



ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

4250 Cook Road, Houston, Texas 77072
P.O. Box 68, Alief, TX 77411

REGULAR BOARD MEETING

Tuesday, February 17, 2026

6:30 PM

Notice is hereby given that the Board of Trustees of the Alief Independent School District will hold a Regular Board Meeting on Tuesday, February 17, 2026 at 6:30 PM in the Board Room of the Administration Building, 4250 Cook Road, Houston, Texas 77072, 4250 Cook Rd, Houston, TX 77072.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

One or more board members and/or presenters may participate in this meeting by videoconference. It is the intent of the district to have, and the meeting will have, a quorum of board members physically present at the meeting location. The meeting location will be equipped with video conference equipment.

The public may view the board meeting by watching the live stream of the meeting at the following link: <https://video.aliefisd.net/show?video=436b1ee64ce7>

Online posting found here: <https://meetings.boardbook.org/Public/Organization/770>

1. Call to Order
2. Pledge
3. Invocation or Inspirational Remarks
4. Public Comments on Posted Agenda Items
5. Board Recognitions
6. Board and Committee Reports

Reports and comments from board members regarding meetings and conferences attended, including board committee meetings; schools visited; community and district activities; new initiatives; education programs; and continuing education. The items may be discussed, but no final action will be taken on these items at this meeting.

7. Superintendent Report (Dr. Anthony Mays, Alief ISD Superintendent)
8. Donation Report (Dee Jones, Business and Community Partner Coordinator)
9. Other Reports (Information Only. No discussion at the meeting unless requested by a Board member.)

- 9.1. Construction Summary Report (Charles Woods, Deputy Superintendent of Business Services) ¹

Board Goal #2 Safe and Secure Alief: Alief ISD will maintain a safe and orderly environment.	
9.2. Disbursement Report (Charles Woods, Deputy Superintendent of Business Services)	50
Board Goal #5 Organizational Strength: Alief ISD will continue to improve the financial stability of the district.	
9.3. Financial Activity Report (Charles Woods, Deputy Superintendent of Business Services)	77
Board Goal #5 Organizational Strength: Alief ISD will continue to improve the financial stability of the district.	
9.4. Active Requests for Proposals for Procurement of Goods and Services (Charles Woods, Deputy Superintendent of Business Services)	83
Board Goal #2 Safe & Secure Alief: Alief ISD will maintain a safe and orderly environment.	
9.5. Tax Collection Report and Disbursements (Charles Woods, Deputy Superintendent of Business Services)	85
Board Goal #4 Alief Family: Alief ISD will continue to build strong relationships with all stakeholders.	
9.6. Quarterly Investment Report (Charles Woods, Deputy Superintendent of Business Services)	90
Board Goal #5 Organizational Strength: Alief ISD will continue to improve the financial stability of the District.	
10. Consent Agenda	
10.1. Consider Approval of Minutes Held on February 3, 2026.	94
10.2. Consider Approval of New Hires (Dr. Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources)	100
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.	
10.3. Consider Approval of Resignation Report (Dr. Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources)	103
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.	
10.4. Consider Approval of New Administrator (Dr. Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources)	105
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.	
10.5. Consider Approval of Memorandum of Understanding Between Alief ISD and 240 Certification (Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources and Professional Learning).	107
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.	
10.6. Consider Approval of Memorandum of Understanding Between	116

Alief ISD and Houston City College (HCC) for the Teacher Apprenticeship Program (TAP) (Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources and Professional Learning).

Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

10.7. Consider Approval of an Agreement between Alief Independent School District and Harris County Department of Education (HCDE) for Providing After-School or Summer Educational Programs at Cummings Elementary, Liestman Elementary, Mahanay Elementary, Martin Elementary, Outley Elementary, and Miller Intermediate schools (Dr. Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources and Professional Learning) 127

Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

10.8. Consider Approval of the Memorandum of Understanding (MOU) to Partner with Daybreak Medical to Provide Counseling Intervention Services to Support Student Mental and Emotional Health at No Cost to the District (Dr. Charles Garcia, Deputy Superintendent of Curriculum, Instruction, and School Leadership) 138

Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

10.9. Consider Approval of Library Materials for Acquisition (Dr. Charles Garcia, Deputy Superintendent of Curriculum, Instruction, and School Leadership) 147

Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

10.10. Consider Approval of Instructional Materials Adoption for Mathematics K-12 (Dr. Charles Garcia, Deputy Superintendent of Curriculum, Instruction, and School Leadership) 154

Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

10.11. Consider Approval of Budget Amendments (Charles Woods, Deputy Superintendent of Business Services) 156

Board Goal #5 Organizational Strength: Alief ISD will continue to improve the financial stability of the district.

10.12. Annual Report of Cooperative Purchasing Contract Fees (Charles Woods, Deputy Superintendent of Business Services) 183

Board Goal #4 Alief Family: Alief ISD will continue to build strong relationships with all stakeholders. 3

10.13. Consider Approval of Resolution Declaring a Public Purpose and Authorizing Payment for Employees for Lost Hours and Days and Mitigation Efforts Preparing for and Repairing Facilities during Winter Storm Event of January 2026. (Charles Woods, Deputy Superintendent of Business) 185

Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

10.14. Consider Approval of CSP#2605 Paint and Supplies (Charles Woods, Deputy Superintendent of Business Services)

Board Goal #2 Safe and Secure Alief: Alief ISD will maintain a safe and orderly environment.

10.15. Consider Approval of RFP#2607 Kitchen Equipment (Charles Woods, Deputy Superintendent of Business Services)

Board Goal #2 Safe and Secure Alief: Alief ISD will maintain a safe and orderly environment.

10.16. Consider Approval of Resolution Expressing Intent to Finance Expenditures to Be Incurred. (Charles Woods, Deputy Superintendent of Business) 188

Board Goal #4 Alief Family: Alief ISD will continue to build strong relationships with all stakeholders.

10.17. Consider and Approve First Reading and Additions, Deletions, and Revisions to Board Policy CSA (LOCAL), CQD (LOCAL), DBD (LOCAL), DEC (LOCAL), EHBAF (LOCAL), FFF (LOCAL), EEP (LOCAL), EFA (LOCAL), DH (LOCAL), EIA (LOCAL), FA (LOCAL), FEF (LOCAL), FFB (LOCAL), FFG (LOCAL), GKA (LOCAL), DFBB (LOCAL) for the Alief Independent School District (Dr. Jeannine Porter, Chief of Staff)

Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

Board Goal #2 Safe and Secure Alief: Alief ISD will maintain a safe and orderly environment.

Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

10.18. Consider and Approve Second Reading and Additions, Deletions, and Revisions to Board Policy DGBA (LOCAL), FNG (LOCAL), GF (LOCAL), CV (LOCAL), CH (LOCAL), CLE (LOCAL), CQB (LOCAL), FFAC (LOCAL), FO (LOCAL), CJ (LOCAL), CJA (LOCAL), BE (LOCAL) AND BED (LOCAL) for the Alief Independent School District (Dr. Jeannine Porter, Chief of Staff)

Board Goal #2 Safe and Secure Alief: Alief ISD will maintain a safe and orderly environment.

Board Goal #5 Organizational Strength: Alief ISD will continue to improve the financial stability of the District.

11. Non-Consent Agenda	
11.1. Annual Investment Review and Consider Approval of Ordinance stating the Board's Review of the Investment Policy and Strategies and Consider Approval of Training Sources and List of Qualified Brokers (Charles Woods, Deputy Superintendent of Business Services)	192
Board Goal #4 Alief Family: Alief ISD will continue to build strong relationships with all stakeholders.	
11.2. Budget Update (Charles Woods, Deputy Superintendent of Business)	212
Board Goal #5 Organizational Strength: Alief ISD will continue to improve the financial stability of the district.	
11.3. Presentation of the 2024-25 Annual Performance Report (APR) and Public Hearing (Charles Garcia, Deputy Superintendent of Curriculum, Instruction, and School Leadership)	245
Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.	
11.4. Consider Approval of the 2025-26 Targeted Improvement Plans (TIPs) and Public Hearing (Charles Garcia, Deputy Superintendent of Curriculum, Instruction, and School Leadership)	256
Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.	
11.5. Consider Approval of the 2025-26 Local Improvement Plans (LIPs) (Charles Garcia, Deputy Superintendent of Curriculum, Instruction, and School Leadership)	337
Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.	
11.6. Consider Approval of a Resolution Regarding Senate Bill 11 (Texas Education Code §25.0823) (Dr. Charles Garcia, Deputy Superintendent of Curriculum, Instruction, and School Leadership)	404
Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.	
12. Closed Executive Session	
12.1. Consult with the District's attorneys on any subjects or matters authorized by law, including any matter listed on this meeting notice/agenda, pending or contemplated litigation, and proposed settlements. (Tex. Gov't Code § 551.071)	
12.2. Deliberate the duties, responsibilities, evaluation, employment, and dismissal of personnel and officers, including the Board and Superintendent and as it pertains to	

any item listed on this notice/agenda. (Tex. Gov't Code § 551.074)

12.3. Consider Level III Grievance by an Albright Middle School Teacher (Dr. Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources and Professional Learning)

Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

12.4. Consider Level III Grievance filed by an Elsie High School Teacher (Dr. Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources and Professional Learning)

Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

13. Consider Action on Matters Discussed in Closed Session, including the Level III Grievances (Dr. Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources and Professional Learning)

Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

14. Adjournment

If, during the course of the meeting covered by this Notice, the Board should determine that a closed or executive meeting or session of the Board should be held or is required in relation to any item included in this notice, then such closed or executive meeting or session as authorized by Section 551.001 et seq. of the Texas Government Code (the Open Meetings Act) will be held by the Board at that date, hour and place given in this notice or as soon after the commencement of the meeting covered by this notice as the Board may conveniently meet in such closed or executive meeting or session concerning any and all subjects and for any and all purposes permitted by Sections 551.071-551.089, inclusive, of the Open Meetings Act, including, but not limited to:

Section 551.071 – For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law.

Section 551.072 – For the purpose of discussing the purchase, exchange, lease, or value of real property.

Section 551.073 – For the purpose of considering a negotiated contract for a prospective gift donation.

Section 551.074 – for the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against a public officer or employee.

Section 551.076 – To consider the deployment, or specific occasions for implementation, of security personnel or devices.

Section 551.082 – for the purpose of considering discipline of a public school child or children, or to hear a complaint by an employee against another employee, if the complaint or charge directly results in a need for a hearing.

Section 551.0821: For the purpose of deliberating a matter regarding a public school student if personally identifiable information about the student will necessarily be revealed by the deliberation;

Section 551.083 – for the purpose of considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with representatives of employee groups in connection with consultation agreements provided for by Section 13.901 of the Texas Education Code.

Section 551.084 – for the purpose of excluding witness or witnesses from a hearing during examination of another witness.

Section 551.089: For the purpose of deliberating security assessments or deployments relating to information resources technology, network security information as described by Section 2059.055(b), or the deployment, or specific occasions for implementation, of security personnel, critical infrastructure, or security devices.

Should any final action, final decision, or final vote be required in the opinion of the Board with regard to any matter considered in such closed or executive meeting or session, then such final decision, or final vote shall be at either:

- a. the open meeting covered by the notice upon the reconvening of this public meeting, or
- b. at a subsequent public meeting of the Board upon notice thereof, as the Board shall determine.

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: February 17, 2026

AGENDA ITEM: Construction Summary Report

Attached is a Construction Summary Report for all bond sales with current year activity for the 2003, 2015 and 2021 bond referendums.

On the 2021 Referendum report, projects listed as 99% complete are substantially completed, which indicates the project is completed to the point that the District is able to utilize the facility and/or equipment for its intended purpose. However, at substantial completion, vendors will still have ongoing punch list items to complete and contract amounts will not be fully paid to the vendor until all aspects of the project are brought to completion.

Recommendation: Information item – no recommendation required.



Dr. Anthony Mays
Superintendent



Charles Woods
Deputy Superintendent/
Business Services

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : D0 2021 Capital Projects

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
000	Unassigned	0.00	0.00	0.00	0.00	0.00	0.00
NAT	Natatorium	0.00	3,317,000.00	0.00	0.00	0.00	3,317,000.00
PRS	Pressbox	0.00	6,000,000.00	0.00	2,400.00	5,926,915.53	70,684.47
Total for Bond Sale D0 2021 Capital Projects		0.00	9,317,000.00	0.00	2,400.00	5,926,915.53	3,387,684.47

