Public Notice of Regular Meeting

The Board of Trustees
Copperas Cove Independent School District

A Regular Meeting of the Board of Trustees of Copperas Cove Independent School District will be held Tuesday, October 27, 2026, beginning at 6:00 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. Pledges of Allegiance:
    - Presented by Williams/Ledger Elementary Students
3.
4. Invocation
5. 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.
6. Citizen Comments on Agenda Items
7. Good Things
    - Copperas Cove FFA - Thank You
    - National Principal Recognition Month
8.
9. 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

10. Administrative Reports
    A) Strive Demographic Data - Bob Templeton
    B) Child Nutrition Update - Mrs. Melissa Bryan
    C) 2026 Fall NAFIS Report
11. Consent Agenda
    A) Consideration to Approve the 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
12. Action Item(s)
    A) Consider to Approve the Amendments to the 2026-2027 School Calendar
13. Convene in Closed Session under Texas Open Meetings Act, Texas Government Code, Chapter 551

- Consideration of Employee Resignations and Complaints to State Board for Educator Certification Responsive to Chapter 21 Contract Abandonment

14. 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
15. Reconvene Open Session for Possible Action on Item(s) Discussed in Closed Session
16. Consider to Approve the Superintendent's Recommendation to File Complaints with the State Board for Educator Certification
17. Consider and Approve Professional Staff Contract
18. Adjournment

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on: October 16, 2026

_____
For the Board of Trustees

Board of Trustees

Date of Meeting: October 27, 2026

Item Type: Recognition

Item Name	Good Things
District Goal	Communications/Community Partnerships: Promote positive undertakings in CCISD that demonstrate effective learning, highlight district successes, and share student college and career readiness.
Summary (Purpose/ Objective)	Student: Thank you from Copperas Cove FFA Staff: National Principal Recognition Month
Fiscal Impact	N/A
Administrative Recommendation	N/A
Attachments	N/A

Contact Person: Kurtis Quillin, Director of Communications

E-Mail Address: kurtis.quillin@ccisd.com

revised 12.12.2018

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

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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
1st Grade	63	96.03
2nd Grade	62	96.47
3rd Grade	52	96.53
4th Grade	63	97.08
5th 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%
1st Grade	86	96.58%
2nd Grade	85	95.33%
3rd Grade	95	97.29%
4th Grade	89	96.92%
5th 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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.909 Courtney Lane ▪ Copperas Cove, TX 76522 ▪ Phone: 254-542-3070 ▪ Fax: 254-542-3348/254-542-2794

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%
1st Grade	89	97%
2nd Grade	112	96.8%
3rd Grade	93	96.5%
4th Grade	105	97%
5th 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

HETTIE HALSTEAD ELEMENTARY

BELIEVE • BELONG • SUCCEED

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%**
1st Grade	**84**	**96.01%**
2nd Grade	**79**	**94.71 %**
3rd Grade	**76**	**97.04%**
4th Grade	**84**	**96.6%**
5th 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

Enrollment	Students on Campus	Attendance Rate
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

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

	9th	10th	11th	12th	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 SchoolStreet 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.





CCISD 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 newsletter

October 2026

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.

CCISD

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

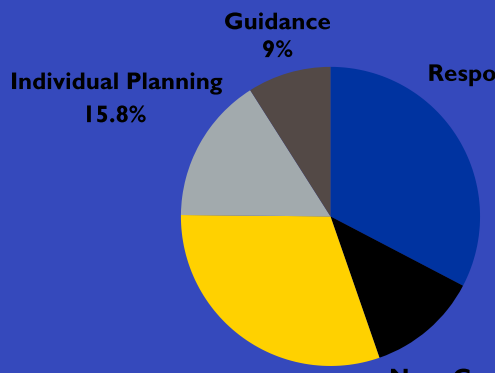
11/5 CTC FAFSA Night

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 SECONDAY 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

CTIA CENTRAL TEXAS | INNOVATION 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 ADMINSTRATION

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!


HALLOWEEN
SAFETY TIPS
Have children wear **REFLECTIVE MARKINGS** or carry a **FLASHLIGHT** so they can be seen.
Always **CHECK CANDY** before letting your child eat it. Avoid homemade treats made by strangers.
Always **ACCOMPANY YOUR YOUNG CHILDREN** when they are trick or treating.
Make sure your children's costumes are properly sized to **AVOID FALLS AND TRIPPING.**
Use **NON-TOXIC MAKE-UP** on your child instead of a mask so vision is not limited.
Keep kids on a sidewalk or path and don't let them dash across the street or to the next house. Always **WALK TOGETHER** and cross at a street corner or walk signal.

Copperas Cove ISD
Child Nutrition Department and Warehouse Department

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.



Fairview/Miss Jewell Elementary Cafeteria took the Spotlight Tray for the entire month of September 2026! Healthy, yummy meals served with smiling faces! Two of the student favorites grilled cheese and pulled pork!

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

703 West Avenue D · Copperas Cove, Texas 76522 · Phone: (254) 547-1227 · Fax: (254) 547-7060 · Internet: www.ccisd.com

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

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!



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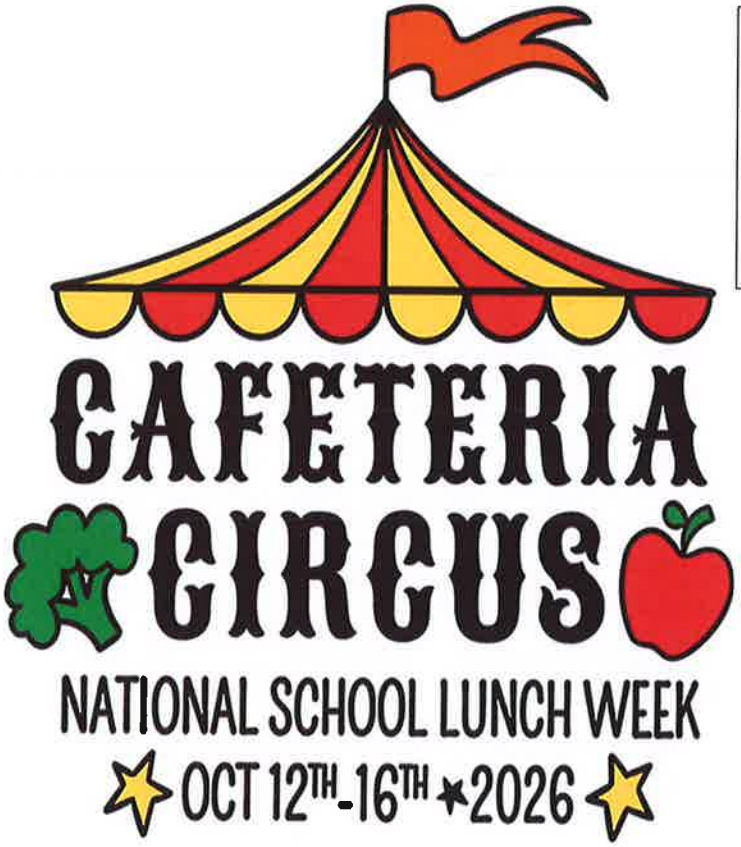
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Copperas Cove ISD
Child Nutrition Department and Warehouse Department

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.

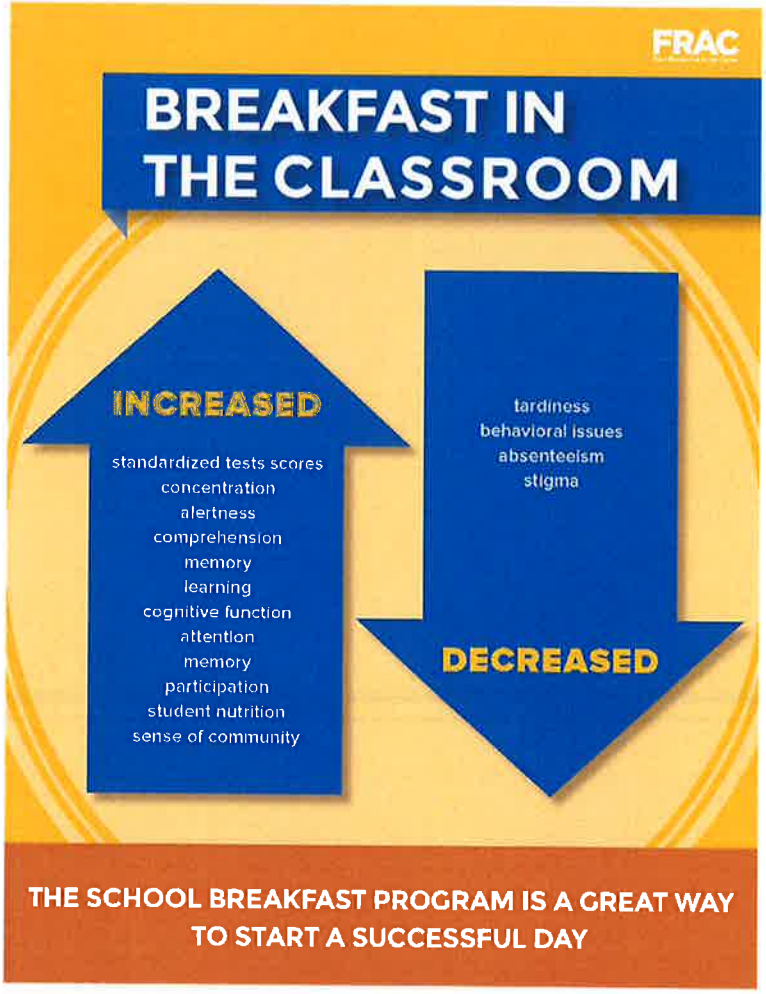
Established by President John F. Kennedy in 1962, this annual even

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



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COPPERAS COVE ISD
EST. 1883

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.



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Copperas Cove ISD
Child Nutrition Department and Warehouse Department

CCISD Warehouse Staff: Yolanda Pitts, Mary Sanchez, Matt Boyce, James Welling, Ryan Miner

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

WE



OUR CCISD

WAREHOUSE STAFF!

703 West Avenue D · Copperas Cove, Texas 76522 · Phone: (254) 547-1227 · Fax: (254) 547-7060 · Internet: www.ccisd.com

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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 XSponse 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

29

Remaining Items

Two film/tint findings

02

Door Numbering

Floyd Stevenson and Maintenance are coordinating necessary repainting

DOOR

Signage Review

Signage deficiencies have been identified, and appropriate signs have been ordered

SIGNS

Security Film

Supplier and training arrangements underway

FILM

Next

Finish film/tint work and close the final two findings

NEXT

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

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

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

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



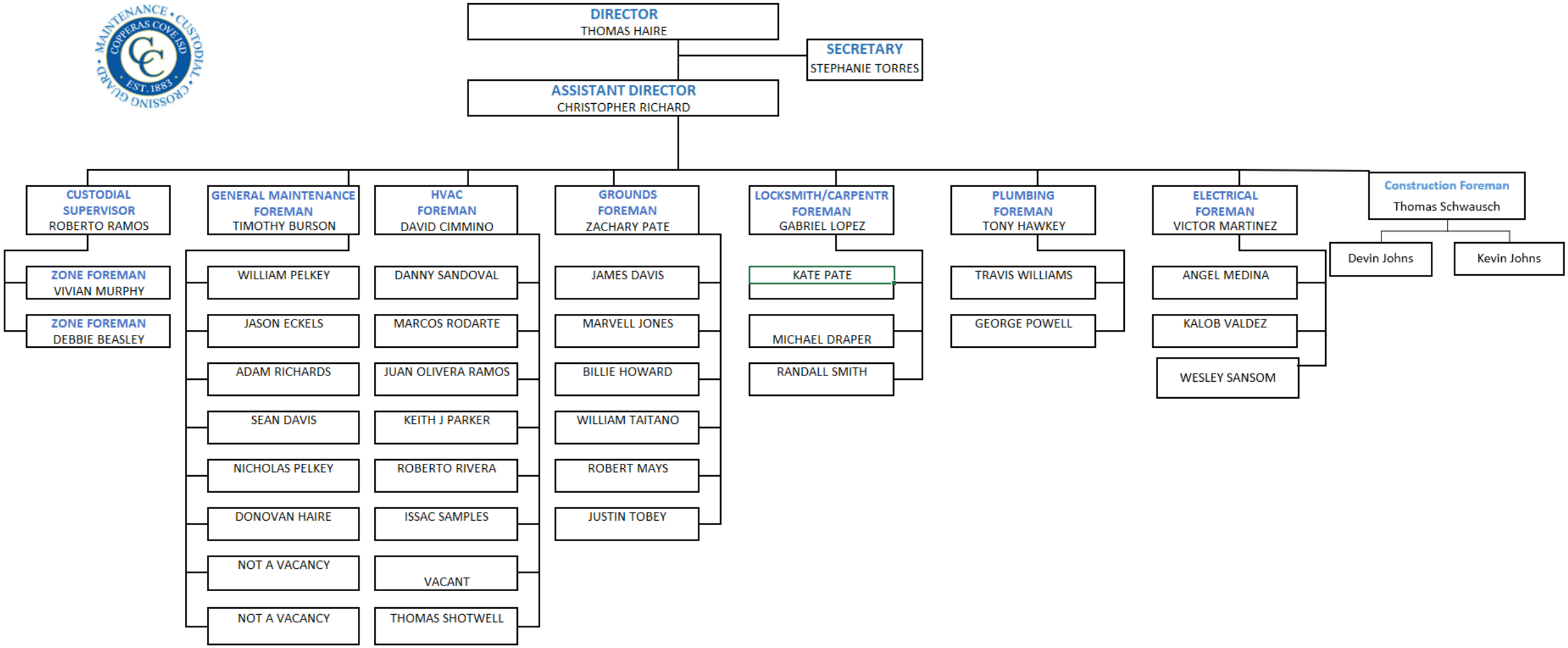
Robert Ramos
Custodial & Crossing guard supervisor



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.

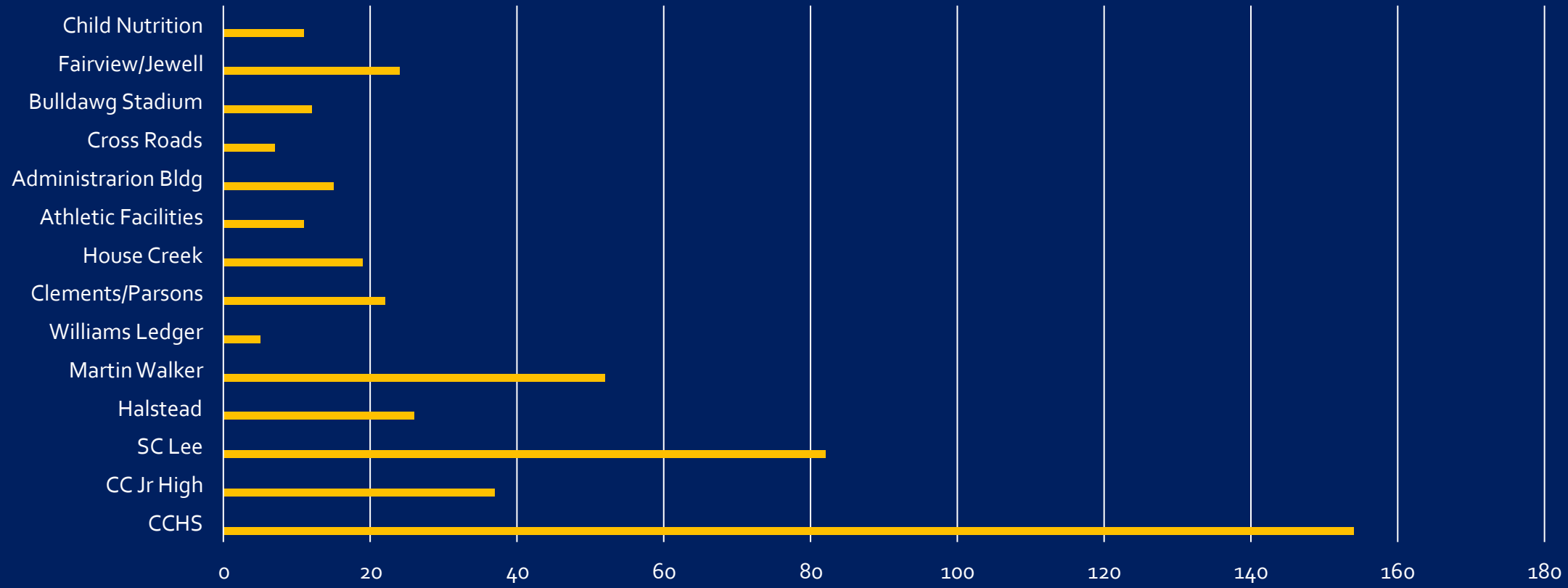
CROSSING GUARDS:



- 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:

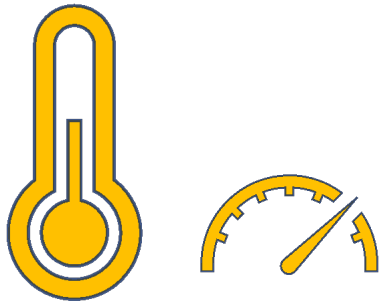
- Fully Staffed.
- Completing Work orders.
- Painted hallways at the High School.
- Threw away supplies from the Surplus.
- Patchwork.

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 CCISD!



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

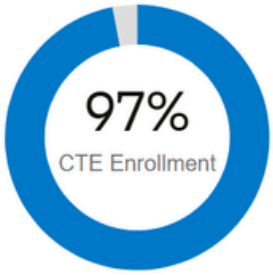
FOOTBALL-

- 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.



Completers 31

Concentrators 510

Participants 948

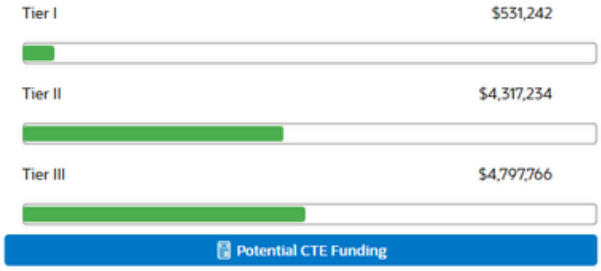
Beginners 645

Special Populations

CTE SPED Enrollment	CTE Eco Dis Enrollment
436	1,155
Male CTE Enrollment	**Female CTE Enrollment**
1,109	1,025

Projected CTE Funding (177 days, 94% attendance)

$9,826,159 Total estimated funding



*** 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

CCISD Fine ARTS

TEACHER SPOTLIGHT

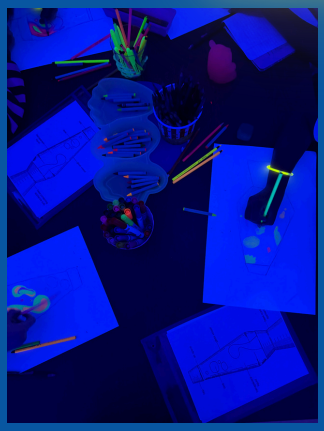
A special shout-out to Copperette Head Director Coach Owens for going above and beyond to support our CCJH Starlettes! Her willingness to invest her time, share her passion, and pour into the next generation of performers speaks volumes about her dedication to our students and Fine Arts programs. By 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

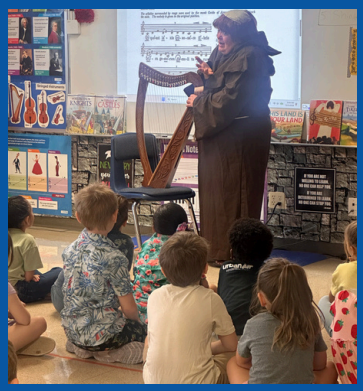
- 10/2: Homecoming: 5th Quarter
- 10/3: POC Marching Contetst @ Leo Buckley
- 10/13: Lee Band @ the FB Game
- 10/16: Combined JH Band Concert
- 10/17: POC Marching @ Midway-UIL Region
- 10/22: Lee Fall Play @ Lea Ledger Auditorium
- 10/24: POC Marching Contest @ McLane Stadium
- 10/31: POC Marching Contest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

Ms. Raoelina 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. Raoelina 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!

