

**CONNALLY INDEPENDENT SCHOOL DISTRICT
NOTICE AND AGENDA OF REGULAR MEETING**

The Board of Trustees of Connally Independent School District will hold a Regular Meeting at 5:30 PM on Tuesday, October 20, 2026 at the Connally Administration Building, 200 Cadet Way, Waco, Texas 76705. The subjects to be discussed are listed on the agenda which is attached to and made part of the notice.

On October 9, 2026, this Notice is posted on the bulletin board in a place convenient and readily accessible to the general public at four o'clock p.m. on said date.

AGENDA

- 1. Call to Order**
- 2. Pledge and Invocation**
- 3. Public Comments on Agenda Items**
- 4. Superintendent's Report**
 - A. National Principals Appreciation Month
 - B. Talent Development
- 5. Student Outcomes**
 - A. Board Goal 1: RLA Progress Update 2
 - B. Board Goal 2: Math Progress Update 3
 - C. Board Goal 3: CCM Progress Update 4
- 6. Action Items**
 - A. Discuss and Take Appropriate Action on Board Goal 3: Ensure College, Career, and Military Readiness for All Students 5
 - B. Discuss and Take Appropriate Action on Board Quarterly Self-Evaluation 8
 - C. Review, Discuss, and Approve Time Use Trackers 25
- 7. Review and Discuss Emergent Bilingual Annual Program Evaluation 29**
- 8. Consent Agenda**
 - A. Board Meeting Minutes for September 15, 2026 44
 - B. TEA ESL Waiver Application 48
 - C. Enrichment Hour Administrator Stipend 54
 - D. Substitute Teacher Rates, Administrator Substitute Rate, Relocation Incentive 55
- 9. Announcements**
- 10. Adjournment**

Josie Gutierrez, Superintendent

The Board of Trustees reserves the right to enter into a closed meeting at any point in the meeting, which is permitted by Texas Government Code, Sections 551.101-551.071-551.076, 551.082, and Texas Education Code, Section 39.096. The Board of Trustees reserves to take action in the open portion discussed in closed meeting.

Connally Independent School District
Board of Trustee Meeting Agenda Item

October 20, 2026

Item: Board Goal 1 RLA Progress Update

Contact Person: Dr. Amy Hosick

Presented for: Report Only

Supporting Documents: None

Background Information:

This presentation provides the Board of Trustees with school year-to-date student outcomes data to include the Curriculum-Based Assessment (CBA) results for Reading Language Arts (RLA) and Math and College, Career, and Military Readiness (CCMR).

The purpose of this presentation is to provide a goal progress update of the district's current state and performance.

Fiscal Implications:

None

Administrative Recommendation(s):

No action is required.

Connally Independent School District
Board of Trustee Meeting Agenda Item

October 20, 2026

Item: Board Goal 2 Math Progress Update

Contact Person: Dr. Amy Hosick

Presented for: Report Only

Supporting Documents: None

Background Information:

This presentation provides the Board of Trustees with school year-to-date student outcomes data to include the Curriculum-Based Assessment (CBA) results for Reading Language Arts (RLA) and Math and College, Career, and Military Readiness (CCMR).

The purpose of this presentation is to provide a goal progress update of the district's current state and performance.

Fiscal Implications:

None

Administrative Recommendation(s):

No action is required.

Connally Independent School District
Board of Trustee Meeting Agenda Item

October 20, 2026

Item: Board Goal 3 CCMR Progress Update

Contact Person: Dr. Amy Hosick

Presented for: Report Only

Supporting Documents: None

Background Information:

This presentation provides the Board of Trustees with school year-to-date student outcomes data to include the Curriculum-Based Assessment (CBA) results for Reading Language Arts (RLA) and Math and College, Career, and Military Readiness (CCMR).

The purpose of this presentation is to provide a goal progress update of the district's current state and performance.

Fiscal Implications:

None

Administrative Recommendation(s):

No action is required.

Connally Independent School District

Board of Trustee Meeting Agenda Item

October 20, 2026

Item: Discuss and Take Appropriate Action on Board Goal 3: Ensure College, Career, and Military Readiness for All Students

Contact Person: Dr. Josie Gutierrez

Presented for: Action

Supporting Documents: Attached

Background Information:

The Board of Trustees established district goals to provide clear direction and priorities for the school year. These goals serve as the foundation for governance, decision-making, and accountability while aligning the Board's vision with the district's strategic priorities.

Following the release of the August 2026 College, Career, and Military Readiness (CCMR) data, the district has established Board Goal 3.

The district has revised the CCMR goal that was presented at the September 15, 2026 regular board meeting. The new goals include dual credit coursework as an additional component for demonstrating student growth and college readiness. The percentage reflects students who have earned at least three college credit hours through dual credit in mathematics or English, or at least nine college credit hours through dual credit coursework.

TEA's planned weighted CCMR scoring system gives different levels of credit based on students' demonstrated postsecondary readiness, beginning with the graduating Class of 2030, who are freshmen in 2026–27, and reflected in the district's 2031 accountability rating. These changes may affect the district's CCMR score even when student outcomes remain similar, making expanded access to dual credit and other qualifying pathways important for future progress.

Board Goal 3: Ensure College, Career, and Military Readiness for All Students

The percentage of graduates that meet CCMR criteria by College Ready or Career Ready will increase from 51% to 81% by August 2031.

Fiscal Implications:

None

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve Board Goal 3 as presented.



Board Goals

Goal 1:
Increase 3rd Grade Reading
Proficiency on State
Assessments

The percentage of third-grade students who score "Meets Grade Level" or above on STAAR Reading will increase from 28% in June 2026 to 59% by August 2031.

Annual Targets

- Current 2026: 28% | 2027: 36% | 2028: 41% | 2029: 45% | 2030: 54% | 2031: 59%

Goal 2:
Increase 3rd Grade Math
Proficiency on State
Assessments

The percentage of third-grade students who score "Meets Grade Level" or above on STAAR Math will increase from 22% in June 2026 to 59% by August 2031.

Annual Targets

- Current 2026: 22% | 2027: 32% | 2028: 36% | 2029: 45% | 2030: 50% | 2031: 59%

Goal 3:
Ensure College, Career, and
Military Readiness for All
Students

The percentage of graduates that meet the CCMR criteria by either College Ready or Career Ready will increase from 51% in August 2026 to 81% by August 2031.

Annual Targets

- Current 2026: 51% | 2027: 64% | 2028: 69% | 2029: 73% | 2030: 77% | 2031: 81%

Connally Independent School District

Board of Trustee Meeting Agenda Item

October 20, 2026

Item: Discuss and Take Appropriate Action on Board Quarterly Self-Evaluation

Contact Person: Kathy Ferrell

Presented for: Action

Supporting Documents: Attached

Background Information:

As part of the Board of Trustees' continued commitment to effective governance and strong student outcomes, the Board will participate in its first quarterly self-evaluation.

This process will provide Board members with a structured opportunity to reflect on their collective effectiveness and overall progress in supporting the district's goals and priorities. This self-evaluation will also allow the Board to recognize areas of strength and identify opportunities for continued growth, ensuring its governance practices remain aligned with the district's mission of student success.

Fiscal Implications:

None

Administrative Recommendation(s):