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : E2 2017 Capital Projects

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
000	Unassigned	0.00	27,462.23	0.00	0.00	0.00	27,462.23
A13	ADA Restrooms	1,335,000.00	726,305.46	726,305.46	0.00	0.00	0.00
A93	Outley Addition	4,450,000.00	4,183,132.09	4,183,132.09	0.00	-0.00	0.00
ARR	Alief Restroom Refurbish	0.00	2,723.45	2,723.45	0.00	0.00	0.00
BUS	School Buses	1,500,000.00	1,894,618.67	1,894,618.67	0.00	0.00	0.00
C49	Career Center	39,500,000.00	21,737,613.18	21,737,613.18	0.00	0.00	0.00
CHA	Carpet at Hastings Annex	0.00	40,837.77	40,837.77	0.00	0.00	0.00
CHS	Chancellor Spark Park	0.00	0.00	0.00	0.00	0.00	10 0.00
COI	Cost of Issuance	0.00	218,084.04	218,084.04	0.00	0.00	0.00
CRU	Crump	0.00	102,094.55	102,094.55	0.00	-0.00	0.00
CTX	Centegix	0.00	1,504,100.00	1,504,100.00	0.00	0.00	0.00
ECL	Elsik Door Locks	0.00	70,582.27	70,582.27	0.00	-0.00	0.00
EFH	Elsik Field House	0.00	128,040.00	17,228.52	98,542.48	620.00	11,649.00
ESF	Softball Field	334,000.00	1,467,907.64	1,467,907.64	0.00	0.00	-0.00
F40	Foundation Repairs	0.00	0.00	0.00	0.00	0.00	0.00
FCR	Carpet Replacement Evaluation	1,015,000.00	354,000.00	354,000.00	0.00	0.00	0.00
FEN	Fencing	0.00	310,752.52	310,752.52	0.00	0.00	0.00
FFA	Fire Alarm	144,000.00	17,022.00	17,022.00	0.00	0.00	-0.00

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : E2 2017 Capital Projects

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
FHV	HVAC	4,737,000.00	5,085,504.89	5,085,504.89	0.00	0.00	0.00
FPK	Fullday PreK	0.00	5,424,538.58	5,424,538.58	0.00	0.00	0.00
FRF	Roof Replacement	5,234,000.00	4,849,141.59	4,849,141.59	0.00	0.00	-0.00
G17	MS Gym Additions	15,580,000.00	15,207,522.30	15,207,522.30	0.00	0.00	-0.00
HDL	Hastings Door Locks	0.00	110,670.11	110,670.11	0.00	0.00	-0.00
HSL	Howell Sugarland Sidewalk	0.00	170,752.50	170,752.50	0.00	0.00	0.00
HVE	HVAC-Elsik	0.00	1,480,326.47	1,480,326.47	0.00	0.00	0.00
HVN	HVAC-NGC	0.00	2,442,687.63	2,442,687.63	0.00	0.00	11 0.00
HWP	Hastings Water Pipe	0.00	40,607.00	40,607.00	0.00	0.00	0.00
LB1	Libraries group 1	0.00	519,061.87	519,061.87	0.00	0.00	0.00
MQE	Marquee Elementary	0.00	1,097,750.00	1,097,750.00	0.00	0.00	0.00
NAT	Natatorium	0.00	43,089.00	43,089.00	0.00	0.00	0.00
OCT	O'Donnell Cooling Tower	0.00	49,999.00	49,999.00	0.00	0.00	0.00
OER	Olle Ensemble Room	306,000.00	302,000.00	302,000.00	0.00	0.00	0.00
PAA	Paving at Alexander	0.00	6,410.00	6,410.00	0.00	0.00	0.00
PAV	Paving at Transportation	0.00	265,376.85	265,376.85	0.00	0.00	0.00
PDR	Police Dept Radios	0.00	0.00	0.00	0.00	0.00	0.00
PDV	Police Department Vehicle	0.00	418,612.32	418,612.32	0.00	0.00	0.00

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : E2 2017 Capital Projects

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
PLL	Parking Lot Lighting (LED)	0.00	94,999.06	94,999.06	0.00	0.00	-0.00
PLV	Parking Lot Vehicle	0.00	0.00	0.00	0.00	0.00	0.00
S15	Safety Vestibules	5,900,000.00	7,268,365.40	7,268,365.40	0.00	-0.00	0.00
SDL	School Door Locks	0.00	303,738.77	303,738.77	0.00	0.00	-0.00
SSV	Stop School Violence	0.00	162,000.00	162,000.00	0.00	0.00	0.00
UDT	Underwriter's Discount	0.00	482,842.30	482,842.30	0.00	0.00	0.00
W21	Cummings Wall Flashing	0.00	26,000.00	26,000.00	0.00	0.00	0.00
WHF	Warehouse Freezer	0.00	2,221,242.06	2,221,242.06	0.00	0.00	12 -0.00
WRS	Weight rooms	500,000.00	2,712,316.24	2,712,316.24	0.00	0.00	-0.00
Total for Bond Sale E2 2017 Capital Projects		80,535,000.00	83,570,829.81	83,432,556.10	98,542.48	620.00	39,111.23

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : E3 2018 Capital Projects

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
000	Unassigned	442,000.00	7,732.50	0.00	0.00	0.00	7,732.50
ARR	Alief Restroom Refurbish	0.00	11,917.78	11,917.78	0.00	0.00	0.00
BSF	Basebl and Softball Fields	0.00	1,225,766.00	752,294.24	463,552.19	9,323.37	596.20
BUS	School Buses	1,500,000.00	1,499,976.00	1,499,976.00	0.00	0.00	0.00
COI	Cost of Issuance	0.00	126,827.63	126,827.63	0.00	0.00	0.00
CSB	Crump Score Board	0.00	852,723.47	843,473.47	9,250.00	0.00	0.00
F40	Foundation Repairs	0.00	476,450.00	326,450.00	0.00	142,550.00	7,450.00
FCR	Carpet Replacement Evaluation	874,000.00	890,964.44	890,964.44	0.00	-0.00	13 0.00
FEN	Fencing	0.00	0.00	0.00	0.00	0.00	0.00
FEV	Elevators	614,000.00	447,908.57	447,908.57	0.00	0.00	0.00
FFA	Fire Alarm	215,000.00	169,618.20	169,618.20	0.00	0.00	0.00
FHV	HVAC	5,807,000.00	5,366,831.15	5,366,831.15	0.00	-0.00	0.00
G19	Chan/Mahanay Gym Floors	80,000.00	52,643.00	52,643.00	0.00	0.00	0.00
LB1	Libraries group 1	0.00	210,468.15	210,468.15	0.00	0.00	-0.00
LB2	Libraries group 2	0.00	276,071.57	276,071.57	0.00	0.00	0.00
MPC	Multi-Purpose Center	5,790,000.00	5,761,401.68	5,761,401.68	0.00	-0.00	0.00
PLL	Parking Lot Lighting (LED)	0.00	17,626.03	17,626.03	0.00	0.00	0.00
RAM	Roof - AMS	220,000.00	194,760.00	194,760.00	0.00	0.00	0.00

