98.19%
Total Expenditures	\$ 258,876	\$ 244,172	94.32%	\$ 265,752	\$ 260,930	98.19%
EXPENDITURE SUMMARY BY OBJECT CODE:						
61XX - Payroll Costs	\$ 135,912	\$ 138,140	101.64%	\$ 140,641	\$ 126,255	89.77%
62XX - Professional and Contracted Services	11,500	2,408	20.94%	11,500	12,909	112.25%
63XX - Supplies and Materials	110,674	103,042	93.10%	100,911	114,180	113.15%
64XX - Other Operating Expenses	700	582	83.18%	700	47	6.74%
64XX - Other Operating Expenses	-	-	0.00%	12,000	7,540	62.83%
Total Expenditures	\$ 258,786	\$ 244,172	94.35%	\$ 265,752	\$ 260,930	98.19%

COUPLAND INDEPENDENT SCHOOL DISTRICT
DEBT SERVICE FUND FINANCIAL STATEMENT
Fund 599
AUGUST 2024



	2023 - 2024			2022 - 2023		
	Current Budget	Actual	Actual to Budget	Current Budget	Actual	Actual to Budget
REVENUES:						
Local and Intermediate Sources	\$ 1,550,025	\$ 1,470,815	94.89%	\$ 239,498	\$ 238,772	99.70%
State Program Revenue	\$ -	\$ 92,245	0.00%	\$ 5,252	\$ 4,096	77.99%
Total Revenues	\$ 1,550,025	\$ 1,563,060	100.84%	\$ 244,750	\$ 242,868	99.23%
EXPENDITURES:						
71 - Debt Service	\$ 1,550,025	\$ 1,569,519	101.26%	\$ 244,750	\$ 228,728	93.45%
Total Expenditures	\$ 1,550,025	\$ 1,569,519	101.26%	\$ 244,750	\$ 228,728	93.45%
EXPENDITURE SUMMARY BY OBJECT CODE:						
65XX - Debt Service Expenses	1,550,025	1,569,519	101.26%	244,750	228,728	93.45%
Total Expenditures	\$ 1,550,025	\$ 1,569,519	101.26%	\$ 244,750	\$ 228,728	93.45%



**COUPLAND ISD
 QUARTERLY INVESTMENT REPORT
 QUARTER ENDED AUGUST 2024**

Citizens Bank

Accounts	June	July	August	Total Interest Earned	Ending Balance a/o August 31, 2024
Index Fund	\$ 0.07	\$ 0.07	\$ 0.07	\$ 0.21	\$ 40.00
Maintenance & Operating	\$ 576.34	\$ 832.97	\$ 565.19	\$ 1,974.50	\$ 664,988.38
Payroll	\$ 113.00	\$ 144.04	\$ 215.04	\$ 472.08	\$ 54,987.21
Activity	\$ 18.79	\$ 19.31	\$ 19.42	\$ 57.52	\$ 10,781.60
Interest & Sinking	\$ 1,048.13	\$ 1,117.37	\$ 545.90	\$ 2,711.40	\$ 96,470.29
	\$1,756.33	\$2,113.76	\$1,345.62	\$ 5,215.71	\$ 827,267.48

First Public Investments

Accounts	June	July	August	Total Interest Earned	Ending Balance a/o August 31, 2024
General Fund	\$ 16,073.26	\$ 15,152.11	\$ 16,073.26	\$ 47,298.63	\$ 2,977,085.20
Construction	\$ 97,722.36	\$101,285.89	\$ 101,485.87	\$ 300,494.12	\$ 22,634,481.24
	\$113,795.62	\$116,438.00	\$117,559.13	\$ 347,792.75	\$ 25,611,566.44

 Investment Officer

This report is prepared for Coupland ISD (the District) in accordance with Chapter 2256 of the Public Funds Investment Act (PFIA). Section 2256.023(a) of the PFIA states that "Not less than quarterly, the investment officer shall prepare and submit to the governing body of the entity a written report of the investment transactions for all funds covered by this chapter for the preceding reporting period." This report which covers the quarter ended August 31, 2024, is signed by the District's Investment officer and includes the disclosures required in the PFIA. Market prices, where required, were obtained from the independent pricing sources.

The investment portfolio was compiled with the PFIA and the District's approved Investment Policy and Strategy throughout the quarter. All investment transactions made in the District's portfolio during this quarter were made on behalf of the District and were made in full compliance with the PFIA and the District's approved Investment Policy.



Board of Trustees

Date of Meeting
Item Type

Item Name	
District Goal	
Summary (Purpose / Objective)	
Fiscal Impact	
Administrative Recommendation	

Attachments	
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Contact Person E-Mail Address



Coupland ISD Concussion Protocol

Return to Play

After suffering a concussion, no athlete should return to play or practice on that same day. In the past, athletes were allowed to return to play if their symptoms resolved within 15 minutes of the injury. Studies have shown us that the young brain does not recover quickly enough for an athlete to return to activity in such a short time.

An athlete should never be allowed to resume physical activity following a concussion until he or she is symptom free and given the approval to resume physical activity by an appropriate health-care professional.

Once an athlete no longer has signs, symptoms, or behaviors of a concussion and is cleared to return to activity by an appropriate health-care professional, he or she should proceed in a step-wise fashion to allow the brain to re-adjust to exercise. In most cases, the athlete will progress one step each day. The return to activity program schedule may proceed as below, following medical clearance:

Progressive Physical Activity Program (ideally under supervision)

Step 1: Light aerobic exercise- 5 to 10 minutes on an exercise bike or light jog; no weight lifting, resistance training, or any other exercises.

Step 2: Moderate aerobic exercise- 15 to 20 minutes of running at moderate intensity in the gym or on the field without a helmet or other equipment.

Step 3: Non-contact training drills in full uniform. May begin weight lifting, resistance training and other exercises.

Step 4: Full contact practice or training.

Step 5: Full game play.

If symptoms of a concussion reoccur, or if concussion signs and/or behaviors are observed at any time during the return-to-activity program, the athlete must discontinue all activity and be re-evaluated by his or her health-care provider.



Board of Trustees

Date of Meeting
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Administrative Recommendation	

Attachments	
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Contact Person E-Mail Address



Transportation Coordinator

Duties and Responsibilities

- Responsible for on-site leadership of bus drivers.
- Coordinate routing of pupil transportation for regular and special needs programs districtwide to ensure safe, efficient, timely, and economical transportation services.
- Communicate changes in routes and scheduling to campuses and the public when warranted. Help campuses to place new students on buses and advise drivers of new or dismissed students.
- Anticipate problems such as traffic, weather, road conditions, and schedule changes and make necessary adjustment to ensure student safety and reduce delays.
- Process requests and arrange for extracurricular transportation.
- Prepare and update district maps showing areas served by each bus. Distribute maps to schools and to the public as directed.
- Compile, maintain, file all logs, worksheets, files, and reports related to dispatch operations.



Board of Trustees

Date of Meeting
Item Type

Item Name	
District Goal	
Summary (Purpose / Objective)	
Fiscal Impact	
Administrative Recommendation	

Attachments	
-------------	--

Contact Person E-Mail Address

Coupland Independent School District

District Improvement Plan

2024-2025

Accountability Rating: Not Rated



Mission Statement

In partnership with our families and community, Coupland I.S.D. ensures a safe and respectful environment. Our dedicated and knowledgeable staff motivate students to learn, grow, and achieve personal success. We maintain our tradition of academic excellence and strength of character, upholding the Cowboy Way.

Vision

Coupland I.S.D. instills a foundation of academics and character, empowering all students to achieve excellence.

Core Beliefs

WE BELIEVE IN...

