

Public Notice of Special Called / Workshop Meeting

The Board of Trustees

Copperas Cove Independent School District

A Special Called / Workshop Meeting of the Board of Trustees of Copperas Cove Independent School District will be held Tuesday, October 13, 2026, beginning at 5:00 PM in the CCISD Board Room, 408 S. Main St., Copperas Cove, TX 76522.

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

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

1. Call to Order
2. Mission Statement:
The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction, which inspires academic success, personal excellence, and responsible citizenship.
3. Citizen Comments
4. Good Things
 - Copperas Cove FFA - Thank You
- 5.
6. Information Items
 - A) Principal Report
 - Mae Stevens Early Learning Academy
 - Martin Walker Elementary
 - J.L. Williams/Lovett Ledger Elementary
 - House Creek Elementary
 - Hettie Halstead Elementary
 - Fairview/Miss Jewell Elementary
 - C.R. Clements/Hollie Parsons Elementary

- SC Lee Junior High School
 - Copperas Cove Junior High School
 - CTIA
 - Copperas Cove High School
- B)
- C) Instructional Services
- Special Needs
 - Counseling and Student Support
 - Secondary Counseling
 - Digital Learning
- D)
- E) Operations & Support
- Health / Nursing
 - Child Nutrition / Warehouse
 - Safety & Security
 - Transportation
 - Maintenance & Facilities
- F)
- G) Specialized Programs and Activities
- Athletics
 - CTE
 - Fine Arts
- H)
- I) Technology Department
- J) Finance
- Tax Report — Analysis of Delinquent Taxes & Services
 - Monthly Report
 - Financial Statements & Payment of Bills
- K)
- L) Human Resources
- New Hires
 - Resignations
 - Personnel Vacancies
 - Support Personnel Vacancies
- M)
- N) Board Activity Calendar
- November
 - December
 - January 2027
- O)
- P) LEP Student Enrollment and Their Primary Language of Proficiency in CCISD
- Q) TEKS Ready Report / mClass BOY Report
- R) Capturing Kids Hearts Reports
- S) Report on Continuing Education Credit Requirements for the Board of Trustees
7. Administrative Reports

- A) Construction Update
 - GLS
 - BCI
- B)
- C) Strive Demographic Data - Bob Templeton
- D) Child Nutrition Update - Mrs. Melissa Bryan
- E) Financial Plan and Bond 2025 Finances - Mr. Doug Witt
- F) 2026 Fall NAFIS Report
- 8. Consent Agenda
 - A) Board of Trustees Meeting Minutes
 - Special Called / Workshop Meeting - September 14, 2026
 - Regular Meeting - September 28, 2026
 - B)
 - C) Consideration to Approve CCISD's Participation in Purchasing Cooperatives for 2026-2027
 - D) Consideration to Approve the Purchase of Proposed Library Books K-12
 - E) Consideration to Approve the Appointment of Investment Officers for CCISD
 - F) Consideration to Approve the CCISD's Impact Aid Authorized Representatives for the 2026 - 2027 School Year
 - G) Consideration to Approve a Memorandum of Agreement with Cove House Free Clinic & the CCISD CTE Department for Student Internships
 - H) Consideration to Approve a Memorandum of Understanding Between CCISD CTE Criminal Justice Practicum and CCISD School Marshal Program
 - I) Consideration to Approve CCISD Charge Policy for the 2026 - 2027 School Year for Copperas Cove High and CTIA
 - J) Consideration to Approve School Meal Prices for the 2026-2027 School Year for Copperas Cove High School and CTIA
 - K) Consideration to Approve a Resolution to Adopt Uniform Procedure for Tax-Foreclosed Property Held in Trust
 - L) Consideration to Approve Updates to Policies DGBA(Local) and GF(Local)
 - M) Consideration to Approve the 2026 -2027 District and Campus Plans
 - N) Budget Amendment(s)
 - O) Items Exceeding \$50,000
 - Integrated Pest Management Program — TIPS #13338 - \$95,920.00 from Budgeted Funds
 - P) Out of State Trip(s)
 - 1. CCHS Wind Ensemble - April 3-7, 2027 to Indianapolis, IN for Music for all National Concert Band Festival - None Budgeted
 - Q) Consideration and Approval for Employee Travel for Training
- 9. Action Item(s)
 - A) Consideration, Discussion, and Approval of Amendments to the 2026-2027 School Calendar

- B) Consideration and Approval of an Order Authorizing Issuance, Sale and Delivery of Unlimited Tax School Building Bonds, Appointing a Pricing Officer and Delegating to the Pricing Officer Authority to Approve the Sale of Bonds, Establishing Certain Parameters for the Approval of Such Matters, Levying an Annual Ad Valorem Tax for the Payment of Bonds and Other Provisions Relating Thereto
 - C) Consideration to Approve the Guaranteed Maximum Price (GMP) for Bond 2025 - Fairview/Jewell Elementary School
10. Closed Meeting:
- If, during the course of the meeting, the Board determines that a closed session is required, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Tex. Government Code, including but not limited to:
- 551.071**, Consultation with Attorney
 - 551.072**, Real Property
 - 551.074**, Personnel Matters
 - 551.075**, Conference with Employees
 - 551.076**, Security Devices
 - 551.082**, School Children/District Employees/Disciplinary Matter or Complaint
 - 551.083** Considering the standards, guidelines, terms, or conditions the Board will follow or will instruct its representatives to follow, in consultation with representatives of employee groups
 - 551.084**, Investigation
11. Reconvene Meeting
12. Adjournment

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on:
October 6, 2026

For the Board of Trustees



Mae Stevens Early Learning Academy

Copperas Cove Independent School District

Robin Lawrence, Principal

Kiki Richardson, Assistant Principal/Instructional Coach

302 Manning Dr. Copperas Cove, TX 76522

Phone (254)547-8289

Topic: Submission for CCISD Board Report (Mae Stevens Early Learning Academy)

Date: September 27, 2026

Grade Level	Total in Attendance	Attendance Percentage
PK 3	324	93.37%
PK 4	309	93.33%
	Total-633	

MSELA State of the Campus:

September was a month filled with opportunities for students, families, and staff at Mae Stevens Early Learning Academy to build community, strengthen relationships, and promote positive character development. Throughout the month, our campus focused on creating meaningful experiences that connected learning with citizenship, kindness, inclusion, and school pride.

Freedom Walk & 9/11 Remembrance – September 11

Students and staff participated in a **Freedom Walk in remembrance of September 11, 2001**.

This activity provided an age-appropriate opportunity for our Pre-K students to learn about remembering important moments in our nation's history while recognizing the importance of freedom, unity, and gratitude for those who serve and protect our communities.

Grandparents' Day Luncheon Week – September 14–18

Our **Grandparents' Day Luncheon Week** was a tremendous opportunity to welcome grandparents and special family members onto campus. Throughout the week, families joined their Pre-K students for lunch, creating meaningful opportunities for connection between home and school. The event strengthened family engagement and allowed our students to proudly share a special part of their school experience with loved ones.

Gold Day Professional Development – September 21st

All instructional staff participated in targeted professional development during our Gold Day.

Our new paras/new teachers were involved in a session that gave them support with Classroom Environment, Lesson Design, and Routines and Procedures. Our veteran teachers participated in a session focused solely on Special Education policies and procedures.

Title One Parent Meeting – September 22nd

Ms. Lawrence hosted the face to face Title One Parent Meeting.

See You at the Pole – September 23

Students, families, and staff were invited to participate in **See You at the Pole**. The event provided an opportunity for members of our school community to gather before the school day and reflect together in accordance with district guidelines. It emphasized community, reflection, and positive relationships among members of the MSELA family.

The Copperas Cove Independent School District does not discriminate on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law in its programs, activities, or employment practices. For inquiries regarding the non-discrimination policies, contact: Director of Human Resources or Director of Student Services at (254) 547-1227, 408 S. Main Street, Copperas Cove, TX 76522.



Mae Stevens Early Learning Academy

Copperas Cove Independent School District

Robin Lawrence, Principal

Kiki Richardson, Assistant Principal/Instructional Coach

302 Manning Dr. Copperas Cove, TX 76522

Phone (254)547-8289

Start With Hello Spirit Week – September 22–25

MSELA participated in **Start With Hello Spirit Week**, focusing on the importance of connection, kindness, inclusion, and making others feel welcome. Throughout the week, students and staff participated in spirit activities designed to encourage positive interactions and reinforce the message that everyone has a place in our school community. The initiative supported our continued emphasis on building relationships and creating a safe, welcoming environment for every child.

At MSELA, we are building relationships, creating memories, and laying the foundation for a strong school community—one Bulldawg at a time!

MSELA October Happenings and Upcoming Events:

- October 5th/6th- Fall Pictures
- October 7th- Science Committee AM/Staff Meeting PM
- October 8th- Wear Orange/Paint the School Orange/MSELA Lift Visit/PLC
- October 9th and 12th - Staff and Student Holidays
- October 13th- Volunteer Orientation
- October 14th- SBDM AM
- October 15th and 16th - Data Meetings/Academic RTI
- October 20th- Parent Workshop 10 am
- October 21st- Unity Day (Wear Orange)/Staff Meeting PM
- October 23rd- Kona Ice
- October 26th- 30th- Red Ribbon Week
- October 26th- School Board Meeting
- October 28th- EOP Committee
- October 29th- End of the 2nd 6 weeks
- October 30th- Gold Day



Martin Walker Elementary School

100 FM 3046 · Copperas Cove, Texas 76522 · Phone (254) 547-2238 · Fax (254) 547-5984

Kelly Thompson, Principal
Emily Swank, Assistant Principal

Susan McGuire, Principal's Secretary
Hillary Newton, Counselor

Copperas Cove ISD School Board Report

Martin Walker Elementary, October 2026

Grade Level	Enrollment	YTD Attendance
Kindergarten	56	94.31
1 st Grade	63	96.03
2 nd Grade	62	96.47
3 rd Grade	52	96.53
4 th Grade	63	97.08
5 th Grade	63	97.28
Total	372	96.29

Campus Happenings and Activities

As we move further into the school year, Martin Walker Elementary continues to be a campus filled with energy, purpose, and meaningful connections. Our students are settling into routines and procedures and are becoming increasingly independent and confident in their learning environments. Evidence of Capturing Kids' Hearts can be seen throughout the building as classrooms embrace Social Contracts, build positive relationships, and create a strong sense of belonging for every student. Guided by our commitment to Unlock the Dawg, students and staff continue working together to create a positive school culture where everyone feels valued, connected, and empowered to succeed.

In September we kicked off with our first PTA meeting, where families and school staff came together to strengthen the partnership that is so important to student success and plan for the year. We approved the budget and several projects and events support and enrich our students throughout the year.

Our teachers also kicked off Professional Learning Communities (PLCs), providing dedicated time for collaboration, data analysis, and instructional planning. These collaborative conversations allow educators to share best practices, identify student needs, and work together to ensure all students receive the support they need to thrive academically.

One of the highlights of the month was our Grandparents Day Lunch. We were thrilled to welcome grandparents and special guests to campus to enjoy lunch with their students. The event provided a wonderful opportunity to celebrate the important role grandparents play in the lives of our children while strengthening the connection between home and school. We received an overwhelming amount of positive feedback from families and visitors who appreciated the opportunity to spend time with their students during the school day. The smiles, conversations, and special memories created throughout the event made it a meaningful experience for everyone involved.

We also celebrated student achievement and school spirit during our First Grading Period Pep Rally and AttenDANCE. Students were recognized for their hard work, positive attitudes, academic success, and outstanding attendance. The energy and enthusiasm displayed during these celebrations reflected the pride our students have in their accomplishments and in being part of the Martin Walker Elementary family.

September concluded with one of our most anticipated PBIS events, the Honey Money Staff vs. Students Dodgeball Game. Students enjoyed a fun-filled event that celebrated positive behavior while creating lasting memories with staff members. Opportunities like these help strengthen relationships and contribute to the positive culture that makes Martin Walker Elementary such a special place to learn and grow. While the students had a great time competing, they especially enjoyed successfully getting Mrs. Thompson, Mrs. Swank, and Mrs. Newton out during the games. The laughter, friendly competition, and school spirit on display made the event a favorite among students and staff alike.

Upcoming October Events

- October 8: PTA Color Run
- October 13: Kickoff of Breakfast in the classroom
- October 15: PBIS Event, Hot Chips & Hoops
- October 16: World's Finest Chocolate Fundraiser Begins
- October 21: Unity Day
- October 22: Fall Picture Day
- October 26: Red Ribbon Week Begins
 - Monday: Head to Toe Drug Free! Crazy Socks and Crazy Hair Day
 - Tuesday: Pair Up Against Drugs! Twin Day
 - Wednesday: Wear Red
 - Thursday: Scare Away Drugs! Wear Your Halloween Costume and Participate in the Red Ribbon Walk
- October 29: Spooky Science Night & Trick-or-Treat

As we look ahead to the weeks to come, we are excited for the many opportunities that will continue to strengthen relationships, celebrate positive choices, and engage students in meaningful experiences. From promoting healthy lifestyles and school connectedness to encouraging students to make positive choices during Red Ribbon Week, each event supports our mission of developing the whole child. Together, we will continue to build upon the strong foundation established this year as we remain Powered by Purpose, committed to Unlocking the Dawg, and focused on helping every student learn, grow, and thrive.

Thank you,

Kelly Thompson

Proud Principal, Martin Walker Elementary



J.L. Williams/Lovett Ledger Elementary

Every Student, Every Day... that's the Williams Ledger Way!

Principal: Jenny Cresswell

Assistant Principal: Lauryn Canto

Assistant Principal: Victoria Mendoza

Principal's Secretary: Stacey Stark

SEL Facilitator: Kristian Grant

PCOC: Katharine Cooper

Copperas Cove ISD School Board Report

Williams Ledger Elementary, September 2026

Grade Level	Enrollment	YTD Attendance
Kindergarten	68	95.02%
1 st Grade	86	96.58%
2 nd Grade	85	95.33%
3 rd Grade	95	97.29%
4 th Grade	89	96.92%
5 th Grade	110	96.22%
Total	565	96.28%

September gave us many opportunities to strengthen our campus culture, celebrate students, and welcome our community into Williams Ledger.

Our staff worked hard to put Capturing Kids' Hearts into practice while explicitly teaching the routines in our campus culture playbook. It has been encouraging to see students learn what it looks like to care for one another and take pride in the way we move through our school. We are recognizing students for good behavior and citizenship through positive office referrals. It is a pleasure to call students to the office to celebrate the kindness and leadership they show throughout the school day. Students have also been earning our new campus currency, DAWG Dollars, through displaying appropriate behaviors and following expectations. They had the opportunity to cash in those DAWG dollars during our first PBIS celebration of the year with popsicles and playground time. It was a joyful way to recognize the positive choices they have made as we establish expectations for the year.

We loved welcoming grandparents to campus. Seeing students share their school with the people who support and love them made the day especially meaningful. Our annual Memorial Walk brought students, families, and community members together to honor the lives lost on September 11 and those who served in its aftermath. The event was extra special this year as we also thanked special guests from our local VFW during a flag dedication ceremony for their generous donation of a U.S. flag and Texas flag to every classroom.

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We enjoyed hosting representatives from Speaker of the House Dustin Burrows' office and showing them our Xsponse system and marshal program. We appreciated the chance to share the work our team does to keep students and staff safe.

We are proud to have launched art on our campus. Our art paraprofessionals have already led some incredible projects, giving students opportunities to create, explore, and show what they can do. Dot Day reminded students that a small beginning can grow into something wonderful. Their creativity and willingness to try new things made the celebration a fitting start to our art program.

During Start With Hello Week, students practiced simple, powerful ways to include others: greeting someone, reaching out to a classmate, and noticing when someone needs a friend. These actions help make Williams Ledger a place where every child feels welcome.

Our daily *Beat the Bell* challenge has added some fun to arriving on time. When a student's assigned number is called, they earn a prize if they are in their seat when the tardy bell rings. We also celebrate the class in each grade level with the highest attendance rate each week. Students are excited to help their classes succeed!

We ended our first six weeks with a spirited celebration of students. Our neighbors from S.C. Lee joined us, and their cheerleaders helped fill the room with energy. Our Student Council also raised money by selling temporary paw print tattoos before the rally. The smiles, cheers, and Bulldog pride made it a memorable day.

We are looking forward to beginning morning and afternoon clubs in October, giving students more ways to connect with their interests and one another. We'll be hosting basketball club, work out club, volleyball club, yoga club, engineering club, crochet club, origami club, kindness club, chess club, book club, an archery team, and more! We are also excited to welcome families and neighbors back to campus for Trunk or Treat and our Fall Festival on October 22.

Thank you for the many ways you support our students and staff. Your care for our school community helps make opportunities like these possible, and we are grateful for your continued partnership as Williams Ledger settles into its first year back home.

Upcoming Events

- 9/28 Fall Picture Day
- 9/29 Kona Ice
- 9/30 Community Homecoming Parade and Pep Rally
- 10/2 PBIS Event: Bulldawg Bash
- 10/5 Paint the School Orange Kick-Off
- 10/5 Tutoring Begins
- 10/5 Clubs Begin
- 10/6 Staff Painting Party
- 10/9 Student and Staff Holiday
- 10/12 Student and Staff Holiday
- 10/14 Progress Reports go Home
- 10/19 Paint the School Orange: Campus Judging
- 10/22 WLE Fall Festival/Trunk or Treat

Jenny Cresswell, Proud Principal
Williams Ledger Elementary





CCISD Board Report House Creek Elementary September 25, 2026



Enrollment	Bulldawgs on Campus	Attendance Percentage
Kindergarten	83	96%
1 st Grade	89	97%
2 nd Grade	112	96.8%
3 rd Grade	93	96.5%
4 th Grade	105	97%
5 th Grade	123	96%
Total	607	96.69%

House Creek Elementary is off to a great start, and we are excited about the positive momentum we are seeing across our campus. Our school theme this year, “Every Person, Every Day, Every Opportunity,” is at the heart of everything we do. We are focused on making sure that every student and staff member feels valued. We have been intentional about building strong relationships and creating a positive school culture.

Currently, we have already received 359 positive office referrals. These referrals allow us to recognize and celebrate students who are demonstrating our campus expectations, making positive choices, showing kindness, and contributing to our school community. It is wonderful to see so many students earn recognition for academic accomplishments, good character, and behaviors that help make House Creek a special place to learn and grow. Through Capturing Kids’ Hearts and our daily commitment to relationships, we are working to ensure that every student has opportunities to feel successful, valued, and connected.

We celebrated our Grandparents on September 14th by inviting them to eat lunch at the school with their loved ones. We had a wonderful turnout. It was exciting to see so many happy faces.

On September 17th, we hosted our parents for orientation where they learned about grade level expectations, TEKS their students would be learning, and other information pertinent to their child’s grade level.

The week of September 21st through 25th was Start with Hello week. During this week, our students participated in dress-up days. Our teachers focused on teaching our students how to recognize social isolation, practice empathy, and build inclusive, connected school communities.

On October 2nd we will be “letting the DAWGS out” in Blue and Gold to celebrate our students’ academic successes during their first Pep Rally and Homecoming!

We are grateful to the CCISD Board of Trustees for your continued support of our students, staff, and campus. Your commitment to providing our schools with the resources and support necessary for success makes a meaningful difference in the work we do every day. We are excited to continue our commitment to Every Person, Every Day, Every Opportunity - Unlocking the Dawg in Every Student!

Upcoming Events:

October 2nd - HCE Schoolwide Pep Rally – Go Blue and Gold!

October 5th – 19th - We will be “Painting the School Orange” for bullying prevention.

October 16th – 23rd – HCE will host a Scholastic book fair. Please come by and pick out a terrific book to read with your student.

October 21st – Unity Day-wear orange today!

October 22nd – HCE Fall Festival, Family Math and Science Night, and Book Fair 5:30 PM – 7:00PM

October 23rd – 31st – Red Ribbon Week: During this week, our students learn about the dangers of drug abuse. This week promotes healthy, drug free lifestyles.

Carolyn Jackson
Principal
House Creek Elementary
It's a great day to be a Bulldawg!
#Just Different



A Strong Start at Halstead

September was a busy and rewarding month filled with opportunities to celebrate our students, families, staff, and community. We recognized and honored our first responders with a special Patriot Day Breakfast, accompanied by a musical performance from our fifth-grade students. We also welcomed grandparents to campus for Grandparents Day Lunch, providing a wonderful opportunity for families to connect with our school community.

We held our first pep rally of the year, celebrating student accomplishments and the many successes from our first six weeks of school. Students and staff also participated in Start with Hello Week, continuing our focus on building connections, creating a sense of belonging, and ensuring every student feels welcomed and valued.

Our newly elected Student Council has already stepped into its leadership role and is demonstrating great leadership across the campus. We have also enjoyed recognizing students through numerous Positive Office Referrals, providing opportunities to celebrate students for their positive choices, character, and leadership.

Academically, September marked an important transition from beginning-of-year assessments into targeted instructional support. BOY testing was completed, and RTI meetings began, allowing our teams to review student data, identify individual needs, and plan intentional support as we move into the next six weeks.

Our current campus enrollment is 430 students:

Kindergarten: 70 | 1st Grade: 72 | 2nd Grade: 87 | 3rd Grade: 79 | 4th Grade: 64 | 5th Grade: 58

Attendance & Celebrations:

We have had a strong start to attendance during our first six weeks, with our September campus attendance currently at 96.43%.

Kindergarten: 96.74% | 1st Grade: 95.66% | 2nd Grade: 96.77% | 3rd Grade: 97.58% | 4th Grade: 95.86% | 5th Grade: 95.58%

Third grade is currently leading the campus with 97.58% attendance and will celebrate its success with a popcorn party. We also recognized our students and staff with perfect attendance and celebrated our Top Dawg classes for their attendance success. These celebrations continue to reinforce the importance of being at school every day and recognizing the collective efforts of our students, families, and staff.

Looking Ahead — October

October will bring another full month of learning, celebrations, family engagement, and campus activities.

- **October 1:** Fall Picture Day
- **October 2:** Kona Ice
- **October 5:** Paint the School Orange Judging
- **October 9 & 12:** No School
- **October 14:** Progress Reports
- **October 15:** Book Fair Begins
- **October 22:** Spooky Science Night & Trunk or Treat
- **October 23–31:** Red Ribbon Week
- **October 29:** End of the Six Weeks
- **October 30:** Gold Day



Fairview/Miss Jewell Elementary

710 South 5th Street · Copperas Cove, Texas 76522 · Phone (254)547-4530 · Fax (254)547-6378

Vanessa Vazquez
Principal

Leslie Bellah
Assistant Principal

Amanda Brown
Counselor

Copperas Cove ISD School Board Report

Fairview/Miss Jewell Elementary, October 2026

Grade Level	Enrollment	Attendance
Kindergarten	54	96.08%
1 st Grade	84	96.01%
2 nd Grade	79	94.71 %
3 rd Grade	76	97.04%
4 th Grade	84	96.6%
5 th Grade	66	96.5%
Total	443	96.16%

Campus Happenings & Activities

September was a month filled with achievement, connection, compassion, and Bulldawg pride at Fairview/Jewell Elementary! As we completed our first six weeks of the 2026–2027 school year, our students and staff continued building upon the strong foundation established during the opening weeks of school.

Students completed their beginning-of-year assessments, providing teachers with valuable information about their individual strengths and areas for continued growth. Our staff has already begun using this data to plan targeted instruction, develop intervention groups, and ensure students receive the support and enrichment they need. The completion of our first six weeks gave us an opportunity to celebrate the progress already underway while setting meaningful goals for the next phase of learning.

At FJE, we believe positive choices deserve to be recognized! Throughout the month, students were celebrated through Positive Office Referrals for demonstrating kindness, responsibility, leadership, perseverance, and other qualities that make our school community stronger.

We also held our first Bulldawg Lunch League monthly incentive. Students who consistently demonstrated positive cafeteria behavior earned the privilege of open seating during lunch. This celebration gave students an opportunity to enjoy lunch with friends from other classes while reinforcing the importance of making responsible choices—even when no one is reminding them. We are proud of the way our students continue to rise to our expectations!

Our Bulldawgs demonstrated that school spirit also means caring for others. Students, families, and staff collected peanut butter in support of the annual Peanut Butter Bowl, helping address food insecurity within our community. Every donation represented a small act of kindness that became part of a much larger impact.

Our campus also Went Gold for Childhood Cancer Awareness Month in honor of one of our own students, William Candelario. Students and staff wore gold to show their love, encouragement, and support for William and all children and families affected by childhood cancer. Seeing our campus united in gold was a powerful reminder that the FJE family stands together.

Families play an essential role in student success, and September provided several opportunities to welcome them onto our campus. Our Grandparents Day Lunch brought generations together as students enjoyed a special meal with grandparents and other loved ones. The smiles, hugs, and excitement throughout the cafeteria made this a memorable celebration for our students and families.

We also hosted our first parent information meetings, which introduced families to helpful digital applications and resources available through our campus. Families learned not only which resources are available, but also how to access and use them to support learning at home. In addition, FJE held its first PTO meeting of the year, creating another opportunity for parents and staff to work together in support of our students and school community. These events reflect our continued commitment to building meaningful, two-way partnerships with families.

During Start With Hello Week, students participated in activities designed to encourage inclusion, empathy, and connection. They were reminded that simple actions—such as saying hello, inviting someone to join, or reaching out to a student who may feel alone—can make a meaningful difference. These lessons closely align with our Capturing Kids' Hearts practices and our commitment to ensuring every student feels safe, seen, valued, and connected at school.

Bulldawg pride was also on full display each Friday as students and staff showed their school spirit with Bulldawg tattoos! This simple tradition brought smiles, excitement, and a strong sense of unity throughout the building. Our students are proud to be Bulldawgs, and we love creating opportunities for them to celebrate that pride together.

Upcoming October Events

- **October 2:** Bring Your Parent to School
- **October 2:** Pep Rally
- **October 22:** Fall Festival

September demonstrated what makes Fairview/Jewell Elementary so special. From academic growth and positive behavior to family engagement, service, inclusion, and school spirit, our students, staff, and families continue to show what it means to be part of the Bulldawg Team. Together, we are building a school community where every Bulldawg is supported, celebrated, and empowered to succeed.

Thank you,

Vanessa Vazquez

Principal, Fairview/Miss Jewell Elementary



Copperas Cove Independent School District
408 South Main
Copperas Cove, Texas 76522



School Board Report
Clements Parsons Elementary
October 2026

<u>Enrollment</u>	<u>Students on Campus</u>	<u>Attendance Rate</u>
Total	750	96.2%

CPE is the place to be!

Great things:

- We have had a wonderful first month of school! Students have kept attendance rates up and they are settling into the school year!
- We held a successful Scholastic Book Fair in September that raised funds for our campus.
- On September 11, we had a Patriot Day Assembly where we remembered our heroes and gave thank you cards to our first responders.
- We had over 200 visitors at our Grandparents Day lunch on September 14.
- On September 18, we had our first major PBIS event where students got to play games with our adopt-a-unit soldiers! We are not sure who had more fun that day!
- Our Pride of Cove students showed up every morning from the high school to greet students during Start with Hello week!
- Our first Bulldawg assembly on September 25 celebrated our wonderful 1st 6 weeks accomplishments and students got to play travel themed games as our theme this year is Passport to Possibilities!

What is coming up in October:

- **Hispanic Heritage Culture Parade October 1, 2PM**
- **Spooky STEM Family Night October 16, 5:30-7PM**
- **Red Ribbon Week, October 26-29**
- **PBIS 2nd 6 Weeks Popsicles at Specials, October 29**

The Clements Parsons Family is thankful for the commitment from the school board and district for investing in our students' well-being and educational growth. We appreciate the time you take investing in our students and staff! We cordially invite you to stop by our campus any time! We look forward to an outstanding year of growth and learning! Go Dawgs!

Heather Peacock, Principal, Clements Parsons Elementary



Copperas Cove Junior High School

702 Joe Lombardi Way · Copperas Cove, Texas 76522 · Phone (254)547-6959 · Fax (254)518-2620

Rebekah Shuck, Principal
Crystal Martinez, Assistant Principal
Michael Supinski, Assistant Principal

Julie Armstrong, Counselor
Yoshenobia Harris, Counselor

CCISD Board Report Copperas Cove Junior High School October 2026

Attendance By Month by Grade Level

6th	94.53%
7th	95.61%
8th	95.09%

Campus Happenings & Activities

Start with Hello September

CCJHS celebrated Start With Hello Week September 21–25 by encouraging students to build connections, include others, and help create a welcoming school community. Throughout the week, students were reminded that simple actions, saying hello, inviting someone to join, checking in on a classmate, or showing kindness,



can make a meaningful difference. We also had plenty of fun showing our school spirit with themed dress-up days, including College T-Shirt Day, Green Out, Grade-Level Color Day, and an all-out Blue & Gold Friday. Our Bulldawgs came together to promote kindness, inclusion, connection, and a school environment where every student feels seen, valued, and part of the pack.



Homecoming Week

Homecoming Week was a fun-filled celebration of school spirit, tradition, and Bulldawg pride! Throughout the week, students and staff joined in on themed dress-up days, campus activities, and special events leading up to the Homecoming game. From Tourist Day and Sports Day to Wacky Tacky, Animal Print, and an all-out Blue & Gold Friday, our campus was full of energy and school spirit. The week brought our CCJHS Pack together, created plenty of memorable moments, and gave everyone a chance to celebrate what it means to be a Bulldawg.

Homecoming Pep Rally

The Homecoming Pep Rally brought students and staff together for a high-energy celebration of school spirit and Bulldawg pride! The event was filled with music, cheers, performances, and plenty of excitement as we recognized our students and celebrated Homecoming as one campus. The CCJHS Pack showed up with energy, enthusiasm, and lots of Blue & Gold spirit, making the pep rally a fun and memorable part of Homecoming Week.



Fall Concert (Band)

Our CCJHS Band is getting ready to take the stage for their Fall Concert! Students have been working hard to prepare an evening filled with great music and plenty of Bulldawg talent. We're excited to celebrate their hard work, growth, and dedication as they showcase what they've been learning this semester. Come out, support our musicians, and enjoy a wonderful evening of music with the CCJHS Pack!

Fall Concert JV & Varsity (Choir)

Our CCJHS JV and Varsity Choirs are getting ready to take the stage for their Fall Concert! Students have been working hard to prepare a wonderful evening of music that will showcase their talent, growth, and dedication. We're excited to hear both choirs perform and celebrate all the work they've put in this semester. Come out, support our singers, and enjoy a beautiful evening of music with the CCJHS Pack!

Red Ribbon Week

Red Ribbon Week is coming up and CCJHS is getting ready for a week focused on making healthy choices, staying drug-free, and showing plenty of Bulldawg spirit along the way! Students and staff will have opportunities to participate in themed activities and dress-up days while learning about the importance of making positive decisions. We're looking forward to bringing the CCJHS Pack together for a fun and meaningful week of awareness, encouragement, and school spirit.

Upcoming Events:

Nov. 10 – Veterans Day Assembly

Nov. 12 – Fall Picture Make Up

Nov. 23-27 – Fall Break



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CENTRAL TEXAS INNOVATION ACADEMY

October 2026 Newsletter

Where Flexibility Meets Opportunity

A MESSAGE FROM PRINCIPAL PATRICK CRAWLEY

Bulldawg Families,

It is hard to believe that we have already completed more than a month of our first school year at Central Texas Innovation Academy!

When we opened CTIA in August, we knew we were beginning something new—not only for Copperas Cove ISD, but for students and families across Texas. Over the past several weeks, our students, parents, teachers and staff have worked together to turn that idea into a school community.

Like any new program, we have encountered challenges along the way. Processing a large number of student records, reviewing transcripts, making sure students are enrolled in the correct courses, building schedules and helping families adjust to virtual learning have kept our staff extremely busy. I am proud of the work they have done and grateful for the patience and support of our CTIA families.

Most importantly, our students are learning, progressing and taking advantage of opportunities that make CTIA much more than a traditional virtual school.

VIRTUAL SCHOOL—WITH REAL OPPORTUNITIES

One of the things that makes CTIA unique is that our students do not have to choose between the flexibility of virtual education and the opportunities available in a traditional school.

Our **Hybrid Program** allows eligible CTIA students to complete their academic coursework virtually while participating in programs on a CCISD campus.

We currently have CTIA over 30 students participating at **Copperas Cove High School and S.C. Lee Junior High** in opportunities including:

- Athletics
- Band and Fine Arts
- Student clubs and organizations
- Career & Technical Education (CTE) programs

Students can have the flexibility of learning from home while still being part of the Bulldawg community.

One Pack. One Purpose.

FINDING THE RIGHT PATH FOR EVERY STUDENT

One of the largest undertakings during our first several weeks has been reviewing student records.

Because CTIA serves students coming from schools and districts throughout Texas, our staff has received hundreds of transcripts, academic records and enrollment documents.

Our team has been working student-by-student to ensure that credits are recorded correctly and each of the over 260 students are enrolled in courses that move them toward promotion and, ultimately, graduation.

For our high school students especially, this work is critical. Every credit counts, and our goal is to make sure students have a clear path toward earning their diploma.

Parents who have questions about their student's schedule, credits or academic progress are encouraged to contact us.

COLLEGE READINESS & TSI

CTIA students in grades 9–12 have the opportunity to complete **TSI testing**. Simply inquire with the teacher or office staff about scheduling.

The Texas Success Initiative Assessment helps determine whether students are ready for college-level coursework in reading, writing and mathematics.

Meeting TSI requirements can open the door to **Dual Credit courses**, allowing qualifying students to earn high school and college credit at the same time.

For many students, this can mean entering college with credits already completed, saving families both time and money.

KEEPING UP WITH YOUR STUDENT'S PROGRESS

Parents play an important role in virtual education.

CTIA can provide parents with an **Observer Account**, allowing them to monitor their student's academic progress and stay informed about coursework.

We strongly encourage parents to check student progress regularly and communicate with teachers whenever questions arise.

Virtual learning provides tremendous flexibility—but that flexibility works best when students, parents and teachers work together.

A CHAPTER CLOSES—AND A NEW ONE BEGINS

September also marked an important moment in the history of Copperas Cove ISD.

Crossroads High School celebrated its final graduating class.

For many years, Crossroads provided students with another pathway toward earning a high school diploma. Its staff helped countless students overcome obstacles, recover credits and ultimately walk across the graduation stage.

While the Crossroads chapter has now closed, its mission of providing students with flexible pathways to success continues through Central Texas Innovation Academy.

We congratulate the final 22 Crossroads graduates and thank the faculty and staff who served its students over the years.

Their legacy will continue.

MORE THAN AN ONLINE SCHOOL

CTIA was created around a simple idea: students shouldn't have to give up opportunity in exchange for flexibility.

Our students have access to certified teachers and real-time academic support, while eligible students can also take advantage of Dual Credit, Early College, CTE programs, athletics and fine arts classes available through Copperas Cove ISD.

Whether a student is learning from a kitchen table somewhere in Texas or spending part of the day participating on a Copperas Cove campus, they are part of the same community.

They are Bulldawgs.

LOOKING AHEAD

As we move further into the school year, our focus is shifting from getting everyone enrolled and situated to ensuring that every student is **making meaningful academic progress**.

Students should be logging in regularly, communicating with their teachers and staying on pace in their courses.

Parents, please continue checking your student's progress and reach out early if you notice your student falling behind.

Our staff is here to help.

IMPORTANT DATES

October 9–12

Fall Break — Student/Staff Holiday

October 29

Last Day of the Second Six Weeks

Students should review their current course progress now and work with their teachers to make sure they are on track before the grading period ends.

WE'RE HERE TO HELP

Questions about academics, enrollment, or your student's progress?

Central Texas Innovation Academy

 CTIA@ccisd.com

 **254-547-9164**

Questions concerning technology issues?

 CTIA-techhelp@ccisd.com

Our team is here to help students and families make the most of the CTIA experience.

Thank you for trusting us with your student's education and for helping make the first year of Central Texas Innovation Academy a success.

ONE PACK, ONE PURPOSE.

Welcome to the Pack!

Patrick Crawley

Principal

Central Texas Innovation Academy (CTIA)

Copperas Cove Independent School District

254-547-9164 | CTIA@ccisd.com



Copperas Cove High School

“A Foundation of Excellence – A Future of Success”



October Principal's Report

Attendance Report

	9 th	10 th	11 th	12 th	Total
Enrollment	585	579	529	499	2194
Attendance	94.57	94.63	94.07	94.38	94.42
%					

It has been a great start to the school year and there is so much to celebrate. I would like to begin by expressing how amazing our students are here at CCHS. It is a pleasure to work with them each and every day. To begin, I wanted to shout out Mr. Carter who was instrumental in the development of the daily announcements. Many of you may not know this but years ago our students delivered daily announcements on our televisions. We streamed and recorded in their CTE classrooms. Well, I am proud to say that Mr. Carter and his class have done an amazing job of bringing our announcements back with a unique flair. I encourage everyone to catch a glimpse of what these students are doing.

Continuing to brag on our kids, it was great seeing them in their element at the CTE Fall Farmer's market September 19th. Members of the BBQ club, culinary bakery students, floral design, metal works, & Bulldawg Ink just to name a few were active in selling their merchandise to the public. The event had a great turn-out and we look forward to what our students can create in the future.

Additionally, CCHS is super proud of the instructional progress we have made so far this year. With the introduction of new challenges and expectations on the instructional side of the house, we have made great strides in streamlining classroom expectations through lesson internalization and lesson rehearsal. More importantly, our Administrators and Instructional Coaches have been working diligently to provide teachers feedback along with coaching cycles that will lead to our goal of being an "A" rated campus. Our teachers are soaking up the feedback and making substantial moves in the classroom to benefit and impact students. This is incredibly exciting. I want to sincerely thank Katherine Baney for your guidance and support as we grow CCHS.

This month has been nothing short of busy with See you at the Pole and Senior Sunrise. Our Senior Class sponsor Dr. Davis and her team of school and community supporters planned a memorable Senior

Sunrise event that saw more than 400 of our graduating seniors attend. The celebration was filled with fun and food for all to enjoy. Thank you seniors for showing up for each other and making this such a great event. "See you at the Pole" was a testament to the faith of our students. Mrs. Casson and the FCA students gathered in this student-led event to worship in fellowship with their peers. Community partners to include members of local churches were able to also participate in this event and for that we are grateful.

As we finish the month of September and embark upon October, we look forward to several upcoming highlights. Homecoming is right around the corner and we plan to kick the festivities off with our first HOCO Parade in years. Thank you to Mrs. Garbacky and Mrs. Seifert for your persistence in making this event a reality. Registration is now underway for any organization who would like to be a part of the HOCO parade please sign up soon. The parade will begin at Cinergy Cinemas and make its way up Manning Drive to the visitor parking lot. At the conclusion of the parade, CCHS will host a community pep-rally to create buzz and spirit for our upcoming game on Friday October 2, 2027 at 7:00pm. This year's crowning festivities will take place during half-time. We have several candidates in the running for this year's homecoming court and I will list those individuals below. Also, Saturday night, CCHS will host the HOCO dance at the CCHS cafeteria.

Homecoming Court Candidates 2026

Freshman Duchess--Kyndall Kirby and Sophia Sonntag

Freshman Duke--Metui Laloni Jr. and Tristin Meatte

Sophomore Duchess--Willow Baldree, Lilah Martinez-Fisher, Savannah Wessels, Nevaeh Carlos, and Scarlett Mendoza

Sophomore Duke--Liam Frazier, Kelley Johnson, and Bradley Bennett

Junior Duchess--Adrianna Espinoza, Kaitlyn Urquidez, Kendall White, Annabelle Ruppart, Cindel Satterfield, Kenya Cummings, and Makayla Campbell

Junior Duke--Cade Terry

HOCO Queen--Raelynn Morgan, Gabby Leggett-Ortiz, Iayana Locke, Dani Davis, Ava Casson, and Madelynn Gorres

HOCO King--Gabe Castillo, Bradey Hall, and Craig Davis

GOOD LUCK to all Candidates

This month also marks the beginning of our Sunshine carts led by Mrs. Parker and all grade level offices. Our staff will receive small tokens or appreciation for a job well done. Again, we have the best teachers at CCHS and we want to recognize their contribution to student success. This falls in line with our initiative to promote campus morale and culture.

Good Luck to the band as they travel to Buda on September 26th for a Marching Band competition.

Sincerely,

Jeff Shannon, Principal

Copperas Cove High School | Street Address □ Address 2 □ Phone: 555.555.0125 □ E-mail address: jeffery.shannon@ccisd.com



Special Education Department

Total Student Population	8,170
Total Special Education Population	2,200 (26.93%)

Data as of 9/25/2026	Evals Completed to Date (not included in totals)	Evaluations in Progress	Number of 3-Year Re-Evals Remaining Through 8/31/2027	Totals
CCHS	22	30	117	147
CTIA	2	1	8	9
CCJHS	10	22	100	122
LJHS	12	28	96	124
FJE	6	24	45	69
HCE	13	26	32	58
HHE	6	16	20	36
CPE	7	34	52	86
MSELA	8	14	0	14
MWE	9	30	24	54
WLE	11	24	36	60
Totals	106	249	530	779

District/Campus Support

- CPE Professional Learning: Training in structured teaching, positive reinforcement, and implementation of the STAR Program.
- MSELA: Conducted a Beginning-of-Year make-up session.
- BSC Teachers: Training with Ready Bodies, Learning Minds.
- Specialized Professional Learning: Provided gold day training for life skills and functional academics teachers, evaluation staff, and compliance facilitators.

Team Highlights

- The Special Education Department partnered with Texas State University to provide a virtual informational presentation for parents and a collaborative session for high school special education and CTE teachers.
- The Special Education Department partnered with Texas Health Steps to host a Medicaid Fair and Training Session for staff and parents. The session provided valuable information about Medicaid and CHIP programs, available resources, and how families can access needed services and supports. Staff gained a better understanding of these programs and practical information they can use to help connect families with appropriate resources.





CCHS Elementary Counseling

Off to a Great Start!



Elementary Counseling Spotlight:

Kristen Butterworth from CPE stated, "I wanted to give a big shoutout to Hopkins. He has been absolutely amazing with our students and so proactive! Our kids absolutely love him and he's already making such an impact!"

The district really showed up and showed out during the month of September!

We went GOLD for Childhood Cancer and we went GREEN for Start With Hello! What a difference it makes when so many band together to show support for our students



Upcoming Events:

October is Bullying Prevention Month

Campuses compete in the Paint the School ORANGE campaign
Wednesday, October 21st is Unity Day and we ORANGE OUT to show support

Red Ribbon Week is the last week in October



SUPPORTING STAFF

October 2026

newsletter



From the TOP

"If we look at things differently, the things we look at will be different. If we can see what is good and wonderful in each other and the situations we are in, then those are the things that will grow and expand."

-From Ridiculously Amazing Schools
by Tracey Smith and Jeff Waller

Your Challenge:

Sometimes, it can be hard to see the best in others...

"...if we can train ourselves to see and recognize the greatness in someone, we will empower them to see and believe in that greatness, and that can propel them into a process of growth and fulfillment of their potential."

Building Connections

How to build belief in your staff:

- Celebrate Successes
- Perform Showers of Praise
- Thank It Forward (put Thank You cards in the lounge for staff to use to thank other staff members)
- Celebrate Perfect Imperfections
- Change the Narrative--make the positives so loud that it drowns out the negative!
- Build a Greatness Chain--start a Greatness Journal and write something positive about a staff member and pass it on--keep it going!

A Simple Gesture

Thursday, October 1st is National Homemade Cookies Day! Have staff bring in their favorite homemade cookies to share.



Secondary COUNSELING

September 2026 

UPCOMING DATES FOR SEPTEMBER

9/26 - DECA 10th Annual Teen Suicide Prevention Walk

9/28 - Homecoming Week

9/28 - PGP Night (personal graduation plan)

9/29 - Senior Parent Meeting

9/29- Texas Tech CCHS Visit

10/1 - ASVAB Testing

10/6 - CTC Lunch Visit

10/7 - PSAT Testing

10/12-16 - Free College Application Week

10/13 - Texas State Lunch Visit

10/15- Senior Parent Night

10/16 - Southwestern University Visit

10/22 - TSTC College Visit

10/23 - TAMCT Warrior Preview Day

11/2 - Junior High 8th Grade Parent Night

11/5 CTC FAFSA Night

STUDENT COUNSELING DATA

* INDIVIDUAL STUDENT MEETINGS- 847

* CLASSROOM GUIDANCE LESSONS- 56

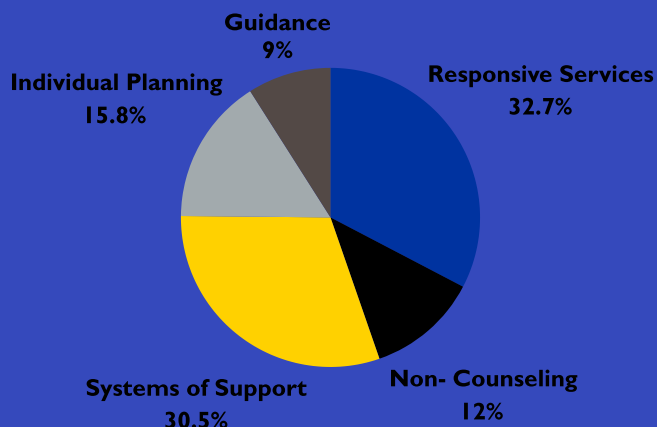
* SMALL GROUP SESSIONS- 40

* ACADEMIC ADVISING MEETINGS- 320

* ADVISORY LESSONS- 59

DATA COLLECTED FROM 8/18-9/25

COUNSELING DATA- 80/20



80/20 RULE IS A STATUTORY REQUIREMENT THAT ENSURES SCHOOL COUNSELORS DEDICATE AT LEAST 80% OF THEIR WORK TIME TO DIRECT STUDENT SERVICES AND NO MORE THAN 20% TO INDIRECT OR ADMINISTRATIVE DUTIES

Campus SPOTLIGHTS

Start With Hello Week



CCJH COUNSELORS



Spotlight from the CCJH Staff:
And of course, we have to give a little spotlight to the fabulous ladies behind so much of that heart, our amazing CREST Award-winning counselors! They pour so much into our students, staff, and campus every single day, and we are incredibly lucky to have them helping lead the charge. So when you walk by the board, take a second to look at all those hands. It's more than a cute display, it's a picture of what happens when an entire campus decides, "These kids are ours, and we're showing up for them."
All hands on deck. All hearts in.

CCHS POST SECONDARY VISITS AND EVENTS

Tarleton State University



Marine, Army, Navy & Airforce Recruiters



Herff Jones



Parent Nights



SMALL GROUPS LESSONS BEING TAUGHT ACROSS SECONDARY CAMPUSES

LEADERSHIP

TOP 10 %

PROBLEM SOLVING

EARLY GRADUATION

ATTENDANCE

CHALLENGING FEELINGS

COLLEGE APPLICATION/ FAFSA

BEHAVIOR

GOAL SETTING/ MOTIVATION

FRIENDSHIPS

BELONGING- NEW STUDENTS

ACADEMIC DIFFICULTIES

EARLY GRADUATION

ANXIETY

COLLEGE APPLICATION/ FAFSA

ADVISORY

CAPTURING KIDS HEARTS

SEPTEMBER ADVISORY LESSONS

Empathy



Capturing Kids Hearts



DIGITAL LEARNING DEPARTMENT

We aim to drive meaningful impact across the district by balancing purposeful technology with strong support for our educators, STEM, GT, and library programs.

September 2026

VIRTUAL SCHOOL

- Delivered in-person campus support during the critical first three weeks of school to ensure smooth instructional start-ups
- Guided CTIA teachers and staff through their first six weeks
- Facilitated Q&A support sessions for teachers to troubleshoot online course management and student tracking
- Provided specialized support for LOTE teachers



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ACADEMY



CELEBRATIONS

- Digital Learning Department won a \$15,000 grant for CCISD Robotics Clubs
- DLT presented at Tech and Learning conference on “Implementing and Scaling Digital Literacy”
- Mr. Long and Ms. Bigford from CCHS participated in the Quantum Science and Engineering Education Conference in Toronto, Canada.



TEACHER SUPPORT

- Hosted GT sponsor meeting
- Launched Digital Learning Leader program
- Facilitated Robotics club meeting for Elementary and Secondary
- Led Librarian PLC
- Conducted training for LEAP/LS teachers
- 1:1 Robotics sponsor support
- STEM support for librarians
- 1:1 support for our Junior High Para Electives
- Cleartouch Panel training for 25 teachers

UPCOMING EVENTS

- GT Sponsor meeting Oct. 5
- Golden Dawgs Oct 15
- Robotics Sponsor meeting Oct 19
- Digital Learning Leaders meeting Oct 20

**Incident IQ
Tickets**



**177
resolved**

SCHOOL NURSING

Copperas Cove ISD
School Nursing



What does a school nurse do for students?

PROVIDE FIRST AID AND EMERGENCY CARE

CHRONIC CONDITION MANAGEMENT

HEALTH SCREENINGS

MEDICATION ADMINISTRATION

HEALTH EDUCATION & ADVOCACY

**MONITOR ILLNESS & PREVENT THE SPREAD OF
INFECTION**

SUPPORT MENTAL HEALTH AND WELL-BEING

Respiratory Illness Report

These numbers come from parent report and students sent home. These numbers are reported to the state for the respiratory illness counts.

8/31-9/4 : Flu Like illness 36, Flu A 0, Flu B 0, Flu UK 0

9/7-9/11 : Flu Like illness 56, Flu A 0, Flu B 0, Flu UK 5

9/14-9/18 : Flu Like illness 45, Flu A 0, Flu B 0, Flu UK 2

9/21-9/25 : Flu Like illness 74, Flu A 0, Flu B 0, Flu UK 3

Office visits

8/24/2026 until 09/25/2026

Number of visits

7170 visits

not counting all med and
diabetic visits

Sent home

218

sent home
by nursing

Emergency

2

student sent out by EMS

3% of visits were sent home by nursing staff

WHAT IS GOING ON IN THE SCHOOLS

CONDUCTING HEARING AND VISION

STARTING SPINAL SCREENINGS

CALLING FOR STUDENTS THAT ARE DELINQUENT WITH VACCINATIONS TO
HELP THEM GET ON TRACK

3 NEW NURSES WILL TAKE THEIR CERTIFICATION FOR HEARING AND VISION
OCTOBER 7TH AND 8TH

Future

Submitting vaccination reports for the district. This will be submitted before Thanksgiving break.

All schools are setting up their CERP (cardiac emergency response plan) team. This is required by SB 865. We are using Project Adam as a guideline.

Our fingerprints don't fade from the lives
we touch.

--Judy Blume

THANK YOU!





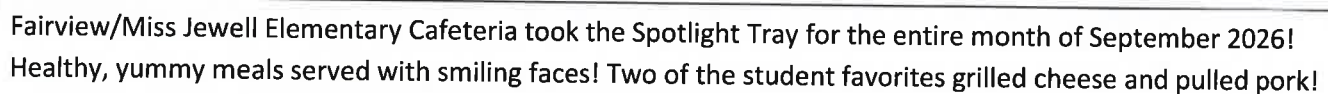
The Child Nutrition Department October 2026 Nutrition Nibbles:

Meals Happily Served to our amazing students
September 1, 2026 through September 25, 2026

Breakfast 50388

Lunch 79787

Every meal served is more than just food—it's hope, it's love, and it is shaping the next generation. The Child Nutrition Department is Dedicated to helping change the lives of our students --one meal at a time.



Copperas Cove ISD...A Foundation of Excellence – A Future of Success



Copperas Cove ISD Child Nutrition Department and Warehouse Department



Guess Who's Back In Town!
Throw back SQUARE Pizza!
The student's loved it!



We celebrated and honored our sweet grandparents on September 14, 2026 who joined their littles for lunch! More smiling faces!



Copperas Cove ISD...A Foundation of Excellence – A Future of Success



Copperas Cove ISD Child Nutrition Department and Warehouse Department



Copperas Cove ISD...A Foundation of Excellence – A Future of Success

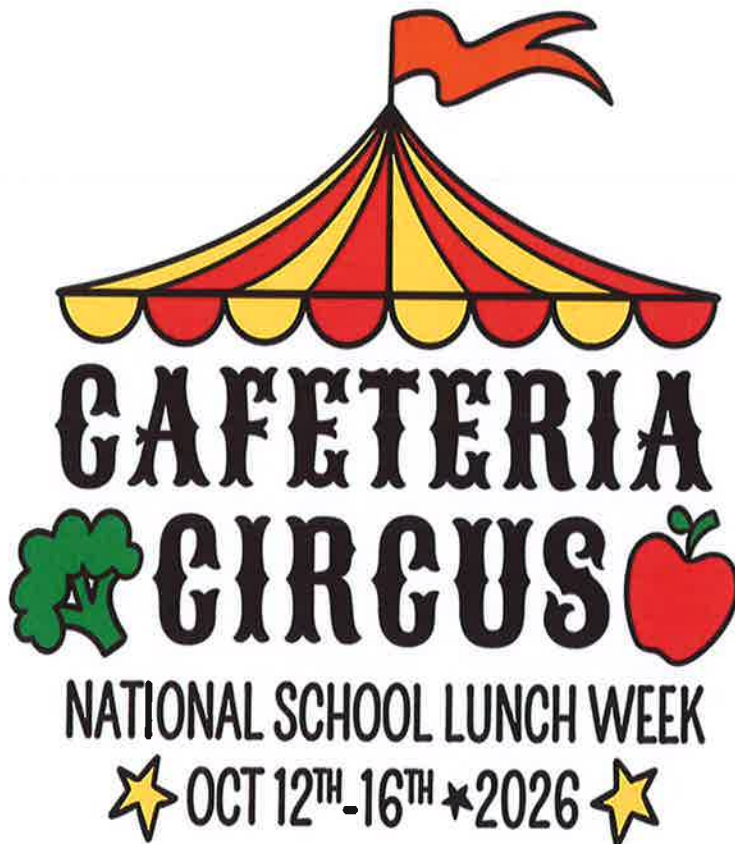
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This institution is an equal opportunity provider. (SY 25/26 MB)



Copperas Cove ISD Child Nutrition Department and Warehouse Department

Child Nutrition Upcoming Events:



National School Lunch Week is important because it highlights how nutritious school meals support student health, classroom learning, and the fight against childhood hunger.

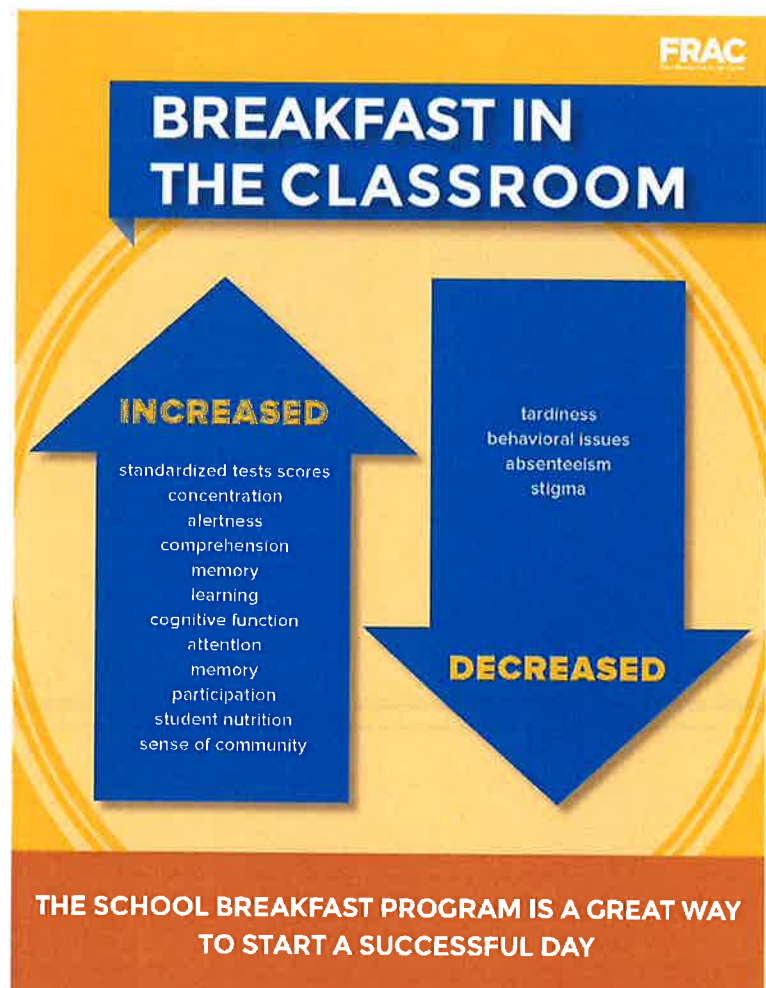
Established by President John F. Kennedy in 1962, this annual even

Breakfast In The Classroom Begins at
Martin Walker Elementary on

October 13, 2026

All other Elementary Schools begin
Breakfast In The Classroom on

November 2, 2026



Copperas Cove ISD...A Foundation of Excellence – A Future of Success



LUNCH BOX BUDDY

Bring a lunch box from home?

START DATE:
OCTOBER 5, 2026

Pick up a Lunch Box Buddy
— a box with 3 extra items
to add to your lunch
from home!



★ **ONLY** FOR KIDS WHO BRING
A LUNCH BOX **FROM HOME!** ★

THIS LUNCH BOX BUDDY IS
FREE!

Each box
includes
3 items!



Baby Carrot
Pack



Scooby
Snacks



Juice Box



Copperas Cove ISD Child Nutrition Department and Warehouse Department

Cafeteria Manager Spotlight

Name: Sandra Harshbarger

School: Fairveiw Miss Jewell Cafeteria Manager

Years Feeding Kids: 3 1/2 years

Best Part of Job: Making the kids day.

If I weren't working in a cafeteria, I'd be a: Veterinarian technician

Catchphrase I use the most: "I got you."

What are some of the most important things you have learned through your career in Child Nutrition: A smile goes a long way. No reason to stress because everything will be alright.

What does a typical day look like for you:

Make breakfast for my family. Pack lunches for my husband and son. Go to work. After work, I water my plants then take care of my chickens. Help my son with homework. Make dinner. Spend some time with the family. Then off to bed to start all over again the next day.

Is there anything about your job that you wish people knew or understood better?

How much we actually do and how much we care.

What was your favorite meal as a kid you ate in cafeteria and

what is your favorite now? My favorite meal as a kid was of course pizza day. My favorite meal now is our Pulled pork sandwich day.



Copperas Cove ISD...A Foundation of Excellence – A Future of Success



Copperas Cove ISD

Child Nutrition Department and Warehouse Department

CCISD Warehouse Staff: Yolanda Pitts

James Welling

Mary Sanchez

Ryan Miner

Matt Boyce



Warehouse Deliveries: September 1-22, 2026

Monthly number of Office Supplies delivered to schools: 29

Monthly number of Custodial Deliveries to schools: 23

Monthly number of deliveries of Child Nutrition items to cafeterias: 131

Number of Deliveries from Vendors to CCISD Warehouse: 15

Number of Book deliveries: 2466

Number of **transcripts ordered/picked up** by former CCISD Students:

TRANSCRIPTS PICKED UP: 13

TRANSCRIPTS MAILED: 40

TOTAL TRANSCRIPTS ORDERED: 53

MAIL PIECES AVERAGE PER DAY: 72





COPPERAS COVE

A Foundation of Excellence • A Future of Success

SEPTEMBER 2026

Safety & Security Update

Campus drills, audit progress, marshal training, and community partnerships

Doug Hunter | Director of Safety & Security

Copperas Cove Independent School District



SEPTEMBER 2026



September at a Glance

This month brought more realistic drills, measurable audit progress, and stronger response partnerships.

01 Lockdown Drills

S.C. Lee and CCHS completed lockdown drills during lunch. This progression in how drills are conducted tests protective actions when students are outside classrooms; more campuses will follow.

02 Audit & Facilities

29 of 31 DVA findings have been cleared in Sentinel. The last two involve film or tint; Safety & Security is coordinating with Maintenance to repaint doors with old numbers.

03 Marshal Development

New Marshals will now complete a field training program before being released to work their assigned campuses. Field training ensures the Marshal receives guided campus orientation, daily trainer feedback, and documented skill checks. Director approval is required before independent duty.

04 Partnerships

Zak Covar visited WLE for the XSpouse demo and heard about Marshal training and local first responder partnerships.

Core outcome CCISD is advancing practical campus readiness while closing documented security findings.



Radio Coverage & Security Film

DISTRICT RADIO SYSTEM

One quote received; a competing quote is being requested. A proposed trunked radio system assigns an available channel when a user transmits, allowing district radios to share system capacity. Depending on the proposed design, it could improve coverage and let staff coordinate and communicate across campuses on designated talkgroups. We will compare coverage, capacity, and cost before selecting a system.

Next steps: compare radio quotes and complete supplier setup and installer training.

SECURITY FILM

Supplier setup underway

Historically, CCISD has been dependent on contractors to fulfill the need of installing security film on exterior window/doors. Safety & Security is the process of setting up direct purchasing for security film and the glazing adhesion system. This will provide the materials for the installation at a fraction of the cost the district is currently paying.

SECURITY FILM

District staff training

A component of the security film installation is applying a glazing system to secure the film to the metal window frame. Maintenance employees will attend supplier training to become certified to install security film and the glazing adhesion system. This builds district capacity for campus installations.



A Structured Field Training Program

FIELD TRAINING

Developing a formal field training program to prepare new Marshals for independent campus duty.



Guided Orientation

Trainees learn their assigned campus, its safety systems, response procedures, and daily Marshal responsibilities.

Daily Documentation

Trainees and trainers record daily work, feedback, and progress so training gaps can be addressed.

Measured Readiness

A consistent checklist makes expectations clear and helps trainers document the skills each trainee has demonstrated.

Director Release

The Director reviews the completed record and formally approves independent campus assignment.



Lockdown Drills During Lunch

CCISD is advancing from the “crawl” phase toward the “walk” phase of its crawl, walk, run training approach.

- 01

More Realistic Practice

Lunch drills test movement and protective action outside the classroom setting.
-
- 02

S.C. Lee Jr. High

Completed a lockdown drill during lunch.
-
- 03

Copperas Cove High School

Completed a lockdown drill during lunch.
-
- 04

Campus Planning

Planning lunch-period lockdown drills for additional campuses.
-
- 05

Learning from Drills

Use results to refine locations, staff roles, communication, and student accountability.





Zak Covar Visits Williams/Ledger

A visit for an XSponse demonstration created an opportunity to share CCISD’s safety work with Zak Covar from Dustin Burrows’s office.

VISIT

XSponse Demonstration

Covar visited Williams/Ledger Elementary for a demonstration of the XSponse system and saw the campus response technology.

PROGRAM

Marshal Training

Doug Hunter shared how CCISD invests in extensive School Marshal training and develops its program beyond initial certification.

PARTNERS

First Responder Relationships

The discussion highlighted ongoing work with CCSO, CCPD, and CCFD so responders and Marshals know one another before an emergency.

MESSAGE

District Readiness

The visit gave CCISD a direct opportunity to show its investment in trained personnel and coordinated local response.



A positive conversation raised awareness of CCISD’s Marshal program and local response partnerships.

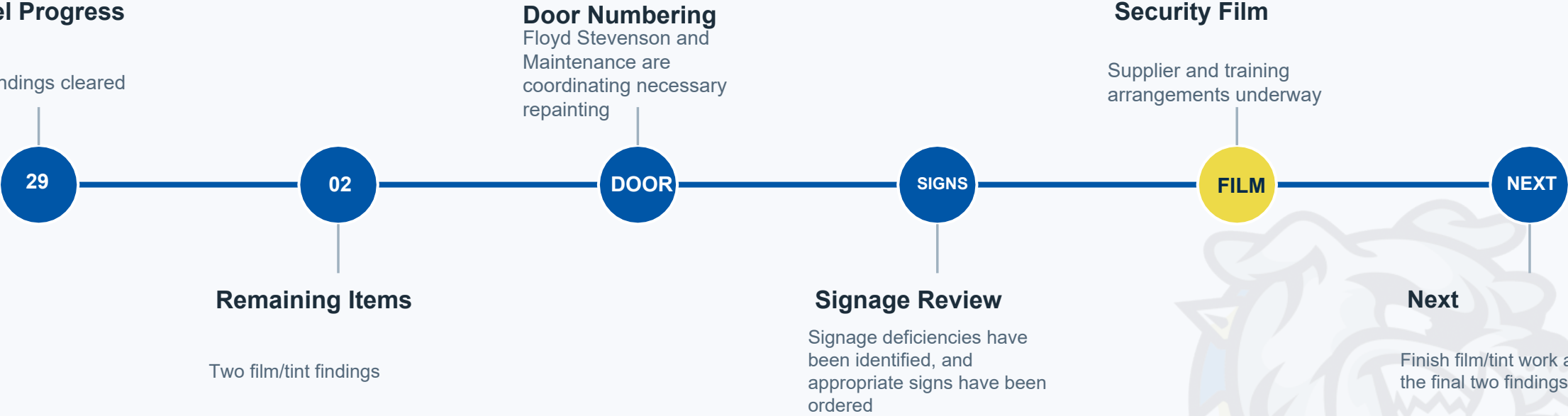


29 of 31 DVA Findings Cleared

The Safety & Security team has cleared 29 previously outstanding DVA findings in Sentinel. Two findings remain involving window film or tint.

Sentinel Progress

29 of 31 findings cleared



Audit follow-up includes correcting old door numbers and verifying required security signage.



Training, Reunification & Drills

September work strengthened campus procedures and the tools staff need during an emergency.

01 Substitute Orientation

Delivered Emergency Operations training for new substitutes on September 1.

02 CCHS Reunification

Developed more detailed on-site reunification procedures and classroom responsibilities.

03 Drill Notifications

Refined the use of Raptor, PA all-call, and district radio to announce drills.

04 Student Accountability

Clarified Raptor accountability during drills and immediate protective priorities in real events.

05 Emergency Supplies

Reviewed campus reunification kits and classroom red emergency backpacks. Updated lists of emergency supplies were pushed out to all campuses.

Next: continue campus-specific plans and apply lessons from lunch-period lockdown drills.



NEXT STEPS

Carry September progress forward.

Plan additional lunch lockdown drills
Compare district radio trunking quotes
Complete film purchasing and installer training
Close the final DVA findings and repaint doors



**One Pack. One Purpose.
Prepared to Respond.**



Transportation Operations Performance Summary

Fuel Summary

Projected Fuel Prices					
Date	Rack	Contracted	Savings Per Gallon	Used	Total Savings
October					
November					
December					

Diesel Prices (Gallons)					
Date	Rack	Contracted	Savings Per Gallon	Used	Total Savings
September	\$5.30	\$3.25	\$2.05	9,736	\$19,958

Unleaded Prices (Gallons)					
Date	Rack	Contracted	Savings Per Gallon	Used	Total Savings
September	\$3.23	\$2.70	\$0.53	1,898	\$1,005

Daily Numbers	
Stopfinder Subscriptions	6,160
Pre-K	306
Total Students (AM/PM)	4486



MAINTENANCE

Department Update



OUR MISSION:



- "Support services takes pride in providing exceptional customer service for our Students, Staff and the community with the utmost dedication to assure safe, clean and functional district facilities."

LEADERSHIP:



**Thomas
Haire**
Director



**Christopher
Richards**
Assistant
Director



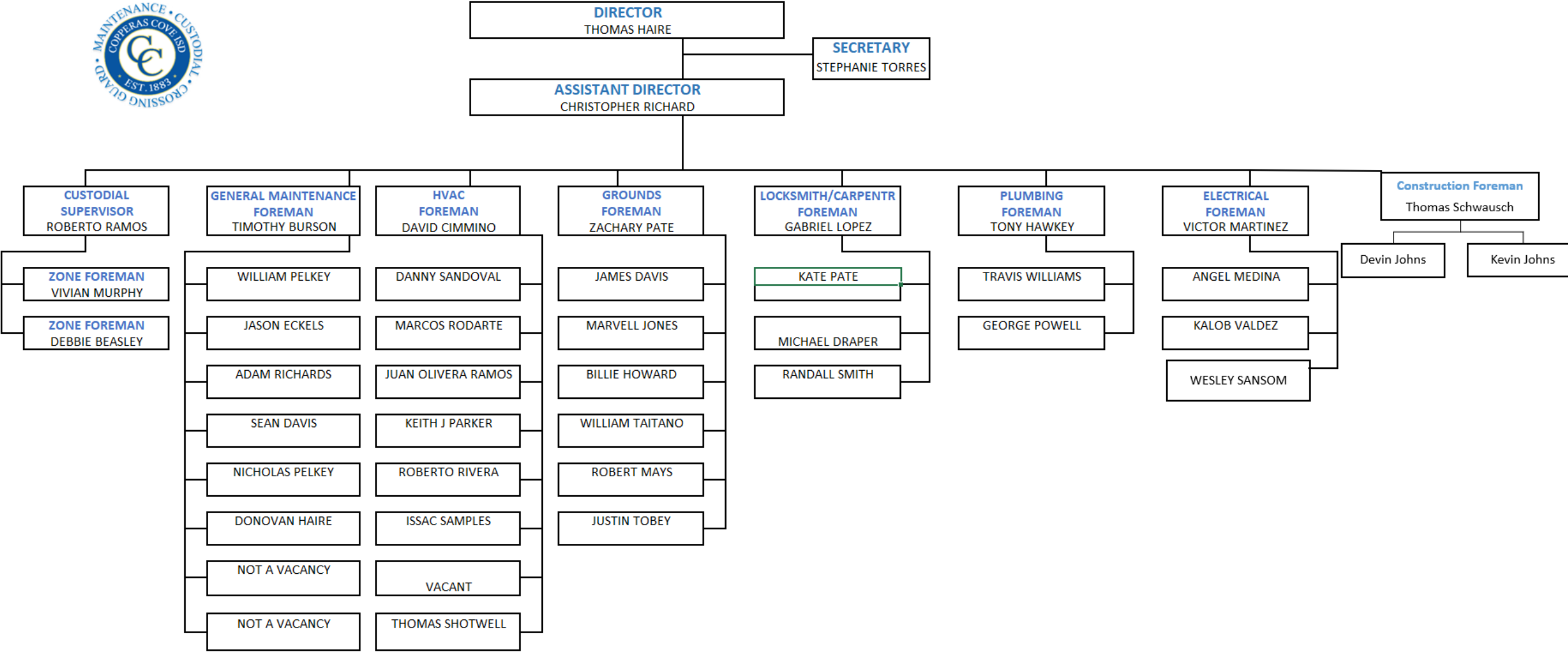
Robert Ramos
Custodial &
Crossing
guard
supervisor



**Stephanie
Torres**
Secretary

Maintenance

Copperas Cove ISD Facilities & Maintenance Chart



CUSTODIAL OVERVIEW:



- Routinely changing ceiling tiles.
- Routinely changing lightbulbs.
- Ensuring campuses remain clean and up to district standards.
- Preparing for summer cleaning of campuses district wide.

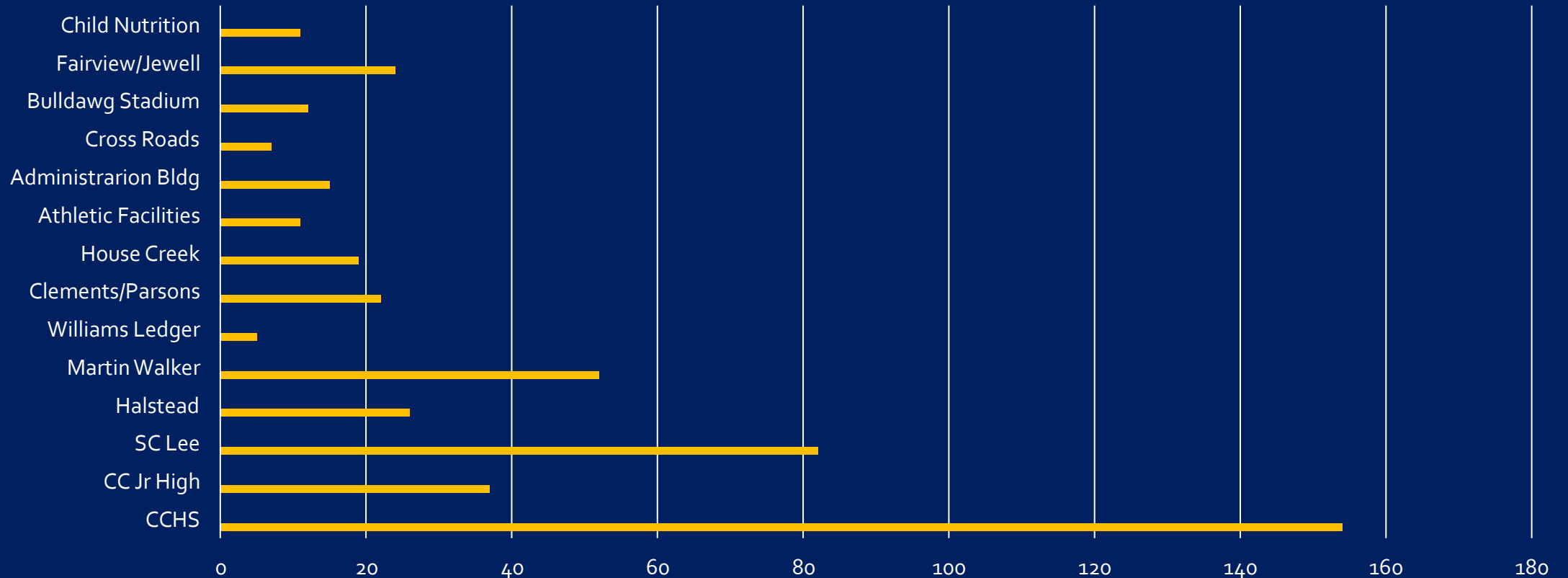
CROSSING GUARDS:



- Fully Staffed.
- Following safety procedures.

WORK ORDERS:

Work Order Submission Monthly
Average by Location:



CARPENTRY/ LOCKSMITH:



- Fully staffed
- Completing Work Orders.
- Lock PM's.
- Built storage cabinets for WLE.

ELECTRICAL

- Fully staffed.
- Completing work orders.
- Teaching Electrical class.
- Running conduits for future scoreboards for Softball and



GENERAL MAINTENANCE:

- Fully Staffed.
- Completing Work orders.
- Painted hallways at the High School.
- Threw away supplies from the Surplus.
- Patchwork.