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : E3 2018 Capital Projects

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
RKL	Roof - Killough	2,151,000.00	1,629,099.00	1,629,099.00	0.00	0.00	0.00
RSM	Roof - Smith	971,000.00	773,760.00	773,760.00	0.00	0.00	0.00
RTY	Roof - Taylor	4,221,000.00	3,781,425.00	3,781,425.00	0.00	0.00	0.00
S15	Safety Vestibules	4,630,000.00	4,546,811.08	4,546,811.08	0.00	0.00	-0.00
SPK	DW Fire Sprinkler Repairs	0.00	4,200.00	4,200.00	0.00	0.00	0.00
TEM	Temp Bldg replacements	610,000.00	645,380.70	645,380.70	0.00	-0.00	0.00
UDT	Underwriter's Discount	0.00	84,411.72	84,411.72	0.00	0.00	0.00
Total for Bond Sale E3 2018 Capital Projects		28,125,000.00	29,054,773.67	28,414,319.41	472,802.19	151,873.37	14 ,778.70

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : E4 2019 Capital Projects

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
000	Unassigned	0.00	99,547.94	0.00	0.00	0.00	99,547.94
ARR	Alief Restroom Refurbish	0.00	86,010.98	86,010.98	0.00	0.00	0.00
BMC	Building Management Control	0.00	100,000.00	100,000.00	0.00	-0.00	0.00
BSF	Basebl and Softball Fields	0.00	141,500.00	0.00	0.00	141,329.00	171.00
BUS	School Buses	1,500,000.00	1,493,454.00	1,493,454.00	0.00	0.00	0.00
CAM	Cameras	0.00	0.00	0.00	0.00	0.00	0.00
CAN	Entry Canopies	4,200,000.00	4,699,112.25	4,699,112.25	0.00	0.00	0.00
COI	Cost of Issuance	0.00	190,883.85	190,883.85	0.00	0.00	15 0.00
CPS	Partitions,Curtains,Etc	2,800,000.00	2,189,395.85	2,189,395.85	0.00	0.00	-0.00
CSS	Crump Seating	602,000.00	730,106.64	730,106.64	0.00	0.00	0.00
EJS	Exterior Joint Sealant	0.00	140,000.00	0.00	134,986.36	0.00	5,013.64
FCR	Carpet Replacement Evaluation	1,028,000.00	600,999.71	600,999.71	0.00	0.00	0.00
FEV	Elevators	1,276,000.00	698,977.62	698,977.62	0.00	0.00	-0.00
FFA	Fire Alarm	0.00	743,000.00	22,500.00	0.00	720,500.00	0.00
FHV	HVAC	988,000.00	253,322.35	253,322.35	0.00	0.00	0.00
G21	Gym Floor-Owens	32,000.00	20,648.00	20,648.00	0.00	0.00	0.00
GYM	Gym	0.00	32,334.00	32,334.00	0.00	0.00	0.00
HVE	HVAC-Elsik	12,000,000.00	12,768,397.34	12,768,397.34	0.00	0.00	-0.00

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : E4 2019 Capital Projects

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
HVN	HVAC-NGC	0.00	0.00	0.00	0.00	0.00	0.00
HVO	HVAC- Olle	942,000.00	909,522.00	909,522.00	0.00	0.00	0.00
LB2	Libraries group 2	0.00	702,043.43	702,043.43	0.00	0.00	0.00
LB3	Libraries group 3	0.00	441,084.84	441,084.84	0.00	0.00	0.00
LB4	Libraries group 4	0.00	694,792.12	694,792.12	0.00	0.00	0.00
MPC	Multi-Purpose Center	18,050,000.00	14,664,058.89	14,664,058.89	0.00	-0.00	0.00
PRS	Pressbox	0.00	2,928,896.87	416,350.38	38,176.91	2,474,369.58	0.00
REC	Reception Areas	843,000.00	59,010.00	59,010.00	0.00	0.00	16 0.00
RML	Roof - Miller	1,266,000.00	1,180,210.00	1,180,210.00	0.00	0.00	0.00
RRP	Restrooms	11,075,000.00	7,227,339.12	7,227,339.12	0.00	0.00	-0.00
TEC	Technology	0.00	470,000.00	214,058.20	61,138.52	9,302.09	185,501.19
TFH	Taylor Field House	0.00	133,789.00	0.00	133,789.00	0.00	0.00
TRR	Track Repl-Elsik & Taylor	0.00	3,146,988.91	3,140,514.09	5,175.00	1,298.32	1.50
UDT	Underwriter's Discount	0.00	238,351.90	238,351.90	0.00	0.00	0.00
V33	Vinyl Wall Replac-various	0.00	0.00	0.00	0.00	0.00	0.00
VWC	Vinyl Wall Covering-Variou	0.00	1,435,000.00	0.00	0.00	36,742.84	1,398,257.16
WHB	Warehouse Boiler Replacement	0.00	0.00	0.00	0.00	0.00	0.00
YLB	Library - Youens	963,000.00	840,550.11	840,550.11	0.00	-0.00	0.00

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : E4 2019 Capital Projects

PROJ DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
Total for Bond Sale E4 2019 Capital Projects	57,565,000.00	60,059,327.72	54,614,027.67	373,265.79	3,383,541.83	1,688,492.43

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : E5 2020 Capital Projects

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
000	Unassigned	6,060,000.00	62,899.60	0.00	0.00	0.00	62,899.60
ARB	Arbitrage Liability	0.00	305,336.68	0.00	0.00	0.00	305,336.68
ARR	Alief Restroom Refurbish	0.00	273,370.65	210,949.86	41,840.79	0.00	20,580.00
BUS	School Buses	1,500,000.00	2,959,505.00	2,959,505.00	0.00	0.00	0.00
COI	Cost of Issuance	0.00	165,232.02	165,232.02	0.00	0.00	0.00
DLK	Door locksets	0.00	66,069.90	66,069.90	0.00	-0.00	0.00
EMS	Energy Management Services	100,000.00	0.00	0.00	0.00	0.00	0.00
FCR	Carpet Replacement Evaluation	1,804,000.00	1,802,516.08	1,802,516.08	0.00	0.00	18 -0.00
FFA	Fire Alarm	106,000.00	28,251.79	28,251.79	0.00	0.00	-0.00
FHV	HVAC	3,017,000.00	3,032,968.34	3,032,968.34	0.00	0.00	-0.00
FPK	Fullday PreK	32,100,000.00	32,250,513.00	32,250,513.00	0.00	0.00	-0.00
G22	Gym Floor Klentzman	40,000.00	23,625.00	23,625.00	0.00	0.00	0.00
HVE	HVAC-Elsik	11,879,000.00	8,603,511.67	8,603,511.67	0.00	-0.00	0.00
HWB	HASTINGS WATER BOILER	0.00	61,039.00	61,039.00	0.00	0.00	0.00
IEB	Infrastructure-Electric Bus	0.00	223,238.90	223,238.90	0.00	0.00	-0.00
NAT	Natatorium	0.00	5,878,535.57	0.00	82,150.00	478,650.00	5,317,735.57
PRS	Pressbox	0.00	1,950,000.00	0.00	0.00	1,950,000.00	0.00
RKE	Roof Replacement Kerr	357,000.00	348,805.00	348,805.00	0.00	0.00	0.00