- Providing an engaging and safe environment where all students have the opportunity to learn and their growth is celebrated.
- Collaborating with families to create a community of support for students.
- Holding high expectations for character and academic excellence.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	7
Student Learning	9
District Processes & Programs	11
Perceptions	13
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	16
Goals	18
Goal 1: Goal 1: 100% of Coupland ISD students will make significant educational and academic progress.	18
Goal 2: Goal 2: 100% of Coupland ISD staff, students, and families will feel welcomed, recognized, and respected.	23
Goal 3: Coupland ISD will be 100% staffed with the best prepared, highly effective, and well supported personnel.	28
Goal 4: 100% of Coupland ISD communications to students, families and staff will be interactive, engaging, accurate, timely and accessible.	32
Addendums	34

Comprehensive Needs Assessment

Revised/Approved: May 1, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

Enrollment numbers have increased steadily over the last five years. Current growth is 6% over the previous year. Continued development of farm land into developer neighborhoods has resulted in new homes, so the district's increased enrollment is a direct result of increased district residency. The demographic breakdown is as follows:

- 37.9% White
- 57.5% Hispanic
- 4.6% All other ethnicities
- 60.7% Economically Disadvantaged
- 0.4% Gifted & Talented
- 15.1% Special Education
- 55.4% At Risk
- 4.2% 504
- 31.2% Emergent Bilingual

Students who are identified as at risk are primarily due to failure to meet the satisfactory performance standard on STAAR (4-8) or a readiness assessment (K-3). At risk students constitute 55.4% of the school population which is an increase of 20% since the 2022-2023 school year. The number of students who are Emergent Bilingual has increased significantly from 13% to 31.2% in three years. At present, Coupland does not have any migrant students. Coupland boasts a 0% drop out rate and a low chronic absenteeism rate of 6.4%. This rate pales in comparison to the state average of 25.7%. To boot we have a lower suspension rate than the state due to well managed classrooms and low occurrences of misbehavior.

A review of staff demographics reveals that 79% of the faculty are white females and 12.6% are white males. 25.2% of our teachers have 21-30 years of experience which outpaces the state average. Each elementary grade level has two teachers (K-5). In grades 6-8, the students have the same four core teachers for three years. Historically, class size has been small but despite a growing population of students, we maintain an average class size of 12 for

the 2023-2024 school year.

Achievement data is disaggregated in a number of ways. The data is viewed through the lens of instruction where trends in reporting categories and supporting standards are studied from year to year to determine if any holes exist in the curriculum. Data is also reviewed on a student by student basis to determine if growth is continuing on a yearly basis. Data is stored in Eduphoria under the tab 'Aware' where staff are able to review student data from the previous year. Mid-year, a state STAAR interim assessment is given in all core subjects that are tested grades 3-8. Reports from interim results give a percentage of a student's likelihood of passing the STAAR test. It also gives teachers the objectives students have mastered or still need work in. For grades K-2, the TPRI is administered three times each year to show beginning reading levels. TPRI data shows that there is a gap in performance between white students and their hispanic peers that closes by the time students reach 4th grade. The discrepancy between students who are on the honor roll each six weeks and students achieving the meets and/or mastered level on STAAR is shrinking so there is better alignment between the standards. Historically, Coupland School performed well on state performance measures. In 2021-2022 under the A-F Accountability Rating system, Coupland School and Coupland ISD received an overall rating of 86 or B. The school scored "Met Standard" in each domain and received a distinction for Academic Achievement in Social Studies. There have been no A-F accountability ratings since that time. The next accountability rating is scheduled to be released in August 2024. The school's English as a second language population has grown significantly in recent years but has leveled off and now comprises 31% of the total population. The performance gap between the ESL students and native English speakers is notable throughout the grade levels/school system. Our school implements an ESL program as we do not have the number of students at any one grade level to meet the requirement for bilingual education. Overall, the students in Coupland performed higher than the state averages. According to our Federal Report Card, in 2022, the White and English Learners performance in math and reading is still below expectations. All other subgroups met the performance thresholds in math. In reading, we met thresholds as a campus but all subgroups failed to meet individual targets.

Coupland participates in the statewide adoption of textbooks. The textbooks are clearly aligned with the TEKS and the TEKS are referenced in each lesson. Math was adopted in 2014. Science textbooks and Tech Apps software were adopted in the 23-2024 school year and Social Studies was adopted in 2015. New Reading and Language Arts curriculum was implemented in the 2019 school year. Students who perform below expectation on readiness assessments Grades K-3 and do not meet passing standards for STAAR grades 4-8 are assigned to reading intervention. Students in grades 6-8 are assigned to an intervention period in reading and math if they fail the previous year's STAAR test. The campus continues to refine the MTSS (multi-tiered system of supports) process to include documentation and progress monitoring in ESPED. The campus participated in the state's interim assessment online tools to benchmark performance at midyear. In order to address achievement expectation concerns, third and fourth grade science is now utilizing new supplemental materials from StemScopes. The PTA does provide some support for teacher requested instructional materials. Teachers continue to expand the use of technology to enhance student engagement. Additional needs include supplemental math spiral reviews that align with the Go Math curriculum currently being used.

Technology is up to date and reliable. Promethean screens are outfitting every classroom and chromebooks are at a one to one ratio in 2nd through 8th grade. The computer lab hosts Tech Apps. All middle schoolers receive explicit instruction in keyboarding and technology applications. The campus has a Technology Coordinator who provides technology support and professional development. He also manages the network. The adopted textbooks have online resources for teachers and students.

School employees are very close and describe the atmosphere as "family". Overall, the students are well behaved and report a positive feeling about the school. Employee surveys reveal that the staff feels valued. 100% of the employees like working here and there was minimal employee turnover from 2022-23 to 2023-24 school year. Employees believe they are supported and the principal is visible. Attitudes reveal that staff and students feel safe at school, and they are pleased with the established security measures. Students in grades 6-8 were able to participate in athletics and One Act Play. The school offers volleyball, football, basketball and track for both boys and girls. The school has a Student Council and National Junior Honor Society. Each

year, all grade levels participate in the National Red Ribbon Week campaign to promote drug free awareness. A safe school is promoted by the school counselor that uses anti-bullying and mental health awareness lessons in all grade level classrooms. In the spring, we did find evidence of vaping in the middle school. Student surveys indicate

Because the district is small, many faculty and staff members wear multiple hats. Teacher input is solicited through meetings, surveys and individual conversation. The school utilizes all state required assessments and the teachers have autonomy to use formative assessments as they choose. Teachers provide tutoring to students before, after and during the school day as needed. The overall perception of the school is that it has a strong academic program and is one of the better schools in the area. The PTA meets monthly and provides financial support to classroom teachers.

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Demographics

Demographics Summary

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Demographics Strengths

Low suspension rate - lower than state average

25.2% of teachers have 21-30 years experience - greater than state average

Lower than state average of chronic absenteeism (25.7%) - we are at 6.4%

Low drop-out rate - state: 0.7% ; Coupland - 0%

Low student/teacher ratio - average of 12 students per teacher

Problem Statements Identifying Demographics Needs

Problem Statement 1: We need more bilingual teachers for our high bilingual student population. **Root Cause:** Low bilingual teacher pool and low teacher turnover.

Problem Statement 2: We need to hire a CTE certified teacher to create a CTE program for students. **Root Cause:** Low turnover in the elective teacher roles.

Problem Statement 3 (Prioritized): We need programs and benefits that support teacher retention. **Root Cause:** Historically low teacher turnover has left us without a sense of urgency.

Problem Statement 4: We need surveys that are more in depth to learn about our community (professions, ages, diversity, etc.). **Root Cause:** Lack of committee for approving survey content.

Student Learning

Student Learning Summary

Achievement data is disaggregated in a number of ways. The data is viewed through the lens of instruction where trends in reporting categories and supporting standards are studied from year to year to determine if any holes exist in the curriculum. Data is also reviewed on a student by student basis to determine if growth is continuing on a yearly basis. Data is stored in Eduphoria under the tab 'Aware' where staff are able to review student data from the previous year. Mid-year, a state STAAR interim assessment is given in all core subjects that are tested grades 3-8. Reports from interim results give a percentage of a student's likelihood of passing the STAAR test. It also gives teachers the objectives students have mastered or still need work in. For grades K-2, the TPRI is administered three times each year to show beginning reading levels. TPRI data shows that there is a gap in performance between white students and their hispanic peers that closes by the time students reach 4th grade. The discrepancy between students who are on the honor roll each six weeks and students achieving the meets and/or mastered level on STAAR is shrinking so there is better alignment between the standards. Historically, Coupland School performed well on state performance measures. In 2021-2022 under the A-F Accountability Rating system, Coupland School and Coupland ISD received an overall rating of 86 or B. The school scored "Met Standard" in each domain and received a distinction for Academic Achievement in Social Studies. There have been no A-F accountability ratings since that time. The next accountability rating is scheduled to be released in August 2024. The school's English as a second language population has grown significantly in recent years but has leveled off and now comprises 31% of the total population. The performance gap between the ESL students and native English speakers is notable throughout the grade levels/school system. Our school implements an ESL program as we do not have the number of students at any one grade level to meet the requirement for bilingual education. Overall, the students in Coupland performed higher than the state averages. According to our Federal Report Card, in 2022, the White and English Learners performance in math and reading is still below expectations. All other subgroups met the performance thresholds in math. In reading, we met thresholds as a campus but all subgroups failed to meet individual targets.