None

Connally ISD Board of Managers: Time Investment Snapshot since placement

Five-month view | May through September 2026



PUBLIC MEETING MINUTES

0 | 74 | 50 | 34 | 33

MAY JUN JUL AUG SEP

SO + ADULT BEHAVIOR

125 min

65.4% of all time

STUDENT OUTCOMES

115 min

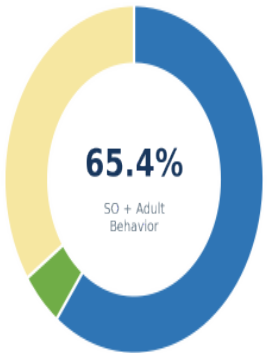
60.2% of all time

OTHER TOPICS

66 min

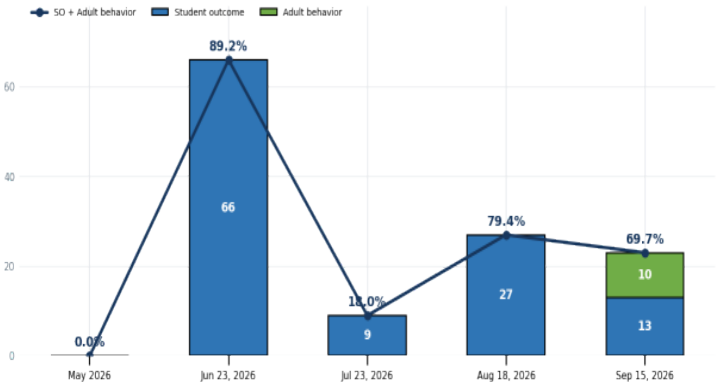
34.6% across 5 months

FIVE-MONTH TIME MIX

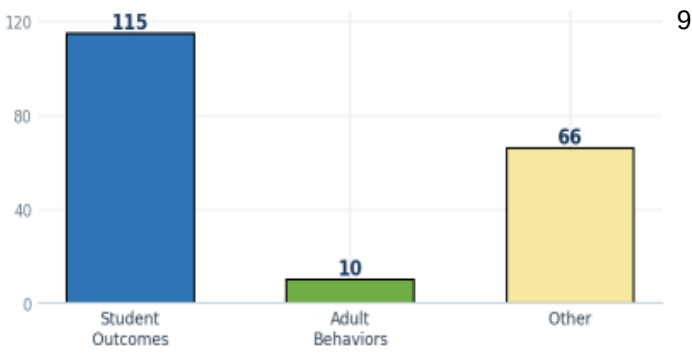


Student Outcomes 115 min
Adult Behaviors 10 min
Other 66 min

STUDENT OUTCOME + ADULT BEHAVIOR | MAY-SEP



MINUTES BY CATEGORY



HIGHLIGHTS + AREAS FOR GROWTH

HIGHLIGHTS

- June had the strongest SO focus: 66 minutes and 89.19%.
- Before placement recorded 0 time spent on SO + Adult Behavior minutes – while after placement avg. of 65%
- June–September totaled 125 Student Outcome/Adult Behavior minutes out of a total of 191 minutes.

AREAS FOR GROWTH

- Review 66 minutes classified as Other to possible Consent Agenda items.
- Continue balancing efficiency with deliberate time on Student Outcomes and Adult Behaviors.

Connally ISD Board of Managers: Time Investment Snapshot – last three months (Quarter)

Three public meetings | July 23, August 18, and September 15, 2026



PUBLIC MEETING MINUTES

50 | 34 | 33

JUL AUG SEP

SO + ADULT BEHAVIOR

59 min

50.4% of all time

STUDENT OUTCOMES

49 min

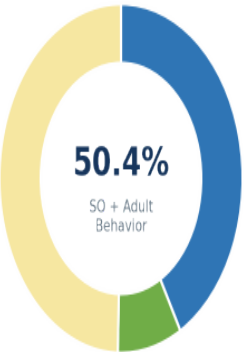
41.9% of all time

OTHER TOPICS

58 min

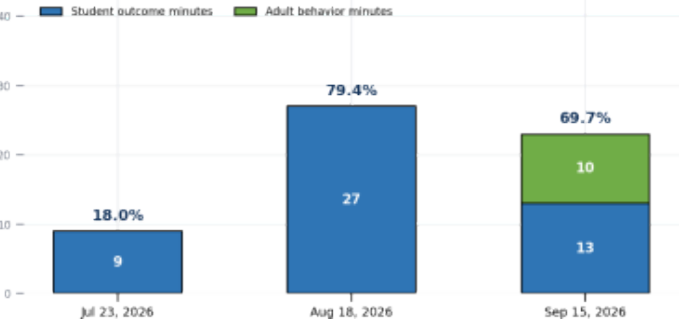
49.6% across 3 agendas

THREE-MONTH TIME MIX

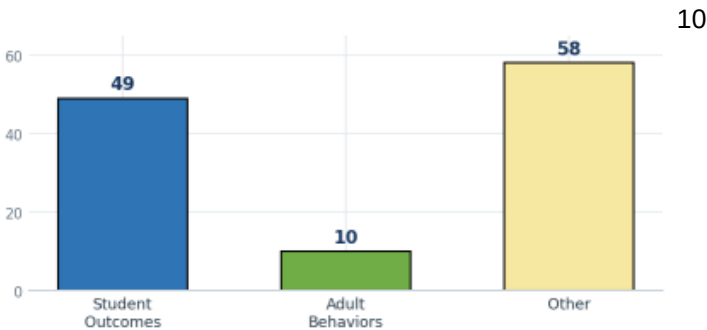


- Student Outcomes 49 min
- Adult Behaviors 10 min
- Other 58 min

STUDENT OUTCOME + ADULT BEHAVIOR MINUTES



MINUTES BY CATEGORY



HIGHLIGHTS + AREAS FOR GROWTH

HIGHLIGHTS

- 59 minutes, or 50.4%, supported Student Outcomes and Adult Behaviors.
- August recorded the strongest Student Outcome focus at 27 minutes.
- Public meeting time decreased from 50 minutes in July to 33 minutes in September.

AREAS FOR GROWTH

- Sustain the stronger August level of Student Outcome discussion.
- Review 58 minutes classified as Other for opportunities to refocus or clarify categorization.
- Continue balancing efficiency with deliberate time on Student Outcomes and Adult Behaviors.



Lone Star Governance

Continuous Improvement for Governing Teams

Participant Manual

Participant Name: _____

Workshop Date: _____



Implementation Integrity Instrument

The intention of Lone Star Governance is to provide a continuous improvement model for governing teams—boards in collaboration with their superintendents—that choose to intensively focus on one primary objective: improving student outcomes. Lone Star Governance accomplishes this intense focus through tailored execution of the five pillars of the Texas Framework for School Board Development, as adopted by the State Board of Education: Vision and Goals, Progress and Accountability, Systems and Processes, Synergy and Teamwork, and Advocacy and Engagement. In addition to its singular focus on improving student outcomes, Lone Star Governance provides a system for governing the secondary, but vital, legal and fiscal responsibilities of the board.

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TEXAS FRAMEWORK: VISION AND GOALS

Vision and Goals 1: The board has adopted student outcome goals

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
☐ The board does not have a vision. ☐ The board does not have goals . ☐ The board does not consistently distinguish between inputs, outputs, and outcomes .		The board has ☐ adopted a vision statement; ☐ owned the vision development process while working collaboratively with the superintendent; ☐ adopted three to five goals ; and ☐ owned the goal development process while working collaboratively with the superintendent.		All goals are specific, quantifiable, student outcome goals that include ☐ a population ; ☐ a five-year deadline of a month and year; ☐ a baseline of a month and a year ; ☐ annual targets ; and ☐ annual student group targets .		☐ All board members and the superintendent agree that the student outcome goals 1. will challenge the organization; 2. require adult behavior change; 3. are influenceable by the superintendent; and 4. are the superintendent's first priority for resource allocation. ☐ The board relied on a root-cause analysis, comprehensive student needs assessment, or a similar research-based tool to inform the identification and prioritization of all student outcome goals .		All board members and the superintendent ☐ have committed the vision and student outcome goals to memory; ☐ know the current status of each student outcome goal ; and ☐ agree there is broad community ownership of the board's vision and student outcome goals through involvement and communication with students, staff, and community members.	

TEXAS FRAMEWORK: VISION AND GOALS

Vision and Goals 2: The board has adopted goal progress measures (GPMs) aligned to each student outcome goal

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
☐ The board does not have goal progress measures (GPMs) . ☐ The board is treating the annual targets for student outcome goals as if they are GPMs.		☐ The board has adopted GPMs for each student outcome goal . ☐ The superintendent owned the GPM development process while working collaboratively with the board. ☐ The status of each adopted GPM is able to be updated multiple times during each school year.		☐ The board has adopted no more than three GPMs for each student outcome goal . ☐ All GPMs are student outputs , not adult inputs or outputs , that include 1. a population; 2. a five-year deadline of a month and year; 3. a baseline of a month and a year; 4. annual targets; and 5. annual student group targets.		All board members and the superintendent agree that the GPMs : ☐ will challenge the organization; ☐ require adult behavior change; ☐ are influenceable by the superintendent; and ☐ are all predictive of their respective student outcome goals.		All board members and the superintendent agree there is broad community ownership of the GPMs through involvement and communication with students, staff, and community members.	

TEXAS FRAMEWORK: VISION AND GOALS

Vision and Goals 3: The board has adopted constraints

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	3	Meets Focus	9	Masters Focus	10
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
The board does not have constraints .		The board has ☐ adopted 1 to 5 superintendent constraints; and ☐ owned the constraint development process while working collaboratively with the superintendent.		Each superintendent constraint describes a single operational action or class of actions the superintendent may not use or allow.		☐ The board has adopted one to five board self-constraints. ☐ The board, where appropriate, relied on a root-cause analysis, comprehensive student needs assessment, or similar research-based tool to inform the identification of and prioritization of superintendent constraints. ☐ All board members and the superintendent agree that the constraints will challenge the organization to focus on the vision and uphold community values.		☐ The board, in collaboration with the superintendent, has adopted one or more theories of action to drive overall strategic direction. ☐ All board members and the superintendent agree there is broad community ownership of the constraints through involvement and communication with students, staff, and community members.	