GROUNDS:

- Fully Staffed.
- Treating ants district wide.
- Trimming and removing bushes around campuses.
- Routine grass mowing district wide.
- Completing irrigation repairs at Fine Arts, Warehouse and Child Nutrition.
- Treated the exterior of campuses with insecticides and herbicides to treat ants, spiders, crickets, and weeds in cracks.

HVAC:

- Fully staffed.
- Routine Filter Changes.
- PM's.
- Completing work orders.

PLUMBING



- Fully staffed.
- Completing work orders.
- Teaching Plumbing class.

MAJOR PROJECTS:

- None at this time.

Our team
is proud
to serve
CISD!



GO
BULLDAWGS!!!



BULLDAWG ATHLETICS

SEPTEMBER 2026

VOLLEYBALL-

- Taylor Moosman was selected to the AVCA All America Watchlist
- Kaitlyn Urquidez was selected to the AVCA Phenom Watchlist
- We have won some tournaments:
 - Varsity won Gatesville tournament
 - JV won Academy tournament & won consolation at Burnet tournament
 - Flex won the Lometa tournament
 - 9A won Academy tournament & Burnet tournament
 - Lee 7B won the Georgetown tournament 1
- Taylor Moosman was selected Fox 44 Scholar Athlete of the Week

TENNIS-

- Clinched their playoff spot- Bi-District playoff game for tennis will be away against Lake Ridge High School at 11:00am on Monday 10/5

CROSS COUNTRY-

- Junior Anthony Carter won the cross country meet in Waco, Midway Hewitt Kiwanis Invitational

FOOTBALL-

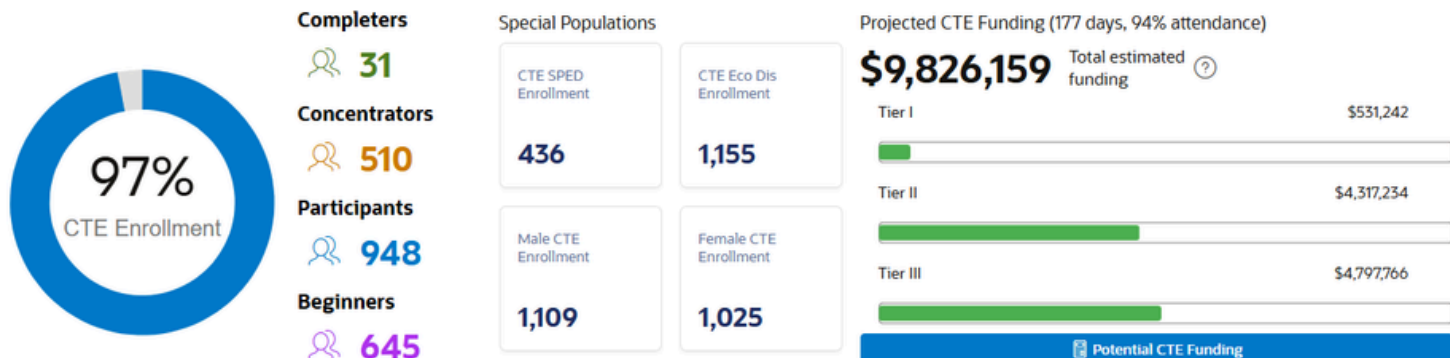
- Peanut butter bowl-WON FIRST PLACE



CCISD

Career & Technical Education

Career and Technical Education (CTE) prepares students for life beyond high school through hands-on learning, real-world skills, and industry-recognized credentials. CTE connects classroom learning to high-demand careers and gives students a head start on their future.



*** Data provided by CCMR Insights, Powered by Region 10 ESC & ED-FI

UPCOMING EVENTS

- September 30th: CTSO's @ HOCO Parade & Pep Rally
- October 3rd: Bulldawg BBQ Catering HOCO Dance
- October 8th: State Fair Doe Show in Dallas
- October 12th: Heart O' Texas Wether Doe Show in Waco
- October 13th: Schreiner University LDE Contest
- October 16th: China Spring & Texas State LDE Contest
- October 23rd: Palmer & Bumblebee LDE Contest
- October 26th: Whitney & Alvarado LDE Contest

PROGRAM UPDATES

Student enterprise businesses opened to the public this week. Cosmetology began serving live clients, with second-year students completing their first cuts on real customers, and appointments are already booked for the remainder of the month. Animal Science also reopened Soapy Dawg Salon and is seeing a full schedule of clients.

Bulldawg BBQ and Culinary have begun completing catering events, Welding continues to take customer orders and recently completed a sign for Camera Artistry, and Bulldawg Ink is producing spirit apparel while expanding into sublimation and embroidery.

Electrical and Plumbing students are assisting district maintenance teams with work orders and service calls, giving students hands-on experience in real-world settings.

P-TECH Academy continues to move forward, with applications now open to eighth graders for the first cohort. Pathway crosswalks have been approved by LSCO and TEA, allowing students to work toward an associate degree in their career field while still in high school.



The first concrete Bulldawg mold is complete! Construction and Masonry students will soon begin pouring statues throughout the community in partnership with the Copperas Cove Chamber of Commerce.



FFA Greenhand students in our first-year Junior High Floral Design class designed and produced custom HOCO mums through pre-sales and special orders, delivering an exceptional product and showcasing their talent.

2,191

Total Number of Students Enrolled in CTE Courses

CTE ACTIVITIES REPORT

HOSA completed its first blood drive and attended its first Fall Leadership Conference of the year.

FFA is beginning stock show and LDE season, with students preparing to attend their first goat doe shows.

Floral Design students are completing the first Floral of the Month subscription orders, while Junior High Floral programs successfully produced and sold homecoming mums throughout the district and community.

Across CTE, students are actively serving customers, completing community projects, supporting district operations, and applying technical skills in authentic workplace environments.

FINE ARTS BY THE NUMBERS

Our social media presence is growing! Here are our September numbers:

Views
68.5K

Reach
15K

Interactions
1.5K

Pg Visits
1.4K

Followers
+59



TEACHER SPOTLIGHT

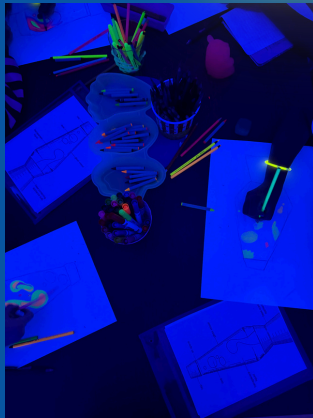
A special shout-out to Copperette Head Director Coach Owens for going above and beyond to support our CCJH Starlettes! Her willingness to invest her time, share her passion, and pour into the next generation of performers speaks volumes about her dedication to our students and Fine Arts programs. By building relationships, fostering confidence, and inspiring our younger students, she is helping create a strong foundation for the future of our dance programs. We are incredibly grateful for her leadership, generosity, and commitment to making a difference beyond her own program. This is what the Bulldawg spirit is all about! Beyond results, Mr. Gates and Mr. Barker consistently go above and beyond to create a positive, student-centered environment where high expectations and meaningful relationships drive success. Their collaboration, passion, and commitment to their craft not only elevate the choir program but also provide students with memorable experiences and opportunities to grow as performers and individuals. Their impact is truly exceptional, and they are a tremendous asset to Copperas Cove ISD.



UPCOMING EVENTS

- 10/2: Homecoming: 5th Quarter
- 10/3: POC Marching Contest @ Leo Buckley
- 10/13: Lee Band @ the FB Game
- 10/16: Combined JH Band Concert
- 10/17: POC Marching @ Midway-UIL Region
- 10/22: Lee Fall Play @ Lea Ledger Auditorium
- 10/24: POC Marching Contest @ McLane Stadium
- 10/31: POC Marching Contest @ Heroes Stadium

creating MAGIC



Mrs. Abercrombie's students brought their creativity to light with a glow-in-the-dark art project, designing lava lamps that come alive under black lights! Complete with glow sticks and plenty of excitement, this hands-on lesson is a wonderful example of the creativity, fun, and magic happening in our Fine Arts classrooms!

APRIL
CLASSROOMS

VISITED:

23

Ms. Raelina and Mr. Sanchez took their students on a journey back in time to meet Guido of Arezzo, the father of solfège! Dressed as a monk, Ms. Raelina brought history to life, and students even had the opportunity to play a harp, creating a memorable, hands-on learning experience



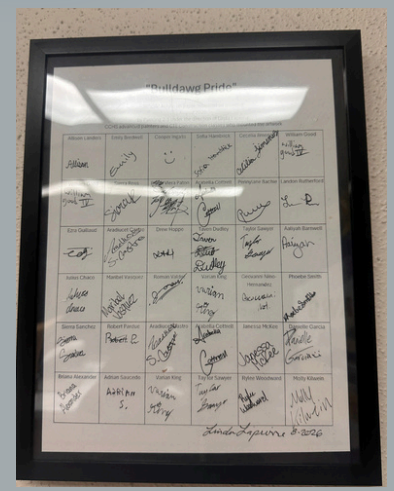
Mrs. Bachie's high school art students traveled back in time to explore prehistoric art by creating their own paint using natural ingredients such as cilantro, peppers, paprika, and onions! Students used mortars and pestles to grind and blend their materials, turning art class into a hands-on experience that brought history, science, and creativity together!



COLLABORATION SHOUTOUT



Mrs. Lapierre's high school art students teamed up to create a special Cove Bulldawg painting for the CTE store, with each student contributing a piece that came together to form one incredible work of art! The finished masterpiece is now proudly displayed in the CTE shop, showcasing the power of collaboration and the amazing talent of our Fine Arts students!



CELEBRATE THE DAWGS



For the second consecutive year, the S.C. Lee Junior High Wind Ensemble has earned national recognition as a **Commended Winner** in the Foundation for Music Education's Mark of Excellence National Wind Band Honors! This outstanding achievement reflects the dedication, hard work, and continued musical excellence of our talented students and directors.

For the fifth consecutive year, CCJH student artwork is proudly on display at Killeen Regional Airport, showcasing the creativity and talent of our young artists to travelers from near and far! A special shout-out to Mrs. Elena Abercrombie for coordinating this annual display and creating opportunities for students to share their passion for art beyond the classroom!



REGION 9-12 CHOIR QUALIFIERS

EVELYN LAUFU - ALTO 2
DARIUS MANGUERRA - TENOR 2

ALTERNATES
PATIENCE NICHOLS - SOPRANO 1
GRACELYNN NEWTON - ALTO 1

CONGRATULATIONS TO ALL
STUDENTS WHO AUDITIONED

Congratulations to our Region 9-12 Choir Qualifiers! Evelyn Laufou and Darius Manguerra earned spots in the Tenor 2 section, while alternates Patience Nichols (Soprano 1) and Gracelynn Newton (Alto 1) also earned recognition for their outstanding musical achievements.



Report Date: October 2026
Prepared by: Technology Department

Overview

Technology Services Board Report

Technology Services Board Report October 2026

October 2026| Smooth Sailing Ahead

Last month I reported that our technology foundation was stronger and our team was ready for the real test of a new school year. We are now seeing the payoff. The start of school has gone exceptionally well, and the feedback from campuses has been encouraging, especially in areas where we have experienced friction in the past. Our systems are doing their jobs, our technicians are spending more time helping people, and we can turn more of our attention to the next round of improvements.

School safety and student opportunity

The visit by representatives from state leadership to William Ledger Elementary was a success. We showed them how we are putting XSponse into practice and how clear communication can help staff, administrators, and first responders when time matters. We have also been in conversation with the State Board of Education about the work underway in Copperas Cove. It is encouraging to see interest in what our district is building, and it is even more important that we make the system useful to the people in our schools every day.

We have begun preparing three additional campuses for XSponse: S. C. Lee Junior High, Martin Walker Elementary, and Clements/Parsons Elementary. Planning is also underway for Cove Junior High and Fairview/Jewell Elementary as part of the bond work. William Ledger remains our first deployment and the place where we are learning how to make the technology, training, and response procedures work together.

One of the best parts of this expansion is who is helping build it. Two students from last year's technology internship program are developing the skills to become cable contractors and are doing the cabling for these projects. In three weeks, they completed the cabling at one campus to

prepare it for installation. I am proud of their work. This connects two district priorities in a very real way: life ready opportunities for students and safer schools for everyone.

A stronger start for classrooms

We are hearing positive feedback about how the school year has started. Technology tends to get noticed when it gets in the way; lately, it has been doing what it should do in the background. I joked when Technology was forgotten at a leadership meeting that this might be our best review yet. The serious point is that dependable systems give teachers and students more room to focus on their work.

During Gold Week, our team provided hands-on training for teachers using the interactive boards, including the microphones supplied with the units. A campus technician helped identify the microphone solution and bring it into use. That is the kind of campus-level initiative we want to keep growing: staff who see a classroom need, help solve it, and then help teachers use the solution well.

We are planning the next teacher device refresh for reading teachers. We project approximately 180 new Dell two-in-one touchscreen devices. This continues our work toward reliable, consistent equipment for instruction. At the secondary campuses, the Minga hall pass program appears to be helping reduce unnecessary time in the hallways. We are also seeing fewer alerts, though we would not attribute that change to any one program without more analysis.

At Mae Stevens Early Learning Center, our fastest-growing campus, our team installed six 65-inch televisions along the hallway to engage students during arrival and dismissal and provide another campus communication tool. A big thank you to our Technology team for making this happen.

Infrastructure and the work ahead

Technology Services also purchased its first dedicated technology van, giving our team a better way to move equipment, tools, and supplies between campuses and respond more efficiently to campus needs.

Next month, we plan to move employees to 16-character passwords or passphrases. Under our planned policy, this should end routine scheduled password resets; a password would still need to change if an account is compromised or another security need arises. It is a practical security improvement that should also make daily life easier for employees.

We have received funding for the approximately \$1.8 million dark fiber ring that will connect our campuses. The design is intended to give us an alternate path when a fiber route is damaged and more control than our current leased lit fiber service. We expect lower ongoing connectivity

costs, although maintenance and repair service will remain an expense. We will continue planning the route and transition carefully so the promised redundancy works when it is needed.

E-Rate work is moving forward as well. We are preparing purchases for network switches, battery backups in our racks, and wireless upgrades at our secondary campuses. We are watching the discussion about possible changes to federal E-Rate funding, but the program remains operational as we plan this work. Between the bond projects, the fiber ring, and E-Rate, this fall and spring will be busy construction and implementation seasons for Technology Services.

This has been a strong month for our department. The steady start to school has given us time to address needs we could not always reach when we were focused on keeping systems running. Our team is working more closely with campuses and other departments, our students are gaining real trade skills, and our safety and infrastructure projects are moving forward. We have plenty of work ahead, but we are in a much better position to do it well. Full speed ahead.



Smooth Sailing Ahead

October 2026 Board Report - At a Glance



A strong start is giving Technology Services room to move from keeping systems running to building what comes next. This month brought progress in school safety, student workforce development, classroom support, campus improvements, and district infrastructure.



STUDENTS BUILDING REAL-WORLD SKILLS



FIRST DEDICATED TECHNOLOGY VAN



MAE STEVENS CAMPUS IMPROVEMENTS

Safety & Student Opportunity

XSponse expansion: Following a successful state leadership visit at Williams Ledger, preparation is underway at S. C. Lee JH, Martin Walker Elementary, and Clements/Parsons Elementary. Cove JH and Fairview/Jewell are also in planning through bond work.

Students doing the work: Two former technology interns are developing cable-contractor skills while completing cabling for these projects. One campus was cabled in only three weeks - connecting Life Ready opportunities directly to safer schools.

Campus & Classroom Support

Mae Stevens: At one of the district's fastest-growing campuses, the Technology team installed six 65-inch TVs along the hallway to support student engagement and communication during arrival and dismissal.

Classroom technology: Gold Week included hands-on interactive-board and microphone training. The next teacher-device refresh is being planned for approximately 180 Dell 2-in-1 touchscreen devices.

Infrastructure Moving Forward

First Technology van: The department added its first dedicated technology van, giving technicians a better way to move equipment, tools, and supplies and respond to campuses across the district.

Dark fiber: Funding is in place for the approximately \$1.8 million district fiber ring, designed to add route redundancy, increase district control, and reduce ongoing connectivity costs.

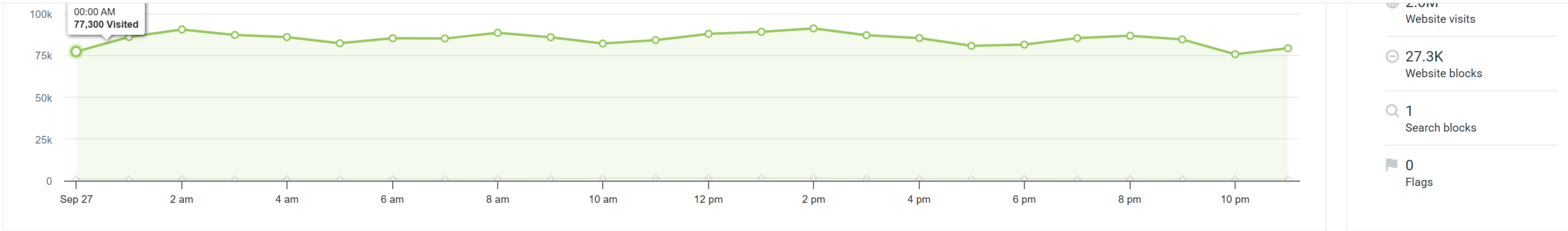
E-Rate: Planning continues for network switches, rack battery backups, and wireless upgrades at secondary campuses.

Security & Reliability

Passwords: The district is preparing to move employees to 16-character passwords or passphrases, with routine scheduled resets expected to end unless an account is compromised or another security need arises.

A quieter start is a good sign: Systems are increasingly doing their job in the background, allowing technicians to spend more time helping campuses and moving improvement projects forward.

THANK YOU TO OUR TECHNOLOGY TEAM. From cabling and classroom support to the new van and the Mae Stevens installation, these improvements happen because our team sees a need and gets the job done.



Top activities



Top websites View all	Visits

Top groups	Visits
Copperas Cove Isd	33.8K
Active Directory	33.5K
ccisd	33.5K
COPPERAS COVE H S	21.2K
Student	20.0K

Alert

Last 90 days [View all cases](#)



9

OPEN CASES



108

CLOSED CASES



44

USERS

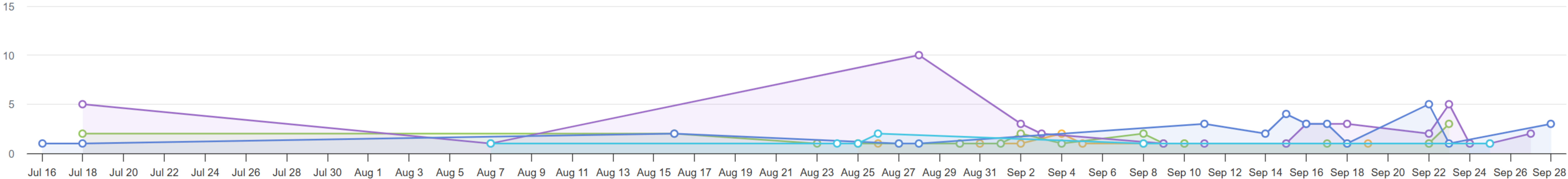


111

UNASSIGNED CASES

Cases

Self-harm Violence Explicit Bullying Weapons Drugs





Board of Trustees

Date of Meeting **October 29, 2026**

Item Type **Information**

Item Name **Monthly Delinquent Tax Collections Report Report (Written Only)**

District Goal **Budget Management: All stakeholders will optimize resources to enhance student success.**

Summary
(Purpose/
Objective)

CCISD utilizes Perdue Brandon Fielder Collins & Mott, LLP, to collect delinquent property taxes. The attached report summarizes their activity on the district's behalf for the proceeding month to include a monthly delinquent collections overview, collection highlights, a 5-year collections summary, and any upcoming court settings.

Fiscal Impact **None**

Administrative
Recommendation **No action required**

Attachments **PBFCM Monthly Collections Report - September 2026**

Contact Person **Cliff Heath, Chief Financial Officer**

E-Mail Address **clifton.heath@ccisd.com**



Status Report to
COPPERAS COVE INDEPENDENT SCHOOL DISTRICT
Concerning the Collection of Delinquent Property Taxes

October 6, 2026

Sergio Garcia, Partner
sgarcia@pbfcmlaw.com
512-610-0713
Adam Dockery, Associate Attorney
adockey@pbfcmlaw.com
512-610-0741
3301 Northland Drive, Ste. 505
Austin, Texas 78731



October 6, 2026

Dr. Brent Hawkins, Superintendent
Mr. Clifton Heath, CFO
Copperas Cove Independent School District
408 S. Main St.
Copperas Cove, TX 76522

RE: Status Report on Delinquent Property Tax Collections – September 2026

Dear Dr. Hawkins and Mr. Heath:

Enclosed, you will find our latest status report including:

- A. Monthly Collections Overview
- B. September Collection Highlights
- C. 5-year Turnover Collections Summary
- D. 5-year Levy Collections Summary

It is a pleasure to continue working with Copperas Cove ISD and to help move collection efforts forward. We understand the importance of these funds for the district and truly appreciate your confidence in our firm.

We are available to answer any questions regarding the enclosed report or any aspect of the collection process.

Sincerely,

Adam Dockery

A. MONTHLY OVERVIEW

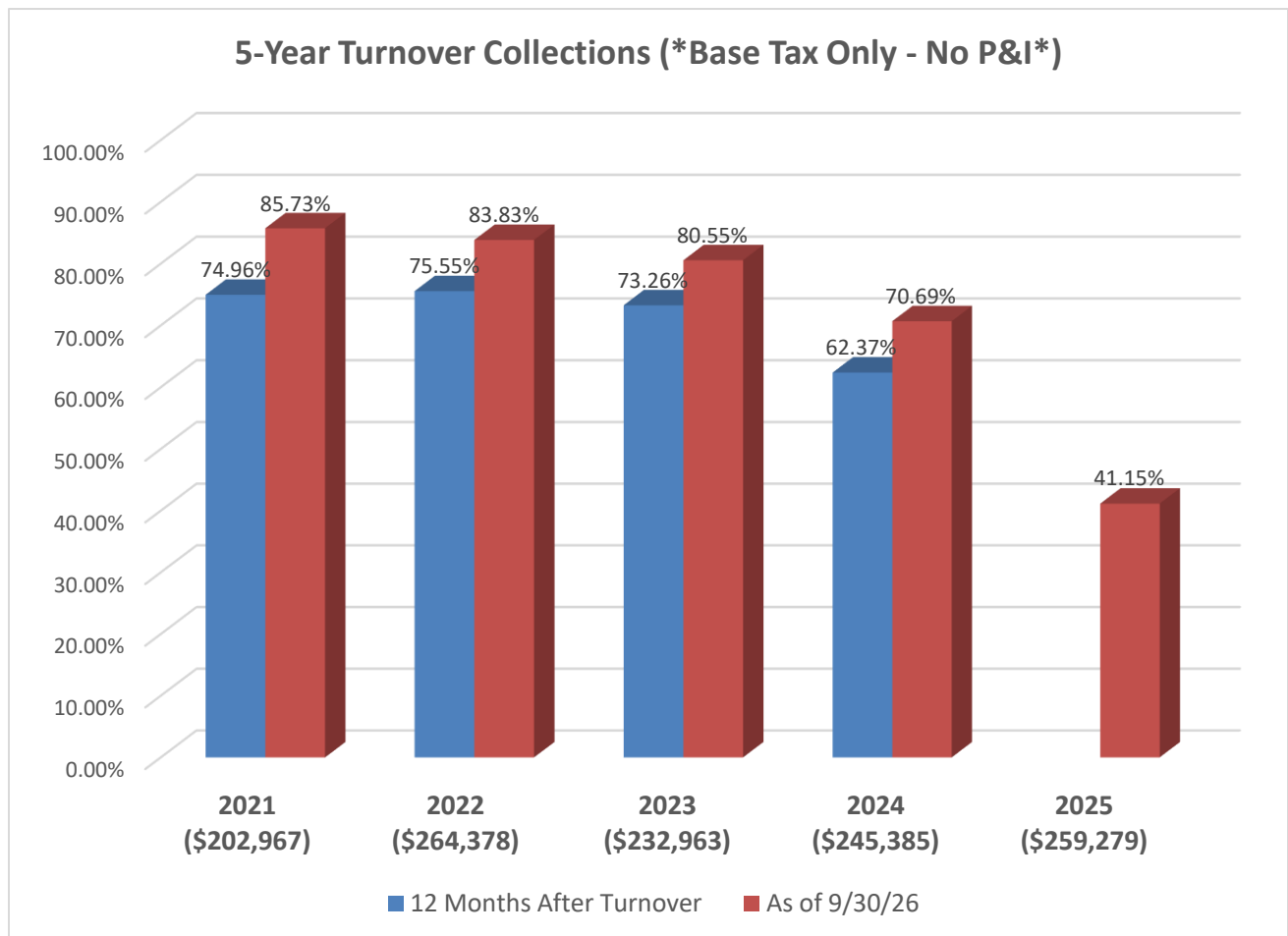
Delinquent Tax Collections September 2026	
Base Tax Collections	\$29,358.87
Penalty & Interest	\$5,190.40
Total Delinquent Collections	\$34,549.27

B. COLLECTION HIGHLIGHTS

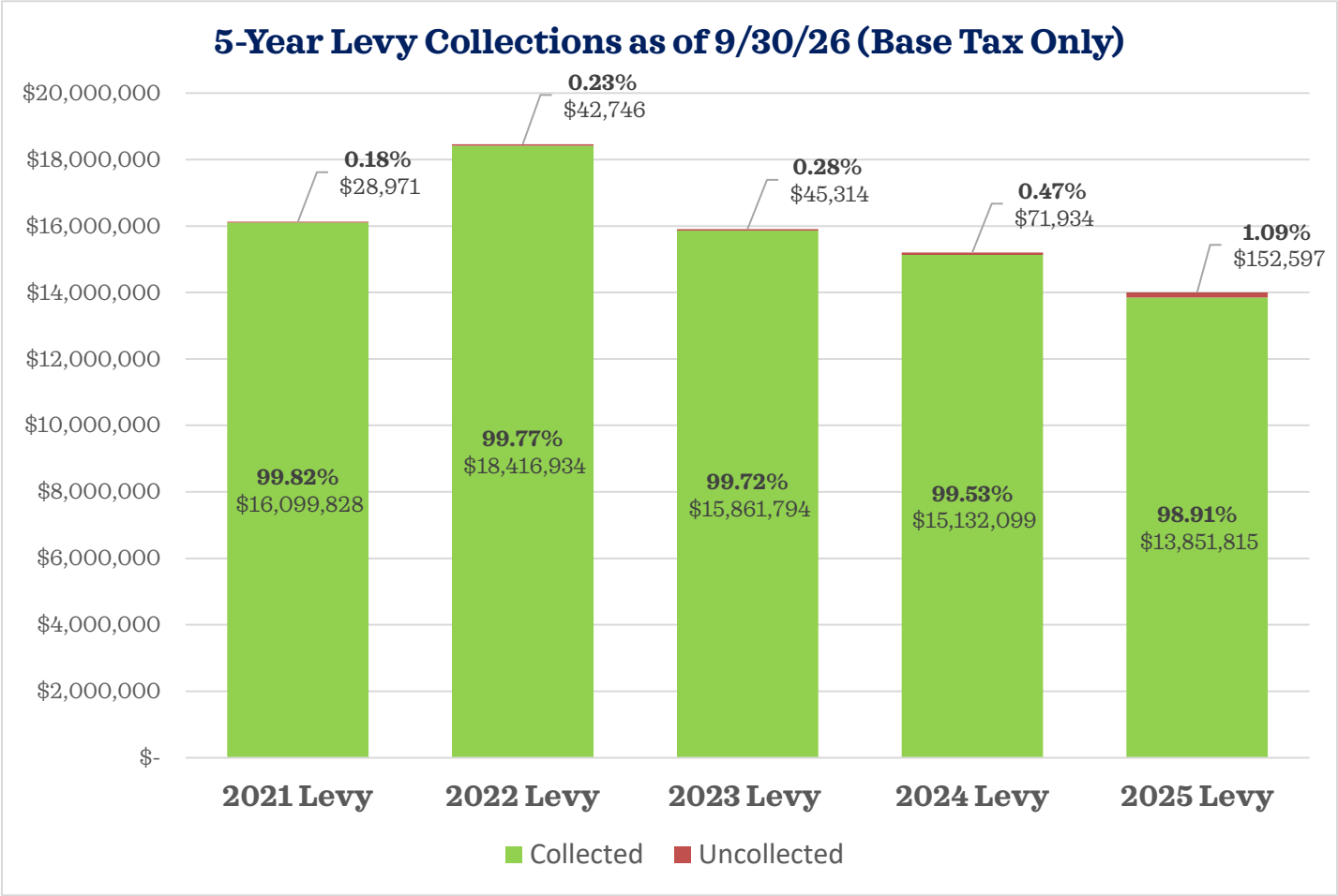
Telephone Contacts	775
Title Work Ordered / Suit Imminent	3
Payment Agreements	29
Addresses Found - Heir Research	12

C. TURNOVER COLLECTIONS SUMMARY

Tax Year	Levy	Turnover (July 1)	Balance as of 9/30/26	Turnover Collected
2020	\$ 15,644,050	\$169,418 (1.08%)	\$ 18,569	89.04%
2021	\$ 16,128,798	\$202,967 (1.26%)	\$ 28,971	85.73%
2022	\$ 18,459,681	\$264,378 (1.43%)	\$ 42,746	83.83%
2023	\$ 15,907,108	\$232,963 (1.58%)	\$ 45,314	80.55%
2024	\$ 15,204,034	\$245,385 (1.56%)	\$ 71,934	70.69%
2025	\$ 14,004,412	\$259,279 (1.85%)	\$ 152,597	41.15%



D. TOTAL LEVY COLLECTIONS



Including Penalty & Interest

	2021	2022	2023	2024	2025
Tax Levy	\$ 16,128,798	\$ 18,459,681	\$ 15,907,108	\$ 15,204,034	\$ 14,004,412
Total Collections 9/30/26	\$ 17,239,641.98	\$ 19,777,237.09	\$ 15,975,651.48	\$ 15,212,602.27	\$ 13,879,729.49
%	106.89%	107.14%	100.43%	100.06%	99.11%



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

Copperas Cove ISD
Comparison Reports
As of September 30, 2026

	199 General Operating	511 Interest & Sinking	240 Child Nutrition
Revenue:	\$10,640,950.46	\$0	\$214,507.76
Expenditure:	\$7,615,071.81	\$0	\$202,527.37
Encumbered:	\$8,861,461.63	\$0	\$389,156.73
Balance:	(\$5,835,582.98)	\$0	(\$377,176.34)

Copperas Cove ISD

Quarterly Investment Report

Quarter: 6/1/2026 to 8/31/2026

The District's cash and investment balances for the three-month period of June 1, 2026 thru August 31, 2026, reflect the investment objectives and guidelines expressed in the District's Investment Policy. District investments include:

- long term securities
- temporary investments held by TASB Lone Star Investment Pool
- temporary investments held by the Texas Local Government Investment Pool (TexPool)
- temporary investment held by Texas CLASS Investments

The following is a summary of the District's cash and temporary investment position by fund group on November 30, 2025. These funds are liquid and available immediately, subject to outstanding obligations.

	Cash	Investments	Total
General & Special Funds	\$ 17,695,588.35	\$ 54,472,510.75	\$ 72,168,099.10
Child Nutrition Services Fund	\$ 9,889.81	\$ 173,083.85	\$ 182,973.66
Debt Service Fund	\$ 639.17	\$ 1,331,862.30	\$ 1,332,501.47
Insurance Fund	\$ 8,081.09	\$ 527,512.60	\$ 535,593.69
Capital Projects Fund	\$ 4,463.48	\$ 78,611,948.24	\$ 78,616,411.72
	\$ 17,718,661.90	\$ 135,116,917.74	\$ 152,835,579.64

Investment Securities

Per CCISD's legal and local investment policy, an investment is authorized in several different instruments. Currently, the District has investments in federal agencies and municipal bonds. These funds are semi-liquid; they become available upon maturity, or when called or sold. The following table lists the investment bonds owned by CCISD as of August 31, 2026.

Bond Investment	Interest Rate	Date Purchased	Maturity Date	Par Value	Cost (Units)	Market Value	Annual Interest
FFCB NOTE	4.75	11/1/2011	1/16/2029	\$398,000.00	\$398,000.00	\$400,539.24	\$ 18,905.00
FFCB NOTE	4.3	11/1/2011	11/24/2028	\$948,000.00	\$948,000.00	\$946,416.84	\$ 40,764.00
FFCB NOTE	4.93	11/1/2011	2/1/2028	\$236,000.00	\$236,000.00	\$237,819.56	\$ 11,634.00
FFCB NOTE	4	11/1/2011	6/15/2027	\$69,000.00	\$69,000.00	\$68,915.13	\$ 2,760.00
FHLB NOTE	5	11/1/2011	9/28/2029	\$230,000.00	\$230,000.00	\$233,716.80	\$ 11,500.00
FNMA	1.875	10/6/2016	9/24/2026	\$500,000.00	\$500,000.00	\$499,330.00	\$ 9,375.00
			TOTAL	\$2,381,000.00	\$2,381,000.00	\$2,386,737.57	\$ 94,938.00

Interest

The following table depicts the interest earned by each investment category. The District's total interest earnings from investments were \$1,520,456 for the June 1, 2026 thru August 31, 2026 quarter.

Interest Earned for the Quarter Ending August 31, 2026				
	Jun-26	Jul-26	Aug-26	Total
Checking	\$ 14,579.87	\$ 13,835.05	\$ 15,883.76	\$ 44,298.68
Lone Star	\$ 191,181.18	\$ 197,670.26	\$ 182,961.61	\$ 571,813.05
Texas Class	\$ 255,541.54	\$ 265,553.44	\$ 262,747.09	\$ 783,842.07
TexPool	\$ 124.81	\$ 129.43	\$ 130.82	\$ 385.06
Securities	\$ 36,040.11	\$ 43,124.02	\$ 40,951.99	\$ 120,116.12
Total	\$ 497,467.51	\$ 520,312.20	\$ 502,675.27	\$ 1,520,454.98

Portfolio Composition as of August 31, 2026:

Entity	Amount	% of total
Huntington Bank	\$ 17,718,661.90	11.42%
Lone Star Investment Pool	\$ 55,243,159.94	35.59%
TexPool Investment Pool	\$ 41,996.68	0.03%
Texas CLASS Investments	\$ 79,831,761.12	51.43%
Security (Market Value)	\$ 2,386,737.57	1.54%
Total	\$ 155,222,317.21	100.00%

Compliance Certification

This investment Report is in full compliance with Copperas Cove ISD's Investment Policy and relevant provisions of Texas Government Code Chapter 2256.

Clifton Heath

Clifton Heath

Chief Financial Officer

Check Number	Check Amount	Payee Name as it Appeared on Check	Check Date
167732	\$1,772.65	FUSION CONNECT, LLC	09/04/2026
167733	\$646.40	GANDY INK	09/04/2026
167734	\$800.00	TEXAS ASSOC OF COMMUNITY SCHOOLS	09/04/2026
167735	\$700.00	TEXAS RURAL EDUCATION ASSOCIATION	09/04/2026
167736	\$8,983.00	AIR QUALITY ASSOCIATES INC	09/04/2026
167737	\$3,033.28	AT&T MOBILITY	09/04/2026
167738	\$419.49	AUTOZONE	09/04/2026
167739	\$1,873.99	BAKER DISTRIBUTING COMPANY LLC	09/04/2026
167740	\$2,201.35	BRIGHTSPEED (DBA)	09/04/2026
167741	\$0.00	CEN-TEX FIRE & SECURITY, LLC	09/04/2026
167742	\$0.00	CEN-TEX FIRE & SECURITY, LLC	09/04/2026
167743	\$3,069.54	CEN-TEX FIRE & SECURITY, LLC	09/04/2026
167744	\$16,001.05	CI SOLUTIONS	09/04/2026
167745	\$0.00	CITY OF COPPERAS COVE UTILITY ADMIN	09/04/2026
167746	\$12,551.06	CITY OF COPPERAS COVE UTILITY ADMIN	09/04/2026
167747	\$137.50	OWEN CUNDIFF	09/04/2026
167748	\$2,515.91	DEALERS ELECTRICAL SUPPLY COMPANY	09/04/2026
167749	\$1,405.00	FALLS TECH INC. DBA MIDWEST DENTAL	09/04/2026
167750	\$5,356.71	FERGUSON FACILITIES SUPPLY	09/04/2026
167751	\$585.95	GRAINGER	09/04/2026
167752	\$5,473.13	HARDIES FRESH FOODS	09/04/2026
167753	\$6,911.83	HEAT TRANSFER SOLUTIONS	09/04/2026
167754	\$0.00	KEITH ACE HARDWARE	09/04/2026
167755	\$0.00	KEITH ACE HARDWARE	09/04/2026
167756	\$0.00	KEITH ACE HARDWARE	09/04/2026
167757	\$0.00	KEITH ACE HARDWARE	09/04/2026
167758	\$0.00	KEITH ACE HARDWARE	09/04/2026
167759	\$0.00	KEITH ACE HARDWARE	09/04/2026
167760	\$0.00	KEITH ACE HARDWARE	09/04/2026

167761	\$0.00	KEITH ACE HARDWARE	09/04/2026
167762	\$0.00	KEITH ACE HARDWARE	09/04/2026
167763	\$1,545.03	KEITH ACE HARDWARE	09/04/2026
167764	\$138.97	KEMPNER WATER SUPPLY	09/04/2026
167765	\$4,000.50	KILN FROG, LLC	09/04/2026
167766	\$580.44	KLEMENT DISTRIBUTION, INC.	09/04/2026
167767	\$500.00	HAILEY JAY LINCOLN	09/04/2026
167768	\$20,213.23	MANSFIELD OIL COMPANY OF GAINESVILLE INC.	09/04/2026
167769	\$0.00	NATIONAL WHOLESALE SUPPLY, INC	09/04/2026
167770	\$4,940.33	NATIONAL WHOLESALE SUPPLY, INC	09/04/2026
167771	\$4,650.00	NCS PEARSON	09/04/2026
167772	\$0.00	O'REILLY AUTO PARTS*	09/04/2026
167773	\$0.00	O'REILLY AUTO PARTS*	09/04/2026
167774	\$0.00	O'REILLY AUTO PARTS*	09/04/2026
167775	\$0.00	O'REILLY AUTO PARTS*	09/04/2026
167776	\$5,792.75	O'REILLY AUTO PARTS*	09/04/2026
167777	\$0.00	PEARSON EDUCATION INC	09/04/2026
167778	\$555.74	PEARSON EDUCATION INC	09/04/2026
167779	\$2,119.81	PORTIONPAC CHEMICAL CORPORATION	09/04/2026
167780	\$0.00	PRESTO-X-RENTOKIL NORTH AMERICA, INC.	09/04/2026
167781	\$4,270.52	PRESTO-X-RENTOKIL NORTH AMERICA, INC.	09/04/2026
167782	\$4,758.90	RAE SECURITY	09/04/2026
167783	\$5,250.00	TARLETON STATE UNIVERSITY	09/04/2026
167784	\$105.00	TEXAS DEPARTMENT OF PUBLIC SAFETY	09/04/2026
167785	\$986.18	W T COX SUBSCRIPTIONS	09/04/2026
167786	\$2,132.80	WORKERS ASSISTANCE PROGRAM, INC	09/04/2026
EFT	\$268.15	AMAZON.C000	09/04/2026
EFT	\$113.62	BALDWIN 000	09/04/2026
EFT	\$588.00	ROCHESTE000	09/04/2026

EFT	\$24.00	ADVANCE AUTO PARTS	09/04/2026
EFT	\$4,778.09	AMAZON.C000	09/04/2026
EFT	\$105.27	BLUETRIT000	09/04/2026
EFT	\$67.87	PHILIP WAYNE CHRISTNER	09/04/2026
EFT	\$57.64	THERESA MARIE COONS	09/04/2026
EFT	\$41.11	VICTOR L DERY	09/04/2026
EFT	\$413.00	DOUG'S MOBILE HYDRAULIC HOSES, LLC	09/04/2026
EFT	\$275.00	GODLEKEI000	09/04/2026
EFT	\$287.50	GODLELUC000	09/04/2026
EFT	\$20,170.00	HEARTLAND PAYMENT SYSTEMS LLC	09/04/2026
EFT	\$1,301.88	HOLT TRU000	09/04/2026
EFT	\$1,499.46	IMPERIAL000	09/04/2026
EFT	\$144.36	LENNOX I000	09/04/2026
EFT	\$32.84	ROBYN MICHELLE MITCHELL	09/04/2026
EFT	\$950.00	MOBILE C000	09/04/2026
EFT	\$1,323.32	PARTS TOWN, LLC.	09/04/2026
EFT	\$87.15	DANIELA GABRIELE PITTS	09/04/2026
EFT	\$22,005.07	SCHOOL SPECIALTY INC	09/04/2026
EFT	\$25.00	SMARTTRA001	09/04/2026
EFT	\$275.00	SWILLLEO000	09/04/2026
EFT	\$3,398.40	TEX AIR 000	09/04/2026
EFT	\$7,136.11	UNIFIRST000	09/04/2026
EFT	\$1,873.18	VESTIS S000	09/04/2026
167654	-\$4,084.00	RAY & WO000	09/08/2026
167787	\$99.00	KATRINA RENEE FRANCIS	09/09/2026
EFT	\$90.00	SABRINA CAROLINE RIVERA JR	09/09/2026
EFT	\$90.00	SHARON K WATKINS	09/09/2026
167640	-\$800.00	MARTIMAR003	09/11/2026
167788	\$800.00	BELTON HS CROSS COUNTRY	09/14/2026

167789	\$2,400.00	BURNET CISD ATHLETICS	09/14/2026
167790	\$350.00	CENTEX RECOGNITION	09/14/2026
167791	\$10,000.00	CHAMPIONS SCHOOL OF	09/14/2026
167792	\$2,418.85	CHARTER COMMUNICATIONS HOLDINGS, LLC	09/14/2026
167793	\$640.00	CITY OF COPPERAS COVE *AMBULANCE	09/14/2026
167794	\$2,366.97	CNM MARKETING INC	09/14/2026
167795	\$1,212.14	COPPERAS COVE LEADER PRESS	09/14/2026
167796	\$6,955.00	CRITICAL RESPONSE GROUP, INC	09/14/2026
167797	\$11,700.00	FIFTH ASSET, INC.	09/14/2026
167798	\$306.00	RICKY S GATES	09/14/2026
167799	\$800.00	GEORGETOWN ISD ATHLETICS	09/14/2026
167800	\$22,000.00	HUDL	09/14/2026
167801	\$300.00	DEREK THOMAS JONES	09/14/2026
167802	\$640.00	KILLEEN ISD ATHLETICS #2	09/14/2026
167803	\$500.00	KIWANIS CLUB OF HEWITT, TEXAS	09/14/2026
167804	\$1,300.00	LAKE BELTON CROSS COUNTRY	09/14/2026
167805	\$350.00	LEANDER GOLF BOOSTERS	09/14/2026
167806	\$414.00	JOAN MANNING	09/14/2026
167807	\$20,398.61	MANSFIELD OIL COMPANY OF GAINESVILLE INC.	09/14/2026
167808	\$350.00	MARBLE FALLS GOLF ACTIVITY ACCT	09/14/2026
167809	\$250.00	JOSEPH MEYERS	09/14/2026
167810	\$600.00	MIDWAY ISD ATHLETICS	09/14/2026
167811	\$500.00	PRO-FIT RACE TIMING - RAVEN SKINNER	09/14/2026
167812	\$1,200.00	SALADO CROSS COUNTRY	09/14/2026
167813	\$900.00	SALADO HIGH SCHOOL	09/14/2026
167814	\$350.00	SALADO HIGH SCHOOL	09/14/2026
167815	\$212.50	MILLER SHAFFER	09/14/2026
167816	\$19,275.00	SINGLETON, CLARK & COMPANY, PC	09/14/2026
167817	\$2,650.00	SYN-TECH SYSTEMS, INC.	09/14/2026

167818	\$2,730.00	TASB HR SERVICES	09/14/2026
167819	\$2,500.00	TASB, INC.	09/14/2026
167820	\$0.00	TASBO	09/14/2026
167821	\$1,680.00	TASBO	09/14/2026
167822	\$1,533.00	TAX APPRAISAL DISTRICT OF BELL	09/14/2026
167823	\$97.43	TEXAS A&M AGRILIFE EXTENSION SVC	09/14/2026
167824	\$95.00	TEXAS ASSN OF FUTURE EDUCATORS	09/14/2026
167825	\$100.00	TEXAS COMPTROLLER PUBLIC ACCOUNTS	09/14/2026
167826	\$160.00	TEXAS DEPARTMENT OF LICENSING &	09/14/2026
167827	\$0.00	TEXAS ELEMENTARY PRINCIPALS	09/14/2026
167828	\$1,197.00	TEXAS ELEMENTARY PRINCIPALS	09/14/2026
167829	\$1,400.00	TEXAS HIGH SCHOOL COACHES ASSN INC	09/14/2026
167830	\$414.00	MIKE WILBURN	09/14/2026
167831	\$325.00	TRENTON LEE WILLINGHAM	09/14/2026
167832	\$80.40	WOLFE WHOLESALE FLORIST, INC	09/14/2026
167833	\$6,409.80	AT&T MOBILITY	09/14/2026
167834	\$1,846.52	ATMOS ENERGY	09/14/2026
167835	\$1,032.65	BAKER DISTRIBUTING COMPANY LLC	09/14/2026
167836	\$1.00	BLUUM USA, INC.	09/14/2026
167837	\$610.69	CITY OF COPPERAS COVE *DUMP	09/14/2026
167838	\$60.00	RUSSEL COCHRAN	09/14/2026
167839	\$390.00	COPPERAS COVE LEADER PRESS	09/14/2026
167840	\$20.23	CTRMA PROCESSING	09/14/2026
167841	\$6,060.00	DANCE SOPHISTICATES INC	09/14/2026
167842	\$4,947.76	FLOWERS BAKING CO OF SAN ANTONIO	09/14/2026
167843	\$122,813.18	LABATT FOOD SERVICE	09/14/2026
167844	\$800.00	MARCO ALEXANDER MARTINEZ	09/14/2026
167845	\$29,506.42	OAK FARMS	09/14/2026
167846	\$60.00	BEN PETET	09/14/2026

167847	\$3,808.09	PRESTO-X-RENTOKIL NORTH AMERICA, INC.	09/14/2026
167848	\$735.00	RABROKER A/C & PLUMBING	09/14/2026
167849	\$10,145.00	READY BODIES	09/14/2026
167850	\$32.00	STEVE WEISS MUSIC, INC.	09/14/2026
167851	\$26,460.59	TASB RMF WORKER'S COMP	09/14/2026
167852	\$220.00	TASBO	09/14/2026
167853	\$137.50	JUSTIN MALIKA TREVINO	09/14/2026
167854	\$139,540.53	TXU ENERGY	09/14/2026
167855	\$518.23	UNITED REFRIGERATION INC	09/14/2026
167856	\$787.20	WEX BANK	09/14/2026
EFT	\$450.43	A-1 PUMP000	09/14/2026
EFT	\$65.96	ADVANCE AUTO PARTS	09/14/2026
EFT	\$1,281.70	AMAZON.C000	09/14/2026
EFT	\$137.74	BALDWIN 000	09/14/2026
EFT	\$4,500.00	BEACON B000	09/14/2026
EFT	\$4,428.00	CAMERA A000	09/14/2026
EFT	\$212.50	GODLELUC000	09/14/2026
EFT	\$414.00	BRENT EDWARD HAWKINS	09/14/2026
EFT	\$2,474.08	HOLT TRU000	09/14/2026
EFT	\$36.50	DERRICK JAMES	09/14/2026
EFT	\$288.23	NEXTIVA, INC	09/14/2026
EFT	\$50,040.00	PRO TECH000	09/14/2026
EFT	\$870.30	ROCHESTER ARMORED CAR CO, INC	09/14/2026
EFT	\$160,092.78	SKYWARD INC	09/14/2026
EFT	\$693.25	STAPLES 000	09/14/2026
EFT	\$352.00	TONYA LYNN SWEENEY	09/14/2026
EFT	\$24,664.43	TK ELEVATOR	09/14/2026
EFT	\$628.38	AMERICAN EXPRESS PURCHASING	09/14/2026
EFT	\$312,000.00	DELL MARKETING L P	09/14/2026

EFT	\$1,409.18	HOLT TRU000	09/14/2026
EFT	\$319.42	PERRY OFFICE PLUS	09/14/2026
EFT	\$3,644.00	SCHOOL SPECIALTY INC	09/14/2026
EFT	\$899.59	SUTHERLA000	09/14/2026
155665	-\$125.00	STANDNAT000	09/15/2026
167914	\$61,902.00	ALLEN STEPHENS ELECTRIC	09/17/2026
167915	\$20.08	HCTRA	09/17/2026
167857	\$0.00	ATMOS ENERGY	09/18/2026
167858	\$0.00	ATMOS ENERGY	09/18/2026
167859	\$0.00	ATMOS ENERGY	09/18/2026
167860	\$4,985.59	ATMOS ENERGY	09/18/2026
167861	\$38,596.42	AUTISTIC TREATMENT CENTER, INC.	09/18/2026
167862	\$640.00	CITY OF COPPERAS COVE *AMBULANCE	09/18/2026
167863	\$0.00	CITY OF COPPERAS COVE UTILITY ADMIN	09/18/2026
167864	\$0.00	CITY OF COPPERAS COVE UTILITY ADMIN	09/18/2026
167865	\$0.00	CITY OF COPPERAS COVE UTILITY ADMIN	09/18/2026
167866	\$0.00	CITY OF COPPERAS COVE UTILITY ADMIN	09/18/2026
167867	\$23,610.07	CITY OF COPPERAS COVE UTILITY ADMIN	09/18/2026
167868	\$525.00	EDUCATION SERVICE CTR REG 12	09/18/2026
167869	\$1,000.00	TAFIS	09/18/2026
167870	\$1,000.00	ALTRUSA INTERNATIONAL OF COPPERAS COVE, TEX	09/18/2026
167871	\$139.00	AMERICAN SCHOOL COUNSELOR ASSN	09/18/2026
167872	\$4,920.00	ARBITERSPORTS LLC	09/18/2026
167873	\$4,500.00	ASPENWOOD MUSIC, LLC	09/18/2026
167874	\$900.00	AVENUE GLASS COMPANY INC	09/18/2026
167875	\$1,820.00	BROOKWOOD FARMS INC.	09/18/2026
167876	\$109.00	HAYLEIGH RENEE BYERS	09/18/2026
167877	\$2,605.00	CDW GOVERNMENT INC	09/18/2026
167878	\$8,475.00	CENTER FOR EQUITY & ADEQUACY IN PUBLIC SCHC	09/18/2026

167879	\$91,830.00	CEV MULTIMEDIA LTD	09/18/2026
167880	\$114.00	CI SOLUTIONS	09/18/2026
167881	\$900.00	COPPERAS COVE CHAMBER COMMERCE	09/18/2026
167882	\$300.00	OWEN CUNDIFF	09/18/2026
167883	\$1,315.27	FUSION CONNECT, LLC	09/18/2026
167884	\$1,028.83	GOPHER SPORT	09/18/2026
167885	\$100.00	ANTHONY WADE HAWKEY	09/18/2026
167886	\$6,000.00	MILITARY IMPACTED SCHOOLS ASSN	09/18/2026
167887	\$110.88	MOSYLE CORPORATION	09/18/2026
167888	\$6,965.69	NAFIS	09/18/2026
167889	\$2,259.30	NATIONAL WHOLESALE SUPPLY, INC	09/18/2026
167890	\$315.00	NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATIO	09/18/2026
167891	\$511.50	POWERPRINT TEES	09/18/2026
167892	\$277.99	PRECISION BUSINESS MACHINES, INC.	09/18/2026
167893	\$14,748.00	QUALITY HARDWOOD FLOORS INC	09/18/2026
167894	\$300.00	REGION 8 VOCAL DIVISION	09/18/2026
167895	\$14,335.76	S & M VACUUM & WASTE LTD	09/18/2026
167896	\$81.00	MEGHAN KAY SHIRLEY	09/18/2026
167897	\$3,247.50	SMARTSIGN PARENT LLC	09/18/2026
167898	\$125.00	NATHAN STANDFIELD	09/18/2026
167899	\$1,000.00	TAFIS	09/18/2026
167900	\$450.00	TASA/TEXAS ASSOC OF SCHOOL	09/18/2026
167901	\$610.00	TASBO	09/18/2026
167902	\$0.00	TEXAS ASSN OF SECONDARY SCHOOL PRINCIPALS	09/18/2026
167903	\$900.00	TEXAS ASSN OF SECONDARY SCHOOL PRINCIPALS	09/18/2026
167904	\$200.00	TEXAS COUNSELING ASSN	09/18/2026
167905	\$432.00	TEXAS ELEMENTARY PRINCIPALS	09/18/2026
167906	\$65.00	TEXAS MUSIC EDUCATORS ASSN	09/18/2026
167907	\$96.25	RONALD JAMES TING	09/18/2026

167908	\$7,361.00	TOTE UNLIMITED	09/18/2026
167909	\$500.00	JUSTIN MALIKA TREVINO	09/18/2026
167910	\$5,752.80	TUMBLEWEED PRESS INC	09/18/2026
167911	\$460.00	UIL MUSIC REGION 8	09/18/2026
167912	\$1,286.44	WAYSIDE PUBLISHING	09/18/2026
167913	\$350.00	TRENTON LEE WILLINGHAM	09/18/2026
EFT	\$5,752.00	POWELL LAW GROUP, LLP	09/18/2026
EFT	\$12,307.00	SCHOOL SPECIALTY INC	09/18/2026
EFT	\$20,941.73	AMAZON.C000	09/18/2026
EFT	\$115.66	BLUETRIT000	09/18/2026
EFT	\$5,330.00	DJ'S CREATIVE CORNER	09/18/2026
EFT	\$3,839.97	HOLT TRU000	09/18/2026
EFT	\$40,999.03	INCIDENT IQ, LLC	09/18/2026
EFT	\$13,044.24	INSTRUCTURE, INC.	09/18/2026
EFT	\$162.66	J. W. PEPPER & SON, INC	09/18/2026
EFT	\$1,365.00	JACKSON 002	09/18/2026
EFT	\$1,500.00	MULTI-HE000	09/18/2026
EFT	\$7,297.50	NEW DIRECTION SOLUTIONS, LLC	09/18/2026
EFT	\$3,899.99	STAPLES 000	09/18/2026
EFT	\$675.00	JOSE MANUEL VAZQUEZ RIVERA	09/18/2026
167916	\$459.00	ALEENA MERRISA VELASCO	09/22/2026
EFT	\$19,787.00	U.S. BANK NATIONAL ASSOCIATION	09/22/2026
EFT	\$21,166.25	U.S. BANK NATIONAL ASSOCIATION	09/22/2026
167824	-\$95.00	TEXAS AS009	09/23/2026
167844	-\$800.00	MARTIMAR003	09/23/2026
EFT	\$2,153.56	MISTY LYNNE MARLAND	09/23/2026
167917	\$882.00	AMERICAN RED CROSS	09/25/2026
167918	\$95.28	AT&T MOBILITY	09/25/2026
167919	\$4,460.00	GENSERVE, LLC	09/25/2026

167920	\$117.60	GREAT MINDS PBC	09/25/2026
167921	\$965.00	INTEGRITY URGENT CARE	09/25/2026
167922	\$600.00	ACADEMY INDEPENDENT SCHOOL DISTRICT	09/25/2026
167923	\$45,333.00	AIR QUALITY ASSOCIATES INC	09/25/2026
167924	\$192,000.00	ALLEN STEPHENS ELECTRIC	09/25/2026
167925	\$135.00	VALDA L ALLEN	09/25/2026
167926	\$850.00	AMBER AMARO	09/25/2026
167927	\$45.00	STUART ANDREW BARNES	09/25/2026
167928	\$19.00	TRAVIS BARTRAM	09/25/2026
167929	\$600.00	BELTON ISD ATHLETICS	09/25/2026
167930	\$11,975.00	BLUUM USA, INC.	09/25/2026
167931	\$240.00	SHANTELL BOGUES	09/25/2026
167932	\$153.00	KEYLYNN FAYE BOYCE	09/25/2026
167933	\$1,043.57	BSN SPORTS LLC	09/25/2026
167934	\$4,750.00	CDW GOVERNMENT INC	09/25/2026
167935	\$4,138.90	CENGAGE LEARNING	09/25/2026
167936	\$700.00	CHEAPER THAN DIRT	09/25/2026
167937	\$1,162.00	CI SOLUTIONS	09/25/2026
167938	\$560.00	CITY OF COPPERAS COVE *AMBULANCE	09/25/2026
167939	\$185.00	GLENN E CLEMONS	09/25/2026
167940	\$4,052.00	CMS COMMUNICATIONS, INC	09/25/2026
167941	\$280.00	DALMIDA COOPER	09/25/2026
167942	\$135.00	CLAUDE L. COUNTY SR	09/25/2026
167943	\$145.00	ENEINICE COUVERTIER	09/25/2026
167944	\$200.00	OWEN CUNDIFF	09/25/2026
167945	\$263.19	DECKER EQUIPMENT/SCHOOL FIX	09/25/2026
167946	\$135.00	PAUL DEVINE	09/25/2026
167947	\$14,400.00	EDUCATION SERVICE CTR REG 12	09/25/2026
167948	\$9,500.00	ERI CONSULTING, INC.	09/25/2026

167949	\$6,749.00	EVERYDAY SPEECH LLC	09/25/2026
167950	\$1,669.84	EWING IRRIGATION PRODUCTS	09/25/2026
167951	\$200.85	FLORIDA VIRTUAL SCHOOL	09/25/2026
167952	\$165.00	NATHANIEL FOREMAN	09/25/2026
167953	\$145.00	SHANICE GILBERT	09/25/2026
167954	\$135.00	BREIAJA GRAY	09/25/2026
167955	\$240.00	WILLIE HAMILTON	09/25/2026
167956	\$266.45	HANK'S TIRE & MUFFLER	09/25/2026
167957	\$450.00	ANDREA HERRERA	09/25/2026
167958	\$1,250.00	MICHAEL IFFLA	09/25/2026
167959	\$518.00	IMAGE MAKER 4U INC.	09/25/2026
167960	\$200.00	DEREK THOMAS JONES	09/25/2026
167961	\$135.00	ERICKA JONES	09/25/2026
167962	\$165.00	JILLIAN DOUGLAS KINSEY	09/25/2026
167963	\$1,043.10	LAKESHORE LEARNING MATERIALS	09/25/2026
167964	\$448,864.28	LEA PARK AND PLAY, INC	09/25/2026
167965	\$19,406.73	MANSFIELD OIL COMPANY OF GAINESVILLE INC.	09/25/2026
167966	\$800.00	MARCO ALEXANDER MARTINEZ	09/25/2026
167967	\$11,740.39	NATIONAL WHOLESALE SUPPLY, INC	09/25/2026
167968	\$0.00	O'REILLY AUTO PARTS*	09/25/2026
167969	\$0.00	O'REILLY AUTO PARTS*	09/25/2026
167970	\$0.00	O'REILLY AUTO PARTS*	09/25/2026
167971	\$0.00	O'REILLY AUTO PARTS*	09/25/2026
167972	\$0.00	O'REILLY AUTO PARTS*	09/25/2026
167973	\$3,808.98	O'REILLY AUTO PARTS*	09/25/2026
167974	\$1,255.00	PINNACLE MEDICAL MGMT CORPORATION	09/25/2026
167975	\$479.90	POSTER STUDIO EXPRESS	09/25/2026
167976	\$310.20	PRO-ED INC	09/25/2026
167977	\$165.00	MELISSA R ROBINSON	09/25/2026

167978	\$75.00	SCIENCE NATIONAL HONOR SOCIETY	09/25/2026
167979	\$512.50	MILLER SHAFFER	09/25/2026
167980	\$15,542.72	SOUTHERN TIRE MART	09/25/2026
167981	\$54.00	DANIEL JAMES STARK	09/25/2026
167982	\$31.37	T-MOBILE USA INC.	09/25/2026
167983	\$45.00	MASON GRANT TABOR	09/25/2026
167984	\$2,050.00	TASB HR SERVICES	09/25/2026
167985	\$2,500.00	TASB RMF PROPERTY/LIABILITY	09/25/2026
167986	\$4,600.00	TASB, INC.	09/25/2026
167987	\$170.00	TEMPLE ISD	09/25/2026
167988	\$792.00	TEXAS COLOR GUARD CIRCUIT	09/25/2026
167989	\$0.00	TEXAS COUNSELING ASSN	09/25/2026
167990	\$370.00	TEXAS COUNSELING ASSN	09/25/2026
167991	\$0.00	TEXAS ELEMENTARY PRINCIPALS	09/25/2026
167992	\$1,596.00	TEXAS ELEMENTARY PRINCIPALS	09/25/2026
167993	\$165.00	MARCIA THIGPEN	09/25/2026
167994	\$125.00	JUSTIN MALIKA TREVINO	09/25/2026
167995	\$4,610.91	VEX ROBOTICS INC	09/25/2026
167996	\$4,500.00	WAYSIDE PUBLISHING	09/25/2026
167997	\$349.70	WESLEY BLANTON SERVICE CO	09/25/2026
167998	\$145.00	LATRISHA WHITFIELD	09/25/2026
167999	\$100.00	TRENTON LEE WILLINGHAM	09/25/2026
EFT	\$805.88	AMAZON.C000	09/25/2026
EFT	\$15,901.48	AMAZON.C000	09/25/2026
EFT	\$113.62	BALDWIN 000	09/25/2026
EFT	\$69,000.00	BORDERLA000	09/25/2026
EFT	\$20,996.89	BRIGHTLY SOFTWARE, INC.	09/25/2026
EFT	\$331.00	CAMERA A000	09/25/2026
EFT	\$242.73	MARSHALL PETER CHAUVIN	09/25/2026

EFT	\$384.70	CONCORD THEATRICALS CORP	09/25/2026
EFT	\$3,556.00	DELL MARKETING L P	09/25/2026
EFT	\$212.50	GODLELUC000	09/25/2026
EFT	\$2,292.50	NEW DIRECTION SOLUTIONS, LLC	09/25/2026
EFT	\$5,083.47	PERRY OFFICE PLUS	09/25/2026
EFT	\$1,880.25	PROJECT LEAD THE WAY INC	09/25/2026
EFT	\$318.45	STAPLES 000	09/25/2026
EFT	\$914.25	TEXAS AL000	09/25/2026
EFT	\$1,163.00	WATERBOY001	09/25/2026
EFT	\$6,852.74	WORLD BOOK INC	09/25/2026



Board of Trustees

Date of Meeting **October 26, 2026**

Item Type **Action**

Item Name

New Hires

District Goal

Human Resources: CCISD will recruit, develop and retain a high-quality and diverse staff.

Summary
(Purpose/
Objective)

New hire recommendations for the 2026-2027 school year are submitted for the October 2026 board meeting.

Fiscal Impact

None

Administrative
Recommendation

Administration recommends approval of the recommendations attached.

Attachments

New Hire Recommendations

Contact Person

Dr. Lindsie O'Neill Almquist ,
Executive Director of Human Resources

E-Mail Address

lindsie.almquist@ccisd.com

2026-2027 NEW HIRE PROFESSIONAL CONTRACTS

[illegible]



Board of Trustees

Date of Meeting October 26, 2026

Item Type Report

Item Name

Resignations (Written Only)

District Goal

Human Resources: CCISD will recruit, develop and retain a high-quality and diverse staff.

Summary
(Purpose/
Objective)

Resignations are provided, as needed, for Board information.

Fiscal Impact

None

Administrative
Recommendation

None

Attachments

Resignations

Contact Person

Dr. Lindsie O'Neill Almquist,
Executive Director of Human Resources

E-Mail Address

lindsie.almquist@ccisd.com

2026-2027 Resignations Instructional Support

[illegible]

Position	# of Vacancies	Campus/Department	as of Date	Notes
Assistant Athletic Trainer	1	Athletics		
Academic Coordinator	1	Central Texas Innovation Academy		
Teacher, Virtual	1	Central Texas Innovation Academy		
Aide, BSC	1	Copperas Cove High School		
Aide, Instructional	1	Copperas Cove Junior High School		
Teacher, Theater Arts	1	Copperas Cove Junior High School		
Aide, ISS	1	House Creek Elementary		
Aide, Bilingual	1	Mae Stevens Early Learning Academy		
Aide, Life Skills	1	S. C. Lee Junior High School		
Teacher, Science/Coach	1	S. C. Lee Junior High School		
Aide, Speech	2	Special Education Department		
Aide, Visually Impaired	1	Special Education Department		
Aide Total Vacancies -	8			
Teacher Total Vacancies -	3			
Professional Support Vacancies -	2			
Admin Total Vacancies -	0			

SUPPORT PERSONNEL VACANCIES - OCTOBER 2026

[illegible]

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
	6pm - V B Basketball Meet 6:30pm - LLA - JH Parent	6:15pm - V Lady Dawg	5pm - HS 9th Football vs 5pm - HS JV Football @	8am - JV Tennis 6:30pm - LLA - Fall 7pm - Dawg Football v	8am - V Tennis 5:15pm - Lady Dawg 6:30pm - LLA - Fall	V BBB @ Hendrickson 6:30pm - LLA - Fall
8	9	10	11	12	13	14
	6:30pm - LLA - Induction	HS Band - Marching V B Basketball @ 5pm - Lady Dawg	6:30am - CCISD Offices	V Lady Dawg Basketball	V Lady Dawg Basketball 7:30am - The Hawk's	V Lady Dawg Basketball 9am - CTE Farmer's 9am - Wrestling @ 4pm - LLA - BAND
15	16	17	18	19	20	21
	5pm - Special Called 6pm - Regular SB	5pm - HS Boys Basketball 5:15pm - HS Lady Dawg	9am - JV Boys Golf @	9th/JV Boys Basketball @ HS 9th/JV Lady Dawg 9am - V Girls Golf @ Wacc 5:30pm - CJH Boys	11:30am - Wrestling @ 5pm - 9th B & V Boys 6pm - HS V Lady Dawg	9th/JV Boys Basketball @ HS 9th/JV Lady Dawg 9am - Wrestling @ Austin
22	23	24	25	26	27	28
	7:30am - CCISD Offices Closed for Thanksgiving Break 12pm - HS Boys 12pm - HS Lady Dawg	11am - HS Boys				
29	30	1	2	3	4	5

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	1	2	3	4	5
		5pm - HS Lady Dawg 6:30pm - LLA - CONCERT	9am - V Boys Golf @ L 5:30pm - CJH Boys 5:30pm - Lee Boys	HS V Boys Basketball @ 8:30am - V Wrestling @ 7pm - LLA - CHRISTMAS	HS V Boys Basketball @ 8am - JV Wrestling @ 6pm - HS V Lady Dawg	HS V Boys Basketball @ 10am - Swim @ Temple
6	7	8	9	10	11	12
	5pm - Special Called 6pm - LLA - BAND	5:30pm - HS Lady Dawg 6pm - LLA - BAND 6:30pm - HS V Boys	5:30pm - CJH Boys 5:30pm - Lee Boys 7th 5:30pm - Lee Boys 8th 5:30pm - Wrestling vs	HS 9th/JV Boys HS V Lady Dawg 6pm - LLA - HOLIDAY 6:30pm - MUSICAL	HS V Lady Dawg 10:30am - V Girls 4:30pm - Men's Soccer's 5pm - HS Boys Basketball 5pm - V Girls Soccer @ 5:30pm - LLA - JAZZ 6:30pm - MUSICAL	HS 9th/JV Boys HS 9th/JV Lady Dawg HS V Lady Dawg 9am - Swim @ Belton @ 9:30am - V Girls Wrestling 6pm - LLA - CCHS
13	14	15	16	17	18	19
	Jeff Gorres BD 5pm - HS Boys Basketball 5:30pm - JV Boys 6pm - Regular SB	5pm - Concert - House 5pm - HS Lady Dawg 5pm - Men's Soccer @ 5:15pm - Girls Soccer vs		HS Boys Basketball @ 5:30pm - CJH Boys 5:30pm - Lee Boys	HS Boys Basketball @ 3pm - HS Girl's Soccer @ 3pm - HS Lady Dawg 5pm - Men's Soccer vs	HS Boys Basketball @ 9am - Wrestling @ Vista 6pm - Men's Soccer vs
20	21	22	23	24	25	26
	3:30am - CCISD Offices Closed for Christmas Break					
		11:30am - HS Boys				
27	28	29	30	31	1	2
CCISD Offices Closed for Christmas Break						
	HS V Lady Dawg Men's Soccer@	HS V Lady Dawg HS V Boys Basketball @ Men's Soccer @ 10am - HS Girl's Soccer @	HS V Lady Dawg HS V Boys Basketball @ Men's Soccer @			

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	31	1	2
CCISD Offices Closed for Christmas Break						8am - Wrestling @ San
					School Board Recognition Month	
3	4	5	6	7	8	9
School Board Recognition Month						
		5pm - HS Boys Basketball		HS Girl's Soccer @ Little	HS Girl's Soccer @ Little	HS Girl's Soccer @ Little
		5pm - HS Lady Dawg		5:30pm - CJH Boys	V Men's Soccer @ Austin	V Men's Soccer @ Austin
		5pm - Men's Soccer @		5:30pm - Lee 7th Boys	9:30am - Wrestling @ Cy	9:30am - Wrestling @ Cy
		5:15pm - HS Girl's Soccer		5:30pm - Lee 8th Boys	5pm - HS Boys Basketball	
					5pm - HS Lady Dawg	
10	11	12	13	14	15	16
School Board Recognition Month						
	5pm - Special Called	4:30pm - Men's Soccer vs	6pm - Wrestling @ Belton	HS V Girl's Soccer @	HS V Girl's Soccer @	HS V Girl's Soccer @
	5:30pm - JV Boys	5pm - HS Boys Basketball		JV Men's Soccer @ Belton	JV Men's Soccer @ Belton	JV Men's Soccer @
		5pm - HS Lady Dawg		Mike Wilburn's Birthday	5pm - HS Boys Basketball	8:30am - Wrestling @ L
				5pm - Board of	5pm - HS Lady Dawg	
				5:30pm - CJH Boys	6pm - Men's Soccer vs	
				5:30pm - Lee 7th Boys		
				5:30pm - Lee 8th Boys		
17	18	19	20	21	22	23
School Board Recognition Month						
		4:30pm - Men's Soccer vs		CJH Boys Basketball @	JV Wrestling @ L Belton	Joan Manning's Birthday
		5pm - HS Boys Basketball		5:30pm - Lee 7th Boys	4:30pm - Men's Soccer @	10am - Swim @ Belton
		5pm - HS Lady Dawg		5:30pm - Lee 8th Boys	5pm - HS Boys Basketball	
		5:15pm - HS Girl's Soccer			5pm - HS Lady Dawg	
					5:15pm - HS Girl's Soccer	
24	25	26	27	28	29	30
School Board Recognition Month						8am - CJH Boys 7th
	5:30pm - CJH Boys	6pm - LLA - CCHS Band	V Wrestling @ East View		HS Lady Dawg Basketball	8am - CJH Boys 8th
	5:30pm - Lee 7th Boys				4:30pm - Men's Soccer vs	
	5:30pm - Lee 8th Boys				5pm - HS Boys Basketball	
	6pm - Board of				5:15pm - HS Girl's Soccer	
31	1	2	3	4	5	6



Board of Trustees

Date of Meeting **October 26, 2026**

Item Type **Report**

Item Name

LEP Student Enrollment and Their Primary Language of Proficiency in CCISD (Written Only)

District Goal

Teaching and Learning: Actively engage both teachers and students in comprehensive and consistent educational experiences that foster meaningful learning.

Summary
(Purpose/
Objective)

TEC §29.053(b) requires the administration to report the number of LEP students on each campus and the language in which the students possess primary proficiency to both the local Board of Trustees and the Texas Education Agency.

Fiscal Impact

None

Administrative
Recommendation

Report Only

Attachments

26-27 CCISD Languages
26-27 CCISD Languages-OTHER

Contact Person

Dr. Amanda Crawley, Deputy Superintendent of Instructional Svcs.