APRIL CLASSROOMS VISITED:

23







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!





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.

TECHNOLOGY SERVICES

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.

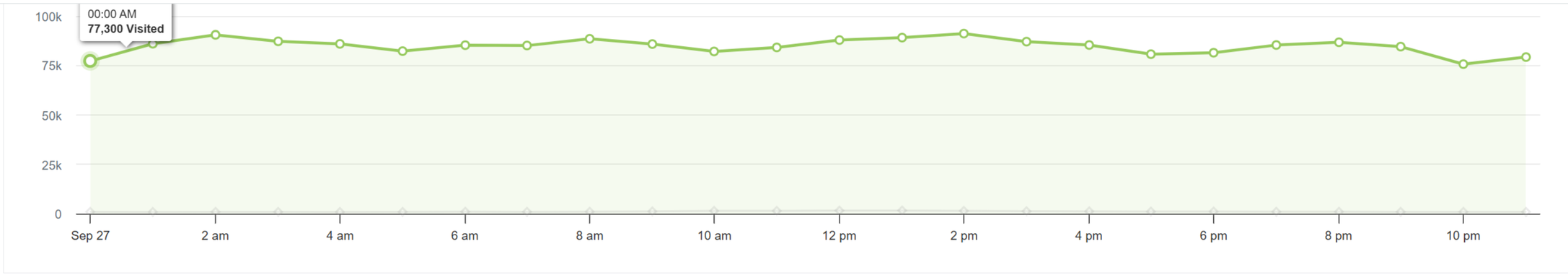
E-Rate: Planning continues for network switches, rack battery backups, and wireless upgrades at secondary campuses.

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.



Website visits

27.3K
Website blocks

1
Search blocks

0
Flags

Top activities

Miscellaneous	Education	Search	Student_Allow	YouTube	AI
74.6%	18.1%	6.0%	0.5%	0.5%	0.1%

Top websites [View all]

	Visits

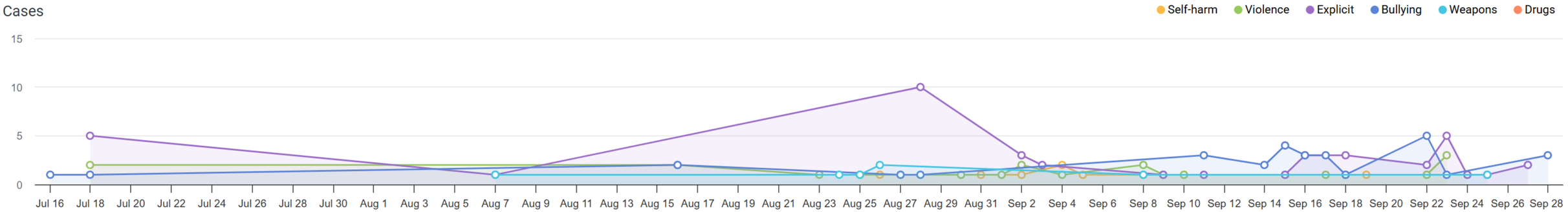
Top groups

	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	108	44	111
OPEN CASES	CLOSED CASES	USERS	UNASSIGNED CASES



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

PERDUE BRANDON FIELDER COLLINS & MOTT LLP

ATTORNEYS AT LAW

Status Report to

COPPERAS COVE INDEPENDENT SCHOOL DISTRICT

Concerning the Collection of Delinquent Property Taxes

October 6, 2026

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

PERDUE BRANDON FIELDER COLLINS & MOTT LLP
ATTORNEYS AT LAW

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

PERDUE BRANDON FIELDER COLLINS & MOTT LLP
ATTORNEYS AT LAW

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

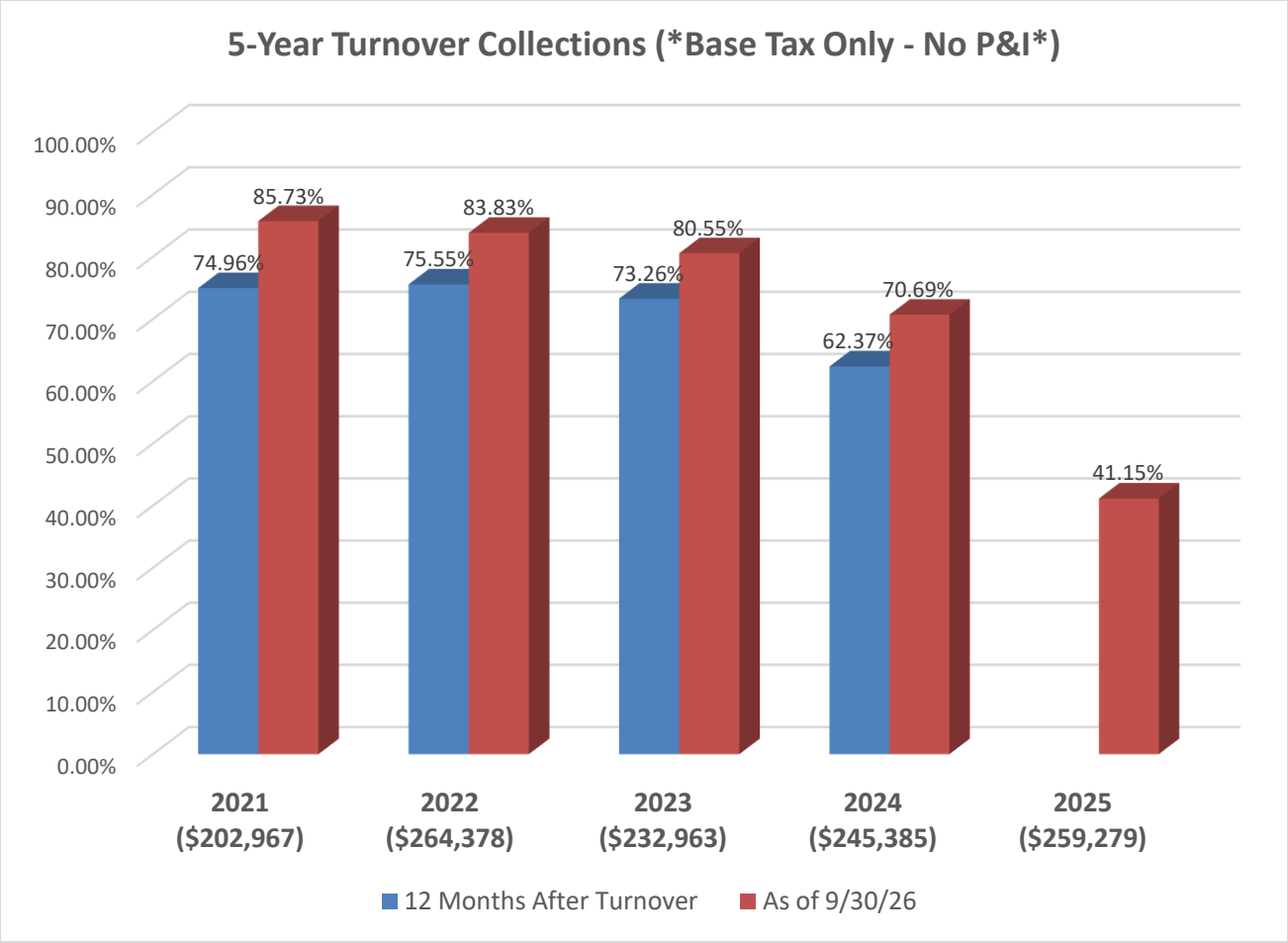
B. COLLECTION HIGHLIGHTS

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

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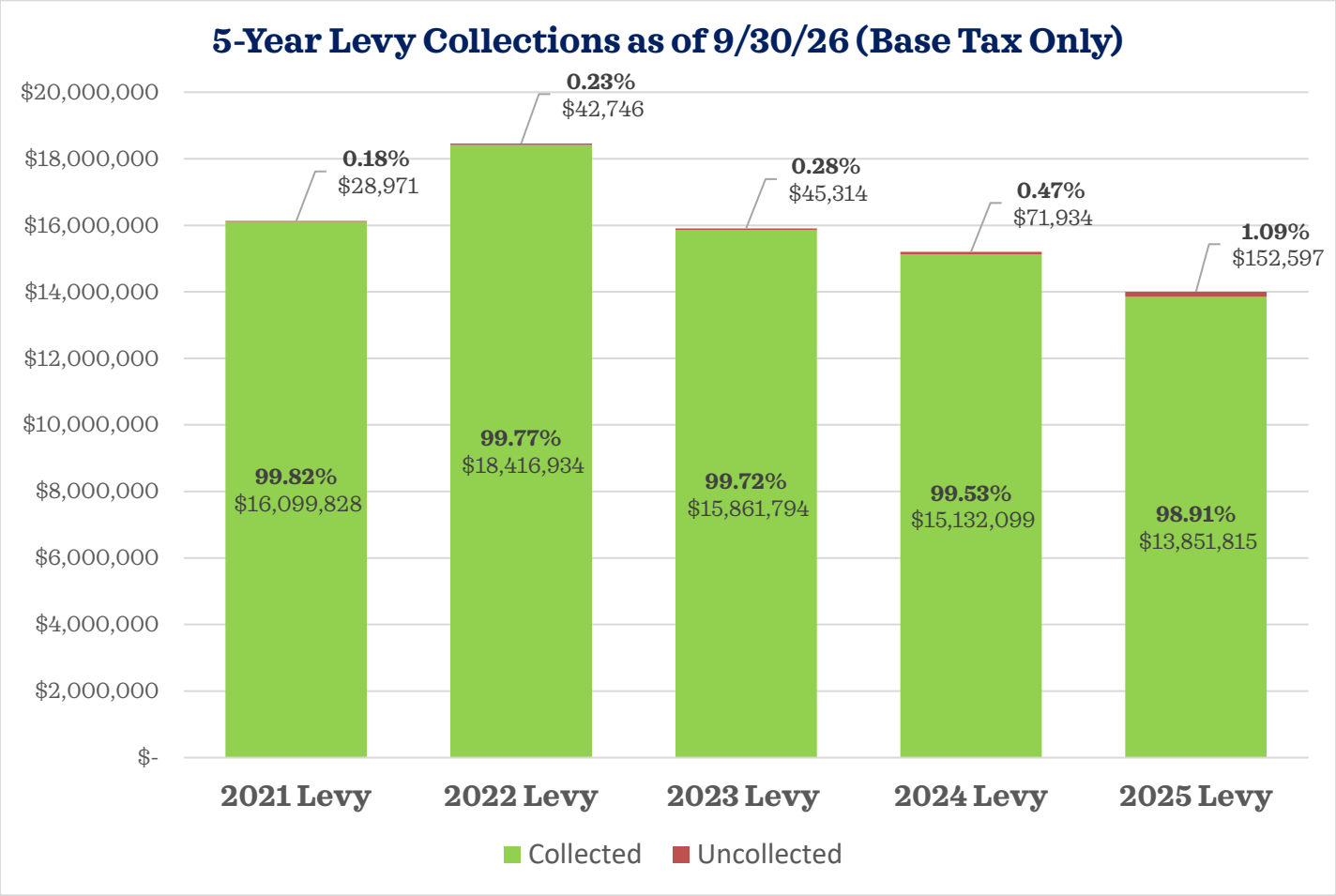
C. TURNOVER COLLECTIONS SUMMARY

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%



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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: October 29, 2026

Item Type: Action

Item Name	Montly/Quarterly Financial Report (Written Only)
District Goal	Budget Management: All stakeholders will optimize resources to enhance student success.
Summary (Purpose/ Objective)	Financial reports of revenues and expenditures are provided monthly for Board information. Investment report for the 4th quarter (June 1, 2026 to August 31, 2026) is presented in October 2026.
Fiscal Impact	None
Administrative Recommendation	Administration recommends the approval of the August 2026 & September 2026 monthly financial report, and approval of the 4th quarter financial report.
Attachments	August 2026 Monthly Financial Report 4th Quarter Investment Report (June 1, 2026 to August 31, 2026)

Contact Person: Cliff Heath, Chief Financial Officer

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

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 ATHETICS #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 SCHO	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

NAME	EMP/TRANS DATE	POSITION	CAMPUS	YEARS EXP IN PROPOSED POSITION	YEARS EXP IN EDUCATION OR FIELD	COLLEGE TO ISSUE DEGREE	CERTIFICATION	LAST DISTRICT TAUGHT
Coombs, Ashley	8/31/2026	Teacher	Hettie Halstead Elementary	2	2	Indiana Wesleyan University	Core Subjects with STR (EC-6)	Copperas Cove ISD
Hild, Stephanie	10/13/2026	Speech Language Pathologist	Special Education	6	5	Indiana Wesleyan University	Core Subjects with STR (EC-6)	Corpus Christi ISD
Leone, Katarina	10/5/2026	RISE Classroom Instructor	Copperas Cove High School			Tarleton State University		Copperas Cove ISD
Townsend, Diana	10/26/2026	Teacher	Hettie Halstead Elementary	6	9	Texas A&M Central Texas	Core Subjects (EC-6),English as a Second Language Supplemental (EC-6), Principal as Instructional Leader (EC-12)	Killeen ISD
White, Nicole	9/28/2026	Director of Strategic Staffing	Curriculum & Instruction	9	21	University of Texas	Generalist (EC-4)(EC-6), Physical Education (EC-12), Principal as Instructional Leader (EC-12), Reading Specialist (EC-12)	Corpus Christi ISD
		*tentative date	*subject TBD					*Certification Pending/ **Emergency Permit/ ***DOI Local Certification

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

NAME	TERM DATE	POSITION	CAMPUS	REASON
Garretson, Alexis	9/18/2026	RISE Classroom Instructor	S.C. Lee Junior High School	Resignation

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

POSITION	CAMPUS/DEPT	# of Vacancies	as of date	Notes
Cafeteria Worker/Cook	Child Nutrition	6	9/28/2026	
Cafeteria Monitor	CPE	1	9/28/2026	
Receptionist	MSELA	1	9/28/2026	
Cafeteria Monitor	MSELA	1	9/28/2026	
Crossing Guard	Maintenance	1	9/28/2026	
Custodian	Maintenance	6	9/28/2026	
Uniformed School Marshal	HCE/Security	1	9/28/2026	
Bus Aide	Transportation	3	9/28/2026	
Bus Driver	Transportation	5	9/28/2026	
Cafeteria Monitor	WLE	2	9/28/2026	

Board Calendar

Nov 2026 (Central Time - Chicago)

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

Board Calendar

Dec 2026 (Central Time - Chicago)

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

Board Calendar

Jan 2027 (Central Time - Chicago)

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

Count of Other ID		Gr																
Ent	Hom	01	02	03	04	05	06	07	08	09	10	11	12	EE	KG	P3	P4	Grand Tot
001	ALBANIAN, GHEG											1						1
	ARABIC											1						1
	CHAMORRO									1								1
	FRENCH											1						1
	GERMAN										1							1
	HAITIAN-CREOLE										1							1
	KOREAN										1		1					2
	OTHER LANGUAGES									5	5	3	3					16
	PILIPINO									1		1	1					3
	SAMOAN										1	1	1					3
	SPANISH									27	17	19	20					83
001 Total										34	26	27	26					113
005	FRENCH											1						1
	OTHER LANGUAGES											1						1
	SPANISH					1		1			2	2	2					8
005 Total						1		1			2	4	2					10
041	HAITIAN-CREOLE								1									1
	OTHER LANGUAGES						1	1	1									3
	PILIPINO						1											1
	SPANISH						13	12	7									32
041 Total							15	13	9									37
042	CHAMORRO						1											1
	FRENCH							1										1
	GERMAN							1	1									2
	NAVAJO							1										1
	OTHER LANGUAGES						2	6	3									11
	PILIPINO								1									1
	SPANISH						5	5	13									23
042 Total							8	14	18									40
101	OTHER I		2	1	1	1												5

	PASH	1			1	1												3
	SPAN	6	1		1	1									1			10
101 Total		7	3	1	3	3									1			18
102	AKA	1																1
	ARABIC			1														1
	CHAMORRO		1															1
	FRENCH				1										1			2
	ITALIAN														1			1
	NEPALI														1			1
	OTH	1		1														2
	SPAN	4		1	2	1									3			11
	TURI	1																1
102 Total		7		3	3	2									6			21
104	ENGLISH	1	2	3	1										1			8
	FRENCH	1													1			2
	GERMAN			1														1
	NEPALI	1																1
	RUSSIAN		1															1
	SAMOA	1																1
	SPAN	22	15	21	25	18									23			124
	THAI					1												1
104 Total		22	19	24	29	20									25			139
105	ARABIC															1		1
	ENGLISH													1				1
	FRENCH															4	1	5
	JAPANESE																1	1
	OTHER LANGUAGES																1	1
	PILIPINO																1	1
	PORTUGUESE															1		1
	SPANISH													1		29	28	58
	SWAHILI																1	1

	VIETNAMESE																3	3
105 Total														2		35	36	73
106	ALBANIAN,			1														1
	ALBANIAN, TOSK				2													2
	AMH	1																1
	GERMAN				1													1
	GREEK				1													1
	NEPA	1																1
	OTHER L		1												1			2
	SPAN	3	1	2		2									3			11
	VIETNAMESE					1												1
106 Total		5	2	3	2	5									4			21
107	AMERICAN SIGN L					1												1
	FRENCH														1			1
	GERI	1																1
	OTH	1	2	1	1	3									2			10
	SAMOAN					1												1
	SPAN	3	3	4	4	4									1			19
	VIETNAMESE				1													1
107 Total		5	5	5	6	9									4			34
110	ARABIC		1												1			2
	GERI	1																1
	OTHER L		1		5										1			7
	RUSSIAN			1														1
	SPAN	3	6		4	9									9			31
	SWAHILI			1														1
	THAI		1															1
	VIET	1																1
110 Total		5	9	2	9	9									11			45
Grand Total		**51**	**38**	**38**	**52**	**49**	**23**	**28**	**27**	**34**	**28**	**31**	**28**	**2**	**51**	**35**	**36**	**551**

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

TEKSREADY BOY BOARD REPORT

2026-2027

Copperas Cove ISD

TEKSready Assessment

TEKSready is TEA approved growth assessment developed by Region 10 Education Service Center and administered through the DMAC assessment platform. TEKSready is an assessment used to measure student growth on grade level skills at both beginning and end of year. Assessments are available for all grades, Kindergarten through 12th grade across multiple content areas including English Language Arts, Mathematics, Science, Social Studies, Fine Arts, and Career and Technical Education. The district's decision to administer TEKSready assessments across all Copperas Cove ISD campuses aligns with the district goal of supporting and growing students and teachers across all subject areas.