TEXAS FRAMEWORK: VISION AND GOALS

Vision and Goals 4: The board has adopted superintendent constraint progress measures (CPMs)

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	2	Meets Focus	4	Masters Focus	5
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
☐ The board does not have superintendent constraint progress measures (CPMs) .		☐ The board has adopted CPMs for each superintendent constraint . ☐ The superintendent owned the CPM development process while working collaboratively with the board. ☐ The status of each adopted CPM is able to be updated multiple times during each school year.		☐ The board has adopted no more than three CPMs for each superintendent constraint . ☐ All CPMs include: 1. a one- to five-year deadline of a month and year; 2. a baseline of a month and a year; and 3. annual targets.		All board members and the superintendent agree that the superintendent CPMs ☐ will challenge the organization to focus on the vision; ☐ will challenge the organization to uphold community values; ☐ are all predictive of their respective constraint ; and ☐ are influenceable by the superintendent.		All board members and the superintendent agree there is broad community ownership of the superintendent CPMs through involvement and communication with students, staff, and community members.	

TEXAS FRAMEWORK: Progress and Accountability

Progress and Accountability 1: The board invests at least half of its time to improving student outcomes

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
☐ The board does not have student outcome goals, GPMs, superintendent constraints, superintendent CPMs, or annual targets. ☐ The board does not track its use of time in board authorized public meetings. ☐ The board does not have a monitoring calendar.		☐ The superintendent owned the monitoring calendar development, working with the board to adopt a calendar that monitors 1. each student outcome goal at least four times per year; 2. no more than two student outcome goals per month; 3. each constraint at least once per year. ☐ The calendar spans the length of the student outcome goals. ☐ The board tracks its time in public meetings, identifying each minute according to the time use tracker.		10% or more of the total quarterly minutes in board authorized public meetings were invested in improving student outcomes according to the time use tracker.		25% or more of the total quarterly minutes in board authorized public meetings were invested in improving student outcomes according to the time use tracker.		50% or more of the total quarterly minutes in board authorized public meetings were invested in improving student outcomes according to the time use tracker.	

TEXAS FRAMEWORK: Progress and Accountability

Progress and Accountability 2: The board evaluates, but does not interfere with, progress toward improving student outcomes

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	2	Meets Focus	4	Masters Focus	5
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
☐ Any individual board member does not know if the school system is in low performing status and for how long. ☐ Any individual board member does not know if any campus is in low performing status and for how long. ☐ Any individual board member agrees that their first loyalty is owed to staff or vendors, rather than the vision, community values, and improving student outcomes. ☐ The board has not voted to approve a self-evaluation within the past 12 months.		The board has ☐ performed a self-evaluation within the previous 12 months using a research aligned instrument; ☐ performed a superintendent annual evaluation no more than 15 months ago; ☐ been provided copies of the superintendent's implementation plan(s), that include campus goals*, to make progress towards the student outcome goals; and ☐ not voted to approve the superintendent's implementation plan unless required by law.		The board ☐ performs self-evaluations using the LSG Integrity Instrument; ☐ performed a self-evaluation no more than 45 days prior to the most recent superintendent's evaluation; and ☐ evaluates the superintendent in part on the results and progress toward the student outcome goals and constraints using information within monitoring reports according to the monitoring calendar.		☐ The board receives, at least annually, a report on the average cost of staff time spent on governance using the staff use tracker. ☐ One quarter ago the board 1. Performed a self-evaluation using the LSG Integrity Instrument; and 2. voted to approve the quarterly progress tracker.		The board ☐ unanimously approved the current quarterly progress tracker; ☐ has not modified outcome goals, GPMs, constraints, CPMs, or targets during the cycle applicable to the annual superintendent evaluation; and ☐ considers superintendent performance as indistinguishable from system performance by evaluating the superintendent on only results and progress toward student outcome goals and constraints using information in monitoring reports according to the monitoring calendar.	

TEXAS FRAMEWORK: Systems and Processes

Systems and Processes: The board operates in a way that allows the superintendent to accomplish the vision

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
☐ The board has not received a monitoring report . ☐ There were six or more board authorized public meetings in a month (unless a state of emergency was declared). ☐ Any meeting of the board lasted longer than eight hours. ☐ Board members did not receive the final version of materials to be voted on at least three calendar days in advance of the board authorized public meeting.		The board receives and votes to accept monitoring reports that include - the student outcome goal and GPM or constraint and CPM being monitored; - the current status of the student outcome goal and GPM or constraint and CPM compared to previous, annual, and deadline targets; - the superintendent's interpretation of performance; and - supporting information that describes any needed next steps.		☐ All consent-eligible items were placed on the consent agenda and more than 75% of the items were voted on using a consent agenda. ☐ The adopted monitoring calendar has not been modified during the past quarter.		☐ Board authorized public meetings in the last quarter did not exceed - an average of four meetings per month; - an average of three hours per meeting; and - an average of five other topics per meeting. ☐ The board has - reviewed its existing local policies; and - only adopted local policies pertaining to board work.		☐ Board authorized public meetings in the last quarter did not exceed - an average of three meetings per month; - an average of two hours per meeting; and - an average of three other topics per meeting. ☐ Board members received the final materials to be voted on at least seven calendar days before the public meeting. ☐ No edits to the board's regularly scheduled meeting agenda in the three days prior to, or during, the meeting (unless a state of emergency was declared).	

TEXAS FRAMEWORK: Advocacy and Engagement

Advocacy and Engagement: The board promotes the vision

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	3	Meets Focus	9	Masters Focus	10
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
☐ The board has not publicly communicated the board adopted student outcome goals. ☐ The board has not arranged for any community engagement activities during the previous 12-month period beyond public comments during board authorized public meetings and/or required hearings.		The board has a two-way communication system in place where the board members at least once per year ☐ listen for and discuss the vision and values of their students; and ☐ listen for and discuss the vision and values of their staff and community members.		The board has ☐ provided time during regular scheduled board-authorized public meetings to recognize the accomplishments of its students and staff regarding progress on student outcome goals; and ☐ hosted a community meeting to discuss progress toward student outcome goals within each feeder pattern with low performing campuses during the previous 12-month period.		The board ☐ displays and keeps updated the status and targets of all student outcome goals and GPMs permanently and publicly in the room in which the board most frequently holds regularly scheduled meetings; and ☐ has led or co-led at least one training on Lone Star Governance for its community during the previous six-month period.		☐ Students have been included in at least one Lone Star Governance training or two-way communication meeting in the previous 12-month period. ☐ Newly selected board members have received an orientation on Lone Star Governance by fellow board members or an LSG Coach prior to being seated.	

TEXAS FRAMEWORK: Synergy and Teamwork

Synergy and Teamwork: The board works collaboratively and with the superintendent to lead toward the vision.

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	3	Meets Focus	9	Masters Focus	10
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
☐ The board has not adopted board operating procedures. ☐ The board does not have a policy that contains a template of ethics and conflicts of interest statement; ☐ The board has not achieved a quorum in two or more board-authorized public meetings during the previous three months. ☐ Board members serve on committees formed by superintendent or staff, unless serving is required by law. ☐ A board member voted on an item for which they had a conflict of interest, as defined by law, during the previous three months.		The board ☐ affirms that at least every two years, it has reviewed all policies governing board operating procedures; ☐ affirms that all members have signed the ethics and conflict of interest statement in the past 12 months; ☐ agrees that a committees' role is to advise the board, not to advise the staff; ☐ agrees that a board officers' role is to advise the board, not to advise the staff; and ☐ maintained a quorum throughout all regularly scheduled meetings for the past three months.		The board ☐ agrees that every member is responsible for the outcomes of all students, not just students in their region of the school system; ☐ maintained an average attendance of 70% or higher throughout all regularly scheduled board meetings over the previous three months; and ☐ has set the expectation that information provided to one board member is provided to all board members.		The board ☐ maintained an average attendance of 80% or higher throughout all regularly scheduled board meetings over the previous three months; ☐ agrees that all members have adhered to all policies governing board operating procedures; ☐ agrees that every member has completed all statutorily required trainings; and ☐ rather than the superintendent, led the completion of Lone Star Governance tasks.		All board members and the superintendent ☐ have completed the Lone Star Governance Workshop; ☐ agree that all board members have adhered to all adopted board constraints during the previous three months; and ☐ agree that no board member has given operational advice or instructions to staff members during the previous three months.	

QUARTERLY PROGRESS TRACKER

School Board:				Date:		Quarter:
Framework	Three Quarters Ago	Two Quarters Ago	One Quarters Ago	Current Quarter	Next Quarter Targets	Total Points Possible
Vision and Goals 1						15
Vision and Goals 2						15
Vision and Goals 3						10
Vision and Goals 4						5
Progress and Accountability 1						15
Progress and Accountability 2						5
Systems and Processes						15
Advocacy and Engagement						10
Synergy and Teamwork						10
Total						100

By signing below, I affirm that the Lone Star Governance Integrity Instrument was completed and is accurate

Board Member Signatures:	% Student Outcome Minutes	Vote Count for	Vote Count Against

EVALUATION NOTES

The standard of evidence for items where board action is required will be the minutes of the meeting during which the board voted to take the described action. Where an opinion of the board is required, a resolution or vote passed by the board will meet the standard of evidence. Any board completing a self-evaluation using the LSG Integrity Instrument that is supported or reviewed by an LSG Coach may submit the review for the LSG Leaderboard. If the board would like their self-evaluation reviewed by an LSG Coach, please email the completed LSG Integrity Instrument to LSG@tea.texas.gov.