E-Mail Address

amanda.crawley@ccisd.com

[illegible]

[illegible]

[illegible]

Total 32 Languages other than English

AKAN
ALBANIAN, GHEG
ALBANIAN, TOSK
AMERICAN SIGN LANGUAGE (ASL)
AMHARIC
ARABIC
CHAMORRO
FRENCH-13
GERMAN
GREEK
GUAJARATI
HAITIAN-CREOLE
ITALIAN
JAPANESE
KOREAN
KABYLE
*KOSRAEAN-37
*MARSHALLESE
*MICRONESIAN
NAVAJO
NEPALI
PASHTO
PILIPINO/TAGALOG
PORTUGUESE
RUSSIAN
SAMOAN
SPANISH-410
SWAHILI
THAI
TURKISH
TWI
VIETNAMESE

***Considered OTHER LANGUAGES**

TOP 3 LANGUAGES

SPANISH

KOSRAEAN

FRENCH

ASSESSMENT	REPORTING PERIOD	POPULATION
All assessments	26–27 BOY	COPPERAS COVE ISD, All schools, All grades

Benchmark performance

Well below Below At Above No Interpretation

Population	Domain	Levels	Students
COPPERAS COVE ISD	Composite Score	BOY	4836
		43% (2072) 16% 19% 22%	
	Algebraic Thinking	BOY	3166
		38% (1202) 14% 31% (979) 17%	
	Numbers & Operations	BOY	2732
		39% (1060) 15% 46% (1260)	
	Fractions	BOY	1089
		25% (269) 17% 58% (633)	
	Ratios & Proportions	BOY	1134
		41% (460) 10% 49% (558)	
	Number System	BOY	1673
		18% 15% 35% (586) 32% (539)	
	Expressions & Equations	BOY	1673
		21% (355) 24% (404) 55% (914)	
	Functions	BOY	539
		18% 19% 63% (340)	

View: By grade

Population	Domain	Levels	Students
Grade K	Composite Score	BOY	429
		50% (215) 24% (101) 14% 12%	
Grade K	Algebraic Thinking	BOY	429
		47% (200) 26% (113) 27% (116)	
Grade 1	Composite Score	BOY	547
		57% (314) 18% 17% 8%	
Grade 1	Algebraic Thinking	BOY	547
		58% (316) 12% 30% (166)	
Grade 1	Numbers & Operations	BOY	547
		57% (314) 18% 25% (137)	
Grade 2	Composite Score	BOY	581
		51% (296) 11% 16% 22% (130)	
Grade 2	Algebraic Thinking	BOY	581
		43% (250) 15% 42% (245)	
Grade 2	Numbers & Operations	BOY	581
		48% (277) 17% 35% (204)	

Population	Domain		Levels	Students
Grade 3	Composite Score	BOY	47% (237)15%18%20%	509
Grade 3	Algebraic Thinking	BOY	42% (211)17%41% (210)	509
Grade 3	Numbers & Operations	BOY	35% (180)11%54% (275)	510
Grade 4	Composite Score	BOY	43% (235)10%26% (140)21%	540
Grade 4	Algebraic Thinking	BOY	41% (222)15%44% (239)	540
Grade 4	Numbers & Operations	BOY	33% (179)16%51% (271)	538
Grade 4	Fractions	BOY	27% (147)17%56% (297)	534
Grade 5	Composite Score	BOY	33% (186)12%14%41% (227)	557
Grade 5	Algebraic Thinking	BOY	<1%<1%98% (554)	561
Grade 5	Numbers & Operations	BOY	20%13%67% (374)	557
Grade 5	Fractions	BOY	22% (122)17%61% (336)	555
Grade 6	Composite Score	BOY	32% (193)20%20%28% (166)	593
Grade 6	Ratios & Proportions	BOY	31% (184)9%60% (354)	593
Grade 6	Number System	BOY	37% (218)29% (170)34% (205)	593
Grade 6	Expressions & Equations	BOY	13%25% (151)62% (366)	593
Grade 7	Composite Score	BOY	41% (224)16%24% (129)19%	539
Grade 7	Ratios & Proportions	BOY	51% (274)11%38% (204)	539
Grade 7	Number System	BOY	14%16%70% (380)	539
Grade 7	Expressions & Equations	BOY	27% (145)16%57% (307)	539
Grade 8	Composite Score	BOY	32% (172)25% (134)22% (118)21% (117)	541
Grade 8	Ratios & Proportions	BOY	100% (2)	2
Grade 8	Number System	BOY	<1%<1%>99% (539)	541

Population	Domain		Levels	Students
Grade 8	Expressions & Equations	BOY	25% (134) 31% (166) 44% (241)	541
Grade 8	Functions	BOY	18% 19% 63% (340)	539

ASSESSMENT	REPORTING PERIOD	POPULATION
All assessments	26–27 BOY	COPPERAS COVE ISD, All schools, All grades

Benchmark performance

Well belowBelowAtAboveNo Interpretation

Population	Domain	Levels	Students
COPPERAS COVE ISD	Composite Score	BOY 43% (2072) 16% 19% 22%	4836

View: By school

Population	Domain	Levels	Students
C R Clements/Hollie Parsons EI	Composite Score	BOY 48% (351) 15% 17% 20%	726
Copperas Cove J H	Composite Score	BOY 37% (308) 22% (180) 21% (179) 20%	831
Fairview/Miss Jewell EI	Composite Score	BOY 54% (233) 14% 15% 17%	430
Hettie Halstead EI	Composite Score	BOY 46% (196) 16% 19% (80) 19% (80)	425
House Creek EI	Composite Score	BOY 42% (251) 13% 21% (128) 24% (147)	607
J L Williams/Lovett Ledger EI	Composite Score	BOY 49% (279) 16% 16% 19%	563
Martin Walker EI	Composite Score	BOY 40% (147) 15% 16% 29% (108)	367
S C Lee J H	Composite Score	BOY 35% (307) 18% 22% (194) 25% (226)	887

ASSESSMENT	REPORTING PERIOD	POPULATION
DIBELS 8th Edition	26–27 BOY	COPPERAS COVE ISD, All schools, All grades

Benchmark performance

 Discontinued
  Well below
  Discontinued
  Below
  Tested out
  At
  Above

Population	Measure	Levels	Students
COPPERAS COVE ISD	Composite Score	BOY	3744
		34% (1260) 19% 28% (1062) 19%	
	Letter Names (LNF)	BOY	989
		38% (377) 20% 42% (415)	
	Phonemic Awareness (PSF)	BOY	990
		35% (351) 24% (237) 29% (283) 12%	
	Letter Sounds (NWF-CLS)	BOY	2062
		10% 35% (724) 13% 21% (438) 8% 13%	
	Decoding (NWF-WRC)	BOY	2061
		28% (574) 10% 23% (472) 20% 8% 11%	
	Word Reading (WRF)	BOY	2063
		31% (641) 10% 18% 22% (455) 8% 11%	
	Reading Accuracy (ORF-Accu)	BOY	3312
		3% 25% (833) 14% 58% (1928)	
	Reading Fluency (ORF)	BOY	3312
		3% 31% (1039) 18% 30% (1004) 18%	
	Basic Comprehension (Maze)	BOY	2754
		42% (1147) 15% 26% (729) 17%	

View: By grade

Population	Measure	Levels	Students
Grade K	Composite Score	BOY	432
		43% (184) 20% (87) 20% (86) 17%	
Grade K	Letter Names (LNF)	BOY	432
		43% (184) 18% (80) 39% (168)	
Grade K	Phonemic Awareness (PSF)	BOY	432
		47% (202) 21% (92) 23% (101) 9%	
Grade K	Letter Sounds (NWF-CLS)	BOY	432
		47% (202) 18% 10% 15% 10%	
Grade K	Decoding (NWF-WRC)	BOY	432
		47% (202) 42% (183) 11%	
Grade K	Word Reading (WRF)	BOY	432
		47% (202) 41% (179) 12%	
Grade 1	Composite Score	BOY	558
		40% (222) 17% 20% 23% (130)	

Population	Measure		Levels	Students
Grade 1	Letter Names (LNF)	BOY	 35% (193) 21% 44% (248)	558
Grade 1	Phonemic Awareness (PSF)	BOY	 27% (149) 26% (145) 32% (182) 15%	558
Grade 1	Letter Sounds (NWF-CLS)	BOY	 46% (254) 11% 21% (118) 22% (124)	558
Grade 1	Decoding (NWF-WRC)	BOY	 32% (176) 19% 32% (179) 17%	558
Grade 1	Word Reading (WRF)	BOY	 50% (278) 9% 14% 27% (150)	558
Grade 1	Reading Accuracy (ORF-Accu)	BOY	 16% 38% (210) 13% 33% (187)	558
Grade 1	Reading Fluency (ORF)	BOY	 16% 31% (174) 13% 17% 23% (128)	558
Grade 2	Composite Score	BOY	 41% (233) 13% 26% (148) 20%	564
Grade 2	Letter Sounds (NWF-CLS)	BOY	 42% (236) 11% 23% (131) 14% 10%	564
Grade 2	Decoding (NWF-WRC)	BOY	 37% (206) 20% 17% 14% 12%	564
Grade 2	Word Reading (WRF)	BOY	 38% (215) 9% 31% (173) 14% 8%	564
Grade 2	Reading Accuracy (ORF-Accu)	BOY	 41% (231) 15% 44% (248)	564
Grade 2	Reading Fluency (ORF)	BOY	 43% (241) 14% 29% (162) 14%	564
Grade 2	Basic Comprehension (Maze)	BOY	 54% (305) 13% 23% (128) 10%	564
Grade 3	Composite Score	BOY	 32% (163) 15% 31% (158) 22% (112)	509
Grade 3	Letter Sounds (NWF-CLS)	BOY	 31% (158) 18% 24% (122) 18% 9%	509
Grade 3	Decoding (NWF-WRC)	BOY	 38% (193) 14% 17% 18% 13%	509
Grade 3	Word Reading (WRF)	BOY	 29% (148) 15% 30% (154) 18% 8%	509
Grade 3	Reading Accuracy (ORF-Accu)	BOY	 32% (165) 16% 52% (262)	509
Grade 3	Reading Fluency (ORF)	BOY	 34% (172) 14% 34% (174) 18%	509
Grade 3	Basic Comprehension (Maze)	BOY	 35% (177) 20% 32% (160) 13%	509
Grade 4	Composite Score	BOY	 26% (141) 24% (126) 41% (222) 9%	536

Population	Measure		Levels	Students
Grade 4	Reading Accuracy (ORF-Accu)	BOY	 21% 15% 64% (345)	536
Grade 4	Reading Fluency (ORF)	BOY	 26% (137) 23% (124) 42% (228) 9%	536
Grade 4	Basic Comprehension (Maze)	BOY	 42% (227) 17% 21% 20%	536
Grade 5	Composite Score	BOY	 22% (123) 23% (130) 34% (188) 21% (119)	560
Grade 5	Reading Accuracy (ORF-Accu)	BOY	 13% 13% 74% (415)	560
Grade 5	Reading Fluency (ORF)	BOY	 22% (123) 23% (127) 34% (192) 21% (118)	560
Grade 5	Basic Comprehension (Maze)	BOY	 36% (203) 14% 28% (155) 22% (125)	560
Grade 6	Composite Score	BOY	 33% (195) 21% 26% (151) 20%	586
Grade 6	Reading Accuracy (ORF-Accu)	BOY	 8% 12% 80% (471)	586
Grade 6	Reading Fluency (ORF)	BOY	 33% (193) 21% (126) 26% (150) 20%	586
Grade 6	Basic Comprehension (Maze)	BOY	 40% (236) 10% 30% (175) 20%	586

ASSESSMENT	REPORTING PERIOD	POPULATION
DIBELS 8th Edition	26–27 BOY, 25–26 BOY	COPPERAS COVE ISD, All schools, All grades

Benchmark performance

Well belowBelowAtAbove

Population	Measure	Levels	Students	
COPPERAS COVE ISD	Composite Score	2025-2026 BOY	33% (1078) 19% 30% (977) 18%	3261
		2026-2027 BOY	34% (1260) 19% 28% (1062) 19%	3744

View: By school

Population	Measure		Levels	Students
C R Clements/Hollie Parsons EI	Composite Score	2025-2026 BOY	33% (255)20%28% (221)19%	778
		2026-2027 BOY	35% (253)21%28% (205)16%	731
Copperas Cove J H	Composite Score	2025-2026 BOY	No data to display yet	-
		2026-2027 BOY	34% (96)18%28% (81)20% (58)	285
Fairview/Miss Jewell EI	Composite Score	2025-2026 BOY	41% (192)18%27% (129)14%	469
		2026-2027 BOY	35% (149)14%30% (129)21% (91)	426
Hettie Halstead EI	Composite Score	2025-2026 BOY	30% (122)19% (77)31% (126)20% (79)	404
		2026-2027 BOY	30% (130)19% (82)29% (124)22% (94)	430
House Creek EI	Composite Score	2025-2026 BOY	30% (189)18%34% (214)18%	631
		2026-2027 BOY	32% (192)19%29% (179)20%	609
J L Williams/Lovett Ledger EI	Composite Score	2025-2026 BOY	37% (224)20%27% (165)16%	613
		2026-2027 BOY	39% (225)17%28% (158)16%	572
Martin Walker EI	Composite Score	2025-2026 BOY	26% (96)20% (74)34% (122)20% (74)	366
		2026-2027 BOY	28% (104)22% (81)31% (112)19% (68)	365

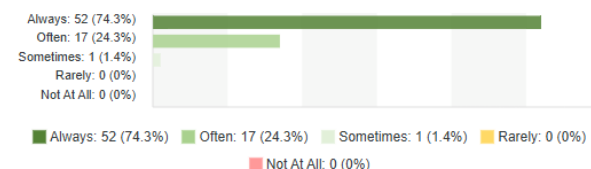
Population	Measure	Levels	Students
S C Lee J H	Composite Score	2025-2026 BOY	No data to display yet
		2026-2027 BOY	34% (111) 23% (75) 23% (74) 20% (66)

1. I greet my students or staff members with a smile and positive tone as they enter the classroom or the school each day.

Score
4.7

Responses
70

% Always/Often
99%

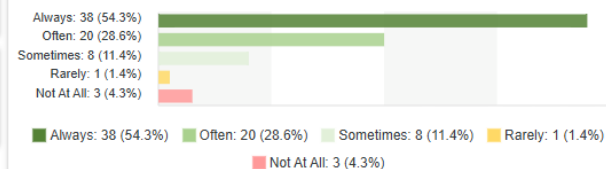


2. I start each class period or meeting by asking my students or staff to share Good Things or celebrations.

Score
4.1

Responses
70

% Always/Often
83%

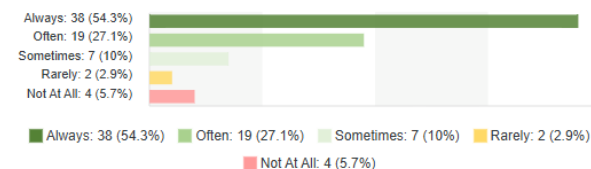


3. My students or staff and I have developed and posted a class Social Contract and refer to it.

Score
4

Responses
70

% Always/Often
81%

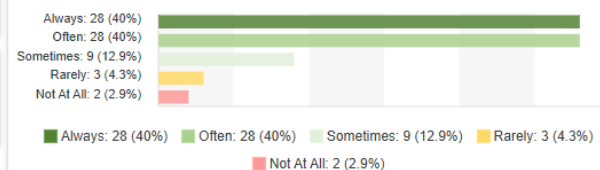


4. I ensure that students or staff are dismissed with a Launch or short motivational message.

Score
3.9

Responses
70

% Always/Often
80%

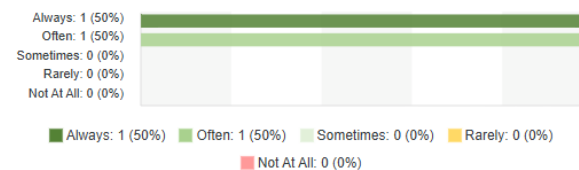


1. I greet my students or staff members with a smile and positive tone as they enter the classroom or the school each day.

Score
4.5

Responses
2

% Always/Often
100%

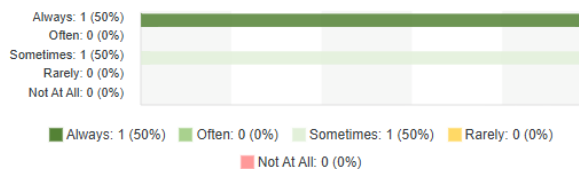


2. I start each class period or meeting by asking my students or staff to share Good Things or celebrations.

Score
3.5

Responses
2

% Always/Often
50%

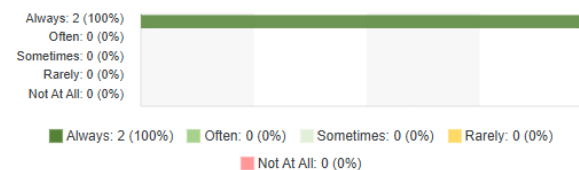


3. My students or staff and I have developed and posted a class Social Contract and refer to it.

Score
5

Responses
2

% Always/Often
100%

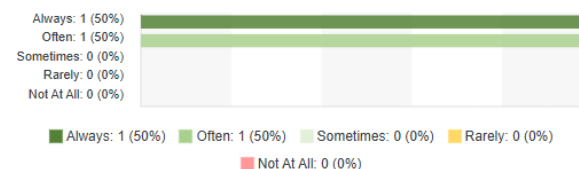


4. I ensure that students or staff are dismissed with a Launch or short motivational message.

Score
4.5

Responses
2

% Always/Often
100%

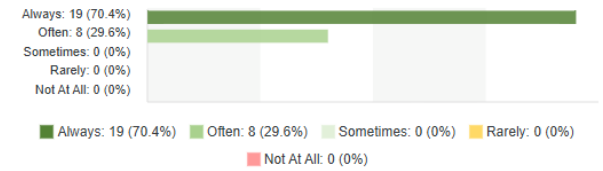


1. I greet my students or staff members with a smile and positive tone as they enter the classroom or the school each day.

Score
4.7

Responses
27

% Always/Often
100%

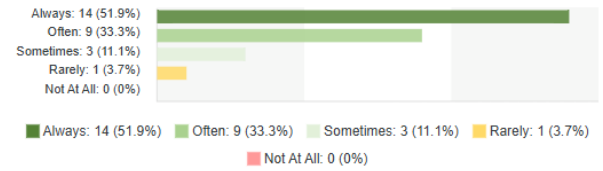


2. I start each class period or meeting by asking my students or staff to share Good Things or celebrations.

Score
4.2

Responses
27

% Always/Often
85%

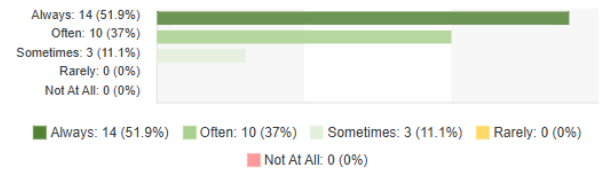


3. My students or staff and I have developed and posted a class Social Contract and refer to it.

Score
4.3

Responses
27

% Always/Often
89%

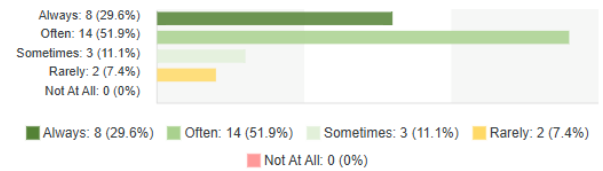


4. I ensure that students or staff are dismissed with a Launch or short motivational message.

Score
3.9

Responses
27

% Always/Often
81%

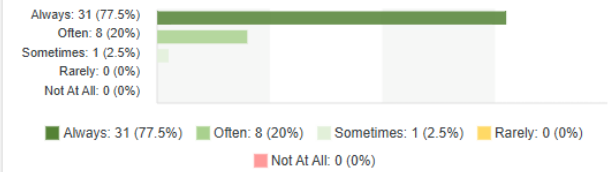


1. I greet my students or staff members with a smile and positive tone as they enter the classroom or the school each day.

Score
4.7

Responses
40

% Always/Often
98%

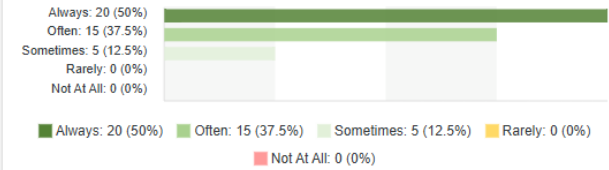


2. I start each class period or meeting by asking my students or staff to share Good Things or celebrations.

Score
4.3

Responses
40

% Always/Often
88%

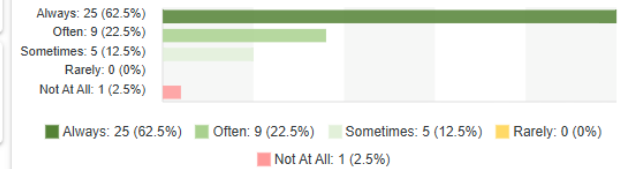


3. My students or staff and I have developed and posted a class Social Contract and refer to it.

Score
4.3

Responses
40

% Always/Often
85%

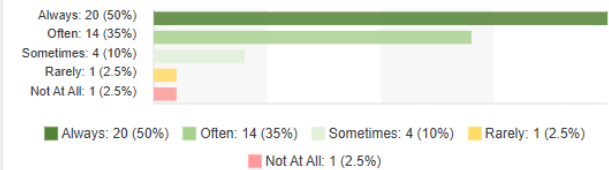


4. I ensure that students or staff are dismissed with a Launch or short motivational message.

Score
4.1

Responses
40

% Always/Often
85%

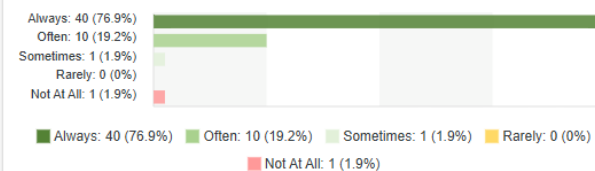


1. I greet my students or staff members with a smile and positive tone as they enter the classroom or the school each day.

Score
4.7

Responses
52

% Always/Often
96%

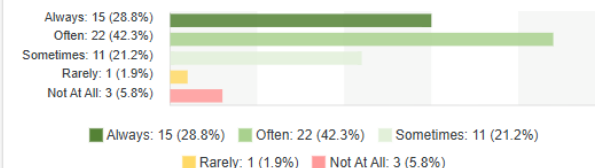


2. I start each class period or meeting by asking my students or staff to share Good Things or celebrations.

Score
3.6

Responses
52

% Always/Often
71%

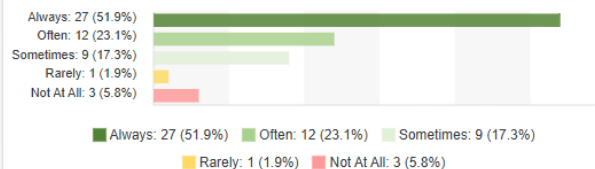


3. My students or staff and I have developed and posted a class Social Contract and refer to it.

Score
3.9

Responses
52

% Always/Often
75%

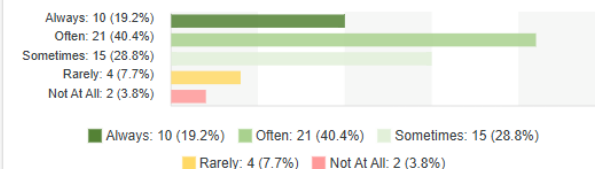


4. I ensure that students or staff are dismissed with a Launch or short motivational message.

Score
3.2

Responses
52

% Always/Often
60%

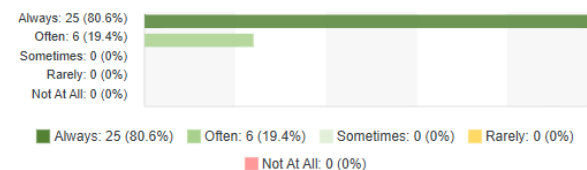


1. I greet my students or staff members with a smile and positive tone as they enter the classroom or the school each day.

Score
4.8

Responses
31

% Always/Often
100%

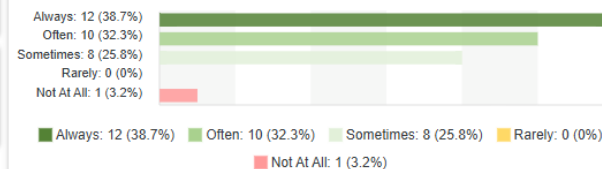


2. I start each class period or meeting by asking my students or staff to share Good Things or celebrations.

Score
3.7

Responses
31

% Always/Often
71%

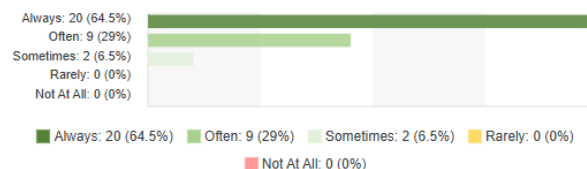


3. My students or staff and I have developed and posted a class Social Contract and refer to it.

Score
4.5

Responses
31

% Always/Often
94%

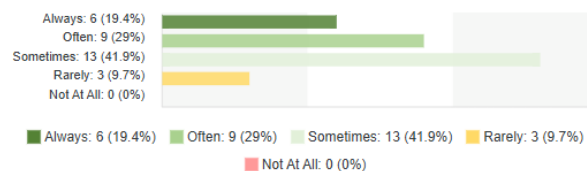


4. I ensure that students or staff are dismissed with a Launch or short motivational message.

Score
3.1

Responses
31

% Always/Often
48%

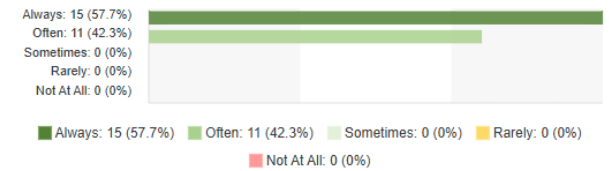


1. I greet my students or staff members with a smile and positive tone as they enter the classroom or the school each day.

Score
4.6

Responses
26

% Always/Often
100%

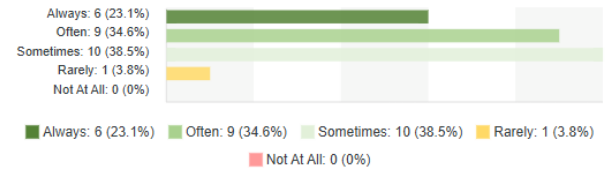


2. I start each class period or meeting by asking my students or staff to share Good Things or celebrations.

Score
3.3

Responses
26

% Always/Often
58%

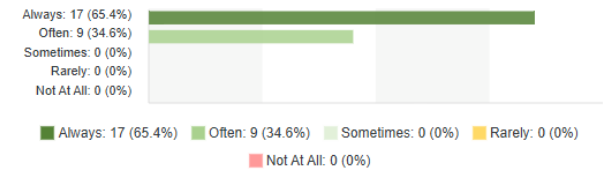


3. My students or staff and I have developed and posted a class Social Contract and refer to it.

Score
4.7

Responses
26

% Always/Often
100%

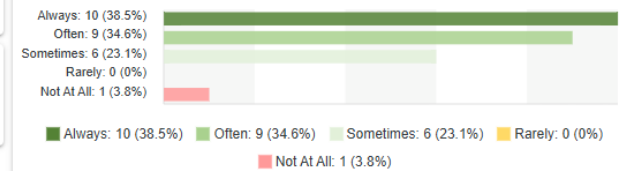


4. I ensure that students or staff are dismissed with a Launch or short motivational message.

Score
3.8

Responses
26

% Always/Often
73%

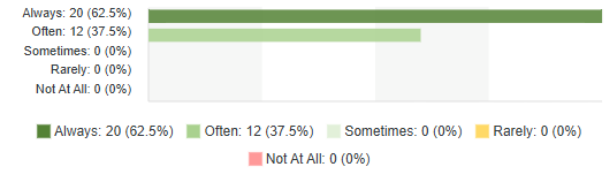


1. I greet my students or staff members with a smile and positive tone as they enter the classroom or the school each day.

Score
4.6

Responses
32

% Always/Often
100%

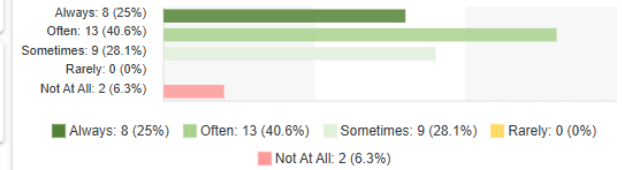


2. I start each class period or meeting by asking my students or staff to share Good Things or celebrations.

Score
3.4

Responses
32

% Always/Often
66%

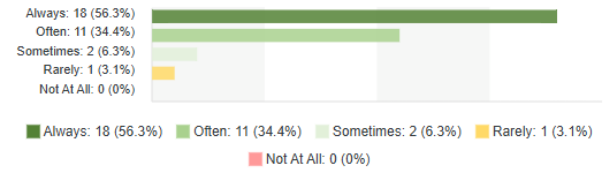


3. My students or staff and I have developed and posted a class Social Contract and refer to it.

Score
4.3

Responses
32

% Always/Often
91%

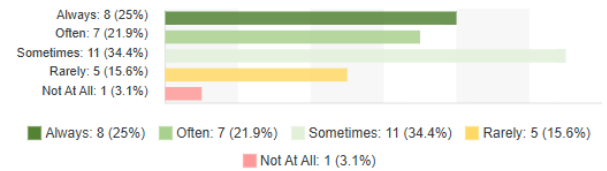


4. I ensure that students or staff are dismissed with a Launch or short motivational message.

Score
3

Responses
32

% Always/Often
47%

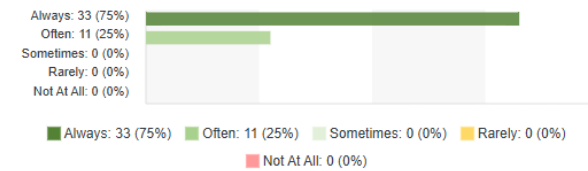


1. I greet my students or staff members with a smile and positive tone as they enter the classroom or the school each day.

Score
4.8

Responses
44

% Always/Often
100%

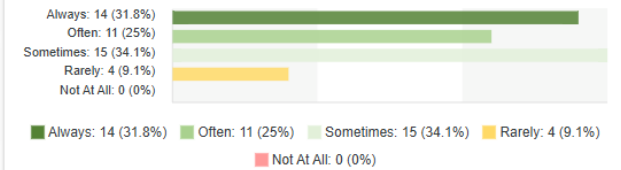


2. I start each class period or meeting by asking my students or staff to share Good Things or celebrations.

Score
3.4

Responses
44

% Always/Often
57%

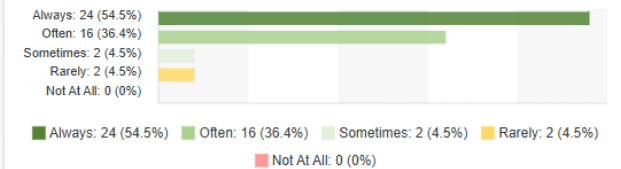


3. My students or staff and I have developed and posted a class Social Contract and refer to it.

Score
4.3

Responses
44

% Always/Often
91%

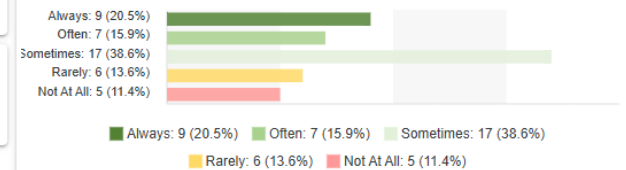


4. I ensure that students or staff are dismissed with a Launch or short motivational message.

Score
2.6

Responses
44

% Always/Often
36%

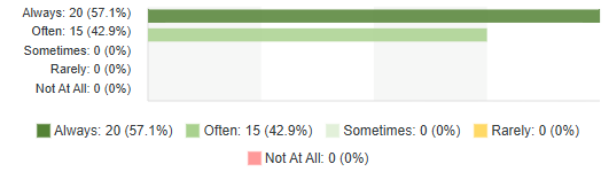


1. I greet my students or staff members with a smile and positive tone as they enter the classroom or the school each day.

Score
4.6

Responses
35

% Always/Often
100%

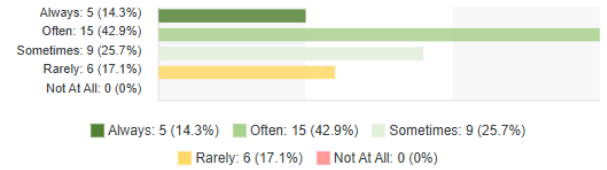


2. I start each class period or meeting by asking my students or staff to share Good Things or celebrations.

Score
3.1

Responses
35

% Always/Often
57%

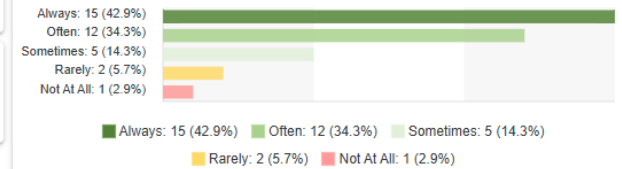


3. My students or staff and I have developed and posted a class Social Contract and refer to it.

Score
3.9

Responses
35

% Always/Often
77%

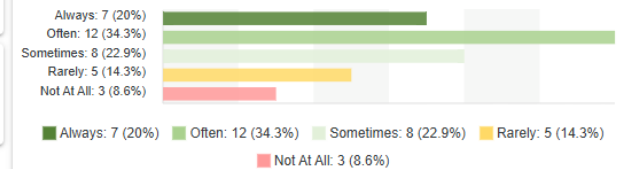


4. I ensure that students or staff are dismissed with a Launch or short motivational message.

Score
3

Responses
35

% Always/Often
54%



School Board Continuing Education Credit Reporting 2026

-Board President Announcement:

- The following board members and superintendent have completed the **Annual Team Building**:

- Joan Manning
- John Gallen
- Mike Wilburn
- Jeff Gorres
- Sherry Hoffpauir
- Timothy Traeger
- Samantha Wilson
- Brent Hawkins, Superintendent of Schools

The following board members have completed the 5-hour annual continuing education requirement:

- Joan Manning - 12 TASB | 5 TREA | 5 NAFIS = 22 - Exceeded by 17 hours
- John Gallen - 16 TASB | = 16 Exceeded by 11 hours
- Mike Wilburn - 2 TASB | 5 NAFIS = 7 Exceeded by 2 hours
- Jeff Gorres – 17 TASB | = 17 - 12 Exceeded by hours
- Sherry Hoffpauir – 10 TASB | 5 TREA = 15 - Exceeded by 5 hours
- Timothy Traeger – 13 TASB | = Exceeded by 8 hours
- Samantha Wilson - 15 TASB | 5 TREA | 5 NAFIS = 25 - Exceeded by 20 hours

TASB - Texas Association of School Boards

TREA - Texas Rural Education Association - **5 Hours**

NAFIS – National Association of Federally Impacted Schools – **5 Hours**



**COPPERAS COVE INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date: October 29 , 2026 Presented By: Dr. Hawkins
 Previous Board Minutes Related Page(s) See Attached
Subject: _____

Action

BOARD GOAL:

Finance and Operations Goal—CCISD will exercise fiscal and operational responsibility.

BACKGROUND INFORMATION:

These minutes document the previous meetings that occurred in CCISD.

RECOMMENDATION:

Approve as Consent Agenda Item

BOARD ACTION REQUIRED

Motion-Second-Vote

Special Called / Workshop Meeting
Monday, September 14, 2026, 5:00 PM Central

CCISD Board Room
408 S. Main St.
Copperas Cove, TX 76522

John Gallen: Present
Jeff Gorres: Present
Sherry Hoffpauir: Present
Joan Manning: Present
Timothy Traeger: Present
Mike Wilburn: Present
Samantha Wilson: Present
Present: 7.

1. Call to Order

**Board President, Joan Manning called the meeting to order at 5:00 p.m. on
Monday, September 14, 2026**

2. Mission Statement:

The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction, which inspires academic success, personal excellence, and responsible citizenship.

Presenter: Jeff Gorres

3. Citizen Comments

No Citizen Comments

4. Good Things

4.(A) Students:

VCA Team Academic Award — CCHS Varsity Volleyball Team
College Board National Recognitions — 15 CCHS Students

4.(B) Staff:

U.S. News & World Report - Best High Schools in the U.S.

5. Administrative Report

5.(A) 2025-2026 English as a Second Language (ESL) Program Annual Report

5.(B) Copperas Cove High School P-TECH Presentation

5.(C) Construction (GLS and BCI)

5.(D) Money Matters - Dr. Hawkins

6. Information Items

6.(A) Principal Report

1. Mae Stevens Early Learning Academy
2. Martin Walker Elementary
3. J.L. Williams/Lovett Ledger Elementary
4. House Creek Elementary
5. Hettie Halstead Elementary
6. Fairview/Miss Jewell Elementary
7. C.R. Clements/Hollie Parsons Elementary
8. SC Lee Junior High School
9. Copperas Cove Junior High School
10. CTIA
11. Copperas Cove High School

6.(B) Instructional Services

1. Special Needs
2. Counseling and Student Support
3. Secondary Counseling
4. Digital Learning
- 6.(C) Operations & Support
 1. Health / Nursing
 2. Child Nutrition / Warehouse
 3. Safety & Security
 4. Transportation
 5. Maintenance & Facilities
- 6.(D) Specialized Programs and Activities
 1. Athletics
 2. CTE
 3. Fine Arts
- 6.(E) Technology Department
- 6.(F) Finance
 1. Tax Report — Analysis of Delinquent Taxes & Services
 2. Monthly Report
 3. Financial Statements & Payment of Bills
- 6.(G) Human Resources
 1. New Hires
 2. Resignations
 3. Personnel Vacancies
 4. Support Personnel Vacancies
- 6.(H) Board Activity Calendar
 1. October
 2. November
 3. December
7. Consent Agenda
 - 7.(A) Take Action to Approve the Previous Board of Trustees Meeting Minutes
 1. Special Called/Workshop Meeting - August 4, 2026
 2. Special Called/Workshop Meeting - August 10, 2026
 3. Regular Meeting - August 31, 2026
 - 7.(B) Consider to Approve the Adoption of Non-Business Days to Meet HB 3033 Requirements for the 2026-27 School Year
 - 7.(C) Consider to Approve the Recommended Library Book Purchase
 - 7.(D) Consider to Approve Lamar State College Orange Dual Enrollment Agreement for CCISD P-TECH Academy
 - 7.(E) Consider to Approve the Renewal of Home Builders Institute (HBI) Pre-Apprenticeship Certificate Training (PACT) License Agreement for CTE
- 7.(F) Items over \$50K
 - 7.(F)1. Purchase of 30 Smart Charging Carts (BuyBoard 760-25 \$51,327.90 - Budgeted Funds)
 - 7.(F)2. TASB Risk Management Fund - 2026-27 Unemployment Compensation, Workers' Compensation, Auto, Cyber, Property and School Liability Insurance Coverage (\$1,270,050.00 - Budgeted Funds)
 - 7.(F)3. Renew Subscriptions of Red Rover Technologies LLC — District-Wide Subscriptions for Time and Absence Management and Hiring Licenses/Personnel Records/Contracts (\$81,080.30 - Budgeted Funds)
 - 7.(F)4. Purchase of a Cimarron Livestock Trailer (BuyBoard #787-25 National Trailer Source – \$69,908.82 - Budgeted Funds)
 - 7.(G) Consider to Approve the Educational/Residential Service Contract with Autism

Treatment Center (Individual Student Living Contract - \$463,157.00 - Budgeted Funds)

7.(H) Consider to Approve Senate Bill 12 Certification of Compliance

7.(I) Consideration and Possible Action to Authorize the Superintendent to Negotiate, Approve, and Execute Early Childhood Education Partnership Agreements with Eligible Private Providers under Texas Education Code Chapter 29, Subchapter E-1, Substantially in the Form Presented to the Board, Subject to Legal Review and Subsequent Reporting to the Board

A motion was made by John Gallen to authorize the Superintendent to Negotiate, Approve and Execute Early Childhood Education partnership agreements.

Timothy Traeger seconded the motion.

All members voted:

John Gallen: Aye, Jeff Gorres: Aye, Sherry Hoffpauir: Aye, Joan Manning: Aye, Timothy Traeger: Aye, Mike Wilburn: Aye, Samantha Wilson: Aye

Aye: 7, Nay: 0

8. Action Items

8.(A) Consider to Approve the Guaranteed Maximum Price (GMP) for Bond 2025

Copperas Cove Junior High School

A motion was made by Sherry Hoffpauir to approve the guaranteed maximum price for Bond 2025 Copperas Cove Junior High School

Mike Wilburn seconded the motion.

All members voted:

John Gallen: Aye, Jeff Gorres: Aye, Sherry Hoffpauir: Aye, Joan Manning: Aye, Timothy Traeger: Aye, Mike Wilburn: Aye, Samantha Wilson: Aye

Aye: 7, Nay: 0

9. Closed Meeting:

The meeting was adjourned into closed session at 6:59 p.m.

10. Reconvene Meeting

The meeting was reconvened at 8:32 p.m. No action was taken

11. Adjournment

President, Joan Manning, declared the meeting adjourned at 8:33 p.m.

X

Joan Manning
President

X

John Gallen
Vice-President

Regular Meeting
Monday, September 28, 2026 6:00 PM Central

CCISD Board Room
408 S. Main St.
Copperas Cove, TX 76522

John Gallen: Present
Jeff Gorres: Present
Sherry Hoffpauir: Present
Joan Manning: Present
Timothy Traeger: Present
Mike Wilburn: Present
Samantha Wilson: Present

Present: 7.

1. Call to Order

Board President, Joan Manning, called the meeting to order on Monday, September 28, 2026 at 6:00 P.M.

2. Pledges of Allegiance:

- Presented by Martin Walker Students

3. Invocation

Presenter: Mr. John Gallen

4. Mission Statement:

The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction, which inspires academic success, personal excellence, and responsible citizenship.

Presenter: Ms. Sherry Hoffpauir

5. Citizen Comments on Agenda Items

No comments

6. Good Things

6.A) Students:

VCA Team Academic Award — CCHS Varsity Volleyball Team

College Board National Recognitions — 15 CCHS Students

6.B) Staff:

U.S. News & World Report - Best High Schools in the U.S.

7. Administrative Report

7.A) 2025-2026 English as a Second Language (ESL) Program Annual Report

7.B) Copperas Cove High School P-TECH Presentation

7.C) Money Matters - Dr. Hawkins

8. Consent Agenda

8.A) Take Action to Approve the Previous Board of Trustees Meeting Minutes

1 Special Called/Workshop Meeting - August 4, 2026

2 Special Called/Workshop Meeting - August 10, 2026

3 Regular Meeting - August 31, 2026

8.B) Take Action to Approve the Adoption of Non-Business Days to Meet HB 3033

Requirements for the 2026-27 School Year

8.C) Take Action to Approve the Recommended Library Book Purchase

- 8.D) Take Action to Approve Lamar State College Orange Dual Enrollment Agreement for CCISD P-TECH Academy
- 8.E) Take Action to Approve the Renewal of Home Builders Institute (HBI) Pre-Apprenticeship Certificate Training (PACT) License Agreement for CTE
- 8.F) Items over \$50K
- 8.F) Purchase of 30 Smart Charging Carts (BuyBoard 760-25 \$51,327.90 - Budgeted Funds)
- 8.F) TASB Risk Management Fund - 2026-27 Unemployment Compensation, Workers' Compensation, Auto, Cyber, Property and School Liability Insurance Coverage (\$1,270,050.00 - Budgeted Funds)
- 8.F) Renew Subscriptions of Red Rover Technologies LLC — District-Wide Subscriptions for Time and Absence Management and Hiring Licenses/Personnel Records/Contracts (\$81,080.30 - Budgeted Funds)
- 8.F) Purchase of a Cimarron Livestock Trailer (BuyBoard #787-25 National Trailer Source - \$69,908.82 - Budgeted Funds)
- 8.G) Take Action to Approve the Educational/Residential Service Contract with Autism Treatment Center (Individual Student Living Contract - \$463,157.00 - Budgeted Funds)
- 8.H) Take Action to Approve Senate Bill 12 Certification of Compliance
- 8.I) Donation(s)

- Fan Pledge LLC donated \$29,065.35 to the CCHS Band/Fine Arts Program

A motion was made by John Gallen to accept the consent agenda as presented.

Mike Wilburn seconded the motion.

John Gallen: Aye, Jeff Gorres: Aye, Sherry Hoffpauir: Aye, Joan Manning: Aye, Timothy Traeger: Aye, Mike Wilburn: Aye, Samantha Wilson: Aye

Aye: 7, Nay: 0

9. Closed Meeting:

The Board of Trustees did not go into close session

10. Reconvene Meeting

11. Adjournment

Board President, Joan Manning, declared the meeting adjourned at 7:39 P.M.

X

Joan Manning
Board President

X

John Gallen
Board Vice President



Board of Trustees

Date of Meeting **October 29, 2026**

Item Type **Action**

Item Name

Consider and Take Action on CCISD's Participation in Purchasing Cooperatives for 2026-2027

District Goal

Budget Management: All stakeholders will optimize resources to enhance student success.

Summary
(Purpose/
Objective)

In order to secure the best value on products, while maintaining a wide variety of choices, administration recommends approval of the attached list of Purchasing Cooperatives for the 2026-2027 fiscal year.

Fiscal Impact

None

Administrative
Recommendation

Administration recommends approval of CCISD's participation in purchasing cooperatives listed.

Attachments

Purchasing Cooperatives Listing 2026-2027

Contact Person

Cliff Heath, CFO

E-Mail Address

clifton.heath@ccisd.com

Copperas Cove ISD

2026-2027

Purchasing Cooperatives

Copperas Cove ISD			
Listing of Purchasing Cooperatives			
2026-2027			
Cooperative Name:	Notes:	Login Needed?	URL:
BuyBoard	TASB operated	Yes	https://app.buyboard.com/Identity/Account/Login
Central Texas Purchasing Alliance	Round Rock ISD Operated - Group of 70 School Districts	Yes	https://avp.txctpa.org/api/client/agular/client.cfm
Choice Partners	Harris County Department of Education	Yes	https://www.choicepartners.org/member-login
Omnia Partners, Public Sector	Omnia	No	https://www.omniapartners.com/publicsector/contracts
Purchasing Association of Cooperative Entities - PACE	Region 13 and 20 Service Centers Originated - Run by Region 20	No	https://pace.esc20.net/apps/pages/contracts
Region 10 Multi-Region Purchasing Cooperative	Focused on Child Nutrition Items	Yes	https://www.region10.org/programs/multi-region-purchasing-cooperative/members/
Region 8 - TIPS	The Interlocal Purchasing System (TIPS)	No	https://www.tips-usa.com/vlist.cfm
Sourcewell	National Cooperative- focused on Maintenance	No	https://www.sourcewell-mn.gov/contract-search
Texas Department of Information Resources - DIR	Technology - through the State of Texas	No	https://dir.texas.gov/contracts
Texas Smart Buy	State of Texas Cooperative Purchasing Program	No	https://www.txsmartbuy.com/contracts?filterBy=TxSmartBuy
EPIC 6 at Region 6	EPIC 6	No	https://www.esc6.net/277695_2
HGACBuy - The Smart Purchasing Solution	Houston-Galveston Area Council	No	https://www.hgacbuy.org/Home
ESC 4 - TCPN	Region 19 - El Paso (Allied States Coop - ESC 19)	No	http://www.alliedstatescooperative.com/vendors.php
ESC 20 - GOODBUY CO-OP	GoodBuy (Region 20)	No	Region 20 Purchasing Cooperative - Region 20 Purchasing Cooperative - ESC Region 20
ESC 2 GOODBUY CO-OP	GoodBuy (Region 2)	No	Goodbuy Homepage - Goodbuy Purchasing Cooperative - Education Service Center, Region 2
791 Purchasing CO-OP	791 Purchasing Cooperative	No	https://www.791coop.org/
Region 7 Purchasing Cooperative	East Texas, Region 7	Yes	https://purchasing.esc7.net/user_session/new



Board of Trustees

Date of Meeting **October 29, 2026**

Item Type **Action**

Item Name

Approval of Recommended Library Book Purchases

District Goal

Teaching and Learning: Actively engage both teachers and students in comprehensive and consistent educational experiences that foster meaningful learning.

Summary
(Purpose/
Objective)

The Board of Trustees is asked to recommend approval of the attached list of library books for purchase at the elementary, junior high, and high school levels. These titles were requested by CCISD librarians and have been available for parental review on the CCISD website. This action aligns with the requirements of Texas Senate Bill 13 and ensures full compliance with state law for library material review, public transparency, and collection selection

Fiscal Impact

Expenditures will be made from budgeted library funds for the 2026-2027 school year. The total purchase cost is based on approved vendor pricing and is within allocated campus library budgets.

Administrative
Recommendation

Administration recommends approval of the attached list of library books for purchase to support literacy, curriculum needs, and student choice across all grade levels.

Attachments

Combined (Elementary & Secondary) Approval List

Contact Person

Dr. Amanda Crawley, Deputy Superintendent of Instructional Svcs.

E-Mail Address

amanda.crawley@ccisd.com

Title	Author	Level Range	ISBN
12 eerie stories of unsolved mysteries	Storm, Marysa	5-8	
3 Minute Bodyguard Yoko-Chan 1	Hara, Susano	9 to 12	978-1-7877-4702-9
5 Steps to a 5: AP U. S. Government & Politics 2024 Elite Student Edition	Lamb, Pamela K.	9 to 12	978-1-265-25748-4
50 True Stories That Will Scare You to Death: True Crime, Hauntings, Aliens, and More	By Sebastian Krah	9 to 12	9798886087178
99 Things to Do Before You Finish High School (Revised and Updated)	Erika Stalder; Steven Jenkins;	8	9.79835E+12
A Prince Among Pirates	By Katie Abdou	9 to 12	9781665984775
A Smile Like Yours	Written and illustrated by Emil	9 to 12	9781525311451
Advanced Weaponry in the Military	Henzel, Cynthia Kennedy	7 to 12	978-1-678-21418-0
Adventure is out there! : what if it was Ellie who went up to Paradise Falls?	Braswell, Liz	YA	
Adventures of Huckleberry Finn	Wiseman, Blaine	Pro.	978-1-510-52009-7
Adventures of Huckleberry Finn	Twain, Mark	5 to 9	978-0-689-83139-3
After the Towers Fell	Matt Doeden	8	9.79877E+12
Age of Influence			9798765689585
AI and Entertainment	Streissguth, Tom	7 to 12	978-1-678-21292-6
AI and the Military	McKinney, Donna B.	7 to 12	978-1-678-21296-4
AI and the Workforce	Pederson, Traci Steckel	7 to 12	978-1-678-21298-8
AI in the Military	Kulz, George Anthony	7 to 12	978-1-678-21420-3
AI Innovators	Allen, John	7 to 12	978-1-678-21310-7
Aircraft Carriers	Tischler, Joe	3	9781645826248
Akane-Banashi 15: It's All a Mess	Suenaga, Yuki and Moue, Tak	7 to 12	978-1-9747610-4-3
Akane-Banashi 16: Apprenticing	Suenaga, Yuki and Moue, Tak	7 to 12	978-1-9747633-5-1
Alchemist's Fluffy Island Getaway 1	Morita, Kisetu and Matsuuni	7 to 12	979-88-554-3364-7
Ali Cross, the graphic novel	Rau, Adam	5-8	
Alien stories to scare your socks off!		3-6	
All About the U. S. Government	Rice, Dona	9 to 12	979-83-309-0488-4
All the Feels: How to Stay Human in the Digital World	By Pamela Pavliscak	9 to 12	9781643753966
All-Time Best Soccer Teams			9798765668382
Amphibious Craft	Lowell, Barbara	3	9781645826255
An Artful Dodge	By Karen Odden	9 to 12	9781641297622
An Astonishing Circle	Maria Parrott-Ryan	8	9.79877E+12
Anger Is Only a Shadow	Acevedo, Elizabeth	YA	9780062882790
Animal Encyclopedias (#A491264) - The African animal encyclopedia	Royce, Brenda Scott	5-8	
Animal Encyclopedias (#A491264) - The Arctic animal encyclopedia	Kuehl, Ashley	5-8	
Animal Encyclopedias (#A491264) - The Asian animal encyclopedia	Basu, Ritta M	5-8	
Animal Encyclopedias (#A491264) - The Australian animal encyclopedia	Gramson, Hannah	5-8	
Animal Encyclopedias (#A491264) - The cat encyclopedia	Garcia, Merriam	5-8	
Animal Encyclopedias (#A491264) - The dog encyclopedia	Garcia, Merriam	5-8	
Animal Encyclopedias (#A491264) - The horse encyclopedia	Pembroke, Ethan	5-8	
Animal Encyclopedias (#A491264) - The shark encyclopedia	Pembroke, Ethan	5-8	
AP U. S. Government and Politics 2026: Practice AP Tests + AP Content Review + Digital Exams	Lamb, Pamela K.	9 to 12	978-1-266-71625-6

Applications of Genetics	Scientific American Editors	9 to 12	978-1-538-31394-7
Archipelago 1	The Etzeberria Brothers, The I	5 to 9	978-1-545-82675-1
Are There Aliens in Space?	Richmond, Marley	3	9781503878754
Armor for Liars	By S. E. Grove	9 to 12	9781665983709
Asterwood	Stolos, Jacquelyn	3-6	
Astrology (#A798912) - Aquarius	Doty, Abby	3-6	
Astrology (#A798912) - Aries	Becker, Trudy	3-6	
Astrology (#A798912) - Cancer	Doty, Abby	3-6	
Astrology (#A798912) - Capricorn	Doty, Abby	3-6	
Astrology (#A798912) - Gemini	Doty, Abby	3-6	
Astrology (#A798912) - Leo	Doty, Abby	3-6	
Astrology (#A798912) - Libra	Becker, Trudy	3-6	
Astrology (#A798912) - Pisces	Doty, Abby	3-6	
Astrology (#A798912) - Sagittarius	Doty, Abby	3-6	
Astrology (#A798912) - Scorpio	Doty, Abby	3-6	
Astrology (#A798912) - Taurus	Becker, Trudy	3-6	
Astrology (#A798912) - Virgo	Becker, Trudy	3-6	
Avatar the Last Airbender Visual Dictionary		YA	
Avatar, the last airbender: The official baking book	Fujikawa, Jenn	AD	
B-1B Lancer	Warren, Sue	2	9798895814406
B-2 Spirit	Fargo, Jordan	2	9798895814413
B-52H Stratofortress	Fargo, Jordan	2	9798895814420
Bad Bunny	Carla Mooney	8	9.79835E+12
Bad Kitty gets a job	Bruel, Nick	3-6	
Baltimore Ravens vs. Pittsburgh Steelers			9798765668610
Bang!	Ron Miller	8	9.79877E+12
Basics of Electric Charge	O'Daly, Anne	7 to 12	978-1-7253-4269-9
Batman and Superman	Streissguth, Tom	YA	
BBQ	Penguin Young Readers Licer	PK-K	9798896598732
Beastly stories to scare your socks off!		3-6	
Beat I Drum	Bowling, Dusti	5 to 9	978-1-454-95706-5
Beating Natural Disasters			9781917509046
Beating Natural Disasters	Sarah Eason; Cathleen Small	7	9.78192E+12
Beloved	Morrison, Toni	9+	978-0-307-26488-6
Beloved: A Novel	Morrison, Toni	9+	978-1-400-03341-6
Berserkers	Larson, M. A.	4 to 7	978-0-374-39443-1
Best Food Forever!	Mason, Tom	3	9798896599333
Best Men's Soccer Players			9798765668368
Best Vacation Ever	Cunsolo, Jessica	9 to 12	978-1-9902599-6-8
Best Women's Soccer Players			9798765668375
Between Sun and Shadow	Genn, Laura	9 to 12	978-1-682-63818-7

Big Nate. Curse of the puffy shorts!	Peirce, Lincoln	3-6	
Biggest Bird	Nguyen, Suzane	PK-3	9798898800062
Biggest Snake	Nguyen, Suzane	PK-3	9798898800055
Black Point	West, Jacqueline	9 to 12	978-1-665-98185-9
Blank Canvas: My So-Called Artist's Journey 3	Higashimura, Akiko	7 to 12	978-1-642-75071-3
Blank Canvas: My So-Called Artist's Journey 5	Higashimura, Akiko	7 to 12	978-1-642-75073-7
Blastoff! Discovery: Behind the Brand (#A643846) - Amazon	First, Rachel	3-6	
Blastoff! Discovery: Behind the Brand (#A643846) - Apple	Green, Sara	3-6	
Blastoff! Discovery: Behind the Brand (#A643846) - Barbie	First, Rachel	3-6	
Blastoff! Discovery: Behind the Brand (#A643846) - Ben & Jerry's	Golkar, Golriz	3-6	
Blastoff! Discovery: Behind the Brand (#A643846) - Coca-Cola	Green, Sara	3-6	
Blastoff! Discovery: Behind the Brand (#A643846) - Disney	Green, Sara	3-6	
Blastoff! Discovery: Behind the Brand (#A643846) - DreamWorks	Olson, Elsie	3-6	
Blastoff! Discovery: Behind the Brand (#A643846) - Dungeons & Dragons	Lao-se, Joy	3-6	
Blastoff! Discovery: Behind the Brand (#A643846) - Electronic arts	Olson, Elsie	3-6	
Blastoff! Discovery: Behind the Brand (#A643846) - Fender	Green, Sara	3-6	
Blastoff! Discovery: Behind the Brand (#A643846) - LEGO	Green, Sara	3-6	
Blastoff! Discovery: Behind the Brand (#A643846) - Microsoft	Lao-se, Joy	3-6	
Blastoff! Discovery: Behind the Brand (#A643846) - Minecraft	Green, Sara	3-6	
Blastoff! Discovery: Behind the Brand (#A643846) - Nickelodeon	Lao-se, Joy	3-6	
Blastoff! Discovery: Behind the Brand (#A643846) - Nike	Green, Sara	3-6	
Blastoff! Discovery: Behind the Brand (#A643846) - Nintendo	Polinsky, Paige V	3-6	
Blastoff! Discovery: Behind the Brand (#A643846) - Pokemon	Rathburn, Betsy	3-6	
Blastoff! Discovery: Behind the Brand (#A643846) - Roblox	Green, Sara	3-6	
Blastoff! Discovery: Behind the Brand (#A643846) - Sega	Green, Sara	3-6	
Blastoff! Discovery: Behind the Brand (#A643846) - Sephora	Golkar, Golriz	3-6	
Blastoff! Discovery: Behind the Brand (#A643846) - Sony	Lao-se, Joy	3-6	
Blastoff! Discovery: Behind the Brand (#A643846) - Spotify	Golkar, Golriz	3-6	
Blastoff! Discovery: Behind the Brand (#A643846) - Star Wars	Polinsky, Paige V	3-6	
Blastoff! Discovery: Behind the Brand (#A643846) - Starbucks	Golkar, Golriz	3-6	
Blastoff! Discovery: Behind the Brand (#A643846) - TikTok	Green, Sara	3-6	
Blastoff! Discovery: Behind the Brand (#A643846) - YouTube	Green, Sara	3-6	
Blightfall	Sanderson, Brandon	YA	9780593707050
Blood in the Water	Jackson, Tiffany D.	5 to 9	978-1-338-84991-2
Blue Beach	Parsons, Karyn	9 to 12	978-0-316-57575-1
Blue Corn Kitchen : a Navajo Story of Food, Family, and Tradition	Yazzie, Alana	3-6	
Blue Lock 30	Kaneshiro, Muneyuki	9+	979-88-88774-84-7
Budgeting			9781917509602
Budgeting	Sarah Eason	6	9.78192E+12
Build a Rainforest 10..Crafts	Berofsky, Analina	3	9798875247118
Build a Woodland10-Min..Crafts	Berofsky, Analina	3	9798875247170

Build an Arctic..10-Min Crafts	Berofsky, Analina	3	9798875247231
Build an Ocean..10-Min Crafts	Berofsky, Analina	3	9798875247293
Butterflies / Mariposas (BIL)	Mendoza, Isabel C.	PK-3	9798896597896
Butterfly Effect	Harris, Susan	7 to 12	978-1-634-22394-2
C-17 Globemaster III	Whiting, Jim	2	9798895814437
Caitlin Clark			9798765690420
Caitlin Clark	Peter Douglas	7	9.79877E+12
Call of the Wild	Gagne, Tammy	Pro.	978-1-510-52011-0
Camp Half-Blood From the World of Percy JacksonThe Wild Zone	Riordan, Rick	5-8	
Campfire stories to scare your socks off!		3-6	
Candide: Or Optimism	Voltaire	9+	978-0-14-044004-1
Capybaras in the Wild	Pincus, Meeg	3	9781668980095
Cat Obsession!	Schwartz, Heather E.	2	9798875289552
Catcher in the Rye	Salinger, J. D.	9+	978-0-316-76948-8
Catching a Killer			9781918246599
Celestial Banquet	Lim, Roselle	7 to 12	978-1-638-93126-3
Certain Slant of Light	Whitcomb, Laura	7 to 12	978-0-618-58532-8
Change of Plans	Dessen, Sarah	7 to 12	979-83-471-0877-0
Chasing Eruptions: How Volcanologists Maurice and Katia Krafft Helped Save 60,000 Lives-But Lc By Curtis Manley		5 to 9	9780063386297
Checkerboard Biography Library: Toy Trailblazers (#A435720) - American girl entrepreneur : Pleas Polinsky, Paige V		3-6	
Checkerboard Biography Library: Toy Trailblazers (#A435720) - Barbie developer : Ruth Handler Slater, Lee		3-6	
Checkerboard Biography Library: Toy Trailblazers (#A435720) - Board game builder : Milton Bradl Slater, Lee		3-6	
Checkerboard Biography Library: Toy Trailblazers (#A435720) - Crayola creators : Edwin Binney a Slater, Lee		3-6	
Checkerboard Biography Library: Toy Trailblazers (#A435720) - Hot wheels developer : Elliot Hanc Alkire, Jessie		3-6	
Checkerboard Biography Library: Toy Trailblazers (#A435720) - LEGO manufacturers : the Kristiar Slater, Lee		3-6	
Checkerboard Biography Library: Toy Trailblazers (#A435720) - Lincoln Logs creator : John Lloyd ' Borgert-Spaniol, Megan		3-6	
Checkerboard Biography Library: Toy Trailblazers (#A435720) - Monopoly mastermind : Charles B Polinsky, Paige V		3-6	
Checkerboard Biography Library: Toy Trailblazers (#A435720) - Mr. Potato Head inventor : George Polinsky, Paige V		3-6	
Checkerboard Biography Library: Toy Trailblazers (#A435720) - My Little Pony pioneer : Bonnie Zε Borgert-Spaniol, Megan		3-6	
Checkerboard Biography Library: Toy Trailblazers (#A435720) - Nerf genius : Reyn Guyer Thomas, Rachael L		3-6	
Checkerboard Biography Library: Toy Trailblazers (#A435720) - Nintendo innovator : Hiroshi Yamε Thomas, Rachael L		3-6	
Checkerboard Biography Library: Toy Trailblazers (#A435720) - Play-doh pioneer : Joseph McVick Slater, Lee		3-6	
Checkerboard Biography Library: Toy Trailblazers (#A435720) - Pokemon designer : Satoshi Tajiri Polinsky, Paige V		3-6	
Checkerboard Biography Library: Toy Trailblazers (#A435720) - Rubik's Cube creator : Erno Rubik Polinsky, Paige V		3-6	
Checkerboard Biography Library: Toy Trailblazers (#A435720) - Slinky innovators : the James fam Slater, Lee		3-6	
Checkerboard Biography Library: Toy Trailblazers (#A435720) - The slime queen : Karina Garcia Thomas, Rachael L		3-6	
Checkerboard Biography Library: Toy Trailblazers (#A435720) - Yo-yo maker : Pedro Flores Polinsky, Paige V		3-6	
Chicago Bears vs. Green Bay Packers			9798765668627
Children of Owl	Little Badger, Darcie	YA	9781646145683
Chocolate Unwrapped A Taste of the Science, History and Magic of Chocolate	Christensen, Alexandria	3-6	
Chupacabra vs. Bigfoot	Troupe, Thomas Kingsley	3	9798348039516

City Life High	By Charlotte Lillie Balogh	9 to 12	9798217226184
City of the Beasts	Allende, Isabel	7 to 12	978-0-06-306290-0
Climate Change Basics	Kayla Andra	7	9.79877E+12
Climate Change Effects	Rebecca Schroeder	7	9.79877E+12
Climate Change Modifications	Kayla Andra	7	9.79877E+12
Climate Change Strategies	Rebecca Schroeder	7	9.79877E+12
Coding and computers	Regan, Lisa	5-8	
Concussion Crisis			9798765689578
Construction			9781917509084
Construction	Sarah Eason; Cathleen Small	7	9.78192E+12
Coral's Reef 2	Lumsdon, David	5 to 9	979-88-916046-9-8
Core Library of US States (#A598859) - Alabama	Lusted, Marcia Amidon	3-6	
Core Library of US States (#A598859) - Alaska	Harrison, Audrey	3-6	
Core Library of US States (#A598859) - Arizona	Harrison, Audrey	3-6	
Core Library of US States (#A598859) - Arkansas	Carser, A. R	3-6	
Core Library of US States (#A598859) - California	Sebra, Richard	3-6	
Core Library of US States (#A598859) - Colorado	Perdew, Laura	3-6	
Core Library of US States (#A598859) - Connecticut	Harrison, Audrey	3-6	
Core Library of US States (#A598859) - Delaware	Evans Walsh, Helen	3-6	
Core Library of US States (#A598859) - Florida	Conca, Carol	3-6	
Core Library of US States (#A598859) - Georgia	Lawler, Margaret	3-6	
Core Library of US States (#A598859) - Hawaii	Bright, Annie	3-6	
Core Library of US States (#A598859) - Idaho	Lawler, Margaret	3-6	
Core Library of US States (#A598859) - Illinois	Edwards, L. C	3-6	
Core Library of US States (#A598859) - Indiana	Pelkola, Elsa	3-6	
Core Library of US States (#A598859) - Iowa	Hadley, Elaine	3-6	
Core Library of US States (#A598859) - Kansas	Huddleston, Emma	3-6	
Core Library of US States (#A598859) - Kentucky	Edwards, L. C	3-6	
Core Library of US States (#A598859) - Louisiana	Sebra, Richard	3-6	
Core Library of US States (#A598859) - Maine	Perkins, Hannah	3-6	
Core Library of US States (#A598859) - Maryland	Lusted, Marcia Amidon	3-6	
Core Library of US States (#A598859) - Massachusetts	Conley, Kate A	3-6	
Core Library of US States (#A598859) - Michigan	Vernon, Jane	3-6	
Core Library of US States (#A598859) - Minnesota	Vernon, Jane	3-6	
Core Library of US States (#A598859) - Mississippi	Hinman, Bonnie	3-6	
Core Library of US States (#A598859) - Missouri	Bell, Samantha	3-6	
Core Library of US States (#A598859) - Montana	Vernon, Jane	3-6	
Core Library of US States (#A598859) - Nebraska	Ternus, Lynn	3-6	
Core Library of US States (#A598859) - Nevada	Sebra, Richard	3-6	
Core Library of US States (#A598859) - New Hampshire	Conley, Kate A	3-6	
Core Library of US States (#A598859) - New Jersey	Evans Walsh, Helen	3-6	

Core Library of US States (#A598859) - New Mexico
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The Lost Women of Science	By Melina Gerosa Bellows,Kai	5 to 9	9780593896723
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Things They Carried: A Work of Fiction	O'Brien, Tim	9+	978-0-618-70641-9
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This Could All Go Bad	By Spencer Hall	5 to 9	9781547618118

Thornbird	Kennedy, E.	9 to 12	979-82-17-02650-0
Thousand Splendid Suns	Hosseini, Khaled	9+	978-1-594-48385-1
Ticket to the WNBA finals	Gitlin, Marty	5-8	
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To the Lighthouse	Woolf, Virginia	9+	978-0-15-603047-2
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What Is Anime?	Sophie Washburne	Grade 7	9.7815E+12
What Is Architecture?	Peter Finn	Grade 7	9.7815E+12
What Is Computer Animation?			978-1-4994-7922-5
What Is Computer Animation?	Judy Thorpe	Grade 7	9.7815E+12
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What Is Graphic Design?	Peter Finn	Grade 7	9.7815E+12
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When We Go Missing	Henry, April	YA	
When You Wish upon a Star	Lim, Elizabeth	YA	
Who's Afraid of Virginia Woolf?: A Play	Albee, Edward	9+	978-0-451-21859-9
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You and I Are Polar Opposites 8	Agasawa, Kocha	9 to 12	978-1-9747620-6-4
You Only Live Twice	By Autumn Allen	9 to 12	9780593619070
Young Adult	By Kristen McCallum	9 to 12	9781250320261
Young Adult Plus	By Rajani LaRocca	9 to 12	9780063296879
Young World	Chainani, Soman	9 to 12	978-0-593-90518-0



Board of Trustees

Date of Meeting **October 29, 2026**

Item Type **Action**

Item Name

Consider and Take Action on the Appointment of Investment Officers for CCISD

District Goal

Budget Management: All stakeholders will optimize resources to enhance student success.

Summary
(Purpose/
Objective)

The Public Funds Investment Act (PFIA), Chapter 2256 of the Texas Government Code, requires the District to do the following things annually:

- 1) Review its investment policy and strategies and adopt a written instrument stating this was done and describing any changes that have been made. CDA Legal and Local are attached for your review. There have been no changes to these policies
- 2) Approve independent sources of training on the PFIA for the investment officers.
- 3) Adopt a list of qualified brokers that are authorized to engage in investment transactions with the District. Investment pools are not required to be approved, however, they have been included for your information.
- 4) Designate investment officers. Authority granted to a person to invest the District's funds is effective until rescinded by the district or until termination of the person's employment by the District, or until the expiration of the contract with the District. Clifton Heath is currently designated as the District's Investment officer and continues to hold a current PFIA certificate.

Fiscal Impact

\$240 for Public Funds Investment Act (PFIA) required training from Budgeted Funds.

Administrative
Recommendation

Approve the appointment of Clifton Heath and Sharon Carter as an investment officers for CCISD.

Attachments

CDA (Legal) and CDA (Local) policies

Contact Person

Cliff Heath, CFO

E-Mail Address

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All investments made by a district shall comply with the Public Funds Investment Act (Texas Government Code Chapter 2256, Subchapter A) and all federal, state, and local statutes, rules, or regulations. *Gov't Code 2256.026*

Definitions

Bond Proceeds	"Bond proceeds" means the proceeds from the sale of bonds, notes, and other obligations issued by a district, and reserves and funds maintained by a district for debt service purposes.
Investment Pool	"Investment pool" means an entity created under the Texas Government Code to invest public funds jointly on behalf of the entities that participate in the pool and whose investment objectives in order of priority are preservation and safety of principal, liquidity, and yield.
Pooled Fund Group	"Pooled fund group" means an internally created fund of a district in which one or more institutional accounts of a district are invested.
Separately Invested Asset	"Separately invested asset" means an account or fund of a district that is not invested in a pooled fund group. <i>Gov't Code 2256.002(1), (6), (9), (12)</i>
Pledged Revenue	"Pledged revenue" means money pledged to the payment of or as security for: 1. Bonds or other indebtedness issued by a district; 2. Obligations under a lease, installment sale, or other agreement of a district; or 3. Certificates of participation in a debt or obligation described by item 1 or 2. <i>Gov't Code 2256.0208(a)</i>
Joint Account	"Joint account" means an account maintained by a custodian bank and established on behalf of two or more parties to engage in aggregate repurchase agreement transactions.
Repurchase Agreement	"Repurchase agreement" means a simultaneous agreement to buy, hold for a specified time, and sell back at a future date obligations, described by Government Code 2256.009(a)(1) (obligations of governmental entities) or 2256.013 (commercial paper) or if applicable, 2256.0204 (corporate bonds), at a market value at the time the funds are disbursed of not less than the principal amount of the funds disbursed. The term includes a direct security repurchase agreement and a reverse security repurchase agreement. <i>Gov't Code 2256.011(b)</i>

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Hedging

“Hedging” means acting to protect against economic loss due to price fluctuation of a commodity or related investment by entering into an offsetting position or using a financial agreement or producer price agreement in a correlated security, index, or other commodity.

Eligible Entity

“Eligible entity” means a political subdivision that has:

1. A principal amount of at least \$250 million in outstanding long-term indebtedness, long-term indebtedness proposed to be issued, or a combination of outstanding long-term indebtedness and long-term indebtedness proposed to be issued; and
2. Outstanding long-term indebtedness that is rated in one of the four highest rating categories for long-term debt instruments by a nationally recognized rating agency for municipal securities, without regard to the effect of any credit agreement or other form of credit enhancement entered into in connection with the obligation.

Eligible Project

“Eligible project” has the meaning assigned by Government Code 1371.001 (issuance of obligations for certain public improvements).

Gov’t Code 2256.0207(a)

Corporate Bond

“Corporate bond” means a senior secured debt obligation issued by a domestic business entity and rated not lower than “AA-” or the equivalent by a nationally recognized investment rating firm. The term does not include a debt obligation that, on conversion, would result in the holder becoming a stockholder or shareholder in the entity, or any affiliate or subsidiary of the entity, that issued the debt obligation, or is an unsecured debt obligation. *Gov’t Code 2256.0204(a)*

Written Policies

The board shall adopt by rule, order, ordinance, or resolution, as appropriate, a written investment policy regarding the investment of its funds and funds under its control. The investment policies must primarily emphasize safety of principal and liquidity and must address investment diversification, yield, and maturity and the quality and capability of investment management. The policies must include:

1. A list of the types of authorized investments in which the district’s funds may be invested;
2. The maximum allowable stated maturity of any individual investment owned by the district;

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3. For pooled fund groups, the maximum dollar-weighted average maturity allowed based on the stated maturity date of the portfolio;
4. Methods to monitor the market price of investments acquired with public funds;
5. A requirement for settlement of all transactions, except investment pool funds and mutual funds, on a delivery versus payment basis; and
6. Procedures to monitor rating changes in investments acquired with public funds and the liquidation of such investments consistent with the provisions of Government Code 2256.021 [see Loss of Required Rating, below].

Gov't Code 2256.005(a), (b)

Annual Review

The board shall review its investment policy and investment strategies not less than annually. The board shall adopt a written instrument by rule, order, ordinance, or resolution stating that it has reviewed the investment policy and investment strategies and that the written instrument so adopted shall record any changes made to either the investment policy or investment strategies. *Gov't Code 2256.005(e)*

Annual Audit

A district shall perform a compliance audit of management controls on investments and adherence to the district's established investment policies. The compliance audit shall be performed in conjunction with the annual financial audit. *Gov't Code 2256.005(m)*

Investment
Strategies

As an integral part of the investment policy, the board shall adopt a separate written investment strategy for each of the funds or group of funds under the board's control. Each investment strategy must describe the investment objectives for the particular fund using the following priorities in order of importance:

1. Understanding of the suitability of the investment to the financial requirements of the district;
2. Preservation and safety of principal;
3. Liquidity;
4. Marketability of the investment if the need arises to liquidate the investment before maturity;
5. Diversification of the investment portfolio; and
6. Yield.