9-12 Mathematics Beginning of Year Passing %

Geometry	8/600= 1%
Algebra 2	11/430=3%
Algebraic Reasoning	2/248 = 1%
Advanced Qualitative Reasoning (AQR)	1/46= 2%
College Algebra	0/27= 0%
Precalculus	4/135= 3%

K-8 Science Beginning of Year Passing %

Kindergarten	0/423=0%
1st	65/497= 13%
2nd	95/546=17%
3rd	34/503=7%
4th	28/527=5%
5th	99/551=18%
6th	15/578=3%
7th	31/544=6%
8th	63/556=11%

2-8 Social Studies Beginning of Year Passing %

2nd	4/517=1%
3rd	0/495=0%
4th	0/523=0%
5th	1/551=0%
6th	72/575=13%
7th	1/535=0%
8th	8/552=1%

9-12 Science Beginning of Year Passing %

Biology	9/561=2%
Chemistry	3/671=0%
Physics	0/163=0%
Environmental Systems	16/127=13%
Astronomy	7/51=14%
Aquatics Science	5/67=7%

9-12 Social Studies Beginning of Year Passing %

World Geography	35/458=8%
World History	5/486=1%
U.S. History	8/357=2%
Government	5/69=7%
Personal Financial Literacy	43/252=18%

K-12 Fine Arts Beginning of Year Passing %

3rd Grade Music	2/494=0%
5th Grade Music	4/547=1%
HS Theatre Arts	57/395=14%
HS Art	86/928=9%
HS Chior	14/295=5%
HS Band	77/505=15%

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

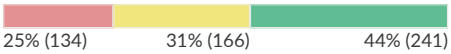
View: By grade

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

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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

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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

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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	43% (2072) 16% 19% 22%	4836

View: By school

Population	Domain		Levels	Students
C R Clements/Hollie Parsons El	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 El	Composite Score	BOY	54% (233) 14% 15% 17%	430
Hettie Halstead El	Composite Score	BOY	46% (196) 16% 19% (80) 19% (80)	425
House Creek El	Composite Score	BOY	42% (251) 13% 21% (128) 24% (147)	607
J L Williams/Lovett Ledger El	Composite Score	BOY	49% (279) 16% 16% 19%	563
Martin Walker El	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

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

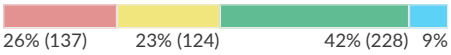
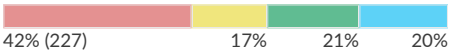
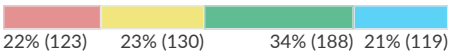
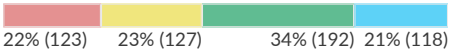
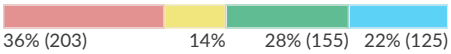
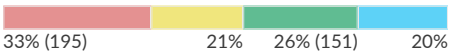
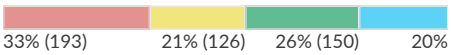
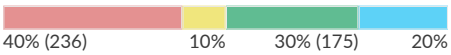
View: By grade

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

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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

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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

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

Benchmark performance

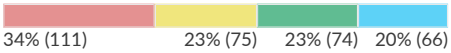
Well below | Below | At | Above

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 El	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 El	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 El	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 El	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 El	Composite Score	2025-2026 BOY	37% (224) 20% 27% (165) 16%	613
		2026-2027 BOY	39% (225) 17% 28% (158) 16%	572
Martin Walker El	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

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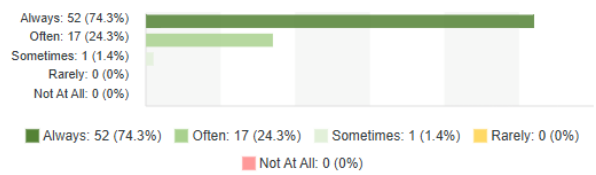
Population	Measure		Levels	Students
S C Lee J H	Composite Score	2025-2026 BOY	No data to display yet	-
		2026-2027 BOY	 34% (111) 23% (75) 23% (74) 20% (66)	326

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Campus: Copperas Cove High School | District: Copperas Cove Independent School District | School Year: 2026-2027

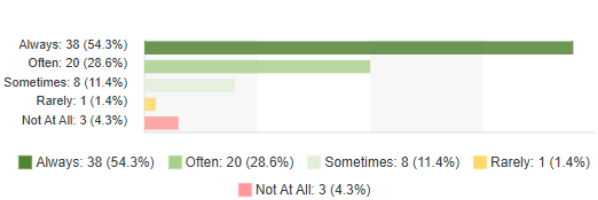
1. I greet my students or staff members with a smile and positive tone as they enter the classroom or the school each day.

Score	Responses	% Always/Often
4.7	70	99%



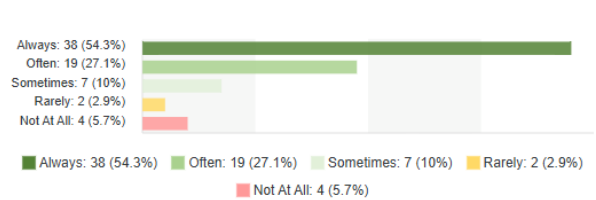
2. I start each class period or meeting by asking my students or staff to share Good Things or celebrations.

Score	Responses	% Always/Often
4.1	70	83%



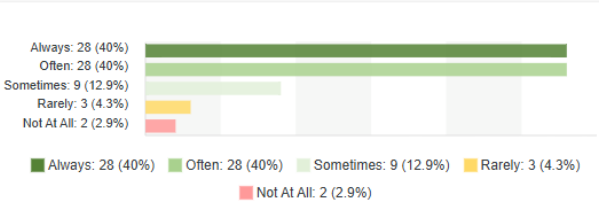
3. My students or staff and I have developed and posted a class Social Contract and refer to it.

Score	Responses	% Always/Often
4	70	81%



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

Score	Responses	% Always/Often
3.9	70	80%



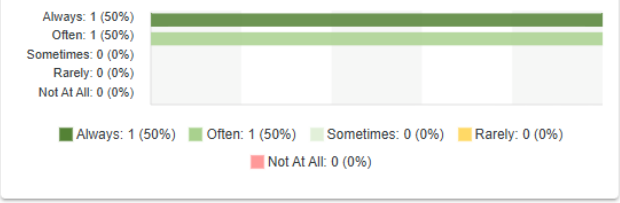
Campus
Central Texas Innovation Academy

District
Copperas Cove Independent School District

School Year
2026-2027

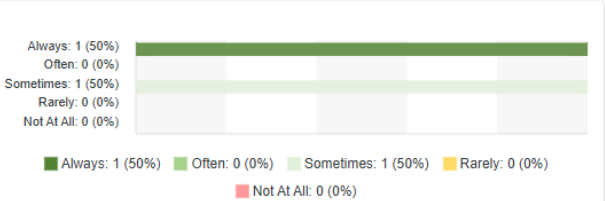
1. I greet my students or staff members with a smile and positive tone as they enter the classroom or the school each day.

Score	Responses	% Always/Often
4.5	2	100%



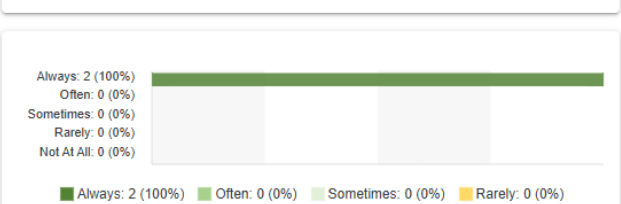
2. I start each class period or meeting by asking my students or staff to share Good Things or celebrations.

Score	Responses	% Always/Often
3.5	2	50%



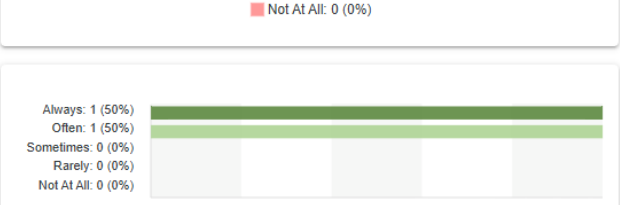
3. My students or staff and I have developed and posted a class Social Contract and refer to it.

Score	Responses	% Always/Often
5	2	100%



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

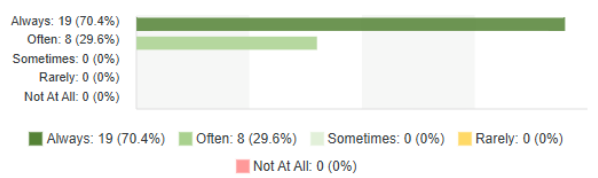
Score	Responses	% Always/Often
4.5	2	100%



Campus: Copperas Cove Junior High School | District: Copperas Cove Independent School District | School Year: 2026-2027

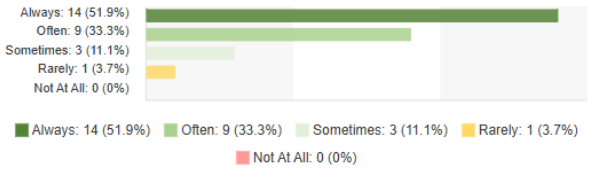
1. I greet my students or staff members with a smile and positive tone as they enter the classroom or the school each day.

Score	Responses	% Always/Often
4.7	27	100%



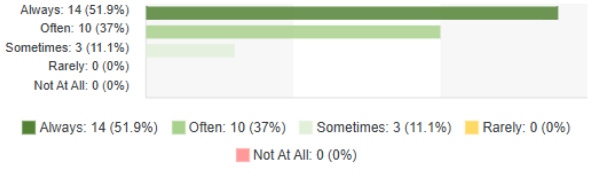
2. I start each class period or meeting by asking my students or staff to share Good Things or celebrations.

Score	Responses	% Always/Often
4.2	27	85%



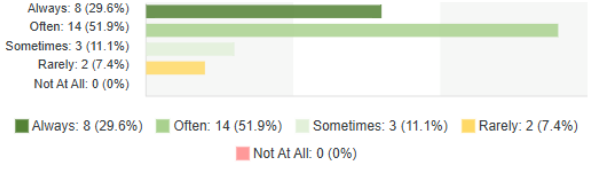
3. My students or staff and I have developed and posted a class Social Contract and refer to it.

Score	Responses	% Always/Often
4.3	27	89%



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

Score	Responses	% Always/Often
3.9	27	81%



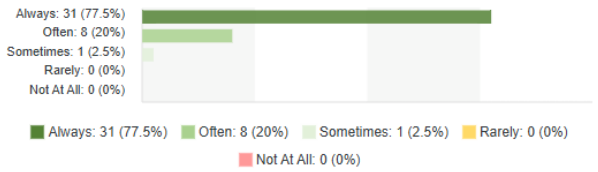
Campus
S.C. Lee Junior High School

District
Copperas Cove Independent School District

School Year
2026-2027

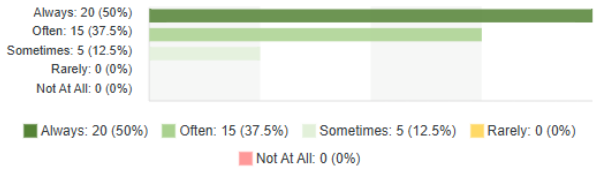
1. I greet my students or staff members with a smile and positive tone as they enter the classroom or the school each day.

Score	Responses	% Always/Often
4.7	40	98%



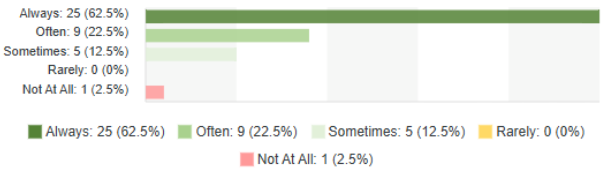
2. I start each class period or meeting by asking my students or staff to share Good Things or celebrations.

Score	Responses	% Always/Often
4.3	40	88%



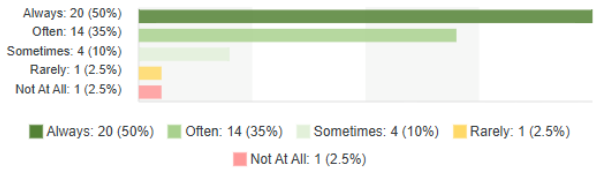
3. My students or staff and I have developed and posted a class Social Contract and refer to it.

Score	Responses	% Always/Often
4.3	40	85%



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

Score	Responses	% Always/Often
4.1	40	85%



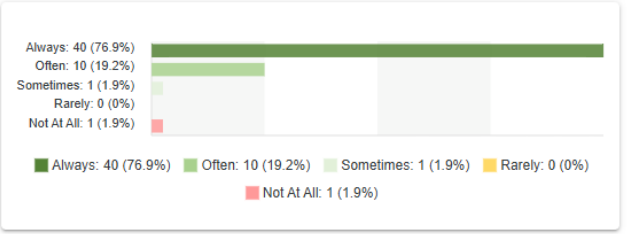
Campus
Clements-Parsons Elementary School

District
Copperas Cove Independent School District

School Year
2026-2027

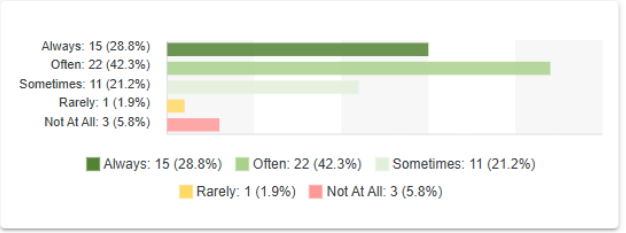
1. I greet my students or staff members with a smile and positive tone as they enter the classroom or the school each day.

Score	Responses	% Always/Often
4.7	52	96%



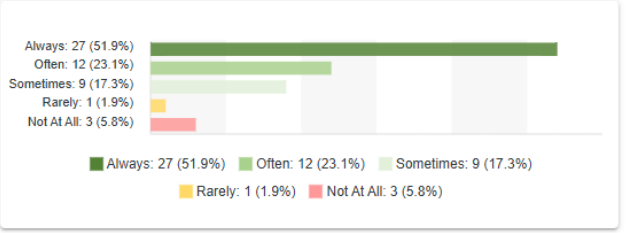
2. I start each class period or meeting by asking my students or staff to share Good Things or celebrations.

Score	Responses	% Always/Often
3.6	52	71%



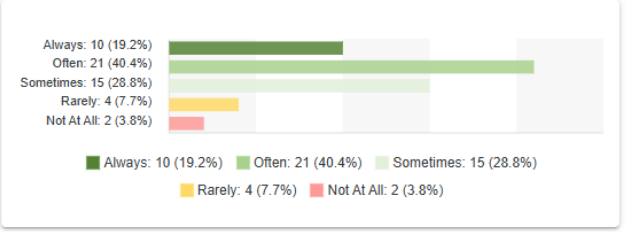
3. My students or staff and I have developed and posted a class Social Contract and refer to it.

Score	Responses	% Always/Often
3.9	52	75%



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

Score	Responses	% Always/Often
3.2	52	60%



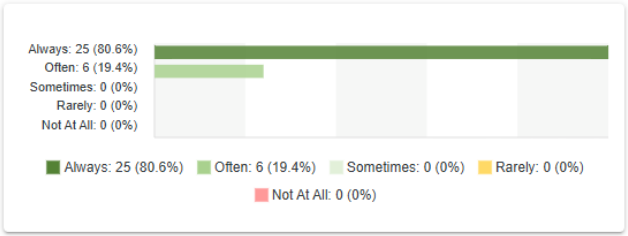
Campus
Fairview Miss Jewell Elementary School

District
Copperas Cove Independent School District

School Year
2026-2027

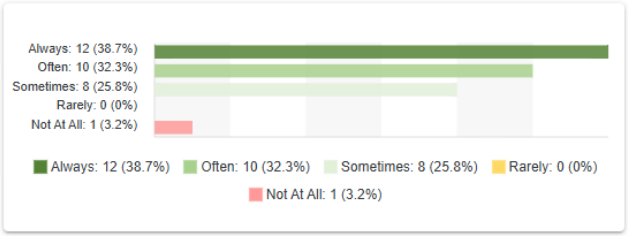
1. I greet my students or staff members with a smile and positive tone as they enter the classroom or the school each day.

Score	Responses	% Always/Often
4.8	31	100%



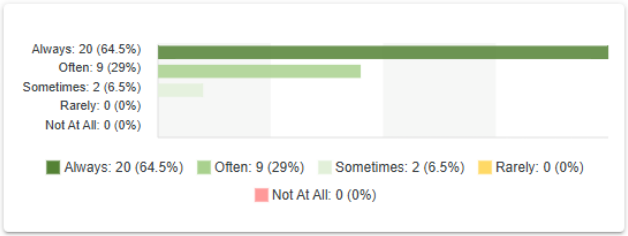
2. I start each class period or meeting by asking my students or staff to share Good Things or celebrations.

Score	Responses	% Always/Often
3.7	31	71%



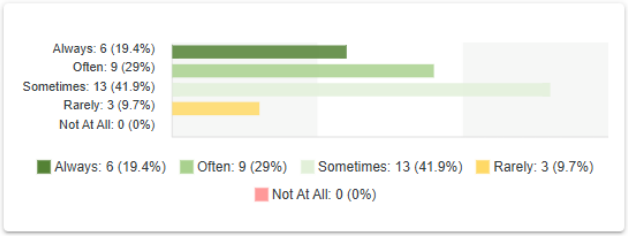
3. My students or staff and I have developed and posted a class Social Contract and refer to it.

Score	Responses	% Always/Often
4.5	31	94%



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

Score	Responses	% Always/Often
3.1	31	48%



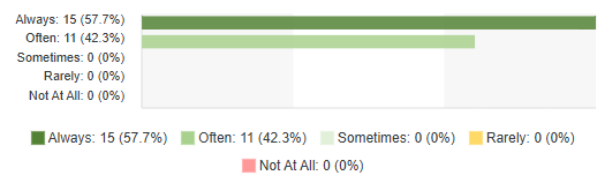
Campus
Hettie Halstead Elementary School

District
Copperas Cove Independent School District

School Year
2026-2027

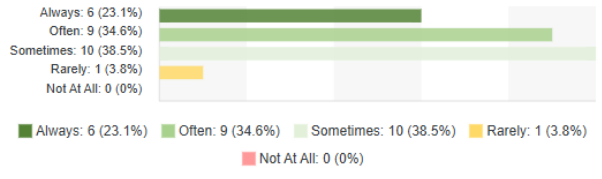
1. I greet my students or staff members with a smile and positive tone as they enter the classroom or the school each day.

Score	Responses	% Always/Often
4.6	26	100%



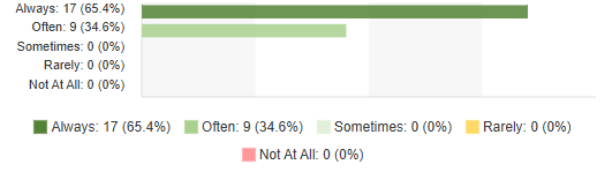
2. I start each class period or meeting by asking my students or staff to share Good Things or celebrations.

Score	Responses	% Always/Often
3.3	26	58%



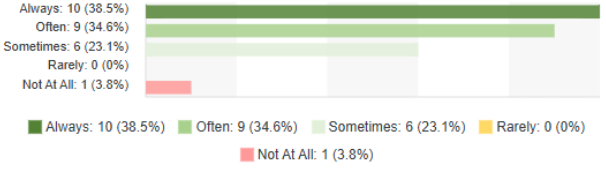
3. My students or staff and I have developed and posted a class Social Contract and refer to it.