Student Learning Strengths

EOC Algebra 1 results.

Upper Middle School STAAR Mastery Levels are significantly higher than state average.

Programs currently in use to make decisions in reading intervention grouping and individual learning needs.

RTI for Reading

Teacher-student ratios

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): EB scoring below state averages. **Root Cause:** Lack of knowledge on best practices for teaching ELPS and EB populations.

Problem Statement 2 (Prioritized): All math scores are below state average in ELEM. **Root Cause:** Lack of true math intervention.

Problem Statement 3: Elem STAAR Masters Grade Level below state average in most Elem categories **Root Cause:** Lack of elementary intervention program.

Problem Statement 4: We need more bilingual teachers for our high bilingual student population. **Root Cause:** Low bilingual teacher pool and low teacher turnover.

Problem Statement 5: We need to hire a CTE certified teacher to create a CTE program for students. **Root Cause:** Low turnover in the elective teacher roles.

Problem Statement 6: We need a comprehensive list of both internal and external resources to support children's academic, behavioral and emotional needs (maintained on internal staff website) **Root Cause:** We have a growing number of underutilized resources that need to be catalogued and utilized.

District Processes & Programs

District Processes & Programs Summary

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District Processes & Programs Strengths

1 to 1 chromebooks for students.

Smart boards in all classrooms and around the school.

Teachers have flexibility in choosing assessments and supplemental curriculum.

According to the data, students and staff agree systems are in place for academic support.

School safety measures consist of an on campus security guard, electronic badges, consistent drills, secure fences, and a Safety Committee.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: We need more PD opportunities other than Region 13. **Root Cause:** Budget constraints and timebound needs often result in reliance upon the region service center.

Problem Statement 2: We lack a process for recruiting and hiring highly qualified staff. **Root Cause:** Reliance upon networking and word of mouth have not kept up with the staffing needs of the campus.

Problem Statement 3 (Prioritized): We need clear, accurate and consistent communication between staff, admin and families. **Root Cause:** Disjointed and sometimes inconsistent sharing of information is caused by lack of subscription to Remind.

Problem Statement 4 (Prioritized): We need programs and benefits that support teacher retention. **Root Cause:** Historically low teacher turnover has left us without a sense of urgency.

Problem Statement 5: We need a plan to attract quality staff and minimize departures. **Root Cause:** Lack of overall recruitment and retention plan for staff.

Problem Statement 6 (Prioritized): We need to establish clear school and district rules and expectations ("the Cowboy Way") and enforce them (i.e. PBIS), such as "Be safe, respectful and responsible." **Root Cause:** A need to build culture and engagement among the student body.

Perceptions

Perceptions Summary

School employees are very close and describe the atmosphere as “family”. Overall, the students are well behaved and report a positive feeling about the school. Employee surveys reveal that the staff feels valued. 100% of the employees like working here and there was minimal employee turnover from 2022-23 to 2023-24 school year. Employees believe they are supported and the principal is visible. Attitudes reveal that staff and students feel safe at school, and they are pleased with the established security measures. Students in grades 6-8 were able to participate in athletics and One Act Play. The school offers volleyball, football, basketball and track for both boys and girls. The school has a Student Council and National Junior Honor Society. Each year, all grade levels participate in the National Red Ribbon Week campaign to promote drug free awareness. A safe school is promoted by the school counselor that uses anti-bullying and mental health awareness lessons in all grade level classrooms. In the spring, we did find evidence of vaping in the middle school. Student surveys indicate

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Perceptions Strengths

Families and students understand that attendance is important.

Teachers ensure that all students are understanding lessons and concepts.

District and campus leaders are friendly, supportive and easy to approach.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We need a comprehensive list of both internal and external resources to support children's academic, behavioral and emotional needs (maintained on internal staff website) **Root Cause:** We have a growing number of underutilized resources that need to be catalogued and utilized.

Problem Statement 2 (Prioritized): We need clear, accurate and consistent communication between staff, admin and families. **Root Cause:** Disjointed and sometimes inconsistent sharing of information is caused by lack of subscription to Remind.

Problem Statement 3: We need a plan to attract quality staff and minimize departures. **Root Cause:** Lack of overall recruitment and retention plan for staff.

Problem Statement 4 (Prioritized): We need to establish clear school and district rules and expectations ("the Cowboy Way") and enforce them (i.e. PBIS), such as "Be safe, respectful and responsible." **Root Cause:** A need to build culture and engagement among the student body.

Problem Statement 5 (Prioritized): We need programs and benefits that support teacher retention. **Root Cause:** Historically low teacher turnover has left us without a sense of urgency.

Problem Statement 6: We need surveys that are more in depth to learn about our community (professions, ages, diversity, etc.). **Root Cause:** Lack of committee for approving survey content.

Priority Problem Statements

Problem Statement 1: We need programs and benefits that support teacher retention.

Root Cause 1: Historically low teacher turnover has left us without a sense of urgency.

Problem Statement 1 Areas: Demographics - District Processes & Programs - Perceptions

Problem Statement 2: EB scoring below state averages.

Root Cause 2: Lack of knowledge on best practices for teaching ELPS and EB populations.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: All math scores are below state average in ELEM.

Root Cause 3: Lack of true math intervention.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: We need clear, accurate and consistent communication between staff, admin and families.

Root Cause 4: Disjointed and sometimes inconsistent sharing of information is caused by lack of subscription to Remind.

Problem Statement 4 Areas: District Processes & Programs - Perceptions

Problem Statement 5: We need to establish clear school and district rules and expectations ("the Cowboy Way") and enforce them (i.e. PBIS), such as "Be safe, respectful and responsible."

Root Cause 5: A need to build culture and engagement among the student body.

Problem Statement 5 Areas: District Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- T-TESS data

Parent/Community Data

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





Goals

Goal 1: Goal 1: 100% of Coupland ISD students will make significant educational and academic progress.

Performance Objective 1: All students will make at least one year of academic progress in reading and math.

Evaluation Data Sources: Internal website

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct individual reading and math assessments at BOY, MOY and EOY. Strategy's Expected Result/Impact: Provide data for intervention and progress monitoring. Staff Responsible for Monitoring: Administration. Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide customized reading instruction for students identified with dyslexia. Strategy's Expected Result/Impact: Improve reading outcomes for special programs students. Staff Responsible for Monitoring: Dyslexia team Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide and implement training on best instructional practices when working with Emergent Bilingual students. Strategy's Expected Result/Impact: Increase academic progress for all students. Staff Responsible for Monitoring: Administration Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Utilizing MTSS system to fidelity Strategy's Expected Result/Impact: Identify and intervene on students that are not finding success with TIER 1 instruction and intervention. Staff Responsible for Monitoring: Administration. Problem Statements: Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Administer the STAAR interim assessment in all available areas Strategy's Expected Result/Impact: Diagnostic data compared to the region and state. Staff Responsible for Monitoring: Administration. Problem Statements: Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide targeted assistance for identified struggling math & reading students grades K-8. Strategy's Expected Result/Impact: Improve reading and math outcomes for all students. Staff Responsible for Monitoring: Administration. Problem Statements: Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Conduct monthly writing prompts. Strategy's Expected Result/Impact: Improve the quality of writing for all students. Staff Responsible for Monitoring: Administration. Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:





Student Learning
Problem Statement 1: EB scoring below state averages. Root Cause: Lack of knowledge on best practices for teaching ELPS and EB populations. Problem Statement 2: All math scores are below state average in ELEM. Root Cause: Lack of true math intervention.