Gov't Code 2256.005(d)

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Investment Officer	A district shall designate by rule, order, ordinance, or resolution, as appropriate, one or more officers or employees as investment officer(s) to be responsible for the investment of its funds consistent with the investment policy adopted by the board. If the board has contracted with another investing entity to invest its funds, the investment officer of the other investing entity is considered to be the investment officer of the contracting board's district. In the administration of the duties of an investment officer, the person designated as investment officer shall exercise the judgment and care, under prevailing circumstances, that a prudent person would exercise in the management of the person's own affairs, but the board retains the ultimate responsibility as fiduciaries of the assets of the district. Unless authorized by law, a person may not deposit, withdraw, transfer, or manage in any other manner the funds of the district. Authority granted to a person to invest the district's funds is effective until rescinded by the district or until termination of the person's employment by a district, or for an investment management firm, until the expiration of the contract with the district. <i>Gov't Code 2256.005(f)</i> A district or investment officer may use the district's employees or the services of a contractor of the district to aid the investment officer in the execution of the officer's duties under Government Code Chapter 2256. <i>Gov't Code 2256.003(c)</i>
Investment Training	Investment training must include education in investment controls, security risks, strategy risks, market risks, diversification of investment portfolio, and compliance with the Public Funds Investment Act. <i>Gov't Code 2256.008(c)</i>
<i>Initial</i>	Within 12 months after taking office or assuming duties, the treasurer, the chief financial officer if the treasurer is not the chief financial officer, and the investment officer of a district shall attend at least one training session from an independent source approved by the board or a designated investment committee advising the investment officer. This initial training must contain at least 10 hours of instruction relating to their respective responsibilities under the Public Funds Investment Act. <i>Gov't Code 2256.008(a)</i>
<i>Ongoing</i>	The treasurer, or the chief financial officer if the treasurer is not the chief financial officer, and the investment officer of a district shall attend an investment training session not less than once in a two-year period that begins on the first day of the district's fiscal year and consists of the two consecutive fiscal years after that date, and receive not less than eight hours of instruction relating to investment responsibilities under the Public Funds Investment Act from an independent source approved by the board or by a designated

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investment committee advising the investment officer. *Gov't Code 2256.008(a-1)*

Exception

The ongoing training requirement does not apply to the treasurer, chief financial officer, or investment officer of a district if:

1. The district does not invest district funds or only deposits those funds in interest-bearing deposit accounts or certificates of deposit as authorized by Government Code 2256.010; and
2. The treasurer, chief financial officer, or investment officer annually submits to the agency a sworn affidavit identifying the applicable criteria under item 1 that apply to the district.

Gov't Code 2256.008(g)

Standard of Care

Investments shall be made with judgment and care, under prevailing circumstances, that a person of prudence, discretion, and intelligence would exercise in the management of the person's own affairs, not for speculation, but for investment, considering the probable safety of capital and the probable income to be derived. Investment of funds shall be governed by the following objectives, in order of priority:

1. Preservation and safety of principal;
2. Liquidity; and
3. Yield.

In determining whether an investment officer has exercised prudence with respect to an investment decision, the following shall be taken into consideration:

1. The investment of all funds, or funds under the district's control, over which the officer had responsibility rather than the prudence of a single investment; and
2. Whether the investment decision was consistent with the district's written investment policy.

Gov't Code 2256.006

Personal Interest

A district investment officer who has a personal business relationship with a business organization offering to engage in an investment transaction with the district shall file a statement disclosing that personal business interest. An investment officer who is related within the second degree by affinity or consanguinity, as determined by Government Code Chapter 573 (nepotism prohibition), to an individual seeking to sell an investment to the investment officer's district shall file a statement disclosing that relationship. A required statement must be filed with the board and with the Texas

Ethics Commission. For purposes of this policy, an investment officer has a personal business relationship with a business organization if:

1. The investment officer owns 10 percent or more of the voting stock or shares of the business organization or owns \$5,000 or more of the fair market value of the business organization;
2. Funds received by the investment officer from the business organization exceed 10 percent of the investment officer's gross income for the previous year; or
3. The investment officer has acquired from the business organization during the previous year investments with a book value of \$2,500 or more for the personal account of the investment officer.

Gov't Code 2256.005(i)

Quarterly Reports

Not less than quarterly, the investment officer shall prepare and submit to the board a written report of investment transactions for all funds covered by the Public Funds Investment Act for the preceding reporting period. This report shall be presented not less than quarterly to the board and the superintendent within a reasonable time after the end of the period. The report must:

1. Describe in detail the investment position of the district on the date of the report;
2. Be prepared jointly and signed by all district investment officers;
3. Contain a summary statement of each pooled fund group that states the:
 - a. Beginning market value for the reporting period;
 - b. Ending market value for the period; and
 - c. Fully accrued interest for the reporting period;
4. State the book value and market value of each separately invested asset at the end of the reporting period by the type of asset and fund type invested;
5. State the maturity date of each separately invested asset that has a maturity date;
6. State the account or fund or pooled group fund in the district for which each individual investment was acquired; and

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7. State the compliance of the investment portfolio of the district as it relates to the investment strategy expressed in the district's investment policy and relevant provisions of the Public Funds Investment Act.

If a district invests in other than money market mutual funds, investment pools or accounts offered by its depository bank in the form of certificates of deposit, or money market accounts or similar accounts, the reports prepared by the investment officers shall be formally reviewed at least annually by an independent auditor, and the result of the review shall be reported to the board by that auditor.

Gov't Code 2256.023

Selection of Broker

The board or the designated investment committee shall, at least annually, review, revise, and adopt a list of qualified brokers that are authorized to engage in investment transactions with a district.
Gov't Code 2256.025

Bond Proceeds

The investment officer of a district may invest bond proceeds or pledged revenue only to the extent permitted by the Public Funds Investment Act, in accordance with:

1. Statutory provisions governing the debt issuance or the agreement, as applicable; and
2. The district's investment policy regarding the debt issuance or the agreement, as applicable.

Gov't Code 2256.0208(b)

**Authorized
Investments**

A board may purchase, sell, and invest its funds and funds under its control in investments described below, in compliance with its adopted investment policies and according to the standard of care set out in this policy. *Gov't Code 2256.003(a)*

The board may specify in its investment policy that any authorized investment is not suitable. *Gov't Code 2256.005(j)*

**Investment
Management Firm**

In the exercise of these powers, the board may contract with an investment management firm registered under the Investment Advisers Act of 1940 (15 U.S.C. Section 80b-1 et seq.) or with the State Securities Board to provide for the investment and management of its public funds or other funds under its control. A contract made under this authority may not be for a term longer than two years. A renewal or extension of the contract must be made by the board by order, ordinance, or resolution.

A district that contracts with an investment management firm may authorize the firm to invest the district's public funds or other funds

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under the district's control in repurchase agreements as provided by Government Code 2256.011 using a joint account.

An investment management firm responsible for managing a repurchase agreement transaction using a joint account on behalf of a district must ensure that:

1. Accounting and control procedures are implemented to document the district's aggregate daily investment and pro rata share in the joint account;
2. Each party participating in the joint account retains the sole rights of ownership to the party's pro rata share of assets invested in the joint account, including investment earnings on those assets; and
3. Policies and procedures are implemented to prevent a party participating in the joint account from using any part of a balance of the joint account that is credited to another party.

Gov't Code 2256.003(b), .011(f), (g)

Obligations of
Governmental
Entities

The following are authorized investments:

1. Obligations, including letters of credit, of the United States or its agencies and instrumentalities, including the Federal Home Loan Banks;
2. Direct obligations of this state or its agencies and instrumentalities;
3. Collateralized mortgage obligations directly issued by a federal agency or instrumentality of the United States, the underlying security for which is guaranteed by an agency or instrumentality of the United States;
4. Other obligations, the principal and interest of which are unconditionally guaranteed or insured by, or backed by the full faith and credit of, this state, the United States, or their respective agencies and instrumentalities, including obligations that are fully guaranteed or insured by the Federal Deposit Insurance Corporation (FDIC) or by the explicit full faith and credit of the United States;
5. Obligations of states, agencies, counties, cities, and other political subdivisions of any state rated as to investment quality by a nationally recognized investment rating firm not less than A or its equivalent;
6. Bonds issued, assumed, or guaranteed by the state of Israel;

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7. Interest-bearing banking deposits that are guaranteed or insured by the FDIC or its successor, or the National Credit Union Share Insurance Fund or its successor; and
8. Interest-bearing banking deposits other than those described at item 7 above if:
 - a. The funds are invested through a broker with a main office or a branch office in this state that the district selects from a list the board or designated investment committee of the district adopts as required at Selection of Broker above or a depository institution with a main office or a branch office in this state and that the district selects;
 - b. The broker or depository institution selected as described above arranges for the deposit of the funds in the banking deposits in one or more federally insured depository institutions, regardless of where located, for the district's account;
 - c. The full amount of the principal and accrued interest of the banking deposits is insured by the United States or an instrumentality of the United States; and
 - d. The district appoints as the district's custodian of the banking deposits issued for the district's account the depository institution selected as described above, an entity described by Government Code 2257.041(d) (custodian with which to deposit securities), or a clearing broker-dealer registered with the Securities and Exchange Commission and operating under Rule 15c3-3 (17 C.F.R. Section 240.15c3-3).

Gov't Code 2256.009(a)

*Unauthorized
Obligations*

The following investments are not authorized:

1. Obligations whose payment represents the coupon payments on the outstanding principal balance of the underlying mortgage-backed security collateral and pays no principal;
2. Obligations whose payment represents the principal stream of cash flow from the underlying mortgage-backed security collateral and bears no interest;
3. Collateralized mortgage obligations that have a stated final maturity date of greater than 10 years; and

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4. Collateralized mortgage obligations the interest rate of which is determined by an index that adjusts opposite to the changes in a market index.

Gov't Code 2256.009(b)

Certificates of
Deposit and Share
Certificates

A certificate of deposit or share certificate is an authorized investment if the certificate is issued by a depository institution that has its main office or a branch office in Texas and is:

1. Guaranteed or insured by the FDIC or its successor or the National Credit Union Share Insurance Fund or its successor;
2. Secured by obligations described at Obligations of Governmental Entities, above, including mortgage backed securities directly issued by a federal agency or instrumentality that have a market value of not less than the principal amount of the certificates, but excluding those mortgage backed securities described at Unauthorized Obligations, above; or
3. Secured in accordance with Government Code Chapter 2257 (Public Funds Collateral Act) or in any other manner and amount provided by law for the deposits of the district.

Gov't Code 2256.010(a)

In addition to the authority to invest funds in certificates of deposit under the previous section, an investment in certificates of deposit made in accordance with the following conditions is an authorized investment:

1. The funds are invested by the district through a broker that has its main office or a branch office in this state and is selected from a list adopted by the district as required at Selection of Broker, above or a depository institution that has its main office or a branch office in this state and that is selected by the district;
2. The broker or depository institution selected by the district arranges for the deposit of the funds in certificates of deposit in one or more federally insured depository institutions, wherever located, for the account of the district;
3. The full amount of the principal and accrued interest of each of the certificates of deposit is insured by the United States or an instrumentality of the United States; and
4. The district appoints the depository institution selected by the district, an entity described by Government Code 2257.041(d) (custodian with which to deposit securities), or a clearing broker-dealer registered with the Securities and Exchange Com-

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mission and operating pursuant to Securities and Exchange Commission Rule 15c3-3 (17 C.F.R. Section 240.15c3-3) as custodian for the district with respect to the certificates of deposit issued for the account of the district.

Gov't Code 2256.010(b)

The district's investment policies may provide that bids for certificates of deposit be solicited orally, in writing, electronically, or in any combination of those methods. *Gov't Code 2256.005(c)*

Repurchase
Agreements

A fully collateralized repurchase agreement is an authorized investment if it:

1. Has a defined termination date;
2. Is secured by a combination of cash and obligations described by Government Code 2256.009(a)(1) (obligations of governmental entities) or 2256.013 (commercial paper) or if applicable, 2256.0204 (corporate bonds);
3. Requires the securities being purchased by the district or cash held by the district to be pledged to the district either directly or through a joint account approved by the district, held in the district's name either directly or through a joint account approved by the district, and deposited at the time the investment is made with the district or a third party selected and approved by the district; and
4. Is placed through a primary government securities dealer, as defined by the Federal Reserve or a financial institution doing business in Texas.

The term of any reverse security repurchase agreement may not exceed 90 days after the date the reverse security repurchase agreement is delivered. Money received by a district under the terms of a reverse security repurchase agreement shall be used to acquire additional authorized investments, but the term of the authorized investments acquired must mature not later than the expiration date stated in the reverse security repurchase agreement.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution of a repurchase agreement by a district.

Gov't Code 2256.011(a), (c), (d), (e)

Securities Lending
Program

A securities lending program is an authorized investment if:

1. The value of securities loaned is not less than 100 percent collateralized, including accrued income;

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2. A loan allows for termination at any time;
3. A loan is secured by:
 - a. Pledged securities described at Obligations of Governmental Entities, above;
 - b. Pledged irrevocable letters of credit issued by a bank that is organized and existing under the laws of the United States or any other state, and continuously rated by at least one nationally recognized investment rating firm at not less than A or its equivalent; or
 - c. Cash invested in accordance with Government Code 2256.009 (obligations of governmental entities), 2256.013 (commercial paper), 2256.014 (mutual funds), or 2256.016 (investment pools);
4. The terms of a loan require that the securities being held as collateral be pledged to the district, held in the district's name, and deposited at the time the investment is made with the district or with a third party selected by or approved by the district; and
5. A loan is placed through a primary government securities dealer, as defined by 5 C.F.R. Section 6801.102(f), as that regulation existed on September 1, 2003, or a financial institution doing business in this state.

An agreement to lend securities under a securities lending program must have a term of one year or less.

Gov't Code 2256.0115

Banker's
Acceptances

A banker's acceptance is an authorized investment if it:

1. Has a stated maturity of 270 days or fewer from the date of issuance;
2. Will be, in accordance with its terms, liquidated in full at maturity;
3. Is eligible for collateral for borrowing from a Federal Reserve Bank; and
4. Is accepted by a bank organized and existing under the laws of the United States or any state, if the short-term obligations of the bank, or of a bank holding company of which the bank is the largest subsidiary, are rated not less than A-1 or P-1 or

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an equivalent rating by at least on nationally recognized credit rating agency.

Gov't Code 2256.012

Commercial Paper

Commercial paper is an authorized investment if it has a stated maturity of 365 days or fewer from the date of issuance; and is rated not less than A-1 or P-1 or an equivalent rating by at least:

1. Two nationally recognized credit rating agencies; or
2. One nationally recognized credit rating agency and is fully secured by an irrevocable letter of credit issued by a bank organized and existing under the laws of the United States law or any state.

Gov't Code 2256.013

Mutual Funds

A no-load money market mutual fund is an authorized investment if the mutual fund:

1. Is registered with and regulated by the Securities and Exchange Commission;
2. Provides the district with a prospectus and other information required by the Securities and Exchange Act of 1934 (15 U.S.C. 78a et seq.) or the Investment Company Act of 1940 (15 U.S.C. 80a-1 et seq.); and
3. Complies with federal Securities and Exchange Commission Rule 2a-7 (17 C.F.R. Section 270.2a-7), promulgated under the Investment Company Act of 1940 (15 U.S.C. Section 80a-1 et seq.).

Gov't Code 2256.014(a)

In addition to the no-load money market mutual fund authorized above, a no-load mutual fund is an authorized investment if it:

1. Is registered with the Securities and Exchange Commission;
2. Has an average weighted maturity of less than two years; and
3. Either has a duration of:
 - a. One year or more and is invested exclusively in obligations approved by the Public Funds Investment Act, or
 - b. Less than one year and the investment portfolio is limited to investment grade securities, excluding asset-backed securities.

Gov't Code 2256.014(b)

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Limitations

A district is not authorized to:

1. Invest in the aggregate more than 15 percent of its monthly average fund balance, excluding bond proceeds and reserves and other funds held for debt service, in mutual funds described in Government Code 2256.014(b);
2. Invest any portion of bond proceeds, reserves and funds held for debt service, in mutual funds described in Government Code 2256.014(b); or
3. Invest its funds or funds under its control, including bond proceeds and reserves and other funds held for debt service, in any one mutual fund described in Government Code 2256.014(a) or (b) in an amount that exceeds 10 percent of the total assets of the mutual fund.

Gov't Code 2256.014(c)

Guaranteed
Investment
Contracts

A guaranteed investment contract is an authorized investment for bond proceeds if the guaranteed investment contract:

1. Has a defined termination date;
2. Is secured by obligations described at Obligations of Governmental Entities, above, excluding those obligations described at Unauthorized Obligations, in an amount at least equal to the amount of bond proceeds invested under the contract; and
3. Is pledged to the district and deposited with the district or with a third party selected and approved by the district.

Bond proceeds, other than bond proceeds representing reserves and funds maintained for debt service purposes, may not be invested in a guaranteed investment contract with a term longer than five years from the date of issuance of the bonds.

To be eligible as an authorized investment:

1. The board must specifically authorize guaranteed investment contracts as eligible investments in the order, ordinance, or resolution authorizing the issuance of bonds;
2. The district must receive bids from at least three separate providers with no material financial interest in the bonds from which proceeds were received;
3. The district must purchase the highest yielding guaranteed investment contract for which a qualifying bid is received;

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4. The price of the guaranteed investment contract must take into account the reasonably expected drawdown schedule for the bond proceeds to be invested; and
5. The provider must certify the administrative costs reasonably expected to be paid to third parties in connection with the guaranteed investment contract.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution of a guaranteed investment contract by a district.

Gov't Code 2256.015

Investment Pools

A district may invest its funds or funds under its control through an eligible investment pool if the board by rule, order, ordinance, or resolution, as appropriate, authorizes the investment in the particular pool. *Gov't Code 2256.016, .019*

To be eligible to receive funds from and invest funds on behalf of a district, an investment pool must furnish to the investment officer or other authorized representative of the district an offering circular or other similar disclosure instrument that contains the information specified in Government Code 2256.016(b). To maintain eligibility, an investment pool must furnish to the investment officer or other authorized representative investment transaction confirmations and a monthly report that contains the information specified in Government Code 2256.016(c). A district by contract may delegate to an investment pool the authority to hold legal title as custodian of investments purchased with its local funds. *Gov't Code 2256.016(b)-(d)*

Corporate Bonds

A district that qualifies as an issuer as defined by Government Code 1371.001 [see CCF], may purchase, sell, and invest its funds and funds under its control in corporate bonds (as defined above) that, at the time of purchase, are rated by a nationally recognized investment rating firm "AA-" or the equivalent and have a stated final maturity that is not later than the third anniversary of the date the corporate bonds were purchased.

A district is not authorized to:

1. Invest in the aggregate more than 15 percent of its monthly average fund balance, excluding bond proceeds, reserves, and other funds held for the payment of debt service, in corporate bonds; or
2. Invest more than 25 percent of the funds invested in corporate bonds in any one domestic business entity, including subsidiaries and affiliates of the entity.

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A district subject to these provisions may purchase, sell, and invest its funds and funds under its control in corporate bonds if the board:

1. Amends its investment policy to authorize corporate bonds as an eligible investment;
2. Adopts procedures to provide for monitoring rating changes in corporate bonds acquired with public funds and liquidating the investment in corporate bonds; and
3. Identifies the funds eligible to be invested in corporate bonds.

The district investment officer, acting on behalf of the district, shall sell corporate bonds in which the district has invested its funds not later than the seventh day after the date a nationally recognized investment rating firm:

1. Issues a release that places the corporate bonds or the domestic business entity that issued the corporate bonds on negative credit watch or the equivalent, if the corporate bonds are rated "AA-" or the equivalent at the time the release is issued; or
2. Changes the rating on the corporate bonds to a rating lower than "AA-" or the equivalent.

Gov't Code 2256.0204

Hedging
Transactions

The board of an eligible entity (as defined above) shall establish the entity's policy regarding hedging transactions. An eligible entity may enter into hedging transactions, including hedging contracts, and related security, credit, and insurance agreements in connection with commodities used by an eligible entity in the entity's general operations, with the acquisition or construction of a capital project, or with an eligible project. A hedging transaction must comply with the regulations of the federal Commodity Futures Trading Commission and the federal Securities and Exchange Commission.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution by an eligible entity of a hedging contract and any related security, credit, or insurance agreement.

An eligible entity may:

1. Pledge as security for and to the payment of a hedging contract or a security, credit, or insurance agreement any general or special revenues or funds the entity is authorized by law to pledge to the payment of any other obligation.

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2. Credit any amount the entity receives under a hedging contract against expenses associated with a commodity purchase.

An eligible entity's cost of or payment under a hedging contract or agreement may be considered an operation and maintenance expense, an acquisition expense, or construction expense of the eligible entity; or a project cost of an eligible project.

Gov't Code 2256.0206

Prohibited
Investments

Except as provided by Government Code 2270 (prohibited investments), a district is not required to liquidate investments that were authorized investments at the time of purchase. *Gov't Code 2256.017*

Note: As an "investing entity" under Government Code 2270.0001(7)(A), a district must comply with Chapter 2270, including reporting requirements, regarding prohibited investments in scrutinized companies listed by the comptroller in accordance with Government Code 2270.0201.

Loss of Required
Rating

An investment that requires a minimum rating does not qualify as an authorized investment during the period the investment does not have the minimum rating. A district shall take all prudent measures that are consistent with its investment policy to liquidate an investment that does not have the minimum rating. *Gov't Code 2256.021*

**Sellers of
Investments**

A written copy of the investment policy shall be presented to any business organization (as defined below) offering to engage in an investment transaction with a district. The qualified representative of the business organization offering to engage in an investment transaction with a district shall execute a written instrument in a form acceptable to the district and the business organization substantially to the effect that the business organization has:

1. Received and reviewed the district investment policy; and
2. Acknowledged that the business organization has implemented reasonable procedures and controls in an effort to preclude investment transactions conducted between the district and the organization that are not authorized by the district's investment policy, except to the extent that this authorization:
 - a. Is dependent on an analysis of the makeup of the district's entire portfolio;

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- b. Requires an interpretation of subjective investment standards; or
- c. Relates to investment transactions of the entity that are not made through accounts or other contractual arrangements over which the business organization has accepted discretionary investment authority.

The investment officer of a district may not acquire or otherwise obtain any authorized investment described in the district's investment policy from a business organization that has not delivered to the district the instrument required above.

Gov't Code 2256.005(k)-(l)

Nothing in this section relieves the district of the responsibility for monitoring investments made by the district to determine that they are in compliance with the investment policy.

Business
Organization

For purposes of the provisions at Sellers of Investments above, "business organization" means an investment pool or investment management firm under contract with a district to invest or manage the district's investment portfolio that has accepted authority granted by the district under the contract to exercise investment discretion in regard to the district's funds.

Gov't Code 2256.005(k)

Donations

A gift, devise, or bequest made to a district to provide college scholarships for district graduates may be invested by the board as provided in Property Code 117.004 (Uniform Prudent Investor Act), unless otherwise specifically provided by the terms of the gift, devise, or bequest. *Education Code 45.107*

Investments donated to a district for a particular purpose or under terms of use specified by the donor are not subject to the requirements of the Public Funds Investment Act. *Gov't Code 2256.004(b)*

**Electronic Funds
Transfer**

A district may use electronic means to transfer or invest all funds collected or controlled by the district. *Gov't Code 2256.051*

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Investment Authority

The Superintendent or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.

**Approved
Investment
Instruments**

From those investments authorized by law and described further in CDA(LEGAL) under Authorized Investments, the Board shall permit investment of District funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptances as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load mutual funds, except for bond proceeds, and no-load money market mutual funds, as permitted by Government Code 2256.014.
8. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
9. Public funds investment pools as permitted by Government Code 2256.016.

Safety

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctuations by income received from the balance of the portfolio. No indi-

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vidual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

**Investment
Management**

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

**Liquidity and
Maturity**

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed five years from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits.

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

Diversity

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

**Monitoring Market
Prices**

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant changes in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. Monitoring shall be done at least quarterly, as required by law, and more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

**Monitoring Rating
Changes**

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

Funds/Strategies

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District and consider preservation and safety of principal, liquidity, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

Operating Funds

Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary

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	objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Custodial Funds	Investment strategies for custodial funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Debt Service Funds	Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.
Capital Project Funds	Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.
Safekeeping and Custody	The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.
Sellers of Investments	Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)] Representatives of brokers/dealers and representatives with distributors of investment pools shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA). Distributors of investment pools shall also be a registrant in good standing with the Municipal Securities Rulemaking Board (MSRB).
Soliciting Bids for CDs	In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.
Interest Rate Risk	To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification. The District shall monitor interest rate risk using weighted average maturity and specific identification.
Internal Controls	A system of internal controls shall be established and documented in writing and must include specific procedures designating who

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has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

Annual Review

The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

Annual Audit

In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.



Board of Trustees

Date of Meeting **October 29, 2026**

Item Type **Action**

Item Name

Consider and Take Action on CCISD's Impact Aid Authorized Representatives for the 2026-2027 School Year.

District Goal

Budget Management: All stakeholders will optimize resources to enhance student success.

Summary
(Purpose/
Objective)

In order to secure and receive all Federal Impact Aid, it is recommended the district identify authorized representatives as part of the process of completing the annual application for federal impact aid. Below are the districts' recommendations for the following roles associated with the application process:

Core Users - Clifton Heath, Chief Financial Officer

Special Education Representative - Cindy Lavallee, Director of Special Education

Application Editor - Clifton Heath, Chief Financial Officer

Signatory - Dr. Brent Hawkins (Superintendent)

Fiscal Impact

None.

Administrative
Recommendation

Administration recommends approval of CCISD's Impact Aid Authorized Representatives for the 2026-2027 School Year.

Attachments

None.

Contact Person

Cliff Heath, CFO

E-Mail Address

clifton.heath@ccisd.com



Board of Trustees

Date of Meeting **October 29, 2026**

Item Type **Action**

Item Name

Memorandum of Agreement with Cove House Free Clinic & the CCISD CTE Department for Student Internships

District Goal

Teaching and Learning: Actively engage both teachers and students in comprehensive and consistent educational experiences that foster meaningful learning.

Summary

(Purpose/
Objective)

Copperas Cove ISD is seeking approval of a Memorandum of Agreement with Cove House Free Clinic to serve as an internship and practicum site for students in the Copperas Cove High School Health Sciences Program.

The partnership will provide students with supervised, uncompensated work-based learning experiences aligned with the Health Sciences curriculum. CCISD and Cove House Free Clinic will coordinate student supervision, training, safety, confidentiality, and performance expectations. The agreement will remain in effect for one school year and may be renewed upon review by both parties.

Fiscal Impact

n/a

Administrative
Recommendation

Administration recommends approval of the Memorandum of Agreement between Cove House Free Clinic and CCISD.

Attachments

Memorandum of Agreement between Cove House Free Clinic and CCISD.

Contact Person

Dr. Amanda Crawley, Deputy Superintendent of Instructional Svcs.

E-Mail Address

amanda.crawley@ccisd.com



MEMORANDUM OF AGREEMENT
between
COVE HOUSE FREE CLINIC
and
COPPERAS COVE INDEPENDENT SCHOOL DISTRICT

This Memorandum of Agreement ("Agreement") sets forth the terms of understanding between Cove House Free Clinic ("the Clinic"), located at 806 E Avenue D, Copperas Cove, Texas 76522, and Copperas Cove Independent School District ("the District"), acting through Copperas Cove High School's Health Sciences Program, for the purpose of establishing the Clinic as an internship and practicum site for students enrolled in the District's Health Sciences Program. As used in this Agreement, "the Clinic" refers to Cove House Free Clinic and "the District" refers collectively to Copperas Cove Independent School District and Copperas Cove High School.

Nature of the Program

This program is limited to services performed by a student, with the permission of the institution in which the student is enrolled, as part of a program established to provide an educational experience for the student. Such student service shall be uncompensated and shall not be used to displace any employee, staff member, or vacancy that is a normal part of the Clinic's workforce.

I. Responsibilities of the Clinic

A. The Clinic's designated liaison representative is _____.

B. Developmental Actions. The Clinic will provide each student with on-the-job training assignments. It is the responsibility of the teacher/coordinator to ensure these assignments are aligned with the formal curriculum and designed to best develop the student's knowledge and skills. Each student will also receive a general facility orientation, including orientation to the Clinic's emergency procedures described in Section V, before beginning departmental rotations and/or skills training.

C. Performance Evaluations. The Clinic will provide ongoing feedback on each student's performance throughout the placement, including: (i) a brief evaluation completed by the student's preceptor or facility director (for example, using a Google Form) twice a month and at any other time a concern arises; and (ii) an in-person or telephone evaluation conducted with the District's teacher/coordinator no less than every six (6) weeks. A cumulative evaluation will also be completed at the end of each clinical rotation cycle.

D. Notification. The Clinic will notify the District's teacher/coordinator as soon as reasonably possible of any student absence from a scheduled rotation, any performance or conduct concern, and any injury, illness, exposure, or other safety-related incident involving a student, and will cooperate with the District in completing any related incident report. Teacher/Coordinator is listed in section IX.



II. Responsibilities of the District

The District shall appoint a teacher/coordinator to work with the Clinic, with the following responsibilities:

- A.**Develop and maintain a program information dissemination system that ensures all students are given an equal opportunity to apply for a referral.
- B.**Provide the name of the District official who will serve as teacher/coordinator responsible for training, evaluation, and supervision.
- C.**Provide student resumes to the applicable training areas upon request.
- D.**Provide the Clinic's representative with the information necessary to ensure structured, meaningful assignments consistent with academic requirements.
- E.**Notify the liaison promptly of any change in a participant's status.
- F.**Obtain written parent/guardian and student consent prior to the placement of any student who is a minor.
- G.**Arrange for and provide, at the District's expense, any background screening or criminal history check required by the Clinic prior to a student's placement.
- H.**Coordinate the internship/practicum schedule with the District's official school calendar, including scheduled school breaks and holidays. A copy of the applicable school calendar is attached to this Agreement as Attachment A and incorporated by reference.

III. Student Responsibilities and Expectations

- A.**Scope of Duties and Supervision. Students may perform only those duties that are appropriate to the student's age, training, and demonstrated competency and that are consistent with the Health Sciences curriculum. At all times while performing clinical duties, students shall remain under the direct supervision of an appropriately qualified Clinic employee.
- B.**Transportation. Transportation to and from the Clinic is the sole responsibility of the student and the student's parent/guardian. Neither the Clinic nor the District is responsible for providing or arranging transportation.
- C.**Attendance. Students are expected to attend all scheduled rotations as assigned. A student who is unable to attend a scheduled rotation must provide advance notice to both the District's instructor and the Clinic's designated point of contact.
- D.**Dress Code and Identification. While at the Clinic, students must wear approved CTE (CTC) scrubs and must visibly display a Copperas Cove ISD student identification badge and a CTE Student Practicum Pass at all times.



IV. Confidentiality, Privacy, and HIPAA Training

The District and its faculty members are responsible for ensuring that all students and faculty respect the confidential nature of patient and Clinic records and comply with all applicable state and federal privacy laws, including the Health Insurance Portability and Accountability Act (HIPAA). The District shall maintain a record of each student's completed training and shall provide copies to the Clinic upon request. A student who has not completed the required training will be denied access to patient information and, if necessary, removed from the placement until training is completed.

V. Health and Safety in the Clinical Setting

The Clinic is a healthcare setting thus students may be exposed to bloodborne pathogens, bodily fluids, and other infectious materials in the course of their rotation. The following provisions apply:

- A. Training.** Before beginning any clinical rotation, students shall receive instruction on bloodborne pathogen exposure control, standard/universal precautions, infection-control procedures, and the proper use of personal protective equipment ("PPE"), consistent with applicable OSHA standards.
- B. PPE and Precautions.** The Clinic will provide students with access to appropriate PPE and instruction on its proper use. Students must follow all Clinic infection-control policies at all times, including the proper handling and disposal of needles and other sharps.
- C. Exposure or Injury.** If a student experiences a needlestick, sharps injury, bodily-fluid exposure, or other injury or illness while at the Clinic, the Clinic will: (i) provide or arrange immediate first aid and access to emergency care as needed; (ii) follow its standard post-exposure protocol; and (iii) notify the District's teacher/coordinator and, if the student is a minor, the student's parent/guardian, as soon as reasonably possible. The District will cooperate with the Clinic in completing any required incident report.
- D. Emergency Procedures.** As part of the general facility orientation described in Section I.B, students will be oriented to the Clinic's emergency procedures, including evacuation routes, emergency contacts, and the location of safety equipment.

VI. Compliance with Child Labor Laws

Students will not perform any duties, tasks, or work that is prohibited for minors under applicable federal or state child labor laws, including the hazardous occupation orders issued under the Fair Labor Standards Act. Enrollment in a Career and Technical Education (CTE) program does not, by itself, authorize a student to perform work that would otherwise be prohibited for a minor. To the extent a student-learner exemption from a Hazardous Occupation Order is claimed for a student age 16 or 17 (for example, under U.S. Department of Labor Child Labor Bulletin 101), the Clinic and the District will ensure that all requirements of that exemption are fully satisfied — including that any such work is incidental to training, intermittent and of short duration, and performed under the direct and close supervision of a qualified and experienced person, with safety instruction provided and documented by both parties. Nothing in this Agreement expands the scope of any exemption beyond what is authorized by law.



VII. Insurance

For the duration of this Agreement, the District shall maintain in force a policy of general liability insurance covering personal injury (including injury resulting in death) and property damage arising directly or indirectly from the District's use of the Clinic's facility under this Agreement. The District's responsibility for any such claim shall be limited to the extent of the liability and expense covered by that policy of insurance.

VIII. Termination

- A.** Termination of a Student's Placement by the Clinic. The Clinic reserves the right to terminate a student's placement if the student fails to meet normal work requirements, or if the Clinic determines, upon clear evidence, that the student's continued presence would be detrimental to the best interests of the Clinic.
- B.** Termination of a Student's Placement by the District. The District reserves the right to cancel a student's placement if, upon clear evidence, the work experience no longer contributes to the student's training competencies, or if the student's conduct is determined to be a source of embarrassment or detriment to the best interests of the District or the Clinic.
- C.** Termination of This Agreement. Either the Clinic or the District may terminate this Agreement in its entirety upon written notice to the other party, including for reasons related to safety, legal or regulatory compliance, or other concerns regarding the operation of the program. Except where an immediate safety or legal concern requires immediate termination, the terminating party will provide at least thirty (30) days' written notice.

IX. Health Screening and Immunization Requirements

Before beginning a clinical rotation, students must complete all health screening, immunization, testing, and other requirements specified by the Clinic for individuals completing clinical rotations at its facility. The Clinic's current requirements are indicated below:

- ☐ Immunization records (e.g., Hepatitis B, MMR, Varicella, Tdap, Influenza)
- ☐ Tuberculosis (TB) screening
- ☐ Physical examination
- ☐ Drug screening
- ☐ Background check (see Section II.G)
- ☐ Other: _____

Student health screening and immunization records will be maintained by the District's Teacher/Coordinator and provided to the Clinic upon request.

Teacher / Coordinator Contact information : _____



X. Duration of Agreement

This Agreement shall remain in effect for one school year from the date of its approval. Prior to its expiration, the Agreement shall be reviewed jointly by the District and the Clinic and may be renewed, with or without modification, for additional one-year terms. The internship/practicum schedule will follow the District's official school calendar (Attachment A), including scheduled school breaks and holidays.

Attachments: Attachment A — District School Calendar

COVE HOUSE FREE CLINIC

By: _____
Print Name / Title

Signature: _____

Date: _____

COPPERAS COVE INDEPENDENT SCHOOL DISTRICT

By: _____
Print Name / Title

Signature: _____

Date: _____



Board of Trustees

Date of Meeting **October 29, 2026**

Item Type **Action**

Item Name

Memorandum of Understanding Between CCISD CTE Criminal Justice Practicum and CCISD School Marshal Program

District Goal

Teaching and Learning: Actively engage both teachers and students in comprehensive and consistent educational experiences that foster meaningful learning.

Summary
(Purpose/
Objective)

Copperas Cove CTE is seeking approval of a Memorandum of Understanding between the CTE Criminal Justice Practicum Program and the CCISD School Marshal Program to provide students with supervised, real-world work-based learning experiences during approved extracurricular and school-sponsored events.

Through this partnership, students will gain practical exposure to event security, situational awareness, communication, emergency response, professionalism, and careers in criminal justice and public safety.

Participating students will remain under the direct supervision of approved CCISD School Marshals and will participate strictly for educational and career-training purposes. The agreement establishes expectations for student selection, safety, confidentiality, professional conduct, supervision, and limitations on student authority to ensure students are not placed in inappropriate or unsafe law-enforcement situations.

Fiscal Impact

n/a

Administrative
Recommendation

Administration recommends approval of the Memorandum of Understanding between the Copperas Cove ISD CTE Criminal Justice Practicum Program and the Copperas Cove ISD School Marshal Program.

Attachments

Memorandum of Understanding between CCISD CTE Criminal Justice Practicum Program and CCISD School Marshal Program

Contact Person

Dr. Amanda Crawley, Deputy Superintendent of Instructional Svcs.

E-Mail Address

amanda.crawley@ccisd.com



MEMORANDUM OF UNDERSTANDING

Work-Based Learning Affiliation Agreement

Between

Copperas Cove Independent School District Career and Technical Education Criminal Justice Practicum Program and Copperas Cove Independent School District School Marshal Program

Purpose

This MOU establishes a work-based learning partnership between the Copperas Cove ISD Career and Technical Education Criminal Justice Practicum Program and the Copperas Cove ISD School Marshal Program to provide supervised, real-world security and public safety experiences for students enrolled in the Copperas Cove High School Criminal Justice Practicum.

The purpose of this agreement is to provide students with authentic work-based learning opportunities through supervised observation and participation alongside CCISD School Marshals during approved extracurricular events and activities. These experiences are intended to support classroom instruction and provide students with practical exposure to event security, situational awareness, communication, emergency response, professionalism, and careers in criminal justice and public safety.

Criminal Justice Practicum Work-Based Learning Program

Participating students may complete work-based learning experiences with CCISD School Marshals during approved extracurricular events and activities, including football games, athletic contests, fine arts events, graduation activities, school-sponsored events, and other approved District functions.

These assignments will occur **outside of the regular instructional day** and only during approved School Marshal extracurricular or extra-duty assignments.

Students remain Criminal Justice Practicum students and shall not function as commissioned peace officers, School Marshals, licensed security officers, or other law-enforcement personnel. Students will participate for educational and career-training purposes under the direct supervision of an approved CCISD School Marshal.

Responsibilities of CCISD Career and Technical Education / Criminal Justice Practicum

- Ensure participating students are enrolled in the Criminal Justice Practicum and have completed appropriate prerequisite classroom instruction and program orientation.
- Select students who demonstrate appropriate maturity, reliability, professionalism, attendance, and conduct.
- Obtain required student and parent/guardian permission prior to participation.



- Provide instruction regarding workplace expectations, confidentiality, professional conduct, safety, chain of command, and limitations of student authority.
- Provide a Criminal Justice Practicum instructor to coordinate assignments, monitor student progress, and serve as the primary program contact.
- Maintain documentation of student participation and work-based learning hours as appropriate.
- Communicate with the School Marshal Program regarding student performance, scheduling, safety concerns, or program needs.
- Ensure students comply with applicable District policies, event procedures, dress expectations, and professional conduct requirements.

Responsibilities of the CCISD School Marshal Program

- Provide supervised work-based learning experiences during approved extracurricular and extra-duty assignments.
- Designate qualified School Marshals to supervise participating students.
- Orient students to event operations, safety procedures, emergency protocols, communication procedures, chain of command, and applicable District expectations.
- Permit students to observe School Marshal operations and accompany the supervising School Marshal when responding to appropriate calls or situations.
- Determine when a situation is appropriate for student observation and direct students to remain at or relocate to a safe location when necessary.
- Provide opportunities for students to observe event security operations, situational assessment, public interaction, incident response, communication, and coordination with administrators or emergency personnel.
- Provide feedback regarding student professionalism, participation, and performance when appropriate.
- Retain the right to remove any student from an assignment when the student's conduct, performance, safety, or presence could interfere with District operations or create an inappropriate or unsafe situation.

Student Requirements

Participating students shall comply with all CCISD policies, campus expectations, event procedures, safety requirements, confidentiality requirements, professional appearance standards, and directions given by the supervising School Marshal.

Students shall demonstrate professional behavior and understand that participation in the work-based learning experience is a privilege.



Students may observe and accompany School Marshals during routine calls and incidents for educational purposes but shall **not independently perform security or law-enforcement duties**.

Students shall not:

- Carry or handle firearms, weapons, or restricted School Marshal equipment.
- Detain, restrain, search, arrest, or physically control another individual.
- Independently confront or pursue individuals suspected of misconduct.
- Conduct searches of persons, bags, vehicles, or property.
- Issue citations, disciplinary consequences, or official directives.
- Represent themselves as a School Marshal, peace officer, or licensed security officer.
- Independently investigate incidents or interview individuals involved in an incident.
- Access restricted law-enforcement, security, or confidential information except as specifically authorized for educational purposes.
- Photograph, record, post, or share information regarding incidents, security operations, or confidential matters.

Radio Communications

Students may be provided access to a District radio or communication device for the purpose of monitoring event communications and learning appropriate radio procedures.

Student radio access shall normally be **listen-only**. Students shall not transmit radio communications unless specifically directed by authorized personnel during an emergency or other exceptional circumstance.

Students may not record, repeat, distribute, or otherwise disclose information heard through District radio communications.

Supervision

Students shall always remain under the direct supervision of an approved CCISD School Marshal while participating in an assignment.

Students may accompany the supervising School Marshal when responding to calls or situations when the School Marshal determines student participation is appropriate and safe.

The supervising School Marshal shall maintain full authority to determine whether a student may remain present during a particular situation. Students shall immediately follow any direction to remain at a designated location, leave an incident area, relocate to a safe area, or discontinue participation.



Students shall not be intentionally placed in a situation involving an active threat, weapon, violent confrontation, or other circumstance determined by District personnel to present an unreasonable safety risk.

Liability

CCISD shall maintain applicable student and District liability coverage consistent with District policy and applicable law.

Participating students are engaged in an educational work-based learning experience and are not employed as School Marshals, peace officers, security officers, or other public safety personnel as a result of participation in this program.

Students are not entitled to compensation or employee benefits for participation unless separately authorized by the District.

Nothing in this agreement is intended to waive any governmental immunity, defense, limitation of liability, or other protection available to Copperas Cove ISD or its employees under Texas law.

Confidentiality

Students shall comply with FERPA, District confidentiality requirements, security procedures, and all applicable federal and state laws.

Students may encounter sensitive or confidential information involving students, employees, visitors, incidents, investigations, security procedures, emergency response, radio communications, or District operations. Such information shall not be disclosed, photographed, recorded, posted to social media, or otherwise distributed.

Students shall also respect all legal requirements concerning the confidentiality of School Marshal identities, assignments, security practices, and related operational information.

Safety and Emergency Procedures

Student safety shall take priority over the educational benefit of observing an incident.

During an emergency, students shall immediately follow the direction of the supervising School Marshal, campus administrator, law-enforcement officer, or other authorized District personnel.

Nothing in this agreement authorizes a student to intervene in an emergency or perform a duty requiring certification, licensure, commissioning, or independent law-enforcement authority.



Term and Termination

This Agreement becomes effective upon the date of final District approval and shall remain in effect for one (1) school year unless terminated earlier.

Either participating department or appropriate District administration may suspend or terminate the Agreement or an individual student's participation when necessary for student safety, District operations, program effectiveness, or compliance with District policy or applicable law.

The agreement may be renewed for subsequent school years upon review and approval by the appropriate District representatives.

This Agreement may be amended only through written approval by the appropriate CCISD representatives.

Signatures

Copperas Cove ISD Career & Technical Education

Name: _____

Title: _____

Signature: _____

Date: _____

Copperas Cove ISD School Marshal Program / Safety & Security

Name: _____

Title: _____

Signature: _____

Date: _____



Board of Trustees

Date of Meeting

Item Type

Item Name

Consider and Take Action to Approve CCISD Charge Policy for the 2026-2027 School Year for Copperas Cove High school and CTIA.

District Goal

Budget Management: All stakeholders will optimize resources to enhance student success.

Summary
(Purpose/
Objective)

TDA POLICY STATES:

School Districts must have a written policy related to charged meals that is reviewed and updated as appropriate to the CE's needs.

The meal charge policy for public and charter schools must be approved by the CE's board of trustees or governing board.

The charge policy may apply the same standards for all grades or may apply different standards for different grades or grade groups. In all cases, the CE's charge policy must be implemented consistently for all students or for the designated grade levels. A CE's policy may include the following:

1. Allow students to charge all available reimbursable meals.
2. Allow students to charge a limited number or type of meals.
3. Provide the lowest cost reimbursable meal available or the lowest cost meal available when the student has a negative balance that has reached the CE's predetermined threshold as long as the meal is offered to all students as a choice on a regular meal service line.

Ref: Texas Department of Agriculture | Food and Nutrition Division Section 19, Meal Pricing | March 11, 2026

Fiscal Impact

Possible Negative Balance at close of SY if not paid by household.
District must offer payment plan for any negative balances to be paid.

Administrative
Recommendation

Approve the CCISD High School & CTIA Charge Policy 2026-2027 School Year

Attachments

Memo from Mrs. Bryan regarding charge policy implementation at CCHS & CTIA

Contact Person

Melissa Bryan

E-Mail Address

murraym@ccisd.com



CCISD Meal Charge Policy for Copperas Cove High School and CTIA



Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals according to the grace period set by the school board, and the district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student may receive an alternate meal (see breakdown on policy below). The district will make every effort to avoid bringing attention to such a student.

District Charge Policy:

High School Students 1 Breakfast and 1 Lunch

A student may not charge snack items. It must be a reimbursable tray with all the required components.

Once this charge limit has been reached, the CCISD Child Nutrition Department procedures are:

Each time the student charges a meal the POS will record the negative charge and a letter will automatically be emailed to the guardian on the student account of the negative balance and the charge of meal.

After charge limit of meals has been met and no attempt to place money on student account, student will be offered an alternate meal which consists of CCISD peanut butter & Jelly sandwich, fruit and choice of milk.

If the student accepts the alternate meal then the cashier will document this by the alternate meal lunch key. We have modified our Alternate Meal choices to be choices that are items that can be purchased as ala carte items so that when a student sits with their peers to eat, there is no visible difference on what meal was given to the student.

If the student refuses the alternate lunch then the "REFUSED Alternate Meal" key will be recorded by cashier.

By tracking the alternate meal with these procedures, it allows the CN Department to accurately document the number of alternate meals served and helps serve as a record that our cashier offered the student the alternate meal and it was declined by the student (this is a valuable recording tool for those instances when parents call and want to know why their child did not eat).



Child Nutrition Department & Warehouse Services
703 W. Ave D Copperas Cove, Texas 76522
254-547-1227 x11500

MEMO

To: Dr. Derek James
CC: Dr. Brent Hawkins
Dr. Jimmy Shuck
Date: September 28, 2026
From: Melissa Bryan
RE: Meal Prices 2026/2027

USDA released regulations in USDA Memo SP 06-2026 dated April 14, 2026 which qualifies our district to use the PLE Exemption for SY 2026-2027 school year for the meal prices for Copperas Cove High School and CTIA.

SFAs Qualifying for the SY 2026-2027 PLE Exemption

For SY 2026-2027, SFAs with a positive or zero balance in the nonprofit school food service account as of June 30, 2025, are exempt from PLE pricing requirements found at [7 CFR 210.14\(e\)](#). Because the 2026 Appropriations Act affects one school year only, FNS recommends that State agencies maintain documentation that includes which SFAs are using the PLE exemption for SY 2026-2027 in order to demonstrate State agency oversight of this provision. This documentation should include a record that each SFA implementing the exemption had a positive or zero balance in the nonprofit school food service account as of June 30, 2025. This record could include documents such as a financial ledger or an attestation provided by the SFA. This documentation may be reviewed by FNS upon request.

CCISD Child Nutrition department will be utilizing the exemption in USDA MEMO SP 06-2026 and using the last meal price charged prior to Community Eligibility Program and will not be completing the Paid Meal Equity for the 2026-2027 school year.

Any student or household who qualifies for the Reduced-Priced meal eligibility will not be required to pay for breakfast or lunch and will continue to eat Free due to the 89th Texas Legislature approved funding as part of the General Appropriations Act for the 2026-2027 school year.

I am recommending that the 2026-2027 meal prices listed below for Copperas Cove High School and CTIA effective when students return to school on January 5, 2027. The student meal prices will for **2026-2027** will be:

Breakfast:	CCHS & CTIA	\$2.50
	CCHS & CTIA Reduced	Free (State of Texas Reimburses District)
	Second Meal Price	\$2.50
Lunch:	CCHS & CTIA	\$3.00
	CCHS & CTIA Reduced	Free (State of Texas Reimburses District)
	Second Meal Price	\$3.00

NON-REIMBURSABLE MEALS PRICING: Any student (PK-12th) who does not complete the requirements for a reimbursable tray is required to pay full-price for meal.

Pk-12 Breakfast Non-Reimbursable Price \$2.50

Non-Reimbursable Lunch Prices

PK-5th \$2.60

6th-8th \$2.80

9th-12th \$3.00

This institution is an equal opportunity provider. This product was funded by USDA.



Board of Trustees

Date of Meeting

Item Type

Item Name

Consider and Take Action to Approve School Meal Prices for the 2026-2027 School Year for Copperas Cove High school and CTIA.

District Goal

Budget Management: All stakeholders will optimize resources to enhance student success.

Summary
(Purpose/
Objective)

When dropping CEP for Copperas Cove High School and CTIA the district is required to have board approval for the meal prices charged to students.

Copperas Cove High School and CTIA breakfast price: 2.50
Copperas Cove High School and CTIA lunch price: \$3.00

Adult Meal Prices will be calculated when other factors are released by USDA. (No board approval for Adult Meal Prices)

Fiscal Impact

Revenue Neutral

Administrative
Recommendation

Approve the School Lunch meal Prices for the 2026-2027 School Year

Attachments

Memo from Mrs. Bryan and USDA Memo with compliance

Contact Person

Melissa Bryan

E-Mail Address

murraym@ccisd.com



**Copperas Cove ISD Child Nutrition Department
Meal Prices for 2026-2027 School Year**

Age Group	Paid Lunch	Reduced Lunch	Paid Breakfast	Reduced Breakfast	Student Second Tray
Grades **PreK	Free	Free	Free	Free	\$2.60
K-5 th	Free	Free	Free	Free	\$2.60
Grades 6 th – 8 th	Free	Free	Free	Free	\$2.80
Grades 9 th -12 th	3.00	Free	2.50	Free	\$3.00
Adult/Visitor (any age)	\$5.55*	N/A	\$3.55**	N/A	

**** Any Student who chooses to not use eligibility and complete requirements for a reimbursable tray shall have the following prices: Breakfast \$2.50**

Lunch PK-5 \$2.60 /6th – 8th grades \$2.80/9th -12th grade \$2.60

Ala Carte Pricing:

**** Adult Prices subject to change for special events****



CCISD Child Nutrition Fueling the Future 2026-2027 Plan

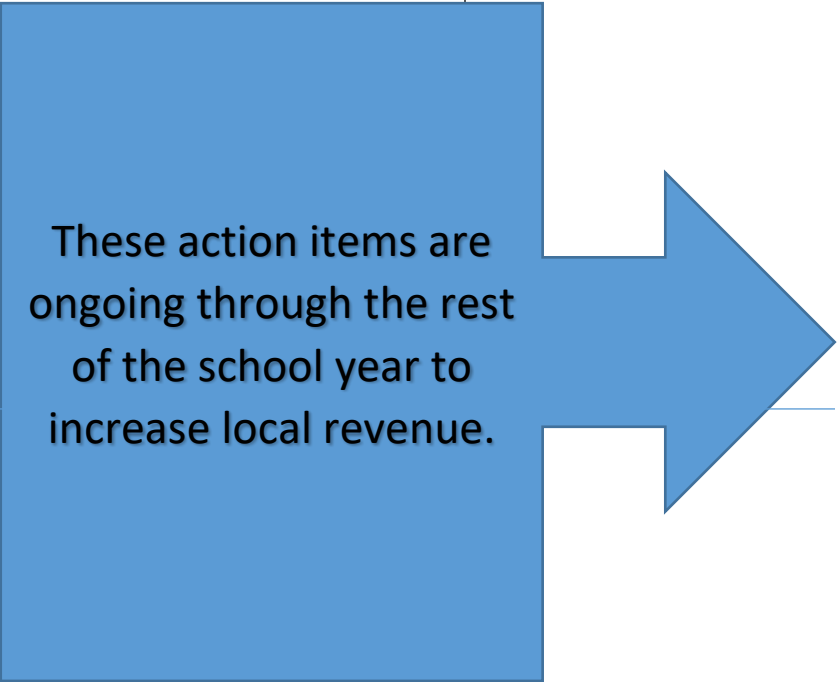


GOAL- Increase Local Revenue	30 DAYS	60 DAYS	90 DAYS
1. Rebranded both High School and Junior High lines to include popular menu items. 2. Started a "Snack Line" only at High school to bring in additional local Revenue. 3. Began offering Smart Snack Approved snack options at all schools to be sold daily.	1. Continue tracking sales and gather data on popular items. 2. Snack Line-Bring in spotlight items to increase local revenue and market monthly special (ex. Sushi) to teachers and students. 3. Continue promotion with flyer with prices to parents and monthly promotion to help compete with Kona Ice and our Frazzle are ½ cup fruit component and smart snack compliant.	These action items are ongoing through the rest of the school year.	
4. Teacher Sales pilot at HS (teachers order with QR Code and we deliver to teachers' lounge and place in refrigerator)	Flyer Created with QR Code for HS Staff to order customized salads or our CCISD In-House Made Salad Teacher will have to have an account set up with our POS and money on their account to purchase.	Surveys will be created using QR Code for other locations to get data on which schools/staff would utilize this program. Data will be compiled and additional schools will be added. Specials will be advertised to increase staff ordering on this program.	Specials will be advertised to increase staff ordering on this program.



CCISD Child Nutrition Fueling the Future 2026-2027 Plan



5. Birthday Party Celebration Packs	Birthday Party Celebration Packs Flyer with order Form will be created with 2 options for parents to order. Parents will have to prepay for the birthday party celebration pack to be delivered to their child's classroom on specific date and time. (with campus approval-Lauren's Law)	 These action items are ongoing through the rest of the school year to increase local revenue.	
6. Athletic Out-Of-Town Meal Ordering Option	Flyer created for out of town athletic meals and or snacks will be created. Meeting with Athletic Director will be held to discuss options and out of town games. Logistics will be worked out with Athletic Department to include ordering timelines, options, pick-up and invoicing.		



CCISD Child Nutrition Fueling the Future 2026-2027 Plan



<i>GOAL-Increase Breakfast & Lunch Participation</i>	<i>30 DAYS-</i>	<i>60 DAYS</i>	<i>90 DAYS</i>
Breakfast In Classroom-All Elementary Schools (Increase participation and Revenue) Projected Plan could roll out all schools in October	Gather Rosters/ Classroom Maps Meet with Principals (Week of 9/7-9/18, 2026) Set meeting with staff for Child Nutrition Civil Rights Training (Orange Day-Sept.21) Set up meeting with all campus staff to train on BIC regulations and training to include Training CN Staff Quotes and order for Additional Containers-Purchase Equipment Needed- (Ordered 9/7-9/11, 2026) Review Staffing Schedules for BIC Streamline Menus revise for BIC	Practice Procedures with CN Staff for smooth roll-out Change TDA Site Apps in TDA Application Agreement to include BIC and Revise Attachment B with TDA Meal Distribution Update Menus for distribution to households and online Change CN Staff times to roll out BIC	Social media spotlight BIC Revise processes as needed for smoother BIC flow
Based on the data from YTD 2025-2026 school year percentages by implementing Breakfast in Classroom would allow the CN Department to increase breakfast participation at all Elementary Schools. This increase in projected participation could increase the CN Department Revenue by \$652,152.50 over the 2026-2027 School Year.			



CCISD Child Nutrition Fueling the Future 2026-2027 Plan



<i>GOAL-Increase Breakfast & Lunch Participation</i>	<i>30 DAYS-</i>	<i>60 DAYS</i>	<i>90 DAYS</i>
2. Lunch Box Buddy (includes healthy smart snack approved items)- Roll out October 5,2026	To increase participation at lunch create and market “lunch box buddy” which is three items that students can pick up (popular items) which would include 3 components to accompany their lunch box from home. These three items will be categorized as “lunch box buddy” and count as a reimbursable meal. CN Staff will use Breakfast Buddy Cart to physically	Track popularity of items by lunchbox surveys Revise options and send monthly ‘lunch box buddy’ flyers home to parents Incorporate ‘lunch box buddy’ incentives to include frazzil coupon on specific dates	Continue take home flyer with monthly information
3. Alternate Meal Locations for Breakfast at High School/Junior High Schools (Additional Option-Submit DEPEND Grant to request Refrigerated Vending Machines for Reimbursable Meal Distribution- October 15, 2026	One school each month: Cove JH Look at school flow pattern for students at various drop off options Find possible alternate location for breakfast cart to be located for students not going to cafeterias Get quotes for breakfast carts	One school each month: SC. Lee Look at school flow pattern for students at various drop off options Find possible alternate location for breakfast cart to be located for students not going to cafeterias Get quotes for breakfast carts	One school each month: HS Look at school flow pattern for students at various drop off options Find possible alternate location for breakfast cart to be located for students not going to cafeterias Get quotes for breakfast carts



CCISD Child Nutrition Fueling the Future 2026-2027 Plan



Deadline) School Based Demonstration Project. These machines could be used also for Afterschool Snacks, Lunch times throughout the day, and even possible At-Risk Supper possibility for eligible locations.	Revise menu to include Grab N Go items breakfast items. Pilot setting up laptop and 6' table with breakfast options to see if location will work for specific school if increase is not shown find alternate location to set up.	Revise menu to include Grab N Go items breakfast items. Pilot setting up laptop and 6' table with breakfast options to see if location will work for specific school if increase is not shown find alternate location to set up.	Revise menu to include Grab N Go items breakfast items. Pilot setting up laptop and 6' table with breakfast options to see if location will work for specific school if increase is not shown find alternate location to set up. High School research for alternate lunch locations such as Bulldawg U or Library for Grab n go pickups

***Afterschool CACFP At Risk Supper program only is allowable for districts and/or specific school with over 50% Free or Reduced Eligibility. Currently, we only have one that is over 50% and that is F/J Elementary who would qualify plus we could include the one Junior High that is the 'feeder' school from that campus.**

****With the TDA information possible recertification would be required after I file my April 1, 2026 CEP Required Report and at that time TDA would determine the district decrease of over 25% would force our district to a mandated Recert. If numbers continue along current data we will not be qualified as a district for 2027-2028 school year and would be required to run with Free & Reduced Meal Applications; at that time, I feel positive that the eligibility determination would be over the 50% mark for several campuses which would allow us to begin the CACFP At Risk Supper Program and also utilize Feeder Schools.**



CCISD Child Nutrition Fueling the Future 2026-2027 Plan



GOAL-Dropping CEP at High School Level and CTIA	30 DAYS- October	60 DAYS- November	90 DAYS- December
Dropping CEP at High School and CTIA due to low ISP percentages to not operate HS/CTIA in deficit. Option 1 CEP dropped from HS beginning January when students return from break	Week of 9/14/2026 Meet with Mr. Shannon October 13, 2026 Workshop Presentation October 26, 2026 Meal Prices approved through School Board (USDA Memo compliance with Paid Meal Equity) October 26, 2026 CCISD Charge Policy Adopted by CCISD School Board Week of 10/27-10/30, 2026 Letter to Households with Timeline of CEP change to Free & Reduced Meal Applications. Week of 10/27-10/30, 2026	Media Release Sent to Media Outlets to include newspaper and Social Media Letters sent to SNAP Students with eligibility. November 1, 2026 Applications for Free & Reduced Meals online will be accepted and Processed. (Eligibility will be classified in MOSAIC system but still run CEP) Households will be tracked for F&R Application completion and calls made to households not responding. Social Media spots on changes to CEP for HS and CTIA	Applications will be accepted online November- until end of school year. November, December through end of year. Email and paper notifications sent to households still requiring Free & Reduced Meal applications December 15, 2026 Site Application will be revised in TXUNPS prior to end of school to allow time for TDA to approve dropping CEP to include Meal Attachment B Upload and Attachment B Meal Distribution Processes November, December, & January Social Media Spots on changes to CEP and High School meal prices and menu choices sent home.



CCISD Child Nutrition Fueling the Future 2026-2027 Plan



	Media Release Sent to Media Outlets to include newspaper and Social Media Meet with CCISD PIO to begin plan for push out social media and media release. Meal Distribution – Attachment B updated with TDA in TDA Application Agreement- Created (Hold) Lists created of SNAP Identified and Potential Reduced/Paid Students to begin communication for F&R Applications Process		MOSIAC system eligibilities will be changed in December prior to release for break
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CCISD Child Nutrition Fueling the Future 2026-2027 Plan

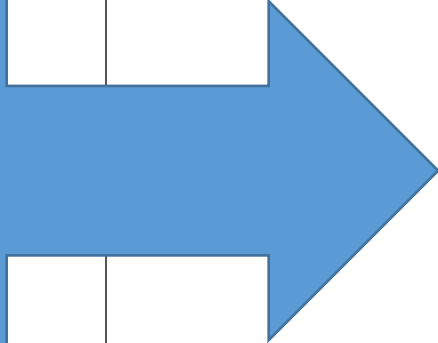


GOAL-Grants/Rebates/Bonus Items	30 DAYS	60 DAYS	90 DAYS
1 Will continue to apply for all USDA/TDA Equipment Grants 2. Will continue to apply for all bonus and rebate programs as approved through USDA/TDA Allowable Expenses and rebates. 3. Will continue to monitor all commodity discount balances swept and placed in state account for requesting as well as any school district commodity discount balances that school districts utilizing school to school transfers after TDA approval. 4. Will continue to utilize every opportunity for additional DOD Produce funds when made available to school districts.	These action items are ongoing through the rest of the school year to increase local revenue. Each of these items are required by USDA/TDA to be monitored, tracked, and record retention for 6 years for reviewing by District Auditors and TDA auditors. ** 2025-2026 we took advantage and received \$68,000 worth of commodity discounts for items from TDA and other school districts. (These are products we utilized the commodity discounts instead of having to pay full price for items.		



CCISD Child Nutrition Fueling the Future 2026-2027 Plan



GOAL-Staffing Changes/Revisions	30 DAYS	60 DAYS	90 DAYS
1 Monitor staffing needs at each campus based on needs of serving lines, meal types and meal consumption. 2 Not fill positions that would cause us to be overstaffed such as Manager at CTIA 3 Revise the three 4-hour positions job descriptions to better utilize the cafeteria and district needs: Child Nutrition Custodial-Kitchen help and the other two 4-hour position job descriptions would be revise to state they are floaters to best optimize working at any cafeteria due to absences.	These action items are ongoing through the rest of the school year to make sure that staffing expenses are maintained at appropriate level for staff/ duties required. 		



CCISD Child Nutrition Fueling the Future 2026-2027 Plan



GOAL-Reducing Expenses	30 DAYS	60 DAYS	90 DAYS
1 Reducing Expenses while still maintaining high quality of items for students.	Cost Analysis are performed as mandated by USDA/TDA for all purchases of food items to verify correct fiscal responsibility annually. Bids are used and only items with bid pricing are ordered. All commodity items are tracked against invoices to make sure correct discounts are applied and not commercial pricing charged on invoice. Weekly Orders are tracked against meal counts and orders for over ordering and cut by CN Menu & Marketing Specialist. Work with managers/staff regarding batch cooking and product waste by inventory control and our product waste/discard form requirement.	These action items are ongoing through the rest of the school year to help reduce expenditures	



CCISD Child Nutrition Fueling the Future 2026-2027 Plan



Additional Information:

1. Each year when I am required to file my SNP Financial Report with TDA we are mandated by USDA/TDA at the completion of the report before submission, if there is an excess fund balance we are required to submit an Excess Fund Balance Spending Plan along with the SNP report to TDA for approval.

The process I was given previously since 2013, was that a budget amendment was not needed to offset that negative amount coming out of fund balance to be spent. That since it would come out of the CN Fund Balance as excess anyway; to let the CN Fund Balance reflect the negative to line up with the ENCR Plan approved by TDA. This is the reason the balances reflect negatives on past school year reports.

2018-2019 SNP Report was required to spend excess in SY 2019-2020	Amount \$105,500
2019-2020 SNP Report was required to spend excess in SY 2020-2021	Amount \$96,632.80
2020—2021 SNP Report was not required to spend	
2021-2022 SNP Report was required to spend excess in SY 2022-2023	Amount \$504,381.97
2022-2023 SNP Report was not required to spend	
2023-2024 SNP Report was required to spend excess in SY 2024-2025	Amount \$464,600.50

*Also, in 2023-2024 we received 4th round of SCA funds that got deposited late into CN Account on 8/14/2023 and it was a payment forward method and rolled into the CN Fund Balance and had to be spent into the next SY which 2024-2025 in the amount of \$305,418.83.



Board of Trustees

Date of Meeting **October 29, 2026**

Item Type **Action**

Item Name Resolution to Adopt Uniform Procedure For Tax-Foreclosed Property Held in Trust

District Goal Budget Management: All stakeholders will optimize resources to enhance student success.

Summary
(Purpose/
Objective)

Tax-foreclosed properties held in trust generate no tax revenue, impose maintenance and liability exposure on the trustee unit until resold, and remain off tax rolls. Adopting this resolution sets forth a uniform procedure for receiving, publicizing, and acting on offers received to sell tax-foreclosed properties. The Coryell County Tax Office will serve as the administrator with support from Perdue Brandon Fielder Collins, and Mott, LLP to ensure all appropriate notices and sale documents are prepared and filed. Approval authority will remain with CCISD. Each sale will be presented to the Board for a vote.

Fiscal Impact No fiscal impact.

Administrative Recommendation The district recommends approval the Resolution to Adopt Uniform Procedures and Standard Form for Purchase of Tax-Foreclosed Property.

Attachments

Trust Property Procedure Proposal

Resolution to Adopt Uniform Procedures and Standard Form for Purchase of Tax-Foreclosed Property.

Exhibit_20A

Contact Person **Cliff Heath, CFO**

E-Mail Address **clifton.heath@ccisd.com**



RESOLUTION OF THE BOARD OF TRUSTEES OF THE COPPERAS COVE INDEPENDENT SCHOOL DISTRICT ADOPTING A UNIFORM PROCEDURE AND STANDARD FORM FOR THE RECEIPT AND CONSIDERATION OF OFFERS TO PURCHASE TAX-FORECLOSED REAL PROPERTY HELD IN TRUST, PURSUANT TO SECTION 34.05 OF THE TEXAS TAX CODE

WHEREAS, certain real properties within Coryell County have been struck off to a taxing unit at tax foreclosure sale and are held in trust for the benefit of the taxing units that were parties to the underlying judgments; and

WHEREAS, Section 34.05 of the Texas Tax Code authorizes the trustee taxing unit to resell such properties at any time by public or private sale, subject to the price and consent requirements of Subsections (h), (i), and (j); and

WHEREAS, the taxing units desire a uniform, transparent procedure for receiving and acting on offers to purchase trust property that treats all prospective purchasers identically, resolves competing offers before governing-body action, and returns property to the tax rolls;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE COPPERAS COVE INDEPENDENT SCHOOL DISTRICT THAT:

1. **Standard Form.** The form titled Offer to Purchase Trust Property (the "Form"), attached as Exhibit A, is adopted as the exclusive form for offers to purchase trust property. Offers not submitted on the Form, or materially incomplete, may be returned without action.
2. **Administrator.** The Coryell County Tax Office (the "Administrator"), acting in coordination with the taxing units' delinquent tax counsel, shall receive offers, maintain the record of each offer, and administer the procedure adopted by this resolution. Delinquent tax counsel shall calculate the minimum price under Section 34.05(h) (the lesser of the market value specified in the judgment of foreclosure or the total amount of the judgments against the property), prepare the published notice described in Section 4, and prepare the deed and closing documents for any approved sale.
3. **Offer Period.** Each offer shall remain open for 120 days from the date of the offer, as provided in the Form.
4. **Published Notice; Competing Offers.** Promptly after receipt of a qualifying offer, the Administrator shall cause notice to be published in a newspaper of general circulation in the county stating that an offer has been received on the identified property and that competing offers on the standard form will be accepted until a stated deadline not less than 30 days after publication. The notice shall not state the amount of the pending offer or the identity of the offeror, and may state the minimum acceptable price described by Section 34.05(h) of the Texas Tax Code. Competing offers must be delivered to the office designated in the notice by the deadline. Offers received after the deadline shall be disregarded.



5. **Opening and Selection.** After the deadline, the Administrator shall review all offers and select the highest qualifying offer. If two or more qualifying offers are equal, the offer received earliest shall be selected. Only the selected offer shall be presented for approval.
6. **Approval.** (a) If the selected offer equals or exceeds the minimum price under Section 34.05(h), the offer shall be presented to the governing body of the trustee taxing unit, which may approve the sale without the consent of any other taxing unit, as provided by that subsection. (b) If the selected offer is less than the minimum price, or if the sale is proposed under Section 34.05(j), the offer shall be presented to each taxing unit entitled to receive proceeds of the sale for property-specific consent. Nothing in this resolution constitutes advance consent to any particular sale, and each taxing unit retains full discretion to approve or reject any offer presented to it.
7. **Deed; Proceeds.** Upon approval and payment in full, the presiding officer of the trustee taxing unit is authorized to execute a deed without warranty conveying the right, title, and interest acquired or held by each taxing unit that was a party to the judgment, subject to any remaining right of redemption, as provided by Section 34.05. Proceeds shall be distributed as provided by Section 34.06.
8. **Reservation.** The taxing units reserve the right to reject any and all offers, to withdraw any property from availability at any time prior to final approval, and to direct a public resale of any property under Section 34.05(c) and (d) in lieu of this procedure.
9. **Effective Date.** This resolution takes effect immediately upon adoption and applies to offers received on or after that date.

PASSED AND APPROVED this _____ day of 20_____.

Signed:

Joan Manning, CCISD Board President

Date

Attest:

John Gallen, CCISD Vice President

Date

September 8, 2026

Re: Proposed Standard Procedure for Over-the-Counter Offers on Tax-Foreclosed Property Held in Trust

To the Board of Trustees of Copperas Cove Independent School District:

Our law firm serves as delinquent tax counsel for Copperas Cove Independent School District. A number of properties struck off at tax sale are now held in trust for the benefit of the County and taxing units. These properties generate no tax revenue, impose maintenance and liability exposure on the trustee unit, and—until resold—remain off the tax rolls. From time to time, members of the public approach the county or our office with offers to purchase individual trust properties. After discussion with counsel for the county, we propose a uniform procedure for receiving, publicizing, and acting on those offers, and to ask that your governing body adopt the enclosed resolution approving it.

Section 34.05 of the Texas Tax Code authorizes the trustee taxing unit to resell trust property at any time by public or private sale. For a private sale, the statute sets a price floor equal to the lesser of (1) the market value specified in the judgment of foreclosure or (2) the total amount of the judgments against the property. An offer at or above that floor may be accepted by the trustee unit alone. The consent of the other taxing units is not required, although each unit still receives its proportionate share of the proceeds under Section 34.06. An offer below the floor requires the consent of every taxing unit entitled to proceeds. Finally, where the judgment plus post-judgment taxes exceeds the property's market value, Section 34.05(j) permits a sale at the current certified appraisal-roll market value with the consent of each unit. Such a sale extinguishes the post-judgment tax liens and is often the only practical way to return a long-held property to the tax rolls. A unit that declines to consent to a sale under Subsection (j) becomes liable for its pro rata share of the trustee unit's ongoing costs of maintaining the property.

The procedure proposed is straightforward. Offers are submitted on a standard form and remain open for 120 days. Upon receipt of a qualifying offer, notice is published in a newspaper of general circulation identifying the property and announcing that competing offers will be accepted for 30 days. However, the amount of the pending offer and the identity of the offeror are not published. When the competing-offer period closes, all offers are reviewed and the highest qualifying offer is presented for approval to the trustee unit alone if the offer meets the statutory floor, or to each taxing unit if consent is required. This structure resolves all competition before any offer reaches a posted agenda, protects the taxing units' negotiating position, and ensures every prospective purchaser is treated identically.

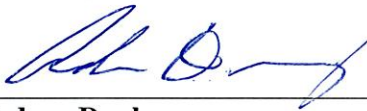
Under the proposed procedure, the Coryell County Tax Office will serve as the administrator. It will receive all offers, maintain the records, and manage the offer and competing-offer timelines. Our office will support the Tax Office and work with the county's tax counsel to

ensure all appropriate notices and sale documents are prepared and filed. Approval authority remains where the statute places it - with your governing body.

Adoption of the resolution does not commit the ISD to approve any particular sale. Each below-floor or Subsection (j) sale will still be presented to your board for a property-specific vote. The resolution simply approves the standard offer form and procedure so that individual sales can be considered efficiently and on a uniform record.

I would be happy to answer questions or appear at a meeting of your governing body, and respectfully request that the enclosed resolution be placed on your next available agenda.

Respectfully,

A handwritten signature in blue ink, appearing to read 'Adam Dockery', is written over a horizontal line.

Adam Dockery

PERDUE BRANDON FIELDER COLLINS & MOTT, LLP

Enclosures:

Exhibit A – Offer to Purchase Trust Property Form

Exhibit B – Resolution Adopting Procedure for Resale of Trust Property

Exhibit A

Offer to Purchase Trust Property

Coryell County, Texas

Use this form to offer to purchase real property that is held in trust by one or more Coryell County taxing units following a tax foreclosure sale. Complete every field in Sections 1 through 3, read the terms in Section 4, then sign and deliver the form as directed below. Submitting an offer does not create a contract and does not obligate any taxing unit to sell a property.

1. OFFEROR INFORMATION

Name:

Offeror Type:

☐ Individual ☐ LLC ☐ Trust ☐ Other: _____

Signer / Title (if entity):

Mailing Address:

Phone:

Email:

2. PROPERTY

Property Address:

Account / PID:

3. OFFER

Offer Amount:

\$ _____

Date of Offer:

4. TERMS & ACKNOWLEDGMENTS

- 1. As-Is Sale.** The property is offered and conveyed AS IS, WHERE IS, WITH NO WARRANTY of title, condition, or fitness, express or implied. The Offeror is responsible for independently investigating title, boundaries, condition, and value before submitting this offer.
- 2. Interest Conveyed.** Any sale is made by a deed without warranty, executed by the presiding officer of the trustee taxing unit, conveying only the right, title, and interest the taxing units acquired or hold. Such deed does not guarantee clear or marketable title.
- 3. Right of Redemption.** The property may remain subject to any right of redemption held by the former owner. See Texas Tax Code Section 34.21. For former residence homestead, agricultural-use, or mineral properties, the former owner may redeem up to two years after the deed to the taxing unit was recorded by paying the purchase price and costs plus a premium of 25% (first year) or 50% (second year). The redemption period for other types of properties is one hundred eighty (180) days.