Score	Responses	% Always/Often
4.7	26	100%



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

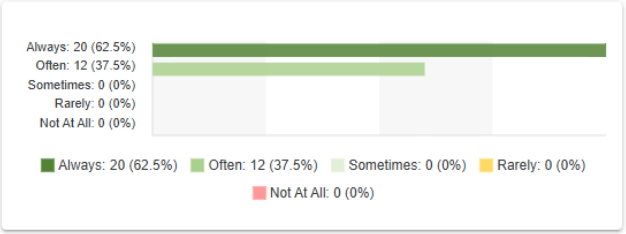
Score	Responses	% Always/Often
3.8	26	73%



Campus: House Creek Elementary | District: Copperas Cove Independent School District | School Year: 2026-2027

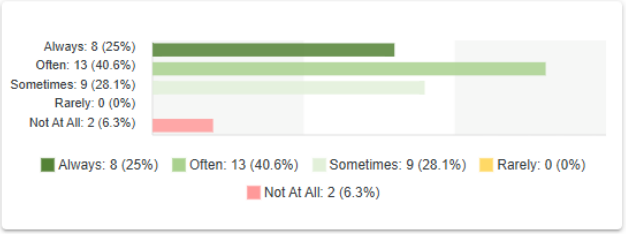
1. I greet my students or staff members with a smile and positive tone as they enter the classroom or the school each day.

Score	Responses	% Always/Often
4.6	32	100%



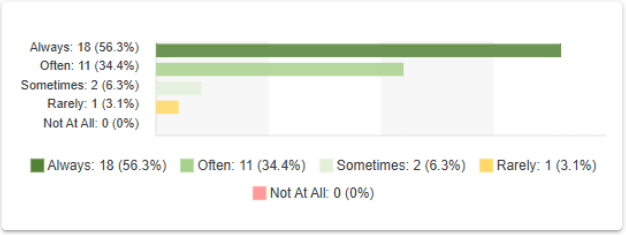
2. I start each class period or meeting by asking my students or staff to share Good Things or celebrations.

Score	Responses	% Always/Often
3.4	32	66%



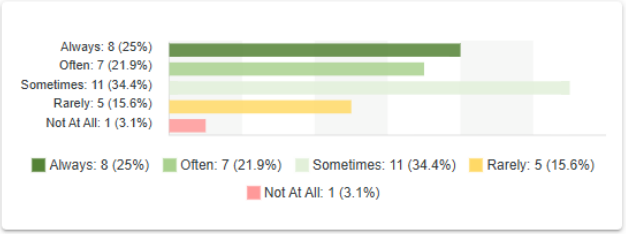
3. My students or staff and I have developed and posted a class Social Contract and refer to it.

Score	Responses	% Always/Often
4.3	32	91%



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

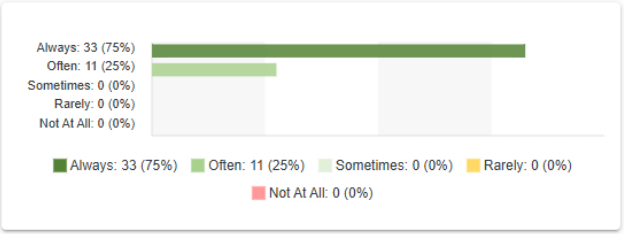
Score	Responses	% Always/Often
3	32	47%



Campus: Martin Walker Elementary School | District: Copperas Cove Independent School District | School Year: 2026-2027

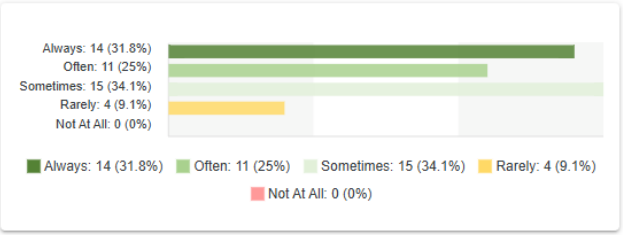
1. I greet my students or staff members with a smile and positive tone as they enter the classroom or the school each day.

Score	Responses	% Always/Often
4.8	44	100%



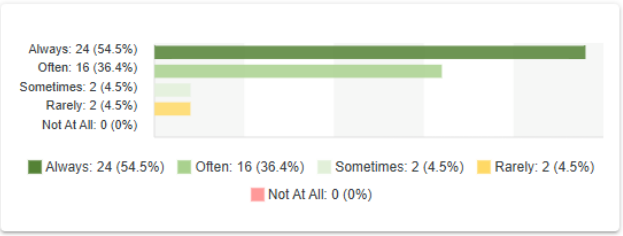
2. I start each class period or meeting by asking my students or staff to share Good Things or celebrations.

Score	Responses	% Always/Often
3.4	44	57%



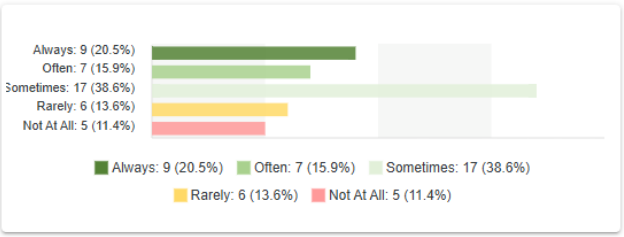
3. My students or staff and I have developed and posted a class Social Contract and refer to it.

Score	Responses	% Always/Often
4.3	44	91%



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

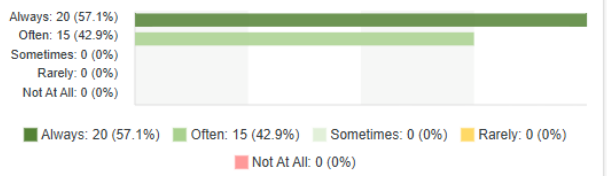
Score	Responses	% Always/Often
2.6	44	36%



Campus: Williams Ledger Elementary | District: Copperas Cove Independent School District | School Year: 2026-2027

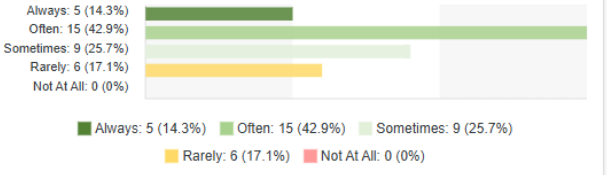
1. I greet my students or staff members with a smile and positive tone as they enter the classroom or the school each day.

Score	Responses	% Always/Often
4.6	35	100%



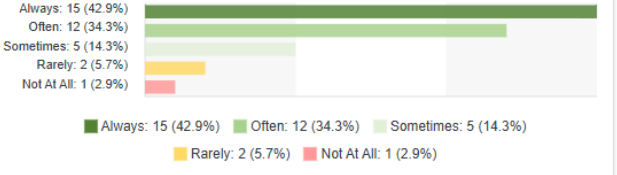
2. I start each class period or meeting by asking my students or staff to share Good Things or celebrations.

Score	Responses	% Always/Often
3.1	35	57%



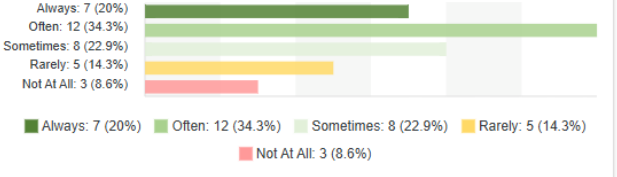
3. My students or staff and I have developed and posted a class Social Contract and refer to it.

Score	Responses	% Always/Often
3.9	35	77%



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

Score	Responses	% Always/Often
3	35	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
Subject:	Previous Board Minutes	Related Page(s)	See Attached

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	X
Joan Manning President	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	X
Joan Manning Board President	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 Krahl	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, Kisetsu 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 Etxeberria 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 Za	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 Yama	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	Hale, K. A	3-6
Core Library of US States (#A598859) - New York	Murray, Laura K	3-6
Core Library of US States (#A598859) - North Carolina	Edwards, Doris	3-6
Core Library of US States (#A598859) - North Dakota	Ternus, Lynn	3-6
Core Library of US States (#A598859) - Ohio	Saxton, Anna	3-6
Core Library of US States (#A598859) - Oklahoma	Ternus, Lynn	3-6
Core Library of US States (#A598859) - Oregon	Edwards, Doris	3-6
Core Library of US States (#A598859) - Pennsylvania	Gagne, Tammy	3-6
Core Library of US States (#A598859) - Puerto Rico	Sebra, Richard	3-6
Core Library of US States (#A598859) - Rhode Island	Buckey, A. W	3-6
Core Library of US States (#A598859) - South Carolina	Kallio, Jamie	3-6
Core Library of US States (#A598859) - South Dakota	Evans Walsh, Helen	3-6
Core Library of US States (#A598859) - Tennessee	Bright, Annie	3-6
Core Library of US States (#A598859) - Texas	Gagne, Tammy	3-6
Core Library of US States (#A598859) - Utah	London, Martha	3-6
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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: clifton.heath@ccisd.com

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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.

Gov't Code 2256.002(1), (6), (9), (12)

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.

Gov't Code 2256.0208(a)

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.

Gov't Code 2256.011(b)

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;

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)

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. *Gov't Code 2256.005(f)*

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. *Gov't Code 2256.003(c)*

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. *Gov't Code 2256.008(c)*

Initial

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. *Gov't Code 2256.008(a)*

Ongoing

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

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

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

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;

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

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-

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;

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

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)

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;

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.

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.

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;

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*

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-

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

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

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: _____

Copperas Cove ISD
408 S. Main St.
Copperas Cove, TX 76522

www.ccisd.com
254 547-1227 main
254 547-1542 fax

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: October 29, 2026

Item Type: Action

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: October 29, 2026

Item Type: Action

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-5th	Free	Free	Free	Free	$2.60
Grades 6th – 8th	Free	Free	Free	Free	$2.80
Grades 9th-12th	3.00	Free	2.50	Free	$3.00
Adult/Visitor (any age)	$5.55**	N/A	$3.55**	N/A	

<u> Any Student who chooses to not use eligibility and complete requirements for a reimbursable tray shall have the following prices: Breakfast $2.50</u>**
<u>Lunch PK-5 $2.60 /6th – 8th grades $2.80/9th -12th grade $2.60</u>

<u>Ala Carte Pricing:</u>
** 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.	1. Continue tracking sales and gather data on popular items.	These action items are ongoing through the rest of the school year.	
2. Started a 'Snack Line" only at High school to bring in additional local Revenue.	2. Snack Line-Bring in spotlight items to increase local revenue and market monthly special (ex. Sushi) to teachers and students.		
3. Began offering Smart Snack Approved snack options at all schools to be sold daily.	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.		
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

GOAL-Increase Breakfast & Lunch Participation	***30 DAYS-***	***60 DAYS***	***90 DAYS***
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

GOAL-Increase Breakfast & Lunch Participation	***30 DAYS-***	***60 DAYS***	***90 DAYS***
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

<u>*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.</u>

<u>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.</u>**

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

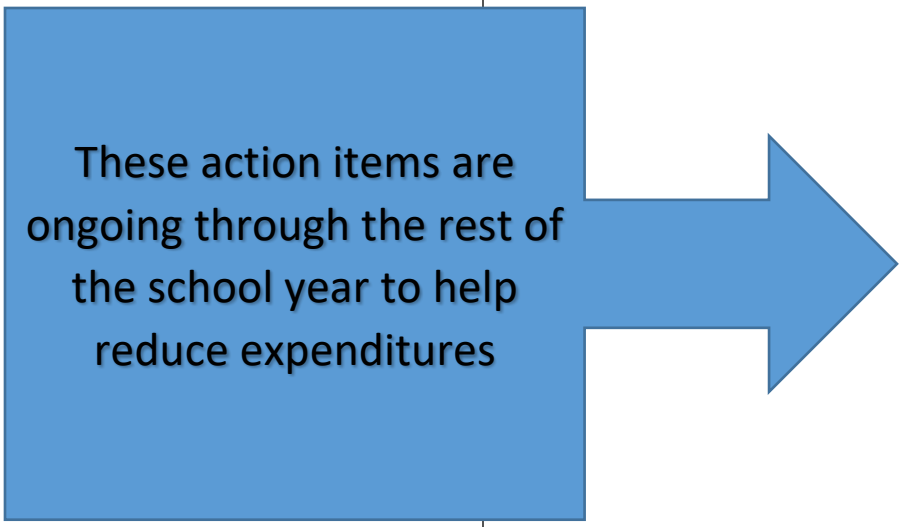
CCISD Child Nutrition Fueling the Future 2026-2027 Plan

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.		

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

Copperas Cove ISD
408 S. Main St.
Copperas Cove, TX 76522

www.ccisd.com
254 547-1227 main
254 547-1542 fax

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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,



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@coryellcountytx.gov

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

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 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 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, Two, and ~~Two~~Three, "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

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.

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.

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.

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.

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.

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.

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

If the individual did not receive the relief requested at Level Two or if the time for a response has expired, he or she 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 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.~~

~~The Superintendent shall provide the Board the record of the Level Two appeal.~~ The individual 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 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

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 individual did not receive the relief requested at Level Three or if the time for a response has expired, he or she 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 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.

The Superintendent shall provide the Board the record of the Level Three appeal. The individual 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 individual notice of the nature of the evidence at least three days before the hearing.

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 individual 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 individual or his or her 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.

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

Generated by Plan4Learning.com
October 12, 2026 at 12:39 PM

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%

Student Information	Number	Percent
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).	Inconsistent communication with families regarding student absences and limited follow-through on attendance interventions may contribute to continued absenteeism. Attendance Review Committees (ARCs) are held, but follow-up actions and coordination with the district truancy office require improvement.
2 ★	Of students receiving special education services, 51.71% are classified with a learning disability.	Gaps in early literacy, foundational academic instruction, and early intervention may contribute to the need for special education referrals. Referral, evaluation, and intervention data should be reviewed to identify contributing factors.
3 ★	With 27.63% of students receiving special education services--well above state averages.	A review of referral patterns, evaluation data, intervention fidelity, and access to inclusive instructional supports is needed to determine factors contributing to the campus identification rate..
4 ★	Only 4.13% of students are identified as Gifted and Talented.	Current screening, referral, and identification practices may not consistently identify advanced learners across student groups. Campus data should be reviewed to assess equitable access to GT identification.
5 ★	With 15.11% of students identified as Emergent Bilinguals and only 3.07% in ESL programs.	A potential discrepancy between emergent bilingual identification and reported program participation requires verification of student classification, program placement, and service records.

6

Nearly half the campus population (48.17%) is considered at-risk.

The high proportion of at-risk students increases the need for consistent implementation of a multi-tiered system of supports (MTSS), including academic interventions, behavioral supports, and social-emotional services.

= 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 Fundations 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.	Many students enter kindergarten without foundational literacy skills at the expected level, highlighting the need for early screening, explicit foundational skills instruction, and targeted intervention.
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.	Gaps in foundational mathematics skills and the implementation of newly adopted curriculum materials may have contributed to low performance. Assessment data should be analyzed to identify specific TEKS requiring reteaching and additional instructional support.
3 ★	The percentage of students scoring well below benchmark increased from 37% at the beginning of the year to 43% at the middle of the year, a six-percentage-point increase.	Insufficient progress among some students may indicate a need to review instructional alignment, intervention effectiveness, progress-monitoring practices, and the responsiveness of instructional adjustments.

★ = 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 Fundations phonics program, is provided to students in grades K- 2 to solidify literacy acquisition in the primary grade levels. During 2021 – 2022 school year, Fundations 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.	Differences in students' social-emotional skill development and experiences may contribute to behavioral needs. Consistent SEL instruction, relationship-building practices, and targeted interventions are needed to address identified student needs.
2 ★	Grade-level intervention groups are not adjusted consistently enough to respond to changing student assessment data and instructional needs.	Limited collaborative planning time and inconsistent progress-monitoring review cycles may delay adjustments to intervention groups and instructional supports.

★ = 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 RtI, 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:		

	23-24	24-25
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 ★	Staff implementation of the PBIS Rewards system is inconsistent across classrooms.	Staff understanding of system expectations, procedures, and reinforcement practices may vary. Additional training, clear implementation expectations, and ongoing monitoring are needed.
2 ★	Attendance at campus Family Night events is lower than desired.	Limited advance notice, inconsistent communication frequency, and potential barriers to family participation may contribute to low attendance.
3 ★	Campus records indicate an increase in incidents involving physical contact or aggression toward staff and students during the current school year.	Some students may need additional support with emotional regulation, conflict resolution, and positive relationships with trusted adults. Incident data should be reviewed to identify patterns, triggers, and effective preventive interventions.
4 ★	Implementation of the Everyday Speech SEL curriculum and delivery of counselor-led guidance lessons have been inconsistent.	Competing disciplinary responsibilities have limited counselor availability, while scheduling SEL instruction at the beginning of the school day may reduce access for students who arrive late.
5 ★	Frequent absences, tardies, and early checkouts continue to interfere with consistent student participation in instruction at Clements Parsons Elementary.	Inconsistent family follow-through with attendance expectations, limited resolution of barriers to regular attendance, and insufficient monitoring of recurring absences, tardies, and early checkouts may contribute to lost instructional time.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	The attendance rate continues to below 95% (below the state average).	Inconsistent communication with families regarding student absences and limited follow-through on attendance interventions may contribute to continued absenteeism. Attendance Review Committees (ARCs) are held, but follow-up actions and coordination with the district truancy office require improvement.
2 ★	Of students receiving special education services, 51.71% are classified with a learning disability.	Gaps in early literacy, foundational academic instruction, and early intervention may contribute to the need for special education referrals. Referral, evaluation, and intervention data should be reviewed to identify contributing factors.
3 ★	With 27.63% of students receiving special education services--well above state averages.	A review of referral patterns, evaluation data, intervention fidelity, and access to inclusive instructional supports is needed to determine factors contributing to the campus identification rate..
4 ★	Only 4.13% of students are identified as Gifted and Talented.	Current screening, referral, and identification practices may not consistently identify advanced learners across student groups. Campus data should be reviewed to assess equitable access to GT identification.
5 ★	With 15.11% of students identified as Emergent Bilinguals and only 3.07% in ESL programs.	A potential discrepancy between emergent bilingual identification and reported program participation requires verification of student classification, program placement, and service records.
6 ★	Nearly half the campus population (48.17%) is considered at-risk.	The high proportion of at-risk students increases the need for consistent implementation of a multi-tiered system of supports (MTSS), including academic interventions, behavioral supports, and social-emotional services.

7

At BOY, 38% of Kindergarten students were well below benchmark, indicating a large portion of students starting school without foundational literacy skills.

Many students enter kindergarten without foundational literacy skills at the expected level, highlighting the need for early screening, explicit foundational skills instruction, and targeted intervention.

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.

Gaps in foundational mathematics skills and the implementation of newly adopted curriculum materials may have contributed to low performance. Assessment data should be analyzed to identify specific TEKS requiring reteaching and additional instructional support.

9

The percentage of students scoring well below benchmark increased from 37% at the beginning of the year to 43% at the middle of the year, a six-percentage-point increase.

Insufficient progress among some students may indicate a need to review instructional alignment, intervention effectiveness, progress-monitoring practices, and the responsiveness of instructional adjustments.

10

Student behavior shows a need for increased social/emotional support.

Differences in students' social-emotional skill development and experiences may contribute to behavioral needs. Consistent SEL instruction, relationship-building practices, and targeted interventions are needed to address identified student needs.

11

Grade-level intervention groups are not adjusted consistently enough to respond to changing student assessment data and instructional needs.

Limited collaborative planning time and inconsistent progress-monitoring review cycles may delay adjustments to intervention groups and instructional supports.

12

Staff implementation of the PBIS Rewards system is inconsistent across classrooms.

Staff understanding of system expectations, procedures, and reinforcement practices may vary. Additional training, clear implementation expectations, and ongoing monitoring are needed.

13 ★

Attendance at campus Family Night events is lower than desired.