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : E5 2020 Capital Projects

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
UDT	Underwriter's Discount	0.00	130,008.50	130,008.50	0.00	0.00	0.00
WIN	Window Replacement	667,000.00	667,000.00	20,737.70	0.00	646,262.30	0.00
Total for Bond Sale E5 2020 Capital Projects		57,630,000.00	58,832,426.70	49,926,971.76	123,990.79	3,074,912.30	5,706,551.85

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : E6 2021 Capital Projects

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
000	Unassigned	9,317,000.00	3,386,546.25	0.00	0.00	0.00	3,386,546.25
AGS	All Girls School	0.00	588,266.51	0.00	105,403.71	470,210.86	12,651.94
ARB	Arbitrage Liability	0.00	2,253,826.52	0.00	0.00	0.00	2,253,826.52
ARR	Alief Restroom Refurbish	0.00	135,577.14	0.00	35,568.15	100,008.99	0.00
BMC	Building Management Control	100,000.00	80,048.37	80,048.37	0.00	-0.00	0.00
BUS	School Buses	1,500,000.00	2,767,520.00	267,520.00	0.00	2,500,000.00	-0.00
C41	Carpet Replacement	437,000.00	400,432.80	400,432.80	0.00	0.00	0.00
CAM	Cameras	0.00	2,025,000.00	171,174.28	19,577.50	3,018.00	1,820,230.22
CMF	Crump Mercury Floor Removal	0.00	222,987.27	210,877.76	2,102.30	7.21	10,000.00
COI	Cost of Issuance	0.00	208,505.14	208,505.14	0.00	0.00	0.00
EMQ	Elisk Marquee Repair	0.00	33,863.00	33,863.00	0.00	0.00	0.00
F31	Distr wide foundation repair	0.00	326,870.00	5,400.00	0.00	321,470.00	0.00
FEN	Fencing	0.00	163,168.00	163,168.00	0.00	0.00	0.00
FPK	Fullday PreK	47,600,000.00	26,301,228.35	26,301,228.35	0.00	-0.00	0.00
FTK	Fuel Tank	0.00	92,291.48	92,291.48	0.00	0.00	0.00
GFL	Gym Floor Replacement	82,000.00	35,000.00	35,000.00	0.00	0.00	0.00
H44	District wide HVAC	0.00	0.00	0.00	0.00	0.00	0.00
HGB	Hastings G Building	0.00	5,192.00	5,192.00	0.00	0.00	0.00

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : E6 2021 Capital Projects

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
HVD	HVAC District Wide	1,137,000.00	503,789.00	503,789.00	0.00	0.00	0.00
HVL	HVAC Liestman	229,000.00	0.00	0.00	0.00	0.00	0.00
HVT	HVAC Taylor	200,000.00	86,975.00	86,975.00	0.00	0.00	0.00
HVY	HVAC Youens	2,374,000.00	2,178,381.94	2,178,381.94	0.00	0.00	0.00
IEB	Infrastructure-Electric Bus	0.00	2,026,761.10	0.00	0.00	0.00	2,026,761.10
KMQ	Kerr Marquee	0.00	39,400.00	39,400.00	0.00	0.00	0.00
LB1	Libraries group 1	0.00	2,688,891.15	2,688,891.15	0.00	0.00	0.00
LB2	Libraries group 2	0.00	4,305,181.50	4,305,181.50	0.00	0.00	21 -0.00
LB3	Libraries group 3	0.00	1,991,609.75	1,991,609.75	0.00	0.00	-0.00
LB4	Libraries group 4	0.00	3,466,648.75	3,466,648.75	0.00	0.00	0.00
MOW	Mowers	0.00	67,383.00	67,383.00	0.00	0.00	0.00
PDV	Police Department Vehicle	0.00	40,914.25	40,914.25	0.00	0.00	0.00
RRF	Roof Replacement Partial	719,000.00	717,200.00	717,200.00	0.00	0.00	0.00
T91	Technolgy Infrastructure	0.00	1,500,000.00	0.00	0.00	1,346,031.60	153,968.40
TCS	Track Crump Stadium	0.00	0.00	0.00	0.00	0.00	0.00
TEM	Temp Bldg replacements	0.00	0.00	0.00	0.00	0.00	0.00
TMQ	Taylor Marquee	0.00	42,900.00	42,900.00	0.00	0.00	0.00
TSO	Traffic Study Obligations	957,000.00	357,729.12	357,729.12	0.00	0.00	0.00

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : E6 2021 Capital Projects

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
TUR	Turf crump	0.00	1,601,960.45	1,601,960.45	0.00	0.00	-0.00
UDT	Underwriter's Discount	0.00	234,188.16	234,188.16	0.00	0.00	0.00
Total for Bond Sale E6 2021 Capital Projects		64,652,000.00	60,876,236.00	46,297,853.25	162,651.66	4,740,746.66	9,674,984.43

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : F1 2022 Capital Projects

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
000	Unassigned	1,060,000.00	965,112.25	0.00	0.00	0.00	965,112.25
A33	Classroom Additions (8)	8,380,000.00	6,501,568.34	6,501,568.34	0.00	0.00	0.00
ARB	Arbitrage Liability	0.00	634,976.92	0.00	0.00	0.00	634,976.92
ARR	Alief Restroom Refurbish	0.00	720,000.00	0.00	0.00	47,216.35	672,783.65
ASC	Agriculture Science Center	0.00	6,204,249.00	102,500.00	2,047,948.94	3,203,518.06	850,282.00
B07	AMS Boiler	80,000.00	40,008.00	40,008.00	0.00	0.00	0.00
B08	Boiler-Holub & Killough	0.00	122,319.00	122,319.00	0.00	0.00	0.00
B09	Boiler - MIS & Holub	0.00	228,682.00	228,682.00	0.00	0.00	23 0.00
BMM	Mgmt Control Migration	390,000.00	969,508.45	869,508.45	82,453.28	11,432.48	6,114.24
BPR	Boone Paving Repl	0.00	41,600.00	41,600.00	0.00	0.00	0.00
BUS	School Buses	1,700,000.00	2,033,790.00	1,848,490.00	0.00	185,300.00	0.00
BWS	Bus Wash	0.00	0.00	0.00	0.00	0.00	0.00
C20	Carpet Replacement-multiple	5,255,000.00	3,509,885.41	3,442,043.62	67,841.79	0.00	-0.00
C86	Paving-	320,000.00	320,000.00	243,687.50	43,012.50	33,300.00	0.00
CAM	Cameras	0.00	2,120,000.00	3,065.00	0.00	0.00	2,116,935.00
CCW	Cafe/Cross Corr Walls	0.00	1,496,500.00	1,496,500.00	0.00	0.00	0.00
CMH	Chiller-Mahanay & Hastings	0.00	0.00	0.00	0.00	0.00	0.00
COI	Cost of Issuance	0.00	235,000.00	235,000.00	0.00	0.00	0.00