- 4. Approval & Competing Offers.** This offer is not binding on any taxing unit and is subject to approval. The County or its counsel may publish the property as available, solicit competing offers for a stated period, and accept the highest or best offer or reject any and all offers. No contract exists unless and until the sale is approved by the required taxing unit(s) and closed.
- 5. Offer Period.** This offer shall remain open for a period of 120 days from the date of offer, to allow time for any competing-offer period and governing-body action.
- 6. Closing & Costs.** If accepted, closing is anticipated to occur within 30 days after approval, with the full purchase price due at closing by cash or cashier's check. In addition, the Offeror shall pay for recording fees and the cost of deed preparation, plus any prorated current-year taxes required by law.
- 7. Offeror Representations.** By signing, the Offeror represents that the Offeror owes no delinquent property taxes to any taxing unit in Coryell County and is not the former owner or defendant in the foreclosure suit, or acting on that person's behalf.

5. SIGNATURE

Signature:

Printed Name:

Date:

Please deliver the completed form to one of the following offices:

Coryell County Tax Office
800 E. Main Street, Suite B
Gatesville, Texas 76528
(254) 865-3142
justin.carothers@coryellcountytexas.gov

Coryell County Tax Office
809 S. Main Street,
Copperas Cove, Texas 76522
(254) 547-4285
justin.carothers@coryellcountytexas.gov

FOR INTERNAL OFFICE USE ONLY

Date received:

Trustee taxing unit:

Judgment market value:

Total amount due on judgments:

Minimum floor (lesser of the two):

Competing-offer period closes:

Presented to governing body (date):

Action taken:

Presented to governing body (date):

Action taken:

Presented to governing body (date):

Action taken:

Presented to governing body (date):

Action taken:



Board of Trustees

Date of Meeting **October 29, 2026**

Item Type **Action**

Item Name

Consider and Approve Updates to Policies DGBA(L) and GF(L)

District Goal

Communications/Community Partnerships: Expand opportunities for stakeholders' involvement in activities that foster academic success, personal excellence and responsible citizenship in our students while recognizing community partners.

Summary
(Purpose/
Objective)

The proposed revisions to DGBA(LOCAL) and GF(LOCAL) align the District's employee and public grievance appeal procedures by adding an additional administrative review level before an appeal reaches the Board. Under the current policies, Level Two appeals are heard by the Superintendent or designee and Level Three appeals proceed to the Board. The revisions establish designated administrators for Levels Two and Three, require written responses to state the basis for the decision, and move the Board appeal to Level Four.

Fiscal Impact

N/A

Administrative
Recommendation

Approve the policy updates.

Attachments

DGBA (LOCAL) and GF (LOCAL)

Contact Person

Dr. Jimmy Shuck, Deputy Superintendent for O&S

E-Mail Address

jimmy.shuck@ccisd.com

PROPOSED REVISIONS

Note: This local policy has been revised in accordance with the District's innovation plan. [See AF(LOCAL)]

Complaints

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

Other Complaint Processes

Employee complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with DGBA after the relevant complaint process:

1. Complaints alleging discrimination, including violations of Title IX (gender), Title VII (sex, race, color, religion, national origin), ADEA (age), or Section 504 (disability), shall be submitted in accordance with the DIA series.
2. Complaints alleging certain forms of harassment, including harassment by a supervisor and violation of Title VII, shall be submitted in accordance with the DIA series.
3. Complaints concerning retaliation relating to discrimination and harassment shall be submitted in accordance with the DIA series.
4. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
5. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
6. Complaints concerning the proposed nonrenewal of a term contract issued under Chapter 21 of the Education Code shall be submitted in accordance with DFBB.
7. Complaints concerning the proposed termination or suspension without pay of an employee on a probationary, term, or continuing contract issued under Chapter 21 of the Education Code during the contract term shall be submitted in accordance with DFAA, DFBA, or DFCA.

Notice to Employees

The District shall inform employees of this policy through appropriate District publications.

Guiding Principles Informal Process

The Board encourages employees to discuss their concerns with their supervisor, principal, or other appropriate administrator who

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

	has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level. Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.
Direct Communication with Board Members	Employees shall not be prohibited from communicating with a member of the Board regarding District operations except when communication between an employee and a Board member would be inappropriate because of a pending hearing or appeal related to the employee.
Formal Process	An employee may initiate the formal process described below by timely filing a written complaint form. Even after initiating the formal complaint process, employees are encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time. The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.
Freedom from Retaliation	Neither the Board nor any District employee shall unlawfully retaliate against an employee for bringing a concern or complaint.
Whistleblower Complaints	Whistleblower complaints shall be filed within the time specified by law and may be made to the Superintendent beginning at Level Two. Timelines for the employee and the District set out in this policy may be shortened to allow the Board to make a final decision within 60 calendar days of the initiation of the complaint. [See DG]
Complaints Against Supervisors	Complaints alleging a violation of law by a supervisor may be made to the Superintendent. Complaint forms alleging a violation of law by the Superintendent may be submitted directly to the Board or designee.
General Provisions Filing	Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

	appropriate administrator or designated representative no more than three days after the deadline.
Scheduling Conferences	The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If the employee fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the employee's absence.
Response	At Levels One, <u>Two</u> , and Two <u>Three</u> , "response" shall mean a written communication to the employee from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the employee's email address of record, or sent by U.S. Mail to the employee's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.
Days	"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."
Representative	"Representative" shall mean any person who or an organization that does not claim the right to strike and is designated by the employee to represent him or her in the complaint process. The employee may designate a representative through written notice to the District at any level of this process. The representative may participate in person or by telephone conference call. If the employee designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.
Consolidating Complaints	Complaints arising out of an event or a series of related events shall be addressed in one complaint. Employees shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint. When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the District may consolidate the complaints.
Untimely Filings	All time limits shall be strictly followed unless modified by mutual written consent. If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the employee, at any point during the complaint process. The employee may appeal the dismissal by seeking review in writing within 10 days from the date

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and
Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the employee does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the employee unless the employee did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

Audio Recording

As provided by law, an employee shall be permitted to make an audio recording of a conference or hearing under this policy at which the substance of the employee's complaint is discussed. The employee shall notify all attendees present that an audio recording is taking place.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, employees on a school campus shall file Level One complaints with the campus principal; other District employees shall file Level One complaints with their immediate supervisor.

If the only administrator who has authority to remedy the alleged problem is the Superintendent, the complaint may begin at Level ~~Two~~Three following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

The appropriate administrator shall investigate as necessary and schedule a conference with the employee within 10 days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the employee a written response within 10 days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the employee did not receive the relief requested at Level One or if the time for a response has expired, the employee may request a conference with the ~~Superintendent~~ appropriate administrator to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within 10 days of the date of the written Level One response or, if no response was received, within 10 days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The employee may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the employee at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The ~~Superintendent~~ Level Two administrator shall schedule a conference within 10 days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the employee may provide information concerning any documents or information relied upon by the administration for the Level One decision. The ~~Superintendent~~ Level Two administrator may set reasonable time limits for the conference.

The ~~Superintendent~~ Level Two administrator shall provide the employee a written response within 10 days following the conference.

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

The written response shall set forth the basis of the decision. In reaching a decision, the ~~Superintendent~~ Level Two administrator may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the ~~Superintendent~~ Level Two administrator believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the employee did not receive the relief requested at Level Two or if the time for a response has expired, the employee may request a conference with the Superintendent to appeal the Level Two decision ~~to the Board~~.

The appeal notice must be filed in writing, on a form provided by the District, within 10 days of the date of the written Level Two response or, if no response was received, within 10 days of the Level Two response deadline.

After receiving notice of the appeal, the Level Two administrator shall prepare and forward a record of the Level Two appeal to the Level Three administrator. ~~The Superintendent shall inform the employee of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board. The Superintendent shall provide the Board the record of the Level Two appeal.~~ The employee may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the ~~administration~~ Level Two administrator in reaching the Level Two decision.

The Level Three administrator shall schedule a conference within 10 days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level Two. At the conference, the employee may provide information concerning any documents or information relied upon by the administration for the Level One and Level Two decisions. The Level Three administrator may set reasonable time limits for the conference.

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

The Level Three administrator shall provide the employee a written response within 10 days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Level Three administrator may consider the Level One and Level Two records, information provided at the Level Three conference, and any other relevant documents or information the Level Three administrator believes will help resolve the complaint.

Recordings of the Level One, Level Two, and Level Three conferences, if any, shall be maintained with the Level One, Level Two, and Level Three records.

Level Four

If the employee did not receive the relief requested at Level Three or if the time for a response has expired, the employee may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within 10 days of the date of the written Level Three response or, if no response was received, within 10 days of the Level Three response deadline.

The Superintendent shall inform the employee of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent shall provide the Board the record of the Level Three appeal. The employee may request a copy of the Level Three record.

The Level Three record shall include:

1. The Level One record.
2. The Level Two record.
3. The notice of appeal from Level Two to Level Three.
4. The written response issued at Level Three and any attachments.
5. All other documents relied upon by the administration in reaching the Level Three decision.

The appeal shall be limited to the issues and documents considered at Level Three, except that if at the Level ~~Three~~Four hearing the administration intends to rely on evidence not included in the Level ~~Two~~Three record, the administration shall provide the employee notice of the nature of the evidence at least three days before the hearing.

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the employee and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level ~~Three~~Four presentation. The Level ~~Three~~Four presentation, including the presentation by the employee or the employee's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level ~~Two~~Three.

PROPOSED REVISIONS

Note: This local policy has been revised in accordance with the District's innovation plan. [See AF(LOCAL)]

Complaints

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

Other Complaint Processes

Complaints by members of the public shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with GF after the relevant complaint process:

1. Complaints concerning instructional resources shall be filed in accordance with the EF series.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be filed in accordance with the CKE series.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Guiding Principles

Informal Process

The Board encourages the public to discuss concerns with an appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

An individual may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

PUBLIC COMPLAINTS

GF
(LOCAL)

**Freedom from
Retaliation**

Neither the Board nor any District employee shall unlawfully retaliate against any individual for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling
Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If the individual fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the individual's absence.

Response

At Levels One, Two, and ~~Two~~ Three, "response" shall mean a written communication to the individual from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the individual's email address of record, or sent by U.S. Mail to the individual's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by an individual to represent the individual in the complaint process.

The individual may designate a representative through written notice to the District at any level of this process. If the individual designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating
Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. An individual shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

PUBLIC COMPLAINTS

GF
(LOCAL)

Untimely Filings All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the individual, at any point during the complaint process. The individual may appeal the dismissal by seeking review in writing within 10 days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the individual does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the individual unless the individual did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

If the only administrator who has authority to remedy the alleged problem is the Superintendent the complaint may begin at Level ~~Two~~Three following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the individual within 10 days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the individual a written response within 10 days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the individual did not receive the relief requested at Level One or if the time for a response has expired, he or she may request a conference with the ~~Superintendent~~ designated administrator to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within 10 days of the date of the written Level One response or, if no response was received, within 10 days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The individual may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the individual at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The ~~Superintendent~~ Level Two administrator shall schedule a conference within 10 days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the individual may provide information concerning any documents or information relied upon by the administration for the Level One decision. The ~~Superintendent~~ Level Two administrator may set reasonable time limits for the conference.

The ~~Superintendent~~ Level Two administrator shall provide the individual a written response within 10 days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the ~~Superintendent~~ Level Two administrator may consider the Level One record, information provided at the

Level Two conference, and any other relevant documents or information the ~~Superintendent~~ Level Two administrator believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

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After receiving notice of the appeal, the Level Two administrator shall prepare and forward a record of the Level Two appeal to the Level Three administrator. ~~The Superintendent shall inform the individual of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.~~

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The Level Three administrator shall schedule a conference within 10 days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level Two. At the conference, the individual may provide information concerning any documents or information relied upon by the administration for the Level One and Level Two decisions. The Level Three administrator may set reasonable time limits for the conference.

The Level Three administrator shall provide the individual a written response within 10 days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent may consider the Level One and Level

Level Four

Two records, information provided at the Level Three conference, and any other relevant documents or information the Level Three administrator believes will help resolve the complaint.

Recordings of the Level One, Level Two, and Level Three conferences, if any, shall be maintained with the Level One, Level Two, and Level Three records.

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PUBLIC COMPLAINTS

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administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

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Copperas Cove Independent School District



Clements/Hollie Parsons Elementary

Accountability Rating: B

Distinction Designation:

Top 25 Percent: Comparative Academic Growth, Top 25
Percent: Comparative Closing the Gaps

2026-2027 Campus Improvement Plan

Mission Statement

The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship.

The mission of Clements-Parsons Elementary School is to create life-long learners by providing a high quality education in a safe and nurturing environment while maintaining a cooperative and productive relationship with our families.

Vision

Copperas Cove ISD...A Foundation of Excellence - A future of Success.

Our vision at Clements-Parsons Elementary school is to have a learning community which empowers staff and students to:

- create
- think critically
- problem solve
- care about others and themselves
- contribute positively to society
- apply 21st century technology skills.

Value Statement

At Clements-Parsons Elementary, we believe every child is capable of learning, growing, and thriving. We value a safe, inclusive, and nurturing environment where high expectations, strong relationships, and meaningful learning experiences empower all students to reach their fullest potential.

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Comprehensive Needs Assessment

Demographics

Summary

C. R. Clements-Hollie Parsons Elementary is a Kindergarten through 5th grade Title I campus in Copperas Cove ISD located in Copperas Cove, Texas. Our campus's peak student population for the 24-25 school year was 869 students. The campus serves students who also reside in Kempner, Texas. Additionally, there are eleven general education bus routes, 2 bilingual bus routes, and two special education bus routes, that bring students who do not live within walking distance to the campus.

Our campus serves a diverse and dynamic student population. Based on Fall 2025 PEIMS data, over 60% of our students are economically disadvantaged, nearly 50% are identified as at-risk, and 27.6% receive special education services. Our improvement plan targets equity in instruction, access to supports, and closing achievement gaps through targeted, data-informed actions.

About Staff:

C.R. Clements/Hollie Parsons Elementary consists of 102 staff members (58 teachers and 27 paraprofessionals), 9 RISE Teachers, 7 Office Staff Personnel, 3 Professional Support Staff, 2 Instructional Coaches, 2 Counselors, and 3 Campus Administrators.

This year, 2025-26, our new staff consists of 7 new to CPE (seasoned) teachers and 9 new paraprofessionals.

Within C.R. Clements/Hollie Parsons Elementary, we collaborate with staff and local community to identify students needing assistance through Child Find. CPE is committed to supporting the district focus for improved coordination of programs and services for students at risk of dropping out of school.

The race of the campus based on the Spring 2025 PEIMS report is as follows:

Race	Number	Percent
African American	125	14.9%
Hispanic	338	40.3%
White	251	29.9%
Pacific Islander	20	2.4%
Two or More Races	95	11.2%
Asian	15	1.8%
American Indian	3	.01%

Other Student Information:

Student Information	Number	Percent
Female	438	51.7%
Male	409	48.2%
English as a Second Language	26	3.07%
Emergent Bilingual (EB)	128	15.11%
Bilingual	85	10.04%
Free Lunch Participation	442	52.18%
Reduced Lunch Participation	80	9.45%
Gifted and Talented	35	4.13%
Special Education	234	27.63%
Dyslexia	73	8.62%
Homeless	6	0.71%
Foster Care	4	0.47%

At-Risk	408	48.17%
Economically Disadvantaged	522	61.63%
Military Connected	320	37.78%
Section 504	73	8.84%

Special Services:

Primary Disability	Number	Percent
Orthopedic Impairment	2	0.85%
Other Health Impairment	9	3.85%
Intellectual Disability	17	7.26%
Auditory Impairment	0	0.00%
Emotional Disturbance	6	2.56%
Learning Disability	121	51.71%
Speech Impairment	34	14.53%
Autism	39	16.67%
Traumatic Brain Injury	0	0.00%
Non-categorical Early Childhood	2	0.85%
Developmental Delay	4	1.71%

Instructional Setting	Number	Percent
Speech Therapy	32	13.68%
Mainstream	28	11.97%
Resource Room	136	58.12%
Self-Contained	38	16.24%

Attendance:

School Year	Percentage
2019 - 2020	94.60%
2020 - 2021	93.89%
2021 - 2022	92.13%
2022 - 2023	93.83%
2023 - 2024	94.21%
2024 - 2025	94.19%

The campus attendance rate has an average of 93.80% over the last six years. Our school stays consistently at the state average for attendance. Attendance is tracked daily, and numerous procedures are in place to respond to excessive tardies and/or absences. The campus follows district protocol when addressing absences to include phone calls and letters sent home from 10 and 15-day absences. Attendance Review Committees are also held when a student has accumulated 6 and 9 unexcused absences.

Teachers are asked to communicate with parents when a student is absent via phone calls, Schoology and/or district email. In addition, students were given attendance certificates at the end of year. As a safety precaution and to emphasize the importance of attendance, daily contact is made with parents/guardians if their child is absent and the parent has yet to notify the school of the absence by the PEIMS secretary.

Strengths

Clements/Parsons Elementary demonstrates strength in diversity, inclusion, and resilience, particularly through its support of multilingual learners, military-connected families, and students with diverse needs. The steady attendance, strong service structures, and broad cultural representation build a foundation for equity-driven instruction, community connection, and whole-child development.

1. Rich Cultural and Racial Diversity

- With **over 70% of students identifying as Hispanic, African American, or Two or More Races**, the campus benefits from a wide range of cultural backgrounds.
- This diversity promotes global awareness, empathy, and inclusive teaching practices.
- It offers rich opportunities for multicultural education, heritage events, and bilingual engagement.

2. High Military-Connected Population (37.78%)

- Military-connected students often bring resilience, adaptability, and global perspectives.
- The presence of this group fosters a strong sense of community and patriotism on campus.
- Access to federal and military resources can enhance student support systems.

3. Balanced Gender Distribution

- A near-even split between **female (51.7%)** and **male (48.2%)** students supports equitable programming, extracurricular participation, and representation across learning experiences.

4. Strong Inclusion of Emergent Bilinguals (15.11%)

- A significant percentage of EB and bilingual students reflects the school's role in developing strong language learners.
- This offers an opportunity to strengthen dual-language programs, cultural pride, and second language acquisition strategies for all.

5. Comprehensive Support Systems for Special Populations

- The campus provides services to **over one-quarter of students in special education (27.63%)** and a sizable group under Section 504 (8.84%), showing a commitment to inclusive education.
- The use of varied instructional settings (mainstream, resource, self-contained, and speech therapy) indicates a flexible, individualized approach to student needs.

6. Steady Attendance Rates

- Attendance has remained relatively stable over six years, ranging from **92%–94%**, even through post-pandemic recovery years.
- This consistency suggests a positive school climate and strong relationships with families.

7. Significant Identification of At-Risk Students (48.17%)

- While high, this figure reflects proactive identification and monitoring efforts.
- It enables the campus to provide targeted academic and social-emotional interventions early.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The attendance rate continues to below 95% (below the state average).	Parent/Guardians lack communication regarding student absences consistently. Attendance review committees are being held, but there continues to be lack of follow through from district truancy office.
2 ★	Of students receiving special education services, 51.71% are classified with a learning disability.	This may reflect instructional gaps in early literacy and foundational skills, particularly for at-risk and economically disadvantaged students.
3 ★	With 27.63% of students receiving special education services--well above state averages.	There may be overidentification or a lack of early intervention practices, requiring a review of referral processes, instructional alignment, and inclusive practices.
4 ★	Only 4.13% of students are identified as Gifted and Talented.	This suggests potential underidentification of high-achieving students from historically underserved groups, including economically disadvantaged, bilingual, and minority students.
5 ★	With 15.11% of students identified as Emergent Bilinguals and only 3.07% in ESL programs.	There may be a mismatch in program placement or insufficient support for developing academic language proficiency across grade levels.

6



Nearly half the campus population (48.17%) is considered at-risk.

There is a critical need for multi-tiered systems of support (MTSS), including academic, behavioral, and emotional interventions.

 = **Priority**

Student Learning

Summary

Students are assessed three times a year: BOY, MOY, and EOY. Kindergarten through third grade students are tested on mClass. Kindergarten through Fifth Grade are also assessed on NWEA MAP in Math, Reading, and Science. This school year, students were given an Oral Reading Fluency assessment to test phonic skills.

Kindergarten	BOY	MOY	EOY
Well Below Benchmark	38%	34%	30%
Below Benchmark	23%	13%	18%
At Benchmark	17%	31%	37%
Above Benchmark	22%	22%	20%
Students Tested	141	142	140

First Grade	BOY	MOY	EOY
Well Below Benchmark	39%	42%	28%
Below Benchmark	13%	11%	13%
At Benchmark	28%	26%	31%
Above Benchmark	20%	21%	24%
Students Tested	127	129	124

Second Grade	BOY	MOY	EOY
Well Below Benchmark	37%	43%	26%
Below Benchmark	15%	13%	13%
At Benchmark	36%	34%	31%
Above Benchmark	12%	10%	13%
Students Tested	138	134	132

STAAR RELEASED (Approaches) %:

Test	December 2024	March 2025
3rd RLA	65%	74%
3rd Math	26%	56%
4th RLA	69%	81%
4th Math	67%	77%
5th Science	56%	53%
5th RLA	84%	80%
5th Math	82%	88%

RESPONSE TO INTERVENTION:

CPE embedded the layers of MTSS as required by the district. Response to intervention Tier model with Tier 1 as classroom instruction, Tier 2 as additional instruction time in a smaller group, and Tier 3 is designed for students not making progress in Tier 2. Regular data meetings and RTI meetings were held to address progress monitoring. Interventionists were instructed to use pull out intervention whenever possible. Dyslexia has become its own entity, but students serviced in Dyslexia are considered Tier 3 students as well as being covered under Section 504 and/or Special Education. All students who were identified as Dyslexia have begun the transition to Special Education. We have a large population of Dyslexia students and more students are qualifying due to students being screened in kindergarten and first grade.

GRADING AND FAILURE RATES:

The campus this year focused on common formative assessments, hoping to reflect student mastery of the TEKS. Continued monitoring of grades, with an emphasis on rigorous assessments, completed independently with only allowed accommodations for those students requiring them, to reflect actual student mastery levels will remain a focus. The district also created checkpoints for the students as a district comparing measure. The discrepancy between grades and student released STAAR scores has decreased, but continues to be a cause for concern. Alignment of expectations and appropriate levels of mastery are continuing PD topics. Parent communication continues to be an issue for students struggling academically. Teachers were required to hold face-to-face parent conferences. Administrators maintained consistent communication with parents of students that fell under the HB 1416 regulations. Failure letters were sent out more frequently by the campus administration to ensure parents were aware of their students' progress. Tutoring was provided by teachers for student in danger of failing.

Any new to K-3 teachers were required attend Reading Academy. Reading Academy taught teachers how to implement the best practices as it relates to the Science of Teaching Reading. Kindergarten through third grades uses Foundations for phonics, and kindergarten through second grades use Heggerty for phonological awareness.

Continued focus for the 2025-2026 school year will be on maintaining the instructional focus with fidelity to the Science of Reading, Sharon Wells, Bluebonnet (Eureka) math curriculum and Ph.D Science. There will also be a focus on instruction being delivered to our Special Education students and monitoring the resources and effectiveness in intervention.

Strengths

- DDI has proven to help teachers narrow the focus and play for purposeful reteach
- K-2 students showed growth on mClass consistently. All student groups have shown growth throughout the year. There were dips in multiple groups from the EOY 2024 to the first released testing in 2024-25 school year, but all groups recovered and are trending higher.
- Special education students are provided with specially designed instruction and curriculum in resource settings to help bridge the achievement gap between them and their non-special education peers. This instruction is tailored to meet each student's unique learning needs and is aligned with their Individualized Education Program (IEP) goals.
- In resource classrooms, students receive targeted support in smaller group settings, which allows for more individualized attention and specialized teaching strategies. The curriculum is often modified or supplemented to ensure students can access grade-level content in a way that matches their current abilities.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ At BOY, 38% of Kindergarten students were well below benchmark, indicating a large portion of students starting school without foundational literacy skills.	High percentage of students enter Kindergarten significantly behind expectations.
2★ Only 26% of 3rd graders met "Approaches" in Math in December 2024, rising to 56% in March 2025--but still indicating over 40% not on track.	Major gaps in Math performance, particularly in Grade 3. New curriculum was introduced in the 23-24 school year. Teachers implementing new curriculum may have been a factor in low student achievement.
3★ Significant midyear increase in students "Well Below Benchmark."	"Well below" rose from 37% at BOY to 43% at MOY--highlighting potential mid-year instructional or assessment challenges.

★ = Priority

School Processes & Programs

Summary

CURRICULUM AND INSTRUCTION

The district curriculum is aligned with the TEKS and ELPS. The campus recognizes the need for more rigorous instruction and has implemented unit assessments second through fifth grade. The district also implemented district checkpoints to monitor campus progress. In addition, the district implemented a common report card assessment for K – 2 and data trackers K – 5. The standards-based report cards in kindergarten through second grade serves as an alignment tool since all teachers are measuring student progress on the same level of skills. The use of common formative assignments/assessments, collaboratively selected by teachers, is intended to improve tier one instruction. Analysis of data, specifically on unit assessments, STAAR Released tests, ORF, mClass, and NWEA MAP results, provides a basis for reviewing student progress. Re-teaching, in whole group or small group, depending on data results, occurs after analysis of levels of progress. Use of the Instructional Focus Documents gives teachers valuable insight into the expected student performance levels. Unpacking of IFDs and backwards design are utilized to equip teachers to plan effectively. Classroom walkthrough forms, aligned with the district initiatives, have been developed to monitor fidelity of implementation and to improve instructional practices. Increasing numbers of walkthroughs is a focus of the district and campus in order to provide timely feedback to teachers.

TEACHER RETENTION

Teacher retention/turnover is identified as an area that impacts our campus annually. The campus and district are actively seeking ways to recruit the best teachers and to provide support for those teachers to grow as professionals and remain employed long-term. The district sponsored MORE mentor/mentee program provides a mentor for each teacher new to the campus and/or the profession. Collaboration, observations, and support are ongoing throughout the year, and for a second year for new to the profession teachers. The presence of the large military community in our area also affects teacher turnover. As of June 19, 2025, seven teachers will not be returning to our campus next year. One teacher retired, two left due to military PCS, and four left for other districts. As of June 19, 2025, four paraprofessionals will not be returning to the campus. The campus continues to work to build morale, set high standards of expectations, and consistent staff commitments.

CAMPUS RESPONSES TO NEEDS

In recent years, the campus has focused on gathering accurate data, monitoring student progress levels, analyzing data results, and making more data driven instructional decisions. However, work remains to be done in these areas. Weekly lesson internalization meetings occurred, facilitated by the ICs, to deepen understanding of the TEKS/scope and what students need to know and show to reach mastery levels. In addition to weekly planning, grade-levels will meet every other week for PLC. During PLCs, teachers collaborate with the ICs to develop rigorous lesson plans, participate in bite sized PD, and work on remediation plans. The campus continues to implement Data Driven Instruction to provide a focus on analyzing real time data and instructional implications.

In addition to the TEKS, ELPS are taught, monitored, and facilitated by the ESL Interventionist. The ESL interventionist utilized both a push-in and a pull-out model, depending on the level of student's English proficiency, to assist ESL students.

During the 2025-26 school year, the campus will continue to utilize the IFDs, TEKS specificity, and DDI to plan for reteach.

SUPPORT OF DISTRICT INITIATIVES AND SCHEDULE DEVELOPMENT

The district initiatives of The Science of Reading, Bluebonnet (formerly Eureka), Ph.D. Science, and Sharon Wells implementation will also offer structure and needed support to our campus. The campus also provides support for improving student achievement through a dedicated intervention period, and through highly qualified interventionists who provide service and support through consultation, push-in, and pull-out services. Tutoring for struggling students and individualized online programs to fill skill gaps are also provided. The newly developed schedule provides for 120 minutes RLA and 60 – 90 minutes of math instruction utilizing

Sharon Wells or Bluebonnet (Eureka). In addition, thirty additional minutes of literacy instruction, tied specifically to the Foundations phonics program, is provided to students in grades K- 2 to solidify literacy acquisition in the primary grade levels. During 2021 – 2022 school year, Foundations was added to the third-grade schedule, and it continues to be helpful to our students. Transitions are also minimized with the new schedule so instructional time can be maximized.

GOALS

The goals of the campus are to increase instructional rigor, provide effective interventions, increase teacher retention, maximize instructional time, and to continue to integrate and use technology to enhance the instruction and student learning. Consequently, the campus will continue to reflect, adjust, learn and implement best practices to achieve higher levels of student performance on all measures.

Strengths

Some of the most notable school process and program strengths include:

- Vertically aligned and prepared scope and sequence
- Weekly Leadership Meetings
- Weekly Lesson Internalization meetings with grade levels
- DDI meetings focused on current data trends and instructional implications
- Academic RtI offer a time for interventionist and classroom teachers to determine student needs
- The use of paraprofessionals during intervention to assist with small group
- The addition of PLC to the master schedule has reduced PLC cancellation due to staff absences
- Lead for Impact initiatives to include walk throughs, coaching, district coaching

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ Student behavior shows a need for increased social/emotional support.	Students come from different households and experience different environmental factors that impact school.
2 ★ Grade-level intervention groups need to be more fluid.	Lack of time to meet as a team to make needed adjustments.

★ = Priority

Perceptions

Summary

Parent Involvement

The teachers at C.R. Clements/Hollie Parsons Elementary are required to keep a parent communication log. As a Title I campus, teachers are required to have at least one documented annual parent teacher conference.

Our PCOC held monthly PAC meetings and recruited volunteers.

This year, CPE hosted Meet the Teacher, Title 1 Meeting, Literacy Family Night, monthly PTA meetings, student performances, Career Day, STEM Night, and Multicultural Night. The campus participated in the district's annual Trunk-or-Treat in October & PTO sponsored a movie night. CPE participated in a food drive for families and donated turkey meals to our impoverished families. Campus Information was channeled through the PTO Facebook page, the CCISD App, Thrillshare Alerts, and Schoology.

For the upcoming school year, the campus will increase family nights and parent/volunteer involvement.

CORE VALUES AND BELIEFS

Clements/Parson Elementary is a collaborative campus. In revisiting our mission, vision, and beliefs this year, teachers and staff overwhelmingly identified and emphasized the value of collaboration. Our goal is to take the culture and climate that has been established within the staff and use it as a vehicle to move us to higher levels of student achievement.

DISCIPLINE:

Analysis of discipline data reveals that behavior challenges still exist and have drastically changed from previous school years. Data still shows that teachers refer students to the office without conducting a classroom level investigation. Teachers struggle with differentiating between classroom and office referrals, as verified by office referrals that could/should have been handled in the classroom. Also, multiple classroom referrals are submitted without moving to the next level and submitting an office referral. There appears to be hesitancy on the part of teachers in determining when a student should progress from repeated classroom referrals to an office referral.

Implementation of CHAMPS is strong in the beginning of the year, but it is observed that the implementation is less consistent during the year. As the year progresses, CHAMPS does not appear to be revisited and retaught in common areas and classrooms when needed. Reliance on assignment of consequences becomes more prevalent, as opposed to proactive re-teaching of behavior expectations, or reflection upon teacher behaviors and responses that could positively impact behavior.

The following interventions are in place to increase appropriate behaviors: Behavior Rtl, Calm down areas in the classroom, Sensory Room, Social and Emotion Lessons, Counseling services, CHAMPS, PBIS, guidance lessons, and individual & small group counseling.

Each classroom teacher was given a Calm Down box which included different fidgets to meet all sensory needs. The Calm Down boxes were created based on the grade level. Calm Down boxes were not used as effectively this school year and the idea will need to be revisited.

The campus had 2 disciplinary removals to DAEP for the 2024 – 2025 school year.

	23-24	24-25
Total Referrals	972	602
Classroom	577	
Office/Teacher	395	
Office by Type:		

Physical Contact w/ Student	43	49
Physical Contact w/ Adult	6	50
Disruptive Behavior	91	29
Noncompliance	72	14
Disrespect	39	12
Elopement	16	
Throwing Object(s)	1	1
Horseplay	56	14
Vape/Tabacco	0	0
Assault on Employee	4	
Destruction of School Property	12	3
Bullying		5

Disciplinary decisions are made by the administrators based on the CCISD Code of Conduct after thorough investigation of incidents. The most common consequences assigned for inappropriate behaviors are principal detention, lunch detention, In School Suspension, referrals to counselors, restorative conferences, parent contact and collaboration, withdrawal of privileges, creation and implementation of a behavior plan, and/or intervention by a behavior support staff member.

Referral patterns indicate that referrals increase as the year progresses. Data shows that responses and interventions do not significantly increase teacher autonomy or decrease behaviors of concern. Training to address behaviors effectively, to increase teacher strategies and implementation of the behavior continuum, and to improve student responses, will lead to more academic time on-task and improved behavior.

Breakdown of Referrals by Grade Level:

Grade Level:	23-24	24-25
Kindergarten	153	112
First Grade	71	63
Second Grade	137	86
Third Grade	105	112
Fourth Grade	95	100
Fifth Grade	161	129

BULLYING:

The strategies in place to reduce the threat of bullying are shared through guidance lessons and publicized on the CCISD and campus websites and Schoology pages. All teachers are trained in monitoring and addressing bullying concerns. Students are provided multiple outlets and encouraged to report and seek assistance if they are victims of bullying, or observe others being bullied. There is an annual Unity Day in October. The entire campus wears orange and makes a statement to Unify against Bullying. Procedures and responses to bullying situations are emphasized, taught, and reviewed. Although bullying continues to be an area of expressed concern by students and parents, investigations often reveal that issues are related to conflicts between peers and are two-sided. Counseling and restorative conferences are utilized to strengthen peer interactions. Bullying investigations are conducted when requested or needed. The Bully Reporter is an online anonymous system used to report suspected bullying and allows administration to fully investigate suspected bullying.

SAFETY:

Effective procedures are in place to promote safety. Expectations are set, and CHAMPS are taught for all common area. Safety procedures are taught to staff and students. Grade levels have radios to use in case of emergency. All drills are conducted and reviewed as required. Raptor is used to check-in visitors and office staff is trained on procedures to ensure campus security. In addition, this school year majority of the staff was trained in Mental Health First Aid. Annual EOP training was held.

Strengths

- Both classroom and office referrals were reduced this school year.
- Implementation of Positive Office referrals were well received by staff.
- Staff don't report needing assistance with SEL curriculum.
- Master schedule has SEL built in.
- Most of the staff feel supported with student discipline.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ There is a lack of follow through with the use of PBIS Rewards.	Not all teachers and staff understand the PBIS Rewards system.
2 ★ Family Nights have low attendance.	Campus needs to advertise family nights sooner and more frequently.
3 ★ The campus saw an increase in physical contact with staff and students this school year.	Students need to develop strong relationships with trusted adults on campus. Students that have the hardest behaviors struggle trusting adults.
4 ★ There has been a lack of prioritizing SEL curriculum (Every Day Speech) and a lack of guidance lessons delivered by our counselors.	Counselors were too involved in behavior and discipline. SEL time was devoted to first thing in the morning according to the master schedule. Our kiddos that needed it the most were often tardy.
5 ★ Frequent absences, tardies, and early checkouts are a chronic issue at CPE.	Parents need to be held responsible for students arriving late or allowing excessive absences to occur.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

The attendance rate continues to below 95% (below the state average).

Parent/Guardians lack communication regarding student absences consistently. Attendance review committees are being held, but there continues to be lack of follow through from district truancy office.

2
★

Of students receiving special education services, 51.71% are classified with a learning disability.

This may reflect instructional gaps in early literacy and foundational skills, particularly for at-risk and economically disadvantaged students.

3
★

With 27.63% of students receiving special education services--well above state averages.

There may be overidentification or a lack of early intervention practices, requiring a review of referral processes, instructional alignment, and inclusive practices.

4
★

Only 4.13% of students are identified as Gifted and Talented.

This suggests potential underidentification of high-achieving students from historically underserved groups, including economically disadvantaged, bilingual, and minority students.

5
★

With 15.11% of students identified as Emergent Bilinguals and only 3.07% in ESL programs.

There may be a mismatch in program placement or insufficient support for developing academic language proficiency across grade levels.

6
★

Nearly half the campus population (48.17%) is considered at-risk.

There is a critical need for multi-tiered systems of support (MTSS), including academic, behavioral, and emotional interventions.

7
★

At BOY, 38% of Kindergarten students were well below benchmark, indicating a large portion of students starting school without foundational literacy skills.

High percentage of students enter Kindergarten significantly behind expectations.

8
★

Only 26% of 3rd graders met "Approaches" in Math in December 2024, rising to 56% in March 2025--but still indicating over 40% not on track.

Major gaps in Math performance, particularly in Grade 3. New curriculum was introduced in the 23-24 school year. Teachers implementing new curriculum may have been a factor in low student achievement.

9
★

Significant midyear increase in students "Well Below Benchmark."

"Well below" rose from 37% at BOY to 43% at MOY--highlighting potential mid-year instructional or assessment challenges.

10
★

Student behavior shows a need for increased social/emotional support.

Students come from different households and experience different environmental factors that impact school.

11
★

Grade-level intervention groups need to be more fluid.

Lack of time to meet as a team to make needed adjustments.

12
★

There is a lack of follow through with the use of PBIS Rewards.

Not all teachers and staff understand the PBIS Rewards system.

13



Family Nights have low attendance.

Campus needs to advertise family nights sooner and more frequently.

14



The campus saw an increase in physical contact with staff and students this school year.

Students need to develop strong relationships with trusted adults on campus. Students that have the hardest behaviors struggle trusting adults.

15



There has been a lack of prioritizing SEL curriculum (Every Day Speech) and a lack of guidance lessons delivered by our counselors.

Counselors were too involved in behavior and discipline. SEL time was devoted to first thing in the morning according to the master schedule. Our kiddos that needed it the most were often tardy.

16



Frequent absences, tardies, and early checkouts are a chronic issue at CPE.

Parents need to be held responsible for students arriving late or allowing excessive absences to occur.

★ = Priority



Goals

Goal 1 Teachers engage all students daily with TEKS-aligned, high-quality instructional materials and assessments.

Performance Objective 1 High Priority HB3 Goal

By May 2027, the campus will increase teacher capacity by implementing weekly coaching cycles, regular observation and feedback, and weekly collaborative planning sessions, leading to measurable growth in student engagement, as evidenced by walk-through data and multiple measures of student data.

Evaluation Data Source: Weekly lesson internalization documentation
Administrative walk-through data
Student work samples

Strategy 1 Targeted Support Strategy

Provide all teachers with high quality resources, targeted professional development and ongoing coaching focused on effective implementation of instructional materials and research based instructional strategies.

Strategy's Expected Result/Impact: Teachers will demonstrate improved execution of instructional delivery that engages all students.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Classroom Teachers, Interventionists, Special Education Teachers, Teacher Leaders

Problem Statements: Demographics 6 - Student Learning 1, 2, 3

Funding Sources: Instructional Materials, Instructional Supplies, Substitutes 199 - General Fund, \$25,000

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Conduct regular instructional walkthroughs using the T-TESS rubric and the Get Better Faster feedback model to provide timely, targeted feedback that supports teacher growth and improves instructional effectiveness.

Strategy's Expected Result/Impact: Increased teacher clarity on state standards, enhancing instructional delivery, and student achievement

Staff Responsible for Monitoring: Principals
Assistant Principals
Instructional Coaches

Problem Statements: Demographics 6 - Student Learning 1, 2, 3

Funding Sources: Supplies 199 - General Fund, \$2,500

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

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Strategy 3

Prioritize protected time for grade-level planning, professional learning communities (PLCs), and data-driven instruction (DDI) to ensure aligned instruction, targeted interventions, and continuous improvement of teaching practices

Strategy's Expected Result/Impact: Teachers will utilize strategies to plan with greater clarity and intentionality, leading to effective instructional delivery.

Staff Responsible for Monitoring: Principal
Assistant Principals
Instructional Coaches
Teacher Leaders

Problem Statements: Student Learning 1, 2, 3

Funding Sources: Instructional Supplies 199 - General Fund, \$3,000

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

6

Nearly half the campus population (48.17%) is considered at-risk.

There is a critical need for multi-tiered systems of support (MTSS), including academic, behavioral, and emotional interventions.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

At BOY, 38% of Kindergarten students were well below benchmark, indicating a large portion of students starting school without foundational literacy skills.

High percentage of students enter Kindergarten significantly behind expectations.

2

Only 26% of 3rd graders met "Approaches" in Math in December 2024, rising to 56% in March 2025--but still indicating over 40% not on track.

Major gaps in Math performance, particularly in Grade 3. New curriculum was introduced in the 23-24 school year. Teachers implementing new curriculum may have been a factor in low student achievement.

3

Significant midyear increase in students "Well Below Benchmark."

"Well below" rose from 37% at BOY to 43% at MOY--highlighting potential mid-year instructional or assessment challenges.

Performance Objective 2 High Priority HB3 Goal

By May 2027, the campus will increase the percentage of Kindergarten-5th grade students meeting or exceeding expected annual growth percentiles by at least 10% on district and state assessment measures. (mClass, MAP, STAAR)

Evaluation Data Source: mClass Reading

MAP

STAAR

District data trackers

Strategy 1

Provide general education interventionist and paraprofessional interventionists to the intervention hour schedule

Strategy's Expected Result/Impact: Increased growth on grade-appropriate screeners
Increased student achievement

Staff Responsible for Monitoring: Principal
Assistant Principals
Instructional Coaches
Interventionist

Problem Statements: Demographics 3, 6 - Student Learning 1, 2, 3

Funding Sources: Interventionist, Intervention Paraprofessionals 211 - Title I-A, \$75,000

Title I: 2.5.2, 2.5.3

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Strategy 2

Implement high-quality formative and summative assessments in reading and math to monitor student growth and use the results to inform instruction, reteaching, and intervention planning

Strategy's Expected Result/Impact: Increased student growth across screeners
Improved targeted instruction during intervention due to data driven strategies

Staff Responsible for Monitoring: Principal
Assistant Principals
Instructional Coaches
Teachers

Problem Statements: Demographics 2, 3, 6 - Student Learning 1, 2, 3

Funding Sources: Instructional Materials, Instructional Supplies, Differentiated Instructional Resources 199 - General Fund, 211 - Title, \$2,000

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Of students receiving special education services, 51.71% are classified with a learning disability.	This may reflect instructional gaps in early literacy and foundational skills, particularly for at-risk and economically disadvantaged students.
3 With 27.63% of students receiving special education services--well above state averages.	There may be overidentification or a lack of early intervention practices, requiring a review of referral processes, instructional alignment, and inclusive practices.
6 Nearly half the campus population (48.17%) is considered at-risk.	There is a critical need for multi-tiered systems of support (MTSS), including academic, behavioral, and emotional interventions.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 At BOY, 38% of Kindergarten students were well below benchmark, indicating a large portion of students starting school without foundational literacy skills.	High percentage of students enter Kindergarten significantly behind expectations.
2 Only 26% of 3rd graders met "Approaches" in Math in December 2024, rising to 56% in March 2025--but still indicating over 40% not on track.	Major gaps in Math performance, particularly in Grade 3. New curriculum was introduced in the 23-24 school year. Teachers implementing new curriculum may have been a factor in low student achievement.
3 Significant midyear increase in students "Well Below Benchmark."	"Well below" rose from 37% at BOY to 43% at MOY--highlighting potential mid-year instructional or assessment challenges.

Performance Objective 3 High Priority

By May 2027, the campus will increase the overall student attendance rate to at least 96%, with a reduction in chronic absenteeism by 10%, as measured by PEIMS attendance data.

Strategy 1

Launch campus-wide attendance and punctuality incentive programs (e.g., class rewards, perfect attendance recognition, raffles).

Strategy's Expected Result/Impact: Increased student attendance percentages (ADA), decreased tardies and early check outs

Staff Responsible for Monitoring: Principal
Counselors
PEIMS Secretary
Assistant Principals
PCOC
Communities and Schools
Truancy Officer

Problem Statements: Demographics 1 - Perceptions 5

Funding Sources: Student Incentives 199 - General Fund, \$3,000

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Develop individualized attendance plans for students with low attendance trends, including goals and incentives (ARCs)

Strategy's Expected Result/Impact: Increased student attendance

Staff Responsible for Monitoring: Principal
Assistant Principals
Counselors
PEIMS Secretary
Communities in Schools
Truancy Officer

Problem Statements: Demographics 1 - Perceptions 5

Funding Sources: Student Awards, Incentives 199 - General Fund, \$1,000

Title I: 2.5.1

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The attendance rate continues to below 95% (below the state average).

Parent/Guardians lack communication regarding student absences consistently. Attendance review committees are being held, but there continues to be lack of follow through from district truancy office.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

5

Frequent absences, tardies, and early checkouts are a chronic issue at CPE.

Parents need to be held responsible for students arriving late or allowing excessive absences to occur.

Goal 2

CCISD will retain and support high quality staff at all levels of the organization.

Performance Objective 1

 High Priority

By May 2027, the campus will retain at least 90% of teachers rated "Proficient" or higher on T-TESS and who demonstrate consistent student growth, through implementation of targeted professional development, leadership opportunities, and a supportive campus culture.

Evaluation Data Source: HR Records
Retention data
Coaching logs
TIA submission
Summative Evaluations
Mentor Documentation

Strategy 1

Establish and implement a structured mentor program to support new and novice teachers through ongoing coaching, peer collaboration, and professional learning, with the goal of increasing teacher effectiveness, confidence, and retention.

Strategy's Expected Result/Impact: Increased support for novice teachers
Teacher retention

Staff Responsible for Monitoring: Principal
Assistant Principals
Instructional Coaches
Mentor Coordinator
Mentors

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Strategy 2

Implement a consistent staff recognition program that celebrates excellence, boosts morale, and fosters a positive campus culture by acknowledging the contributions and achievements of all staff members.

Strategy's Expected Result/Impact: Increase staff morale
Increase staff retention

Staff Responsible for Monitoring: Leadership team

Funding Sources: Supplies 211 - Title I-A, \$750			
ESF Levers: Lever 2: Talent Retention and Strategic Staffing			
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Strategy 3

Implement a structured system of instructional walkthroughs, timely feedback, and ongoing coaching cycles to support teacher growth, improve instructional practices, and increase teacher retention.			
Strategy's Expected Result/Impact: Teachers receiving targeted support will more than likely remain at CPE.			
Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches			
ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building			
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Goal 3

CCISD will develop systems which target social-emotional development for all students and staff.

Performance Objective 1 High Priority

The campus will foster a positive and nurturing climate for all stakeholders.

Evaluation Data Source: Increased social-emotional regulation amongst students

Strategy 1

By May 2026, the campus will implement classroom SEL lessons, provide targeted small-group and individual guidance sessions for identified students, and integrate restorative practices campus-wide.

Strategy's Expected Result/Impact: Increased social-emotional regulation
Decreased discipline incidents

Staff Responsible for Monitoring: Principal
Assistant Principals
Counselors

Funding Sources: SEL Supplies/Subscriptions 199 - General Fund, \$7,000

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2 High Priority

The campus will increase student participation in SEL lessons and Restorative Practices' Instructional Strategies.

Evaluation Data Source: Everyday Speech Reports
Raptor Logs
Attendance Rates

Strategy 1

The campus has developed a master schedule in which SEL instruction is staggered throughout the instructional day and CIRCLE time is scheduled at the end of the day.

Strategy's Expected Result/Impact: More student participation due to varied times for SEL and Circles

Staff Responsible for Monitoring: Counselors
Assistant Principals
Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Block Schedule has been added to PLC schedule and counselors are part of the block schedule rotations.

Strategy's Expected Result/Impact: Guidance Lessons will be delivered during the block PLC days. Students will be getting consistent guidance lessons.

Staff Responsible for Monitoring: Counselors
Principal
Instructional Coaches

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 3 High Priority

By May 2027, the campus will reduce total student behavior incidents by 25% compared to the 2025-2026 school year, through the implementation of proactive behavior supports, consistent campus-wide expectations, SEL instruction, and restorative practices.

Evaluation Data Source: Discipline data
Leadership team behavior tracker
BRTI Tracker

Strategy 1

Establish and communicate clear, consistent behavior expectations using a campus-wide behavior matrix (e.g., aligned to PBIS or CHAMPS).

Strategy's Expected Result/Impact: Decreased Discipline Referrals
Decreased Walkie Calls for Admin and Counselors

Staff Responsible for Monitoring: Principal
Assistant Principals
Counselors
Teachers

Problem Statements: Demographics 6 - School Processes & Programs 1 - Perceptions 1, 3, 4

Title I: 2.5.2, 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Consistently implement the campus-wide strategies outlined in the CPE Campus Playbook

Strategy's Expected Result/Impact: Decreased behavior incidents

Increased student achievement

Increased student attendance

Staff Responsible for Monitoring: Principals

Assistant Principals

Instructional Coaches

Counselors

Teachers

Problem Statements: Demographics 6 - School Processes & Programs 1, 2 - Perceptions 3, 4

Funding Sources: Behavioral Incentives, PD, Office Supplies 199 - General Fund, \$500

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

Implement proactive behavior supports with PBIS events/campus incentives and Positive Office Referrals

Strategy's Expected Result/Impact: Decreased behavior incidents

Increased student attendance

Increased student achievement

Staff Responsible for Monitoring: Principal

Assistant Principals

Counselors

Teachers

Problem Statements: Demographics 6 - School Processes & Programs 1, 2 - Perceptions 1, 4

Funding Sources: Supplies, Incentives, Subscriptions 199 - General Fund, \$5,000

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

6

Nearly half the campus population (48.17%) is considered at-risk.

There is a critical need for multi-tiered systems of support (MTSS), including academic, behavioral, and emotional interventions.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Student behavior shows a need for increased social/emotional support.

Students come from different households and experience different environmental factors that impact school.

2

Grade-level intervention groups need to be more fluid.

Lack of time to meet as a team to make needed adjustments.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

There is a lack of follow through with the use of PBIS Rewards.

Not all teachers and staff understand the PBIS Rewards system.

3

The campus saw an increase in physical contact with staff and students this school year.

Students need to develop strong relationships with trusted adults on campus. Students that have the hardest behaviors struggle trusting adults.

4

There has been a lack of prioritizing SEL curriculum (Every Day Speech) and a lack of guidance lessons delivered by our counselors.

Counselors were too involved in behavior and discipline. SEL time was devoted to first thing in the morning according to the master schedule. Our kiddos that needed it the most were often tardy.

Goal 4

CCISD facilities will support future student enrollment, address safety and security, and allow for innovative instruction in a technological society.

Performance Objective 1 **High Priority** **HB3 Goal**

Administration will use systems and processes to maintain safe facilities, equipment, and grounds to promote a welcoming and positive environment conducive for student learning.

Evaluation Data Source: Safety Inspection Reports
Work orders
Maintenance Completion Logs
Incident and Accident Reports
Walkthrough Observation Notes

Strategy 1

Work orders for facility needs will be processed through the work order system in a timely manner with follow through.

Strategy's Expected Result/Impact: Safe and healthy facilities for students

Staff Responsible for Monitoring: Principal
Assistant Principals
Principal's Secretary
Multipurpose Secretary
Lead Custodian

Formative Reviews

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Strategy 2

Ensure the effective implementation of the campus Emergency Operations Plan (EOP) through staff training, regular drills, and ongoing review procedures to maintain a safe and responsive school environment.

Strategy's Expected Result/Impact: Safe and secure campus environment for all

Staff Responsible for Monitoring: EOP Administrator
Assistant Principal
Principal
Director of Safety

Funding Sources: Safety Supplies 199 - General Fund, \$2,500

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 5

CCISD will develop additional opportunities to increase a personalized culture of engagement.

Performance Objective 1 High Priority HB3 Goal

CCISD will comply with all state and federal guidelines regarding instructional programs.

Evaluation Data Source: Meeting agendas, sign in sheets and minutes

Strategy 1

Ensure that all students and parents are informed of their rights and responsibilities: student handbook, Parent Involvement Policies, Annual Title I Meeting, PAC (Parent Advisory Council), School/Parent Compact, Campus Plan

Strategy's Expected Result/Impact: Increased knowledge of rights and responsibilities by parents and students

Staff Responsible for Monitoring: Principal, Assistant Principal, Parent Outreach Coordinator, Classroom Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2

All parents and community members will be active partners in the education of our children.

Evaluation Data Source: Sign in sheets, surveys, collection of communication

Strategy 1

Continue to assure communication between home and school with: monthly calendars, updated marques, website, Schoology posts, progress reports/report cards, surveys, parent teacher conferences, newspaper articles, Skyward Parent Portal, Skyward Messenger System

Strategy's Expected Result/Impact: Increased parent involvement in campus activities
Increased student achievement and growth
Increased student participation in events

Staff Responsible for Monitoring: Principal, Parent Outreach Coordinator

Funding Sources: Parent Resources 211 - Title I-A, \$3,000

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Continue opportunities for parents and community members to be actively involved in the programs of the school such as:
PTA, Adopt-A-School, volunteer opportunities, Family Night functions, family daytime functions, Field Day, SBDM Committee, PAC Committee,, and Career Day

Strategy's Expected Result/Impact: Increased parent involvement in campus activities
Increased student achievement and growth
Increased student participation in events

Staff Responsible for Monitoring: PCOC

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Title I Summary

Title I Personnel

Name	Position	Program	FTE
Bea Gonzalez	ESL Interventionist		
Emily Verette Sellers	Parent Outreach Coordinator		
Esther Solis	Instructional Coach		
Lindsay Stroman	Intervention Paraprofessional		
Vacant	Intervention Paraprofessional		
Vacant	Intervention Paraprofessional		



Funding Summary

Funding Summary

199 - General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials, Instructional Supplies, Substitutes	--	\$25,000.00
1	1	2	Supplies	--	\$2,500.00
1	1	3	Instructional Supplies	--	\$3,000.00
1	2	2	Instructional Materials, Instructional Supplies, Differentiated Instructional Resources	211 - Title	\$2,000.00
1	3	1	Student Incentives	--	\$3,000.00
1	3	2	Student Awards, Incentives	--	\$1,000.00
3	1	1	SEL Supplies/Subscriptions	--	\$7,000.00
3	3	2	Behavioral Incentives, PD, Office Supplies	--	\$500.00
3	3	3	Supplies, Incentives, Subscriptions	--	\$5,000.00
4	1	2	Safety Supplies	--	\$2,500.00
Sub-Total					\$51,500.00

211 - Title I-A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Interventionist, Intervention Paraprofessionals	--	\$75,000.00
2	1	2	Supplies	--	\$750.00
5	2	1	Parent Resources	--	\$3,000.00
Sub-Total					\$78,750.00

Copperas Cove Independent School District



Copperas Cove High School

2026-2027 Campus Improvement Plan

Mission Statement

The mission of Copperas Cove Independent School District is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship.

Vision

Copperas Cove Independent School District....A Foundation of Excellence - A Future of Success.

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Comprehensive Needs Assessment

Student Achievement

Summary

CCHS has a high level of expectation when it comes to student achievement. It is noted in the student achievement scores from this past years accountability rating was a 91%, which is consistent and 82% in STAAR performance, 99% in CCMR (College, Career, & Military Readiness), and 95% scaled score for Graduation rate. We have had a long tradition of high levels of Social studies (93%) and Science (91%) which has kept our rating to a level of greatness. These scores allow us to balance the percentages to the point where we can counteract some lower numbers in reading and math, which we are continuously improving upon. In the area of CCMR, we have a consistent system in which we identify each senior to ensure they are coded for the most appropriate manner based on Dual credit enrollment, passing of AP assessments, passing an Industry Based Certification (IBC), enlisting in the Military, and been recognized as a completer through special education. The actual graduation rate is 99.3% which is outstanding. This is a process devoted to identifying your leavers and accounting for them as they leave your campus.

Strengths

CCHS strengths include performing high on social studies and biology STAAR assessments. We have a large number of students reaching the approaches levels of EOC. We scored a 91% in overall student achievement stemming from not only STAAR results but also CCMR percentages and Graduation Rate.

Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
1 While CCHS is a 91% in student achievement, only 40-50% of students in high focus, all students, African American, and Hispanic meet the standard.	CCHS has a high percentage of special education and economical disadvantaged students in our school population.

 = Priority

School Culture and Climate

Summary

Looking at survey data, a majority of students are pleased with their experience at CCHS. Students are typically motivated to perform well and engage positively with the student experience. Last year, a survey was done to identify all students connected to CCHS either through extracurricular or co-curricular clubs and organizations. It was identified that over 72% of the high school campus was involved in one or more school sponsored teams or organizations. This speaks volumes of the students and what the purpose of our school district is which is to "Create and atmosphere and environment where our students have a better chance at life because their were involved in our school."

CCHS also has implemented the concepts of Capturing Kids Hearts and hope to be recognized as a National Showcase Campus. The work is being done and the teachers are starting to by into this process. The implementation of a specific Campus Culture playbook has offered some structure to how we operate our routines and procedures.

Strengths

At CCHS we pride ourselves on building meaningful relationships to better serve our students. The relationships we build impact instruction and every other facet of our organization

Problem Statements Identifying School Culture and Climate Needs

Problem Statement	Root Cause
1 While 72% of our students are involved, the challenge is to get the other 28% to also identify something they are interested in.	Reluctant students are not interested in anything. Motivation is a deciding factor in their involvement.

 = Priority

Staff Quality, Recruitment, and Retention

Summary

The retention of staff this past year was much improved. The retention rate was in the 90%+ where we had to retirees and only 5 teacher who left the district. The most interesting aspect of recruitment and retention has to do with the abundance of staff who are local alumni who care about the students in our district. The district has implementation a recruitment bonus to all teachers who recruit other teachers to the district. CCHS administration has utilize ESF documents that helps to identify the look fors and red flags for interviewees.

Strengths

The recruitment of former Bulldawgs back to the high school has been the brightest strength in recruitment.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
1 Even though we have retained many of our teachers, the teacher shortage has made hiring rather difficult at times.	The competitive market for teachers, especially those with certifications, gives teachers the choice of where to go work.

 = Priority

Curriculum, Instruction, and Assessment

Summary

I believe the curriculum and instructional side of the house has made some major improvements in the processes. The instructional leadership has amped up the commitments required for administrators and teachers to ensure the most rigorous instructional practices be implemented. The number of meaningful walkthroughs and feedback cycles are proof that impactful instructional conversations are had. The impact of instructional practices show in the data. 3 years of consistent teaching has resulted in a B rating each of the last several years.

Strengths

The instructional leadership has shifted its attention to PLCs, walkthroughs, and observation and feedback cycles with built in accountability features to measure admin and teacher buy in. The training provided along with the resources needed have made a significant impact. Having the people to push these new initiatives has really begun to pay dividends. I look forward to seeing what instructional shifts will be made over the course of the year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement	Root Cause
1 We currently have 159 walkthroughs with many coaching conversation, but 100% of our allotted time should be spent on instruction.	This can be a challenge with a new shift in mindset. Discipline has been a distraction and has kept admin in their offices and not classrooms.

★ = Priority



Goals

Goal 1

CCHS will work to improve student and staff climate to create an environment where all students have the ability to success.

Performance Objective 1

 High Priority

Staff will use the Capturing Kids Hearts initiatives to educate students in an environment where they regulate and check their own behavior through CKH approved practices.

- Evaluation Data Source:**
- 1. Good Things
 - 2. Social Contracts
 - 3. Threshold Greetings
 - 4. Releasing from the Door
 - 5. Utilize Campus Culture Playbooks with fidelity
 - 6. Process Champion recruitment.

Strategy 1

The development and implementation of a new Campus Procedure Playbook.

Strategy's Expected Result/Impact: Ensure all teachers are speaking the same language and are consistent with routines and procedures developed by the campus.

Staff Responsible for Monitoring: Admin, IC's, Dean of Students, Dean of Academics,

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 6: Campus Finance and Operations

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Goal 2

CCHS administration will support teacher growth and progress by attending PLC's a minimum of 3 times per week.

Performance Objective 1

 High Priority

Administrators will prioritize PLC attendance and utilize the PLC observation toolkit to identify areas of growth and ensure teacher compliance.

- Evaluation Data Source:**
- 1. PLC observation toolkit
 - 2. Audio record as part of Admin Commitments
 - 3. Ensure teachers are ready and prepared daily
 - 4. Teachers must collaborate and feedback provided.

Strategy 1

Teachers are required to provide Lesson Internalization as a component of Domain 1 for TTESS purposes.

Strategy's Expected Result/Impact: Lesson internalization will support teachers in their preparedness each and everyday. This will impact student learning, engagements, and misconceptions.

Staff Responsible for Monitoring: Dean of Students, Admin, and Instructional Coaches.

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

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Goal 3

CCHS will improve to a mastery level of 7.0% on SAT Math which puts us in quintile 1 and ensures us a designation in this area.

Performance Objective 1 High Priority

The math team along with our Instructional Coach, Dean of Academics and administrators will ensure access to necessary resources to move the needle forward.

Evaluation Data Source: 1. SAT prep warmups done daily
2. Intensive coaching cycles to ensure rigorous instructional practices.
3. Students enrolled in remediation courses (Assigned to same class where EOC failure took place)

Strategy 1

Embedded SAT prep warmup questions will be introduced everyday to improve SAT level of mastery.

Strategy's Expected Result/Impact: The exposure to SAT prep questions will improve the outcome to 7.0% mastery.

Staff Responsible for Monitoring: Brittany Smart, Jade Cooper, Jeff Shannon, Math teachers

TEA Priorities: Build a foundation of reading and math

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

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Goal 4

CCHS will maintain or improve its 10% level of mastery in English 1 and increase from 7.0% to 7.5% mastery in English 2 on EOC STAAR assessment data.

Performance Objective 1 High Priority

CCHS will move from quintile 2 to quintile 1 in English 2 mastery.

- Evaluation Data Source:**
1. Intensive coaching conversations
 2. Benchmark data
 3. Release STAAR data
 4. Student work analysis through PLC on ECR's for writing mastery

Goal 5

CCHS will improve attendance rate from 93.2% to 93.5% over the course of this calendar year.

Performance Objective 1

 High Priority

CCHS attendance will acquire the minimum standard for designation by improving to 93.3% on our way to the goal presented.

- Evaluation Data Source:**
- 1. Attendance Reports
 - 2. Safety Monitors will eliminate truancy
 - 3. ARC meetings
 - 4. Incentives for 100% attendance

Strategy 1

Provide students with certificates for perfect attendance and the opportunity to win a series of big ticket prize items.

Strategy's Expected Result/Impact: I expect this to improve attendance as an incentive to win. Increased attendance is expected.

Staff Responsible for Monitoring: Jeff Shannon, Jennifer Parker, Attendance office

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

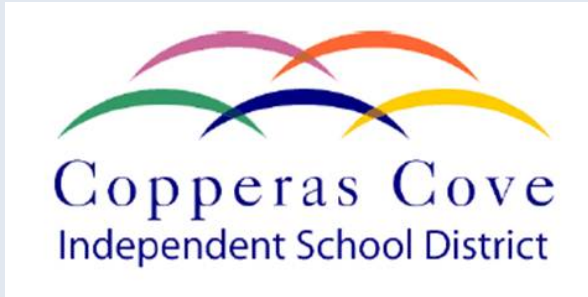
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Copperas Cove Independent School District



Copperas Cove Junior High School

2026-2027 Campus Improvement Plan

Mission Statement

The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship.

Vision

*Copperas Cove ISD...
A Foundation of Excellence -
A Future of Success*

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Goals

Goal 1 Teachers engage all students daily with TEKS-aligned, high-quality instructional materials and assessments.

Performance Objective 1

Provide teachers with high-quality, standards aligned instructional materials, and the time to plan for effective implementation using high-yield instructional strategies to address the needs of all students.

Evaluation Data Source: District Checkpoints, Released Assessment Data, STAAR/EOC Results, Teacher Surveys

Performance Objective 2

Provide campus instructional leaders with professional development and access to time and data needed to reflect, monitor, and provide feedback on research based instructional practices and strategies

Evaluation Data Source: Behavior Referral Counts, District Checkpoints, Released Assessment Data, STAAR/EOC Results, OnDataSuite, TAPR report, graduation rate, drop out rate, attendance rate.

Performance Objective 3

Develop comprehensive plan for replacement and maintenance of instructional technology devices that addresses removing barriers for teachers and staff.

Evaluation Data Source: All special population subgroups will show growth and improved achievement on their End of Year tests/STAAR/EOC Results.

Performance Objective 4

Increase opportunities for blended learning and STEM in classrooms across the district to prepare students for post-secondary college and career readiness.

Evaluation Data Source:
Classroom observations, review of student progress, and interviews with students, parents, teachers, and administrators.

Goal 2 CCJHS will retain and support high quality staff at all levels of the organization.

Performance Objective 1

Engage staff in meaningful feedback that results in staff involvement that is valued in the decision-making process.

Evaluation Data Source: SBDM, surveys, involvement with programs, committees, and feedback for the district from informal and formal communication

Performance Objective 2 High Priority

Provide a variety of comprehensive systems to retain, support, and develop employees.

Evaluation Data Source: Collaboration with department leaders and campus principals to determine their needs and objectives. Strategies being used to retain, support and develop employees

Performance Objective 3

Train leaders on processes and hold staff accountable for absences, progressive discipline, coaching cycles, and collaborate to lead the work.

Evaluation Data Source: trainings, meetings, coaching experiences, progressive discipline documentation, job descriptions signed and held for expectations

Performance Objective 4

Provide a welcoming and warm introduction

Evaluation Data Source: new hire orientation

Goal 3

CCJHS will develop systems which target social-emotional development for all students and staff.

Performance Objective 1

Cultivate emotional intelligence into professional development, practice, and student learning.

Evaluation Data Source: HQ Report, Professional Development Training Calendar, and Survey results

Performance Objective 2

Ensure that restorative practices are implemented campus wide

Performance Objective 3

Ensure Timely and Appropriate Intervention and Support for All Students Affected by Victimization

Evaluation Data Source: Discipline Data, Investigation Summaries, and Parent Complaint/Concerns

Performance Objective 4

Increase Awareness and Prevent Future Victimization through Education and Training

Evaluation Data Source: Training Logs

Goal 4

Develop additional opportunities to increase a personalized culture of engagement.

Performance Objective 1

Develop and implement a plan to increase community partnerships in the education of our children.

Evaluation Data Source: Parent Involvement Documentation

Copperas Cove Independent School District



Fairview/Miss Jewell Elementary

Accountability Rating: B

Distinction Designation:

Academic Achievement in English Language Arts/Reading,

Academic Achievement in Science, Top 25 Percent:

Comparative Academic Growth, Postsecondary Readiness

2026-2027 Campus Improvement Plan

Mission Statement

The mission of Copperas Cove Independent School District is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship.

The mission of Fairview/Miss Jewell Elementary is to follow the CCISD mission and provide exceptional opportunities for every student through engaging instruction, strong relationships, and leadership development that promote academic success, personal growth, and responsible citizenship.

Vision

Copperas Cove Independent School District ... A Foundation of Excellence - A Future of Success

Value Statement

At Fairview/Miss Jewell Elementary we strive to create a positive campus environment.

One in which the community of learners;

including teachers, staff, students and families,

is encouraged to work toward higher achievements and lifelong learning.

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Goals

Goal 1

Fairview/Jewell Elementary will increase academic achievement and student growth in reading and mathematics across all grade levels through high-quality Tier 1 instruction, implementation of district instructional initiatives, data-driven decision-making, targeted intervention, and ongoing progress monitoring. Students will demonstrate measurable growth toward or beyond grade-level expectations as measured by appropriate campus, district, and state assessments.

Performance Objective 1

By the end of the 2026-2027 school year, students in grades K-5 will demonstrate measurable growth in reading, with an increased percentage of students meeting or exceeding grade-level expectations from beginning of year to end of year as measured by district-approved screeners, common assessments, district assessments, and state assessments, as applicable by grade level.

Evaluation Data Source: EOY STAAR Reading data
BOY, MOY, EOY MClass
Student growth data from district and state assessments
RTI/intervention progress-monitoring data

Strategy 1 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

Data Days: Data days will be scheduled at regular intervals in order to ensure that the entire teaching team is working to help students reach their greatest academic potential. These days will consist of discussions of all students and their individual education needs.

Strategy's Expected Result/Impact: A formal meeting time, adhered to by all classroom teachers, special education teachers, interventionists, counselor and administration will enable discussion to take place and plans to be developed to help all students reach their highest academic potential.

Staff Responsible for Monitoring: Principal
Assistant Principal
Interventionists
Teachers
Counselor

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Strategy 2

Data Day prescheduling: Tier documentation and names to discuss will be sent to administration and interventionists in advance so that an agenda for each meeting can be developed and all

student needs are addressed during the data day.

Strategy's Expected Result/Impact: Use of an agenda will ensure all students in need are addressed at meetings and will develop documentation of strategies attempted and success rates.

Staff Responsible for Monitoring: Teachers

Interventionists

Principal

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Strategy 3

Direct Instruction Time: Direct Instruction blocks will be set up and scheduled with no room for interruption. No pullouts will be conducted during the direct instruction time so that all students receive the same instruction.

Strategy's Expected Result/Impact: Once direct instruction time is made sacred all students will receive the same academic instruction and student academic growth will increase.

Staff Responsible for Monitoring: Principals

Office Staff

Teachers

Interventionists

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Strategy 4 Targeted Support Strategy

Master Schedule: Master schedules will be developed in order to ensure academic time is sacred and interruptions are kept to a minimum. The schedule will minimize transitions and ensure that as much time as possible focuses on academic learning.

Strategy's Expected Result/Impact: With a master schedule that minimizes transitions and is adhered to by teachers our students will have the most academic learning time possible each day. This will result in higher academic success for students.

Staff Responsible for Monitoring: Principal

Assistant Principal

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Performance Objective 2

By the end of the 2026-2027 school year, students in grades K-5 will demonstrate measurable growth in mathematics, with an increased percentage of students meeting or exceeding grade-level expectations from beginning of year to end of year as measured by district-approved screeners, common assessments, district assessments, and state assessments, as applicable by grade level.

Evaluation Data Source: EOY STAAR Math data
BOY, MOY, EOY MClass
Student growth data from district and state assessments
RTI/intervention progress-monitoring data

Performance Objective 3

By the end of the 2026-2027 school year, students identified as needing additional academic support in reading and/or mathematics will demonstrate measurable progress toward grade-level expectations through targeted, data-driven intervention and ongoing progress monitoring. Intervention groups will be reviewed and adjusted regularly based on student performance data.

Evaluation Data Source: BOY, MOY, EOY assessment data
RTI documentation and progress-monitoring data
intervention data trackers
district and campus common assessment data
intervention group rosters and regrouping documentation
tutorial progress data

Goal 2

Fairview/Jewell Elementary will foster a safe, supportive, and engaging learning environment through consistent implementation of Capturing Kids' Hearts, positive behavior supports, and campuswide systems that strengthen relationships, student engagement, and positive behavior.

Performance Objective 1

Throughout the 2026-2027 school year, 100% of classrooms will consistently implement Capturing Kids' Hearts processes and practices to strengthen relationships, student connectedness, and a positive classroom culture.

Evaluation Data Source: CKH implementation/walkthrough data
classroom Social Contracts
GroweLab/LIFT walkthrough data
CKH Process Champions documentation
faculty meeting/professional learning documentation
student and staff perception/feedback data (CKH surveys)

Performance Objective 2

By the end of the 2026-2027 school year, Fairview/Jewell Elementary will reduce office discipline referrals by 10% compared to the 2025-2026 school year through consistent implementation of Capturing Kids' Hearts, proactive behavior supports, positive reinforcement, and campuswide behavior expectations.

Evaluation Data Source: Office discipline referral data
behavior RTI documentation
PBIS/Paw Points data
positive office referral data
campus behavior data analyzed by grade level, location, behavior type

Performance Objective 3

By the end of the 2026-2027 school year, at least 80% of students identified as needing additional behavioral support will demonstrate progress toward their individualized behavior goals, as measured by behavior intervention progress-monitoring data.

Evaluation Data Source: Behavior RTI documentation
individual behavior tracking data
office discipline referrals
teacher behavior documentation

Goal 3

Fairview/Jewell Elementary will improve student attendance and engagement by implementing proactive attendance monitoring, family communication, student recognition, and campuswide incentive systems designed to increase daily attendance and reduce chronic absenteeism

Performance Objective 1

Fairview/Jewell Elementary will improve student attendance and engagement by implementing proactive attendance monitoring, family communication, student recognition, and campuswide incentive systems designed to increase daily attendance and reduce chronic absenteeism

Evaluation Data Source: Campus daily attendance reports
six-week attendance reports
year-to-date attendance data
grade-level attendance data

Goal 4

Fairview/Jewell Elementary will strengthen educator and leadership capacity through ongoing professional learning, collaborative planning, instructional coaching, observation and feedback, and expanded leadership opportunities designed to improve instructional practices, develop staff leadership, and positively impact student outcomes.

Performance Objective 1

Throughout the 2026-2027 school year, 100% of instructional staff will participate in ongoing, job-embedded professional learning aligned to campus data, district instructional initiatives, and identified instructional needs, with opportunities to apply learning and receive feedback on implementation.

Evaluation Data Source: Faculty meeting agendas and sign-in sheets
professional development records
GroweLab/LIFT walkthrough data

Performance Objective 2

Throughout the 2026-2027 school year, instructional staff will receive ongoing observation, feedback, and differentiated coaching based on identified instructional needs and student performance data to strengthen Tier 1 instruction and support continuous professional growth.

Evaluation Data Source: GroweLab/LIFT walkthrough data
coaching-cycle documentation
observation and feedback records
PLC documentation
student performance data.

Performance Objective 3

By the end of the 2026-2027 school year, Fairview/Jewell Elementary will expand teacher leadership opportunities beyond traditional grade-level leadership roles by providing staff members with opportunities to serve in campus leadership/designee roles, lead professional learning, share areas of expertise, and contribute to campuswide decision-making and initiatives.

Evaluation Data Source: Campus leadership/designee assignments
faculty meeting agendas
staff-led professional development documentation
committee/team rosters

Goal 5

Fairview/Jewell Elementary will strengthen family and community partnerships that support student academic success, personal growth, attendance, positive behavior, and responsible citizenship by providing meaningful opportunities for family engagement, volunteerism, participation in school events, and community partnerships.

Performance Objective 1

By the end of the 2026-2027 school year, Fairview/Jewell Elementary will increase family participation in academic and campus engagement opportunities by providing varied opportunities for families to actively participate in their child's education and school community.