Limited advance notice, inconsistent communication frequency, and potential barriers to family participation may contribute to low attendance.

14 ★

Campus records indicate an increase in incidents involving physical contact or aggression toward staff and students during the current school year.

Some students may need additional support with emotional regulation, conflict resolution, and positive relationships with trusted adults. Incident data should be reviewed to identify patterns, triggers, and effective preventive interventions.

15 ★

Implementation of the Everyday Speech SEL curriculum and delivery of counselor-led guidance lessons have been inconsistent.

Competing disciplinary responsibilities have limited counselor availability, while scheduling SEL instruction at the beginning of the school day may reduce access for students who arrive late.

16 ★

Frequent absences, tardies, and early checkouts continue to interfere with consistent student participation in instruction at Clements Parsons Elementary.

Inconsistent family follow-through with attendance expectations, limited resolution of barriers to regular attendance, and insufficient monitoring of recurring absences, tardies, and early checkouts may contribute to lost instructional time.

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

Goals

Goal 1

By May 2027, at least 65% of students in grades 3-5 will achieve Meets Grade Level or above on the STAAR Reading Language Arts assessment, and at least 65% will achieve Meets Grade Level or above on the STAAR Mathematics assessment through high-quality, TEKS-aligned instruction, collaborative planning, progress monitoring, and targeted instructional support.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

By May 2027, 100% of teachers will participate in weekly collaborative planning, lesson internalization, and ongoing coaching and feedback to strengthen the implementation of TEKS-aligned, high-quality instructional materials and increase student engagement and achievement.

Evaluation Data Source: Weekly lesson internalization documentation
Collaborative planning records
Administrative walkthrough data
Student work samples and assessment data

Strategy 1

☑ **Targeted Support Strategy**

Teachers will participate in weekly collaborative planning to internalize TEKS-aligned lessons, analyze student data, anticipate misconceptions, and plan differentiated instruction.

Strategy's Expected Result/Impact: Increased instructional rigor, consistency, and alignment to grade-level TEKS.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Grade-Level Teams

Monitoring Measures:

Weekly planning agendas and lesson internalization documents

Monthly review of student work and common assessment data

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

Administrators and instructional coaches will conduct weekly classroom walkthroughs and provide timely, actionable feedback to strengthen implementation of high-quality instructional materials and student engagement.

Strategy's Expected Result/Impact: Improved instructional practices and increased student engagement in grade-level learning.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches

Monitoring Measures:
Weekly walkthrough records and feedback documentation
Monthly analysis of walkthrough trends and instructional needs

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

Formative Reviews

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Strategy 3

Grade-level teams will review common assessment data at least every six weeks to identify learning gaps, adjust instruction, and develop targeted reteaching and enrichment plans.

Strategy's Expected Result/Impact: Increased mastery of grade-level TEKS and improved student performance on district and state assessments.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Teachers

Monitoring Measures:
Six-week common assessment results
Documented reteaching and enrichment plans
Student progress toward identified learning targets

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.	The high proportion of at-risk students increases the need for consistent implementation of a multi-tiered system of supports (MTSS), including academic interventions, behavioral supports, and social-emotional services.

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.	Many students enter kindergarten without foundational literacy skills at the expected level, highlighting the need for early screening, explicit foundational skills instruction, and targeted intervention.
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.	Gaps in foundational mathematics skills and the implementation of newly adopted curriculum materials may have contributed to low performance. Assessment data should be analyzed to identify specific TEKS requiring reteaching and additional instructional support.
3	The percentage of students scoring well below benchmark increased from 37% at the beginning of the year to 43% at the middle of the year, a six-percentage-point increase.	Insufficient progress among some students may indicate a need to review instructional alignment, intervention effectiveness, progress-monitoring practices, and the responsiveness of instructional adjustments.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By May 2027, students in grades K-5 will demonstrate measurable academic growth, with at least 65% of

students in grades 3-5 achieving Meets Grade Level or above on STAAR Reading Language Arts and Mathematics assessments.

Evaluation Data Source: STAAR Reading Language Arts and Mathematics results
MAP assessment data
mCLASS Reading data
District common assessments and student data trackers

Strategy 1

Teachers will administer and analyze district-approved assessments according to the assessment calendar and review student progress at least every six weeks to identify students needing additional support.

Strategy's Expected Result/Impact: Early identification of learning gaps and improved progress toward grade-level expectations.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Teachers

Monitoring Measures:
MAP and mCLASS data, as applicable
District common assessment results
Six-week student progress reviews

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

Teachers will provide targeted small-group intervention and enrichment based on assessment data, monitor progress regularly, and adjust instructional groups and supports based on student performance.

Strategy's Expected Result/Impact: Increased mastery of priority TEKS and improved student achievement in Reading Language Arts and Mathematics.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Teachers, Interventionists

Monitoring Measures:
Intervention schedules and student participation
Progress-monitoring results
Common assessment and benchmark data

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

Formative Reviews

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Strategy 3

Teachers in grades 3-5 will use STAAR-aligned instructional tasks and assessment data to address identified learning gaps and monitor student readiness in Reading Language Arts and Mathematics.

Strategy's Expected Result/Impact: At least 65% of students in grades 3-5 achieve Meets Grade Level or above on STAAR Reading Language Arts and Mathematics, measured separately.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Grades 3-5 Teachers

Monitoring Measures:
STAAR interim and benchmark assessments, as available
District assessment data by subject and grade
Student-level progress toward proficiency targets

Problem Statements: Demographics 2, 3, 6 - Student Learning 1, 2, 3

Funding Sources: 199 - General Fund, $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

Formative Reviews

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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.	Gaps in early literacy, foundational academic instruction, and early intervention may contribute to the need for special education referrals. Referral, evaluation, and intervention data should be reviewed to identify contributing factors.
3	With 27.63% of students receiving special education services--well above state averages.	A review of referral patterns, evaluation data, intervention fidelity, and access to inclusive instructional supports is needed to determine factors contributing to the campus identification rate..
6	Nearly half the campus population (48.17%) is considered at-risk.	The high proportion of at-risk students increases the need for consistent implementation of a multi-tiered system of supports (MTSS), including academic interventions, behavioral supports, and social-emotional services.

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.	Many students enter kindergarten without foundational literacy skills at the expected level, highlighting the need for early screening, explicit foundational skills instruction, and targeted intervention.
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.	Gaps in foundational mathematics skills and the implementation of newly adopted curriculum materials may have contributed to low performance. Assessment data should be analyzed to identify specific TEKS requiring reteaching and additional instructional support.

3	The percentage of students scoring well below benchmark increased from 37% at the beginning of the year to 43% at the middle of the year, a six-percentage-point increase.	Insufficient progress among some students may indicate a need to review instructional alignment, intervention effectiveness, progress-monitoring practices, and the responsiveness of instructional adjustments.

Performance Objective 3 ☑ High Priority

By May 2027, the campus will achieve an overall student attendance rate of at least 95.5% and reduce chronic absenteeism by at least 5% from the established baseline.

Evaluation Data Source: PEIMS attendance records
Attendance trackers and reports
Attendance Review Committee (ARC) documentation
Individualized attendance plans and progress monitoring

Strategy 1

Campus staff will review attendance data weekly, identify students with emerging attendance concerns, and communicate with families to address barriers to regular attendance.

Strategy's Expected Result/Impact: Increased daily attendance and fewer students becoming chronically absent.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, PEIMS Secretary, Communities in Schools, Truancy Officer

Monitoring Measures:
Weekly attendance reports
Documented family contacts
Monthly attendance and chronic absenteeism trends

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

Formative Reviews

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Strategy 2

The campus will develop and monitor individualized attendance plans for students identified as at risk of chronic absenteeism, including measurable attendance goals, family conferences, and appropriate interventions or incentives.

Strategy's Expected Result/Impact: Improved attendance among identified students and progress toward the campus attendance target.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, PEIMS Secretary, Communities in Schools, Truancy Officer

Monitoring Measures:
Attendance Review Committee (ARC) documentation
Individual attendance plans and follow-up records
Monthly attendance data for identified students

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

Formative Reviews

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Strategy 3

The campus will implement monthly, grade-level attendance recognition and campus-wide incentives to encourage consistent attendance and celebrate improvement.

Strategy's Expected Result/Impact: Increased student attendance and a stronger campus culture of regular school participation.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers

Monitoring Measures:
Monthly attendance rates by grade level
Participation in attendance recognition activities
Campus attendance and chronic absenteeism trends

Problem Statements: Demographics 1 - Perceptions 5

Funding Sources: 199 - General Fund, $1,000

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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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).	Inconsistent communication with families regarding student absences and limited follow-through on attendance interventions may contribute to continued absenteeism. Attendance Review Committees (ARCs) are held, but follow-up actions and coordination with the district truancy office require improvement.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
5	Frequent absences, tardies, and early checkouts continue to interfere with consistent student participation in instruction at Clements Parsons Elementary.	Inconsistent family follow-through with attendance expectations, limited resolution of barriers to regular attendance, and insufficient monitoring of recurring absences, tardies, and early checkouts may contribute to lost instructional time.

Goal 2

By May 2027, Clements Parsons Elementary will retain effective teachers, strengthen instructional capacity, and provide ongoing professional support to promote staff effectiveness and retention.

Performance Objective 1 ☑ High Priority

By May 2027, the campus will retain at least 90% of teachers rated Proficient or higher on T-TESS during the 2025-2026 school year, excluding departures unrelated to campus retention efforts as defined by district guidelines.

Evaluation Data Source: Human Resources records
Annual teacher retention data
T-TESS summative evaluations
Coaching and professional development documentation
Teacher transfer and separation records

Strategy 1

Administrators and instructional coaches will conduct regular classroom walkthroughs, provide actionable feedback, and implement targeted coaching cycles based on teacher needs and evaluation data.

Strategy's Expected Result/Impact: Improved instructional practices, increased teacher effectiveness, and stronger staff retention.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches.

Monitoring Measures:
Walkthrough records, coaching logs, and documented follow-up actions.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

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Strategy 2

Campus leaders will use T-TESS results, walkthrough trends, and teacher feedback to identify professional learning needs and provide targeted professional development at least quarterly.

Strategy's Expected Result/Impact: Increased teacher capacity and improved implementation of effective instructional practices.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches.

Monitoring Measures: Professional development records, teacher feedback, walkthrough data, and evidence of instructional implementation.

Funding Sources: Supplies 211 - Title I-A, $750

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

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Strategy 3

The campus will provide designated mentors and structured support for new teachers and other identified staff members, with documented check-ins at least monthly throughout the school year.

Strategy's Expected Result/Impact: Improved teacher confidence, stronger instructional practice, and increased staff retention.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Assigned Mentors.

Monitoring Measures:
Mentor assignments, monthly meeting logs, and teacher feedback.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 4

Campus leaders will provide at least one staff recognition opportunity each month and offer staff opportunities to lead professional learning, collaborate on campus initiatives, or serve on campus committees.

Strategy's Expected Result/Impact: Increased staff engagement, leadership capacity, and sense of belonging.

Staff Responsible for Monitoring: Principal, Assistant Principals.

Monitoring Measures:
Monthly recognition records, committee rosters, leadership assignments, and annual staff feedback.

Funding Sources: 199 - General Fund, $500

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

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Goal 3

By May 2027, Clements Parsons Elementary will strengthen student and staff social-emotional well-being through Capturing Kids' Hearts practices, consistent SEL instruction, restorative practices, and proactive behavior supports.

Performance Objective 1 ☑ High Priority

By May 2027, 100% of classrooms will implement core Capturing Kids' Hearts practices, including relationship-building, social contracts, and affirming interactions, as evidenced by classroom walkthroughs and implementation records. The campus will also improve student and staff perceptions of belonging and emotional safety from the beginning-of-year baseline.

Evaluation Data Source: Student and staff climate survey results
Classroom walkthrough data
Capturing Kids' Hearts implementation records
Staff feedback and counselor documentation

Strategy 1

Teachers and campus staff will implement consistent relationship-building practices, including daily positive interactions, classroom community-building activities, and recognition of student and staff contributions.

Strategy's Expected Result/Impact: Increased sense of belonging, emotional safety, and positive relationships across campus.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers.

Monitoring Measures:
Climate survey results collected at the beginning and end of the school year and monthly documentation of campus recognition activities.

Funding Sources: SEL Supplies/Subscriptions 199 - General Fund, $7,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 2

Campus leaders will provide at least one staff wellness or relationship-building activity each grading period and use staff feedback to identify additional support needs.

Strategy's Expected Result/Impact: Improved staff morale, connectedness, and overall campus climate.

Staff Responsible for Monitoring: Principal, Assistant Principals.

Monitoring Measures:
Activity records, staff participation, and staff survey results.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 3

Teachers will implement core Capturing Kids' Hearts practices, including social contracts, affirming greetings, relationship-building, and conflict-resolution strategies, with implementation monitored through monthly classroom walkthroughs.

Strategy's Expected Result/Impact: Improved classroom relationships, student engagement, belonging, and emotional safety.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers.

Monitoring Measures:
Monthly walkthrough records and beginning- and end-of-year climate survey results.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 4

Campus leaders will provide at least one staff wellness or relationship-building activity each grading period and model Capturing Kids' Hearts practices in staff interactions.

Strategy's Expected Result/Impact: Improved staff connectedness, morale, and campus climate.

Staff Responsible for Monitoring: Principal, Assistant Principals.

Monitoring Measures:
Activity records, staff participation, and staff survey results.

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Performance Objective 2 ✅ High Priority

By May 2027, 100% of classrooms will implement at least one documented SEL lesson each week and use developmentally appropriate Capturing Kids' Hearts and restorative practices to strengthen student self-regulation, relationship skills, and conflict resolution.

Evaluation Data Source: Everyday Speech implementation reports
Classroom walkthrough records
SEL lesson documentation
Raptor behavior and incident logs
Restorative intervention records

Strategy 1

Teachers will deliver at least one SEL lesson each week using Everyday Speech or other district-approved resources and reinforce the targeted skills during daily classroom interactions.

Strategy's Expected Result/Impact: Improved student self-regulation, emotional awareness, and interpersonal skills.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers.

Monitoring Measures:
Everyday Speech reports, lesson documentation, and classroom walkthroughs.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 2

Teachers and administrators will use Capturing Kids' Hearts strategies, including social contracts, check-ins, affirmations, and developmentally appropriate conflict resolution, to address student needs and repair relationships following conflict.

Strategy's Expected Result/Impact: Increased student accountability, improved conflict resolution, and stronger relationships.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers.

Monitoring Measures:
Walkthrough observations, documented restorative interventions, and behavior incident trends.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Performance Objective 3 ☑ High Priority

By May 2027, the campus will reduce documented student behavior incidents by at least 25% compared with the 2025-2026 school year through consistent implementation of campus-wide expectations, Capturing Kids' Hearts practices, positive behavior supports, and targeted interventions.

Evaluation Data Source: Student discipline and behavior incident records
Leadership team behavior tracker
Behavior Response to Intervention (BRTI) tracker
Raptor logs

Strategy 1

The campus will implement consistent behavior expectations, reinforce Capturing Kids' Hearts practices, and provide monthly student recognition through positive behavior incentives and Positive Office Referrals.

Strategy's Expected Result/Impact: Increased positive student behavior and fewer discipline incidents.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers.

Monitoring Measures:
Monthly discipline reports, Positive Office Referral records, and behavior tracker data.

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

Formative Reviews

November	January	March	June

Strategy 2

Campus staff will review behavior data monthly to identify students requiring additional support and implement documented interventions with progress reviews at least every six weeks.

Strategy's Expected Result/Impact:
Reduced recurring behavior incidents and improved student self-regulation.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers.

Monitoring Measures:
BRTI tracker, individual behavior intervention documentation, and student incident trends.

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

Formative Reviews

November	January	March	June

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

Formative Reviews

November	January	March	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
6	Nearly half the campus population (48.17%) is considered at-risk.	The high proportion of at-risk students increases the need for consistent implementation of a multi-tiered system of supports (MTSS), including academic interventions, behavioral supports, and social-emotional services.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Student behavior shows a need for increased social/emotional support.	Differences in students' social-emotional skill development and experiences may contribute to behavioral needs. Consistent SEL instruction, relationship-building practices, and targeted interventions are needed to address identified student needs.
2	Grade-level intervention groups are not adjusted consistently enough to respond to changing student assessment data and instructional needs.	Limited collaborative planning time and inconsistent progress-monitoring review cycles may delay adjustments to intervention groups and instructional supports.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Staff implementation of the PBIS Rewards system is inconsistent across classrooms.	Staff understanding of system expectations, procedures, and reinforcement practices may vary. Additional training, clear implementation expectations, and ongoing monitoring are needed.
3	Campus records indicate an increase in incidents involving physical contact or aggression toward staff and students during the current school year.	Some students may need additional support with emotional regulation, conflict resolution, and positive relationships with trusted adults. Incident data should be reviewed to identify patterns, triggers, and effective preventive interventions.

4	Implementation of the Everyday Speech SEL curriculum and delivery of counselor-led guidance lessons have been inconsistent.	Competing disciplinary responsibilities have limited counselor availability, while scheduling SEL instruction at the beginning of the school day may reduce access for students who arrive late.

Goal 4

By May 2027, Clements Parsons Elementary will maintain safe, secure, and well-maintained facilities and ensure that instructional spaces and technology support student learning.

Performance Objective 1 ☑ High Priority

By May 2027, the campus will complete 100% of required safety inspections and submit and monitor maintenance work orders to address identified facility, equipment, and grounds concerns in accordance with district procedures.

Evaluation Data Source: Safety inspection reports
Maintenance work orders and completion logs
Incident and accident reports
Campus walkthrough documentation

Strategy 1

Campus administrators will conduct monthly facility walkthroughs, document identified concerns, and submit and monitor work orders to ensure timely resolution in coordination with district maintenance staff.

Strategy's Expected Result/Impact: Safe, clean, and functional facilities that support student learning.

Staff Responsible for Monitoring: Principal, Assistant Principals, Head Custodian, District Maintenance Staff.

Monitoring Measures:
Monthly walkthrough records, work order status reports, and maintenance completion logs.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 6: Campus Finance and Operations

Formative Reviews

November	January	March	June

Performance Objective 2 ☑ High Priority

By May 2027, the campus will complete 100% of required emergency drills, provide annual emergency procedures training to staff, and review the Campus Emergency Operations Plan (EOP) annually in accordance with district and state requirements.

Evaluation Data Source: Emergency drill records
Staff training documentation
Campus Emergency Operations Plan review records
Safety inspection reports
Incident and accident reports

Strategy 1

Campus administrators will implement the Campus Emergency Operations Plan, conduct required emergency drills according to the district calendar, and provide staff training on emergency procedures.

Strategy's Expected Result/Impact: Improved staff preparedness and consistent implementation of campus safety procedures.

Staff Responsible for Monitoring: EOP Administrator, Principal, Assistant Principals, Director of Safety.

Monitoring Measures:
Drill completion records, staff training documentation, and annual EOP review records.

ESF Levers: Lever 6: Campus Finance and Operations

Formative Reviews

November	January	March	June

Strategy 2

Campus administrators will review safety and security procedures monthly, document identified concerns, and coordinate corrective actions with district safety personnel.

Strategy's Expected Result/Impact: Improved identification and resolution of campus safety and security concerns.

Staff Responsible for Monitoring: Principal, Assistant Principals, EOP Administrator, Director of Safety.

Monitoring Measures:
Monthly safety review records, submitted work orders, and documented corrective actions.