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : F1 2022 Capital Projects

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
EJS	Exterior Joint Sealant	0.00	177,200.00	177,200.00	0.00	0.00	0.00
F36	Fencing additions/replacement	0.00	330,000.00	0.00	1,940.00	28,725.00	299,335.00
F40	Foundation Repairs	450,000.00	868,174.70	642,414.70	99,430.00	47,610.00	78,720.00
FFA	Fire Alarm	0.00	163,076.47	163,076.47	0.00	-0.00	0.00
G23	Petr/Best Generator	295,000.00	85,086.42	85,086.42	0.00	-0.00	0.00
GFB	Bush Gym Floor	40,000.00	20,132.00	20,132.00	0.00	0.00	0.00
GPR	Gym Partition Replacement	0.00	550,000.00	0.00	0.00	0.00	550,000.00
GTH	Grease Trap-Heflin	0.00	6,892.00	6,892.00	0.00	0.00	24 0.00
HVC	Crossroads HVAC	640,000.00	244,800.00	244,800.00	0.00	0.00	0.00
HVK	Kennedy HVAC	6,660,000.00	0.00	0.00	0.00	0.00	0.00
HWH	Hastings Water Heater	0.00	97,222.38	97,222.38	0.00	0.00	0.00
HWL	Hastings Water Line	0.00	163,663.00	163,663.00	0.00	0.00	0.00
HWV	Heflin Water Valve	0.00	24,088.40	24,088.40	0.00	0.00	0.00
J01	Chiller-Various	0.00	2,316,041.00	1,106,258.72	94,435.60	1,106,489.40	8,857.28
KQS	Kerr Quiet Space	0.00	44,478.18	44,478.18	0.00	-0.00	0.00
LAN	LAN Project Management	0.00	388,482.63	168,573.56	75,425.82	144,483.25	0.00
LFA	Liestman Fire Alarm	40,000.00	16,094.82	16,094.82	0.00	0.00	0.00
LRT	Taylor FH Laundry	80,000.00	47,677.48	47,677.48	0.00	0.00	0.00

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : F1 2022 Capital Projects

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
PLH	Holmquist Playground Re	0.00	31,156.00	31,156.00	0.00	0.00	0.00
PLL	Parking Lot Lighting (LED)	0.00	59,537.55	59,537.55	0.00	0.00	-0.00
PSW	Print Shop Water Pipe Repl	0.00	24,950.00	24,950.00	0.00	0.00	0.00
R21	Roof Replacement-Variou	0.00	0.00	0.00	0.00	0.00	0.00
R45	Roof Replacement-various	1,265,000.00	0.00	0.00	0.00	0.00	0.00
RRC	Roof Repl-8 Classroom Addition	0.00	830,000.00	193,084.80	408,021.20	28,894.00	200,000.00
RRS	Roof Replacement-Variou	0.00	0.00	0.00	0.00	0.00	0.00
S17	Kalwall Repl Albright/Elsik	80,000.00	0.00	0.00	0.00	0.00	25 0.00
SBG	Smith Basketball Goal	0.00	21,151.00	21,151.00	0.00	0.00	0.00
SCB	MS/HS Scoreboards	0.00	95,037.00	95,037.00	0.00	0.00	0.00
SMK	Smoke Detectors	0.00	163,971.31	163,971.31	0.00	0.00	-0.00
SPR	Heflin Sound Panel Repl	0.00	15,021.00	15,021.00	0.00	0.00	0.00
STG	Smart Tag	300,000.00	140,429.00	140,429.00	0.00	0.00	0.00
STH	Hastings Storefront	75,000.00	27,836.27	27,836.27	0.00	0.00	-0.00
T19	Track Resurface-Variou	3,090,000.00	563,141.00	563,141.00	0.00	0.00	0.00
TBR	Taylor Boiler Replacement	0.00	93,994.00	93,994.00	0.00	0.00	0.00
UDT	Underwriter's Discount	0.00	139,009.60	139,009.60	0.00	0.00	0.00
W05	Sneed Retime Wall	25,000.00	22,316.58	22,316.58	0.00	0.00	0.00

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : F1 2022 Capital Projects

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
W20	O'Donnell Wall Flashing	250,000.00	35,000.00	35,000.00	0.00	0.00	0.00
W22	Wall Flashing Districtwide	0.00	50,000.00	12,709.00	9,985.00	0.00	27,306.00
WDR	Windows and Door Replacement	525,000.00	0.00	0.00	0.00	0.00	0.00
WPV	Warehouse Pneumatic Valve	0.00	165,101.91	165,101.91	0.00	0.00	-0.00
Total for Bond Sale F1 2022 Capital Projects		31,000,000.00	34,163,961.07	19,986,076.06	2,930,494.13	4,836,968.54	6,410,422.34