Continuous Improvement for Governing Teams

QUARTERLY PROGRESS TRACKER

School Board: Connally ISD				Date: October 20, 2026		Quarter: 1
			7/24&25 LSG 2 Day Baseline			
Framework	Three Quarters Ago	Two Quarters Ago	One Quarters Ago	* Current Quarter	Next Quarter Targets	Total Points Possible
Vision and Goals 1			0			15
Vision and Goals 2			0			15
Vision and Goals 3			0			10
Vision and Goals 4			0			5
Progress and Accountability 1			0			15
Progress and Accountability 2			0			5
Systems and Processes			0			15
Advocacy and Engagement			0			10
Synergy and Teamwork			0			10
Total			0			100

By signing below, I affirm that the Lone Star Governance Integrity Instrument was completed and is accurate

Board Member Signatures:	% Student Outcome Minutes	Vote Count for	Vote Count Against

EVALUATION NOTES

The standard of evidence for items where board action is required will be the minutes of the meeting during which the board voted to take the described action. Where an opinion of the board is required, a resolution or vote passed by the board will meet the standard of evidence. Any board completing a self-evaluation using the LSG Integrity Instrument that is supported or reviewed by an LSG Coach may submit the review for the LSG Leaderboard. If the board would like their self-evaluation reviewed by an LSG Coach, please email the completed LSG Integrity Instrument to LSG@tea.texas.gov.

Connally Independent School District

Board of Trustee Meeting Agenda Item

October 20, 2026

Item: Review, Discuss, and Approve Time Use Trackers

Contact Person: Kathy Ferrell

Presented for: Action

Supporting Documents: Attached

Background Information:

As part of the Board of Trustees' continued commitment to effective governance and strong student outcomes, the Board will participate in its first quarterly self-evaluation.

This process will provide Board members with a structured opportunity to reflect on their collective effectiveness and overall progress in supporting the district's goals and priorities. This self-evaluation will also allow the Board to recognize areas of strength and identify opportunities for continued growth, ensuring its governance practices remain aligned with the district's mission of student success.

Fiscal Implications:

None

Administrative Recommendation(s):

None

TIME USE TRACKER		Connally ISD		QTR:		Date:	07/23/26
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals	0		← Minutes setting student outcome goals				
		0	← Minutes setting constraints or theories of action				
Progress and Accountability	9		← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar				
		0	← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the board adopted Monitoring Calendar				
	0		← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs				
		0	← Minutes performing board self-evaluations using the LSG Integrity Instrument				
Systems and Processes	Minutes discussing, debating, and voting on other agenda items (including consent agenda items) →						5
Advocacy and Engagement	0		← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals				
			← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals				
Synergy and Teamwork	Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law						
Other	Any time spent on an activity that does not meet the conditions listed above →						36
TOTALS	9	0	→ 50				41
Use For Student Outcome and Adult Behavior Minutes Percentage Calculation:							
9 ÷ 50 × 100 = 18.00% % Student Outcome and Adult Behavior Minutes							
Use For Student Outcome Minutes Percentage Calculation:							
9 ÷ 50 × 100 = 18.00% % Student Outcome Minutes							

Trustees Present	Trustees Absent	% Attendance
3	0	100.00%

Count of 'Other' Agenda Items
4

Goals Discussed	Goals on Target	% on Target
		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
13	0	100.00%

26

GPMs Discussed	GPMs on Target	% on Target
		0.00%

TIME USE TRACKER		Connally ISD		QTR:		Date: 08/18/26	
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals			← Minutes setting student outcome goals				
		0	← Minutes setting constraints or theories of action				
Progress and Accountability	27		← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar				
			← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the board adopted Monitoring Calendar				
	0		← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs				
		0	← Minutes performing board self-evaluations using the LSG Integrity Instrument				
Systems and Processes	Minutes discussing, debating, and voting on other agenda items (including consent agenda items) →						4
Advocacy and Engagement			← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals				
			← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals				
Synergy and Teamwork	Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law						
Other	Any time spent on an activity that does not meet the conditions listed above →						3
TOTALS	27	0	34				7
Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: $\frac{27}{34} \times 100 = 79.41\%$ % Student Outcome and Adult Behavior Minutes							
Use For Student Outcome Minutes Percentage Calculation: $\frac{27}{34} \times 100 = 79.41\%$ % Student Outcome Minutes							

Trustees Present	Trustees Absent	% Attendance
3	0	100.00%

Count of 'Other' Agenda Items
1

Goals Discussed	Goals on Target	% on Target
		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
16	0	100.00%

27

GPMs Discussed	GPMs on Target	% on Target
		0.00%

TIME USE TRACKER		Connally ISD		QTR:		Date:	09/15/26
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals	4		← Minutes setting student outcome goals				
			← Minutes setting constraints or theories of action				
Progress and Accountability	9		← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar				
		5	← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the board adopted Monitoring Calendar				
			← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs				
			← Minutes performing board self-evaluations using the LSG Integrity Instrument				
Systems and Processes	Minutes discussing, debating, and voting on other agenda items (including consent agenda items) →						1
Advocacy and Engagement			← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals				
			← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals				
Synergy and Teamwork	Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law						
Other	Any time spent on an activity that does not meet the conditions listed above →						14
TOTALS	13	5	33				15

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation:

18

÷

33

×

100

=

54.55%

% Student Outcome and Adult Behavior Minutes

Use For Student Outcome Minutes Percentage Calculation:

13

÷

33

×

100

=

39.39%

% Student Outcome Minutes

Trustees Present	Trustees Absent	% Attendance	Count of 'Other' Agenda Items	Goals Discussed	Goals on Target	% on Target
3	0	100.00%	1			0.00%
Consent Items	Consent Items Removed	% Remaining on Consent Agenda		GPMs Discussed	GPMs on Target	% on Target
13	0	100.00%				0.00%

Connally Independent School District
Board of Trustee Meeting Agenda Item

October 20, 2026

Item: Review and Discuss Emergent Bilingual Annual Program Evaluation

Contact Person: Dr. Amy Hosick

Presented for: Report Only

Supporting Documents: Attached

Background Information:

Local school districts are required to conduct an annual programmatic evaluation of their Emergent Bilingual program to assess student enrollment, program structure, academic progress, reclassification, waivers, and a comprehensive professional development plan. The Emergent Bilingual annual program evaluation report is presented for informational purposes and to fulfill state statutory annual reporting requirements under 19 TAC §89.1265.

Fiscal Implications:

None

Administrative Recommendation(s):

No action is required.

Review and Discuss Emergent Bilingual Program Evaluation

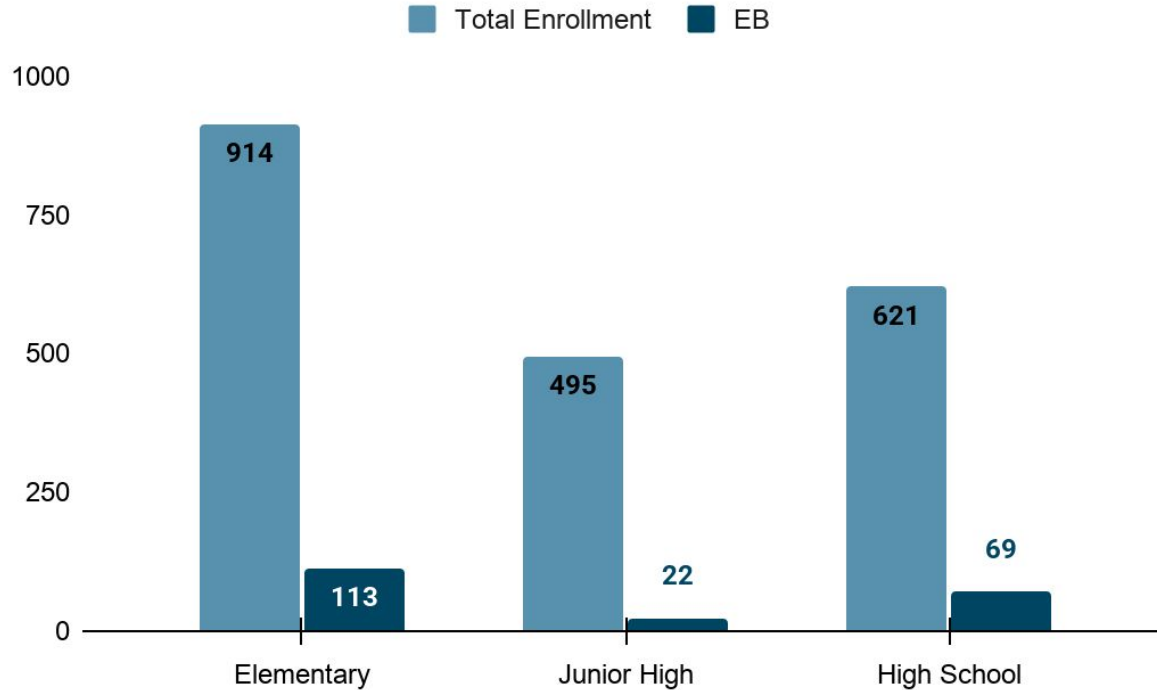
30



EB Student Enrollment - SY 25-26

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total Enrollment	74	129	143	161	138	129	140	168	154	173	176	161	148	136	2030
EB	N/A	22	12	19	21	15	24	N/A	22	N/A	33	N/A	22	14	24