Goal 1: Goal 1: 100% of Coupland ISD students will make significant educational and academic progress.

Performance Objective 2: Meet or exceed 97% attendance rate.

Evaluation Data Sources: PEIMS reporting data, attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Send letters to parents when students reach 3, 5, 8, 10 unexcused absences. Strategy's Expected Result/Impact: Decrease chronic absenteeism. Staff Responsible for Monitoring: Principal.</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2 - District Processes & Programs 3, 4, 6 - Perceptions 2, 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Send letters to parents to address compulsory attendance concerns when absences exceed more than 2 per month. Strategy's Expected Result/Impact: Decrease chronic absenteeism. Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2 - District Processes & Programs 3, 4, 6 - Perceptions 2, 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Award perfect attendance ribbons every six weeks. Strategy's Expected Result/Impact: Decrease chronic absenteeism. Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2 - District Processes & Programs 4 - Perceptions 5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Reward the grade level with the highest attendance rate each six weeks. Strategy's Expected Result/Impact: Decrease chronic absenteeism. Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2 - District Processes & Programs 4, 6 - Perceptions 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Hold an AttenDANCE each six weeks for students with perfect attendance. Strategy's Expected Result/Impact: Decrease chronic absenteeism. Staff Responsible for Monitoring: Principal Problem Statements: Demographics 3 - Student Learning 1, 2 - District Processes & Programs 4, 6 - Perceptions 4, 5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide a visual of grade level attendance results. Strategy's Expected Result/Impact: Decrease chronic absenteeism. Staff Responsible for Monitoring: Principal Problem Statements: Demographics 3 - Student Learning 1, 2 - District Processes & Programs 4, 6 - Perceptions 4, 5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Attend a best practices absenteeism professional learning experience Strategy's Expected Result/Impact: Decrease chronic absenteeism. Staff Responsible for Monitoring: Principal Problem Statements: Demographics 3 - Student Learning 1, 2 - District Processes & Programs 4, 6 - Perceptions 4, 5	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: We need programs and benefits that support teacher retention. Root Cause: Historically low teacher turnover has left us without a sense of urgency.
Student Learning
Problem Statement 1: EB scoring below state averages. Root Cause: Lack of knowledge on best practices for teaching ELPS and EB populations.
Problem Statement 2: All math scores are below state average in ELEM. Root Cause: Lack of true math intervention.
District Processes & Programs
Problem Statement 3: We need clear, accurate and consistent communication between staff, admin and families. Root Cause: Disjointed and sometimes inconsistent sharing of information is caused by lack of subscription to Remind.
Problem Statement 4: We need programs and benefits that support teacher retention. Root Cause: Historically low teacher turnover has left us without a sense of urgency.

District Processes & Programs

Problem Statement 6: We need to establish clear school and district rules and expectations ("the Cowboy Way") and enforce them (i.e. PBIS), such as "Be safe, respectful and responsible." **Root Cause:** A need to build culture and engagement among the student body.

Perceptions

Problem Statement 2: We need clear, accurate and consistent communication between staff, admin and families. **Root Cause:** Disjointed and sometimes inconsistent sharing of information is caused by lack of subscription to Remind.

Problem Statement 4: We need to establish clear school and district rules and expectations ("the Cowboy Way") and enforce them (i.e. PBIS), such as "Be safe, respectful and responsible." **Root Cause:** A need to build culture and engagement among the student body.

Problem Statement 5: We need programs and benefits that support teacher retention. **Root Cause:** Historically low teacher turnover has left us without a sense of urgency.





Goal 2: Goal 2: 100% of Coupland ISD staff, students, and families will feel welcomed, recognized, and respected.

Performance Objective 1: Exceed the required number of opportunities for parent and community involvement.

Evaluation Data Sources: District Activity Calendar

Strategy 1 Details	Reviews			
Strategy 1: Hold Meet the Teacher Night. Strategy's Expected Result/Impact: Begin the school year with face to face interactions and welcome parents to the new school year. Staff Responsible for Monitoring: Administration. Problem Statements: District Processes & Programs 3 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Hold Scholastic Book Fair Strategy's Expected Result/Impact: Increase family engagement. Staff Responsible for Monitoring: Librarian. Problem Statements: District Processes & Programs 3, 6 - Perceptions 2, 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Host Harvest Fest. Strategy's Expected Result/Impact: Increase family engagement and raise funds for PTA. Staff Responsible for Monitoring: Principal Problem Statements: District Processes & Programs 3, 6 - Perceptions 2, 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Implement Coffee with the Principal Strategy's Expected Result/Impact: Increased clarity and consistency in communication between campus and families. Staff Responsible for Monitoring: Principal Problem Statements: District Processes & Programs 3 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Contribute to the local paper Strategy's Expected Result/Impact: Widespread awareness of district events and progress on goals and projects. Staff Responsible for Monitoring: Superintendent. Problem Statements: District Processes & Programs 3 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide student performance or work display for at events. Strategy's Expected Result/Impact: Pride in student work and exemplary materials. Staff Responsible for Monitoring: Teachers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Use the website to publicize events. Strategy's Expected Result/Impact: Increased awareness and overall turnout. Staff Responsible for Monitoring: Administration. Problem Statements: District Processes & Programs 3 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Utilize Social Media to publicize events Strategy's Expected Result/Impact: Widespread awareness of district events and increased clarity. Staff Responsible for Monitoring: Assistant Principal.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Publish a weekly newsletter. Strategy's Expected Result/Impact: Spread awareness about campus and district events and information. Staff Responsible for Monitoring: Principal. Problem Statements: District Processes & Programs 3 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Implement Pre-K and Kindergarten roundup.</p> <p>Strategy's Expected Result/Impact: Increase early enrollment in pre-k and kinder level classes and make parents aware of the benefits of the pre-k program.</p> <p>Staff Responsible for Monitoring: Administration.</p> <p>Problem Statements: District Processes & Programs 3 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

District Processes & Programs
<p>Problem Statement 3: We need clear, accurate and consistent communication between staff, admin and families. Root Cause: Disjointed and sometimes inconsistent sharing of information is caused by lack of subscription to Remind.</p>
<p>Problem Statement 6: We need to establish clear school and district rules and expectations ("the Cowboy Way") and enforce them (i.e. PBIS), such as "Be safe, respectful and responsible." Root Cause: A need to build culture and engagement among the student body.</p>
Perceptions
<p>Problem Statement 2: We need clear, accurate and consistent communication between staff, admin and families. Root Cause: Disjointed and sometimes inconsistent sharing of information is caused by lack of subscription to Remind.</p>
<p>Problem Statement 4: We need to establish clear school and district rules and expectations ("the Cowboy Way") and enforce them (i.e. PBIS), such as "Be safe, respectful and responsible." Root Cause: A need to build culture and engagement among the student body.</p>

Goal 2: Goal 2: 100% of Coupland ISD staff, students, and families will feel welcomed, recognized, and respected.

Performance Objective 2: Define, publicize, promote, and review an effective "cowboy way" culture.





Evaluation Data Sources: discipline referrals, gradebook data, survey data

Strategy 1 Details	Reviews			
Strategy 1: Convene a Cowboy Way committee.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create a Cowboy Way motto. Strategy's Expected Result/Impact: Unified common vocabulary and shared expectations. Staff Responsible for Monitoring: Committee	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Enhance and continue the Cowboy Corral. Strategy's Expected Result/Impact: Have clear, shared expectations and enhance school spirit. Staff Responsible for Monitoring: Middle School Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Implement school-wide spirit activities. Strategy's Expected Result/Impact: Increase school spirit and shared vision. Staff Responsible for Monitoring: Committee	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Goal 2: 100% of Coupland ISD staff, students, and families will feel welcomed, recognized, and respected.





Performance Objective 3: Increase the safety rating of parents, students and staff by 5%.