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : F2 2023 Capital Projects

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
000	Unassigned	0.00	16,603,967.11	0.00	0.00	0.00	16,603,967.11
AEQ	Art Equipment	600,000.00	600,000.00	491,895.00	8,506.00	68,640.00	30,959.00
AFR	Annex Freezer Replacement	330,000.00	330,000.00	215,580.00	0.00	0.00	114,420.00
ARB	Arbitrage Liability	0.00	2,649,403.76	0.00	0.00	0.00	2,649,403.76
ASC	Agriculture Science Center	7,500,000.00	7,501,300.00	365,494.95	13,719.64	7,102,285.41	19,800.00
ATC	Athletic Tennis Courts	2,310,000.00	1,309,058.29	1,309,058.29	0.00	0.00	0.00
AWL	Administration Water Line	130,000.00	149,564.10	149,564.10	0.00	0.00	0.00
BRT	Boone RTU Replacement	3,980,000.00	3,650,238.00	3,650,238.00	0.00	0.00	27 0.00
BSC	Bus Security Cameras	675,000.00	550,816.46	550,816.46	0.00	0.00	0.00
BUS	School Buses	2,400,000.00	2,569,300.00	2,400,000.00	800.00	168,500.00	0.00
C24	Hastings Carpet	2,090,000.00	1,220,577.60	1,220,577.60	0.00	0.00	0.00
C25	Taylor Carpet	2,110,000.00	685,476.50	685,476.50	0.00	0.00	0.00
C38	Rees Carpet	430,000.00	317,939.05	317,939.05	0.00	0.00	-0.00
CAN	Entry Canopies	5,200,000.00	4,998,646.05	4,997,158.31	0.00	1,487.74	0.00
CCW	Cafe/Cross Corr Walls	4,180,000.00	3,270,927.58	3,235,200.59	0.00	35,726.99	0.00
CEQ	CTE Equipment	300,000.00	300,000.00	298,937.76	1,062.24	-0.00	0.00
COI	Cost of Issuance	0.00	315,000.00	315,000.00	0.00	0.00	0.00
DFE	Dance Floor & Equipment	850,000.00	850,000.00	138,099.85	179,252.60	0.00	532,647.55

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : F2 2023 Capital Projects

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
ETT	Elsik & Taylor Turf	0.00	31,098.75	31,098.75	0.00	0.00	0.00
EVI	Entry Video Intercom	1,200,000.00	363,873.00	263,873.00	0.00	0.00	100,000.00
H80	Reuse for 2024 Bond Sale	0.00	0.00	0.00	0.00	0.00	0.00
HVK	Kennedy HVAC	6,660,000.00	4,292,044.14	4,292,044.14	0.00	0.00	-0.00
HVN	HVAC-NGC	0.00	2,452,541.69	2,452,541.69	0.00	0.00	0.00
LAN	LAN Project Management	0.00	518,426.00	164,650.01	88,373.57	265,402.42	0.00
LB1	Libraries group 1	4,874,700.00	3,356,610.11	3,356,610.11	0.00	0.00	-0.00
LB2	Libraries group 2	4,875,900.00	5,085,364.62	5,085,364.62	0.00	0.00	28 0.00
LB3	Libraries group 3	4,874,700.00	5,319,649.79	5,319,649.79	0.00	-0.00	0.00
LB4	Libraries group 4	4,874,700.00	2,169,476.43	2,169,476.43	0.00	0.00	0.00
LFR	Library Bookcases/Furniture	800,000.00	800,000.00	0.00	0.00	589,394.75	210,605.25
MAH	Heflin Masonry Repairs	3,835,000.00	0.00	0.00	0.00	0.00	0.00
MUS	Music Instruments	2,500,000.00	2,500,000.00	1,906,184.55	258,125.00	329,215.00	6,475.45
PDV	Police Department Vehicle	500,000.00	500,000.00	364,946.07	0.00	0.00	135,053.93
PRR	Sound Proof Practice Rooms	150,000.00	150,000.00	0.00	0.00	0.00	150,000.00
PTU	Petrosky RTU Replacement	660,000.00	563,026.38	563,026.38	0.00	0.00	0.00
R21	Roof Replacement-Various	0.00	0.00	0.00	0.00	0.00	0.00
RHB	Roof - Holub	5,240,000.00	1,366,008.29	840,000.00	184,506.22	341,502.07	0.00

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : F2 2023 Capital Projects

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
ROL	Roof-Olle	2,140,000.00	0.00	0.00	0.00	0.00	0.00
RR1	Roof Replacement-Variou	0.00	5,918,759.00	0.00	0.00	5,918,759.00	0.00
RR4	Roof Replacement-Variou	0.00	38,500.00	0.00	30,000.00	8,500.00	0.00
RRC	Roof Repl-8 Classroom Addition	850,000.00	2,210,000.00	1,130,240.60	845,617.50	-0.00	234,141.90
S17	Kalwall Repl Albright/Elsik	810,000.00	0.00	0.00	0.00	0.00	0.00
T21	Tile Boone	180,000.00	24,930.98	24,930.98	0.00	0.00	0.00
TRR	Track Repl-Elsik & Taylor	0.00	53,754.04	53,754.04	0.00	0.00	0.00
UDT	Underwriter's Discount	0.00	158,797.40	158,797.40	0.00	0.00	29 0.00
VWC	Vinyl Wall Covering-Variou	1,200,000.00	1,200,000.00	0.00	0.00	0.00	1,200,000.00
WDR	Windows and Door Replacement	575,000.00	0.00	0.00	0.00	0.00	0.00
Total for Bond Sale F2 2023 Capital Projects		79,885,000.00	86,945,075.12	48,518,225.02	1,609,962.77	14,829,413.38	21,987,473.95

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : F3 2024 Capital Projects

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
000	Unassigned	0.00	632,324.09	0.00	0.00	0.00	632,324.09
AHM	Air Handler-Maintenance	950,000.00	0.00	0.00	0.00	0.00	0.00
ARB	Arbitrage Liability	0.00	353,156.43	0.00	0.00	0.00	353,156.43
ARR	Alief Restroom Refurbish	680,000.00	680,000.00	20,580.00	0.00	0.00	659,420.00
B10	Bush/Hastings Boiler Repl	275,000.00	69,300.00	69,300.00	0.00	0.00	0.00
BMM	Mgmt Control Migration	410,000.00	410,000.00	404,296.81	5,703.19	0.00	-0.00
BUS	School Buses	2,300,000.00	2,299,999.92	2,299,999.92	0.00	0.00	-0.00
C64	Carpet-	1,630,000.00	1,091,165.25	1,091,165.25	0.00	-0.00	30 0.00
C86	Paving-	0.00	1,900,000.00	1,900,000.00	0.00	0.00	0.00
CEQ	CTE Equipment	350,000.00	350,000.00	272,617.57	36,811.97	10,719.92	29,850.54
COI	Cost of Issuance	0.00	162,653.67	162,653.67	0.00	0.00	0.00
DHS	Dugouts-Hastings Softball Fld	115,000.00	105,364.92	105,364.92	0.00	0.00	-0.00
ETT	Elsik & Taylor Turf	4,770,000.00	4,182,039.00	4,182,039.00	0.00	0.00	0.00
G24	Gym Floors 2024	350,000.00	257,594.00	257,594.00	0.00	0.00	0.00
HRA	ALC Air Handler Replacement	410,000.00	2,281,471.00	237,302.42	1,156,888.39	871,560.63	15,719.56
J01	Chiller-Various	2,865,000.00	2,916,942.67	2,838,967.57	34,603.97	43,371.13	0.00
L13	Locker Conversion-Hast/Taylor	680,000.00	680,000.00	0.00	0.00	0.00	680,000.00
LAN	LAN Project Management	0.00	471,164.00	160,916.72	76,558.07	233,689.21	0.00