EB Student Enrollment - SY 25-26



32

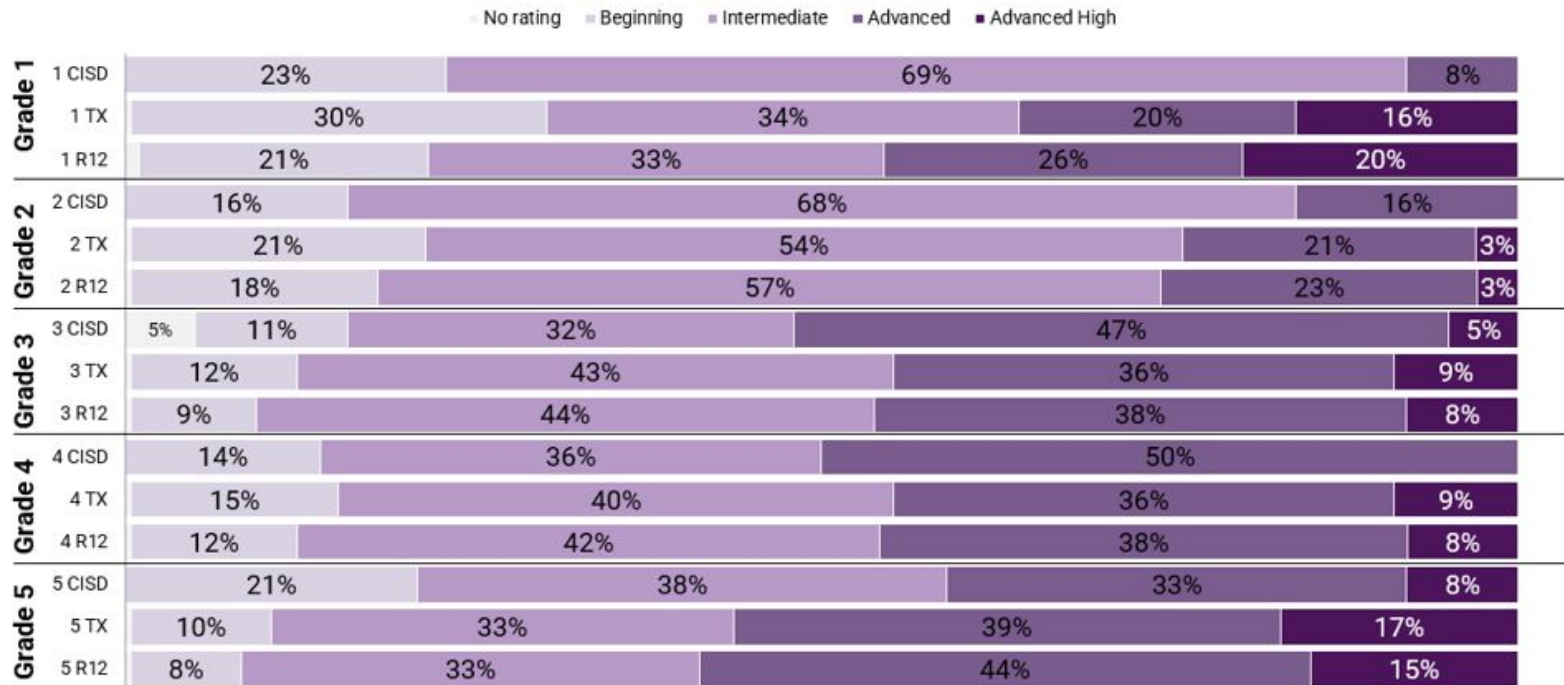
Program Structure

Grade Band	Program Model	Instructional Focus
Pre-K-5	<i>Transitional Bilingual (Late Exit)</i>	Pre-K: Bilingual-certified teacher; Grades 1-5: ESL certified placement
6-12	<i>ESL (Content Integration)</i>	ELPS integration, ESL certified placement

33

Academic Progress - SY 25-26

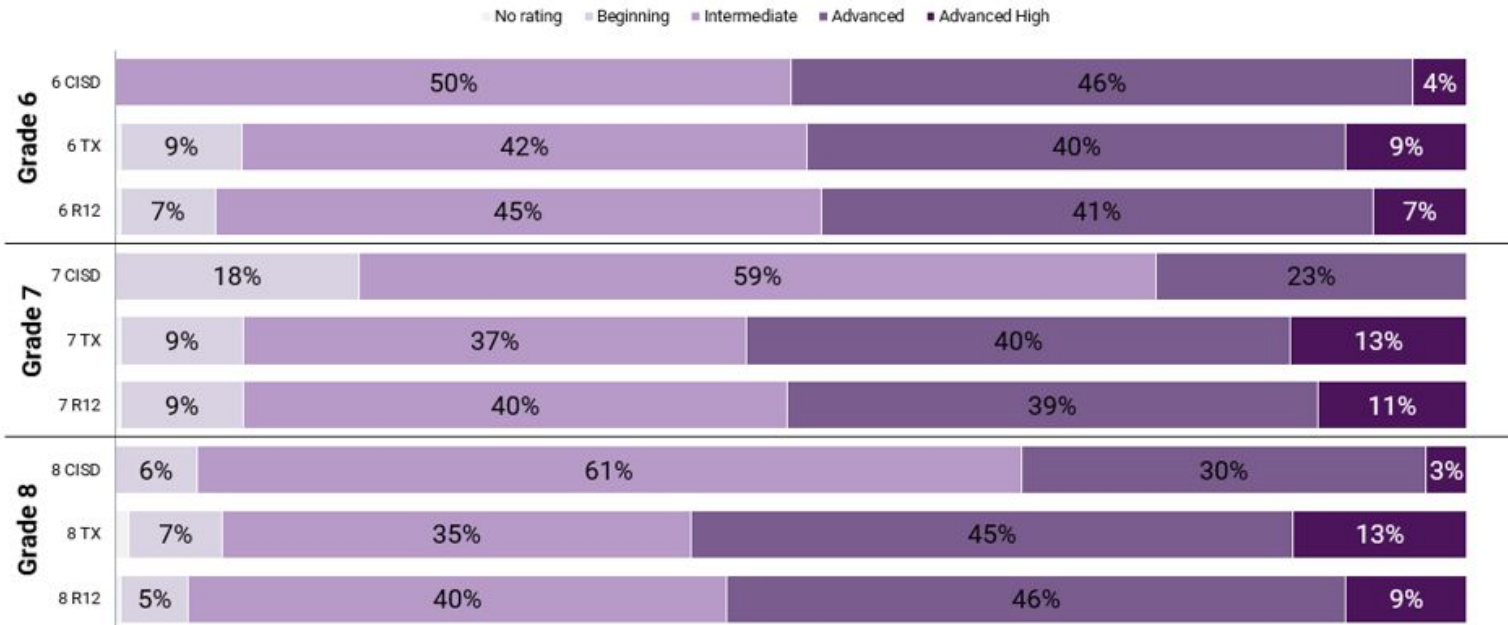
TELPAS Performance Levels: Grades 1–5



TX = Texas; R12 = Region 12. Percentages may not total 100% due to rounding. "No rating" values below 0.5% appear as a narrow unlabeled segment.