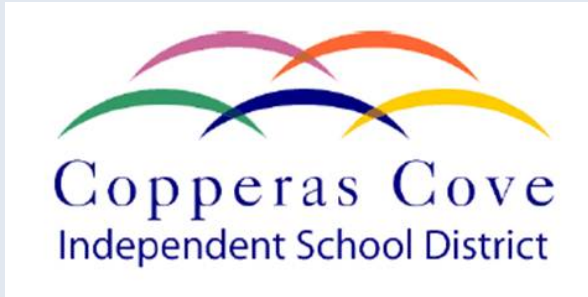
Evaluation Data Source: Family event sign-in sheets and participation records
parent conference participation
PTO participation record
event calendars
parent surveys/feedback

Performance Objective 2

Throughout the 2026-2027 school year, Fairview/Jewell Elementary will provide families with ongoing opportunities, resources, and communication that support student learning, attendance, positive behavior, and overall student success.

Evaluation Data Source: parent training or informational session participation
newsletters and campus communication records
parent surveys/feedback

Copperas Cove Independent School District



Hettie Halstead Elementary

2026-2027 Campus Improvement Plan

Mission Statement

The mission of Copperas Cove Independent School District is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship.

The mission of Halstead is to prepare and inspire all students to achieve their potential through meaningful connections and rigorous learning opportunities.

Vision

VISION

Copperas Cove ISD...

A Foundation of Excellence..

A Future of Success

Hettie Halstead Elementary...

Through collaborative efforts, students at Halstead will feel empowered to achieve success through a safe school environment with supportive staff members who have value, compassion, and empathy.

Value Statement

VALUE STATEMENT

In Copperas Cove ISD

WE BELIEVE:

that Copperas Cove ISD is the district of choice for Central Texas

all students can be successful

in preparing all students for post-secondary success

in fostering character development in students to produce good citizenship

in developing a culture of success for all

innovation fosters enthusiasm in students and staff

in embracing diversity

in being good stewards of the taxpayer's dollar

we are committed to delivering educational programs and services that focus on rigor and relevance for student success

our staff is dedicated to excellence

our students feel connected to school and are excited about learning

good board relations are critical to success

in being the educational center for the community

in providing safe and secure schools for students and staff
in taking pride in being a Copperas Cove Bulldawg.

Hettie Halstead Elementary School Believes

Every student's unique social, emotional, and academic need should be recognized and supported

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Comprehensive Needs Assessment

Demographics

Summary

• The school is located in a diverse community with a high percentage of students from low-income families. The student body is predominantly Hispanic, with a significant portion of students being English Language Learners (ELLs). The school serves a catchment area of approximately 1.5 square miles, with a population of about 1,200 residents. The majority of students are in the 3rd to 5th grade range. The school has a strong commitment to providing a high-quality education for all students, regardless of their background or socioeconomic status. The school's curriculum is aligned with state standards, and the school staff is highly trained and experienced. The school has a strong track record of academic achievement, with students consistently performing well on state and national assessments. The school also offers a variety of extracurricular activities and programs to support the holistic development of its students. The school's leadership is committed to creating a safe and supportive learning environment for all students, and the school staff is dedicated to ensuring that every student has the opportunity to succeed.

Strengths

One of the school's greatest strengths is its highly experienced and dedicated staff. The teachers are highly trained and have a deep understanding of the needs of their students. The school also has a strong focus on professional development, ensuring that all staff members are up-to-date on the latest educational research and practices. Another major strength is the school's strong community ties. The school has a long history of partnering with local businesses, organizations, and families to support its students. This collaborative approach has led to a variety of successful programs and initiatives that have improved the school's overall performance. The school's strong academic focus is another key strength. The school has a rigorous curriculum and high expectations for all students, which has led to consistently high academic achievement. Finally, the school's strong commitment to diversity and inclusion is a major strength. The school staff is dedicated to creating a safe and supportive learning environment for all students, regardless of their background or socioeconomic status.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 As seen, a significant number of the referrals for the year were for tardies. It takes several tardies for a referral to be triggered for it, so each referral represents many minutes a student is missing of instruction. Unfortunately, this is a tough situation as we know our students don't have control over when they get here for the most part.	The root of the issue therefore lies with the parents

 = Priority

School Processes & Programs

Summary

HHE, develop instructional leaders by providing ongoing professional learning, leadership training, and targeted support aligned to campus goals and the TEKS. Coaches are trained to analyze student data, observe instruction, and give specific, actionable feedback to teachers. They also participate in coaching cycles, (PLCs), and collaborative planning to strengthen instructional practices. Instructional leaders' responsibilities include coaching capacity by allowing coaches to model lessons, co-teach, and support teachers with curriculum implementation, classroom management, and assessment practices. Over time, instructional leaders grow through experience, mentorship from administrators, and continuous reflection on student achievement data and instructional impact.

Clarity of roles and responsibilities

Yes—on effective campuses, instructional leadership roles are clearly defined:

- **Principal:** Sets vision, ensures alignment to standards, and monitors instructional quality campus-wide.
- **Assistant principals/instructional coaches/mentor program:** Support teacher growth through observation, feedback, and coaching.
- **Grade chair:** Share updates from leadership meetings with team members. Bring grade-level concerns, needs, and ideas to administrators.

How do we track progress towards intended outcomes or performance objectives? At HHE, we are required on Plan4Learning; the CNA platform to do quarterly reviews of our progress towards campus outcomes. Portions of our Leadership meetings; both campus and district are dedicated to tracking. Adjustments are made as needed.

Strengths

Instruction is aligned to the TEKS, by mapping standards across the year and organizing units from simple to more complex concepts, with priority standards receiving sufficient instructional time. Teachers design daily lessons, activities, and resources directly aligned to these standards and ensure assessments—both formative and summative—measure TEKS mastery. Student data is regularly analyzed to identify areas of strength and need, allowing for reteaching and pacing adjustments. Grade-level teams and PLCs collaborate to ensure consistent alignment and instructional planning across classrooms.

Instruction is aligned to clear, measurable objectives connected to the TEKS, ensuring students are working toward defined learning goals. Teachers use data from assessments, student work, and observations to guide and adjust instruction based on student needs. Lessons include opportunities for critical thinking through analysis, problem-solving, discussion, and real-world

application. Formative assessments are used throughout instructions to monitor understanding and make timely adjustments. Targeted interventions and enrichment support are provided through small groups, reteaching, differentiation, and extension activities to meet the needs of all learners.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Staff does not feel that behavior and discipline is consistently and effectively managed.	There is a lack of prompt follow through/ communication about consequences. Due to the instructional push, teachers have less time to contact parents and address behaviors in the classroom.
2 Students perceived supportive relationship with staff has gone down.	Instructional minutes and scope and sequences do not have activities that allow for rapport building (crafts, jeopardy, etc). Teachers are feeling burnt out and their attitude towards students is more negative.
3 A higher-than-average percentage of students are served in special education programs (32%), while a smaller percentage are identified for gifted and talented services (5%), suggesting potential gaps in early intervention systems and equitable identification processes.	Early academic interventions, differentiated instruction, and universal screening processes may not consistently identify or support students across the full range of learning needs.

★ = Priority



Goals

Goal 1

Hettie Halstead Elementary will increase student academic performance by ensuring all learners demonstrate continuous growth and achieve or exceed grade-level expectations in all core subject areas through high-quality instruction, targeted interventions, and data-driven decision-making.

Performance Objective 1 High Priority

By May 2026, 100% of teachers will implement campus-wide instructional frameworks (e.g., gradual release, academic discourse, writing scaffolds) as measured by lesson plan reviews, walkthroughs, and instructional rounds with at least 85% fidelity.

Evaluation Data Source: mClass data (DIBELS components)

MAP data

PA and Phonics Screener data

STAAR

Strategy 1

Host targeted PD sessions on each instructional framework (Gradual Release, Discourse, Writing Scaffolds).

Include modeling and practice during sessions with teacher leaders or instructional coaches.

Strategy's Expected Result/Impact: Student engagement, discourse quality, and writing performance will increase as tracked through rubrics and assessment data.

Staff Responsible for Monitoring: Principal

Assistant Principal

Instructional Coach

Classroom Teachers

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Progress Monitoring: PLCs and RtI review data every six weeks to ensure student progress

Strategy's Expected Result/Impact: Data from universal screeners and progress monitoring tools will reflect more accurate and timely Tier placement, with students moving between tiers as appropriate.

Teachers will use progress monitoring data to adjust instruction more frequently, resulting in faster response to student learning gaps.

Staff Responsible for Monitoring: Administrators
Intervention Teachers
Classroom Teachers

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Principal, Assistant Principal, and Instructional Coach will conduct weekly coaching cycles with Tier 2/3 teachers

Strategy's Expected Result/Impact: Teachers will report/ show greater confidence in implementing instructional frameworks effectively.

Staff Responsible for Monitoring: Dyslexia Interventionists
Principal
Assistant Principal
Instructional Coach

Funding Sources: Dyslexia Reading Conference 211 - Title I-A, \$2,000

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Improve GT services for identified students. GT students attend at least one hour per week, dedicated time to work on and receive guidance on their Passion Projects and other GT related projects.

Strategy's Expected Result/Impact: GT students are more likely to be engaged when they can focus on passion projects aligned with their interests and strengths. This can help in sustaining their curiosity and motivation.

Staff Responsible for Monitoring: Grades 2-5 GT certified teachers

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 High Priority

Reading Language Arts (RLA) STAAR: Increase Meets Grade Level from 52% to 55% and Masters from 20% to 25% by Spring 2026

Evaluation Data Source: Released and Spring STAAR

Strategy 1 Additional Targeted Support Strategy

Progress Monitoring: PLCs and RtI review data every six weeks to ensure student progress

Strategy's Expected Result/Impact: Data from universal screeners and progress monitoring tools will reflect more accurate and timely Tier placement, with students moving between tiers as appropriate.

Teachers will use progress monitoring data to adjust instruction more frequently, resulting in faster response to student learning gaps.

Staff Responsible for Monitoring: Principal

Assistant Principal

Instructional Coach

Classroom Teachers

Interventionists

Funding Sources: Interventionist- Reading 211 - Title I-A, \$64,000, Intervention Aide 211 - Title I-A, \$23,318, Part Time Interventionist- Math 211 - Title I-A, E11612100102030000, \$12,000

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Improve our RtI practices by specifically targeting student needs. An intervention hour has been built into the schedule to allow for more flexible Tier groupings.

Strategy's Expected Result/Impact: Students will be served in Tier II and III according to their specific targeted need.

Staff Responsible for Monitoring: Administrators
Instructional Coach
Intervention Teachers
Classroom Teachers

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Increase consistent writing instruction by incorporating constructed responses, and extended constructed responses into the instructional day across instructional tiers. Social Studies has been absorbed into the RLA block as a complex text to give students authentic opportunities to respond to Studies Weekly

Strategy's Expected Result/Impact: Strengthen writing skills and competence across grade levels

Staff Responsible for Monitoring: Administrators
Instructional Coach
Classroom Teachers

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Strategy 4

Provide additional resources to work with students: CIS, volunteers, Adopt-a-Unit, Summit K12 for EB students/

Strategy's Expected Result/Impact: Increase student connections which will result in increased achievement

Staff Responsible for Monitoring: Administrators
Counselor
Parent Liaison
Classroom Teachers
ESL Interventionist

Funding Sources: Parent Community Outreach Coordinator 211 - Title I-A, \$23,500, Parent Involvement Supplies 211 - Title I-A, \$2,000

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 5

Protected PLC blocks weekly for lesson internalization and DDI

Strategy's Expected Result/Impact: Teachers will report/ show greater confidence in implementing instructional frameworks effectively.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

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Strategy 6

After School Tutorials, STAAR Saturdays

Strategy's Expected Result/Impact: Increase in student achievement and student growth measures

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Classroom Teachers
Interventionists

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Performance Objective 3 High Priority

Science STAAR: Increase Meets Grade Level from 15% to 25% and Masters from 0% to 10% by Spring 2026

Evaluation Data Source: PEIMS

Strategy 1

Progress Monitoring: PLCs and Rtl review data every six weeks to ensure student progress

Strategy's Expected Result/Impact: Teachers will use progress monitoring data to adjust instruction more frequently, resulting in faster response to student learning gaps.

Staff Responsible for Monitoring: Administrators
Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 2

Improve our Rtl practices by specifically targeting student needs. An intervention hour has been built into the schedule to allow for more flexible Tier groupings.

Strategy's Expected Result/Impact: Students will be served in Tier II and III according to their specific targeted need.

Staff Responsible for Monitoring: Administrators
Instructional Coach
Intervention Teachers
Classroom Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

Protected PLC blocks weekly for lesson internalization and DDI

Strategy's Expected Result/Impact: Teachers will report/ show greater confidence in implementing instructional frameworks effectively.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 4

By December 2025, SEL Circle Time will be implemented with 90% consistency across classrooms (tracked by teacher self-reporting and administrator spot checks), with tardiness mitigation strategies (e.g., breakfast procedures) in place to protect instructional time.

Evaluation Data Source: Skyward Referral data

Strategy 1

Each semester accolades will be given during the award assemblies for positive behavior.

Strategy's Expected Result/Impact: Increased time on task

Staff Responsible for Monitoring: Administrators
Counselor
Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Students will earn Bulldawg Bucks, which can be spent at the mobile Bulldawg Buck store, or at special events.

Strategy's Expected Result/Impact: Improved behavior and a decrease in office referrals.

Staff Responsible for Monitoring: Admin
Counselor
Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

Teachers will conduct daily circles with students. SEL curriculum will be built into the Science/ Social Studies scope and sequence.
Campus counselor facilitates lunch circles (restorative discipline) to provide students with social skills lessons.

Strategy's Expected Result/Impact: Students will learn important social-emotional learning skills
Healthy, respectful classroom cultures.
Prevent behavior responses.
Decrease in behavior responses
Increase in self regulation
Increased cooperation among students

Staff Responsible for Monitoring: Administrators
Counselor
DAEP Teacher
Behavioral Aid
Classroom Teachers

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Strategy 4

Consistent CHAMPS/PBIS implementation. Top Dawg, Bulldawg of the month, Positive office referrals, and school wide assemblies

Strategy's Expected Result/Impact: Strategy's Expected Result/Impact
Recognizing students for positive behaviors and achievements creates an environment where good behavior is valued and publicly acknowledged. When students see their peers celebrated, they are more likely to emulate these behaviors to gain similar recognition. Recognizing students in a school-wide setting strengthens their connection to the school, making them more likely to respect its rules and expectations. Feeling valued and appreciated can improve students' attitude toward school, decreasing their desire to act out or disrupt.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Classroom Teachers
Interventionists

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Strategy 5

Counselor will present social skills and guidance lessons (both individual and small groups) proactively to target and prevent behavior difficulties.

Strategy's Expected Result/Impact: Decreased behavior occurrences from 23-24. Increase in students' awareness of expectations and to better foster social skills.

Staff Responsible for Monitoring: Counselor
Administrators
Teachers

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Performance Objective 5

By May 2026, implement noise reduction strategies in the cafeteria, including teaching voice level expectations, using auditory/visual cues, providing positive incentives, and installing acoustic noise reduction panels, resulting in a 25% decrease in noise-related behavior referrals.

Evaluation Data Source: PEIMS data

Strategy 1

Teaching and reinforcing cafeteria voice expectations through morning announcements, assemblies, and classroom discussions.

Using visual and auditory cues (e.g., traffic light noise meters) to guide appropriate voice levels.

Incentivizing positive behavior with class-based rewards

Installing acoustic noise reduction panels on walls and ceilings to absorb excess sound and physically reduce echo and volume.

Providing consistent staff supervision and praise for appropriate behavior during lunch.

Strategy's Expected Result/Impact: Noise levels in the cafeteria will significantly decrease, creating a calmer, more orderly environment that supports positive behavior and student well-being. This will be evident through fewer behavior incidents during lunch, improved student and staff satisfaction (survey data), and measured reductions in decibel levels pre- and post-intervention.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Faculty/Staff

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Performance Objective 6

Math STAAR: Increase Meets Grade Level from 39% to 43% and Masters from 13% to 17% by Spring 2026

Strategy 1

Progress Monitoring: PLCs and RtI review data every six weeks to ensure student progress

Strategy's Expected Result/Impact: Data from universal screeners and progress monitoring tools will reflect more accurate and timely Tier placement, with students moving between tiers as appropriate.

Teachers will use progress monitoring data to adjust instruction more frequently, resulting in faster response to student learning gaps.

Staff Responsible for Monitoring: Administrators
Teachers

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Strategy 2

Improve our RtI practices by specifically targeting student needs. An intervention hour has been built into the schedule to allow for more flexible Tier groupings.

Strategy's Expected Result/Impact: Students will be served in Tier II and III according to their specific targeted need.

Staff Responsible for Monitoring: Administrators
Instructional Coach
Intervention Teachers
Classroom Teachers

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Strategy 3

Protected PLC blocks weekly for lesson internalization and DDI

Strategy's Expected Result/Impact: Teachers will report/ show greater confidence in implementing instructional frameworks effectively.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

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Strategy 4

After School Tutorials, STAAR Saturdays

Strategy's Expected Result/Impact: Increase in student achievement and student growth measures

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Classroom Teachers
Interventionists

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Performance Objective 7

Closing the Gaps: Improve performance of two lowest sub populations (Two or More Races and African Americans) and High Focus groups (Econ Dis, EB/EL, Special Education) by at least 5% across all subjects

Evaluation Data Source: Released and Spring STAAR data

Strategy 1

Progress Monitoring: PLCs and RtI review data every six weeks to ensure student progress

Strategy's Expected Result/Impact: Data from universal screeners and progress monitoring tools will reflect more accurate and timely Tier placement, with students moving between tiers as appropriate.

Teachers will use progress monitoring data to adjust instruction more frequently, resulting in faster response to student learning gaps.

Staff Responsible for Monitoring: Administrators
Teachers

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Strategy 2

Improve our RtI practices by specifically targeting student needs. An intervention hour has been built into the schedule to allow for more flexible Tier groupings.

Strategy's Expected Result/Impact: Students will be served in Tier II and III according to their specific targeted need.

Staff Responsible for Monitoring: Administrators
Instructional Coach
Intervention Teachers
Classroom Teachers

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Strategy 3

Protected PLC blocks weekly for lesson internalization and DDI

Strategy's Expected Result/Impact: Teachers will report/ show greater confidence in implementing instructional frameworks effectively.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

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Strategy 4

After School Tutorials, STAAR Saturdays

Strategy's Expected Result/Impact: Increase in student achievement and student growth measures

Staff Responsible for Monitoring: Principal

Assistant Principal

Instructional Coach

Classroom Teachers

Interventionists

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Performance Objective 8

Attendance Rate: Attendance will increase from 93.5% to 94.5% for all K-5 Students

Evaluation Data Source: PEIMS

Strategy 1

Regularly analyze attendance data by grade level, time of year, and day of the week to identify patterns, trends, and areas of concern. Use this analysis to develop targeted interventions and support plans for specific student groups.

Strategy's Expected Result/Impact: Attendance data will be used proactively to address problem areas, resulting in a increase in overall attendance rate and a decrease in chronic absenteeism.

Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk, PEIMS Clerk

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Strategy 2

Share Average Daily Attendance (ADA) data with staff, students, and families on a consistent basis to build awareness and collective accountability for improving attendance. Include updates in staff meetings, newsletters, and parent communications.

Strategy's Expected Result/Impact: Staff and families will have a better understanding of attendance goals and trends, leading to improved communication and shared accountability for student attendance.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PCOC, PEIMS

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Strategy 3

Implement student and class-level incentives to encourage consistent attendance. Recognize individuals and groups for improved or perfect attendance through rewards, public recognition, and celebrations that promote a positive school culture.

Strategy's Expected Result/Impact: Increased student motivation and engagement will contribute to higher attendance rates and a more positive school climate.

Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, Counselor, PEIMS, PCOC

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Strategy 4

Provide personalized phone calls or meetings for students with frequent absences to identify barriers and connect families with needed support or resources. Collaborate with counselors, attendance clerks, and family liaisons to develop individualized attendance improvement plans.

Strategy's Expected Result/Impact: Frequent absentees will receive timely support, leading to a reduction in chronic absenteeism and improved student-family-school relationships.

Staff Responsible for Monitoring: Principal, Asst Principal, PEIMS, Counselor, PCOC

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Goal 2

Hettie Halstead Elementary will recruit and retain high-quality, diverse educators and staff by fostering a supportive, growth-oriented work environment that prioritizes professional development, recognition, and staff well-being.

Performance Objective 1

Halstead will fill and sustain 100% of certified instructional vacancies by partnering with Human Resources, attending recruitment fairs, and promoting campus culture through digital platforms.

Strategy 1

Recruit and retain highly effective teachers through: Mentoring program; Peer Observations; Teacher handbook; District Job Fair; Online Application (TalentEd Recruit & Hire); Interview by campus committees.

Strategy's Expected Result/Impact: Increased Retention
Stronger New Teacher Support
More Competitive Recruitment
Enhanced Teacher Satisfaction

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Mentor Advisor

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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Strategy 2

Improve communication within grade levels, grade chairs and administrators through:
Monthly grade chair meetings (4th Wednesday)
Weekly Bulletins
Staff meetings every 2nd and 3rd Wednesday
Team building from Sunshine Committee

Strategy's Expected Result/Impact: Increased communication on all school focused events and academic success.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Grade Chairs

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Performance Objective 2

By March 2026, the percentage of staff who agree or strongly agree that they feel "valued and recognized for their contributions" will increase by 20%.

Evaluation Data Source: Staff climate survey

Strategy 1

Celebrate staff achievements during faculty meetings and newsletters (e.g., "Staff Shout-Outs," "Teacher of the Month").

Include academic impact, student relationships, and peer-nominated recognitions.

Strategy's Expected Result/Impact: Better support and retain staff. Impact on student growth and learning in a positive direction.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Mentor Advisor

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Reinforce the Positive Behavior Interventions and Supports (PBIS) framework.

Post behavior expectations in classrooms and common areas and teach them explicitly at the beginning of the year and after breaks.

Create and share a clearly defined behavior flowchart to help staff determine appropriate Tier 1-3 interventions.

Train staff on when and how to use office referrals, minor behavior reports, and classroom-managed strategies.

Deliver monthly mini-sessions or workshops focused on behavior management strategies (e.g., de-escalation, trauma-informed practices).

Use discipline data to identify trends and adjust support plans.

Strategy's Expected Result/Impact: Increased teacher confidence and consistency in managing behavior.

A more positive, predictable school climate with clearer student expectations.

Decrease in repeat behavioral referrals by at least 15%.

Higher instructional time preserved due to fewer disruptions and removals.

Improved student-teacher relationships and student self-regulation skills

Staff Responsible for Monitoring: Principal

Assistant Principal

Counselor

Classroom Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

Continue with morning assemblies to foster a positive school climate by reinforcing behavioral expectations, celebrating student and staff achievements, promoting school-wide communication, and building a sense of community and belonging.

Strategy's Expected Result/Impact: Increased student engagement and improved school culture, evidenced by higher attendance rates, a reduction in behavioral incidents, and more positive staff and student survey responses related to school climate and connectedness.

Staff Responsible for Monitoring: Principal

Assistant Principal

Counselor

Social Committee

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 3

Ensure a safe, secure, and supportive learning environment for all students, staff, and visitors by promoting proactive safety measures, maintaining preparedness for emergencies, and fostering a culture of awareness, responsibility, and mutual respect.

Performance Objective 1

Hettie Halstead will improve the overall safety and security of the school environment by implementing comprehensive prevention, preparedness, and response strategies.

Evaluation Data Source: Sentinal, RAPTOR

Strategy 1

Students and staff will participate in 10 safety drills and 10 fire drills during the school year including fire, hold, secure, lockdown, evacuate, and shelter in place. Each semester the Fire Department will monitor one fire drill totaling two for the school year.

Strategy's Expected Result/Impact: Records of drills, after action documentation
Campus will be prepared to respond to an emergency

Staff Responsible for Monitoring: Administrators, Counselors, Teachers, paraprofessionals, custodians, cafeteria workers

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Maintain a fully functioning Emergency Operations Team that is trained in the latest drills and procedures. Provide annual training and professional development on security issues and the campus Emergency Operating Procedures.

Strategy's Expected Result/Impact: Emergency Operations Plan, Records of training during pre-service week, sign in sheets

Staff Responsible for Monitoring: Administrators, Counselors, Teachers, Paraprofessionals, Custodians, Cafeteria Workers

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

Support student safety, suicide prevention, bullying awareness & prevention programs, cyber bullying awareness as well as implementation of safe school's practices. Provide Stopit Training to students and staff.

Strategy's Expected Result/Impact: Sign in sheets from trainings, reduction in discipline reports, reduction in bullying incidents

Staff Responsible for Monitoring: Administrators, Counselors, Teachers, Paraprofessionals

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 4

Provide a safe, orderly, and disciplined environment through review/revision/implementation of programs such as: Positive Behavior Support (PBIS team); Safe & Civil Schools Training; SEL curriculum; Behavioral Rtl; CIS (Communities in Schools); ISS (In School Suspension); Home/School Compact; Restorative Discipline and daily Circle implementation.

Strategy's Expected Result/Impact: Reduction in Office Referrals, Sign-In Sheets, social skill development.

Staff Responsible for Monitoring: Administrators, Other professionals involved may include: Counselors, Classroom Teachers, CIS, ISS aide, PBIS Team

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 4

Hettie Halstead Elementary will increase engagement of families, staff, and community partners in activities that support students' academic achievement, personal growth, and responsible citizenship, while formally acknowledging the contributions of community collaborators.

Performance Objective 1

By March 2026, increase family participation at Family Night events by 25% through improved communication strategies (e.g., timely reminders, multi-language messaging) and event incentives (e.g., food, family activities).

Evaluation Data Source: Attendance logs from Family Night events showing participation numbers

Communication logs tracking frequency, timing, and channels of event announcements (emails, calls, flyers, social media)

Surveys or feedback forms from families on communication effectiveness and event satisfaction

Strategy 1

Supplement Schoology with fliers to go home.
Utilize the marque and campus website.

Strategy's Expected Result/Impact: Increase communication with parents in order to increase parent attendance at school activities.

Staff Responsible for Monitoring: Administrators
Office Manager
Parent Liaison

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2

Halstead will actively partner with community organizations to contribute to student success and school initiatives

Evaluation Data Source: Documentation of new or ongoing community partnership agreements or activities linked to student success initiatives

Records of community partner involvement in school programs or events

Strategy 1

Provide parents with access to information (such as Schoology, campus website, mobile billboards by pick up lane, weekly calendars in student folders, availability of internet access, information of skills being taught to students, etc.)

Strategy's Expected Result/Impact: Increase parent involvement in activities

Staff Responsible for Monitoring: Administrators

Counselor

Parent Liaison

Classroom Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 2

Provide parents/guardians with after school parent trainings.

Strategy's Expected Result/Impact: Improved partnerships between the school and community. Increase parent knowledge and comfort with social-emotional learning.

Staff Responsible for Monitoring: Counselor

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3

Showcase and communicate campus achievements, successful teaching practices, and student accomplishments to the community.

Evaluation Data Source: Newspaper articles, Facebook posts, Thrillshare.

Strategy 1

Turn in weekly articles and pictures from campus showing students engaged in learning and a variety of activities.

Strategy's Expected Result/Impact: Strengthened perception of the campus and increased communication with the community.

Staff Responsible for Monitoring: Parent Liaison
Principal
Assistant Principal
Grade Chairs

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

June

Strategy 2

Partnership with Bubba's 33 to recognize students and teachers of the month. Awarding them with prizes to include a free meal at Bubba's 33.

Strategy's Expected Result/Impact: Spotlight good behavior in order to encourage others to follow suite.

Staff Responsible for Monitoring: Parent Liaison
Principal
Assistant Principal
Grade Chairs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

June



Funding Summary

Funding Summary

211 - Title I-A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Dyslexia Reading Conference	--	\$2,000.00
1	2	1	Interventionist- Reading	--	\$64,000.00
1	2	1	Intervention Aide	--	\$23,318.00
1	2	1	Part Time Interventionist- Math	E1161210 0102030 000	\$12,000.00
1	2	4	Parent Community Outreach Coordinator	--	\$23,500.00
1	2	4	Parent Involvement Supplies	--	\$2,000.00
				Sub-Total	\$126,818.00

Copperas Cove Independent School District



House Creek Elementary

2026-2027 Campus Improvement Plan

Mission Statement

The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship.

At House Creek Elementary, we will unlock the full potential of every student by having high expectations for student growth. We will utilize engaging and rigorous lessons to meet student needs, foster a student-centered culture, and provide an equitable learning environment. We will utilize our student data to gauge student growth and celebrate success.

MOTTO

One Team, One Dream!

Vision

Copperas Cove ISD . . .
A Foundation of Excellence -
A Future of Success

House Creek Elementary will inspire students to be responsible, respectful, and to be their best.

Value Statement

In Copperas Cove ISD

We Believe:

- that Copperas Cove ISD is the district of choice for Central Texas
- all students can be successful
- in preparing all students for post-secondary success
- in fostering character development in students to produce good citizens
- in developing a culture of success for all
- innovation fosters enthusiasm in students and staff
- in embracing diversity
- in being good stewards of the taxpayers' dollars
- we are committed to delivering educational programs and services that focus on rigor and relevance for students success
- our staff is dedicated to excellence
- our students feel connected to school and are excited about learning
- good board relations are critical to success

- in being the educational center for the community
- in providing safe and secure schools for students and staff
- in taking pride in being a Copperas Cove Bulldawg

The focus of House Creek Elementary is **LEARNING**.

Collaboration with home, school and the community creates the best possible **LEARNING** environment.

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Comprehensive Needs Assessment

Demographics

Summary

House Creek Elementary is a well-established campus with fifteen years of service, educating students from Kindergarten through 5th grade. As part of the Copperas Cove Independent School District, the school is located in the North side of Copperas Cove, Texas, and primarily serves students from the surrounding neighborhood as well as some rural routes. Transportation is provided through four general bus routes and two specialized routes for students receiving special education services, ensuring safe and reliable access to and from campus.

STAFF DEMOGRAPHICS:

The dedicated team at House Creek Elementary includes 81 staff members who support the academic and social development of our students. This team is comprised of 44 classroom teachers, 15 paraprofessionals, and an instructional coach who guides instructional practices. The campus is further supported by 5 office staff, a parent community outreach coordinator, a military and family life counselor, a speech pathologist, a nurse, a librarian, a campus diagnostician, a compliance facilitator, a counselor, and 3 campus administrators. Together, these professionals collaborate to create a nurturing and effective learning environment. Forty one percent of the staff have taught for more than ten years, and 28% are new to the profession (1-2 years).

The race composition of the staff on the campus is listed below:

RACE	NUMBER	PERCENT
American Indian / Alaskan Native	0	0%
Asian	1	1.2%
Black / African American	8	9.9%
Native Hawaiian / Pacific Islander	1	1.2%
White	46	56.8%
Two or More	6	7.4%%
Hispanic/Latino	19	23.5%%

The gender identity of staff members is listed below:

GENDER	NUMBER	PERCENT
Male	8	9.9%
Female	73	90.1%

According to a staff survey where 75 staff members responded, 41% have taught more than 10 years and 28% are new to the profession having taught 1-2 years. Of the paraprofessional staff that responded, 64% are highly certified. 67 staff members stated that they plan to return to House Creek and 9 staff members plan on leaving for various reasons.

STUDENT DEMOGRAPHICS:

The race of the students on campus based on the Fall 2025 PEIMS report are as follows:

RACE	NUMBER	PERCENT
American Indian / Alaskan Native	1	.16%
Asian	13	2.02%
Black / African American	124	19.22%

White	194	30.08%
Hispanic/Latino	199	30.85%
Two or More	97	15.04%

The gender identity of students is displayed in the chart below:

GENDER	NUMBER	PERCENT
Male	312	48.37%
Female	333	51.63%

Students from lower socioeconomic status statistically need intervention assistance in the areas of behavior, academics, and speech. Within House Creek Elementary, we collaborate with staff, parents, and utilize local resources, such as Child Find, to identify student needs and implement assistance or services. House Creek Elementary is committed to supporting the district focus on coordinating programs and services for students at-risk of dropping out.

Student Identifying Indicators are displayed in the chart below:

INDICATOR	NUMBER	PERCENT
English as a Second Language (ESL)	30	4.65%
Emergent Bilingual	34	5.27%
Free Meals	205	31.78%
Reduced - Price Meals	4	0.62%
Gifted and Talented	42	6.51%
Special Education	206	31.94%
Dyslexia	103	15.97%
Homeless	7	1.09%
Foster Care	1	0.16%
Economically Disadvantaged Total	355	55.04%
At-Risk	264	40.93%
Military Connected	396	61.40%
Section 504	24	3.72%
Immigrant	4	0.62%
Intervention Indicators	92	14.26%
Transfer Students	23	3.56%
Other Economic Disadvantage	146	22.64%

We have four resource teachers, 2 Life Skills teachers, 1 Functional Academics teacher, a Behavior Skills Teacher, two inclusion para professionals and 5 other paraprofessionals that assist with servicing our special education population.

Identified Student Special Education Services are displayed in the table below:

DISABILITY	NUMBER	PERCENT
Other Health Impairment	5	2.43%
Intellectual Disability	9	4.37%
Emotional Disturbance	5	2.43%
Learning Disability	117	56.80%
Speech Impairment	22	10.68%
Autism	44	21.36%
Developmental Delay	4	1.94%

Speech Therapy	22	10.68%
Resource Room	141	68.45%
Mainstream	12	5.83%
Self-Contained	31	15.05%
		.

ATTENDANCE:

The campus attendance rate is averaged at 95.1% for the 2025-2026 school year. Attendance is taken at 9:30am and is tracked daily. Students are counted tardy after 7:40am and absent if they haven't arrived by 9:30am. If students are excessively absent, the campus follows district protocol to include phone calls, letters sent home, and attendance review committee (ARC) meetings with the truency officer that are scheduled when students reach 6 and 9 unexcused absences. Truancy is filed after 10 unexcused absences. Parents are encouraged to notify the school via phone, in-person, email, or skyward online documentation of the student's absent beforehand. Absences are excused for health appointments and extracurricular activities that occur during the day off-campus. Students are allotted 5 absences excused with parent notification.

MOBILITY:

At the time of the campus snapshot, House Creek Elementary had an enrollment of 599 students. Throughout the year, 79 students either enrolled or withdrew, resulting in a campus mobility rate of 13.19%. This mobility is influenced by several factors, including military family relocations, alternative education options such as online and homeschooling, and families moving to housing developments outside the city or school zone. Additionally, the campus currently serves 23 transfer students who reside outside the designated attendance zone.

DISCIPLINE:

All teachers at House Creek Elementary participate in CHAMPS behavior management training during pre-service, typically held in early August. To promote positive student behavior, the campus implements a variety of interventions, including behavior Response to Intervention (RTI), social-emotional learning (SEL) lessons, counseling services, CHAMPS strategies, Positive Behavioral Interventions and Supports (PBIS) events and incentive trips, guidance lessons, character awards, and scheduled circle times to address and resolve classroom or community concerns.

Beginning in the 2018–2019 school year, the campus introduced incentive field trips to reward students who demonstrated positive behavior, specifically those with no office referrals, no unexcused absences, and maintaining a grade average of 70 or above. This initiative continues through the 2025–2026 school year; however, the current eligibility criterion focuses solely on students having no office referrals during the specified time period. Attendance and academic performance are no longer requirements for participation in the incentive trips.

A discipline matrix was implemented by the district in the Spring of 2026 to improve consistency with behavior expectations and consequences across the district.

Longitudinal data reveals that behavioral incidences have increased as indicated in the data table below:

DISCIPLINE OFFENSES BY TYPE	2022-2023	2023-2024	2024-2025	2025 - 2026
TOTAL:	784	786	1149	1035
CLASSROOM:	521	531	753	433

Though our total number of office referrals increased 314 are due to implementing office referrals for tardies this year which was not done prior. There was an **decrease from last year in referrals for other offenses by 108**. In addition not included in the totals above are 946 positive office referrals.

Strengths

House Creek Elementary's demographic strengths include a dedicated and stable staff with an approximate teacher **retention rate of 90%**, a strong balance of experienced educators and new professionals, and highly qualified paraprofessional support. The campus benefits from experienced teachers, with **41% having more than ten years of experience**, providing instructional expertise and leadership. House Creek continues to maintain strong student attendance at **95%**, with a positive three-year trend of decreasing unexcused absences. Despite student mobility and enrollment growth, the campus continues to provide a supportive learning environment and demonstrates strong community confidence through continued enrollment and transfer interest. These strengths provide a strong foundation for addressing campus needs and supporting student success.

House Creek Elementary proudly serves a diverse student population representing a wide range of ethnicities, races, religions, and abilities. This diversity enriches the learning environment and fosters inclusivity and cultural awareness among students and staff.

Additionally, the district's RISE program actively supports the professional growth of paraprofessionals on campus by providing pathways for them to transition into teaching roles. This initiative strengthens the campus by promoting internal leadership development and enhancing instructional capacity. These teachers are also provided a mentor for their 1st two years.

The student population, in spite of high mobility rate, is fairly constant in terms of ethnicity, number of participants in special programs, and the number of economically disadvantaged students. Teachers are involved in collaboration with special education, counselor, interventionists, IC, and administrators for ongoing evaluation and analysis of students' data. This has allowed us to improve targeted instruction and adjust services as needed more efficiently for students.

The campus has put initiatives in place for students to be in school and learning. Our overall attendance in 2024-2025 was 94.4%. We have increased this to 95.1%.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 Attendance, tardies, and early dismissals continue to impact student access to instructional time and academic interventions.	Families may not fully understand instructional time expectations, the impact of missed learning opportunities, and the importance of students being present for the entire school day
2 Campus staffing capacity and enrollment growth are creating challenges in maintaining optimal learning environments and student support.	Increased enrollment through approved transfers, limited staffing adjustments, and higher student-to-teacher ratios in some grade levels have placed additional demands on teachers and impacted classroom management and student support.
3 Staff support and morale need continued attention due to increased workload, behavior challenges, and the need for stronger systems of support.	Increased behavior demands, larger class sizes, limited disciplinary outcomes, and the perception of insufficient support have contributed to staff frustration, stress, and concerns about sustainability.
4 Student behavior concerns have increased significantly, impacting the learning environment, teacher morale, and instructional time.	Increased student behavior needs, inconsistent disciplinary consequences, limited access to effective interventions, and a lack of consistent campus-wide behavior systems have contributed to a rise in behavior referrals and staff concerns.

★ = Priority

Student Learning

Summary

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The mClass Composite Score Summary (Beginning of Year → Middle of Year → End of Year)

Overall, the school demonstrated positive growth across most grade levels from the beginning of the year (BOY) to the end of the year (EOY). The greatest gains were seen in increases in students performing at the Meets and Masters levels (green and blue) and decreases in students performing in the Did Not Meet category (red). Average composite scores remained stable or improved in most grades.

Grade	Key Growth Areas	Areas of decrease/concern
Kindergarten	Strong increase in Meets (20% → 38%) and slight increase in composite score (84 → 87).	Masters decreased slightly (35% → 31%), while Did Not Meet only improved from 25% to 18%.
Grade 1	Did Not Meet decreased significantly (44% → 32%). Masters increased (15% → 22%).	Composite score remained essentially flat (107–108). Nearly one-third of students remain in Did Not Meet.
Grade 2	Did Not Meet decreased (40% → 32%). Meets increased (32% → 37%). Masters increased slightly (16% → 19%).	Composite score remained stable (99–100). Approaches remained unchanged at 1213%.
Grade 3	Masters increased notably (17% → 25%). Did Not Meet decreased slightly (29% → 27%).	Meets declined substantially (43% → 27%), suggesting many students shifted into either Approaches or Masters. Composite score increased (96 → 101).
Grade 4	Masters increased (18% → 28%). Composite score remained high (127 → 128).	Meets decreased (39% → 29%), while Did Not Meet remained unchanged at 20%.
Grade 5	Largest increase in Masters (14% → 48%). Composite score increased steadily (118 → 122).	Meets dropped sharply (46% → 16%), likely reflecting many students advancing into Masters. Did Not Meet remained unchanged (25%).

Schoolwide Growth Highlights for mClass:

- All grade levels showed improvement in composite scores or maintained high performance.
- Grade 5 experienced the greatest increase in Masters performance, rising from 14% to 48%.
- Grade 1 demonstrated the largest reduction in Did Not Meet, decreasing from 44% to 32%.
- Kindergarten and Grade 2 showed consistent growth by moving students from Did Not Meet into Meets.
- Grades 3–5 showed shifts from Meets into Masters, indicating stronger student performance at the highest achievement level.

Schoolwide Areas for Continued Focus:

- Did Not Meet percentages remain relatively high in Grades 1 (32%), 2 (32%), and 5 (25%), indicating continued need for targeted intervention.
- Grades 4 and 5 experienced decreases in the Meets category; while much of this appears to reflect movement into Masters, monitoring is needed to ensure students are not shifting downward into lower performance bands.
- Kindergarten continues to have nearly one in five students in the Did Not Meet category, emphasizing the importance of early literacy and foundational skill development.

Overall Takeaways The data reflects a year of positive academic growth across the campus. Composite scores improved or

remained stable in every grade, with notable increases in students achieving at the Masters level, particularly in Grades 4 and 5. Reductions in the Did Not Meet category in most grades indicate that interventions were effective in moving students toward proficiency. Moving forward, the campus should continue focusing on reducing the percentage of students in the Did Not Meet category in Grades 1, 2, and 5 while sustaining the strong upward movement into the Masters performance level.

Grade K	Composite Score	25–26 BOY	25% 20% 20% 35%	<u>84</u>
		25–26 MOY	25% 17% 24% 34%	<u>89</u>
		25–26 EOY	18% 13% 38% 31%	<u>87</u>
		26–27 BOY		-
Grade 1	Composite Score	25–26 BOY	44% 22% 19% 15%	<u>107</u>
		25–26 MOY	52% 15% 21% 12%	<u>108</u>
		25–26 EOY	32% 23% 23% 22%	<u>108</u>
		26–27 BOY		-
Grade 2	Composite Score	25–26 BOY	40% 12% 32% 16%	<u>99</u>
		25–26 MOY	36% 13% 35% 16%	<u>100</u>
		25–26 EOY	32% 12% 37% 19%	<u>99</u>
		26–27 BOY		-
Grade 3	Composite Score	25–26 BOY	29% 11% 43% 17%	<u>96</u>
		25–26 MOY	30% 24% 29% 17%	<u>101</u>
		25–26 EOY	27% 21% 27% 25%	<u>101</u>
		26–27 BOY		-
Grade 4	Composite Score	25–26 BOY	20% 23% 39% 18%	<u>127</u>
		25–26 MOY	20% 20% 28% 32%	<u>128</u>
		25–26 EOY	20% 23% 29% 28%	<u>128</u>
		26–27 BOY		-
Grade 5	Composite Score	25–26 BOY	25% 15% 46% 14%	<u>118</u>
		25–26 MOY	26% 13% 30% 31%	<u>121</u>
		25–26 EOY	25% 11% 16% 48%	<u>122</u>
		26–27 BOY		-

MAP Math grades K-5 BOY - EOY data:

Overall, the campus demonstrated positive academic growth across all grade levels, with increases in median achievement

percentiles in every grade except Grade 1. Students in Grades 4 and 5 experienced exceptional growth, while Kindergarten and Grade 2 showed steady progress. Growth percentile data indicates that most students met or exceeded expected annual growth, particularly in the upper grades

Grade-Level Highlights

Kindergarten:

- Growth Median: 53rd percentile (average growth)
- Achievement: Increased from the 61st to the 62nd percentile
- Students in the lowest achievement band decreased from 14% to 10%.
- Students in the highest achievement band increased slightly from 25% to 26%.
- Most students (69%) performed at or above the 41st percentile by spring.

Growth Areas:

- Continued movement of students from the lowest achievement levels into average and above-average performance.
- Maintain strong foundational literacy and numeracy growth.

Grade 1:

- Growth Median: 51st percentile (met expected growth)
- Achievement: Decreased slightly from the 55th to the 53rd percentile
- Achievement distribution remained relatively stable.

Growth Areas:

- Growth met expectations but did not translate into higher overall achievement.
- Continue strengthening Tier I instruction and interventions for students below the 40th percentile.

Area of Concern:

- Slight decline in median achievement.
- Highest-performing students remained relatively unchanged (16% to 17%).

Grade 2:

- Growth Median: 57th percentile
- Achievement: Increased from the 61st to the 66th percentile
- Students in the highest achievement band increased from 21% to 25%.
- Students between the 21st–40th percentile decreased from 12% to 7%.

Growth Areas:

- Strong overall gains across achievement levels.
- Increased percentage of students performing above the 60th percentile.

Grade 3:

- Growth Median: 49th percentile (slightly below expected growth)
- Achievement: Declined from the 58th to the 54th percentile
- Students in the 61st–80th percentile increased from 23% to 27%.
- Students above the 80th percentile decreased from 23% to 18%.

Growth Areas:

- More students moved into the above-average range (61st–80th percentile).

Areas for Improvement:

- Lowest campus growth percentile.
- Decline in overall median achievement.
- Reduction in highest-achieving students suggests a need for increased enrichment and acceleration.

Grade 4:

- Growth Median: 89th percentile (Exceptional Growth)

- Achievement: Increased dramatically from the 60th to the 78th percentile
- Students above the 80th percentile increased from 15% to 46%.
- Students in the two lowest achievement bands decreased from 27% to 14%.

Growth Areas:

- Outstanding student growth across all performance levels.
- Significant movement of students into the highest achievement category.
- Strong evidence that instructional practices and interventions were highly effective.

Grade 5:

- Growth Median: 73rd percentile (High Growth)
- Achievement: Increased from the 56th to the 70th percentile
- Students above the 80th percentile increased from 20% to 34%.
- Students below the 40th percentile decreased from 31% to 21%.

Growth Areas:

- Strong gains in both growth and achievement.
- Significant increase in advanced-performing students.
- Reduction in lower-performing students demonstrates successful intervention efforts.

		Students
K	Growth Median and Distribution 53rd 9% 12% 41% 20% 18% Achievement Fall 2025-2026 Median and Distribution 61st 14% 19% 17% 25% 25% Achievement Spring 2025-2026 Median and Distribution 62nd 10% 15% 25% 24% 26%	80
Grade 1	Growth Median and Distribution 51st 21% 20% 21% 23% 15% Achievement Fall 2025-2026 Median and Distribution 55th 18% 14% 31% 21% 16% Achievement Spring 2025-2026 Median and Distribution 53rd 17% 17% 29% 20% 17%	102
Grade 2	Growth Median and Distribution 57th 17% 16% 21% 25% 21% Achievement Fall 2025-2026 Median and Distribution 61st 14% 12% 23% 30% 21% Achievement Spring 2025-2026 Median and Distribution 66th 16% 7% 19% 33% 25%	89
Grade 3	Growth Median and Distribution 49th 18% 24% 23% 17% 18% Achievement Fall 2025-2026 Median and Distribution 58th 17% 18% 19% 23% 23% Achievement Spring 2025-2026 Median and Distribution 54th 18% 20% 17% 27% 18%	95
Grade 4	Growth Median and Distribution 89th 4% 7% 14% 22% 53% Achievement Fall 2025-2026 Median and Distribution 60th 12% 15% 25% 33% 15% Achievement Spring 2025-2026 Median and Distribution 78th 7% 7% 11% 29% 46%	123
Grade 5	Growth Median and Distribution 73rd 8% 12% 19% 21% 40% Achievement Fall 2025-2026 Median and Distribution 56th 12% 19% 26% 23% 20% Achievement Spring 2025-2026 Median and Distribution 70th 11% 10% 16% 29% 34%	116

MAP Science: Students in grades 2-5 Participate in Science MAP assessment below is the grade level data:

School Profile Growth and Achievement by Grade HOUSE CREEK EL Science K-12		
Grade ↑	Sort by -- select an option --	Number of Students ⓘ
Grade 2	Growth Median and Distribution 73rd 3% 12% 23% 20% 42% Achievement Fall 2025-2026 Median and Distribution 64th 10% 16% 16% 30% 28% Achievement Spring 2025-2026 Median and Distribution 82nd 7% 6% 12% 25% 50%	89
Grade 3	Growth Median and Distribution 51st 17% 24% 18% 21% 20% Achievement Fall 2025-2026 Median and Distribution 55th 14% 19% 19% 23% 25% Achievement Spring 2025-2026 Median and Distribution 59th 18% 14% 20% 26% 22%	95
Grade 4	Growth Median and Distribution 73rd 7% 12% 23% 20% 38% Achievement Fall 2025-2026 Median and Distribution 63rd 8% 15% 26% 27% 24% Achievement Spring 2025-2026 Median and Distribution 72nd 8% 10% 17% 28% 37%	123
Grade 5	Growth Median and Distribution 61st 14% 17% 19% 18% 32% Achievement Fall 2025-2026 Median and Distribution 70th 14% 7% 14% 38% 27% Achievement Spring 2025-2026 Median and Distribution 76th 11% 11% 14% 22% 42%	116

Overall, the Science MAP data indicate strong student growth and improved achievement across Grades 2–5. Every grade demonstrated average or above-average growth, with Grades 2 and 4 leading in growth performance. Achievement increased from fall to spring in every grade, reflecting effective science instruction and increased student proficiency. While there are many strengths to celebrate, Grade 3 presents an opportunity for additional instructional support to accelerate achievement.

STAAR PERFORMANCE:

Strengths

House Creek Elementary demonstrates several strengths in supporting student learning and academic growth. The campus has established multiple systems to identify and support struggling students, including **Response to Intervention (RtI), special education services, Section 504 supports, dyslexia services through Wilson, ESL services, gifted and talented programming, tutoring, and grade-level intervention**. The campus has strong systems for **collecting, analyzing, and monitoring student data** through MAP, mClass, STAAR data, curriculum-based assessments, progress monitoring tools, and regular RtI meetings. These processes allow teachers and support staff to identify student needs and make informed instructional decisions.

The RtI process is a campus strength in its ability to bring teachers and specialists together to discuss student needs, collaborate on interventions, and identify students who may require additional evaluation or support. Teachers demonstrate a strong commitment to meeting the needs of students and frequently adjust instruction, create intervention groups, and provide targeted support based on student data. The campus also provides a variety of academic supports, including specialized instruction for students receiving SPED and dyslexia services.

House Creek Elementary also demonstrates a strong commitment to serving all learners, including struggling students, students receiving special services, and advanced learners. Teachers advocate for student needs and work collaboratively to provide additional opportunities for growth. The campus continues to evaluate and improve intervention practices with the goal of

providing more targeted, effective, and individualized support for every student.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Interventions at some grade levels are not yeilding expected results.	Inconsistent implementation of effective practices and targeting student needs during tier 1 intervention hour for all student groups.
2	Students receiving specialized services do not always receive instruction and supports aligned to their individual academic needs.	SPED, 504, and dyslexia supports are impacted by limited staffing, large service groups, and prescribed programs that may not always align with student needs. Greater collaboration and instructional flexibility are needed.

★ = Priority

School Processes & Programs

Summary

Curriculum and Instruction:

Teachers follow the scope and sequence provided by the district Instructional Services department. Math in K-3 is currently utilizing Bluebonnet math and is being supported by the instructional coach, campus leaders, and Ed Elements. Fourth and fifth grade continue to use Sharon Wells for Math instruction. All grade levels currently provide Science instruction using PHD Science. Our RLA curriculum is specially designed and utilizes a variety of resources to include UFLI and Foundations for phonics instruction and integrates Social Studies using Studies weekly. Most resources are linked into the scope and sequence making access for teachers easier.

Professional Development:

Teachers and paraprofessionals are provided with professional development opportunities during pre-service, PLC's with the instructional coach, and on Gold days throughout the district. The campus participates in continuous learning through coaching cycles to improve their craft. This initiative includes coaching for campus leaders as well.

Teacher Retention:

Teacher retention/turnover is identified as an area that impacts our campus annually. The campus and district are actively seeking ways to recruit the best teachers and to provide support for those teachers to grow as professionals and remain employed long-term. The district sponsors a Mentor program for all teachers new to the district which provides them with 2 years of mentorship from exceptional teachers on their campus. Collaboration, observations, and support are ongoing throughout the year. Our teachers that are RISE candidates are currently working toward their SOE's and teacher certification. Rise candidates are supported by the district with their coursework and with some professional development. They also receive coaching and actionable feedback from campus leaders and the instructional coach.

The presence of the large military community in our area also affects teacher turn over. This year 5 teachers left our campus at the end of the year. Three teachers moved closer to home for personal reasons to include caring for loved ones or being closer to their children. One left to pursue her passion for working with sped students since we did not have an opening in this area. The last left to work with Pre-k and indicated that they are where her heart is.

PBIS, SEL, and CKH:

The campus changed the timing of SEL during the day to try to ensure that students were present and able to participate. Some sessions with more challenging grade levels were intentionally placed after recess as that is often when issues arise. This time could then be dedicated to SEL lessons about conflict resolution, feelings, bullying, etc. However we found that this was inconsistently implemented by some grade levels. The campus has a PBIS program and distributes creek cash to students. This can then be utilized to attend our creek cash events once per six weeks or purchase items from the Creek Cash cart when PTA has it available.

Training introducing CKH was provided to all staff during pre-service by the counselor and principal.

Discipline:

Discipline this year was challenging as we were well into the Spring semester before we received a finalized behavior matrix to follow. In the interim teachers were given a flow chart to help them determine if student offenses were a classroom referral or office referral. This guidance seemed to help, however there was perceived inconsistency with consequences from the staff. Though the CNA reported discipline was on the rise, we actually had less office referrals than the 2024-2025 school year. The majority of office referrals this year were due to student tardiness.

Campus Response to needs:

Students are scheduled for a daily intervention or resource block to help address educational gaps they may have. During this time they receive TIER I, II, AND III as well as specialized instruction from interventionists, special education resource teachers, paraprofessionals, and teachers. Academic and Behavior RTI meetings are held to ensure we are addressing student needs when

they have gaps in learning. Professionals in the building discuss students, their needs, antecedents, and target needed interventions to be delivered to help students fill gaps.

Parents are offered trainings throughout the year by our PCOC and teachers that are willing to step up and deliver training to them. The trainings range from how to help with homework, resources available, attendance, behavior, and more. Specific training was provided by Ms. Perez on how parents could help their children with reading comprehension, phonics, and phonemic awareness and resources were provided for them to use at home with their students.

Teachers are provided with actionable feedback during observations, coaching cycles, and professional development for implementation of curriculum. We have changed the time we conduct RTI meetings to during the intervention hour as teachers indicated they did not get enough time to plan due to other meetings. Specials time was also increased this year to 55 minutes per day to equate to approximately 50 extra minutes per week of planning time for teachers.

Instructional time is maximized with implied transition time at the end and beginning of each instructional block (last two/first two minutes of each class). Schedules in 5th grade were adjusted this year to reflect equitable instructional time for all students in each subject.

Strengths

- 85% of staff feel their roles and responsibilities on campus are clear.
- 93% of staff feel their strengths are matched to their current subject assignment.
- 90% of staff feel their strengths are matched to their current grade level assignment.
- Professional learning is offered on gold days for teachers
- Data trackers are effectively used and organized
- RTI meetings are held at a more conducive time and allow for teachers to still have a planning time.
- Attendance percentage is 95%

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Implementation of CKH and fidelity to following the program is inconsistent.	Teachers are not bought into the program and indicate a need for more training specifically from CKH with accountability follow up.
2 Discipline is the largest issue impacting instructional time.	Lack of understanding of the discipline matrix and how it works. Consequences for many of the offenses in the matrix begin with a restorative conference and the student is returned to class afterward. It is possible for students to commit several different offenses in the same day with the same consequence since consequences for referrals do not progress unless it is the same offense.
3 Students do not get enough opportunities to use their Creek Cash they have earned.	Lack of involvement from teachers and staff in planning and participating in Creek Cash events. The PTA is in charge of the creek cash cart and is unable to get volunteers to run it consistently.
4 Paraprofessionals feel they do not get adequate training to be able to help support teachers with the different curriculums at each grade level.	Paraprofessionals are not always included in trainings provided for the teachers during pre-service, gold days, and throughout the year during PLCs.
5 The amount of screen time students have throughout the day is creating a negative impact on student outcomes.	Students are using computers in every class and requirements for showing student work on paper or boards for feedback are inconsistent throughout the campus.
6 Students do not have enough opportunities for other activities for enrichment which impacts students sense of belonging.	There is a limited number of clubs available for students to participate in.

★ = Priority

Perceptions

Summary

The 2026 Comprehensive Needs Assessment (CNA) Perception Survey provides valuable insight into the experiences and perspectives of students, parents, and staff at House Creek Elementary. Overall, the survey results reflect a school culture built on strong relationships, student-centered practices, and a safe learning environment while also identifying opportunities to strengthen communication, behavior support, and staff well-being.

Student survey results indicate that House Creek Elementary continues to foster a positive learning environment where students feel valued and supported. Kindergarten through first-grade students reported overwhelmingly positive experiences, with 96% stating they love school and feel they have learned a great deal. Additionally, 80% believe their teacher cares about them, 98% like their teacher, and 91% report feeling safe at school. Many of the youngest students identified their teachers, friends, learning opportunities, and even "everything about school" as their favorite parts of attending House Creek Elementary. Students in grades two through five also expressed high levels of satisfaction, identifying friends, teachers, lunch, recess, learning, mathematics, and physical education as highlights of their school experience. Older students rated the school 2.52 out of 3 stars and maintained an impressive 96% attendance rate. Most students reported feeling safe and cared for, with 81.9% strongly agreeing that they like their teacher. However, one area for continued attention is student enthusiasm for the upcoming school year, as only 41.5% of students strongly agreed they were excited about returning. Additionally, while most students feel supported, a small percentage indicated that they feel teachers only somewhat care or do not care, reinforcing the importance of maintaining strong relationships with every student.

Student safety remains a notable strength. Students recognized numerous safety measures, including locked doors, a school marshal, anti-bullying initiatives, and regular emergency drills. Bullying awareness varied among younger students, with over half reporting they had not experienced bullying, while others indicated they had been bullied or were unsure. Behavior data also reflects overall positive trends. Principal detentions decreased significantly over recent years despite a slight increase during the 2025–2026 school year. ISS and OSS placements fluctuated, while DAEP placements remained consistently low. The use of the Stop-It reporting system and stay-away agreements demonstrates continued efforts to proactively address student concerns and maintain a safe campus.

Parents continue to express strong confidence in House Creek Elementary, rating the school 4.47 out of 5 stars overall. An overwhelming majority of parents reported that their children feel safe at school and that families feel welcomed on campus. Parent comments consistently praised the quality of instruction, staff dedication, and the positive environment provided for students. Despite these strengths, the survey highlighted opportunities to improve communication with families. Most parents prefer communication through email or face-to-face conversations, while very few identified Schoology as their preferred method. Parents also expressed concerns regarding limited notice for school events, difficulty supporting students with current mathematics instructional strategies, parking lot safety, and consistency in student behavior expectations and consequences. Parents recommended increased email communication, greater use of the school's Facebook page, advance notice for events, family-friendly mathematics resources, and a reduction in unnecessary paper flyers.

Staff survey results reflect a dedicated faculty that remains deeply committed to students despite increasing demands. Most staff members described House Creek Elementary as caring, supportive, student-centered, and family-oriented. Many reported feeling a strong sense of belonging and appreciation for collaborative teams, while also expressing fulfillment through teaching and witnessing student growth. However, staff responses also revealed concerns related to workload, communication, behavior support, and overall morale. Less than half of staff members felt that professional development opportunities were meaningful or that current processes adequately supported their work. Similarly, fewer than half felt administrative systems consistently provided timely and efficient support. Staff comments frequently referenced communication gaps, delayed assistance with student behavior, and a desire to feel more supported than evaluated. Well-being data further illustrates these challenges, with many staff members describing themselves as busy, managing, or overwhelmed rather than energized. Staff also expressed a preference for informal hallway conversations as their primary mode of communication over email.

Strengths

- **Positive School Climate**
 - Students report feeling happy, welcomed, and valued at school.

- Young learners overwhelmingly love coming to school and enjoy learning.
- Students consistently identify teachers, friends, and learning as their favorite parts of school.
- **Strong Student-Teacher Relationships**
 - The majority of students feel their teachers care about them.
 - Nearly all K–1 students report liking their teacher.
 - Older students overwhelmingly agree they have positive relationships with their teachers.
- **Safe Learning Environment**
 - Most students and parents report that students feel safe at school.
 - Comprehensive safety measures are in place, including locked doors, a school marshal, emergency drills, and anti-bullying initiatives.
 - DAEP placements remain consistently low, indicating effective behavior management for serious incidents.
- **High Student Attendance**
 - Student attendance remains strong at approximately **96%**, demonstrating consistent engagement in learning.
- **Positive Student Engagement**
 - Students enjoy a variety of school experiences including academics, recess, lunch, physical education, and extracurricular opportunities.
 - Students report learning a great deal during the school year.
- **Strong Family Trust and Support**
 - Parents rate the school highly (4.47 out of 5 stars).
 - Ninety-three percent of parents report their children are safe at school.
 - Ninety-three percent of parents feel welcomed on campus.
 - Parents frequently praise the quality of instruction and the caring environment.
- **Dedicated and Caring Staff**
 - Staff describe the school as caring, student-centered, and close-knit.
 - Most staff members report loving teaching and celebrating student growth.
 - Teams are viewed as supportive, collaborative, and professional.
- **Positive Sense of Belonging**
 - Most staff members report feeling a sense of belonging within the school community.
 - Students, parents, and staff consistently identify relationships as one of the school's greatest strengths.
- **Relationship-Focused Culture**
 - Capturing Kids' Hearts and relationship-building practices continue to positively impact the campus culture.
 - Students feel connected to peers and adults, contributing to a welcoming environment.
- **Commitment to Student Success**
 - Staff demonstrate a strong commitment to meeting students' academic, social, and emotional needs.
 - Parents recognize and appreciate the dedication of teachers and staff.
- **Behavior and Safety Reporting Systems**
 - The Stop-It reporting system and stay-away agreements provide proactive supports for maintaining student safety.
 - Principal detentions have decreased significantly compared to previous years, reflecting progress in behavior management.
- **Strong Community Foundation**
 - House Creek Elementary maintains a culture of collaboration among students, families, and staff.
 - Stakeholders consistently recognize the school as welcoming, caring, and focused on doing what is best for students.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 Students need continued support in developing strong connections, engagement, and excitement for learning and school.	While most students report positive experiences, some students feel less connected to adults, experience bullying concerns, or show decreased excitement about returning to school. Increased academic, social, and emotional needs require continued relationship-building, student engagement strategies, and consistent implementation of CKH.
2 Communication systems need improvement to ensure students, staff, and families receive timely, consistent, and effective information	Communication practices are not always aligned with stakeholder preferences, resulting in gaps in understanding, participation, and collaboration.
3 Campus behavior systems need to be strengthened to provide consistent expectations, interventions, and support for student success.	Inconsistent implementation of behavior expectations, increased behavioral needs, and delays in receiving support contribute to challenges with student behavior and classroom management.
4 Family engagement and academic partnerships need to be strengthened to better support student achievement.	Families need more accessible resources, especially for instructional strategies such as mathematics, along with increased opportunities for involvement through improved scheduling, communication, and outreach.
5 Staff support systems need improvement to increase morale, retention, and overall effectiveness.	Increased workload, stress, limited meaningful professional development, and a need for clearer processes and proactive support contribute to staff fatigue and reduced feelings of support.

★ = Priority



Goals

Goal 1

Strengthen campus-wide behavior systems, student engagement, attendance, and school climate to maximize instructional time and student success.

Performance Objective 1 High Priority

By May 2027, House Creek Elementary will improve student engagement and school climate by implementing consistent behavior systems and attendance supports, resulting in a reduction in office discipline referrals by 10%, improved attendance by 2%, and increased positive student perception data.

Evaluation Data Source: Discipline Referrals

- * ISS/OSS/DAEP Data
- * Attendance Reports
- * Tardy Reports
- * Stop-It Reports
- * Student Climate Surveys
- * CKH Implementation Data

Strategy 1

Continue implementation of Capturing Kids' Hearts and social-emotional learning strategies.

Strategy's Expected Result/Impact: Reduction in behavior referrals and classroom disruptions.

- * Increased student engagement and sense of belonging.
- * Improved attendance and reduced tardies.
- * Increased instructional time and improved school climate.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Behavior Team, PIEMS, Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Strengthen attendance communication with families and educate parents on instructional time expectations by providing parents with a monthly newsletter, calendar, and at least two training opportunities per month.

Strategy's Expected Result/Impact: Reduction in behavior referrals and classroom disruptions.

- Increased student engagement and sense of belonging.
- Improved attendance and reduced tardies.
- Increased instructional time and improved school climate.

Staff Responsible for Monitoring: PCOC, Principal, Assistant Principals, Counselor, Behavior Team, Attendance Clerk, Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

Analyze behavior, attendance, tardy, and discipline data monthly to identify trends and interventions.

Strategy's Expected Result/Impact: Reduction in behavior referrals and classroom disruptions.

- * Increased student engagement and sense of belonging.
- * Improved attendance and reduced tardies.
- * Increased instructional time and improved school climate.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Behavior Team, Attendance Clerk, Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 4

Increase student recognition programs and opportunities for student leadership and engagement. Increase opportunities for students to participate in clubs.

Strategy's Expected Result/Impact: Reduction in behavior referrals and classroom disruptions.

- * Increased student engagement and sense of belonging.
- * Improved attendance and reduced tardies.
- * Increased instructional time and improved school climate.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Behavior Team, Attendance Clerk, Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 2

Improve organizational systems, instructional processes, and campus resources to ensure programs effectively support student learning.

Performance Objective 1 High Priority

By May 2027, House Creek Elementary will improve the effectiveness of instructional programs by implementing efficient campus systems, monitoring intervention effectiveness, and maximizing instructional time, resulting in improved student outcomes and increased program effectiveness.

Evaluation Data Source: Rtl Documentation

- * Intervention Schedules
- * Student Growth Data
- * Campus Walkthrough Data
- * PLC Agendas/Minutes
- * Program Evaluation Surveys

Strategy 1

Strengthen campus systems for supporting chronically absent students and students with significant academic gaps.

Strategy's Expected Result/Impact: Improved student access to targeted instructional support.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Leadership Team, Rtl Team, Counselors, Interventionists, Resource Teachers, Behavior Coach

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 2

Monitor transition times and make adjustments to maximize instructional time.

Strategy's Expected Result/Impact: * More efficient instructional systems.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Leadership Team, Rtl Team, Counselors, Interventionists

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 3

Monitor intervention group sizes and staffing allocations.

Strategy's Expected Result/Impact: More efficient instructional systems.

- * Increased effectiveness of intervention and support programs.
- * Improved student access to targeted instructional support.
- * Better alignment between programs and student needs.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Leadership Team, Rtl Team, Counselors, Interventionists, Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 4

Evaluate intervention, tutoring, and support programs annually using student performance data.

Strategy's Expected Result/Impact: * More efficient instructional systems.

- * Increased effectiveness of intervention and support programs.
- * Improved student access to targeted instructional support.
- * Better alignment between programs and student needs.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Leadership Team, Rtl Team, Counselors, Interventionists

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials

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Goal 3

Increase academic achievement for all students by strengthening Tier I instruction, intervention systems, and differentiated supports.

Performance Objective 1 High Priority HB3 Goal

By May 2027, House Creek Elementary will increase student academic achievement by ensuring all students receive targeted, data-driven instruction and intervention, resulting in increased growth on local and state assessments and an increase in the percentage of students meeting grade-level expectations.

Evaluation Data Source: STAAR Results (Approaches, Meets, Masters)

- * TEKS READY Assessments
- * mCLASS/DIBELS
- * Curriculum-Based Assessments (UFLI, Bluebonnet, Sharon Wells, etc.)
- * RtI Progress Monitoring Data
- * PLC Data Meetings
- * Intervention Exit Data

Strategy 1

Evaluate the effectiveness of tutoring and redesign to include targeted intervention and enrichment opportunities.

Strategy's Expected Result/Impact: * Increased student growth on MAP, mCLASS, curriculum assessments, and STAAR.

- * Increased percentage of students meeting grade-level standards.
- * Increased number of students exiting RtI.
- * Improved growth among advanced learners and students receiving specialized services.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, RtI Team, Interventionists, Special Education Staff, PLC Leaders, Teachers

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

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Strategy 2

Improve collaboration between general education, interventionists, and special education teachers to align instruction with student needs.

Strategy's Expected Result/Impact: * Increased student growth on MAP, mCLASS, curriculum assessments, and STAAR.

* Increased percentage of students meeting grade-level standards.

* Increased number of students exiting Rtl.

* Improved growth among advanced learners and students receiving specialized services.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Rtl Team, Interventionists, Special Education Staff, PLC Leaders, Teachers

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

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Strategy 3

Strengthen differentiation for students performing below, on, and above grade level.

Strategy's Expected Result/Impact: * Increased student growth on MAP, mCLASS, curriculum assessments, and STAAR.

* Increased percentage of students meeting grade-level standards.

* Increased number of students exiting Rtl.

* Improved growth among advanced learners and students receiving specialized services.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Rtl Team, Interventionists, Special Education Staff, PLC Leaders, Teachers

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

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Strategy 4

Utilize PLCs and Rtl meetings (Academic and Behavior) every six weeks to monitor student progress and adjust interventions.

Strategy's Expected Result/Impact: * Increased student growth on MAP, mCLASS, curriculum assessments, and STAAR.

* Increased percentage of students meeting grade-level standards.

* Increased number of students exiting Rtl.

* Improved growth among advanced learners and students receiving specialized services.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Rtl Team, Interventionists, Special Education Staff, PLC Leaders, Teachers

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

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Strategy 5

Redesign the intervention block to ensure students are provided skill-based, data-driven instruction.

- Strategy's Expected Result/Impact:**
- * Increased student growth on MAP, mCLASS, curriculum assessments, and STAAR.
 - * Increased percentage of students meeting grade-level standards.
 - * Increased number of students exiting Rtl.
 - * Improved growth among advanced learners and students receiving specialized services.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Rtl Team, Interventionists, Special Education Staff, PLC Leaders, Teachers

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

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Goal 4

Strengthen staff capacity, professional learning, and collaborative practices to improve instruction, increase staff effectiveness, and retain highly qualified employees.

Performance Objective 1 High Priority

By May 2027, House Creek Elementary will strengthen teacher effectiveness through meaningful professional learning, collaborative planning, and instructional coaching, resulting in improved instructional practices, increased staff satisfaction, and continued staff retention.

Evaluation Data Source: Professional Development Records

- * Walkthrough and Observation Data (T-TESS)
- * PLC Documentation
- * Staff Climate Survey Results
- * Teacher Retention Data
- * Coaching Cycles

Strategy 1

Provide meaningful, job-embedded professional learning aligned with campus data.

Strategy's Expected Result/Impact: * Increased teacher effectiveness.

- * Improved staff perception of support and communication.
- * Increased staff retention.
- * Stronger instructional practices and collaboration across grade levels.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Campus Leadership Team, PLC Facilitators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Increase coaching, classroom support, and feedback cycles.

Strategy's Expected Result/Impact: * Increased teacher effectiveness.

- * Improved staff perception of support and communication.
- * Increased staff retention.
- * Stronger instructional practices and collaboration across grade levels.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Campus Leadership Team, PLC Facilitators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Improve communication and staff involvement in campus decisions.

Strategy's Expected Result/Impact: * Increased teacher effectiveness.

* Improved staff perception of support and communication.

* Increased staff retention.

* Stronger instructional practices and collaboration across grade levels.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Campus Leadership Team, PLC Facilitators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Recognize staff accomplishments and implement wellness initiatives that support morale and retention.

Strategy's Expected Result/Impact: * Increased teacher effectiveness.

* Improved staff perception of support and communication.

* Increased staff retention.

* Stronger instructional practices and collaboration across grade levels.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Campus Leadership Team, PLC Facilitators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 5

Strengthen PLC processes through collaborative planning, instructional rounds, and data analysis.

- Strategy's Expected Result/Impact:**
- * Increased teacher effectiveness.
 - * Improved staff perception of support and communication.
 - * Increased staff retention.
 - * Stronger instructional practices and collaboration across grade levels.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Campus Leadership Team, PLC Facilitators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Goal 5

Strengthen communication and partnerships with families to increase engagement, support student achievement, and build trust within the school community.

Performance Objective 1 High Priority

By May 2027, House Creek Elementary will strengthen family partnerships by improving two-way communication and increasing opportunities for family engagement, resulting in increased parent participation, improved stakeholder satisfaction, and stronger support for student learning.

Evaluation Data Source: Parent Survey Results

- * Family Event Participation Data
- * Volunteer Logs
- * PTA Membership Data
- * Social Media/Website Analytics
- * Attendance at Parent Conferences

Strategy 1

Provide academic family engagement nights focused on literacy, mathematics, and learning strategies.

Strategy's Expected Result/Impact: * Increased family participation and volunteerism.

- * Improved parent satisfaction and communication ratings.
- * Increased support for student learning at home.
- * Stronger partnerships between families and the school.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Teachers, Office Staff, PTA, Family Engagement Committee, PCOC, Webmaster

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 2

Increase advance notice of campus events and volunteer opportunities.

Strategy's Expected Result/Impact: * Increased family participation and volunteerism.

- * Improved parent satisfaction and communication ratings.
- * Increased support for student learning at home.
- * Stronger partnerships between families and the school.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Teachers, Office Staff, PTA, Family Engagement Committee

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 3

Provide parent resources to support learning at home and reinforce attendance expectations.

Strategy's Expected Result/Impact: * Increased family participation and volunteerism.

* Improved parent satisfaction and communication ratings.

* Increased support for student learning at home.

* Stronger partnerships between families and the school.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Teachers, Office Staff, PTA, Family Engagement Committee

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 4

Regularly seek stakeholder feedback to improve campus practices and communication.

Strategy's Expected Result/Impact: * Increased family participation and volunteerism.

* Improved parent satisfaction and communication ratings.

* Increased support for student learning at home.

* Stronger partnerships between families and the school.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Teachers, Office Staff, PTA, Family Engagement Committee, PCOC

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Copperas Cove Independent School District



J.L. Williams/Lovett Ledger Elementary

2026-2027 Campus Improvement Plan

Mission Statement

District: The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship.

Campus: At Williams Ledger Elementary, our mission is to nurture every child's academic potential, foster strong social skills, and cultivate a foundation of character and integrity.

Vision

District: A Foundation of Excellence, A Future of Success

Campus: At Williams Ledger Elementary, we envision a school where students grow academically, socially, and ethically, supported by a caring community committed to their overall success.