Evaluation Data Sources: Campus Needs Assessment surveys

Strategy 1 Details	Reviews			
Strategy 1: Open up search for armed security services and establish contract with a reputable security firm. Strategy's Expected Result/Impact: Increased feelings of safety. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Improve security fencing. Strategy's Expected Result/Impact: Increase feelings of safety. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Conduct at least one full evacuation drill. Strategy's Expected Result/Impact: Increased feelings of safety. Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Coupland ISD will be 100% staffed with the best prepared, highly effective, and well supported personnel.

Performance Objective 1: Fully staff all classrooms.

Strategy 1 Details	Reviews			
Strategy 1: Create a teacher retention plan. Strategy's Expected Result/Impact: Retention of experienced staff. Staff Responsible for Monitoring: Superintendent Problem Statements: Demographics 3 - District Processes & Programs 4 - Perceptions 5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop and recruit from a pipeline of high quality substitute teachers and paraprofessionals. Strategy's Expected Result/Impact: Increased pool of interested potential applicants. Staff Responsible for Monitoring: Administration. Problem Statements: Demographics 3 - District Processes & Programs 4 - Perceptions 5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Continue the Teacher Incentive Allotment. Strategy's Expected Result/Impact: Increase teacher retention. Staff Responsible for Monitoring: Administration. Problem Statements: Demographics 3 - District Processes & Programs 4 - Perceptions 5	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: We need programs and benefits that support teacher retention. Root Cause: Historically low teacher turnover has left us without a sense of urgency.
District Processes & Programs
Problem Statement 4: We need programs and benefits that support teacher retention. Root Cause: Historically low teacher turnover has left us without a sense of urgency.

Perceptions





Problem Statement 5: We need programs and benefits that support teacher retention. **Root Cause:** Historically low teacher turnover has left us without a sense of urgency.

Goal 3: Coupland ISD will be 100% staffed with the best prepared, highly effective, and well supported personnel.

Performance Objective 2: Provide timely and engaging professional learning experiences directly tied to instructional needs.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Provide training and support for Tier 1 instruction of emergent bilingual students. Strategy's Expected Result/Impact: Increased learning for EB students Staff Responsible for Monitoring: Administration Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide training for newly acquired resources, i.e. intervention resources, TEKS Resource System, etc. Strategy's Expected Result/Impact: increased fidelity of use for new resources. Staff Responsible for Monitoring: Administration Problem Statements: Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Offer trade days for continued professional learning. Strategy's Expected Result/Impact: Teachers will seek out applicable training that aligns with their professional goals. Staff Responsible for Monitoring: All staff Problem Statements: Demographics 3 - District Processes & Programs 4 - Perceptions 5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide trauma informed care training to be implemented in classrooms Strategy's Expected Result/Impact: Improvement of classroom management and student behavior. Staff Responsible for Monitoring: Administration Problem Statements: Demographics 3 - District Processes & Programs 4, 6 - Perceptions 4, 5	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Provide training for recognizing and addressing all forms of child maltreatment. Strategy's Expected Result/Impact: Positive teacher-student interactions and relationships. Staff Responsible for Monitoring: Administration Problem Statements: Demographics 3 - District Processes & Programs 4, 6 - Perceptions 4, 5	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: We need programs and benefits that support teacher retention. Root Cause: Historically low teacher turnover has left us without a sense of urgency.
Student Learning
Problem Statement 1: EB scoring below state averages. Root Cause: Lack of knowledge on best practices for teaching ELPS and EB populations.
Problem Statement 2: All math scores are below state average in ELEM. Root Cause: Lack of true math intervention.
District Processes & Programs
Problem Statement 4: We need programs and benefits that support teacher retention. Root Cause: Historically low teacher turnover has left us without a sense of urgency.
Problem Statement 6: We need to establish clear school and district rules and expectations ("the Cowboy Way") and enforce them (i.e. PBIS), such as "Be safe, respectful and responsible." Root Cause: A need to build culture and engagement among the student body.
Perceptions
Problem Statement 4: We need to establish clear school and district rules and expectations ("the Cowboy Way") and enforce them (i.e. PBIS), such as "Be safe, respectful and responsible." Root Cause: A need to build culture and engagement among the student body.
Problem Statement 5: We need programs and benefits that support teacher retention. Root Cause: Historically low teacher turnover has left us without a sense of urgency.

Goal 4: 100% of Coupland ISD communications to students, families and staff will be interactive, engaging, accurate, timely and accessible.

Performance Objective 1: Revamp Coupland ISD communications platforms.

Strategy 1 Details	Reviews			
Strategy 1: Adopt a new Coupland ISD website. Strategy's Expected Result/Impact: Streamline access to information Staff Responsible for Monitoring: Administration Problem Statements: District Processes & Programs 3 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create, share and publicize the new Coupland ISD app from Apptegy. Strategy's Expected Result/Impact: Streamline access to information Staff Responsible for Monitoring: Administration Problem Statements: District Processes & Programs 3 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Create a Google Calendar for events throughout the school year. Strategy's Expected Result/Impact: Streamline access of information. Staff Responsible for Monitoring: Administration Problem Statements: District Processes & Programs 3, 6 - Perceptions 2, 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Require updated email and phone numbers for all families during registration process. Strategy's Expected Result/Impact: Ensure access to information. Staff Responsible for Monitoring: Registrar Problem Statements: District Processes & Programs 3 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Begin quarterly community face to face meetings with the principal.</p> <p>Strategy's Expected Result/Impact: Increase opportunities for communication of important information.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: District Processes & Programs 3 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

District Processes & Programs
<p>Problem Statement 3: We need clear, accurate and consistent communication between staff, admin and families. Root Cause: Disjointed and sometimes inconsistent sharing of information is caused by lack of subscription to Remind.</p>
<p>Problem Statement 6: We need to establish clear school and district rules and expectations ("the Cowboy Way") and enforce them (i.e. PBIS), such as "Be safe, respectful and responsible." Root Cause: A need to build culture and engagement among the student body.</p>
Perceptions
<p>Problem Statement 2: We need clear, accurate and consistent communication between staff, admin and families. Root Cause: Disjointed and sometimes inconsistent sharing of information is caused by lack of subscription to Remind.</p>
<p>Problem Statement 4: We need to establish clear school and district rules and expectations ("the Cowboy Way") and enforce them (i.e. PBIS), such as "Be safe, respectful and responsible." Root Cause: A need to build culture and engagement among the student body.</p>

Addendums

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student’s educational opportunities; or

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
 - a. Interfere with a student's educational opportunities; or
 - b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

Education Code 37.0832

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the Superintendent or designee.

Report Format	A report may be made orally or in writing. The Superintendent or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the Superintendent or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The Superintendent or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The Superintendent or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The Superintendent or designee shall conduct an appropriate investigation based on the allegations in the report. The Superintendent or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the Superintendent or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The Superintendent or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense.</p>
Notice to Parents	If an incident of bullying is confirmed, the Superintendent or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Bullying</i>	
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.</p>
<i>Transfers</i>	<p>The Superintendent or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>The Superintendent or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
Improper Conduct	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</p>
Confidentiality	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.</p>