Academic Progress - SY 25-26

TELPAS Performance Levels: Grades 6–8

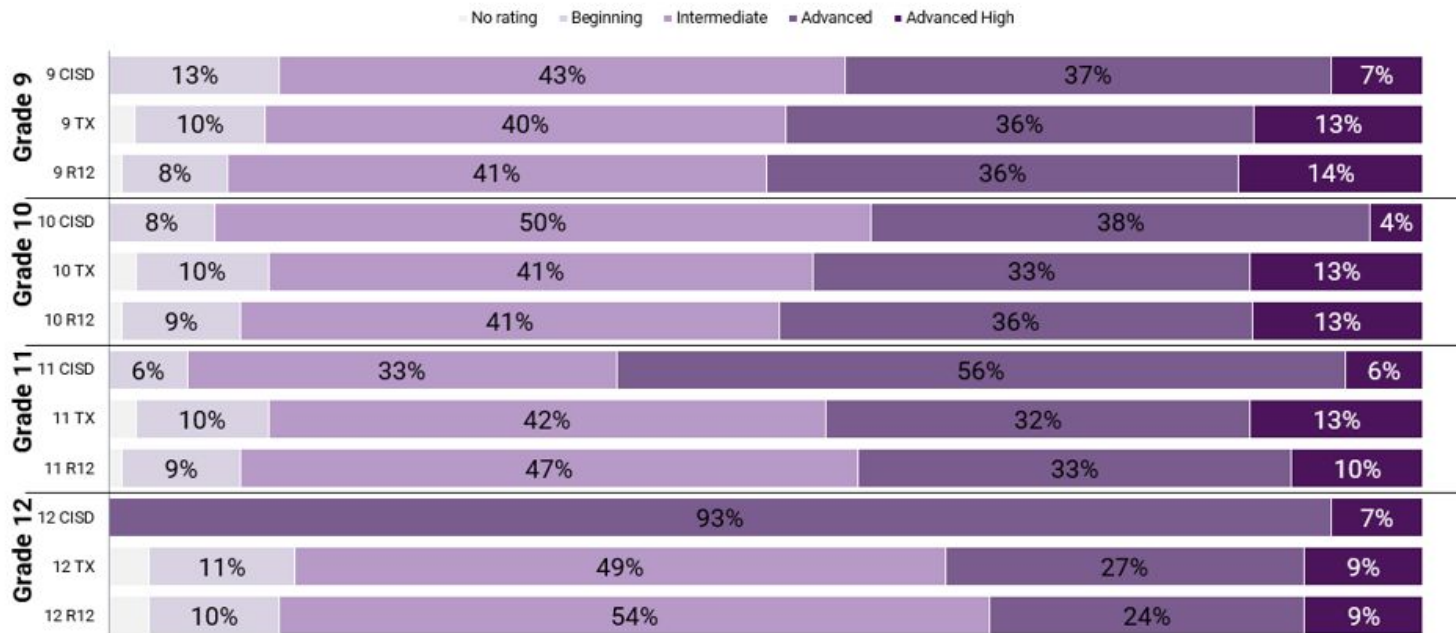


TX = Texas; R12 = Region 12. Percentages may not total 100% due to rounding. "No rating" values below 0.5% appear as a narrow unlabeled segment.

35

Academic Progress - SY 25-26

TELPAS Performance Levels: Grades 9–12



TX = Texas; R12 = Region 12. Percentages may not total 100% due to rounding. "No rating" values below 0.5% appear as a narrow unlabeled segment.

Academic Progress - SY 25-26, Grades 3-8

STAAR Math - Meets and Above			
Grade	EB	Non-EB/EL	Gap
3	32%	21%	+11.0 pp
4	0%	19%	-19.0 pp
5	0%	13%	-13.0 pp
6	13%	14%	-1.0 pp
7	0%	3%	-3.0 pp
8	24%	29%	-5.0 pp

STAAR Reading - Meets and Above			
Grade	EB Reading	Non-EB/EL	Gap
3	37%	29%	+8.0 pp
4	8%	23%	-15.0 pp ³⁷
5	26%	25%	+1.0 pp
6	29%	21%	+8.0 pp
7	0%	18%	-18.0 pp
8	24%	24%	0.0 pp

Academic Progress - SY 25-26, EOC

EOC - Meets and Above			
Subject	EB	Non-EB/EL	Gap
Algebra I	36%	41%	-5.0 pp
English I	17%	44%	-27.0 pp
English II	35%	48%	-13.0 pp

38

Reclassified Students

	Total 2025-2026
Elementary	0
Junior High	1
High	2

Waivers & Exceptions

	Teachers on an ESL Waiver	
	2025-26	2026-27
Elementary	0	5
Junior High	7	4
High School	0	2

Classrooms on a Bilingual Exception	
2025-26	2026-27
6	6

40

Number of Teachers Who Waiver or Exception was Filed in 25-26 and Received Certification	3* <i>The other 6 staff members are no longer employed at CISD</i>
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Comprehensive PD Plan

Connally ISD, similar to districts across the state, continues to experience **significant challenges in recruiting** appropriately certified Spanish Bilingual teachers.

The Education Department, in coordination with the Human Resources Department, **monitors and provides support for teachers** who have not yet⁴¹ obtain their required Bilingual or ESL certifications.

The Comprehensive Professional Development plan included in the next section is designed to provide the targeted support for teachers required to obtain their Bilingual or ESL certifications.

Comprehensive PD Plan - SY 25-26

Scope and Sequence of Plan	Results
The district hosted onsite training led by Region 12 trainers during district wide professional development days and other non-instructional windows to help teachers, aides, and instructional coaches align the use of ELPS, CBLI, and RBIS to improve outcomes for emergent bilingual students.	The training was focused on ensuring teachers and staff were equipped to: • Help to build positive relationships among students and staff. • Build on students' home language and background to build a sense of belonging. • Ensure staff can use the ELPS to deliver intentional instruction in listening, speaking, reading, and writing, tailored to students' English proficiency level(s) helps to ensure comprehension and participation. • Ensure lessons and activities are designed to be linguistically and academically rigorous. • Support staff to create scaffolding and differentiation opportunities to enable students to access and master complex concepts despite language barriers.

Comprehensive PD Plan - SY 26-27

Training	Fall	Winter	Spring
ELPS Training	X		
RBIS Training	X		
Bluebonnet Enhanced Training	X		43
LPAC Training	X		
Visual-Non Glossary (VNG) Training	X		
CBLI Training	X	X	X
ESL certification preparation and testing support for RLA teachers	X	X	X

CONNALLY INDEPENDENT SCHOOL DISTRICT

Board Meeting Minutes

Regular Board Meeting, September 15, 2026 - 5:30 P.M.

Connally Administrative Office

200 Cadet Way

Waco, TX 76705

Board Members Present:

Matthew Stufflebeam

Linda Lindsey Peoples

Carla Thomas

Board Members Absent:

Call to Order:

Matthew Stufflebeam, Board President, called the meeting of the Connally Independent School District Board of Trustees to order at 5:30 P.M. He stated that a quorum of the Board Members was present, that the meeting had been duly called, and notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

Invocation and Pledge:

Students Paige Byrd and Juliey McDaniel led the Pledge of Allegiance and Aryn Mojica with Elm Mott United Methodist Church led the invocation.

Public Comments Regarding Items on the Agenda:

None

Call to Order Public Hearing on the 2026 Annual Financial Integrity Rating System of Texas and Report School (FIRST):

The public hearing for the 2026 Annual Financial Integrity Rating System of Texas and Report (School FIRST) was called to order at 5:32 PM. Jerry Allen presented the district's 2026 FIRST report and provided an overview of the financial accountability system and its indicators. This was based on financial data from the 2024-2025 fiscal year.

Mr. Allen reported that the district received a perfect financial rating. He reviewed required financial disclosures, including superintendent and trustee travel reimbursements, outside compensation, and gifts. No conflicts of interest or reportable business transactions were identified.

Superintendent's Report

Dr. Gutierrez reported on the district's Enrichment Hour program. The elementary Enrichment Hour program currently serves 285 students in pre-k through fifth grade. Students participate in activities including art, literacy, STEM, and culinary arts. Reading, writing, and mathematics are targeted academic standards that have been incorporated into the program. The Junior High Enrichment Hour program is set to launch September 21st and has approximately 153 students registered.

Dr. Gutierrez thanked her staff for the successful implementation of the program.

Student Outcomes

MAP

Dr. Hosick presented the beginning of the year MAP data in mathematics, reading, and science. The data serves as a baseline and will be reviewed throughout the year to monitor student academic progress. Administration discussed student performance in comparison with national norms and identified opportunities for continued academic growth. District leaders will provide campus principals with grade-level, content-area, and PLC-level data to support instructional planning and student goal setting.

Spot Observation Data

Dr. Taylor presented district and campus observation data. As of September 4, district staff have completed 90 classroom observations across 51 teachers. The observation data includes classroom management, learning environment, instructional delivery, monitoring, and responding. Observation data will continue to be used as a guide to coaching, PLC support and instructional priorities.

Student Attendance and Enrollment Trends

Dr. Whitaker presented attendance and district enrollment data compared to the previous school year. The district has a slightly lower attendance data compared to the previous school year. The district has implemented campus-level strategies to improve attendance. Enrollment data also reflected an overall decline compared with the previous year, with the largest declines occurring at the elementary and junior high levels. Administration reported an overall decrease of approximately 255 students compared with the previous snapshot data.