Value Statement

We Believe:

- that Copperas Cove ISD is the district of choice for Central Texas
- all students can be successful
- in preparing all students for post-secondary success
- in fostering character development in students to produce good citizens
- in developing a culture of success for all
- innovation fosters enthusiasm in students and staff
- in embracing diversity
- in being good stewards of the taxpayers' dollars
- we are committed to delivering educational programs and services that focus on rigor and relevance for student success
- our staff is dedicated to excellence
- our students feel connected to school and are excited about learning
- good board relations are critical to success
- in being the educational center for the community
- in providing safe and secure schools for students and staff
- in taking pride in being a Copperas Cove Bulldawg

We Value:

COMMUNITY: We work together toward common goals.

INTEGRITY: We choose our thoughts and actions based on honesty, fairness, respect, and ethics.

COURAGE: We take risks and try new things in order to grow.

EMPATHY: We listen and consider others' thoughts, feelings, and experiences.

CONFIDENCE: We believe in our mission and trust in our own abilities.

TENACITY: We work hard, persevere through challenges, and focus on improvement.

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Goals

Goal 1 Teachers engage all students daily with TEKS-aligned, high-quality instructional materials and assessments.

Performance Objective 1 High Priority HB3 Goal

By the end of the 2025-2026 school year, 100% of students will make at least one year's growth in reading and math.

Evaluation Data Source: universal screener data

Strategy 1

Provide ongoing professional development on the district's Tier 1 Reading and Math curriculum.

Strategy's Expected Result/Impact: Increased teacher confidence and fidelity in implementing high-quality instructional materials. Increased student achievement and growth on designated universal screeners.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Classroom Teachers, Interventionists, Special Education Teachers

Funding Sources: Support Staff (Instructional Coach, Interventionist, Instructional Paraprofessional, Part-Time Tutor) 211 - Title I-A, \$170,000, Teacher Professional Development 199 - General Fund, \$2,500

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

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Strategy 2

Facilitate weekly PLC meetings focused on TEKS alignment, lesson internalization, and data analysis.

Strategy's Expected Result/Impact: Teachers will collaboratively plan aligned instruction and make data-informed decisions, improving instructional consistency. Increased student achievement and growth on designated universal screeners.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Classroom Teachers, Interventionists, Special Education Teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Use universal screener data (e.g. phonics screeners, mCLASS, MAP, Released STAAR Benchmark) for BOY, MOY, and EOY progress monitoring. Utilize the data to differentiate instruction.

Strategy's Expected Result/Impact: Teachers will be able to identify student progress and adjust instruction to support growth. Increased student achievement and growth on designated universal screeners.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Classroom Teachers, Interventionists, Special Education Teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

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Strategy 4

Provide high quality evidence-based instructional resources for each content area to support Tier 1, 2, and 3 instruction.

Strategy's Expected Result/Impact: Increased student achievement and growth on designated universal screeners.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Classroom Teachers, Interventionists

Funding Sources: Instructional Supplies 199 - General Fund, \$8,000

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 5

Conduct regular classroom walkthroughs and provide actionable feedback.

Strategy's Expected Result/Impact: Instructional practices will improve, and areas of need will be addressed in a timely manner. Increased student achievement and growth on designated universal screeners.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 6

Implement data-driven tiered intervention plans for students not on track to meet growth targets.

Strategy's Expected Result/Impact: Targeted supports will close gaps and help more students meet growth expectations. Increased student achievement and growth on designated universal screeners.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Classroom Teachers, Interventionists

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Goal 2 CCISD will retain and support high quality staff at all levels of the organization.

Performance Objective 1 High Priority HB3 Goal

By the end of the 2025-2026 school year, WLE will retain 90% or more of its staff by strengthening mentorship, providing targeted professional development and ongoing coaching, and celebrating staff contributions through ongoing recognition and support.

Evaluation Data Source: end-of-year retention data and staff surveys

Strategy 1

Pair new staff with mentors and hold monthly mentor check-ins.

Strategy's Expected Result/Impact: New staff will feel supported and confident, increasing job satisfaction and retention.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Campus Mentor Coordinator

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Strategy 2

Provide differentiated coaching cycles based on teacher needs.

Strategy's Expected Result/Impact: Teachers will refine instructional practices and increase student engagement. Increased student achievement and growth on designated universal screeners.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Identify teachers with strengths in specific instructional areas and build capacity as teacher leaders by providing opportunities to lead campus professional development and share best practices.

Strategy's Expected Result/Impact: Builds internal capacity, empowers staff, and fosters a culture of collaboration and excellence. Increased student achievement and growth on designated universal screeners.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Classroom Teachers, Interventionists, Special Education Teachers

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Recognize staff through shout-outs, appreciation events, and staff spotlights.

Strategy's Expected Result/Impact: Morale will improve, and staff will feel valued and motivated to stay.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Counselors

Funding Sources: 461 - Campus Activity Fund, \$5,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 5

Administer and respond to staff climate surveys mid-year and end-of-year.

Strategy's Expected Result/Impact: Leaders will identify and address concerns, building a stronger campus culture.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Counselors

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 3

CCISD will develop systems which target social-emotional development for all students and staff.

Performance Objective 1 High Priority HB3 Goal

By the end of the 2025-2026 school year, WLE will reduce total behavior incidents (including walkie calls, classroom referrals, and office referrals) by 10% through implementation of daily SEL practices, consistent behavior expectations, and staff training on proactive behavior strategies.

Evaluation Data Source: counselor lesson logs, Everyday Speech analytics, discipline data, culture rubrics, and classroom observations

Strategy 1

Deliver daily Tier 1 instruction in social, communication, and emotional skills using an evidence-based district-approved SEL curriculum.

Strategy's Expected Result/Impact: Students will gain tools for managing emotions, resolving conflict, and building resilience.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors

Funding Sources: Everyday Speech SEL Curriculum 211 - Title I-A, \$5,800

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Train staff in trauma-informed practices, behavior expectations, de-escalation techniques, and behavior response strategies.

Strategy's Expected Result/Impact: Staff will respond to behavior more consistently and effectively. Decreased discipline referrals and walkie calls and increased student and staff satisfaction.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

Use common language and routines as outlined in the Culture Playbook and Behavior Matrix.

Strategy's Expected Result/Impact: Schoolwide expectations will be reinforced, improving campus culture. Decreased discipline referrals and walkie calls and increased student and staff satisfaction.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 4

Track behavior data weekly to identify trends and provide early interventions.

Strategy's Expected Result/Impact: Early interventions will reduce repeat behaviors and support at-risk students. Decreased discipline referrals and walkie calls and increased student and staff satisfaction.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 5

Deliver monthly counselor-led guidance lessons and targeted SEL groups.

Strategy's Expected Result/Impact: Students will gain tools for managing emotions, resolving conflict, and building resilience. Decreased discipline referrals and walkie calls and increased student and staff satisfaction.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors			
Title I: 2.5.3			
ESF Levers: Lever 3: Integrated Student Support Systems			
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Strategy 6

Reward students for positive behavior using a PBIS system of recognition and incentives.			
Strategy's Expected Result/Impact: Students will be motivated to meet behavior expectations, contributing to a more respectful and responsible school environment. Decreased discipline referrals and walkie calls and increased student and staff satisfaction.			
Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers, Paraprofessionals, Support Staff			
Funding Sources: Rewards and Incentives 211 - Title I-A, \$5,000			
Title I: 2.5.3			
ESF Levers: Lever 3: Integrated Student Support Systems			
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Goal 4

Facilities will support future student enrollment, address safety and security, and allow for innovative instruction in a technological society.

Performance Objective 1 **High Priority** **HB3 Goal**

By the end of the 2025-2026 school year, WLE will conduct quarterly safety audits, maintain 100% compliance with district safety protocols, and increase student access to instructional technology by 15% to support innovative, future-ready learning environments.

Evaluation Data Source: safety audits, technology usage logs, and inventory reports

Strategy 1

Conduct monthly safety drills and review emergency procedures with staff.

Strategy's Expected Result/Impact: Improved campus preparedness and consistent adherence to safety protocols.

Staff Responsible for Monitoring: Principal, Assistant Principals, EOP Team

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Strategy 2

Ensure 100% staff completion of safety and emergency training.

Strategy's Expected Result/Impact: Staff will respond confidently and appropriately in emergency situations.

Staff Responsible for Monitoring: Principal, Assistant Principals, EOP Team

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Strategy 3

Maintain and monitor technology inventory for equitable access.

Strategy's Expected Result/Impact: Students will have reliable access to devices to support blended learning. Increased student achievement and growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Librarian, DTAC Representatives

Funding Sources: Technology Supplies 199 - General Fund, \$1,000

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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Strategy 4

Provide teacher training on integrating technology into instruction.

Strategy's Expected Result/Impact: Increased student engagement and use of digital tools to enhance instruction.

Staff Responsible for Monitoring: Principal, Assistant Principals, Librarian, DTAC Representatives

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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Goal 5

Develop additional opportunities to increase a personalized culture of engagement.

Performance Objective 1 **High Priority** **HB3 Goal**

By the end of the 2025-2026 school year, WLE will improve its average daily attendance rate by 2 percentage points.

Strategy 1

Monitor attendance daily and implement tiered interventions for at-risk students.

Strategy's Expected Result/Impact: Improved attendance for students with chronic absenteeism.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Recognize students for perfect and improved attendance each grading period.

Strategy's Expected Result/Impact: Motivation and reinforcement for consistent school attendance.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors

Funding Sources: Rewards and Incentives 211 - Title I-A, \$1,000

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

Host monthly engagement events (e.g., family nights, student showcases).

Strategy's Expected Result/Impact: Stronger home-school connections and increased stakeholder involvement.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers, Support Staff

Funding Sources: Supplies for Engagement Events 211 - Title I-A, \$2,000

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 4

Celebrate staff and student successes in newsletters and on social media.

Strategy's Expected Result/Impact: Builds a positive school identity and increases community pride.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers, Support Staff

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 5

Make daily 8:00 a.m. calls to parents of students who are not present and request students arrive prior to 9:30 a.m. attendance time.

Strategy's Expected Result/Impact: Improved attendance for students with chronic absenteeism.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Office Staff

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 6

Host morning clubs.

Strategy's Expected Result/Impact: Improved attendance.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers, Support Staff

Funding Sources: Supplies for Clubs 211 - Title I-A, \$1,000

ESF Levers: Lever 3: Integrated Student Support Systems

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Funding Summary

Funding Summary

199 - General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher Professional Development	--	\$2,500.00
1	1	4	Instructional Supplies	--	\$8,000.00
4	1	3	Technology Supplies	--	\$1,000.00
				Sub-Total	\$11,500.00

211 - Title I-A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Support Staff (Instructional Coach, Interventionist, Instructional Paraprofessional, Part-Time Tutor)	--	\$170,000.00
3	1	1	Everyday Speech SEL Curriculum	--	\$5,800.00
3	1	6	Rewards and Incentives	--	\$5,000.00
5	1	2	Rewards and Incentives	--	\$1,000.00
5	1	3	Supplies for Engagement Events	--	\$2,000.00
5	1	6	Supplies for Clubs	--	\$1,000.00
				Sub-Total	\$184,800.00

461 - Campus Activity Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4		--	\$5,000.00
				Sub-Total	\$5,000.00

Copperas Cove Independent School District



Mae Stevens Elementary

2026-2027 Campus Improvement Plan

Mission Statement

District: The mission of Copperas Cove Independent School District is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship.

Campus: The mission of Mae Stevens Early Learning Academy is to support the early learning community in a safe, respectful, and nurturing environment focused on helping children enjoy their learning, achieve their potential, and become lifelong learners. We are committed to the families we serve, providing skills training, support and encouragement. We maintain an inclusive environment which acknowledges, respects and values children from diverse family and cultural backgrounds.

Vision

Copperas Cove ISD... A Foundation of Excellence-A Future of Success

Mae Stevens Early Learning Academy...

- Every classroom in our school is safe, consistent, and positive.
- When walking through the hallways, you will see students and staff smiling and enjoying learning together.
- Students will look forward to coming to school each day because they have been taught how to be successful in school.
- Even on challenging days, students know that teachers will love and encourage them and will never give up on them.

Value Statement

Serving Copperas Cove Independent School District's Pre-Kindergarten population.

To help realize our vision, we prioritize the following core beliefs and actions:

- Our students are inherently good, well-meaning beings. They want to do their best.
- Our students learn more when they feel safe, supported and connected to their school community. Time that we dedicate to building positive culture through our routines and procedures will increase our students' social and emotional well-being.
- Our students learn more when the expectations teachers have of them are consistent, positively reinforced and developmentally appropriate.

-Strong relationships are a key lever in student learning. We must build deep and authentic relationships not only with our students, but also with their parents.

*This campus is a Title I School Wide campus.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

The 2025-2026 campus needs assessment was completed with input from all staff members and selected parents from Mae Stevens Early Learning Academy. There were four committees that were developed and assigned to delve into available data and resources. The committees analyzed the data in order to determine the strengths and needs of the campus. All teachers were placed on committees, and other staff members are assigned as support. Each committee also recruited a parent to serve. There were three campus-wide meetings conducted and all committees met in between those meetings as needed to discuss and utilize data. Committees also conducted their own surveys and research to gather input from varied stakeholders. The included committees this year were Demographics, Student Learning, Processes and Programs, and Perceptions. The data and analysis gathered was used to complete the needs assessment as well as the 2026-2027 Campus Improvement Plan.

Demographics

Summary

Mae Stevens Early Learning Academy is the dedicated Pre-Kindergarten campus for Copperas Cove Independent School District. Mae Stevens is specifically designed to meet the developmental needs of young learners and to provide a strong educational foundations during one of the most important stages in a child's growth. Mae Stevens opened in 1987 as an elementary school. Over time, the campus served elementary grades before being restructured as the district's dedicated Pre-Kindergarten campus in 2014, now named Mae Stevens Early Learning Academy. Mae Stevens focuses on creating a safe, nurturing, and engaging environment where children feel safe, values, supported and excited to learn. Through planned, purposeful and playful instructions, our staff help students develop early literacy and math skills while also strengthening social-emotional development, independence, communication and problem-solving abilities. To attend Mae Stevens, a child must qualify with one of the following: income (eligible for the federal free/reduced lunch program or meet a percentage of the Federal Poverty level, language (unable to speak or comprehend the English language), military-connected (child of an active duty member, of a veteran who is 100% disabled or of a member killed on active duty), homeless, currently or previously served in foster care, or child of a first responder killed in the line of duty. Mae Stevens serves a diverse student population and is a Title 1 campus, meaning we receive additional federal support to help students who may come from economically disadvantaged backgrounds. Teachers at Mae Stevens average over 12 years of experience, which is higher than the district average. Since the beginning of the school year, 24 students have withdrawn. When student records are requested, the registrar has them delivered promptly. Being adjacent to a military installation, our students come from all over the world. The average class size is 18-19 students with a 10:1 adult to student ratio. Attendance rates have declined over the past five years due to Dovid. However this year we introduced new incentives, parent reminder letters, and more truancy officers which has brought our attendance rate up to 93.7% from 91.8% last year.

Mae Stevens is diverse ethnically: 36.8% Hispanic, 25% white, 22.2% African American, 1.4% Asian, 1.04% Pacific Islander, and 13.5% Multi Racial. The campus serves slight more girls (52.1%) than boys (47.9%). We have 48 students that have an IEP. Disabilities include: 9 with diagnosed Autism, 9 with a learning disability, 1 with an auditory impairment and the rest with a speech disability. There are 38 emergent bilingual students and 69.44% of our students are considered low-socioeconomic. We have 138 students that are considered at-risk out of 288 students; these are students facing academic or personal challenges that impact their learning. Our population includes 2 foster care students and 10 considered homeless.

We have 60-70 staff members including only 4 males. Our staff is 61% white, 14% African American, 16% Hispanic, 2% Asian, 2% American Indian and 5% Hawaiian/Pacific Islander. 68% of our staff have worked in schools for over ten years and 45% are degreed.

There are no suspensions or expulsions at this age for behavior. Discipline trends include mostly referrals for physical contact and class disruptions (290). Boys have more referrals than girls. When students are removed from the classroom, they are losing instructional minutes which leads to lower student, however discipline issues distract other students from learning. Classroom discipline should be consistent and fair to create a safe respectful atmosphere that is conducive to learning.

Our stakeholders include students, parents and families, teachers, campus administration and support staff. Teachers and staff are essential in planning because they know the students' needs best. This is done through collaborative planning meetings and professional learning communities to design instruction and interventions and by reviewing student data to guide goals, and strategies, as well as providing feedback on curriculum, schedules, and campus initiatives, and by serving on campus committees. Families can offer invaluable insight into children's development and homelife. They can be included by sending surveys to gather input on school goals and needs, by hosting family meetings or forums to discuss plans and gather ideas, and by maintaining two-way communication through conferences, apps, and newsletters. Even our young students can have a voice in planning age-appropriate ways such as observing their interests and play choices to guide lesson plans, allowing choice in activities and centers, by listening to student voice during discussions and by using behavior and engagement data to adjust classroom plans. Campus administration can ensure all voices are heard by creating structured opportunities for input and using stakeholder feedback to shape the campus improvement plan and communicating how stakeholder input influenced decisions. Overall, at Mae Stevens, our primary stakeholders are actively involved in the planning process, not just informed about decisions. In a strong early childhood setting, their input helps ensure plans truly meet student needs. Primary stakeholders are consulted, involved and valued.

Strengths

1. There is low staff turnover.
2. All teachers have their supplemental SPED certification.
3. We open our campus to many parent activities.
4. Our administration team is supportive of staff and students and families.
5. Attendance rates have improved from the 2024-2025 school year.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ We need to improve the SPED training for our teachers.	Our teachers are all newly SPED supplemental certified and are learning how to compete SPED paperwork and serve in ARD meetings.
2 ★ We need to continue to improve school attendance rates, attempting to increase the rate to 95%.	Parents are reluctant to send students to school if they do not feel well because of their age. Many of our students have appointments for outside therapies. Parents do not always see the importance of learning time at this age.

★ = Priority

Student Learning

Summary

Our students are starting with lower achievement scores at the beginning of the school year than they have previously; most likely students are not getting the exposure to learning and knowledge that they used to. With our programs, our students are showing tremendous growth in all areas of the curriculum, with many becoming ready for kindergarten. We have a diverse population that is 66% economically disadvantaged and almost 50% at risk by the end of the year, 16% of our students were on IEPs and 13% were emergent bilingual. Our students come with extreme deficits.

Strengths

1. Our teachers use Heggerty with fidelity, and it helps students develop important early literacy skills that build a strong foundation for later reading success.
2. Our teachers use Foundations with fidelity and its structured lessons introduce letters and letter sounds in a clear and sequential way.
3. Our social-emotional curriculum, Dan St. Romain, is age appropriate and effective.
4. Our RTI program for our struggling students, behavioral and academic, has been more effective in the last few years.
5. Our instruction is developmentally appropriate and designed for how younger children learn best: with movement, songs, visuals, manipulatives and brief, engaging lessons.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ Our report cards and progress reports do not align to the scope and sequence or the Texas prekindergarten standards.	The lack of alignment due to changes in recent years creates challenges for teachers to accurately document student progress in relation to the learning expectations.
2 The Circle assessment no longer aligns with the Texas prekindergarten standards.	When the standards were revamped in 2022, the circle assessment was not.
3 There is a lack of training when it comes to special education processes.	Our staff is newly SPED certified and taking on the role of being case managers, IEP writers, goal trackers and ARD contributors without much training.
4 ★ Too much content is being pushed on students leading to them having less of a grasp on concepts before moving on.	Too much has been put into the day for learning. Students need time to play and socialize.
5 There are too many competing literacy curriculums: Heggerty, Foundations, Shared Reading, Interactive Read Aloud, Shared Writing, Speech curriculum	There are not enough hours in the day to use all the provided curriculums.

★ = Priority

School Processes & Programs

Summary

Personnel- Policy and Procedures

The process for recruiting, selecting, assigning, inducting, and retaining high-quality teachers at Mae Stevens Early Learning Academy follows a structured and intentional approach. Applicants submit their credentials through the district-wide Talent system, with selection criteria including relevant certifications and prior experience working with young children.

Qualified candidates proceed to an interview with the administrative team, ensuring alignment with the school's vision, mission, and expectations for instructional excellence. Upon selection, new teachers are paired with experienced campus mentors and placed in collaborative pods with other teachers to provide guidance as they navigate campus procedures and instructional practices.

Mae Stevens also leverages TEA's incentive allotments for high-quality educators, which support recruitment and retention by recognizing and rewarding teachers who demonstrate excellence in instruction and leadership. These incentives enhance our ability to attract highly qualified professionals and reinforce a culture of high expectations and continuous growth.

This comprehensive approach ensures that high-quality teachers are not only recruited but also effectively supported, integrated, and retained, ultimately strengthening instructional capacity and contributing to student success.

At Mae Stevens Early Learning Academy, a pre-K only campus, all teachers are responsible for instructing across all subject areas. While every teacher provides instruction in every area of the curriculum, students may be moved to a different classroom to ensure they are matched with teachers whose expertise best supports their learning and developmental growth.

This approach ensures that instruction is responsive and individualized, allowing students to benefit from teachers' specific strengths while maintaining a consistent, safe, and nurturing learning environment. By aligning teacher skills with student needs, Mae Stevens maximizes academic outcomes and supports the success of all learners, including those who may require additional interventions or enrichment.

Professional Practices

Mae Stevens Early Learning Academy fosters instructional leadership through a structured approach that clearly defines roles and responsibilities to support teaching and learning. The campus has a dedicated Instructional Coach whose roles and responsibilities are well-defined. The coach provides targeted support to teachers through modeling, feedback, and professional development, ensuring that instructional practices align with curriculum standards and best practices.

In addition, the campus has two Teacher Leads who were selected through a combination of volunteering and administrative choice. These Teacher Leads address teacher needs and attends relevant meetings as required. Their roles come with clear expectations to support instructional improvement, collaboration, and communication among staff.

Overall, leadership roles at Mae Stevens are clearly defined, ensuring clarity in responsibilities and expectations. Instructional leaders actively support the professional growth of teachers, providing coaching, mentoring, and guidance to enhance instructional quality. The combination of a dedicated Instructional Coach and Teacher Leads allows for a tiered approach to instructional leadership, strengthening teaching practices, promoting collaboration, and maintaining high expectations for student learning.

Mae Stevens Early Learning Academy develops focused improvement plans through collaborative, data-driven professional practices. Instructional leaders and teachers analyze assessment and RTI data to identify root causes of low performance and set measurable goals. Stakeholders are actively involved in designing strategies, monitoring progress, and refining instruction through regular reflection and professional dialogue. Job-embedded professional development, led by the Instructional Coach and the Principal, provides teachers with targeted support, modeling, and feedback to strengthen instructional practices. This approach ensures continuous improvement, high expectations, and a safe, nurturing learning environment where both teacher effectiveness

and student achievement are prioritized. Professional development is planned to fill discrepancies in instructional practices or changes in practices.

Programs and Opportunities for Students

Academic and Behavior RTI: This program is essential for identifying students who need additional academic or behavioral support. Collaboration between classroom teachers and interventionists ensures that each child's unique needs are met. This year, we have seen behavioral improvement and continued academic growth. RTI aligns with MSELA's mission by supporting individualized learning and fostering respect for each child's developmental journey, while maintaining a safe and structured environment with high expectations.

MFLC (Military Family Life Counselor): MFLC services provide critical emotional and behavioral support for students from military families. By offering individualized guidance, this program helps children navigate challenges while promoting resilience, self-regulation, and respect for diversity-directly supporting our mission to value each child's uniqueness in a nurturing, safe environment.

PE (Physical Education): With the recent removal of a dedicated PE teacher, we ensure students continue to develop motor skills, teamwork, and problem-solving abilities. Physical activity is continued through a dedicated PE special run by a paraeducator, and it is also integrated into classroom, recess, and specials activities, promoting health and cognitive growth. This approach reflects our commitment to high expectations for whole development in a safe and supportive learning environment.

Literacy/Library: Literacy and library programs cultivate a love for reading and support individualized growth. Differentiation ensures all students, including those with IEPs or language barriers, can access learning opportunities. This aligns with MSELA's vision of fostering exploration and discovery while maintaining high academic standards in a safe, inclusive environment.

Art: Art encourages creativity and fine motor skills. Providing diverse materials and experiences ensures students can express themselves while making meaningful connections across subjects. Art programs embody MSELA's core value of respecting each child's uniqueness and fostering discovery in a safe, engaging setting.

Foundations and Heggerty: These early literacy programs strengthen phonemic awareness and foundational reading skills. By adapting instruction to meet diverse developmental needs, MSELA ensures that every child has the tools to succeed academically. These programs reinforce our commitment to individualized learning, high expectations, and a safe environment where each child's potential is recognized and nurtured.

Counseling: Counseling supports social-emotional growth and age-appropriate problem-solving skills. Interactive, movement-based activities engage students while fostering emotional regulation and positive peer interactions. This aligns with MSELA's mission of providing a nurturing environment that values each child's individuality, supports exploration, and upholds a culture of safety and high expectations.

Mae Stevens Early Learning Academy ensures that all students, particularly those at-risk, have opportunities to meet challenging academic standards through a focused, data-driven approach centered on Foundations, Heggerty, and Academic/Behavior RTI.

1. **Academic and Behavior RTI:** RTI identifies students needing targeted academic or behavioral support and provides individualized, small-group instruction tailored to each student's needs. Instruction is differentiated based on ongoing assessments, allowing for enrichment for advanced learners and accelerated interventions for students who need additional support. This ensures that all students have access to high-quality learning time that challenges them appropriately while addressing skill gaps.
2. **Foundations and Heggerty:** These early literacy programs provide foundational reading skills and phonemic awareness critical for meeting grade-level expectations. Small-group sessions are tailored to the developmental level of each child, offering targeted practice for students needing reinforcement and enrichment activities for advanced learners. By adapting instruction to individual needs, Foundations and Heggerty ensure that all students have pathways to meet or exceed challenging literacy standards.

Small-Group Instruction and Acceleration:

- Instruction is personalized, ensuring students receive support at their level of readiness.
- Enrichment activities are embedded for students who are excelling, providing opportunities to extend learning beyond grade-level expectations.
- Accelerated interventions allow students who need additional support to catch up while maintaining high expectations
- Regular progress monitoring ensures instruction remains responsive and aligned with academic standards.

Through this approach, Mae Stevens Early Learning Academy provides a well-rounded, rigorous, and equitable learning experience, supporting every child in achieving their full academic potential while fostering a safe, nurturing environment with high

expectations.

The data for Mae Stevens Early Education reflects a diverse and high-need student population, with several significant trends in enrollment and program participation. Out of 288 total students, a notable portion receive specialized support services. Specifically, 48 students are enrolled in Special Education, representing a substantial segment of the population and indicating a strong need for differentiated instruction and support services.

Language acquisition is another key area of focus. A combined total of 66 students participate in bilingual and language support programs, including 38 emergent bilingual students, 9 in ESL, and 19 receiving alternative methods for bilingual education. This highlights the importance of language development services and culturally responsive teaching practices on campus.

Additionally, the entire school qualifies as a Title I campus, with 200 students identified as economically disadvantaged. This underscores the need for targeted academic interventions and resources to support student success. The presence of 118 military-connected students further suggests a population that may experience higher mobility and unique social-emotional needs.

Other factors, such as 18 transfer students and 10 students identified as homeless, emphasize the importance of stability, support systems, and access to resources. Overall, the data shows that Mae Stevens serves a highly diverse student body with significant academic, linguistic, and socioeconomic needs, requiring comprehensive, responsive educational programs to ensure all students are supported. There is no Gifted and Talented program at Mae Stevens.

Mae Stevens Early Learning Academy does not currently offer a dedicated STEAM program, but students are provided with meaningful exposure to each component of STEAM through integrated and developmentally appropriate experiences:

1. **Art:** Art is offered both in specials and within classroom activities. These experiences promote creativity, fine motor development, and connections to other areas of learning, such as early science concepts or problem-solving. Art activities are designed to encourage exploration, expression, and cross-disciplinary thinking.
2. **Technology:** Technology is incorporated in classroom instruction to support learning, exploration, and skill development. Students engage with appropriate age tools that enhance literacy, math, and science activities, helping them develop digital literacy while supporting critical thinking and problem-solving skills.
3. **Mathematics and Science:** These subjects are taught using a pre K scope and sequence, with teachers designing classroom activities that align with state guidelines and developmental expectations. Hands-on experiments, observations, and interactive math activities provide students with opportunities to explore patterns, measurement, counting, and scientific inquiry.
4. **Engineering and Integration:** While there is no standalone engineering program, students engage in engineering thinking through play-based problem-solving and classroom projects, often connected to art, math, or science activities. This encourages creativity, reasoning, and design thinking skills in developmentally appropriate ways.

Mae Stevens Early Learning Academy implements a personal technology plan through its 1:1 iPad program, providing each student with individualized learning experience.

Technology, including Starfall, ABC Mouse, Seesaw programs and interactive Newline displays, is integrated into classroom instruction and small-group interventions, supporting both literacy and other foundational skills. Teachers use student performance data from these tools to guide instruction, differentiate learning, and provide targeted enrichment or intervention. This blended approach ensures that each student receives developmentally appropriate, personalized instruction that aligns with high academic expectations and supports growth across all learning areas.

When reviewing data related to programs and services at Mae Stevens Early Learning Academy, several areas emerge as priorities for addressing challenges and identifying root causes that impact student success.

Student health, wellness, and social-emotional needs remain an important focus. Data such as attendance patterns, behavior referrals, and classroom observations help identify students who may require additional support. Services such as counseling and the Military Family Life Counselor (MFLC) provide support for students experiencing emotional or behavioral challenges. Root causes may include family transitions, social-emotional development needs, or barriers related to access to outside resources. These services help ensure students are supported so they can fully engage in learning within a safe and nurturing environment.

Data related to student demographics and family needs also informs our understanding of challenges that may affect student learning. Many students and families face circumstances such as military transitions, language barriers, or other social factors that may impact school readiness. Collaboration with families and available support services helps address these needs and ensures that all students have equitable access to learning opportunities.

Specials and enrichment opportunities, including art and physical activity, continue to support student engagement and whole-child development. With the removal of a dedicated PE teacher, the campus has restructured specials and classroom activities to ensure students still receive opportunities for movement, creativity, and collaboration. Data on student engagement and participation highlights the importance of these experiences in supporting focus, behavior, and readiness to learn.

Finally, academic performance data and learning analytics guide instructional decisions. Assessment data, RTI progress monitoring, and classroom observations help identify areas where students may need additional support or enrichment. Programs such as Foundations and Heggerty, along with targeted small-group instruction, address foundational literacy skills while allowing teachers to differentiate instruction based on student needs.

Technology tools, including classroom iPads and Starfall phonics activities, also support personalized learning experiences and help teachers monitor progress.

Through continuous analysis of these data sources, Mae Stevens Early Learning Academy identifies prioritized problem statements and root causes, allowing staff to implement targeted strategies that support student growth, engagement, and overall development.

Procedures

Supporting powerful teaching and learning at Mae Stevens Early Learning Academy involves aligning curriculum, assessments, and professional support to ensure high-quality instruction. Instruction is aligned with the Texas Pre-K Guidelines, and teachers follow a structured scope and sequence that supports developmentally appropriate learning across all subject areas. Foundational literacy instruction is supported through programs such as Foundations and Heggerty, while small-group instruction and RTI provide targeted intervention, enrichment, and acceleration based on student needs.

Teachers collaborate regularly through Professional Learning Communities (PLCs) and instructional pods to review student data, share effective strategies, and address instructional challenges. New teachers receive mentorship and ongoing guidance to help them transition successfully into their classrooms and the campus culture.

The Instructional Coach and campus administrators provide ongoing instructional support through feedback, modeling, and collaborative planning. This combination of aligned curriculum, data-informed instruction, professional collaboration, and targeted support creates a strong learning environment that promotes continuous growth for both teachers and students while maintaining high expectations in a safe and nurturing setting.

Instruction at Mae Stevens Early Learning Academy is guided by data-informed practices that support student growth and development. Teachers use ongoing formative assessments, classroom observations, and RTI progress monitoring to inform lesson planning and instructional decisions. Instruction is aligned with the Texas Pre-K Guidelines and supported through foundational literacy programs such as Foundations and Heggerty, which help teachers monitor student progress and adjust instruction as needed.

Teachers incorporate developmentally appropriate critical thinking and problem-solving activities across subjects, encouraging students to explore, question, and apply new concepts. Small-group instruction is a key component of the instructional model, allowing teachers to differentiate lessons based on student data and provide targeted intervention, enrichment, or acceleration.

Mae Stevens Early Learning Academy integrates technology into instruction to enhance learning and support developmentally appropriate engagement. Most classrooms are equipped with 1:1 iPads, which are used to support individualized and small-group learning activities. Digital tools such as Starfall are incorporated to reinforce phonics, early literacy and math skills, while Newline interactive displays in each classroom allow teachers to deliver interactive lessons across multiple subject areas.

Teachers use technology as a supplemental tool to support instruction aligned with the Texas Pre-K Guidelines, allowing students to practice foundational skills through engaging, age-appropriate activities. Professional support from the Instructional Coach and campus leadership helps teachers effectively integrate technology into daily instruction.

The campus also prioritizes maintaining a safe and secure digital learning environment, ensuring that technology use follows district guidelines for student privacy and online safety. Through this balanced approach, technology enhances instruction, supports differentiated learning, and increases student engagement while maintaining developmentally appropriate practices for Pre-K learners.

The conditions for learning at Mae Stevens Early Learning Academy are supported through consistent expectations for student behavior and a focus on creating a safe, structured learning environment. As a Pre-K campus, students are developing social-emotional and self-regulation skills, which can sometimes require additional guidance and support from teachers and paraprofessionals. While most classrooms maintain positive learning environments, addressing student behavior needs can occasionally require time that would otherwise be dedicated to instruction.

To support productive classrooms and protect instructional time, the campus emphasizes clear behavior expectations, consistent routines, and developmentally appropriate behavior supports. Teachers implement structured classroom management strategies and collaborate with campus support staff when additional support is needed.

The campus also utilizes resources such as RTI processes, counseling support, and a Behavior Interventionist to help address social-emotional and behavioral needs. Ongoing collaboration among teachers, instructional leaders, and support staff

helps ensure that students receive the guidance they need while maintaining a positive and focused learning environment that supports both academic and social growth.

At Mae Stevens Early Learning Academy, ensuring equitable access to services and opportunities for all students is a priority. As a Pre-K campus, all students participate in or with the general education environment and receive instruction aligned with the Texas Pre-K Guidelines. Support systems such as Response to Intervention (RTI), Section 504, Special Education services, and Bilingual/ESL support are implemented to address the diverse academic, developmental, and language needs of our students.

Teachers use ongoing assessments and progress monitoring to identify students who may need additional support or enrichment. Small-group instruction, along with programs such as Foundations and Heggerty, allows teachers to differentiate instruction and provide targeted intervention based on individual student needs. Collaboration among teachers, instructional leaders, and support staff ensures that services are coordinated and responsive.

Through these practices, Mae Stevens strives to maintain an inclusive, supportive learning environment where all students have access to the resources, instruction, and support necessary to grow academically, socially, and emotionally.

Mae Stevens Early Learning Academy works to maintain vertical alignment with district kindergarten programs to support a smooth transition for students as they move from Pre-K to elementary school. Teachers follow the Texas Pre-K Guidelines and district scope and sequence, ensuring that foundational skills in literacy, math, and social development prepare students for kindergarten expectations. Collaboration with district curriculum resources and alignment of instructional practices help create continuity in learning. This approach supports a consistent and supportive educational experience, helping students transition confidently and successfully to the next stage of their academic journey.

Classroom management practices at Mae Stevens Early Learning Academy focus on creating structured, supportive environments that promote positive student behavior and protect instructional time. As a Pre-K campus, teachers recognize that students are still developing self-regulation and social skills, and proactive strategies are used to support these developmental needs. When challenges arise, teachers work to address behaviors within the classroom whenever possible to maintain engagement in learning.

Teachers implement clear routines, consistent expectations, and developmentally appropriate behavior supports to help students build social-emotional skills. Strategies such as providing calm-down spaces, modeling appropriate behaviors, teaching social skills, and using guided redirection help reduce disruptions and support a positive learning environment.

Additional support is provided through collaboration with campus staff, including the Behavior Interventionist, who assists teachers with interventions and strategies for students who may need additional behavioral support. Through these practices, Mae Stevens promotes a safe, nurturing classroom environment that supports both student development and effective instruction.

As a pre-K campus, Mae Stevens Early Learning Academy prioritizes the safety, well-being, and developmental needs of all students. Teachers and staff participate in required district trainings related to student safety, mental health awareness, and crisis response, which help them recognize and appropriately respond to concerns such as bullying, abuse, violence, and suicide prevention. While these issues are less common in early childhood settings, staff are trained to identify early warning signs and follow proper reporting and support procedures.

In addition, staff regularly participate in professional learning related to special education practices, including training on supporting students with diverse learning and behavioral needs, understanding accommodations and modifications, and implementing appropriate classroom strategies. These trainings help ensure that teachers can effectively support students receiving special education services within the general education classroom.

Teachers also incorporate social-emotional learning and behavior supports into daily routines, helping students develop skills such as empathy, self-regulation, and positive peer interactions. Through ongoing training, collaboration with support staff, and proactive classroom practices, Mae Stevens works to maintain a safe, supportive, and inclusive learning environment for all students.

Strengths

The data indicates several key strengths that contribute to student success. Mae Stevens implements high quality, researched-based instructional programs such as Foundations and Heggerty, which provide a structured, systematic approach to early literacy development. These programs effectively build phonemic awareness, letter recognition and foundational reading skills, preparing students for future academic success.

In addition, the campus demonstrates a strong commitment to social emotional learning. Through the integrations of conscious discipline, restorative practices, and strategies influenced by Dan St. Romain, students are supported in developing emotional regulation, problem solving skills and positive peer relationships. This focus fosters a safe, nurturing learning environment that supports the whole child.

Family engagement is another significant strength. The campus promotes strong home-school partnerships through consistent communication, parent-teacher conferences and family workshops led by the Parent Liaison. Events such as Literacy Night, Math and Science Night and student celebrations provide families with meaningful opportunities to engage in their child's learning.

Furthermore, the campus offers a well-rounded specials program, including physical education, art, literacy and counseling services. These programs support student engagement, creativity physical development, and social-emotional growth, while also providing targeted interventions to meet individual student needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Mae Stevens has a need to strengthen the support of teachers learning how to navigate Special Education and its processed.	Mae Stevens teachers are newly certified in SPED and are learning how to case manage.
2 ★ Mae Stevens needs to ensure that specials time is reserved within the schedule to provide daily planning and conferences.	We are losing title para positions.
3 Mae Stevens needs to retain high-quality paraprofessionals by providing consistent support and professional development.	There are issues of negativity and a feeling of a lack of support among paraprofessionals.
4 ★ Mae Stevens would like to restructure their academic RTI program to mimic the one at the elementary level.	This would help with continuity and help make sure all of our students are on track for kindergarten with early intervention.
5 Mae Stevens would like to enhance their science and math experiences to support skill development and inquiry based learning.	Our time is often taken up with literacy.

★ = Priority

Perceptions

Summary

Sandy Ziehlke, our campus Parent and Community Outreach Coordinator keeps track of all volunteers' hours, parents coming in for lunch, and parents attending parent-teacher conferences. Also sign-in sheets are kept for all events for documentation of how many parents/guardians were in attendance. She makes and receives phone calls and emails to community businesses looking for their participation and or donation to the campus. Logs are kept of those donations as well. Mrs. Ziehlke also keeps a log of all community members participating in the school-whether they are volunteering or have donated to the campus. Every March, a District & Campus Title 1 Parent & Family Engagement Survey goes out to collect parent feedback.

Several barriers impact the ability of parents, guardians, and community members to fully participate in school activities and engagement opportunities. A primary challenge is scheduling, as many families have work commitments that limit their availability during traditional school event times. In a low socioeconomic setting, a significant number of parents work multiple jobs or have nontraditional work hours, making it difficult to attend events, workshops, or meetings held during the school day or early evening. Transportation also presents a barrier for some families. Households with limited access to reliable transportation, including those with only one vehicle, may face conflicts when trying to attend school functions, especially if events overlap with work schedules or other family obligations.

To improve parent and community engagement, the campus will strengthen both resources and outreach systems to better meet the needs of families. First, the campus will evaluate the budget allocated to the parent organization (PCOC) to expand its capacity to support engagement efforts, provide incentives, and fund family-centered events. Additional funding will allow for more meaningful activities, increased outreach, and stronger collaboration between families and the school. Second, the school will implement a structured parent volunteer recognition system to encourage participation. Volunteer hours will be tracked, and parents who contribute significant time will be publicly recognized throughout the year. Incentives may include acknowledgment at events, newsletters, and entry into an end-of-year drawing or celebration. This approach reinforces the value of parent involvement and builds a culture of appreciation. Third, the campus will enhance communication by prioritizing the text messaging feature through Thrill Share to ensure timely and accessible outreach. While social media platforms like Facebook are available, survey feedback and observations indicate that many families are not actively engaged on these platforms. Utilizing text messaging will increase the likelihood that parents receive and respond to important information about events, workshops, and opportunities for involvement.

With staff engagement and retention this current school year, the bilingual teacher resigned. The year before, the bilingual teacher also resigned. Four teachers were asked to move campuses due to not getting their SPED certification. One SPED certified teacher was transferred to another campus due to other district needs. At the end of the 24-25 school year, five paraprofessionals resigned. One para transferred due to us losing classrooms and the bilingual class, lost a total of two paraprofessionals. At the present time, we currently have one new teacher being mentored. Her mentor teacher does observations and offers suggestions when needed. New paraprofessionals are also being mentored by seasoned paras. We have about an 85% staff attendance rate with subs. Our staff has lots of strong positive relationships- para/para, teacher/teacher, admin/staff. Campus level admin ensures staff are kept in the loop when things are occurring in a timely manner. Overwhelmingly, campus staff feel supported by campus level admin, and feel Ms. Peacock and Ms. Richardson work effectively for us as a team. Peer/Peer relationships- Teacher-Teacher, Para-Para, are reported as relatively strong and comments left were indicative of wanting more time with coworkers, not less! 62.5%, and teacher/para at 75%. The overall satisfaction at working at MSELA was mostly positive with both groups (Paras-88.2% and Teachers- 93.8%)

From the current (2025-26) school year parent survey, parents and guardians expressed that the school is doing a wonderful job overall. "From the very beginning, I knew that Mae Stevens was more than just a school, it is a space to build community with all the families who attend. What really stands out to me is the care and dedication shown by every single staff member. The teachers and staff don't just teach subjects, they nurture confidence, curiosity and kindness. They make learning exciting and meaningful for each student, while maintaining a cohesive and safe environment for everyone." - Mrs. Shelby Tweedy

Parents and guardians primarily learn about their child's learning standards, expectations, and progress through communication from the school, including curriculum information, teacher communication, and program resources. Based on the current parent survey, families report that they understand the instructional program being used and believe it is effective for their child's learning. "Mae Stevens has always maintained an excellent level of communication, in every way possible, when it comes to the student's families. The daily behavior check ins, the weekly newsletters, timely emails and text messages, quarterly conferences,

and thoughtful Facebook posts keep families informed and connected throughout the entire year." Parents and guardians are actively involved in activities that support student achievement and overall school performance through a variety of opportunities offered throughout the school year. The campus benefits from an active PTO, which provides a structured avenue for parent leadership, collaboration, and support of school initiatives. Through the PTO, parents contribute to planning events, supporting campus goals, and fostering a positive school community. In addition to PTO involvement, the school hosts multiple family engagement events, such as family nights, where participation is encouraged and learning is extended beyond the classroom. These events provide opportunities for parents to engage in instructional practices, better understand what their children are learning, and build stronger connections with school staff. Parents also contribute through volunteerism, both on campus and from home. Many parents volunteer during the school day to support classroom activities, while others assist by preparing materials or completing tasks remotely. This flexibility allows for broader participation and ensures that families with varying schedules can still contribute meaningfully to the school community. The campus further promotes parent involvement through events such as Career Week, where parents and community members share their professional experiences with students. These opportunities not only enrich student learning by making real-world connections, but also strengthen the partnership between families and the school. "Parents and guardians are given multiple opportunities throughout the year to improve student achievement and performance. Whether it's being a part of the parent workshops, family activity nights, award ceremonies or even educational field trips, each opportunity is a gesture from the school that show you care about partnership, transparency and trust with each parent/guardian."

The campus has established meaningful connections with community partners who contribute to school initiatives through donations and participation in events. For example, local organizations provide incentives for student achievement, such as six-weeks awards, as well as contributions for staff appreciation efforts. A notable partnership with the Women of the Moose Lodge has resulted in generous donations of bicycles, which are used as attendance incentives to motivate and reward students for maintaining perfect attendance. These types of contributions demonstrate the community's investment in encouraging positive student behaviors and celebrating success. In addition to donations, the school creates pathways for community engagement by inviting community members to participate in school activities and events, such as Career Week and recognition programs. These opportunities allow community members to interact directly with students, share real-world experiences, and contribute to a positive school culture.

Parent, guardian, and community participation rates are systematically measured through multiple tracking methods to ensure accurate documentation of engagement across campus activities. Mrs. Ziehlke (PCOC) maintains detailed records of involvement, including volunteer hours, parent visits (such as those attending lunch with their child), and participation in parent-teacher conferences. In addition to individual tracking, the campus utilizes sign-in sheets at all school events, family engagement activities, and workshops. These sign-in sheets provide quantifiable data on attendance and allow the school to monitor trends in participation over time. This combination of ongoing tracking and event-based documentation ensures that both consistent involvement and one-time participation are captured. The school consults with employers, business leaders, philanthropic organizations, and community members through ongoing, direct communication and relationship-building efforts. Mrs. Ziehlke (PCOC) leads this work by initiating and maintaining contact with local businesses and organizations through phone calls, emails, and follow-up communication. These outreach efforts focus on inviting community partners to support the campus through participation in events, donations, and collaborative opportunities that benefit students and families. The campus maintains logs of all communication and involvement, ensuring that outreach efforts are documented and that partnerships can be monitored and sustained over time. This record-keeping system allows the school to track which organizations are engaged, the type of support provided, and the frequency of interactions. Through these partnerships, community members contribute to student incentives, school events, and programs that promote family engagement. In some cases, community partners also share expertise and resources that help strengthen connections between families and school.

The level of support from the community is strong and continues to be an asset to the campus. Public support is reflected through ongoing participation, volunteerism, and donations that directly benefit both students and staff. The school maintains a log of community involvement, documenting individuals and organizations that contribute through volunteering their time or providing resources to support campus initiatives. This system of tracking participation provides evidence that the community is actively engaged and invested in the success of the school. Community members regularly support events, student incentives, and staff appreciation efforts, demonstrating a positive perception of the school and a willingness to contribute to its success. These contributions indicate a high level of trust and a shared commitment to fostering a supportive learning environment.

One student from eight different classes was asked to answer the following questions. Some students needed to be prompted, while others were able to answer right away. One hundred percent of the students said that they like going to school. Fifty percent of the students said that they like specials. Thirty-seven and a half percent said they like recess. Twelve and half students said they like centers. One hundred percent of the students said they feel safe at school. Thirty-seven and a half students feel that everything is "easy at school." Twelve and a half struggle with the following: Staying quiet, sitting, following directions. drawing and PE. One hundred percent of the students feel that they are ready for kindergarten.

All eight students interviewed described their school experience positively. Every student said they like going to school and feel safe there, often attributing their sense of safety to teachers, routines, and being with classmates. When asked what they like most about school, half of the students highlighted "specials" such as art, gym, and library, enjoying creative and active

opportunities. About 38% preferred recess, and 12.5% liked centers, mainly for social interaction with friends. In terms of difficulty, most students (37.5%) said everything feels easy, though a few mentioned struggles with behaviors like staying quiet, sitting still, following directions, or specific tasks like drawing and PE. Finally, all students expressed confidence that they are ready for kindergarten, suggesting a positive learning environment that fosters a sense of preparedness, safety, and belonging.

Overall satisfaction at working at MSELA was mostly positive with both groups (Paras-88.2% and Teachers- 93.8%) The processes and programs currently in place provide teachers and staff with a strong foundation to support student success. Instructional programs, campus procedures, intervention systems, and ongoing communication structures help staff meet student needs and create consistency in the learning environment. These systems provide guidance for instruction, student support, and family communication, all of which contribute to helping students achieve academic success. In both charts, many respondents feel a positive sense of belonging. Agree is the largest category in both and strongly disagree does not appear in either chart. The teacher group shows stronger overall belonging and consensus while the para group shows more mixed feelings, with a noticeable rise in dissatisfaction. While most still feel they belong, the increase in disagreement suggests emerging concerns that may need attention. Most respondents in both groups (Teacher/paras) feel they belong, which is a positive foundation. However, the drop in overall agreement which suggests that this sense of belonging is not as consistent across the paras. Teachers and staff demonstrate a strong commitment to their work and a genuine passion for supporting student success. This is evident through their daily efforts to engage students, implement instructional programs with fidelity, and build meaningful relationships within the classroom. Many staff members take pride in their ability to positively impact students' academic growth and social development. There is a clear sense that educators value seeing the results of their work, particularly when students demonstrate progress, increased confidence, and achievement of learning goals. These moments reinforce their dedication and contribute to overall job satisfaction. At the same time, like many campuses, staff may experience challenges related to workload, time constraints, and varying student needs, which can impact morale at times. However, the presence of collaborative structures, supportive leadership, and opportunities to celebrate student and staff success helps sustain motivation and reinforce a positive school culture. Continuing to recognize teacher efforts, provide opportunities for professional growth, and celebrate student outcomes will further strengthen staff morale and ensure that teachers and staff continue to feel valued, motivated, and connected to the impact of their work. Overwhelmingly, campus staff feel supported by campus level admin and feel Ms. Peacock and Ms. Richardson work effectively for us as a team. Campus level admin ensures staff are kept in the loop when things are occurring in a timely manner. District level admin shows a disregard for our campus when disseminating information, the public is notified before our campus is, and this breakdown leads to conjecture and insecurity in our roles. After comparing the results from both charts, we saw an increase in positive feedback, which tells us some of the districts and campus efforts in planning professional development are making a difference. At the same time, some of you shared concerns. More staff feel that professional development is meaningful and relevant and the professional development opportunities are clearly meeting the teachers/paras needs and supporting their growth. However, some staff still feel that opportunities don't fully match their roles or goals. Teacher/Para relationships are struggling, with 40% of our paras feeling unsupported by their classroom teacher whereas teachers are reporting at 25% they feel unsupported by their para in the classroom; this issue is exacerbated when looking at how each position feels on the issue of speaking freely with the other and coming up with a solution- with paras/teacher topping off at 62.5%, and teacher/para at 75%

The campus engages all stakeholders-teachers, staff, parents, students, and community members-in its vision, mission, goals, strategies, and values through consistent communication, collaborative opportunities, and shared accountability for maintaining a safe environment and high expectations for all students. Staff are engaged through regular meetings, professional learning communities (PLCs), and campus trainings where the vision, mission, and goals are communicated, revisited, and aligned to daily practices. These structures ensure that teachers and staff understand expectations and have opportunities to provide input, reflect on progress, and collaboratively plan for student success. Parents and families are engaged through family events, parent-teacher conferences, communication platforms, and school-wide activities that reinforce campus priorities. Efforts are made to clearly communicate academic expectations, behavioral standards, and safety procedures so families can support these goals at home. Students are engaged by setting clear expectations for behavior and academic performance, as well as recognizing and celebrating their achievements. Programs that promote positive behavior, attendance, and academic success help reinforce the school's commitment to a safe and high-performing learning environment. The broader community is engaged through partnerships, volunteer opportunities, and participation in school events, creating a shared sense of responsibility for supporting students and maintaining a positive school culture.

The campus demonstrates several key strengths that support a positive learning environment. Students report high levels of engagement and satisfaction, 100% indicating they enjoy coming to school and feel safe, reflecting a strong culture of belonging and support. Campus leadership is viewed as collaborative and effective, fostering a positive climate for both staff and students. Staff relationships, particularly among teachers/teachers and among paras/paras, are generally strong, contributing to a culture of teamwork. Additionally, the school benefits from active community involvement, with local organizations and businesses providing resources, volunteer support, and enrichment opportunities that enhance student experiences. Despite these strengths, several prioritized needs have been identified. There is a need to strengthen collaboration and communication between teachers and paraprofessionals, as survey data indicates inconsistencies in perceived support and comfort in problem-solving together.

Communication practices across the campus also require improvement, particularly in ensuring that concerns are addressed

directly and clearly rather than through broad or unclear messaging. Finally, parent engagement has declined compared to previous years, indicating a need for more effective outreach strategies, increased accessibility, and improved communication methods to better connect with families.

Addressing these needs will help the campus build on its strong foundation, improve staff collaboration, and increase family engagement, ultimately leading to improved student outcomes and overall school performance.

Strengths

1. Our students love coming to school.
2. Students feel safe on our campus.
3. Our campus feels supported by our admin team and feel they have fostered a positive school culture.
4. Teachers feel their relationships with other teachers are strong and relationships among paraprofessionals are strong.
5. Community Involvement is strong with organizations from the secondary schools, the Copperas Cove community and Fort Hood involved on campus this year.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Teacher/Paraprofessional relationships are struggling.	40% of paras feel unsupported by their teacher and 25% of teachers feel unsupported by their para. They do not feel connected nor do they communicate freely.
2 Staff feel like professional development opportunities are not meaningful nor relevant and are lacking in providing the resources needed.	All teachers are newly SPED certified but feel they are unfamiliar with the SPED processes and feel unsupported by district admin.
3 There is a perceived lack of individual accountability on campus as staff does not like to get policy reminders if it does not pertain to them.	Staff are unaware of individual accountability, or they are unaware that they need to be accountable for something.
4 ★ There are fewer parents coming to events and programs or volunteering on campus this year.	We have more working parents or parents that are unwilling to participate.
5 Staff feel the workload expected of them has increased tremendously this year and worry about the future workload.	Staff have been asked to get SPED certified and become SPED case managers in the last year. They also worry about taking on 3 year old children next year.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

We need to improve the SPED training for our teachers.

Our teachers are all newly SPED supplemental certified and are learning how to compete SPED paperwork and serve in ARD meetings.

2
★

We need to continue to improve school attendance rates, attempting to increase the rate to 95%.

Parents are reluctant to send students to school if they do not feel well because of their age. Many of our students have appointments for outside therapies. Parents do not always see the importance of learning time at this age.

3
★

Our report cards and progress reports do not align to the scope and sequence or the Texas prekindergarten standards.

The lack of alignment due to changes in recent years creates challenges for teachers to accurately document student progress in relation to the learning expectations.

4
★

Teacher/Paraprofessional relationships are struggling.

40% of paras feel unsupported by their teacher and 25% of teachers feel unsupported by their para. They do not feel connected nor do they communicate freely.

5
★

There are fewer parents coming to events and programs or volunteering on campus this year.

We have more working parents or parents that are unwilling to participate.

6
★

Too much content is being pushed on students leading to them having less of a grasp on concepts before moving on.

Too much has been put into the day for learning. Students need time to play and socialize.

7
★

Mae Stevens needs to ensure that specials time is reserved within the schedule to provide daily planning and conferences.

We are losing title para positions.

8
★

Mae Stevens would like to restructure their academic RTI program to mimic the one at the elementary level.

This would help with continuity and help make sure all of our students are on track for kindergarten with early intervention.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Effective Schools Framework data
- ☒ Federal Report Card and accountability data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Other PreK - 2nd grade 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
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Foster Care data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends
- ☒ Mobility/stability rate, including longitudinal data

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data

- ☒ Campus leadership data
- ☒ Professional development needs assessment data
- ☒ T-TESS data
- ☒ Staff mobility/stability
- ☒ Teacher recruitment/retention rates and other data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback
- ☒ Parent and community partnership data
- ☒ Parent activity evaluations and feedback data
- ☒ Community service agencies and support services

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents



Goals

Goal 1

Mae Stevens Administration Team will support teachers with their competency on SPED processes, including documentation, writing PLAAFPs and IEPS, and participating in ARD meetings.

Performance Objective 1 High Priority

Teachers will receive monthly training for SPED processes based on their needs and requests to help them learn and feel at ease with being SPED case managers.

Evaluation Data Source: Training Sign Ins
Staff Surveys

Strategy 1

The admin team will schedule SPED team members monthly to train teachers on different SPED processes they still need help with.

Strategy's Expected Result/Impact: Teachers will become more comfortable with their new role as SPED case managers.

Staff Responsible for Monitoring: Principal and Instructional Coach

Problem Statements: Demographics 1

Title I: 2.5.2, 2.5.3

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

We need to improve the SPED training for our teachers.

Our teachers are all newly SPED supplemental certified and are learning how to complete SPED paperwork and serve in ARD meetings.

Performance Objective 2

Mae Stevens Admin team will reach out to other campuses to ask for veteran teachers or SPED personnel

Evaluation Data Source: Emails
Documentation of mentors

Mae Stevens admin team will reach out to other campus and SPED admin to ask for veteran teachers or SPED personnel to serve as mentors for our teachers as they learn and comfortable with SPED processes.

Staff Responsible for Monitoring: Principal IC

Title I: 2.5.3

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Problem Statement

Root Cause

1

We need to improve the SPED training for our teachers.

Our teachers are all newly SPED supplemental certified and are learning how to complete SPED paperwork and serve in ARD meetings.

Goal 2

Mae Stevens will continue the foundation laid this year that attendance matters and continue to raise their attendance rate to 95% this year.

Performance Objective 1 High Priority

Mae Stevens will achieve an average daily attendance of 95%.

Evaluation Data Source: Skyward Attendance Data

Strategy 1

Classrooms with 100% attendance will earn a daily award.

Strategy's Expected Result/Impact: Placing a greater emphasis on attendance at the classroom level will encourage students and raise the attendance rate across campus.

Staff Responsible for Monitoring: Admin Team
PEIMS

Problem Statements: Demographics 2

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Mae Stevens will continue weekly attendance tracking and six weeks attendance awards.

Strategy's Expected Result/Impact: Placing a greater emphasis on attendance at the campus level will encourage students and parents to raise their attendance rate.

Staff Responsible for Monitoring: Admin team
PEIMS secretary

Problem Statements: Demographics 2

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

We need to continue to improve school attendance rates, attempting to increase the rate to 95%.

Parents are reluctant to send students to school if they do not feel well because of their age. Many of our students have appointments for outside therapies. Parents do not always see the importance of learning time at this age.

Goal 3

Mae Stevens will make sure to build in and honor protected blocks of time for purposeful play that are not overloaded with teacher-directed activities and expectations

Performance Objective 1

Put protected and honored time in the schedule for play. This could include recess, specials, and free center time.

Evaluation Data Source: Teacher schedules

Strategy 1

Admin will make sure that teachers have scheduled time for recess and specials, as well as ensure that teachers have two center times a day and offer free play.

Strategy's Expected Result/Impact: Students will have more time to learn through purposeful play.

Staff Responsible for Monitoring: Principal
IC

Problem Statements: Student Learning 4

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

Too much content is being pushed on students leading to them having less of a grasp on concepts before moving on.

Too much has been put into the day for learning. Students need time to play and socialize.

Performance Objective 2

Allow more time in the scope and sequence for repetition, reinforcement and small group instruction so that students may master concepts before moving on.

Evaluation Data Source: Scope and Sequence

Strategy 1

Create a scope and sequence committee that meets every six weeks to determine how to adjust the scope and sequence to meet learner needs and ensure mastery of concepts.

Strategy's Expected Result/Impact: Students will have the opportunity to master concepts before moving on to the next.

Staff Responsible for Monitoring: Teachers
IC

Problem Statements: Student Learning 4

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Mae Stevens admin will ensure effective small group instruction is happening in every classroom. This could include guidelines for small group instruction, targeted walkthroughs, and offering training.

Strategy's Expected Result/Impact: Teachers will use small groups effectively to reteach concepts to students so that they may achieve mastery before moving on to new concepts.

Staff Responsible for Monitoring: Principal
IC
Classroom teachers

Problem Statements: Student Learning 4 - School Processes & Programs 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

Too much content is being pushed on students leading to them having less of a grasp on concepts before moving on.

Too much has been put into the day for learning. Students need time to play and socialize.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

4

Mae Stevens would like to restructure their academic RTI program to mimic the one at the elementary level.

This would help with continuity and help make sure all of our students are on track for kindergarten with early intervention.

Goal 4

Mae Stevens will increase team-building opportunities, provide paraprofessional mentors and create a classroom responsibilities guide for accountability to support paraprofessionals on our campus and strengthen the teacher-para relationship.

Performance Objective 1

Mae Stevens will increase team-building opportunities for staff, especially paras and teachers.

Evaluation Data Source: Schedule/description of team building events.

Strategy 1

Mae Stevens admin and lead teachers will schedule and host team building events periodically in the 2026-2027 school year to build relationships among staff members to include the teacher-paraprofessional relationship.

Strategy's Expected Result/Impact: Teachers and their classroom paraprofessionals will build stronger bonds that will serve to help with communication, even in difficult areas.

Staff Responsible for Monitoring: Admin team
Lead Teachers

Problem Statements: Perceptions 1

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Teacher/Paraprofessional relationships are struggling.	40% of paras feel unsupported by their teacher and 25% of teachers feel unsupported by their para. They do not feel connected nor do they communicate freely.

Performance Objective 2

Mae Stevens personnel will create and use a classroom responsibilities guide for teachers and paras to follow to avoid confusion and resentment over roles in the classroom.

Evaluation Data Source: Created product

Strategy 1

Mae Stevens will form a handbook committee to create a classroom responsibilities guide for teachers and paras to follow to avoid confusion in roles. This handbook should be specific but also have room for understanding to accommodate different personalities.

Strategy's Expected Result/Impact: With clear expectations and roles, the teacher-classroom para relationship will improve.

Staff Responsible for Monitoring: Principal
IC
Lead Teacher
Principal's Secretary

Problem Statements: Perceptions 1

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Teacher/Paraprofessional relationships are struggling.

40% of paras feel unsupported by their teacher and 25% of teachers feel unsupported by their para. They do not feel connected nor do they communicate freely.

Goal 5

Mae Stevens will increase parent participation in campus events by using multiple communication channels, sending surveys and removing barriers.

Performance Objective 1 High Priority

Mae Stevens will survey parents on events they would like to see, feedback on ones they attended, and feedback on barriers so that they can be addressed.

Evaluation Data Source: Survey

Strategy 1

The Parent and Community Outreach Coordinator will create a survey for parents asking for feedback on evening events: events they would like to attend, what prevents them from attending events, and ideas for events they would like to see. The admin team will use this survey to plan events and increase family attendance.

Strategy's Expected Result/Impact: Family night events will be tailored to parent/family feedback and attendance will increase.

Staff Responsible for Monitoring: Principal
Parent and Community Outreach Coordinator

Problem Statements: Perceptions 4

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

4

There are fewer parents coming to events and programs or volunteering on campus this year.

We have more working parents or parents that are unwilling to participate.

Performance Objective 2

Mae Stevens will continue to use multiple communication channels to communicate with parents including social media, email, phone calls, the marquee, and other platforms.

Evaluation Data Source: Examples of communications

Strategy 1

Mae Stevens admin staff and office staff will use multiple communication channels to send home information to parents.

Strategy's Expected Result/Impact: Parents will be more informed.

Staff Responsible for Monitoring: Principal
Office staff
Parent and Community Outreach Coordinator
Teachers

Problem Statements: Perceptions 4

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

4

There are fewer parents coming to events and programs or volunteering on campus this year.

We have more working parents or parents that are unwilling to participate.

Goal 6

Mae Stevens will create systems of supports for all our new teachers and new paraprofessionals.

Performance Objective 1

 High Priority

By the end of the 2026-2027 school year, 100% of new teachers and new paraprofessionals at Mae Stevens Early Learning Academy will participate in a structured onboarding and support system that includes a campus orientation, assigned mentor/buddy, regular check-ins, regular professional development, observation and feedback cycles, access to essential procedures and resources, and job-embedded coaching. At least 90% of new staff members will demonstrate increased confidence and understanding of campus expectations and responsibilities, as measured by beginning-, mid-, and end-of-year staff support surveys, mentor/check-in documentation, and administrative walkthrough data.

Evaluation Data Source: As measured by beginning-, mid-, and end-of-year staff support surveys, mentor/check-in documentation, and administrative walkthrough data.

Strategy 1

Provide targeted coaching and professional learning based on identified needs.

Strategy's Expected Result/Impact: [?]90% report that they feel supported, prepared, and confident in their roles by EOY.
Reduction in recurring concerns identified through walkthroughs and check-ins.

Staff Responsible for Monitoring: AP/IC, Counselor, Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Goal 7

Mae Stevens Early Learning Academy will implement the Dan St. Romain Social-Emotional Learning curriculum with fidelity across all Pre-K classrooms to strengthen students' social-emotional skills, increase self-regulation, and decrease the frequency and intensity of behavior incidents.

Performance Objective 1 High Priority HB3 Goal

By the end of the 2026-2027 school year, 100% of Pre-K classrooms will consistently implement the Dan St. Romain social-emotional curriculum and embedded regulation strategies, resulting in a 20% reduction in office-managed and classroom behavior incidents compared to the established 2025-2026 baseline. Additionally, 80% or more of students will demonstrate growth in social regulation skills, including identifying emotions, following classroom expectations, using appropriate coping strategies, and resolving conflicts with adult support, as measured by behavior data, teacher observations, and campus social-emotional progress monitoring.

Evaluation Data Source: BRTI data, Office Referrals, Positive Office Referrals, Walkthrough data, Teacher perception surveys

Strategy 1

Provide staff training on the Dan St. Romain curriculum and implementation expectations.
Establish common campus-wide language and strategies for teaching self-regulation and appropriate behavior.
Implement scheduled SEL lessons and reinforce skills throughout the school day.

Strategy's Expected Result/Impact: 100% of classrooms implement the SEL curriculum with fidelity.
20% reduction in behavior incidents from the established baseline.
80% of students demonstrate measurable growth in social-emotional/self-regulation skills.

Staff Responsible for Monitoring: Principal, Counselor, AP/IC

ESF Levers: Lever 3: Integrated Student Support Systems

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Copperas Cove Independent School District



Martin Walker Elementary

2026-2027 Campus Improvement Plan

Mission Statement

The mission of Copperas Cove Independent School District is to provide exceptional opportunities for each student through exemplary instructional which inspires academic success, personal excellence, and responsible citizenship.

The mission of Martin Walker Elementary School is to be a destination campus that nurtures students' growth, character and resiliency with relentless compassion and innovation daily.

Vision

Copperas Cove Independent School District will be the premier public school district focusing on the education of the whole child.

Value Statement

We believe that all students can excel when provided with high expectations for both academic achievement and exemplary behavior, partnered with a supportive environment at school and at home.

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Comprehensive Needs Assessment

Demographics

Summary

Summary: Martin Walker Elementary serves a diverse population of 363 students (44% White, 30% Hispanic, 13% African American, 9% Two or More Races). The campus supports three district-wide Special Education programs, with 30.48% of students receiving SPED services and 18.15% experiencing mobility primarily related to family living instabilities. While the campus maintains a strong emphasis on positive reinforcement (722 Positive Referrals), discipline and attendance remain key focus areas—specifically addressing elevated office referrals in 1st and 3rd grades and ongoing tardiness across primary grade levels.

Strengths

- **Strong Positive Behavior Culture:** Martin Walker staff actively reinforce positive behavior, logging **722 Positive Office Referrals** (outpacing discipline referrals nearly 1.5 to 1), with notable strength in 3rd grade (198 positive referrals).
- **Targeted Support for Diverse Needs:** The campus houses three specialized, district-wide Special Education programs (PCMD, Life Skills, BSC), supporting a high SPED population (30.48%) with low average class sizes (19 students per class) to allow for individualized instruction.
- **High Student Engagement in Advanced Academics:** Gifted and Talented participation is strong at **11.08%** (exceeding typical state averages of ~5-8%).
- **Proactive Attendance & Mobility Interventions:** Campus staff have established multiple multi-tiered support systems (RTI, MFLAC, Communities in Schools, immediate mClass screening upon entry) to immediately stabilize and support the 18.15% mobile student population driven by housing instability.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 Discipline data indicates a significant disproportionate spike in behavioral disruptions in 1st grade (148 referrals) and 3rd grade (116 referrals), which together account for 56.4% of the campus's total discipline referrals (468), resulting in lost instructional time and classroom instability.	Lack of training and cross-grade level collaboration on proactive behavior management strategies, leading to inconsistent responses to behavioral incidents before they escalate to office referrals. High student mobility/high-needs populations requires specialized trauma-informed practices that are not yet systematically embedded across primary classrooms. Ineffective ISS/behavior system

★ = Priority

Student Learning

Summary

For all grade levels, the number of students in the 1st-20th percentile in math MAP decreased from BOY to MOY. For all grade levels except 2nd grade, more students moved from on-level to above-level in Math MAP during this time. In mClass reading, Martin Walker is outperforming the district, with less students well-below grade level and more students at and above grade level than the district averages. In 4th and 5th grade reading MAP there was expected or exceeded growth from BOY to MOY. In MAP science, 3rd grade had the highest percentage of students move to at or above grade level by MOY. 4th grade has the highest percentage of students meeting or exceeding their growth goals. According to tracker data, intervention hours are effective as tier 2 and tier 3 students have shown growth in reading and math from BOY to MOY, with the exception of some K-2 students not meeting growth goals in math MAP.

Strengths

In mClass reading, Martin Walker is outperforming the district, with less students well-below grade level and more students at and above grade level than the district averages. In 4th and 5th grade reading MAP there was expected or exceeded growth from BOY to MOY. In MAP science, 3rd grade had the highest percentage of students move to at or above grade level by MOY. 4th grade has the highest percentage of students meeting or exceeding their growth goals. According to tracker data, intervention hours are effective as tier 2 and tier 3 students have shown growth in reading and math from BOY to MOY.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Between BOY and MOY, Math MAP growth is not as high in K-2 as it is in other grade levels. In particular, only 29% of 2nd grade students met or exceeded growth goals at MOY.	K-2 intervention prioritizes reading- no interventionists assigned to math groups. Scheduling for 2nd intervention is at the end of the day and early checkouts impact intervention along with assemblies.

★ = Priority

School Processes & Programs

Summary

Executive Summary: Processes & Programs

Martin Walker Elementary maintains a robust instructional and operational framework focused on professional growth, multi-tiered student support, and school safety.

Instructional Leadership & Professional Growth

The campus actively fosters continuous teacher development through diverse learning pathways, including district Gold Days, Region 12 sessions, specialized technology training (FriedTech, Google Classroom), and preservice workshops. To maximize classroom efficiency, teachers participate in regular Professional Learning Communities (PLCs), data meetings, and lesson internalization processes designed to anticipate and close learning gaps before instruction occurs. However, a centralized communication stream is needed to ensure all staff members are aware of and participating equally in these professional learning opportunities.

Academic Support & Special Populations

A comprehensive array of core curricula (e.g., Great Minds, PhD Science, Bluebonnet Math) and targeted Tier 2/3 intervention resources (e.g., UFLI, Foundations, Wilson Reading, Read Live, Zearn) are embedded into daily schedules to support at-risk and special education populations. Regular 6-week RTI progress monitoring and HB 1416 acceleration blocks help target failing or struggling students. Beyond core academics, well-rounded development is supported through GT services, choir, student council, and robotics. However, increasing populations of students requiring RTI and SPED services—coupled with staffing constraints—have created larger, multi-level intervention groups, creating a need for specialized SPED reading comprehension resources and additional support staff.

School Safety & Campus Climate

Campus safety is prioritized using a proactive, multi-layered approach that includes Standard Response Protocols (SRP), emergency walkie-talkie communication codes, threat assessments, counselor-led guidance lessons, and a dedicated School Marshal. While physical and procedural systems are in place, facility door access limitations and marshal turnover represent ongoing operational challenges.

Discipline, PBIS, & Instructional Time

To promote positive behavior, the campus utilizes SEL instruction, restorative practices, and an active PBIS system featuring "Honey Money" and Positive Office Referrals. Despite these proactive measures, teachers report frequent classroom disruptions (e.g., work refusal, off-task behavior, disrespect) and express a need for a more consistent discipline continuum with clear consequences and restored value in positive reward systems. Additionally, while lesson internalization and block scheduling protect instructional time, frequent last-minute schedule modifications and reward events regularly encroach on dedicated rotation blocks, particularly within Specials classes.

Strengths

- **Comprehensive Professional Learning Pipeline:** The campus leverages diverse professional development avenues, including preservice learning, district Gold Days, Region 12 workshops, technology integration (FriedTech, Google Classroom), and the district Summer Learning Academy to grow teachers and instructional leaders.
- **Targeted Academic Intervention Framework:** The campus utilizes structured Tier 2/3 interventions and small-group resources (UFLI, Foundations, Wilson Reading, Read Live, Zearn, Summit, Progress Learning) backed by 6-week RTI monitoring cycles and dedicated HB 1416 (STAAR acceleration) instructional blocks.
- **Multi-Layered Safety Protocols & Systems:** School safety is approached comprehensively through Standard Response Protocols (SRP), emergency walkie-talkie codes, behavior threat assessments, guidance counseling SEL, and a dedicated

School Marshal.

- **Structured Collaborative Planning:** Instructional time is prioritized through lesson internalization processes, weekly PLCs, and dedicated data/intervention blocks to proactively address learning gaps.
- **Proactive Positive Behavior Systems:** The campus reinforces expectations through positive incentives, including school-wide Positive Office Referrals, "Honey Money" rewards, and regular counselor-led SEL lessons.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Professional development opportunities across campus and district platforms are underutilized, leading to inconsistent participation and uneven instructional growth among teaching staff.	Communication channels for professional learning offerings lack a centralized, streamlined schedule and targeted advertising system, causing teachers to miss relevant opportunities due to information overload or late notice.
2 Special Education and RTI reading groups are experiencing larger, multi-level student groupings that hinder targeted intervention, specifically in SPED reading comprehension.	The campus faces a widening ratio of high-needs students relative to available intervention staff/aides, combined with a lack of specialized SPED reading comprehension curriculum resources (as current programs like Wilson emphasize decoding over comprehension).
3 Classroom disciplinary referrals are viewed as ineffective at curbing repeated disruptive behaviors (work refusal, disrespect, and off-task behavior), leading to lost instructional time and staff frustration with consequences.	The campus lacks a clearly defined discipline continuum with standardized classroom-level consequences and restorative re-entry practices, creating ambiguity between routine classroom management and formal administrative referrals.
4 Students who consistently follow campus expectations feel overlooked because positive incentives (such as Honey Money and Positive Referrals) are frequently awarded to students with chronic behavior issues for meeting minimal expectations.	The campus PBIS/incentive system lacks standardized, transparent criteria distinguishing between foundational expectation compliance and exemplary positive behavior, diluting the perceived value of campus rewards.
5 Frequent last-minute schedule changes and event accommodations (e.g., Honey Money events) repeatedly encroach on essential instructional time, particularly impacting Specials classes.	Campus activities and reward events are scheduled reactively without an aligned, master calendar protocol that protects dedicated instructional minutes and rotation blocks.