	Current	Proposed
January	Annual Audit report for Prior Year (PY)	Consider budget plan/timeline
	Approve audit firm for upcoming year	Superintendent Annual (Summative) Evaluation
	Consider budget plan/timeline	Superintendent Contract Consideration
	Superintendent Annual (Summative) Evaluation	Public Hearing FIRST
	Superintendent Contract Consideration	
		Superintendent's evaluation form approved if changes needed
	Superintendent's evaluation form approved if changes needed	Set Superintendent Goals for following year
	Set Superintendent Goals for following year	Begin District Goal Setting
	Begin District Goal Setting	Determine/plan summer projects
	Determine/plan summer projects	
February	Public Hearing FIRST	Public Hearing TAPR
	Public Hearing TAPR	Adopt School Calendar
	Adopt School Calendar	Approve audit firm for upcoming year
		Determine/plan summer projects
	Proposed school calendar	Proposed school calendar
Discipline Report	Discipline Report	
March	Teacher contract renewal	Teacher contract renewal
	Finalize district goals	Finalize district goals
	Review Technology Plan Updates	Review Technology Plan Updates
Set calendar for end of year activities/graduations	Set calendar for end of year activities/graduations	
April	Review compensation/benefits package	Review compensation/benefits package
	Board Self Evaluation	Board Self Evaluation
		Approve summer projects
		CNS-Meal-Prices
		ESL/Summer School Plan
		IMA & TEKS Certification
	Estimated Certified Values	Estimated Certified Values
May	Bank depository bids (Every other year)	Bank depository bids (Every other Odd year)
	Approve summer projects	Approve summer projects
		MOU with McDade for Sped Shared Services
	Begin budget planning	Begin budget planning
	Review Professional Development Report	Review Professional Development Report
Review District/Campus Improvement Plan	Review District/Campus Improvement Plan	
June	Superintendent Annual (Summative) Evaluation	Superintendent Annual (Formative) Evaluation
	Superintendent Contract Consideration	Superintendent Contract Consideration
	Cafeteria Services Report and Prices for the next year	Cafeteria Services Report and Prices for the next year
		Intent to Apply for ESSA/Grant Funds
		MOU for DAEP?
	Budget Planning Continued	Budget Planning Continued/ Budget Workshop
	Consider new or modified programs for upcoming school year	Consider new or modified programs for upcoming school year
Review Employee/Staff Handbook Draft	Review Employee/Staff Handbook Draft	

	Review Student Handbook & Code of Conduct Draft	Review Student Handbook & Code of Conduct Draft
	Superintendent's mid-year review (Executive Session)	Superintendent's mid-year review (Executive Session)
July	Approve Employee/Staff Handbook	Approve Employee/Staff Handbook
	Approve Student Handbook & Code of Conduct	Approve Student Handbook & Code of Conduct
	Order Trustee election and approve contract for election services (Even years only)	Order Trustee election and approve contract for election services (Even years only)
	Establish Trustee Election Dates (Even years only)	Establish Trustee Election Dates (Even years only)
	Budget Workshop	Budget Workshop Preliminary Budget
	Certified Values	Certified Values
	Consider attending TASB Conference in September	Consider attending TASB Conference in September
	Select TASB Delegate and Alternate	Select TASB Delegate and Alternate
	Announcement of Board continuing education hours and release to media	Announcement of Board continuing education hours and release to media
August	Amend budget for current year	Amend budget for current year
	Approve budget for upcoming year	Approve budget for upcoming year
	Accept certification of appraisal roll for certified taxable values	Accept certification of appraisal roll for certified taxable values
	Approval of clubs for extra-curricular absence purposes	Approval of clubs for extra-curricular absence purposes
	Approve district teacher appraisal calendar	Approve district teacher appraisal calendar
	Set the Tax rate (Special Board Meeting)	Set the Tax rate (Special Board Meeting)
	Budget Hearing (Special Board Meeting)	Budget Hearing (Special Board Meeting)
		Commit Fund Balance
	Review Multi-Hazard Emergency Operations Plan	Review Multi-Hazard Emergency Operations Plan
September	Class Size Waiver (if necessary)	Class Size Waiver (if necessary)
	Approve District/Campus Improvement Plan	Approve District/Campus Improvement Plan
	Approve Bastrop & Williamson County Adjunct Faculty Agreement	Approve Bastrop & Williamson County Adjunct Faculty Agreement
	Procedure for Dismissal of school due to weather conditions	Procedure for Dismissal of school due to weather conditions
	Beginning school enrollment reports	Beginning school enrollment reports
	Free & reduced lunch information	Free & reduced lunch information
October	Approval of tax roll resolution Williamson and Travis County	Approval of tax roll resolution Williamson and Travis County
	Set Board meeting for canvassing for canvassing election return (even years only)	Set Board meeting for canvassing for canvassing election return (even years only)
	Plan Team of 8 training	Plan Team of 8 training
	Staff Appreciation Event Planning	Staff Appreciation Event Planning
November	Canvass Ballots for trustee election (Oath of Office)	Canvass Ballots for trustee election (Oath of Office)
	Induct new Board members	Induct new Board members

December

Board reorganization	Board reorganization
	HB 3033 Business days??
Provide new board member(s) with local orientation	Provide new board member(s) with local orientation
Fall ADA Report	Fall ADA Report
Special populations enrollment	Special populations enrollment
Plan for Superintendent Evaluation	Plan for Superintendent Evaluation
	Staff Appreciation Event Planning
Announcement of Board Continuing Education hours	Announcement of Board Continuing Education hours
Review of Board Operating Procedures	Review of Board Operating Procedures
	Annual Audit report for Prior Year (PY)
Consider Budget Plan/timeline	Consider Budget Plan/timeline
Staff Appreciation Event	Staff Appreciation Event
Superintendent's Mid-year review (Executive Session)	Superintendent's Mid-year review (Executive Session)
Superintendent delivers self evaluation and required evaluation reports	Superintendent delivers self evaluation and required evaluation reports



Board of Trustees

Date of Meeting	
Item Type	

Item Name	
District Goal	
Summary (Purpose / Objective)	
Fiscal Impact	
Administrative Recommendation	

Attachments	
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Contact Person	<input type="text"/>	E-Mail Address	<input type="text"/>
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**Open Meetings Act
Training**

Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its members under Government Code Chapter 551 (Open Meetings Act).

The attorney general may provide the training and may also approve other acceptable sources of training.

The board shall maintain and make available for public inspection the record of its members' completion of the training. The failure of one or more members of the board to complete the training does not affect the validity of an action taken by the board.

Gov't Code 551.005

**Public Information
Act Training**

Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its officers and employees under Government Code Chapter 552 (Public Information Act). A board member may designate a public information coordinator to satisfy the training for the board member if the public information coordinator is primarily responsible for administering the responsibilities of the board member or board under the Public Information Act. [See GBAA regarding public information coordinator training] *Gov't Code 552.012*

**SBOE-Required
Training**

A trustee must complete any training required by the State Board of Education (SBOE). *Education Code 11.159*

The SBOE's framework for governance leadership [see BBD(EXHIBIT)] shall be distributed annually by the board president to all current board members and the superintendent. *19 TAC 61.1(a)*

The continuing education required under Education Code 11.159 applies to each member of the board. To the extent possible, an entire board shall participate in continuing education programs together. *19 TAC 61.1(b), (i)*

No continuing education shall take place during a board meeting unless that meeting is called expressly for the delivery of board member continuing education. Continuing education may take place prior to or after a legally called board meeting in accordance with Government Code 551.001(4) (definition of "meeting"). *19 TAC 61.1(e)*

A regional education service center (ESC) board member continuing education program shall be open to any interested person, in-

cluding a current or prospective board member. A district is not responsible for any costs associated with individuals who are not current board members. *19 TAC 61.1(f)*

Annually, the SBOE shall commend those board-superintendent teams that complete at least eight hours of the continuing education specified at Team Building and Additional Continuing Education, below, as an entire board-superintendent team.

Annually, the SBOE shall commend board-superintendent teams that effectively implement the commissioner of education's trustee improvement and evaluation tool developed under Education Code 11.182 [see BG] or any other tool approved by the commissioner.

19 TAC 61.1(k), (l)

Verification

For each training described below, the provider of continuing education shall provide verification of completion of board member continuing education to the individual participant and to the participant's school district. The verification must include the provider's authorization or registration number. *19 TAC 61.1(h)*

Reporting

At the last regular board meeting before an election of trustees, the board president shall announce the name of each board member who has completed the required continuing education, who has exceeded the required hours of continuing education, and who is deficient in meeting the required continuing education as of the anniversary of the date of each board member's election or appointment to the board or two-year anniversary of his or her previous training, as applicable. The announcement shall state that completing the required continuing education is a basic obligation and expectation of any board member under SBOE rule. The minutes of the last regular board meeting held before an election of trustees must reflect whether each trustee has met or is deficient in meeting the training required for the trustee as of the first anniversary of the date of the trustee's election or appointment or two-year anniversary of his or her previous training, as applicable. The president shall cause the minutes to reflect the announcement and, if the minutes reflect that a trustee is deficient in training as of the anniversary of his or her joining the board, the district shall post the minutes on the district's internet website within ten business days of the meeting and maintain the posting until the trustee meets the requirements. *19 TAC 61.1(j); Education Code 11.159(b)*

Local District
Orientation

Each board member shall complete a local district orientation session. The purpose of the local orientation is to familiarize new board members with local board policies and procedures and district goals and priorities.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The orientation shall:

1. Be at least three hours in length.
2. Address local district practices in the following, in addition to topics chosen by the local district:
 - a. Curriculum and instruction;
 - b. Business and finance operations;
 - c. District operations;
 - d. Superintendent evaluation; and
 - e. Board member roles and responsibilities.