Review and Discuss Board Goal 3: Ensure College, Career, and Military Readiness for All Students

Dr. Gutierrez presented the proposed Board Goal 3, focused on College, Career, and Military Readiness (CCMR). The proposed goal focuses on increasing the percentage

of graduates who demonstrate college and career readiness through ACT, SAT, TSI, or completion of an industry based certification from 24% in August 2026 to 60% by August 2031. The item was presented for discussion only. The proposed goal will return to the Board for vote at the next scheduled board meeting.

Consent Agenda: Consider and Take Appropriate Action

- Board Meeting Minutes for Regular Meeting on August 18, 2026
- SB 12 Compliance Certification
- Update and Extend Custodial Services Contract with ABM
- Memorandum of Understanding between Texas Health and Human Services and Connally ISD Child Care for the Foster Grandparent Program Volunteer Station
- Memorandum of Understanding between Central Texas Food Bank and Connally ISD
- Memorandum of Agreement between Heart of Texas Community Health Center, DBA Waco Family Medicine and Connally ISD
- Memorandum of Agreement between the Department of Air Force and Connally ISD
- Memorandum of Understanding between Region 12 and Connally ISD for a Crisis Response Team
- Consolidation of Connally's Elementary School, Early Childhood School, and Primary School Activity Accounts
- Child Nutrition Services Adult Meal Prices
- Resolution for Designation of Connally ISD District Investment Officer
- Resolution for Annual Review of District Investment Policies
- Interlocal Agreement between Connally ISD and Region 18 Education Service Center

Board President, Matthew Stufflebeam entertained a motion to approve the consent agenda as presented. Linda Lindsey made the motion, seconded by Carla Thomas. The motion was carried unanimously.

Announcements

Hermann Pereira, Director of Communications, shared the following announcements:

- 9/15 - 10/15 - Hispanic Heritage Month
- 9/17 - Freedom Week
- 9/18 - End of the 1st six weeks
- 9/18 - Superintendent's Student Advisory Council
- 9/19 - Homecoming Dance
- 9/21 - First Day of Enrichment Hour at CJH
- 9/21 - District Site Based Meeting

- 9/21 - First Day of K-5 under one roof
- 9/23 - Homecoming Parade
- 9/25 - Homecoming Football Game vs. Ponder
- 9/29 & 10/5 - 10/8 - HS Theatre Clue
- 10/9 - CHS vs. Gatesville (Pink Out Game)
- 10/12 - 10/15 - Fall Break
- 10/17 - Band UIL Marching Competition at Midway
- 10/20 - CISD Board Meeting

Adjournment

The meeting adjourned at 6:08 P.M.

Board President

Board Secretary

Connally Independent School District
Board of Trustee Meeting Agenda Item

October 20, 2026

Item: TEA ESL Waiver Application

Contact Person: Dr. Amy Hosick

Presented for: Action

Supporting Documents: Attached

Background Information:

Under 19 Texas Administrative Code (TAC) §89.1207(b), school districts unable to secure the required number of certified ESL teachers must request an annual waiver from the Commissioner of Education to ensure uncertified staff make progress toward certification.

Fiscal Implications:

None

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve the submission of the District's English as a Second Language (ESL) Waiver Application to the Texas Education Agency (TEA) for the current school year.



Waivers

2026-2027 Application for Bilingual Exception / ESL Waiver

Waiver ID: 90365

Application Information

Category: General

Creator: Amy Hosick, District Editor

Status: Draft

Creation Date: 10/2/2026

Approving Superintendent:
Assigned To: Amy Hosick

Creator Email: ahosick@connally.org

Approving Superintendent Email:

Bilingual/ESL Contact

Full Name: Amy Hosick

Phone: (254) 296-6406

Email: ahosick@connally.org

LEA Information

LEA: CONNALLY ISD (161921)

Address: 200 CADET WAY, WACO, TX 76705-

Phone: (254) 296-6460

HR Director Contact

Full Name: Keith Hannah

Phone: Ext:
Email: khannah@connally.org

Chief Financial Officer Contact

Full Name: Jerry Allen

Phone: Ext:
Email: jallen@connally.org

Special Instructions

A Local Education Agency (LEA), including school districts, open-enrollment charters, and districts of innovation are required to identify and serve emergent bilingual (EB) students through bilingual education, per Texas Administrative Code (TAC) §89.1205. If the LEA does not have the appropriately certified educators for their required bilingual or English as a second language (ESL) program, they will file the applicable bilingual exception or ESL waiver for the teachers and students impacted, per 19 TAC §89.1207.

This is a one-year provisional measure taken to report the current needs of the district and to specify the actions to be taken in order to secure the appropriately certified staff, provide training and support to the teachers under the exception/waiver, and verify the implementation of temporary alternative methods that meet the affective, linguistic, and cognitive needs of the emergent bilingual students and align as closely as possible to the required bilingual or ESL program. The district's bilingual/ESL program contact and/or the human resource contact person may complete and submit the exception/waiver application. The application includes a verification that the superintendent has reviewed and approved the application.

- The Alternative Methods Description shall include how the district is going to align the temporary methods as closely as possible to the required bilingual/ESL program to meet the affective, linguistic, and cognitive needs of EB students. Describe the activities and how they will aim to meet the expected goal during this year's cyclical process.
- The Action Plan shall include 3-5 measurable targeted activities planned for the school year to recruit, hire, and retain the appropriate certified teachers. A description of the activity and the goal will be included with the expected completion date during this year's cyclical process.
- The Comprehensive Professional Development Plan will include how the district plans to use the 10% of the Bilingual Education Allotment (BEA) funds to prepare teachers under an exception or waiver with high-impact professional learning opportunities during this year's cyclical process.

To submit your Bilingual Exception/ESL Waiver Application you must provide the district Information on the TEAL Dashboard, including the Alternative Methods Description, a Comprehensive Professional Development Plan, and the Action Plan to actively recruit and retain bilingual/ESL teachers to avoid filing for a Bilingual Exception and/or ESL Waiver in subsequent years.

Alternative Methods and Recruiting Activities

1. BILINGUAL PROGRAM ALTERNATIVE METHODS DESCRIPTION.

Describe how the district plans to align the temporary alternative methods as closely as possible to the required bilingual program to meet the affective, linguistic, and cognitive needs of EB students. Be sure to describe the activities and how they will aim to meet the expected goal during this year's cyclical process separately by selecting "Add Activity Details" button. This data is mandatory only if you are requesting for BIL exception.

We will align to the ESL content-based instruction model. EB students in grades K-5 will receive core instruction from teachers trained in content based language instruction. The district prioritizes placement of appropriately certified bilingual and ESL teachers across all grade levels. Students are intentionally scheduled with ESL-certified teachers, including ESL-certified reading teachers, whenever possible. Current staffing capacity remains an area of focus, and the district is actively working to recruit, hire, retain, and develop additional ESL-certified teachers. The district provides ongoing professional learning to ensure program fidelity, including CBLI training, ELPS-aligned instructional strategies, and coaching cycles (planning, observation, feedback).

Activity Details Summary

Number	Activity Description	Plan/Goal of the Activity	Completion Date Range
1	ELPS Training	Build staff understanding of the English Language Proficiency Standards (ELPS) Build staff understanding of how to intentionally integrate language development into daily instruction. Teachers practice applying ELPS-aligned strategies to support emerging bilingual students across content areas.	August - October
2	RBIS training	Training focuses on high-impact practices that support access, engagement, and academic growth for all students, including emerging bilingual students. Improve the quality and consistency of Tier 1 instruction with ELPS integration. Strengthen teachers' use of Research-Based Instructional Strategies (RBIS).	August - October
3	Bluebonnet Enhanced Training	Deepen teachers' ability to appropriately support linguistic accommodations for emerging bilingual students. Training emphasizes scaffolds, language supports, and instructional moves that maintain grade-level rigor while increasing student access to the curriculum. Deepen teachers' ability to effectively implement Bluebonnet instructional materials while appropriately supporting emerging bilingual students.	August - October
4	Visual-Non Glossary (VNG) Training	Equip teachers with strategies for using visual and nonlinguistic supports to build academic vocabulary and increase student comprehension. Staff learn how to make grade-level content more accessible to emerging bilingual students. Staff learn how to incorporate these tools into daily instruction.	November - January
5	CBLI Training	Training and ongoing support will help teachers intentionally plan for both language objectives throughout instruction. Training and ongoing support will help teachers intentionally plan for both content objectives throughout instruction. Build educator capacity to implement Content-Based Language Instruction (CBLI) so that students develop academic language while engaging with grade-level content.	February - April

2. ESL PROGRAM ALTERNATIVE METHODS DESCRIPTION.

Describe how the district plans to align the temporary alternative methods as closely as possible to the required ESL program to meet the affective, linguistic, and cognitive needs of EB students. Be sure to describe the activities and how they will aim to meet the expected goal during this year's cyclical process separately by selecting "Add Activity Details" button. This data is mandatory only if you are requesting for ESL waiver.