ESF Levers: Lever 6: Campus Finance and Operations

Formative Reviews

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Performance Objective 3 ☑ High Priority

By May 2027, the campus will monitor instructional technology needs and classroom readiness at least

once each grading period and submit and track technology service requests to address identified equipment or access issues in accordance with district procedures.

Evaluation Data Source: Classroom technology walkthrough records
Technology service requests and completion logs
Technology inventory records
Teacher feedback on instructional technology needs

Strategy 1

Campus administrators and designated staff will review classroom technology readiness each grading period, document equipment or access concerns, and coordinate service requests with district technology personnel.

Strategy's Expected Result/Impact: Reliable access to instructional technology and fewer disruptions to classroom instruction.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Technology Representative, District Technology Staff.
Monitoring Measures:
Technology walkthrough records, service request status reports, and documented resolution of identified issues.

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 6: Campus Finance and Operations

Formative Reviews

November	January	March	June

Strategy 2

Campus leaders will gather teacher feedback at least once each semester to identify instructional technology needs and coordinate appropriate support or professional learning with district technology personnel.

Strategy's Expected Result/Impact: Increased teacher readiness to use available technology to support instruction.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Technology Representative, District Technology Staff.
Monitoring Measures:
Teacher feedback summaries, professional learning records, and documented follow-up actions.

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 6: Campus Finance and Operations

Formative Reviews

November	January	March	June

Goal 5

By May 2027, Clements Parsons Elementary will strengthen student, family, and community engagement through personalized communication, meaningful participation opportunities, and compliance with state and federal instructional requirements.

Performance Objective 1

☑ High Priority ☑ HB3 Goal

By May 2027, the campus will meet 100% of applicable state, federal, and district requirements for instructional programs, as documented through required reports, program reviews, and compliance records.

Evaluation Data Source: Program compliance reports and documentation
Meeting agendas and minutes
Staff training records
Required program reports and submission records

Strategy 1

Campus administrators will review applicable instructional program requirements each grading period, communicate expectations to relevant staff, and monitor required documentation and deadlines.

Strategy's Expected Result/Impact: Consistent implementation of instructional programs and timely completion of compliance requirements.

Staff Responsible for Monitoring: Principal, Assistant Principals, Program Coordinators.

Monitoring Measures:
Grading-period compliance reviews, staff communication records, and required submission documentation.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Performance Objective 2

☑ High Priority

By May 2027, the campus will provide at least one family or community engagement opportunity each month and increase family participation by at least 10% compared with the 2025-2026 baseline.

Evaluation Data Source: Event sign-in sheets and participation records
Family surveys
Volunteer and community partnership records
Parent communication logs

Strategy 1

The campus will provide monthly opportunities for families and community members to participate in school activities, including PTA, Adopt-a-School, volunteering, family nights, daytime family events, Field Day, SBDM, PAC, and Career Day.

Strategy's Expected Result/Impact: Increased family participation, stronger community partnerships, and greater family involvement in student learning.

Staff Responsible for Monitoring: Principal, Parent and Community Outreach Coordinator (PCOC), Teachers, Campus Committees.
Monitoring Measures:
Monthly event calendars, attendance records, volunteer logs, and participation comparisons with the prior-year baseline.

Funding Sources: Parent Resources 211 - Title I-A, $3,000

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 2

Teachers and campus staff will communicate regularly with families about student progress, upcoming activities, and opportunities for involvement through district-approved communication methods.

Strategy's Expected Result/Impact: Improved family awareness, stronger school-home partnerships, and increased participation in campus activities.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, PCOC.
Monitoring Measures:
Communication logs, family survey results, and participation records.

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 3

The campus will collect family feedback at least twice during the school year and use the results

to identify barriers to participation and adjust engagement opportunities.

Strategy's Expected Result/Impact: More accessible and responsive family engagement opportunities.

Staff Responsible for Monitoring: Principal, Assistant Principals, PCOC, Campus Committees.
Monitoring Measures:
Family survey results, documented feedback, and records of resulting program adjustments.

Problem Statements: Perceptions 2

Funding Sources: 211 - Title I-A, $2,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Attendance at campus Family Night events is lower than desired.	Limited advance notice, inconsistent communication frequency, and potential barriers to family participation may contribute to low attendance.

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	2	3		--	$2,000.00
1	3	1	Student Incentives	--	$3,000.00
1	3	2	Student Awards, Incentives	--	$1,000.00
1	3	3		--	$1,000.00
2	1	4		--	$500.00
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
				Sub-Total	$52,500.00

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
5	2	3		--	$2,000.00
				Sub-Total	$80,750.00

Copperas Cove Independent School District

Copperas Cove High School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 06, 2026 at 09:32 PM

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 bye 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

Formative Reviews

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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

November	January	March	June

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

Formative Reviews

November	January	March	June

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

November	January	March	June

Copperas Cove Independent School District

Copperas Cove Junior High School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
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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 an 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

S.C. Lee Junior High School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 06, 2026 at 09:46 PM

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 wih 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

November	January	March	June

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

November	January	March	June

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

November	January	March	June

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

November	January	March	June

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

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

November	January	March	June

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

November	January	March	June

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

November	January	March	June

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

November	January	March	June

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

November	January	March	June

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

November	January	March	June

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

November	January	March	June

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

November	January	March	June

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

November	January	March	June

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

November	January	March	June

Copperas Cove Independent School District

Fairview/Miss Jewell Elementary

Accountability Rating: B

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 14, 2026 at 01:57 AM

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.

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

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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 resort in higher academic success for students.

Staff Responsible for Monitoring: Principal
Assistant Principal

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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

Strategy 1

Teachers will provide differentiated instruction and additional opportunities for mathematics practice, including small-group instruction, intervention, and targeted tutorials based on student performance data.

Strategy's Expected Result/Impact: Students will demonstrate increased mastery of essential mathematics skills and progress toward grade-level expectations.

Staff Responsible for Monitoring: Classroom Teachers, Interventionists, Instructional Coach

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

Strategy 2

Grade-level teams will analyze common assessments, district assessments, and student work to identify mathematical misconceptions, prioritize instructional needs, and adjust instruction to address learning gaps.

Strategy's Expected Result/Impact: Improved alignment between instruction and student needs, resulting in increased mathematics proficiency and student growth.

Staff Responsible for Monitoring: Classroom Teachers, Instructional Coach, Campus Administration

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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

Strategy 1

The campus will implement a designated daily intervention block providing targeted reading and mathematics instruction based on student assessment data, identified skill deficits, and RTI tier placement

Strategy's Expected Result/Impact: Students receiving intervention will demonstrate measurable academic growth through consistent, targeted instruction.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers, Interventionists

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Strategy 2

Teachers and interventionists will maintain academic RTI trackers, conduct progress monitoring according to students' identified tiers, and regularly review student performance to determine the effectiveness of interventions and make necessary instructional adjustments.

Strategy's Expected Result/Impact: Increased effectiveness of academic interventions through consistent monitoring, timely instructional adjustments, and data-driven student grouping.

Staff Responsible for Monitoring: Classroom Teachers, Interventionists, Instructional Coach, Campus Administration

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Strategy 3

The campus will provide additional reading and mathematics support through targeted tutorial opportunities for students identified through district assessments, classroom performance, and academic intervention data.

Strategy's Expected Result/Impact: Students participating in tutorials will demonstrate improved mastery of identified skills and increased performance on classroom and district assessments.

Staff Responsible for Monitoring: Classroom Teachers, Tutorial Teachers, Instructional Coach, Campus Administration

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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)

Strategy 1

All classrooms will consistently implement Capturing Kids' Hearts processes, including greeting students, Good Things, Social Contracts, relationship-building practices, and positive classroom interactions.

Strategy's Expected Result/Impact: Increased student connectedness, stronger teacher-student relationships, and improved classroom culture.

Staff Responsible for Monitoring: Classroom Teachers, Campus Administration, CKH Process Champions

ESF Levers: Lever 3: Integrated Student Support Systems

Strategy 2

The campus CKH Process Champions Team will support implementation through faculty meeting professional learning, classroom resources, modeling, and opportunities for staff to share effective relationship-building practices.

Strategy's Expected Result/Impact: Increased consistency and effectiveness of CKH implementation across all classrooms.

Staff Responsible for Monitoring: CKH Process Champions, Counselor, Principal, Assistant Principal

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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

Strategy 1

The campus will implement a schoolwide PBIS system using Paw Points, positive office referrals, student recognition, and campuswide incentives to reinforce positive behavior and encourage students to meet campus expectations.

Strategy's Expected Result/Impact: Increased positive student behavior, improved school climate, and a reduction in office discipline referrals.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, All Campus Staff

ESF Levers: Lever 3: Integrated Student Support Systems

Strategy 2

Campus administration and support staff will regularly analyze office discipline referrals and campus behavior data to identify patterns, address areas of concern, and provide targeted support to students and teachers.

Strategy's Expected Result/Impact: Reduced recurring behavior concerns through proactive interventions and data-driven decisions.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Classroom Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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

Strategy 1

Students identified as needing additional behavioral support will receive individualized interventions based on documented behavior concerns, identified needs, and measurable behavior goals.

Strategy's Expected Result/Impact: Students will demonstrate improved behavior and progress toward individualized goals.

Staff Responsible for Monitoring: Counselor, Classroom Teachers, Campus Administration, Special Education Staff, as applicable

ESF Levers: Lever 3: Integrated Student Support Systems

Strategy 2

Teachers and support staff will consistently document and monitor student behavior using campus behavior RTI trackers and individualized behavior monitoring tools to evaluate intervention effectiveness.

Strategy's Expected Result/Impact: Increased student behavioral progress through consistent monitoring and timely adjustments to interventions.

Staff Responsible for Monitoring: Classroom Teachers, Counselor, Campus Administration

ESF Levers: Lever 3: Integrated Student Support Systems

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

Strategy 1

The campus will implement attendance recognition programs, including grade-level attendance competitions, weekly attendance recognition, daily incentives, and special attendance events to encourage consistent student attendance.

Strategy's Expected Result/Impact: Increased student motivation to attend school regularly and improved campuswide attendance rates.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Classroom Teachers, Attendance Staff

ESF Levers: Lever 3: Integrated Student Support Systems

Strategy 2

Campus administration will review daily, weekly, and six-week attendance data to identify attendance trends, recognize grade-level improvements, and develop targeted interventions for students with ongoing attendance concerns.

Strategy's Expected Result/Impact: Improved campus attendance through data-driven interventions, recognition, and increased student and family engagement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Attendance Staff

ESF Levers: Lever 3: Integrated Student Support Systems

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

Strategy 1

The campus will provide ongoing professional learning during weekly faculty meetings, collaborative planning, and designated professional development opportunities aligned to campus instructional priorities, district initiatives, and identified teacher needs.

Strategy's Expected Result/Impact: Increased teacher knowledge and implementation of effective instructional practices that positively impact student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teacher Leaders

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Strategy 2

Faculty meetings will incorporate focused, bite-sized professional development sessions addressing instructional strategies, classroom management, student engagement, assessment practices, and other identified campus needs.

Strategy's Expected Result/Impact: Teachers will have opportunities to learn, apply, and reflect on practical strategies that strengthen daily classroom instruction.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Designated Staff Presenters

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Strategy 3

Campus administration and the instructional coach will use student achievement data, walkthrough trends, teacher feedback, and campus improvement priorities to identify and provide targeted professional learning opportunities.

Strategy's Expected Result/Impact: Professional learning will directly address instructional needs and support continuous improvement in teaching practices and student outcomes.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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.

Strategy 1

Campus administration and the instructional coach will conduct regular instructional walkthroughs using the GroweLab/LIFT framework to identify instructional strengths, provide actionable feedback, and support continuous improvement in Tier 1 instruction.

Strategy's Expected Result/Impact: Improved instructional practices through consistent observation, timely feedback, and targeted instructional support.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Strategy 2

Teachers will receive differentiated coaching support based on instructional needs, walkthrough observations, and student performance data. Coaching may include instructional modeling, collaborative planning, observation, feedback, and follow-up support.

Strategy's Expected Result/Impact: Increased teacher effectiveness, improved instructional delivery, and stronger student learning outcomes.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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

Strategy 1

Teachers and staff members will be provided opportunities to lead professional learning during faculty meetings and campus training sessions by sharing instructional strategies, specialized knowledge, successful practices, and areas of expertise.

Strategy's Expected Result/Impact: Increased staff leadership capacity, professional collaboration, and shared ownership of campus improvement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teacher Leaders

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Strategy 2

The campus will provide opportunities for staff members beyond traditional grade-level chairs to serve in campus leadership and designee roles, coordinate initiatives, support campus operations, and contribute to campuswide improvement efforts.

Strategy's Expected Result/Impact: Increased staff involvement in leadership, development of leadership skills, and greater shared responsibility for campus success.

Staff Responsible for Monitoring: Principal, Assistant Principal, Designated Staff Members

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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

Strategy 1

The campus will provide a variety of family engagement opportunities throughout the school year, including academic nights, family celebrations, student recognition events, and campus activities designed to encourage family participation and strengthen school-home relationships.

Strategy's Expected Result/Impact: Increased family participation in campus events and stronger relationships between families, students, and school staff.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Classroom Teachers, Parent Community Outreach Coordinator, PTO

ESF Levers: Lever 3: Integrated Student Support Systems

Strategy 2

Teachers will provide opportunities for families to participate in parent-teacher conferences, academic discussions, and ongoing communication regarding student progress, instructional needs, and opportunities for family support.

Strategy's Expected Result/Impact: Increased family involvement in student learning and improved communication between teachers and parents.

Staff Responsible for Monitoring: Classroom Teachers, Campus Administration, Counselor

ESF Levers: Lever 3: Integrated Student Support Systems

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

Strategy 1

The campus will provide ongoing communication through newsletters, campus messaging platforms, school events, and other communication methods to keep families informed about academic expectations, attendance, behavior initiatives, and opportunities for involvement.

Strategy's Expected Result/Impact: Increased family awareness, improved school-home communication, and greater family engagement in student success.

Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, Campus Staff

ESF Levers: Lever 3: Integrated Student Support Systems

Strategy 2

The campus will communicate available resources and provide families with information and support related to attendance, student behavior, academic interventions, and social-emotional needs.

Strategy's Expected Result/Impact: Increased family access to support and resources that promote student attendance, positive behavior, and academic success.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Classroom Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

Copperas Cove Independent School District

Hettie Halstead Elementary

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 14, 2026 at 02:02 AM

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

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 2027, all teachers will demonstrate implementation of campuswide instructional frameworks, including gradual release, academic discourse, and writing scaffolds, with at least 85% fidelity as measured by classroom walkthroughs, instructional rounds, and implementation checklists aligned to campus instructional expectations.

Evaluation Data Source: mClass data (DIBELS components)
Phonics Screener data
TEKS Ready
STAAR
Walkthrough data
coaching-cycle evidence
lesson internalization artifacts

Strategy 1

Provide targeted professional development aligned to campus instructional frameworks and identified areas of need. Professional development will include explicit modeling, opportunities for guided practice, and actionable feedback facilitated by instructional coaches, teacher leaders, and/or campus administrators to support consistent implementation of high-quality instructional practices.

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

Strategy 2

Student progress will be monitored every six weeks through PLC and RtI data reviews. Teams will analyze student performance data, identify areas of growth and need, and adjust instructional strategies, interventions, and student supports based on the data.

Strategy's Expected Result/Impact: Universal screener and progress monitoring data will be used to ensure accurate and timely Tier placement, with students moving between Tiers based on demonstrated need and progress. Teachers will use ongoing data to adjust instruction and interventions, resulting in a more timely response to identified 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

Strategy 3

The Principal, Assistant Principal, and Instructional Coach will conduct weekly/monthly coaching cycles with Tier 2 and Tier 3 teachers focused on identified instructional needs. Coaching cycles will include classroom observations, actionable feedback, modeling and/or practice, and follow-up to support effective implementation of targeted instructional practices and interventions.

Strategy's Expected Result/Impact: Tier 2 and Tier 3 teachers will demonstrate improved implementation of targeted instructional practices and interventions, resulting in increased student engagement, accelerated academic growth, and a reduction in identified learning gaps.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Strategy 4

Provide identified GT students with a minimum of one hour of dedicated GT enrichment each week to engage in Passion Projects and other advanced learning opportunities. Students will receive guidance and support in research, critical thinking, creativity, problem-solving, and project development aligned to their individual interests and GT learning needs.

Strategy's Expected Result/Impact: Identified GT students will consistently participate in advanced learning opportunities that promote greater depth, complexity, creativity, and independent thinking. Students will demonstrate growth through the development and completion of Passion Projects and other GT-related products that reflect advanced research, problem-solving, and application of learning.

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

Performance Objective 2 ☑ High Priority

By Spring 2027, the percentage of students achieving Meets Grade Level or above on the RLA STAAR assessment will increase from 53% to 56%, and the percentage of students achieving Masters Grade Level will increase from 22% to 25%.

Evaluation Data Source: STAAR-released assessments administered throughout the school year will be used to monitor progress toward performance targets. Spring 2027 STAAR RLA results will serve as the summative measure of achievement for the performance objective.

Strategy 1 ☑ Additional Targeted Support Strategy

Conduct six-week PLC and RtI data reviews to monitor student progress, identify learning gaps, and determine appropriate instructional adjustments, interventions, and student supports. Data will be used to identify students requiring additional support or acceleration and to guide timely instructional decisions.

Strategy's Expected Result/Impact: Students will demonstrate measurable academic growth as teachers use universal screener and progress monitoring data to make timely instructional adjustments and provide targeted interventions. Students will be appropriately placed and moved between Tiers based on demonstrated need, progress, and response to intervention.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Classroom Teachers
Interventionists

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Strategy 2

Implement a dedicated daily RLA intervention block to provide targeted, data-driven instruction based on identified student needs. Students will be flexibly grouped and regrouped according to specific skill deficits in foundational literacy, fluency, comprehension, vocabulary, and written response, using assessment data, progress monitoring, and response to intervention to guide instructional decisions.

Strategy's Expected Result/Impact: Students will demonstrate measurable growth in identified RLA skill areas through targeted, differentiated intervention. Progress monitoring data will reflect increased mastery of targeted skills, timely movement between intervention groups and Tiers, and a reduction in reading and writing learning gaps.

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

Strategy 3

Increase consistent writing instruction across all instructional Tiers by embedding constructed responses (CR) and extended constructed responses (ECR) into daily instruction. Integrate Social Studies content, including Studies Weekly, within the RLA block as complex text to provide authentic opportunities for students to read, analyze, cite text evidence, and respond to grade-level content through writing.

Strategy's Expected Result/Impact: Students will demonstrate increased proficiency in written responses by consistently applying comprehension, analysis, organization, and text-evidence skills across grade-level complex texts. Student performance on CRs and ECRs will improve throughout the year, contributing to increased achievement on classroom assessments, STAAR-released assessments, and the Spring STAAR RLA assessment.

Staff Responsible for Monitoring: Administrators
Instructional Coach
Classroom Teachers
Interventionists

Strategy 4

Implement Summit K12 consistently with Emergent Bilingual (EB) students to provide targeted language development in listening, speaking, reading, and writing. Teachers will use student performance data from Summit K12 to identify language needs, differentiate instruction, and provide targeted practice to support English language acquisition and access to grade-level academic content.

Strategy's Expected Result/Impact: Emergent Bilingual students will demonstrate measurable growth in English language proficiency across listening, speaking, reading, and writing. Increased language proficiency will result in improved performance on Summit K12 progress measures, TELPAS, and grade-level academic assessments.