★ = Priority

Perceptions

Summary

Data gathered from the 2025–2026 Campus, Parent, K–2, and 3–5 Student Surveys reflects a warm, supportive school culture where students feel safe and parents praise the dedication of the teaching staff. To further enhance school climate and operational effectiveness, perception data highlights three primary focus areas: streamlining parent communication to provide earlier event notices and faster response times, establishing consistent campus-wide behavioral expectations across all classrooms, and incorporating more proactive SEL and movement opportunities into the daily student routine.

Strengths

- **Strong School Culture & Welcoming Climate:** Parent survey results indicate that families feel highly welcomed, hold a strong affinity for Martin Walker Elementary ("Love Martin Walker" / "Best School in Town"), and express deep trust in the faculty's care for their children.
- **Positive Student Safety & Teacher Relationships:** Students report feeling safe and well-supported at school, backed by positive, caring relationships with their teachers across grade levels.
- **Comprehensive Data Collection:** The campus proactively gathers diverse stakeholder perceptions by synthesizing data across four distinct groups: campus staff, parents, K–2 students, and 3–5 students.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 Parents report inconsistent, delayed two-way communication regarding school events, phone calls, and email inquiries, which hinders optimal family engagement.	The campus lacks a standardized, campus-wide communication protocol and advance-notice calendar system for staff to consistently send out event notifications and respond to parent inquiries in a timely manner.
2 Student and campus perception data reveals uneven classroom management practices, leading to student confusion regarding behavioral expectations and how to seek help.	A lack of standardized, school-wide classroom procedures and follow-through protocols results in inconsistent behavior management and varying operational expectations from classroom to classroom.
3 Student survey feedback highlights a gap in available Social-Emotional Learning (SEL) and physical movement breaks throughout the instructional day, impacting student focus and self-regulation.	Instructional schedules and classroom routines prioritize direct instruction time without systematically embedding structured movement breaks and accessible SEL self-regulation tools into daily lesson plans.

★ = Priority



Goals

Goal 1 Teachers engage all students daily with TEKS-aligned, high-quality instructional materials and assessments.

Performance Objective 1 High Priority

The campus will increase teacher capacity through consistent implementation of professional development, observation and feedback practices, coaching, and collaboration, resulting in a increase in student engagement.

Evaluation Data Source: Professional development sign-in sheets and agendas

Meeting sign-in sheets and agendas

Instructional walkthrough and observation data

Lesson internalization documents

Coaching logs and implementation feedback

Student engagement trend reports or observation summaries

Strategy 1

Provide all classroom teachers with targeted professional development and ongoing coaching focused on effective implementation of instructional materials and evidence-based engagement strategies.

Strategy's Expected Result/Impact: Teachers will demonstrate improved instructional practices that actively engage students.

Staff Responsible for Monitoring: Principal

Assistant Principal

Instructional Coach

Teacher Leaders

Funding Sources: Instructional Materials, Instructional Supplies, Substitutes 199 - General Fund, \$25,000

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Conduct regular instructional walkthroughs using the TTESS Rubric and Get Better Faster Feedback Model and provide timely feedback to teachers.

Strategy's Expected Result/Impact: Increased student engagement observed in classrooms, as measured by walkthroughs.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

Funding Sources: Supplies 199 - General Fund, \$100

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Prioritize grade level planning, PLCs, and Data-Driven Instruction (DDI) time to enhance teacher effectiveness.

Strategy's Expected Result/Impact: Teachers will plan with greater clarity and intentionality, leading to improved instructional delivery.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

Funding Sources: Instructional Supplies 199 - General Fund, \$1,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 **High Priority**

The campus will increase the average student growth percentile for all students in grades K-5 in Reading and Math, as measured by grade-appropriate assessments.

Evaluation Data Source: STAAR Math and Reading, MAP math, mClass Reading
District level trackers
Growth reports within instructional programs

Strategy 1

Provide part-time interventionists and paraprofessional interventionists for differentiated intervention hour scheduling.

Strategy's Expected Result/Impact: Accelerated student growth on district level screeners
Increased student achievement and growth on assessments

Staff Responsible for Monitoring: Principal
Instructional Coach
Interventionists

Funding Sources: Instructional Paraprofessionals, Part-Time interventionists 211 - Title I-A, \$93,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Conduct assessments to track student achievement and growth through the continuum of reading skills and utilize the data to differentiate instruction.

Strategy's Expected Result/Impact: Accelerated student growth on district level screeners
Increased student achievement and growth on assessments

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Classroom Teachers
Interventionists
Special Education Teachers

Funding Sources: Instructional Materials, Instructional Supplies, Differentiated Instruction Sources
199 - General Fund, \$15,000, Tutoring 211 - Title I-A, \$8,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3

The campus will improve their Average Daily Attendance by at least .5%, resulting in a campus ADA of 96.4% or higher.

Evaluation Data Source: Attendance records
Attendance tracking for targeted students

Strategy 1

Implement campus-wide celebrations and incentives to promote high student attendance.

Strategy's Expected Result/Impact: Increased student attendance

Staff Responsible for Monitoring: Principal
Counselor
PEIMS Secretary

Funding Sources: Student Awards, Incentive Activities 199 - General Fund, \$1,000

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Implement 8:00am phone calls to parents of students who are not present. Phone call will ask parents to please bring the child/children to school prior to 9:30am attendance time.

Strategy's Expected Result/Impact: Increased student attendance

Staff Responsible for Monitoring: Principal
PEIMS Secretary

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

Develop and implement targeted attendance improvement plans, including goals and incentives, for individual students, classrooms, and/or grade levels with low attendance trends.

Strategy's Expected Result/Impact: Increased student attendance

Staff Responsible for Monitoring: Principal
Assistant Principal
PEIMS Secretary

Funding Sources: Student Awards, Incentive Activities 199 - General Fund, \$500

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 2 CCISD will retain and support high quality staff at all levels of the organization.

Performance Objective 1

The campus will achieve a 90% teacher retention rate through mentoring, coaching, and recognition initiatives.

Evaluation Data Source: HR Records

Retention Trend Reports

Coaching Logs

Mentor Forms

Staff Recognition Logs

Strategy 1

Implement a structured mentoring program that pairs all first- and second-year teachers with experienced mentor teachers for regular coaching, planning support, and reflection.

Strategy's Expected Result/Impact: Increased support for early-career teachers, leading to stronger retention.

Staff Responsible for Monitoring: Principal

Mentor Coordinator

Mentors

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

November

January

March

June

Strategy 2

Launch a campus-wide staff recognition initiative that includes shout-outs, milestone celebrations, and staff appreciation events.

Strategy's Expected Result/Impact: Leadership Team

Staff Responsible for Monitoring: Staff feel valued, which boosts morale and contributes to retention.

Funding Sources: Supplies 211 - Title I-A, \$250

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

NovemberJanuaryMarchJune

Strategy 3

Use walkthroughs and staff self-assessments to identify needs and implement targeted coaching cycles.

Strategy's Expected Result/Impact: Teachers receiving support show improved practice and are more likely to remain at the school.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

NovemberJanuaryMarchJune

Goal 3

CCISD will develop systems which target social-emotional development for all students and staff.

Performance Objective 1

The campus will encourage and develop a positive and nurturing climate for students and staff.

Evaluation Data Source: Student and Staff Surveys
Walkthroughs

Strategy 1

Engage students in morning classroom circles, daily SEL lessons, and targeted counseling lessons.

Strategy's Expected Result/Impact: Increased social emotional awareness and regulation among students.

Staff Responsible for Monitoring: Principal
Counselor

Funding Sources: SEL supplies, SEL books 199 - General Fund, \$2,000

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 2

The campus will increase student attendance at morning classroom community and social skills building time.

Evaluation Data Source: Raptor Tardy Logs
On Campus (cafeteria) Tardy Logs
Campus Calendar

Strategy 1

Hold a prize drawing each six weeks for students with no tardies.

Strategy's Expected Result/Impact: Decrease in tardies

Staff Responsible for Monitoring: Principal
Counselor
PEIMS Secretary

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 2

Monitor students remaining in the cafeteria at 7:40 a.m. and create targeted plans to address habitual lateness.

Strategy's Expected Result/Impact: Decrease in tardies
Increased time in SEL and other classroom community building activities

Staff Responsible for Monitoring: Principal
Counselor
PEIMS Secretary

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 3 **High Priority**

The campus will reduce behavior incidents (e.g., walkie calls, classroom referrals, office referrals) by 10% throughout the school year.

Evaluation Data Source: Walkie Call Logs
Skyward Discipline Reports
Leadership Team Behavior Tracker
Surveys

Strategy 1

Disaggregate behavior data weekly to review and modify interventions and goals.

Strategy's Expected Result/Impact: Decreased Discipline Referrals
Decreased Walkie Calls
Decreased Counselor Calls

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 2

Consistently implement the strategies outlined in the Martin Walker Culture Playbook.

Strategy's Expected Result/Impact: Increased consistency and fidelity in applying positive culture strategies across all grade levels and classrooms
Reduction in behavior referrals and disciplinary incidents
Higher student engagement and social-emotional growth

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Instructional Coach

Funding Sources: Signage 199 - General Fund, \$250

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 3

Provide proactive behavior supports, including Positive Office Referrals, Bee Academy, PBIS incentives, and the Mentor Program.

Strategy's Expected Result/Impact: Reduction in negative office referrals and disciplinary incidents
Improved student engagement and social-emotional skills
Enhanced relationships and support for students participating in the Mentor Program

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor

Funding Sources: Supplies, Incentives 199 - General Fund, \$1,000

Formative Reviews

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Goal 4

Facilities will support future student enrollment, address safety and security, and allow for innovative instruction in a technological society.

Performance Objective 1

The campus will maintain safe facilities, equipment, and grounds to promote a positive learning environment.

Evaluation Data Source: Facility safety inspection reports
Work order and maintenance request completion logs
Safety incident and accident reports
Staff and student survey feedback on safety and environment
Campus walkthrough observation notes

Strategy 1

Report facility needs through the work order system in a timely manner.

Strategy's Expected Result/Impact: Safe and secure facilities for students

Staff Responsible for Monitoring: Principal
Assistant Principal
Principal's Secretary

Formative Reviews

November	January	March	June
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Performance Objective 2

The campus will improve the effectiveness of classroom technology integration.

Evaluation Data Source: Classroom walkthroughs
Surveys

Strategy 1

Provide ongoing professional development focused on integrating technology into daily instruction.

Strategy's Expected Result/Impact: Teachers will feel more confident and skilled in using technology to enhance instruction, leading to more student-centered and engaging learning experiences.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach,

Funding Sources: PD Supplies 199 - General Fund, \$100

Formative Reviews

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Goal 5

Develop additional opportunities to increase a personalized culture of engagement.

Performance Objective 1

The campus will increase quality of communication with parents and community members.

Evaluation Data Source: Parent and Staff Surveys

Strategy 1

Increase effective school-wide communication through Facebook postings, monthly calendars, the marquee, the campus website, Thrillshare, flyers, and a monthly principal newsletter.

Strategy's Expected Result/Impact: Increased parent involvement in campus activities
Increased student achievement and growth
Increased student participation in events

Staff Responsible for Monitoring: Principal
Campus Webmaster
Receptionist
Parent Community Outreach Coordinator

Funding Sources: Parent Community Outreach Coordinator and POC Supplies 211 - Title I-A, \$25,000

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 2

The campus will increase family and community presence in the school.

Evaluation Data Source: Parent and Staff Surveys
Attendance Reports for Family Events
Community Member Raptor Reports

Strategy 1

Host a variety of events both during and after school hours that invite families and community partners into the school environment.

Strategy's Expected Result/Impact: Increase in the number of family and community members attending school events
Build trust
Strengthen partnerships

Staff Responsible for Monitoring: Principal
Parent Community Outreach Coordinator

Funding Sources: Event supplies 211 - Title I-A, \$5,000

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

NovemberJanuaryMarchJune

Strategy 2

Conduct Parent/Teacher conferences at least once a year.

Strategy's Expected Result/Impact: Increased parent understanding of their child's academic progress, behavior, and individual needs
Stronger home-school collaboration
Improved student outcomes.

Staff Responsible for Monitoring: Principal
Parent Community Outreach Coordinator

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Title I Summary

Title I Personnel

Name	Position	Program	FTE
Katy Paap	Instructional Paraprofessional		
Linda Fewell	Parent Outreach Coordinator		1
Sharon Phillips	Part Time Interventionist		
Stephanie Horsley	Instructional Paraprofessional		
Stephanie Horsley	Instructional Paraprofessional		
Teresa Rodriguez	Part Time Interventionist		



Funding Summary

Funding Summary

199 - General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials, Instructional Supplies, Substitutes	--	\$25,000.00
1	1	2	Supplies	--	\$100.00
1	1	3	Instructional Supplies	--	\$1,000.00
1	2	2	Instructional Materials, Instructional Supplies, Differentiated Instruction Sources	--	\$15,000.00
1	3	1	Student Awards, Incentive Activities	--	\$1,000.00
1	3	3	Student Awards, Incentive Activities	--	\$500.00
3	1	1	SEL supplies, SEL books	--	\$2,000.00
3	3	2	Signage	--	\$250.00
3	3	3	Supplies, Incentives	--	\$1,000.00
4	2	1	PD Supplies	--	\$100.00
				Sub-Total	\$45,950.00

211 - Title I-A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Paraprofessionals, Part-Time interventionists	--	\$93,000.00
1	2	2	Tutoring	--	\$8,000.00
2	1	2	Supplies	--	\$250.00
5	1	1	Parent Community Outreach Coordinator and POC Supplies	--	\$25,000.00
5	2	1	Event supplies	--	\$5,000.00
				Sub-Total	\$131,250.00

Copperas Cove Independent School District



S.C. Lee Junior High School

2026-2027 Campus Improvement Plan

Mission Statement

District Mission

The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship.

Campus Mission:

The mission of S.C. Lee Junior High School is to educate and empower our students to become lifelong learners and responsible citizens, while providing a safe and orderly environment.

Vision Statement (SC LEE)

At SC Lee we will have schoolwide accountability to promote student success and growth academically and socially with professionally developed teachers and staff

Vision

Vision

Copperas Cove ISD. . .

A Foundation of Excellence -

A Future of Success

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Comprehensive Needs Assessment

School Processes & Programs

Summary

When asked whether the campus is focused on improving student achievement and if there is a sense of urgency and commitment, responses pointed to efforts like the STAAR Blitz and discussions—especially within 8th grade—centered on student growth rather than just passing. However, the level of urgency varies across teams. Student recognition currently consists of semester awards, but daily announcements tend to focus on athletics, birthdays, and extracurriculars rather than academics. Staff suggested the need for more consistent academic visibility, such as department-based student spotlights or “student of the week” recognitions. They also recommended each subject area adopt clear systems for tracking progress and incorporating more cross-curricular collaboration.

In response to questions about professional development, staff shared that most current training is driven by district mandates and often lacks relevance to teachers’ specific needs or interests. There are currently no teacher-led or cross-curricular training opportunities, though both were strongly suggested as ways to improve professional learning. Staff also expressed that some subjects, such as history, feel under-supported and would benefit from vertical alignment and greater collaboration. When asked about campus goals and how they’re monitored, teachers noted that goals are not regularly communicated. They suggested posting them in work areas for increased visibility. While data sources such as ORF, MAP, CFAs, benchmarks, and grades are in use, there is a need for more intentional use of that data to guide instruction.

Feedback on special programs highlighted that while students benefit from resource and inclusion opportunities, these supports are inconsistent, especially when aides are frequently reassigned. The RTI system lacks a solid structure, and administrative demands limit focus on testing. In terms of instructional time, teachers advocated for bell-to-bell teaching, reduced hallway movement, and better class size management. They also noted that science and history often bear the brunt of non-instructional activities, and they recommended sharing these responsibilities more evenly. Finally, regarding classroom management, the school uses Capturing Kids’ Hearts (CKH), including social contracts and “fouls,” but concerns were raised about inconsistent application. Staff suggested streamlining hall pass procedures and ensuring all teachers uphold shared expectations.

Strengths

- **Focused Academic Efforts in Key Areas** – The STAAR Blitz demonstrates targeted attention toward improving student achievement, particularly in tested subjects.
- **Emphasis on Student Growth** – Discussions within some grade levels, focus on student growth rather than just passing, indicating a deeper commitment to learning outcomes.
- **Use of Multiple Data Sources** – The campus uses a variety of data sources (ORF, MAP, CFAs, benchmarks, grades) to assess and monitor student progress.
- **Inclusion and Resource Support** – Students have access to inclusion services and exposure to resource support, providing diverse learners with opportunities for success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Campus goals are unclear and not consistently communicated to staff, leading to a lack of alignment and focus across grade levels and departments.	Goals are not regularly presented, revisited, or posted in common workspaces, which limits staff awareness and ownership of campus priorities.
2 Instructional time is frequently interrupted or inconsistently utilized, reducing the effectiveness of classroom instruction.	Hallway movement during class, uneven enforcement of bell-to-bell instruction, large class sizes, and the disproportionate assignment of non-instructional duties to certain subjects (e.g., science and history) all contribute to lost learning time.
3 Professional development lacks relevance and impact for many teachers, resulting in missed opportunities for instructional improvement and collaboration.	District-mandated training dominates the schedule, and there is no current system for teacher-led or cross-curricular professional learning tailored to teacher needs or subject-specific support.

★ = Priority

Perceptions

Summary

[Survey Results](#) <- a link to our survey results

A survey was sent to our committee members to provide a glow, a grow, and possible solutions for the provided grow. The linked document is the responses for the survey sent out.

The problem statements are the main high points of the responses, identifying the most common topics and a combined summary of possible solutions.

Strengths

Culture and Climate:

- Welcoming new staff with "About Me" introductions.
- Employee Recognition
- Staff coming together in times of need
- Strong care for students
- Solid peer-to-peer support
- Staff feel a sense of belonging within their team or department

Supporting Students with Struggling Behavior:

- Counseling support provided
- Extreme behaviors are dealt with swiftly
- CKH
- Coaches help keep kids accountable

Campus Leadership

- Staff feels supported by campus leadership when challenges arise
- Believes leadership listens to staff concerns
- Staff receives clear and consistent communication about expectations, deadlines, and campus procedures

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 Lack of communication with staff.	Lack of a consistent, structured communication system and clear accountability processes. Information about changes and expectations is not always shared proactively or in a uniform manner, and systems to monitor, reinforce, and follow through on expectations are not clearly defined or consistently implemented. As a result, staff experience confusion and difficulty staying informed and aligned.
2 Misbehavior. Teacher and Admin consistency with what is addressed and how it is addressed.	Lack of consistency among admin team for consequences, "favoritism", or allowed behaviors. Also, teachers are not consistent across the board with what behaviors are addressed and how they are address.
3 Need to strengthen trust and psychological safety.	Structures and leadership practices do not consistently reinforce that staff can express concerns, ask questions, or respectfully disagree without fear of negative consequences. Inconsistent responses to feedback, unclear channels for voicing concerns, and limited visible follow-through may contribute to perceptions that speaking up is not always safe or valued.
4 Staff express challenges in meeting expectations and collaborating effectively due to limited time.	Designated opportunities, such as Gold Days or PLC time, do not consistently support meaningful collaboration, particularly across grade levels or departments. A lack of clear purpose, facilitation, and alignment for these sessions limits their impact, resulting in missed opportunities for collaboration, shared planning, and cohesive instructional practices.

5

Staff report high levels of workload and stress that limit their capacity to effectively support students and collaborate with colleagues.

Staff report that large class sizes, staffing shortages, additional duties, and expanding expectations contribute to increased workload and strain. These factors can reduce energy, focus, and availability for collaboration and support, limiting staff's ability to consistently assist colleagues and meet student

6

Staff have expressed frustration with perceived differences in expectations, support, and accountability between departments, particularly between tested and non-tested subject areas.

Variations in accountability measures, particularly between tested and non-tested subjects can lead to uneven implementation of campus priorities. Additionally, limited cross-department collaboration and communication may contribute to misunderstandings about roles, pressures, and contributions, reinforcing perceptions of inequity and disconnect among staff.

★ = Priority



Goals

Goal 1

Teachers will engage all students daily with TEK- aligned, high quality instructional materials and assessments. Teachers will have access to both current and emerging innovative, practical technologies to enhance instruction for all students.

Performance Objective 1

In-class dispersal and return of laptops to increase instructional engagement and usage.

Evaluation Data Source: academic success, monitoring of loss

Goal 2

CCISD will retain and support high quality staff at all levels of the organization

Performance Objective 1

Support and learning will be fostered through more frequent staff and department meetings.

Evaluation Data Source: retention percentage

Strategy 1

Scheduling and timing of meetings will be conducive to time already spent on contract

Strategy's Expected Result/Impact: Impact on student performance and the value of the attendance related to student outcomes.

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

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Goal 3

CCISD will develop systems which promote the social and emotional well-being of all students and staff.

Performance Objective 1 High Priority

Staff will integrate Capturing Kids' Hearts (CKH) strategies in classrooms and throughout the school environment at least 80% of the time

Evaluation Data Source: Walks and campus monitoring

Strategy 1

Utilization of provided resources

Strategy's Expected Result/Impact: Diminished negative consequences

Staff Responsible for Monitoring: Administration, Process Champions

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 2

Increase awareness of the MTSS

Evaluation Data Source: Identification awareness and usage.

Strategy 1

The staff will SEL huddle at least 1 time / grading period

Strategy's Expected Result/Impact: Systems of support are utilized

Staff Responsible for Monitoring: Administration / Counseling

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Goal 4

Facilities will be designed and maintained to accommodate future student enrollment, enhance safety and security, and support innovative instructional practices.

Performance Objective 1

Weekly door audits will be included as a standing agenda item in administrative meetings to ensure consistent monitoring and scheduling

Evaluation Data Source: Administration meetings

Performance Objective 2

All Drills will be conducted throughout the year to increase awareness and preparedness

Evaluation Data Source: Drill documentation

Performance Objective 3

Utilizing existing space to support future enrollment

Evaluation Data Source: Master schedule and map

Strategy 1

Space will be converted to house new additions to the curriculum

Strategy's Expected Result/Impact: Space, content and support alignment

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Classroom usage will be scheduled when staff is at PLC or conference

Strategy's Expected Result/Impact: Support and space directed to content

Staff Responsible for Monitoring: Administration

Formative Reviews

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Goal 5

Develop and expand opportunities that foster a personalized and engaging school culture for all stakeholders.

Performance Objective 1 High Priority

Implement the four core structural components of Capturing Kids' Hearts with daily consistency and fidelity across all classrooms.

Evaluation Data Source: Walk throughs - first 2 weeks, on-going with champions team

Strategy 1

Utilizing campus walks and the champions team, the campus will be evaluated for 80% compliance in the 4 structural components of CKH

Strategy's Expected Result/Impact: Relationships, Less referrals, increased academic success, sense of belonging, decrease failure rate

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 2

Administration will be present and leaders of the SEL framework for CKH and utilize collected data from campus walks to address improvements.

Strategy's Expected Result/Impact: Campus wide CKH surveys include an increase in scores verifying the 4 core components.....greeting, social contract, good things and launch

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 3

Staff will increase positive recognitions of students and peers

Strategy's Expected Result/Impact: Create a positive and supportive workplace

Staff Responsible for Monitoring: Everyone on campus can celebrate success

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 4

EOY award assemblies will be conducted to increase support, awareness and celebrations

Strategy's Expected Result/Impact: Increase belonging and celebrations

Staff Responsible for Monitoring: All Staff

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Goal 6

Establish a systematic process to identify and support students within the MTSS framework to promote academic success.

Performance Objective 1

Enhance 5th-grade data documentation to ensure students are accurately identified for support prior to entering SC Lee.

Evaluation Data Source: District spreadsheets

Strategy 1

Students at SC Lee will be identified as needing intervention after 2 consecutive assessments resulting in below standard.

Strategy's Expected Result/Impact: The student in need of intervention is identified and provided with extra support

Staff Responsible for Monitoring: Administration, IC, Counseling

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Utilizing the district orange day calendar RTI committees will review the current and projected RTI candidates.

Strategy's Expected Result/Impact: Identification and support

Staff Responsible for Monitoring: Administration, counseling, ICs

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 2 High Priority

Increase the system of support through guidance lessons, groups lessons, and individual counseling during school hours

Evaluation Data Source: Discipline reports, guidance reports

Goal 7

SC Lee will strengthen communication with stakeholders to foster collaborative partnerships that support ongoing student success.

Performance Objective 1 High Priority

SC Lee will distribute a campus newsletter to stakeholders three times per grading period to provide updates and promote engagement.

Evaluation Data Source: Documentation of communication via skylerts and schoology

Strategy 1

Utilizing counseling, administration, IC and department platforms, the campus will provide updates to the parent and stakeholders

Strategy's Expected Result/Impact: Communication is removed as an indicator of improvement

Staff Responsible for Monitoring: Administration and counselors, campus communication liaison

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 2 High Priority

Each grade level will provide a parent night each semester.

Evaluation Data Source: Administration, Counseling

Strategy 1

Increase stakeholder communication and awareness, the campus will provide a parent night each semester per grade level

Strategy's Expected Result/Impact: Stakeholder information and awareness increases

Staff Responsible for Monitoring: administration / counseling

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 3

Leadership community engagement event(s) to address high need social emotional limitations and possibilities

Evaluation Data Source: Sign - in sheets, invites, agendas

Goal 8

Professional Learning Communities (PLCs) will prioritize data-driven instruction to inform teaching practices and improve student outcomes.

Performance Objective 1 High Priority

Administration will implement targeted coaching cycles to address areas of low performance based on student data.

Evaluation Data Source: Walk-through evaluations

Performance Objective 2 High Priority

An agenda will be provided and followed for utilization in PLCs

Evaluation Data Source: IC / administration reflections and productivity

Strategy 1

The agenda will be utilized to keep the PLC targeted to DDI and MTSS

Strategy's Expected Result/Impact: reteach and identification

Staff Responsible for Monitoring: Administration and Instructional Coaches

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Utilizing the process champions, the 4 components to CKH will be modeled in PLCs

Strategy's Expected Result/Impact: Increase understanding and usage of the CKH process as it is modeled

Staff Responsible for Monitoring: Administration, leadership, all staff

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Copperas Cove ISD
2026-2027 Budget Amendment

ACCOUNT NUMBERS								VERBAL DESCRIPTION	AMOUNT OF INCREASE	AMOUNT OF DECREASE
FUND	FUNC	OBJ	S.O.	ORG	FYR	PRG	LOCAL			
199 R	00	5812	00	000	0	00	000	State Revenue-Increased Enrollment		\$ 684,000
199 R	00	5748	00	000	0	00	000	Local Revenue - Lil Dawg Academy		\$ 244,000
199 R	00	5722	00	000	0	00	000	Local Revenue - Public/Private Partnership		\$ 468,000
199 E	53	6119	00	005	0	00	005	Salaries- CTIA	\$ 79,000	
199 E	21	6119	00	005	0	00	005	Salaries- CTIA	\$ 252,000	
199 E	23	6119	00	005	0	00	005	Salaries - CTIA	\$ 61,000	
199 E	31	6119	00	005	0	00	005	Salaries - CTIA	\$ 76,000	
199 E	61	6119	00	800	0	99	000	Salaries-Lil Dawg Academy	\$ 58,000	
199 E	61	6129	00	800	0	99	000	Salaries-Lil Dawg Academy	\$ 186,000	
199 E	81	6249	00	000	0	000	742	Lighting Project	\$ 1,630,932	

Net Change to Budget: \$ 684,000.00
Net Effect on Fund Balance: \$ 1,630,932.00

EXPLANATION:
Increase revenue due to increased enrollment, revenue received from Lil Dawg Academy fees, and revenue from Public/Private Partnership. Increased expenses for Salaries for Public/Private partnership employees, salaries for Lil Daw Academy. Continuance expenditures for LED lighting upgrades district wide.

ORIGINATOR: _____
Principal / Director Signature DATE

APPROVED () _____
DENIED () _____
CFO, Business Services DATE

APPROVED () _____
DENIED () _____
SUPERINTENDENT DATE

APPROVED () _____
DENIED () _____
BOARD APPROVAL DATE



Board of Trustees

Date of Meeting **October 29, 2026**

Item Type **Action**

Item Name

Consider and Approve the Integrated Pest Management Program (TIPS #13338)

District Goal

Facilities: Facilities will support innovation, equity, student performance, and community partnerships.

Summary
(Purpose/
Objective)

The proposed Integrated Pest Management Program would provide a more consistent and proactive approach through routine inspections, preventive maintenance, monitoring, and work-order response. While CCISD has a trained IPM staff member to oversee the program, contracted services are necessary to provide interior treatment within district facilities. This approach will help identify and address pest-related conditions earlier while providing more comprehensive district wide services.

Fiscal Impact

\$95,920.00 - Budgeted Funds

Administrative
Recommendation

Approve the Integrated Pest Management Program.

Attachments

Presto-X Quote

Contact Person

Dr. Jimmy Shuck, Deputy Superintendent for O&S

E-Mail Address

jimmy.shuck@ccisd.com

Integrated Pest Management Program

Designed for:



Copperas Cove Independent School District
408 Main Street, Copperas Cove, TX 76522

Agreement for October 1, 2026 to November 1, 2027

Prepared by:

Presto-X

Dominick McCullough
Account Executive



September 26, 2026

Copperas Cove Independent School District
408 Main Street
Copperas Cove, TX 76522

Copperas Cove Independent School District and Presto-X have enjoyed a successful partnership in joining forces against pest issues for over a decade. We are privileged to be your pest control partner and excited to implement a proactive integrated pest management (IPM) program to protect the students, educators, staff, administrators, families, and visitors across your district. Together, our proposed proactive program will significantly reduce pest pressures across all 11 campuses, administrative and transportation facilities, and ongoing expansion.

Following our recent discussions and thorough review of your Integrated Pest Management Program with Thomas Haire and Zachary Pate, we recognize that proactive vigilance regarding sanitation, structural integrity, and staff education is essential to our shared success. This collaborative approach will help mitigate conducive environments and pest-attracting behaviors. The attached proposal addresses these key areas and outlines the necessary services to ensure CCISD remains fully compliant with its internal standards as well as local, state, and federal guidelines.

The enclosed proposal details a comprehensive IPM strategy tailored to your campuses and facilities. Please feel free to reach out if you have any questions.

Regards,

Dominick McCullough
Account Executive
(210) 259-5413
(254) 677-6447

HEALTH & SAFETY POLICY STATEMENT

Presto-X, a Rentokil Company, is committed to the provision of quality services and products by well trained and supervised staff observing safe-working practices designed to protect the health and safety of all our employees, our customers and the public. Securing this commitment is an important management objective, which contributes to business performance.

Every Managing Director or General manager ensures that adequate arrangements are made to maintain a written health and safety policy and to provide appropriate financial and physical resources for its implementation. This policy identifies the responsibilities of all managers and details the arrangements both for the control of hazards, which could arise from the activities of their operations and the communication of health and safety matters with employees. The arrangements also include a system for monitoring and reviewing health and safety performance not only to comply with legal requirements but also to secure progressive improvements.

The Director of Research and Development together with the General Manager, Health, Safety and Environment provide health, safety and medical advice to Managing Directors or General Managers. The Director of Research and Development is responsible for regularly reviewing health and safety performance and reporting the results to the Chief Operating Officer and the Regional Managing Directors.

We remind all employees that they have a personal responsibility for their own health and safety and that of other people who may be affected by the work they do. They must therefore adhere to the safe working practices detailed in their technical handbook or operations manual and fully co-operate with their managers on any matter relating to health and safety.

This policy is reviewed annually.

ENVIRONMENTAL POLICY:

Rentokil is committed to continually improve and promote sound environmental practice. It believes that environmental protection is a strategic business issue and an integral part of its corporate strategy in operating a global business service company.

Rentokil complies with all relevant environmental laws and regulations and ensures its employees are aware of their contribution to and responsibility for good environmental practice.

Rentokil sets environmental objectives for its business activities and reviews them regularly. To achieve these objectives, performance targets are established, regularly monitored and the results reported.

PEST MANAGEMENT STRATEGY

A high-quality pest control program is essential to your School district's success and reputation. Presto-X's extensive and diversified experience ensures you have the expertise required to meet every challenge. To address these needs effectively, we implement Integrated Pest Management (IPM) principles across your property. IPM is a proactive strategy that utilizes trapping, monitoring devices, and routine inspections to provide recommendations that safeguard your property against invasions and infestations. Should these preventative measures prove insufficient, we work closely with you to implement targeted remedial actions to eliminate the issue.

INITIAL SERVICE SPECIFICATION

No initial service is necessary. They are an existing client.

SERVICE SPECIFICATIONS

SERVICE PROCEDURES:

There are two main types of services that Presto-X will provide for CCISD [Copperas Cove ISD], maintenance (pro-active) and work-orders (re-active). Both will be delineated below. Several common things will happen at each service.

- 1) Day/Date of Service: It is imperative that the service technician has set days of the week. The CCISD IPM must notify the school administrator when Presto-x will be present. Per their standards and Texas Department of Agriculture they must give them 24 hours notice.
- 2) The technician must check in and out with the IPM Coordinator, in person or via text.
- 3) The maintenance and work-order assignments will not interfere with one another. It is imperative that we maintain the schedule to reduce conducive pest pressures. An emergency work order can be placed extreme and/or dangerous pest control situations.
- 4) Photos are permitted of pest activity, structural and egress problems, conducive sanitation issues and improper storage of food and items that attract pests. **NO PHOTOS of STUDENTS, FACULTY, STAFF or VISITORS are permitted.**

Maintenance Service Program:

The service technician will meet/check-in with the IMP Coordinator, then will inspect the school campus or buildings scheduled for that date. The technician will perform an inspection reporting all of the following, but not limited to:

- 1) Review past work-orders for the location for recent pest pressures
- 2) If present, ask staff or administration of recent pest pressures.
- 3) Inspecting for rodent, insect and other pest activity.
- 4) Inspect, report and photo structural and entry/egresses of the location. Make recommendations for exclusion.

- 5) Inspect, report and photo conducive sanitation conditions. The technician is allowed to locate wherever the insect activity is. Make specific recommendations to remedy these issues.
- 6) Treat interior areas appropriately, that the technician has found pest activity. Inspect and maintain, if any, rodent traps. If escalation is needed the operations manager and IPM Coordinator should be contacted.
- 7) Treat the exterior perimeter of the building for crawling insects and maintain and inspect any exterior rodent bait stations.
- 8) Electronically report what service, chemicals and treatments were performed at the campus, along with recommendations, structural and sanitation issues and photos.

Preventive maintenance and regular service is key to a strong Integrated Pest Management Program.

Work Orders Program:

The service technician will meet/check-in with the IMP Coordinator. The technician will discuss if there are any priority work orders and perform the following services, but not limited to:

- 1) Perform the necessary treatment to mitigate the pest issue on the work order. If escalation is needed the operations manager and IPM Coordinator should be contacted.
- 2) Inspect, photo and report any activity that is conducive to attracting pests; food not stored properly, trash not emptied, other sanitation issues, cardboard boxes, water-leaks or puddles, door and window seals, etc.
- 3) Electronically report what service, chemicals and treatments were performed at the campus, along with recommendations, structural and sanitation issues and photos.

Other maintenance, such as quarterly power spray treatments will be scheduled with the IPM Coordinator.

COVERED PESTS

The pests covered by this Pest Management Service program are:

- Rats / mice
- Cockroaches
- Pavement ants
- Crickets

SUMMARY OF DEVICES

Rodent Bait Stations (exterior)
Mechanical Rodent Traps (interior)
Lumnia LED Insect Light Traps
Others, as needed upon approval

EMERGENCY SERVICE REQUESTS

In the event additional services are necessary between our regularly scheduled visits, for pests included in this pest coverage, such services will be rendered without additional charge. For pests that are not included there will be a charge and that is to be determined on the severity of the pest issue. Both time, product and equipment will be factored in the pricing.

REPORTING

The program includes one Log Book & Reference Manual. This book, in a three ring binder format shall be presented and reviewed with the client's designated contact person.

It shall also situate in a central location, where there will be routine access by both our service technician and the IPM Coordinator. The logbook shall contain the following:

- Pest Defense Solutions contact information
- Certificate of insurance
- Licenses and certifications
- Description of the service program
- Ancillary services
- Laws and regulations
- Labels and Safety Data Sheets
- Structural and sanitation information
- Quality assurance reviews
- Pest sighting reports
- Pest management device map
- Pest activity tracking reports
- Material usage reports
- Service reports

Additional Services Offered

- Mosquito Reduction and Barrier Programs - Traditional and Thermacell Protection
- Bird Exclusion & Control Services - Pigeons, Starlings, Grackles, Sparrows and more.
- Wildlife Removal and Exclusion
- Bioremediation Drain Line Service
- Termite Services - Pre-treatment and eradication
- Bed Bug Programs

SUMMARY OF LOCATIONS

All of these locations are in Copperas Cove, TX. The location ID is for Presto-X internal routing purposes.

School/Building Name	Street Address	Location ID
Copperas Cove High School	400 S 25TH ST	1588770
CCISD Central Library Office	400 S 25TH ST	1588755
CCISD Athletic Annex	525 S 25TH ST	1588759
Avenue E Alternative Learning (now: Central Texas Innovation Academy)	306 E Avenue E	1588768
Bull Dawg Stadium	702 Sunny Way (now: Joe Lombardi Way)	1588760
Copperas Cove Junior High School	702 Joe Lombardi Way	137160416
S C Lee Junior High	1205 Courtney Ln	1588761
Martin Walker Elementary	100 FM 3046	1588767
Fairview-Jewell Elementary	1002 Veterans Ave	1588764
Clements-Parsons Elementary	1115 Northern Dancer Dr	1588762
Mae Stevens Elementary	302 Manning Dr	1588766
House Creek Elementary	351 Lutheran Church Rd	1588769
Williams-Ledger Elementary	909 Courtney Ln	1588763
Hattie Halstead Elementary*	910 N Main St	1588765 & 158871
Office of Business Services	703 W AVENUE D	1464482
CCISD Central Special Education	705 W AVENUE D	1588756
CCISD Warehouse	707 W AVENUE D	1588757
CCISD Maint & Transportation	604 S 5TH ST	1588758
CCISD Transportation	455 Summers Rd	136925248

PROGRAM INVESTMENT COPPERAS COVE ISD

Work Order Program (recurring):

Current spend on Work Orders: \$393.95 weekly

New plan will increase this to \$835.00 per service weekly - 6 hours of work order work

Annual Cost: \$43,420.00

Maintenance Program:

Each Campus will be serviced monthly:

School/Building Name	Cost per Service	Annual Cost
Copperas Cove High School	\$485.00	\$5,820.00
CCISD Athletic Annex	\$175.00	\$2,100.00
Avenue E Alternative Learning (now: Central Texas Innovation Academy)	\$325.00	\$3,900.00
Bull Dawg Stadium Buildings	\$205.00	\$2460.00
Copperas Cove Junior High School	\$365.00	\$4,380.00
S C Lee Junior High	\$365.00	\$4,380.00
Martin Walker Elementary	\$285.00	\$3,420.00
Fairview-Jewell Elementary	\$245.00	\$2,940.00
Clements-Parsons Elementary	\$285.00	\$3,420.00
Mae Stevens Elementary	\$245.00	\$2,940.00
House Creek Elementary	\$325.00	\$3,900.00
Williams-Ledger Elementary	\$325.00	\$3,900.00
Hattie Halstead Elementary*	\$245.00	\$2,940.00
Office of Business Services	\$100.00	\$1,200.00
CCISD Central Special Education	\$100.00	\$1,200.00
CCISD Warehouse	\$100.00	\$1,200.00
CCISD Maint & Transportation	\$100.00	\$1,200.00
CCISD Transportation	\$100.00	\$1,200.00
TOTAL:	\$4,375.00	\$52,500.00

Equipment Needed: None at this time

Other Services:

<u>Service</u>	<u>Cost</u>
PestNetOnline Access and Reporting includes bar coding of all equipment, online training, uploading of documents.	No Charge
Operations Management Quality Assurance Inspection includes recommendations on sanitation, structural corrections, log book and document review.	No Charge
Education and Training - seminars or training on how to recognize conducive behavior and environments that perpetuate pest pressure and recognizing pest pressures, up to once a quarter.	No Charge

Approximate Monthly Spend of CCISD: \$7,933.33
Total Annual Spend for CCSD: \$95,920.00

Billing

All bills will be emailed to Send Invoices To: INVOICES@MEDXCEL.COM Payment Inquiry: AP@MEDXCEL.COM Our term of sale is net 45 days upon receipt of invoice. Should your account become 60 days delinquent, service will be discontinued until the account is brought current. For your convenience, Rentokil Pest Control will accept MasterCard or Visa. We also have the capability of processing payment through Electronic Funds Transfer (EFT).

Billing is centralized through Rentokil's Home Office in Reading, Pennsylvania.

This agreement may be canceled by either party in whole or in part upon 30 days written notice. The specifications and pricing contained herein shall remain valid for 120 days from the original date printed on this proposal. All prices are subject to applicable taxes.

This document and all Rentokil materials are the property of Rentokil. This document is the sole property of Rentokil and cannot be shared with other parties without written permission from Rentokil.

Copperas Cove Independent School District

Rentokil North America d/b/a Presto-X

Dr. Jimmy Shuck, Ed. D
Deputy Superintendent of Ops & Support

Dominick McCullough
Account Executive

Date:: _____

Date: _____

Date Effective: October ____, 2026

TIPS #13338

PO# _____



THIS SERVICE AGREEMENT SHALL BE SUBJECT TO THE FOLLOWING TERMS AND CONDITIONS:

Agreement. "Customer" and Rentokil North America, Inc. d/b/a PRESTO-X ("Company") agree to the following terms and conditions in connection with the services and plan indicated on this agreement (hereinafter collectively referred to as "Agreement").

Standard of Care. Company will use its professional expertise to determine the products and services appropriate for treatment, and will follow all label and legal requirements. All reasonable care will be used in installing and maintaining the specified services. Company hereby affirmatively disclaims any liability for damage or injury caused by the use of any materials in accordance with the manufacturer label directions. Reasonable care will be taken in applying the treatment, however, the nature of the work is such that Company cannot be responsible for the safety of domestic animals, stains, discolorations, or other damages, except those directly caused by willful negligence on the part of the Company. If, for whatever reason, the Customer is dissatisfied with the service provided, the Customer will provide reasonable notice and allow the Company a period of up to 45 days to remedy the problem to the extent reasonably required.

Covered Pests. The following are Covered Pests under this Agreement: roof rats, Norway rats, house mice, cockroaches (German, American, Oriental, Brown-Banded, Wood, and Snoddybrown), ants (pavement ants, odorous house ants, Argentine ants, field ants, and larger yellow ants), ground beetles, silverfish, earwigs, centipedes, millipedes, house crickets, and spiders (excluding the Brown Recluse (*Loxosceles reclusa*) & Black Widow (members of genus *Latrodectus*)). Coverage extends only to these Covered Pests, and Company expressly excludes coverage for pests other than the Covered Pests identified herein. Customer Responsibilities. Effective service requires the cooperation of the Customer. The Customer, therefore, warrants full cooperation with Company during this Agreement. Customer agrees to maintain premises free from any factor or condition conducive to identified issues and services and following instructions provided. This cooperation includes, but is not limited to, proper garbage handling; repairing structure; not adding chemicals or self-treating in ways that are not part of service; emptying grease traps, not damaging or turning off equipment, etc. Any warranty specified in the Agreement will be voided should the presence of pests or issue be associated with conditions arising from Customer's non-cooperation. Company's failure to alert the Customer to any negative conditions does not alter the Customer's responsibility. If Customer is unable to comply with preparation or maintenance requirements, the Company will make determination on site if service can be completed or rescheduled; additional fees may be applied. If the Customer or other occupants of the structure(s) believe they are or may be sensitive to products being used or their odors, or if the Customer or other occupants have consulted with a medical doctor or other healthcare provider regarding such sensitivity, the Customer must notify Company in writing, in advance of treatment of the structure(s). Company assumes no liability should Customer fail to warn Company of these sensitivities. Company reserves the right, upon receipt of such notification, to deny or terminate services. Any arrangements, costs or inconvenience resulting from the need to evacuate occupants, or other precautions deemed necessary, shall be the sole responsibility of the Customer. The Customer agrees to give Company complete or reasonable access to all areas, as may be required to enable effective service and maintenance, including individual units of multi-unit residential structures and electrical outlets, if needed. **Modification.** Any deviation from the requirements outlined that involve extra cost of material and labor will result in extra charges. If conditions require Company to use specialized equipment or products to control the problem(s), Company shall advise the Customer of the additional costs. Due to safety concerns and regulations, Company may be required to use fall protection when Service involves working on the roof of a structure. Fall protection safety equipment includes a number of devices and may include roof anchors, of which Customer will be advised. Some roof anchors are designed to be left on the roof; others are to be removed. If Customer prefers to have anchors removed, this should be discussed with the sales representative before service is performed.

Substructure. Services under this Agreement do not include services to the substructure of the premises. Should substructural treatment be required, additional costs shall apply, of which the Company will advise the Customer.

Moisture, Mold and Mildew. Moisture is a condition found in varying degrees in most structures. Moisture conditions in and around structures can be conducive to a variety of pests and wood destroying insects. Moisture conditions can also provide an environment favorable to the growth of mold, mildew and other fungi. It is the Customer's sole responsibility to direct questions concerning the presence or dispersal of mold, mildew, mold spores or fungi; health-related issues; or indoor air quality to qualified professionals. Company does not possess the knowledge or expertise to identify mold, mildew or fungi that may lower air quality or be injurious to health, nor does it possess the knowledge or expertise to give opinion or recommendation regarding exposure to, or effective remediation of mold, mildew or other fungi (including decay or non-decay) as they might relate to air quality or health related risks. Company is not responsible for personal injury or property damage resulting from the presence, disruption or dispersal of mold, mold spores, mildew or fungi, even if Company inadvertently causes such disruption or dispersal by its inspection or treatment of pest-related problems. Customer waives and releases Company from any claim or injuries related to mold, mildew or fungal growth.

Warranty. For equipment and products, manufacturer warranties apply; there is no further warranty from Company on products, equipment or service.

Right to Subcontract. Company, in its sole discretion, may subcontract or delegate to an affiliate or third party any of its duties and obligations hereunder.

Ownership and Replacement of Equipment. All equipment, devices and components are property of and/or remain property of or under the control of the Company. Company will replace rental devices and components as required, except for those items lost or damaged due to Customer's neglect, in which event, the Customer will be responsible for replacement cost. Company will be granted access to the Customer's location to recover equipment, devices and components at the expiration of this Agreement, or at any time an amount due from the Customer to Company is more than sixty (60) days beyond due date. If Customer terminates an equipment rental earlier than the term of the Agreement then in effect, Customer is responsible for paying the full amount remaining for rental of devices.

Force Majeure. Company shall not be liable for any delay or failure in performing the services due to any cause beyond its reasonable control.

Insurance. Public liability and property damage insurance against injury to members of the public from accidents that may arise from operations will be carried by Company, and evidence of insurance will be issued to the Customer upon request. Georgia Customers, please note: The Georgia Structural Pest Control Act requires all pest control companies to maintain insurance coverage. Information about this coverage is available from this pest control company.

Limitation of Liability. The Customer agrees that the work provided under this Agreement is not to be construed as insurance, or as a covenant, guarantee, warranty, or promise of any kind that the Customer is in compliance with any legal guidelines or requirements. Company disclaims any liability or responsibility regarding the practices and operations of the Customer, and bears no responsibility or liability for whether the Customer carries out the recommendations made by Company, and in no event will the Company be liable for consequential, indirect or economic damages. The Customer shall indemnify and hold Company harmless from and against all claims, demands, liabilities, obligations and attorneys' fees or costs brought by any third parties, arising out of, or related to this Agreement, or by failure of the Customer to act in accordance with any requirements in connection with the Services. Company will be responsible for only those damages, claims, causes of action, injuries or legal costs caused by its own direct negligence or misconduct, but then only to an amount not to exceed the annual fees charged under this Agreement.

Animal Disposal. Company will dispose of any trapped wildlife in accordance with the laws and regulations of local governing authorities; however, if Customer requests the release of the animal on his/her property, Company shall not be responsible for, nor guarantee, that the animal will not return to infest or damage the serviced property.

Choice of Law. Except for the Mandatory Arbitration provision of this Agreement, which is governed by and construed in accordance with the Federal Arbitration Act, this Agreement shall be governed by, and construed in accordance with the laws of the state in which the dispute arises without regard to the conflict of laws provisions.

Mandatory Arbitration. Any claim, dispute or controversy, regarding any contract, tort, statute or otherwise ("Claim"), arising out of or relating to this Agreement or the relationships among the parties hereto, shall be resolved by one arbitrator through binding arbitration administered by the American Arbitration Association ("AAA"), under the AAA Commercial or Consumer, as applicable, Rules in effect at the time the Claim is filed ("AAA Rules"). Copies of the AAA Rules and forms can be located at www.adr.org, or by calling 1.800.778.7879. The arbitrator's decision shall be final, binding, and non-appealable. Judgment upon the award may be entered and enforced in any court having jurisdiction. This clause is made pursuant to a transaction involving interstate commerce and shall be governed by the Federal Arbitration Act. Neither party shall sue the other party other than as provided herein or for enforcement of this clause or of the arbitrator's award; any such suit may be brought only in Federal District Court for the District or, if any such court lacks jurisdiction, in any state court that has jurisdiction. The arbitrator, and not any federal, state or local court, shall have exclusive authority to resolve any dispute relating to the interpretation, applicability, unconscionability, arbitrability, enforceability or formation of this Agreement, including any claim that all or any part of the Agreement is void or voidable. However, the preceding sentence shall not apply to the clause entitled "Class Action Waiver." Venue for arbitration hereunder shall be within the state where the Customer's property, that is the subject of the services provided, is located.

Class Action Waiver. Any claim must be brought in the parties' individual capacity, and not as a plaintiff or class member in any purported class, collective, representative, multiple plaintiffs, or similar proceeding ("class action"). The parties expressly waive any ability to maintain any class action in any forum. The arbitrator shall not have authority to combine or aggregate similar claims or conduct any class action nor make an award to any person or entity not a party to the arbitration. Any claim that all or part of this class action waiver is unenforceable, unconscionable, void, or voidable may be determined only by a court of competent jurisdiction and not by an arbitrator. THE PARTIES UNDERSTAND THAT THEY WOULD HAVE HAD A RIGHT TO LITIGATE THROUGH A COURT, TO HAVE A JUDGE OR JURY DECIDE THEIR CASE AND TO BE PARTY TO A CLASS OR REPRESENTATIVE ACTION. HOWEVER, THE PARTIES UNDERSTAND AND CHOOSE TO HAVE ANY CLAIMS DECIDED INDIVIDUALLY, THROUGH



ARBITRATION. Intellectual Property. Except as expressly set forth herein, between Company and Customer, each is and shall remain the owner of all Intellectual Property that it owns or controls as of the effective date, or that it develops or acquires thereafter. This shall be binding upon all successors of the Customer's business.

Data Security. Company may provide Customer with access to Company's online and digital tools to store service reports and visit history, or other applications that may be developed, to give Customer access to pest management information, if applicable to the services in this Agreement. While Company follows standard procedures to secure systems and Customer data, including securing online tools and applications through the use of hashed passwords, HTTPS encryption and a secure data center, Customer confirms and acknowledges that:

- a. Company and/or any of its subsidiaries are not responsible for the integrity or confidentiality of Customer's access credentials. Customers are encouraged to take precautions to secure login IDs and passwords.
- b. All usage rights to Company's online or digital tools are immediately discontinued upon the Customer's termination of the Agreement.
- c. The Customer agrees to indemnify, defend, and hold Company harmless from any claims arising out of, or connected or associated with the use of Company's online and digital tools, including but not limited to, any claims arising from internet hacking.
- d. This agreement shall be binding upon all successors of the Customer's business.

In order to establish an account and provide you with service, we may collect personal information about you, such as your name or alias(es), physical address, phone number, and/or email address. During the course of business, we will maintain service records related to your established account. If financing a service via our internal financing options, we will also collect your social security number and date of birth in order to process a credit check for loan purposes. We do not sell your personal information. For additional information about your rights related to data privacy, please review our privacy policy, available at <https://www.rentokil-initial.com/site-services/cookie-and-privacypolicy/privacy-policy.aspx>.

Third Party and Marketing Disclosure. The Customer agrees to permit Company to use the Customer's name and contact information for sharing with Company's business partners. Company will never sell this data. It is to be used to improve the Customer's experience with Company. Additionally, unless Customer notifies Company otherwise or opts out, Customer agrees to and accepts the receipt of periodic marketing and sales information relating to Company's service offerings.

Anti-Bribery and Anti-Corruption. Each party represents that neither it nor anyone acting on its behalf has offered, given, requested or accepted any undue financial or other advantage of any kind in entering into this Agreement, and that it will comply with applicable laws and regulations pertaining to corruption, competition and bribery in carrying out the terms and conditions of this Agreement.

Term. Agreement shall extend from month to month, with either party having the ability to cancel this Agreement upon 60-days notice to the other party.

Termination. Agreement may be terminated by either party with 60 days written notice, providing all accounts are current. In cases of Customer nonpayment or entering bankruptcy or insolvency per the Bankruptcy Code, Company reserves the right to terminate the Agreement upon immediate written notification.

Change in Terms. At the time of any renewal of this Agreement, Company may change this Agreement by adding, deleting or modifying any provision. Company will notify the Customer in advance of any such change, and Customer may decline to accept such a change by declining to renew this Agreement. Renewal of this Agreement will constitute acceptance of any such changes.

Change in Law. Company performs its services in accordance with the requirements of law. In the event of a change in existing law as it pertains to the services herein, Company reserves the right to revise the renewal fee or terminate this Agreement.

Severability. If any part of this Agreement is held to be invalid or unenforceable for any reason, the remaining Terms and Conditions of this Agreement shall remain in full force and effect.

Entire Agreement. This Agreement, together with a record of initial application, and all exhibits thereto, constitutes the entire agreement between the parties, supersedes all proposals, oral or written, and all other communications between the parties relating to such subject matter, and no other representations or statements will be binding upon the parties. This Agreement may not be modified or amended in any way without the written consent of both parties.

Payment. Initial Service Fees are due upon completion of the service, unless another payment plan is selected on the Agreement. Other corrective service, rental and/or equipment/product fees will be invoiced upon completion/delivery. Subsequent services will be invoiced in accordance with the Agreement and payment plan selected by Customer. If a service date has been mutually agreed upon by Company and the Customer, it will be the Customer's responsibility to pay for service if Company has attempted to render service at the Customer's property. Payments for services are due upon receipt of each invoice. Customer agrees to remit payment in one of the acceptable forms of payment detailed in the Agreement or invoice. In the event full payment is not made upon receipt of invoice, a finance charge per month will be added to the unpaid balance, up to the maximum allowed by law. Late fee charges may also be applied. Additionally, the Customer is responsible for all collection costs, including reasonable attorneys' fees, for any invoices not paid by the due date. Any check returned for any reason, will result in a fee in the amount charged by Company's bank. All service warranties under this Agreement will be voided should any payment due exceed sixty (60) days. Should it become necessary to temporarily discontinue a periodic service due to causes beyond the Company's control, it is agreed that the periodic payments due under this agreement will be suspended until service is resumed, and that such temporary discontinuation of service will, in no way, breach this agreement.

Fuel/Transportation Surcharge. Like many other companies that are impacted by the price of gasoline, a rise in gasoline prices may necessitate a fuel surcharge. As such, the Company reserves the right to add a fuel surcharge to Customer's invoice for any increase in the cost of fuel as measured above the same time period in the prior year (by the National U.S. Average Motor Gasoline-Regular Fuel Price per Gallon Index reported by the U.S. Department of Energy). The surcharge may be adjusted monthly (up or down) with the price of gasoline.

Environmental, Health & Safety Surcharge. Company incurs significant costs to create sustainable practices to ensure the safety, health, and well-being of its employees, as well as the public and environment as a whole. As such, Company reserves the right to add an Environmental, Health & Safety surcharge, in addition to Customer's standard service fees, to Customer's invoice(s) to offset these costs and promote consistent, sustainable safety-and-health-conscious practices. The surcharge may be adjusted per invoice, as determined necessary by Company.



Board of Trustees

Date of Meeting **October 29, 2026**

Item Type **Action**

Item Name

Out-of-State Trip Request - April 1-3, 2027 to Indianapolis, IN for Music for all National Concert Band Festival

District Goal

Teaching and Learning: Actively engage both teachers and students in comprehensive and consistent educational experiences that foster meaningful learning.

Summary

(Purpose/
Objective)

An out-of-state trip to Indianapolis, IN, to attend the 2027 Music for All National Concert Band Festival will provide students with a nationally recognized educational experience that includes performance opportunities, professional feedback from distinguished music educators and clinicians, and exposure to outstanding student musicians from across the country.

Participation in this festival will allow students to perform at a national level, learn from respected professionals in the field, and gain valuable experiences that will contribute to their development as musicians and leaders.

The Copperas Cove High School Wind Ensemble was selected through a highly competitive national application process, marking the first invitation for Copperas Cove High School to participate in this prestigious festival.

Fiscal Impact

\$69,350.00 - Budgeted Funds

Administrative
Recommendation

Administration recommends the approval of this trip.

Attachments

Out-of-State Trip Request
Out-of-State Band Trip Proposal

Contact Person

Dr. Amanda Crawley, Deputy Superintendent of Instructional Svcs.

E-Mail Address

amanda.crawley@ccisd.com

Out of State Trip Request Form

Submitted by: Mario Morales

Date Submitted: September 26, 2026

Campus: Copperas Cove High School

Who will go on the trip?	CCHS Wind Ensemble and Chaperones	
What is the purpose of the trip?	2027 Music for All National Festival	
When will the trip take place?	April 1-3, 2027	
Where will the person/people go?	Indianapolis, IN	
What is the account number for funding the trip? <i>Must come from 6411 or 6412</i>	199E-11-6412 Band Activity Account	
What is the cost of the trip?	Registration fee: \$5,000	
	Meals:	
	Mileage: 2,080	Airfare: None
	Substitute:	
	Hotel:	
	Other expenses (e.g. Airport Shuttle/Parking): Please see attachment for travel information.	
	Total: \$69,000	
How is this trip addressed in your campus or the district plan?	District Plan Goal Provide teachers with high-quality, standards aligned instructional materials, and the time to plan for effective implementation using high-yield instructional strategies to address the needs of all students.	

- ★ **Car Rental – Contact the Business Office for Vendors**
- ★ Attach supporting documentation of School Board approval.
- ★ Submit form and documentation to the Superintendent’s Secretary. Information must be received two weeks prior to the regularly scheduled Board meeting. If Board approval is necessary for purchasing airline tickets or for paying pre-registration fees, information must be submitted three months prior to the out of state trip.

TRIP PROPOSAL



Prepared exclusively for: Copperas Cove HS Band

Director: Mario Morales
Street Address: 400 S.25th street
City/State/Zip: Copperas Cove, Texas, 76522
School Phone: (817) 376-7430
Cell Phone: (817) 376-7430
Email: mario.morales@ccisd.com

Destination: Indianapolis
Dates: March 31-April 4, 2027

Departure date: March 31, 2027

Arrival date: April 1, 2027

Return date: April 3, 2027

Return arrival date: April 4, 2027

No. of Travelers: 55

Students: 50

Adults: 5

Prepared by: Damian Gonzales

Package Pricing:

Minimum # per bus (average)	50-55	40-49	30-39	20-29
Quad	\$1,387	\$1,439	\$1,551	\$1,776
Triple	\$1,447	\$1,499	\$1,611	\$1,836
Double	\$1,547	\$1,599	\$1,711	\$1,936
Single	\$1,872	\$1,924	\$2,036	\$2,261

**All students will be charged for a quad package. Students forced into a smaller room size due to lack of numbers in the group will still only pay the quad package price. However, if a triple, double, or single are requested, we will have to charge those rates.*

Inclusions:

Accommodations: 2 nights at a Marriott property downtown (or similar; based on MFA housing assignment in festival package)

Attractions: Music for All National Concert Band Festival (included in package price)

Meals: 11 total meals - 7 meals provided through Music For All; 4 travels meals @ \$15 each provided by PAT

Transportation: Charter bus transportation to Indianapolis. Driver rooms included

Performance: Music for All National Concert Band Festival

Complimentary: 3 comp packages (1 single occupancy, 2 double occupancy - based on 50 paid packages)

Miscellaneous: Customized itinerary
 All taxes and gratuities
 \$2,000,000 in liability insurance
 Perform America-TX, LLC tour host



Music for All National Festival 2027 Festival Ensemble Package Pricing



	PACKAGE E4 4 Night Package Wed/Thurs/Fri/Sat	PACKAGE E3a 3 Night Package Wed/Thurs/Fri	PACKAGE E3b 3 Night Package Thur/Fri/Sat	PACKAGE E2 2 Night Package Thur/Fri
Package Includes:				
Nights Housing	4	3	3	2
Director Awards Banquet	Y	Y	Y	Y
Meals	Th F S	Th F S	Th F S	Th F S
- Breakfast	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓
- Lunch	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓
- Dinner	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓
Student Social (Snack)	Y	Y	Y	Y
Workshops and Clinics	Y	Y	Y	Y
Complete evaluation packet with recordings and comment sheets from national panel	Y	Y	Y	Y
Concert Audio Recording **	Y	Y	Y	Y
Ensemble Host	Y	Y	Y	Y
1 Director Package Free	Y	Y	Y	Y
Award for Ensemble	Y	Y	Y	Y
Concert Audio Recording for Director	Y	Y	Y	Y
Group Photo	Y	Y	Y	Y
Festival Patch (Student ONLY)	Y	Y	Y	Y
Festival Program Book	Y	Y	Y	Y
PACKAGE PRICES:	PACKAGE E4	PACKAGE E3a	PACKAGE E3b	PACKAGE E2
Quad Package Cost Per Person	\$1,030	\$945	\$920	\$840
Triple Package Cost Per Person	\$1,135	\$1,030	\$1000	\$900
Double Package Cost Per Person	\$1,350	\$1,190	\$1,160	\$1000
Single Package Cost Per Person	\$1,995	\$1,670	\$1,645	\$1,325
Director Room Guest Pricing	\$695	\$695	\$665	\$665

IMPORTANT NOTES

- These package prices are for all students, chaperones, and affiliated adults who will be traveling and staying with the group.
- Additional package meals are available at an additional cost. Those traveling with the ensemble must arrive and depart with the group. Anyone traveling outside of the group arrival and departure dates may purchase a Family and Friends package.
- Each attending ensemble must bring adult chaperones at a ratio of one (1) chaperone per 12 students, exclusive of the head director. Chaperones may be housed in king or double rooms with no more than four (4) chaperones per room. Groups will be automatically billed for chaperone rooms on your invoices for the number of required adults at the 1-12 ratio. It is the ensemble's responsibility to recruit the appropriate number of adults. Directors will not be considered as chaperones.
- In order to be present for the Lunch and Opening Ceremonies, each attending ensemble must arrive by 11 a.m. on **Thursday**. All ensembles must be present through the Honor Ensemble Concerts **Saturday** evening (approx. 10 p.m.)
- Director Room Guest Pricing: Special pricing is offered for guests staying with the director in the Director Free Package Room. Pricing includes meals and inclusions for up to 3 guests with a Director Free Package Room.

All honor ensemble members must arrive by 1 p.m. on **Wednesday** for the honor ensemble orientation meetings.

Upon invitation to perform in Indianapolis, ensembles will be sent a detailed Festival Package packet with contract. All ensembles must have a representative present for all informational **virtual** familiarization sessions.

** Students will receive one audio recording per ensemble with festival packages. Students in both an honor ensemble and a Festival school ensemble receive one (1) Concert Audio Recording package of their Honor Ensemble performance. For an additional fee, students may purchase their school ensemble performance recording.

Package Payment Schedule

By agreeing to participate in the Music for All National Festival with one of the Festival Package Plans, the participating ensemble agrees to pay the total package amount in four installments by the dates listed as follows:

Non-Refundable Deposit due August 1, 2026

\$5000 (Bands/Orchestras) or \$2500 (Percussion/Chamber)

Payment 1 due November 15, 2026

50% of Total Balance (less deposit)

Payment 2 due January 30, 2027

25% of Remaining Balance (less previous payments)

Payment 3 due February 15, 2027

Final Payment of Balance

Music for All, Inc.
39 W. Jackson Place
Suite 150
Indianapolis, IN 46225
800.848.2263 • 317.536.2263
musicforall.org

INVOICE

**2027 Music for All National Festival:
National Concert Band Festival – High School**



<u>Customer PO No.</u>	<u>Document Date</u>	<u>Due Date</u>	<u>Payment Terms</u>
MFA NF 2027 Deposit	July 14, 2026	August 1, 2026	Net 21 Days

Description	Qty.	Unit Price	Line Amount
2027 National Festival Initial Deposit	1	\$5,000.00	\$5,000.00
		Total \$	\$5,000.00

All deposits are non-refundable. The initial deposit is due August 1, 2026.

To pay, mail a check to the address above, pay via ACH or with credit card. All credit card payments will be charged a 3% transaction fee. If you would like to pay via ACH, please let us know and we will send you our banking information.

- The festival Agreement and Package Selection is due August 15, 2026.
- The deadline for housing package changes is October 15, 2026.
- Payment 1 – 50% of Total Balance (less deposit) - November 15, 2026
- Payment 2 – 25% of Remaining Balance (less previous payments) - January 15, 2027
- Payment 3 – Final Payment of Balance - February 15, 2027

<u>Website</u>	<u>Phone Number</u>	<u>Email</u>
Musicforall.org/festival	800.848.2263	festival@musicforall.org

**COPPERAS COVE INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date:	10/29/2026	Presented By:	Dr. Hawk
Subject:	Consideration to approve amendment to school calendar	Related Page(s)	None

Action

BOARD GOAL:

GOAL II: OPERATIONS (Performance Goals: 5—Management of Administrative, Fiscal, and Facilities Function)

GOAL: The district will be good stewards of taxpayer funds. The administration will continue to utilize specific procedures for budget development and expenditures to monitor spending and live within projected resources.

BACKGROUND INFORMATION:

This year the school calendar was interrupted on the first day of school. The emergency operations of the district were necessary because of the break in the city water main which made district operations impossible. The board has options to address this impact on the school calendar. Here are the following options:

Option A- the district can use banked time built in the school calendar. This option is always more palatable for staff than making up time but may not be received as well by all parents. The consequence of picking this option is that it will limit future use of blocked minutes for extracurricular, etc. and it does not satisfy the TEA requirements for future waivers.

Option B- the district can use the two bad weather days built into the school calendar. The district would then be eligible for future waivers, and the bank of minutes could be accessed for future needs. The downside would be that some would prefer these days off in the future work schedule of the calendar.

RECOMMENDATION:

Administration will work with either option

BOARD ACTION REQUIRED

Motion, second, vote

2026–27 Instructional Minutes

Required annual minutes

75600

Early-release deduction

120

Scheduled school days

169

Early-release days

3

Yellow cells are editable. Enter districtwide losses once below; campus entries are additional losses only.

Campus	Start	Regular end	Daily minutes	Scheduled days	Planned minutes	Adjusted days	Adjusted minutes	Required minutes	Minutes over / (under)
Mae Stevens Early Learning Academy	8:15 AM	4:15 PM	480	169	80,760	167	79,800	75,600	4,200
Clements/Parsons Elementary School	7:40 AM	3:20 PM	460	169	77,380	167	76,460	75,600	860
Fairview/Jewell Elementary School	7:40 AM	3:20 PM	460	169	77,380	167	76,460	75,600	860
Halstead Elementary School	7:40 AM	3:20 PM	460	169	77,380	167	76,460	75,600	860
Martin Walker Elementary School	7:40 AM	3:20 PM	460	169	77,380	167	76,460	75,600	860
Williams/Ledger Elementary School	7:40 AM	3:20 PM	460	169	77,380	167	76,460	75,600	860
House Creek Elementary School	7:40 AM	3:20 PM	460	169	77,380	167	76,460	75,600	860
Copperas Cove Junior High School	8:00 AM	3:45 PM	465	169	78,225	167	77,295	75,600	1,695
S.C. Lee Junior High School	8:00 AM	3:45 PM	465	169	78,225	167	77,295	75,600	1,695
Central Texas Innovation Academy	8:00 AM	3:40 PM	460	169	77,380	167	76,460	75,600	860
Copperas Cove High School	8:05 AM	3:55 PM	470	169	79,070	167	78,130	75,600	2,530

How to enter adjustments

Use positive counts for missed regular days, missed early-release days, and makeup regular days.

Additional minutes lost are for partial days. Do not repeat full-day losses or count the same closure in both adjustment sections.

Grading period	Start boundary	End boundary	Scheduled days	Early days	District missed regular days	District missed early days	District makeup days	District other minutes lost	Adjusted district days
1	08/17/26	09/21/26	24	0	2	0	0	0	22
2	09/22/26	10/30/26	26	0	0	0	0	0	26
3	11/02/26	12/18/26	29	2	0	0	0	0	29
4	01/04/27	02/12/27	27	0	0	0	0	0	27
5	02/16/27	04/02/27	27	0	0	0	0	0	27
6	04/05/27	05/26/27	36	1	0	0	0	0	36

2026–27 Instructional Minutes

Required annual minutes

75600

Early-release deduction

120

Scheduled school days

169

Early-release days

3

Yellow cells are editable. Enter districtwide losses once below; campus entries are additional losses only.

Campus	Start	Regular end	Daily minutes	Scheduled days	Planned minutes	Adjusted days	Adjusted minutes	Required minutes	Minutes over / (under)
Mae Stevens Early Learning Academy	8:15 AM	4:15 PM	480	169	80,760	169	80,760	75,600	5,160
Clements/Parsons Elementary School	7:40 AM	3:20 PM	460	169	77,380	169	77,380	75,600	1,780
Fairview/Jewell Elementary School	7:40 AM	3:20 PM	460	169	77,380	169	77,380	75,600	1,780
Halstead Elementary School	7:40 AM	3:20 PM	460	169	77,380	169	77,380	75,600	1,780
Martin Walker Elementary School	7:40 AM	3:20 PM	460	169	77,380	169	77,380	75,600	1,780
Williams/Ledger Elementary School	7:40 AM	3:20 PM	460	169	77,380	169	77,380	75,600	1,780
House Creek Elementary School	7:40 AM	3:20 PM	460	169	77,380	169	77,380	75,600	1,780
Copperas Cove Junior High School	8:00 AM	3:45 PM	465	169	78,225	169	78,225	75,600	2,625
S.C. Lee Junior High School	8:00 AM	3:45 PM	465	169	78,225	169	78,225	75,600	2,625
Central Texas Innovation Academy	8:00 AM	3:40 PM	460	169	77,380	169	77,380	75,600	1,780
Copperas Cove High School	8:05 AM	3:55 PM	470	169	79,070	169	79,070	75,600	3,470

How to enter adjustments

Use positive counts for missed regular days, missed early-release days, and makeup regular days.

Additional minutes lost are for partial days. Do not repeat full-day losses or count the same closure in both adjustment sections.

Grading period	Start boundary	End boundary	Scheduled days	Early days	District missed regular days	District missed early days	District makeup days	District other minutes lost	Adjusted district days
1	08/17/26	09/21/26	24	0	0	0	0	0	24
2	09/22/26	10/30/26	26	0	0	0	0	0	26
3	11/02/26	12/18/26	29	2	0	0	0	0	29
4	01/04/27	02/12/27	27	0	0	0	0	0	27
5	02/16/27	04/02/27	27	0	0	0	0	0	27
6	04/05/27	05/26/27	36	1	0	0	0	0	36

**COPPERAS COVE INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date:	<u>10/29/2026</u>	Presented By:	<u>Dr. Hawk</u>
	<u>Consideration on Bond 2025 Order</u>	Related Page(s)	<u>Attached</u>
Subject:	<u></u>		<u></u>

Action

BOARD GOAL:

GOAL II: OPERATIONS (Performance Goals: 5—Management of Administrative, Fiscal, and Facilities Function)

GOAL: The district will be good stewards of taxpayer funds. The administration will continue to utilize specific procedures for budget development and expenditures to monitor spending and live within projected resources.

BACKGROUND INFORMATION:

The order has not yet been sent by the attorney. Mr. Witt will present the information at the 10/29 Board Meeting, and we will attach the order once it is available.

RECOMMENDATION:

Motion, second, vote

BOARD ACTION REQUIRED

**COPPERAS COVE INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date:	<u>10/29/2026</u>	Presented By:	<u>Dr. Hawk</u>
	Consideration to approve Guaranteed		
	Maximum Price for Bond 2025 Fairview		Presented by
Subject:	<u>Jewell Elementary School</u>	Related Page(s)	<u>BCI</u>

Action

BOARD GOAL:

GOAL II: OPERATIONS (Performance Goals: 5—Management of Administrative, Fiscal, and Facilities Function)

Sub GOAL: The district will be good stewards of taxpayer funds. The administration will continue to utilize specific procedures for budget development and expenditures to monitor spending and live within projected resources.

Sub GOAL: The District will assure that construction is overseen in a manner that assures efficiency, timeliness, budgeted constraints and provides with regular Board and community updates.

BACKGROUND INFORMATION:

Guaranteed Maximum Price (GMP): Under the Construction Manager at Risk (CMAR) delivery method, the GMP is the maximum price the district agrees to pay the Construction Manager for the completion of the project, based on the defined scope of work. Board approval of the GMP establishes the project's construction cost and authorizes the CMAR to proceed with construction within that amount, subject to approved changes in scope.

RECOMMENDATION:

Administration recommends the approval of the GMP as presented by Berry and Clay with the five (5) alternates in the GMP.

BOARD ACTION REQUIRED

Motion, second, vote