We will align to the ESL content-based instruction model. EB students in grades 6-12 will receive core instruction from teachers trained in content based language instruction. The district prioritizes placement of appropriately certified bilingual and ESL teachers across all grade levels. Students are intentionally scheduled with ESL-certified teachers, including ESL-certified reading teachers, whenever possible. Current staffing capacity remains an area of focus, and the district is actively working to recruit, hire, retain, and develop additional ESL-certified teachers. The district provides ongoing professional learning to ensure program fidelity, including CBLI training, ELPS-aligned instructional strategies, coaching cycles (planning, observation, feedback), and support for teacher certification, including preparation and testing.

Activity Details Summary

Number	Activity Description	Plan/Goal of the Activity	Completion Date Range
1	ELPS Training	Build staff understanding of the English Language Proficiency Standards (ELPS) Build staff understanding of how to intentionally integrate language development into daily instruction. Teachers practice applying ELPS-aligned strategies to support emerging bilingual students across content areas.	August - October
2	RBIS training	Strengthen teachers' use of Research-Based Instructional Strategies (RBIS). Improve the quality and consistency of Tier 1 instruction with ELPS integration. Training focuses on high-impact practices that support access, engagement, and academic growth for all students, including emerging bilingual students.	August - October
3	Bluebonnet Enhanced Training	Deepen teachers' ability to appropriately support linguistic accommodations for emerging bilingual students. Training emphasizes scaffolds, language supports, and instructional moves that maintain gradelevel rigor while increasing student access to the curriculum. Deepen teachers' ability to effectively implement Bluebonnet instructional materials while appropriately supporting emerging bilingual students.	August - October
4	Visual-Non Glossary (VNG) Training	Equip teachers with strategies for using visual and nonlinguistic supports to build academic vocabulary and increase student comprehension. Staff learn how to make grade-level content more accessible to emerging bilingual students. Staff learn how to incorporate these tools into daily instruction.	November - January
5	CBLI Training	Build educator capacity to implement Content-Based Language Instruction (CBLI) so that students develop academic language while engaging with grade-level content. Training and ongoing support will help teachers intentionally plan for both content objectives throughout instruction. Training and ongoing support will help teachers intentionally plan for both language objectives throughout instruction.	February - April

3. ACTION PLAN WITH TARGETED RECRUITING ACTIVITIES.

Describe the district's action plan for the current school year. The plan should include 3-5 measurable targeted activities the district will complete during the year to recruit, hire, and retain appropriately certified teachers. A description of the activity and goal will be included with the expected completion date during this year's cyclical process. The activities should (1) demonstrate support for teachers seeking certification, including access to TEA's free certification resources, (2) reflect efforts to recruit certified teachers to the district, and (3) strengthen program implementation by preparing teachers under the bilingual exception or ESL waiver to better serve the needs of the district's emergent bilingual students. Provide the activity information separately by selecting "Add Activity Details" button.

Support via ESL training opportunities - we are trying to grow our own with our current Spanish speaking teachers by communicating this opportunity to campus principals who are responsible for contract renewals, new hiring, etc., and providing explicit support for understanding the importance of qualified staff for this role. Recruit via District HR and campus principals prioritizing hiring of bilingual-certified teachers and ESL-certified teachers as part of targeted recruitment efforts.

Activity Details Summary

Number	Activity Description	Plan/Goal of the Activity	Completion Date Range	Person Responsible
1	Recruit via District HR and campus principals prioritizing hiring of bilingual-certified teachers and ESL-certified teachers as part of targeted recruitment efforts	Recruit and hire ESL and bilingual certified teachers to help strengthen our program	August - October	Campus Administrator
2	Support via ESL training opportunities - we are trying to grow our own with our current Spanish speaking teachers by communicating this opportunity to campus principals who are responsible for contract renewals, new hiring, etc., and providing explicit support for understanding the importance of qualified staff for this role.	Recruit and train ESL and bilingual certified teachers to help strengthen our program	November - January	Campus Administrator
3	Recruit and train ESL and bilingual certified teachers to help strengthen our program	Increase the number of teacher who have ESL and bilingual certification.	February - April	Human Resources

4. COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN.

Include how the district plans to use the 10% of the Bilingual Education Allotment (BEA) funds to prepare teachers under an exception or waiver with high-impact professional learning opportunities during this year’s cyclical process.

During the 2026 27 school year, the district will implement a coordinated professional learning plan to strengthen instructional capacity and improve services for emerging bilingual students. Beginning in August, staff will participate in ELPS, Research-Based Instructional Strategies (RBIS), and enhanced Bluebonnet training to strengthen Tier 1 instruction, integrate language development into daily lessons, and ensure students can access rigorous grade-level content. LPAC training in September will reinforce consistent and compliant processes for identifying, serving, monitoring, and reclassifying emerging bilingual students. Additional training in Visual-Non Glossary strategies and Content-Based Language Instruction (CBLI) will provide teachers with practical tools for building academic vocabulary, comprehension, and language

Summary

BIL Exception

	Language(s)	Number Of	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Program Models	Explanation
			Students																
Delete	Spanish		0	0	1	2	9	1	0	0	0	0	0	0	0	0	13	Transitional Bilingual Early-Exit	NA
		Classrooms	0	0	1	2	2	1	0	0	0	0	0	0	0	0	6		
		Teachers	0	0	1	2	2	1	0	0	0	0	0	0	0	0	6		

ESL Waiver

		Number Of	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Program Models	Explanation
			Students																
Delete			0	0	0	0	0	0	0	12	9	5	0	7	0	0	33	Content-Based ESL	NA
		Classrooms	0	0	0	0	0	0	0	3	2	1	0	2	0	0	8		
		Teachers	0	0	0	0	0	0	0	3	2	1	0	2	0	0	8		

LEA Attachments (0)

There are no LEA attachments.

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Connally Independent School District
Board of Trustee Meeting Agenda Item

October 20, 2026

Item: Enrichment Hour Administrator Stipend

Contact Person: Keith Hannah

Presented for: Action

Supporting Documents: None

Background Information:

Human Resources is recommending the establishment of an Enrichment Hour administrator stipend to provide oversight and coordination of the Enrichment Hour program at both Connally Elementary School and Connally Junior High School.

The Enrichment Hour administrator would be a campus administrator responsible for overseeing the program at both campuses. Responsibilities would include providing administrative oversight, coordinating schedules and activities, supporting staff and students, addressing operational needs, and ensuring that the Enrichment Hour is implemented effectively and consistently across both campuses.

The additional assignment recognizes the increased responsibilities associated with overseeing the Enrichment Hour program at two campuses and provides compensation for the additional duties assigned to the administrator.

Proposed Stipend: \$1,000 per month

Fiscal Implications:

Fiscal implications will not exceed \$8,000

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve the Enrichment Hour administrator stipend as presented.

Connally Independent School District
Board of Trustee Meeting Agenda Item

October 20, 2026

Item: Substitute Teacher Rates, Administrator Substitute Rate, Relocation Incentive

Contact Person: Keith Hannah

Presented for: Action

Supporting Documents: None

Background Information:

In an effort to increase and strengthen the substitute teacher pool in our District, Human Resources is recommending an increase to the daily substitute rates.

The proposed rate adjustments are as follows:

- Substitute teacher rate: Increase from \$90/day to \$115/day
- Long-term substitute teacher rate: Increase from \$125/day to \$150/day

The proposed increases are intended to make substitute teaching opportunities at campuses more competitive and attractive, with the goal of improving recruitment and increasing the availability of qualified substitutes to support instructional continuity at our high-needs campuses. Increasing the substitute pool will help provide campuses with greater staffing flexibility and reduce disruptions to student learning when regular classroom teachers are absent.

In an effort to support campus administrators, Human Resources is recommending the establishment of an administrator substitute rate.

- Administrator substitute daily rate: The daily rate will be determined by Human Resources based on the substitute administrator's years of administrative experience and assigned campus level.

The proposed administrator substitute rate is intended to provide campuses with access to qualified individuals who can assist with the daily operations, procedures, and administrative responsibilities of the campus.

Establishing an administrator substitute rate will provide campus administrators with additional staffing support, help maintain effective campus operations, and promote instructional continuity for students and staff.

- For recruitment purposes, Connally ISD may provide a relocation incentive of up to \$3,500 to eligible newly hired employees who relocate to the area from greater than 90 miles.

The Human Resources Office will review and determine the final incentive amount at the time of hire, based on applicable eligibility requirements and the employee's individual circumstances.

Fiscal Implications:

The fiscal implications and budgetary impact of substitute staffing and recruitment incentives are fully incorporated into the approved 2026-27 operating budget.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve the substitute teacher rates, administrator substitute rate, and relocation incentive.