Each board member should be made aware of the continuing education requirements of 19 Administrative Code 61.1 and those of the following:

1. Open meetings act in Government Code 551.005 [see Open Meetings Act Training above];
2. Public information act in Government Code 552.012 [see Public Information Act Training above]; and
3. Cybersecurity in Government Code 2054.5191 [see CQB].

The orientation shall be open to any board member who chooses to attend.

19 TAC 61.1(b)(1)

Education Code
Orientation

Each board member shall complete a basic orientation to the Education Code and relevant legal obligations. The orientation shall have special, but not exclusive, emphasis on statutory provisions related to governing Texas school districts.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The orientation shall be at least three hours in length. Topics shall include, but not be limited to, Education Code Chapter 26 (Parental

Rights and Responsibilities) and Education Code 28.004 (Local School Health Advisory Council and Health Education Instruction).

The orientation shall:

1. Be provided by an ESC.
2. Be open to any board member who chooses to attend.

The continuing education may be fulfilled through online instruction, provided that the training incorporates interactive activities that assess learning and provide feedback to the learner and offers an opportunity for interaction with the instructor.

19 TAC 61.1(b)(2)

Legislative Update

After each session of the Texas Legislature, including each regular session and called session related to education, each board member shall complete an update to the basic orientation to the Education Code.

The update session shall be of sufficient length to familiarize board members with major changes in statute and other relevant legal developments related to school governance.

The update shall be provided by an ESC or a registered provider [see Registered Provider, below].

A board member who has attended an ESC basic orientation session described at Education Code Orientation, above, that incorporated the most recent legislative changes is not required to attend an update.

The continuing education may be fulfilled through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

19 TAC 61.1(b)(3)

Team Building

The entire board shall participate with their superintendent in a team-building session.

The purpose of the team-building session is to enhance the effectiveness of the board-superintendent team and to assess the continuing education needs of the board-superintendent team.

The session shall be held annually and shall be at least three hours in length.

The session shall include a review of the roles, rights, and responsibilities of the board as outlined in the framework for governance leadership. [See BBD(EXHIBIT)] The assessment of needs shall be based on the framework for governance leadership and shall be used to plan continuing education activities for the year for the governance leadership team.

The team-building session shall be provided by an ESC or a registered provider [see Registered Provider and Authorized Provider, below].

19 TAC 61.1(b)(4)

Additional
Continuing
Education (Based
on Assessed
Needs)

In addition to the continuing education requirements set out above, each board member shall complete additional continuing education based on the framework for governance leadership. [See BBD(EXHIBIT)]

The purpose of continuing education is to address the continuing education needs referenced at Team Building above.

The continuing education shall be completed annually.

At least 50 percent of the continuing education shall be designed and delivered by persons not employed or affiliated with the board member's school district. No more than one hour of the required continuing education that is delivered by the district may use self-instructional materials.

The continuing education shall be provided by an ESC or a registered provider [see Registered Provider, below].

The continuing education may be fulfilled through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

First Year

In a board member's first year of service, he or she shall complete at least ten hours of continuing education in fulfillment of assessed needs.

*Subsequent
Years*

Following a board member's first year of service, he or she shall complete at least five hours of continuing education annually in fulfillment of assessed needs.

Board President

A board president shall complete continuing education related to leadership duties of a board president as some portion of the annual requirement.

19 TAC 61.1(b)(5)

BOARD MEMBERS
TRAINING AND ORIENTATION

BBD
(LEGAL)

Evaluating Student
Academic
Performance

Each board member shall complete continuing education on evaluating student academic performance and setting individual campus goals for early childhood literacy and mathematics and college, career, and military readiness.

The purpose of the training on evaluating student academic performance is to provide research-based information to board members that is designed to support the oversight role of the board of trustees outlined in Education Code 11.1515. [See BAA]

The purpose of the continuing education on setting individual campus goals for early childhood literacy and mathematics and college, career, and military readiness is to facilitate boards meeting the requirements of Education Code 11.185 and 11.186.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The continuing education shall be completed every two years and shall be at least three hours in length.

The continuing education required by this provision shall include, at a minimum:

1. Instruction in school board behaviors correlated with improved student outcomes with emphasis on:
 - a. Setting specific, quantifiable student outcome goals; and
 - b. Adopting plans to improve early literacy and numeracy and college, career, and military readiness for applicable student groups evaluated in the Closing the Gaps domain of the state accountability system established under Education Code Chapter 39;
2. Instruction in progress monitoring practices to improve student outcomes; and
3. Instruction in state accountability with emphasis on the Texas Essential Knowledge and Skills, state assessment instruments administered under Education Code Chapter 39, and the state accountability system established under Chapter 39.

The continuing education shall be provided by an authorized provider [see Authorized Provider, below].

If the training is attended by an entire board and its superintendent, includes a review of local school district data on student achievement, and otherwise meets the requirements described at Team Building above, the training may serve to meet a board member's obligation to complete training described at Team Building and at Evaluating Student Academic Performance, above, as long as the training complies with the Open Meetings Act.

19 TAC 61.1(b)(6)

Identifying and
Reporting Abuse

Each board member shall complete continuing education on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children in accordance with Education Code 11.159(c)(2).

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The training shall be completed every two years and shall be at least one hour in length.

The training must familiarize board members with the requirements of Education Code 38.004 and 38.0041, and 19 Administrative Code 61.1051 (relating to Reporting Child Abuse or Neglect, Including Trafficking of a Child).

The training required by this provision shall include, at a minimum:

1. Instruction in best practices of identifying potential victims of child abuse, human trafficking, and other maltreatment of children;
2. Instruction in legal requirements to report potential victims of child abuse, human trafficking, and other maltreatment of children; and
3. Instruction in resources and organizations that help support victims and prevent child abuse, human trafficking, and other maltreatment of children.

The training sessions shall be provided by a registered provider [see Registered Provider, below].

This training may be completed online, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

19 TAC 61.1(b)(7)

School Safety

The SBOE shall require a trustee to complete training on school safety. *Education Code 11.159(b-1)*

The continuing education required under Education Code 11.159(b-1) applies to each member of an independent school district board of trustees.

Each member shall complete the training on school safety adopted by the SBOE. The training requirement shall be fulfilled by completing the online course adopted by the SBOE and made available by the commissioner of education. The training shall be completed every two years.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed trustee who did not complete the training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

A district shall maintain verification of completion for each trustee.

19 TAC 61.3

Training Provider

*Registered
Provider*

For the purposes of 19 Administrative Code 61.1, a registered provider has demonstrated proficiency in the content required for a specific training. A private or professional organization, school district, government agency, college/university, or private consultant shall register with the Texas Education Agency (TEA) to provide the board member continuing education required by 19 Administrative Code 61.1(b)(3), (5), and (7) [see Legislative Update, Additional Continuing Education, and Identifying and Reporting Abuse, above].

A district that provides continuing education exclusively for its own board members is not required to register under 19 Administrative Code 61.1(c)(1)–(2).

19 TAC 61.1(c)

*Authorized
Provider*

An authorized provider meets all the requirements of a registered provider and has demonstrated proficiency in the content required by 19 Administrative Code 61.1(b)(4) and (6). Proficiency may be demonstrated in accordance with 19 Administrative Code 61.1(d).

A private or professional organization, school district, government agency, college/university, or private consultant may be authorized by TEA to provide the board member training required in 19 Administrative Code 61.1(b)(4) and (6).

An ESC shall be authorized by TEA to provide the board member training required in 19 Administrative Code 61.1(b)(4) and (6).