Staff Responsible for Monitoring: Administrators
Counselor
Classroom Teachers
ESL Interventionist

ESF Levers: Lever 3: Integrated Student Support Systems

Strategy 5

Provide protected weekly RLA PLC time for collaborative lesson internalization and Data-Driven Instruction (DDI). Teachers will unpack grade-level TEKS, internalize upcoming lessons, anticipate student misconceptions, plan for rigorous questioning, student discourse, and written responses, and analyze assessment data and student work to determine reteach, intervention, and extension needs.

Strategy's Expected Result/Impact: Teachers will demonstrate stronger lesson preparedness and consistent implementation of rigorous, TEKS-aligned RLA instruction. Students will demonstrate increased mastery of reading comprehension, written response, and analysis of complex text, resulting in improved performance on classroom assessments, STAAR-released assessments, and the Spring RLA STAAR.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

Strategy 6

Provide targeted after-school tutorials and STAAR Saturday sessions for identified students based on assessment and progress monitoring data. Instruction will focus on priority standards, identified skill gaps, and opportunities for reteach and application using differentiated small-group instruction.

Strategy's Expected Result/Impact: Students participating in after-school tutorials and STAAR Saturdays will demonstrate measurable growth on targeted standards and identified areas of need, resulting in improved performance on progress monitoring measures, STAAR-released assessments, and the Spring STAAR assessment.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Classroom Teachers
Interventionists

Performance Objective 3 ☑ High Priority

By Spring 2027, the percentage of students achieving Meets Grade Level or above on the Science STAAR assessment will increase from 26% to 29%, and the percentage of students achieving Masters Grade Level will increase from 8% to 17%.

Evaluation Data Source: STAAR-released assessments administered throughout the school year will be used to monitor progress toward performance targets. Spring 2027 STAAR Science results will serve as the summative measure of achievement for the performance objective.

Strategy 1

Conduct six-week PLC and RtI data reviews to monitor student progress, identify learning gaps, and determine appropriate instructional adjustments, interventions, and student supports. Data will be used to identify students requiring additional support or acceleration and to guide timely instructional decisions.

Strategy's Expected Result/Impact: Students will demonstrate measurable academic growth as teachers use universal screener and progress monitoring data to make timely instructional adjustments and provide targeted interventions. Students will be appropriately placed and moved between Tiers based on demonstrated need, progress, and response to intervention.

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

Strategy 2

Provide targeted, data-driven Science support through designated intervention opportunities and the integration of science-based passages within the RLA block. Students will engage with science content and academic vocabulary through complex text while practicing reading comprehension, analysis, and written response. Intervention and instructional support will be targeted to specific Science TEKS and learning gaps identified through assessment data.

Strategy's Expected Result/Impact: Students will demonstrate increased mastery of Science TEKS, academic vocabulary, and scientific concepts through targeted intervention and increased exposure to science content across the instructional day. Students will strengthen their ability to comprehend, analyze, and respond to science-based text, resulting in improved performance on classroom assessments, STAAR-released assessments, and the Spring Science STAAR.

Staff Responsible for Monitoring: Administrators
Instructional Coach
Intervention Teachers
Classroom Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

Strategy 3

Provide protected weekly Science PLC time for collaborative lesson internalization and Data-Driven Instruction (DDI). Teachers will unpack grade-level TEKS, internalize upcoming lessons, anticipate student misconceptions, plan for rigorous questioning and student discourse, and analyze assessment data and student work to determine reteach, intervention, and extension needs.

Strategy's Expected Result/Impact: Teachers will demonstrate stronger lesson preparedness and consistent implementation of rigorous, TEKS-aligned Science instruction. Students will demonstrate increased mastery of science content and application of scientific reasoning, resulting in improved performance on classroom assessments, STAAR-released assessments, and the Spring Science STAAR.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Performance Objective 4

By December 2026, SEL Circle Time will be implemented with at least 90% consistency across classrooms, as measured through administrator walkthroughs, spot checks, and teacher implementation data, to support a consistent and protected SEL instructional routine.

Evaluation Data Source: Administrator walkthrough and spot-check data, teacher SEL Circle Time implementation logs/self-reports, classroom schedules, student attendance and tardy data, and morning arrival/breakfast procedure data.

Strategy 1

Implement a consistent schoolwide system for recognizing and reinforcing positive student behavior aligned with Halstead Expectations and campus PBIS practices. Students will earn Bulldawg Bucks that may be redeemed through the mobile Bulldawg Buck Store and special PBIS events. Positive behavior will also be recognized through Top Dawg, Bulldawg of the Month, Positive Office Referrals, award assemblies, and other campuswide celebrations.

Strategy's Expected Result/Impact: Students will demonstrate increased positive behavior and adherence to campus expectations as evidenced by participation in PBIS recognition systems, increased positive behavior recognitions, and a reduction in repeated behavior concerns and office referrals.

Staff Responsible for Monitoring: Administrators
Counselor
Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Strategy 2

Implement a protected daily morning SEL block in all classrooms that incorporates SEL Circle Time and Capturing Kids' Hearts (CKH) practices to strengthen relationships, student connectedness, social-emotional skills, and a sense of belonging. Breakfast in the Classroom procedures will support student access to breakfast while protecting designated SEL instructional time.

Strategy's Expected Result/Impact: At least 90% of classrooms will consistently implement the designated morning SEL routine. Students will demonstrate increased understanding and application of social-emotional skills, classroom expectations, and strategies for positive peer and adult interactions.

Staff Responsible for Monitoring: Admin
Counselor
Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

Strategy 3

The campus counselor will provide proactive and responsive social-emotional and behavioral support through restorative lunch circles, classroom guidance lessons, small-group instruction, and individual support. Services will target identified needs including social skills, peer relationships, conflict resolution, self-regulation, and problem-solving.

Strategy's Expected Result/Impact: Students receiving targeted counselor support will demonstrate improved social-emotional skills, conflict-resolution strategies, self-regulation, and positive peer interactions, resulting in fewer repeated behavior concerns and increased successful participation in the classroom environment.

Staff Responsible for Monitoring: Administrators
Counselor
DAEP Teacher
Behavioral Aid
Classroom Teachers

Strategy 4

Implement Halstead Expectations and established campus non-negotiables consistently across classrooms and common areas through CKH, CHAMPS, and PBIS practices. Staff will explicitly teach, model, reinforce, and reteach behavioral and procedural expectations using common campus language and systems established during pre-service professional learning.

Strategy's Expected Result/Impact: Students will experience consistent behavioral expectations and reinforcement across campus settings, resulting in increased student engagement, improved transitions and classroom routines, and a reduction in behaviors that result in loss of instructional time or disciplinary referrals.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Classroom Teachers
Interventionists

Strategy 5

Provide ongoing professional learning, coaching, and implementation support for staff in CKH, CHAMPS, PBIS, SEL practices, Halstead Expectations, and campus non-negotiables. Campus administrators and instructional support staff will monitor implementation through walkthroughs, spot checks, staff feedback, and follow-up support to promote consistent campuswide practices.

Strategy's Expected Result/Impact: Staff will demonstrate increased consistency in implementing campuswide SEL, behavior, relationship-building, and instructional expectations, with at least 90% implementation observed across classrooms and common areas.

Staff Responsible for Monitoring: Counselor
Administrators
Teachers

Performance Objective 5

By May 2027, cafeteria behavior incidents and referrals will decrease by 25% through consistent implementation of schoolwide cafeteria expectations, voice-level procedures, visual and auditory cues, positive behavior reinforcement, and environmental noise-reduction supports.

Evaluation Data Source: cafeteria behavior/discipline referral data, administrator and staff cafeteria observation data, PBIS behavior data, and cafeteria expectation implementation/spot-check data.

Strategy 1

Explicitly teach, model, practice, and reteach cafeteria procedures aligned with Halstead Expectations, the campus Culture Playbook, and Capturing Kids' Hearts (CKH) practices. Staff will use consistent campus language, visual supports, voice-level expectations, and auditory cues to establish predictable routines and reinforce respectful, responsible student behavior.

Strategy's Expected Result/Impact: Students will demonstrate increased independence and consistency in following Halstead cafeteria expectations, including appropriate voice levels, movement, interactions, and routines, resulting in fewer behavioral disruptions and cafeteria referrals.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Faculty/Staff

Strategy 2

Utilize CKH relationship-building practices and campus PBIS systems to positively reinforce behaviors outlined in the Culture Playbook and Halstead Expectations. Staff will intentionally recognize students and classes demonstrating appropriate cafeteria behaviors through specific praise, PBIS points, Bulldawg Bucks, and other campus recognition systems.

Strategy's Expected Result/Impact: Students will demonstrate increased ownership of campus expectations and positive interactions with peers and adults as appropriate cafeteria behaviors are consistently acknowledged and reinforced.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Faculty/Staff

Strategy 3

Implement consistent adult supervision and response practices during all lunch periods aligned with the Culture Playbook, Halstead Expectations, campus non-negotiables, and CKH. Staff will actively monitor, positively interact with students, reinforce expected behaviors, provide timely redirection, and use common campus language and procedures when responding to student behavior.

Strategy's Expected Result/Impact: Staff will demonstrate increased consistency in monitoring, reinforcing, and responding to student behavior in the cafeteria. Students will experience predictable expectations and adult responses, resulting in improved cafeteria behavior and fewer incidents requiring administrative intervention.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Faculty/Staff

Strategy 4

Create a cafeteria environment that supports the positive, relationship-centered culture established through CKH, the Culture Playbook, and Halstead Expectations. Utilize visual voice-level indicators, auditory cues, clearly posted expectations, positive messaging, and environmental noise-reduction supports, including acoustic materials or panels as available, to promote a safe, welcoming, and orderly dining environment.

Strategy's Expected Result/Impact: The cafeteria environment will reflect consistent campuswide expectations and support positive student interactions, appropriate voice levels, and orderly routines. Reduced environmental noise and increased consistency of expectations will contribute to a 25% reduction in cafeteria behavior incidents and referrals.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Faculty/Staff

Performance Objective 6

By Spring 2027, the percentage of students achieving Meets Grade Level or above on the Mathematics STAAR assessment will increase from 45% to 48%, and the percentage of students achieving Masters Grade Level will increase from 18% to 23%.

Evaluation Data Source: STAAR-released assessments administered throughout the school year, district and campus common assessments, classroom assessment data, and Spring 2027 STAAR Mathematics results will be used to monitor progress toward Meets and Masters performance targets.

Strategy 1

Provide protected weekly Mathematics PLC time for collaborative lesson internalization and Data-Driven Instruction (DDI). Teachers will unpack grade-level TEKS, internalize upcoming

lessons, anticipate student misconceptions, develop exemplars, plan for rigorous questioning and mathematical discourse, and analyze student work and assessment data to determine reteach, intervention, and extension needs.

Strategy's Expected Result/Impact: Teachers will demonstrate stronger lesson preparedness and consistent implementation of rigorous, TEKS-aligned mathematics instruction. Students will demonstrate increased conceptual understanding, mathematical reasoning, and problem-solving skills, resulting in improved performance on classroom assessments, STAAR-released assessments, and the Spring Mathematics STAAR.

Staff Responsible for Monitoring: Administrators
Teachers
Interventionist

Strategy 2

Utilize designated Math intervention days to provide targeted, data-driven instruction based on identified student needs. Students will be flexibly grouped and regrouped according to specific TEKS, prerequisite skill gaps, and demonstrated misconceptions identified through assessment and progress monitoring data.

Strategy's Expected Result/Impact: Students receiving targeted Math intervention will demonstrate measurable growth in identified TEKS and prerequisite skills. Progress monitoring and assessment data will reflect increased mastery of targeted concepts, timely adjustments to intervention groups, and a reduction in identified mathematics learning gaps.

Staff Responsible for Monitoring: Administrators
Instructional Coach
Intervention Teachers
Classroom Teachers

Strategy 3

Conduct six-week PLC and RtI data reviews to monitor student progress in Mathematics, identify learning gaps, and determine appropriate instructional adjustments, interventions, and acceleration. Teams will analyze student performance by TEKS and identify students requiring additional support or opportunities for extension.

Strategy's Expected Result/Impact: Teachers will use ongoing student performance data to make timely instructional decisions and provide targeted support. Students will demonstrate increased mastery of identified Math TEKS, with appropriate movement between intervention groups and Tiers based on demonstrated progress and need.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

Strategy 4

Provide targeted Mathematics instruction through after-school tutorials and STAAR Saturday sessions for identified students based on assessment and progress monitoring data. Instruction will focus on priority TEKS, identified skill gaps, mathematical reasoning, problem-solving, and application through differentiated small-group instruction.

Strategy's Expected Result/Impact: Students participating in Math tutorials and STAAR Saturdays will demonstrate measurable growth on targeted TEKS and identified areas of need, resulting in improved performance on progress monitoring measures, STAAR-released assessments, and the Spring Mathematics STAAR.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Classroom Teachers
Interventionists

Performance Objective 7

By Spring 2027, Halstead Elementary will increase student performance by at least 5 percentage points across all assessed subject areas for the campus's lowest-performing student groups, including African American and Two or More Races students, and high-focus groups, including Economically Disadvantaged, Emergent Bilingual/English Learner, and Special Education students, with intentional monitoring of students identified within Closing the Gaps indicators.

Evaluation Data Source: STAAR and STAAR-released assessment data disaggregated by student group, district and campus common assessments, universal screener and progress monitoring data, RtI and intervention data, classroom assessment data, and Spring 2027 accountability and Closing the Gaps results.

Strategy 1

Provide targeted instruction during designated intervention periods, tutorials, and additional instructional opportunities based on student performance data, identified learning gaps, and individual student needs. Students identified within Closing the Gaps indicators will receive intentional support aligned to specific TEKS and demonstrated areas of need.

Strategy's Expected Result/Impact: Students identified within Closing the Gaps indicators will demonstrate measurable growth on targeted TEKS and identified skill gaps, resulting in improved performance on progress monitoring measures, campus and district assessments, STAAR-released assessments, and Spring STAAR.

Staff Responsible for Monitoring: Administrators
Teachers

Strategy 2

Identify students who contribute to Closing the Gaps indicators and intentionally monitor their academic performance through PLC, RtI, and data-review processes. Teachers and campus leadership will analyze student performance by student group and individual student to identify learning gaps, determine appropriate supports, and monitor progress toward grade-level mastery.

Strategy's Expected Result/Impact: Teachers and campus leadership will maintain increased awareness of the performance and progress of students identified within Closing the Gaps indicators. Data reviews will result in timely instructional adjustments and targeted supports, contributing to at least a 5-percentage-point increase in student-group performance.

Staff Responsible for Monitoring: Administrators
Instructional Coach
Intervention Teachers
Classroom Teachers

Strategy 3

Conduct targeted classroom walkthroughs and observations during Tier 1 instruction and intervention to monitor access to rigorous, grade-level instruction for students identified within Closing the Gaps indicators. Campus administrators and instructional support staff will provide actionable feedback and coaching to strengthen differentiation, student engagement, academic discourse, and opportunities for students to demonstrate mastery.

Strategy's Expected Result/Impact: Students identified within Closing the Gaps indicators will experience increased access to rigorous, grade-level instruction and appropriately differentiated support. Walkthrough, observation, and student performance data will demonstrate stronger instructional implementation and increased student mastery.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

Strategy 4

Utilize protected PLC time for lesson internalization and Data-Driven Instruction (DDI) to analyze the performance of students identified within Closing the Gaps indicators. Teams will anticipate misconceptions, plan appropriate scaffolds and extensions, analyze student work and assessment data, and determine reteach, intervention, and acceleration needs.

Strategy's Expected Result/Impact: Teachers will use student-group and individual student data to make intentional instructional decisions, resulting in timely reteach, intervention, and acceleration and increased mastery of grade-level TEKS among students identified within Closing the Gaps indicators.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Classroom Teachers
Interventionists

Strategy 5

Collaborate with district instructional services, content specialists, and consultants to analyze student performance, identify instructional needs, strengthen Tier 1 instruction and intervention practices, and provide targeted professional learning and coaching based on the needs of students identified within Closing the Gaps indicators.

Strategy's Expected Result/Impact: Teachers will demonstrate increased capacity to provide rigorous, targeted instruction for students within identified Closing the Gaps groups. Student performance data will reflect reduced achievement gaps and progress toward the campus goal of at least 5 percentage points of growth across assessed subject areas.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Classroom Teachers
Interventionists

Performance Objective 8

By the end of the 2026-2027 school year, Halstead Elementary will increase average daily attendance (ADA) from 94.7% to at least 95% through systematic attendance monitoring, proactive family

engagement, student recognition and incentives, and targeted interventions for students demonstrating concerning attendance patterns.

Evaluation Data Source: Campus average daily attendance reports; six-week, semester, and annual attendance data; grade-level and student-group attendance reports; individual student absence and tardy records; chronic absenteeism reports; parent contact and conference documentation; attendance intervention records; and participation data from campus attendance recognition and incentive programs.

Strategy 1

Monitor and analyze attendance data throughout the school year by grade level, student group, individual student, time of year, and day of the week to identify trends and attendance concerns. Students approaching chronic absenteeism or demonstrating concerning patterns of absences or tardiness will be identified early to allow for timely intervention.

Strategy's Expected Result/Impact: Attendance concerns and patterns will be identified earlier, allowing campus staff to provide timely support before students develop more significant attendance concerns. Six-week attendance data will demonstrate progress toward the campus goal of at least 95% average daily attendance.

Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk, PEIMS Clerk

Strategy 2

Provide ongoing communication, education, and resources to families regarding the importance of consistent attendance, timely arrival, morning routines, and the impact of absences on student learning. Campus staff will utilize personalized phone calls and parent conferences, when appropriate, for students demonstrating frequent absences, tardiness, or concerning attendance patterns rather than relying solely on automated notifications.

Strategy's Expected Result/Impact: Families will demonstrate increased awareness of the importance of consistent and timely attendance and will engage with campus staff to address identified barriers. Students receiving targeted family outreach will demonstrate improved attendance and/or reduced tardiness following campus intervention.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PCOC, PEIMS

Strategy 3

Implement a campuswide attendance recognition and incentive system to promote and celebrate consistent student attendance. Recognition will include grading-period and semester Perfect Attendance awards, semester incentive drawings, class and grade-level attendance recognition, Top Dawg Class recognition, and celebration of attendance accomplishments during schoolwide assemblies and pep rallies.

Strategy's Expected Result/Impact: Students and families will demonstrate increased awareness and ownership of attendance expectations. Campus, grade-level, and student attendance data will reflect improved attendance patterns and progress toward the campus goal of at least 95% average daily attendance.

Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, Counselor, PEIMS, PCOC

Strategy 4

Implement individualized attendance interventions for students demonstrating frequent

absences, excessive tardiness, or patterns indicating risk for chronic absenteeism. Campus staff will identify barriers to attendance, develop individualized strategies with students and families, and utilize district attendance systems, personnel, and available community or district resources to provide additional support as needed.

Strategy's Expected Result/Impact: Students identified as at risk for chronic absenteeism will demonstrate improved attendance following targeted intervention and support. The number and percentage of students experiencing chronic absenteeism will decrease, contributing to an increase in overall campus average daily attendance.

Staff Responsible for Monitoring: Principal, Asst Principal, PEIMS, Counselor, PCOC

Goal 2

Halstead will ensure a safe, secure, and supportive learning environment for all students, staff, and visitors by implementing proactive safety measures, maintaining emergency preparedness, and fostering a culture of awareness, responsibility, mutual respect, and adherence to established campus and district safety procedures.

Performance Objective 1

By the end of the 2026-2027 school year, Halstead Elementary will maintain 100% compliance with required campus safety procedures, emergency drills, and staff safety training, while addressing identified safety concerns through ongoing monitoring, communication, and corrective action.