19 TAC 61.1(d)

[See above for 19 Administrative Code 61.1(b)(4) on Team Building and (b)(6) on Evaluating Student Academic Performance.]

Note: For cybersecurity training requirements, see CQB(LEGAL).

[Enhance District >](#)

Current Trustee Training Requirements



Serving as a school board member comes with plenty of challenges. Earning and reporting training credit hours shouldn't be one of them.

Whether you're a new board member learning about training requirements for the first time, or an experienced board member ready to learn about options that better suit your interests, TASB has you covered.

We offer a variety of professional development that helps you earn continuing education credit (CEC) while growing in your role and feeding your passions for school governance. All training options for trustees are based on the continuing education requirements adopted by the State Board of Education.

Find your training

I want information for...

Experienced Board Mem... ▼

Experienced Member Training Requirements (More than one year of service)

Note: Required hours will vary year to year depending on how the Post-Legislative Update, Child Abuse, and Student Achievement and Accountability hours fall for an individual trustee.

Annual	
Cybersecurity 1 hour	See the Texas Department of Information Resources for providers.
Team Building 3 hours	Available through TASB or other registered providers.
Additional Required Training 5 hours (Up to 5 hours online; up to 1 hour using self-instructional materials)	Available through TASB : Additional education based on Framework for School Board Development is available through TASB's conferences, events, and continuing education programs. Also available through other providers.
Biennial (every other year)	
Sexual Abuse, Human Trafficking, and Other Maltreatment of Children (Child Abuse Prevention) 1 hour	Available through TASB or other registered providers.

Update to the Texas Education Code Sufficient length ~ 1–2 hours after each legislative session	Available through TASB or other registered providers.
Evaluation and Improving Student Outcomes 3 hours (By the second anniversary of completion of previous training)	Available through TASB or other authorized providers.
School Safety 2 hours	Provided through TEA Learn .

Report and track your continuing education credit with TASB

Once you've taken training through TASB, it's easy to report and track the credit you've earned.

[VIEW AND REPORT](#)

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[Enhance District >](#)

Current Trustee Training Requirements



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Find your training

I want information for...

New Board Members ▼

New Board Member Training Requirements (First year of service)

First 90 days	
Open Meetings Act (OMA) 1–2 hours	Available through TASB's Online Learning Center or other registered providers.
Public Information Act (PIA) 1–2 hours	PIA training may be delegated by district policy.
First 120 days	
Local District Orientation 3 hours	Provided by your school district.
Orientation to the Texas Education Code 3 hours	Provided through your local Education Service Center (ESC).
Evaluating and Improving Student Outcomes 3 hours	Available through TASB or other authorized providers.
Sexual Abuse, Human Trafficking, and Other Maltreatment of Children (Child Abuse Prevention) 1 hour	Available through TASB or other registered providers.

School Safety 2 hours	Provided through TEA Learn .
Within first year	
Cybersecurity 1 hour	See the Texas Department of Information Resources for providers.
Team Building 3 hours	Available through TASB or other registered providers.
Additional Required Training 10 hours	Available through TASB : Additional education based on Framework for School Board Development is available through TASB's conferences, events, and continuing education programs. Also available through other providers.

Online Learning Center

New board members earn continuing education credits and find the courses you need to expand your knowledge and successfully serve on your school board.

[LEARN MORE](#)

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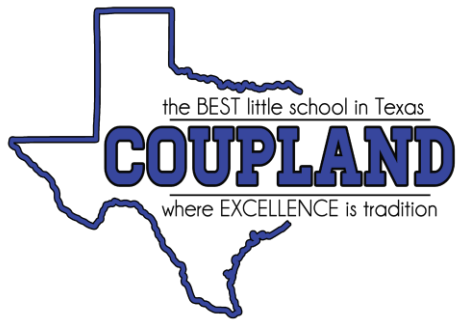
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COUPLAND ISD

620 S COMMERCE ST
COUPLAND, TX 78615
512-856-2422

Future Board Meetings

- July 18, 2024
- August 19, 2024
- September 3, 2024 GMP
- September 12, 2024
- October 10, 2024
- November 14, 2024
- December 12, 2024
- January 16, 2025
- February 13, 2025
- March 20, 2025
- April 10, 2025
- May 8, 2025
- June 12, 2025



Board of Trustees

Date of Meeting	
Item Type	

Item Name	
District Goal	
Summary (Purpose / Objective)	
Fiscal Impact	
Administrative Recommendation	

Attachments	
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**Employment and
Evaluation**

The board shall adopt a policy providing for the employment and duties of district personnel. The employment policy must provide that the board employs and evaluates the superintendent. *Education Code 11.1513(a)(1)* [See DC]

Appraisal Process

A board shall appraise a superintendent annually using either:

1. The commissioner of education's recommended appraisal process and criteria; or
2. An appraisal process and performance criteria that are:
 - a. Developed by the district in consultation with the district- and campus-level committees; and
 - b. Adopted by the board.

Education Code 21.354(c)

In addition to other procedures and criteria determined by the board, the commissioner's recommended appraisal process and criteria shall include, at a minimum, an annual evaluation of the superintendent and a student performance domain. Completion of the Lone Star Governance superintendent evaluation may satisfy these requirements. *19 TAC 150.1031(b)-(c)*

Annual
Performance Report

The information in the annual report describing the educational performance of a district [see AIB] shall be a primary consideration of the board in evaluating the superintendent. *Education Code 39.307(3)(C)*

**Penalty for
Noncompliance**

Funds of the district may not be used to pay a superintendent who has not been appraised in the preceding 15 months. *Education Code 21.354(d)*

Confidentiality

A document evaluating the performance of a teacher or administrator is confidential and is not subject to disclosure under the Public Information Act, Government Code Chapter 552. *Education Code 21.355* [For disclosure requirements on evaluations, see GBA.]

SUPERINTENDENT
EVALUATION

BJCD
(LOCAL)

Written Evaluation

The Board shall prepare a written evaluation of the Superintendent at annual or more frequent intervals.

The Board shall furnish the Superintendent with a copy of the completed evaluation and shall discuss its conclusions with the Superintendent in a closed meeting, unless the Superintendent requests that the discussion be open.

Informal Evaluation

The Board may at any time conduct and communicate oral evaluations to augment its written evaluations.



Board of Trustees

Date of Meeting

Item Type

Item Name	
District Goal	
Summary (Purpose / Objective)	
Fiscal Impact	
Administrative Recommendation	

Attachments	
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Contact Person

E-Mail Address

September

2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 Board Workshop (GMP @ 6:30 Special Board Meeting After Workshop	4	5	6	7
8	9 VB (Home) v. Gause @ 4pm	10 Grandparents Breakfast 7:15-8:00	11	12 Board Meeting @ 7pm	13	14 Cross Country – Cowboy Run @ Lake Pflugerville at 9:00 am
15	16	17	18	19 VB (Home) v. Thorndale – St. Paul @ 4pm FB (Home) v. Thorndale-St. Paul @ 5:15	20	21 Cross Country – Dale Keen Invt. @ Cameron JH: Boys @ 10:00 am Girls @ 10:20 am
22	23	24 VB (Home) v. Serbin – St. Paul @ 4pm FB (Home) v. Serbin – St. Paul @ 6:15	25	26 Cultural Night 6:00-7:30	27	28 Cross Country – Yegua Invt. @ Overlook park (Lake Somerville) JH: Girls @ 10:00 am; Boys @ 10:30 am
29	30 VB (Away) @ Thorndale – St. Paul @ 4pm FB (Away) @ Thorndale – St. Paul @ 5:15					

October

2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10 VB (Home) v. Paige "TNT" @ 4:00 FB (Home) v. Paige "TNT" @ 5:15 Board Meeting @ 7:00	11	12
13	14	15 VB (Away) @ Gause 4:00	16	17	18	19
20	21	22 VB (Away) @ Georgetown - St. Helen 4:30 FB (Away) @ Georgetown - St. Helen @ 5:30	23	24 Literacy Night 6:00-7:00	25	26
27	28	29	30	31		

November

2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5 Election Day	6	7	8	9
10	11	12	13	14 Board Meeting @ 7 PM	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30