Evaluation Data Source: Sentinel, RAPTOR

Strategy 1

Conduct all required emergency drills and safety training in accordance with district and state requirements. Staff and students will receive clear instruction regarding emergency procedures, expectations, and individual responsibilities. Campus administration will review drill implementation and address identified areas of concern through reteaching, practice, and procedural adjustments.

Strategy's Expected Result/Impact: Students and staff will demonstrate increased knowledge of and adherence to emergency procedures, with 100% completion of required drills and safety training and improved implementation of established procedures throughout the school year.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Safety Team, Teachers and Staff

ESF Levers: Lever 3: Integrated Student Support Systems

Strategy 2

Consistently implement and monitor campus and district safety procedures, including visitor management, exterior and classroom door security, staff identification, student supervision, arrival and dismissal procedures, and reporting of safety concerns. Campus administration will conduct ongoing safety checks and address identified concerns in a timely manner.

Strategy's Expected Result/Impact: Staff will demonstrate consistent implementation of established safety and security procedures, identified concerns will be addressed promptly, and the campus will maintain a safe and secure environment for students, staff, and visitors.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Safety Team, Teachers and Staff

ESF Levers: Lever 3: Integrated Student Support Systems

Strategy 3

Promote a safe and supportive campus culture through consistent implementation of Capturing Kids' Hearts (CKH), the Culture Playbook, Halstead Expectations, and campuswide behavior systems. Staff will explicitly teach and reinforce expectations for respectful behavior, encourage students to report safety concerns to trusted adults, and respond promptly to concerns involving student safety, bullying, conflict, or other behaviors that may negatively impact the learning environment

Strategy's Expected Result/Impact: Students will demonstrate increased awareness of behavioral and safety expectations, positive interactions with peers and adults, and appropriate reporting of safety concerns. Campus data will reflect a safe, supportive, and respectful learning environment.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers and Staff

ESF Levers: Lever 3: Integrated Student Support Systems

Goal 3

Hettie Halstead Elementary will strengthen partnerships among families, staff, and community organizations to support student academic achievement, personal growth, responsible citizenship, and a positive school community.

Performance Objective 1

By the end of the 2026-2027 school year, Hettie Halstead Elementary will increase opportunities for family and community engagement in academic, cultural, and student-centered activities while expanding community partnerships that provide resources, experiences, and support for students and families. The campus will recognize and celebrate the contributions of families, volunteers, and community partners throughout the school year.

Evaluation Data Source: Family and community event participation records, volunteer records, parent communication data, family surveys and feedback, community partnership documentation, campus event calendars, and records of partner and volunteer recognition.

Strategy 1

Collaborate with the Parent and Community Outreach Coordinator (PCOC) to provide meaningful opportunities for families to engage in campus activities that support student academic achievement, personal growth, and school connectedness. Opportunities will include academic and curriculum events, family engagement activities, student performances and celebrations, and other campus events designed to strengthen the home-school partnership.

Strategy's Expected Result/Impact: Families will demonstrate increased participation in campus activities and greater connection to the school community, strengthening partnerships between families and staff in support of student achievement and personal growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, PCOC, Counselor, Teachers and Staff

ESF Levers: Lever 3: Integrated Student Support Systems

Strategy 2

Utilize the PCOC and campus communication systems to provide consistent, accessible, and timely communication and outreach to families regarding student learning, campus events, available resources, volunteer opportunities, and opportunities for family involvement.

Strategy's Expected Result/Impact: Families will demonstrate increased awareness of campus programs, resources, and opportunities for involvement, resulting in increased participation and stronger connections between families and the campus.

Staff Responsible for Monitoring: PCOC, Principal, Assistant Principal, Teachers and Staff

Strategy 3

Utilize the PCOC to develop, coordinate, and maintain partnerships with community organizations, businesses, volunteers, and other stakeholders to connect students and families with resources, learning experiences, service opportunities, and support that promote academic achievement, personal growth, and responsible citizenship.

Strategy's Expected Result/Impact: The campus will increase and strengthen community partnerships, resulting in greater access to resources, experiences, and support for students and families.

Staff Responsible for Monitoring: PCOC, Principal, Assistant Principal, Teachers and Staff

Strategy 4

Implement consistent, timely, and accessible communication strategies to keep families and community members informed of campus events, student learning, available resources, volunteer opportunities, and opportunities for involvement. Utilize multiple communication methods, including the campus Facebook page, school marquee, flyers, newsletters, district communication platforms, and direct parent communication to reach families through multiple avenues. The PCOC will support communication and outreach efforts to increase family and community awareness and participation.

Strategy's Expected Result/Impact: Families and community members will demonstrate increased awareness of campus events, resources, and opportunities for involvement, resulting in increased participation in school activities and stronger family-school-community partnerships.

Staff Responsible for Monitoring: PCOC, Principal, Assistant Principal, Teachers and Staff

Goal 4

Halstead Elementary will recruit and hire highly qualified instructional staff to ensure all students have access to effective, certified educators and consistent, high-quality instruction.

Performance Objective 1

By the end of the 2026-2027 school year, Halstead Elementary will fill 100% of certified instructional vacancies through proactive recruitment, collaboration with Human Resources, participation in recruitment opportunities, and intentional promotion of Halstead's campus culture.

Evaluation Data Source: Campus vacancy and staffing reports, Human Resources personnel data, applicant and interview records, recruitment activity participation, and certified instructional vacancy fill rates.

Strategy 1

Collaborate with Human Resources to proactively recruit qualified candidates through district and regional recruitment fairs, educator preparation programs, candidate referrals, and other available recruitment opportunities. Campus administration will maintain timely communication with prospective candidates and utilize efficient screening and interview processes to fill certified instructional vacancies.

Strategy's Expected Result/Impact: Halstead will increase access to qualified applicants and reduce the length of time certified instructional positions remain vacant, resulting in 100% of certified instructional vacancies being filled.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Human Resources Department

Strategy 2

Actively promote Halstead Elementary to prospective candidates by highlighting campus culture, student and staff successes, professional support, and the Halstead Expectations through digital platforms, recruitment materials, campus events, and interactions with potential applicants.

Strategy's Expected Result/Impact: Prospective candidates will have increased awareness of Halstead's campus culture and professional opportunities, contributing to an increased pool of qualified applicants and successful filling of certified instructional vacancies.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Human Resources Department

Copperas Cove Independent School District

House Creek Elementary

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 14, 2026 at 02:02 AM

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.

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 including Capturing Kids Hearts and attendance supports, resulting in a reduction in office discipline referrals by 10%, improved attendance by 1%, 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

Strategy 2

Strengthen attendance communication with families and educate parents on instructional time expectations by providing parents with a monthly newsletter or 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

ESF Levers: Lever 3: Integrated Student Support Systems

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

Strategy 4

Increase student recognition programs and opportunities for student leadership and engagement. Increase opportunties 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

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: RtI Documentation
* Intervention Schedules
* Student Growth Data
* Campus Walkthrough Data
* PLC Agendas/Minutes

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, RtI 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

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, RtI 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

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, RtI 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

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, RtI 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

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

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 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

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 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

Strategy 4

Utilize PLCs and RtI 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 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

Strategy 5

Redesign the intervention block to ensure students are provided skill-based, data-driven instruction based on their gap or instructional area of breakdown.

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

Title I: 2.5.1, 2.5.3

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

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
* 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

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

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

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

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

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

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: PCOC and 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

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: PCOC, 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

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

Copperas Cove Independent School District

J.L. Williams/Lovett Ledger Elementary

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 14, 2026 at 02:09 AM

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.

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 spring 2027 STAAR administration, Williams Ledger Elementary will increase the percentage of students in grades 3-5 achieving Meets Grade Level or above in RLA from 55% to at least 60%.

Evaluation Data Source: 2027 RLA STAAR Scores

Strategy 1

Provide ongoing professional development on the district's Tier 1 RLA 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

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

Strategy 2

Facilitate weekly PLC meetings and extended-block PLC meetings every 3 weeks focused on collaborative RLA planning, TEKS alignment, lesson internalization, and student work 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

Strategy 3

Use universal RLA screener data (e.g. phonics screeners, mCLASS, TEKSReady, Released STAAR Benchmark) for BOY, MOY, and EOY progress monitoring 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

Strategy 4

Provide high quality evidence-based RLA instructional resources to support Tier 1, 2, and 3 RLA 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

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

Strategy 5

Conduct regular classroom observations and provide specific 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

Strategy 6

Implement data-driven tiered intervention plans for students not on track to meet Reading 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

Strategy 7

Collaborate during weekly Campus Leadership Team meetings to discuss instructional strengths and struggles, develop response plans, and monitor follow-through.

Strategy's Expected Result/Impact: Timely, targeted responses to reading instructional needs, consistent implementation of agreed-upon action steps, and improved instructional practices, as evidenced by classroom observations, completed follow-up actions, and increased student reading performance on progress-monitoring assessments.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Strategy 8

Conduct after-school professional development aligned with needs identified through observations, teacher feedback, and student data.

Strategy's Expected Result/Impact: Teachers will apply targeted instructional practices learned through after-school professional development, resulting in stronger instruction and improved student reading achievement, as evidenced by follow-up observations, student work, and progress-monitoring data.

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 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Strategy 9

Meet with each grade level once each six weeks to review student performance and growth, evaluate intervention effectiveness, and plan adjustments to Reading instruction and interventions.

Strategy's Expected Result/Impact: Grade-level teams will use student performance and growth data to make timely adjustments to reading instruction and interventions, resulting in reduced skill gaps and increased reading achievement, as evidenced by progress-monitoring data and six-week assessment results.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Interventionists, Teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and

Capacity Building

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By the spring 2027 STAAR administration, Williams Ledger Elementary will increase the percentage of students in grades 3-5 achieving Meets Grade Level or above in Math from 50% to at least 55%.

Evaluation Data Source: 2027 Math STAAR Scores

Strategy 1

Provide ongoing professional development on the district's Tier 1 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

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

Strategy 2

Facilitate weekly PLC meetings and extended-block PLC meetings every 3 weeks focused on collaborative Math planning, TEKS alignment, lesson internalization, and student work 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

Strategy 3

Use universal Math screener data (e.g. mCLASS, TEKSReady, Released STAAR Benchmark) for BOY, MOY, and EOY progress monitoring to differentiate Math 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

Strategy 4

Provide high quality evidence-based Math instructional resources for each content area to support Tier 1, 2, and 3 Math 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

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

Strategy 5

Conduct regular classroom observations and provide specific 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

Strategy 6

Implement data-driven tiered intervention plans for students not on track to meet Math 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

Strategy 7

Collaborate during weekly Campus Leadership Team meetings to discuss instructional strengths and struggles, develop response plans, and monitor follow-through.

Strategy's Expected Result/Impact: Timely, targeted responses to reading instructional needs, consistent implementation of agreed-upon action steps, and improved instructional practices, as evidenced by classroom observations, completed follow-up actions, and increased student reading performance on progress-monitoring assessments.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Strategy 8

Conduct after-school professional development aligned with needs identified through observations, teacher feedback, and student data.

Strategy's Expected Result/Impact: Teachers will apply targeted instructional practices learned through after-school professional development, resulting in stronger instruction and improved student reading achievement, as evidenced by follow-up observations, student work, and progress-monitoring data.

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 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Strategy 9

Meet with each grade level once each six weeks to review student performance and growth, evaluate intervention effectiveness, and plan adjustments to Math instruction and interventions.

Strategy's Expected Result/Impact: Grade-level teams will use student performance and growth data to make timely adjustments to reading instruction and interventions, resulting in reduced skill gaps and increased reading achievement, as evidenced by progress-monitoring data and six-week assessment results.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Interventionists, Teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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 2026-2027 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

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

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

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

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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

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 2026-2027 school year, WLE will increase consistency in implementation of campus behavior systems through implementation of campus-wide culture routines, Capturing Kids Hearts practices, daily SEL practices, consistent behavior expectations, and staff training on proactive behavior strategies.

Evaluation Data Source: counselor lesson logs, Everyday Speech analytics, Panorama surveys, 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

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Strategy 2

Provide ongoing staff training and coaching on Capturing Kids Hearts practices, including greeting students, sharing Good Things, establishing and revisiting social contracts, and using consistent questioning to redirect behavior. Monitor implementation through walkthroughs and provide feedback to strengthen relationships, student ownership, and consistency in campus behavior routines.

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

Strategy 3

Use common language and routines as outlined in the Culture Playbook and the campus discipline guide.

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

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

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

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

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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 2026-2027 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

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

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

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Goal 5 Develop additional opportunities to increase a personalized culture of engagement.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

By the end of the 2026-2027 school year, Williams Ledger Elementary will increase its average daily attendance rate from 94.6% to at least 95% through weekly attendance monitoring, timely outreach to families of students with repeated absences, and campus attendance incentives.

Evaluation Data Source: ADA

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

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

ESF Levers: Lever 3: Integrated Student Support Systems

Strategy 3

Host monthly engagement events (e.g., surprise attendance days, 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

ESF Levers: Lever 3: Integrated Student Support Systems

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

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

Strategy 6

Host morning clubs.

Strategy's Expected Result/Impact: Improved attendance.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers, Support Staff

ESF Levers: Lever 3: Integrated Student Support Systems

Copperas Cove Independent School District

Mae Stevens Elementary

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 14, 2026 at 02:02 AM

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 save, 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.

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

Title I: 2.5.2, 2.5.3

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Performance Objective 2

Mae Stevens Admin team will reach out to other campuses to ask for veteran teachers or SPED personnel to serve a mentors for our teachers as they learn and become comfortable with SPED processes.

Evaluation Data Source: Emails
Documentation of mentors

Strategy 1

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.

Strategy's Expected Result/Impact: Teachers will feel they have someone to ask questions of as they learn the SPED processes.

Staff Responsible for Monitoring: Principal
IC

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

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

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 3: Integrated Student Support Systems

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

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 3: Integrated Student Support Systems

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

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

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

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

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

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

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

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

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

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

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

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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

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

Copperas Cove Independent School District

Martin Walker Elementary

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 14, 2026 at 02:03 AM

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 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.

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 strengthen teacher capacity through Observation & Feedback, Coaching Conversations, PLCs, Lesson Internalization, and professional development to improve instructional effectiveness and increase student achievement.

Evaluation Data Source: Professional development sign-in sheets and agendas
Meeting sign-in sheets and agendas
GroweLab data
Lesson internalization documents
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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Performance Objective 2 ☑ High Priority

The campus will target growth in STAAR Scores specifically in Reading "Masters" from 32% in 2025-2026 to 36% in 2026-2027 and in Math "Meets" from 60% in 2025-2026 to 65% in 2026-2027.

Evaluation Data Source: STAAR Reading
District level trackers
Growth reports within instructional programs
PLC conversations
Coaching Conversations tracked in GroweLab

Strategy 1

Provide part-time interventionists and paraprofessional interventionists for differentiated intervention hour scheduling, including GT services.

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
Interventionists

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Strategy 3

Implement with fidelity the Observation and Feedback Cycle. Meet with teachers for Coaching Cycles to improve and level up instructional practices.

Strategy's Expected Result/Impact: Improved and high level instructional practice
Improved student growth and student achievement

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

TEA Priorities: Build a foundation of reading and math

Performance Objective 3

The campus will maintain or improve their Average Daily Attendance of 95.1%.

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

ESF Levers: Lever 3: Integrated Student Support Systems

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

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

ESF Levers: Lever 3: Integrated Student Support Systems

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
Instructional Coach
Assistant Principal
Counselor
Mentor Coordinator
Mentors

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Strategy 2

Launch a campus-wide staff recognition initiative that includes shout-outs, milestone celebrations, and staff appreciation events.

Strategy's Expected Result/Impact: Staff feel valued, which boosts morale and contributes to retention.

Staff Responsible for Monitoring: Campus Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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

Strategy 4

Implement Capturing Kids Hearts and the Campus Culture Playbook to improve and maintain campus culture and climate.

Strategy's Expected Result/Impact: Consistency and positivity will lead to higher staff retention

Staff Responsible for Monitoring: Leadership Team

Strategy 5

Improve communication practices through utilization of campus calendars, weekly newsletters, faculty meetings, and grade chair meetings.

Strategy's Expected Result/Impact: Communicating early and often will result in less perception of last minute changes
Increased staff and parent satisfaction

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Counselor

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, CKH strategies, and targeted counseling lessons.

Strategy's Expected Result/Impact: Increased social emotional awareness and regulation among students.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Counselor

ESF Levers: Lever 3: Integrated Student Support Systems

Performance Objective 2

The campus will increase student attendance at morning classroom community and social skills building time.

Evaluation Data Source: Raptor Tardy Logs
Master Schedule
Skyward Attendance Logs

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

Strategy 2

Begin Breakfast in the Classroom so students go straight to their classrooms to get their

breakfast.

Strategy's Expected Result/Impact: Fewer behavior issues in halls and cafeteria in the morning
Students reporting straight to class leaves less room for wandering and put more students in classrooms on time
Going straight to class means more kids in the classroom at the start of morning circle time

Staff Responsible for Monitoring: Teachers
Leadership Team
All staff

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
Campus Leadership Team meeting notes

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

Strategy 2

Consistently implement the strategies outlined in the Martin Walker Culture Playbook and Capturing Kids Hearts.

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
CKH Process Champions

ESF Levers: Lever 3: Integrated Student Support Systems

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

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

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,

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, Edlio, and flyers.

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
Front Office Staff
Parent Community Outreach Coordinator

ESF Levers: Lever 3: Integrated Student Support Systems

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
Assistant Principal
Counselor
Parent Community Outreach Coordinator

ESF Levers: Lever 3: Integrated Student Support Systems

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

Performance Objective 3

The campus will implement CKH strategies to build relational capacity with all stakeholders.

Evaluation Data Source: surveys
walkthroughs
CKH traction visits

Copperas Cove ISD

2026-2027 Budget Amendment

ACCOUNT NUMBERS								VERBAL	AMOUNT OF	AMOUNT OF
FUND	FUNC	OBJ	S.O.	ORG	FYR	PRG	LOCAL	DESCRIPTION	INCREASE	DECREASE
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

Presto-X

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

Presto-X

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.

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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 empties, 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

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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

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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

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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**

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Equipment Needed: None at this time

Other Services:

Service	Cost
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

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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

_____

Dr. Jimmy Shuck, Ed. D
Deputy Superintendent of Ops & Support

Date:: _____

Date Effective: October ____, 2026

PO#_____

Rentokil North America d/b/a Presto-X

_____

Dominick McCullough
Account Executive

Date: _____

TIPS #13338

Presto-X

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 Snokeybrown), 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, unconscionably, 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? ***Must come from 6411 or 6412***	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-yeild 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

Prepared by: Damian Gonzales

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*

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 transporation 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

YAMAHA
National Presenting Sponsor

Package Includes:	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
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

1. These package prices are for all students, chaperones, and affiliated adults who will be traveling and staying with the group.
2. 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.
3. 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.
4. 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.)
5. 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 Remaning Balance (less previous payments)
Payment 3 due February 15, 2027
Final Payament of Balance

Music for All Inc
39 W Jackson Place
Suite 150
Indianapolis, IN 46225
800.848.2263 • 317.636.2263
musicforall.org

INVOICE

2027 Music for All National Festival:
National Concert Band Festival – High School

Music for

Customer PO No.	Document Date	Due Date	Payment Terms
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

Website	Phone Number	Email
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**

Board of Trustees

Date of Meeting: October 27, 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 professional staff contracts.
Attachments	New Hire Recommendations

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

E-Mail Address: lindsie.almquist@ccisd.com