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : F3 2024 Capital Projects

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
LB1	Libraries group 1	0.00	0.00	0.00	0.00	0.00	0.00
LB2	Libraries group 2	0.00	0.00	0.00	0.00	0.00	0.00
LB3	Libraries group 3	0.00	0.00	0.00	0.00	0.00	0.00
LB4	Libraries group 4	0.00	0.00	0.00	0.00	0.00	0.00
LFR	Library Bookcases/Furniture	800,000.00	800,000.00	5,900.00	15,835.00	0.00	778,265.00
MUS	Music Instruments	2,050,000.00	2,050,000.00	1,350,096.34	206,580.39	418,754.00	74,569.27
N68	Maintenance LVT Flooring	30,000.00	30,000.00	0.00	0.00	0.00	30,000.00
OFS	Outdoor Field Scoreboards	280,000.00	203,288.00	203,288.00	0.00	0.00	31 0.00
OTC	Olle Tennis Courts	170,000.00	40,507.85	40,507.85	0.00	0.00	0.00
PGE	Playground Equipment	300,000.00	300,000.00	235,053.00	0.00	24,234.00	40,713.00
PSF	Print Shop Foundation	105,000.00	105,000.00	0.00	0.00	0.00	105,000.00
R21	Roof Replacement-Variou	4,300,000.00	0.00	0.00	0.00	0.00	0.00
RCS	Renovate Carpentry Shop	40,000.00	40,000.00	0.00	0.00	0.00	40,000.00
RR2	Roof Replacement-Variou	0.00	5,704,482.55	0.00	0.00	5,704,482.55	0.00
RTL	RTU Replacement-Liestman	680,000.00	0.00	0.00	0.00	0.00	0.00
RTR	Restrooms-Transportation	70,000.00	0.00	0.00	0.00	0.00	0.00
TCF	Transportation Cameras/Fencing	1,900,000.00	1,900,000.00	0.00	0.00	0.00	1,900,000.00
TFU	Transp Facilities Upgrade	3,650,000.00	1,820,000.00	2,500.00	84,544.40	273,229.39	1,459,726.21

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : F3 2024 Capital Projects

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
TRR	Track Repl-Elsik & Taylor	0.00	32,125.55	32,125.55	0.00	0.00	0.00
UDT	Underwriter's Discount	0.00	94,870.33	94,870.33	0.00	0.00	0.00
WFD	Warehouse Frame & Doors	20,000.00	3,270.00	3,270.00	0.00	0.00	0.00
Total for Bond Sale F3 2024 Capital Projects		30,180,000.00	31,966,719.23	15,970,408.92	1,617,525.38	7,580,040.83	6,798,744.10

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : F4 2025 Capital Projects

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
000	Unassigned	0.00	2,889,601.10	0.00	0.00	0.00	2,889,601.10
B11	Horn Boiler replacement	70,000.00	57,192.00	57,192.00	0.00	0.00	0.00
BMM	Mgmt Control Migration	420,000.00	420,000.00	250,890.40	67,703.19	33,673.32	67,733.09
BUS	School Buses	2,400,000.00	2,400,000.00	0.00	1,914,000.00	486,000.00	0.00
C65	Carpet-Albri/Bude/Holub/Horn	2,983,000.00	1,904,785.96	1,884,695.03	0.00	20,090.93	-0.00
C86	Paving-	2,405,000.00	2,405,000.00	142,451.57	111,207.58	2,059,642.51	91,698.34
COI	Cost of Issuance	0.00	212,843.07	212,843.07	0.00	0.00	0.00
CRC	Computer Replacement Cycle	4,100,000.00	4,100,000.00	0.00	1,713,910.10	227,480.00	2,158,609.90
G25	Generator-AMS	280,000.00	280,000.00	0.00	0.00	0.00	280,000.00
GFM	Gym Floor-Miller	50,000.00	27,030.00	27,030.00	0.00	0.00	0.00
GPR	Gym Partition Replacement	110,000.00	110,000.00	0.00	0.00	0.00	110,000.00
IWB	Interactive White Boards	6,000,000.00	6,000,000.00	44,513.43	2,377,139.41	1,926,632.47	1,651,714.69
J01	Chiller-Various	4,925,500.00	4,925,500.00	1,520,581.74	679,360.40	2,275,557.86	450,000.00
KAL	Kalwall-EHS/Albright/Alexander	950,000.00	0.00	0.00	0.00	0.00	0.00
LAC	Landis-HVAC	8,090,000.00	8,090,000.00	0.00	0.00	0.00	8,090,000.00
LAN	LAN Project Management	0.00	242,973.00	30,371.64	40,495.52	172,105.84	-0.00
MMA	Masonry -Mahanay	1,360,000.00	1,360,000.00	0.00	0.00	0.00	1,360,000.00
MRP	Metal Roof-Petrosky	140,000.00	140,000.00	0.00	0.00	0.00	140,000.00

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : F4 2025 Capital Projects

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
R21	Roof Replacement-Various	5,655,000.00	0.00	0.00	0.00	0.00	0.00
RR3	Roof Replacement-Various	0.00	4,529,157.00	0.00	0.00	4,529,157.00	0.00
RRC	Roof Repl-8 Classroom Addition	180,000.00	1,130,000.00	0.00	698,530.87	320,938.53	110,530.60
RT5	Rooftop Units - 5 campuses	5,286,500.00	5,286,500.00	3,363,129.97	310,141.10	26,818.30	1,586,410.63
TSD	Teacher/Student Devices	3,500,000.00	3,500,000.00	3,268,930.00	231,060.53	0.00	9.47
TSL	Theater Stage Lighting	1,330,000.00	1,330,000.00	0.00	0.00	0.00	1,330,000.00
UDT	Underwriter's Discount	0.00	183,547.83	183,547.83	0.00	0.00	0.00
WDR	Windows and Door Replacement	935,000.00	935,000.00	91,450.00	18,250.00	499,037.70	336 ,262.30
Total for Bond Sale F4 2025 Capital Projects		51,170,000.00	52,459,129.96	11,077,626.68	8,161,798.70	12,577,134.46	20,642,570.12

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : X1 Fund 699 - Non-bond Capital Pr

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
000	Unassigned	0.00	28,328.48	0.00	0.00	0.00	28,328.48
A94	Outley Carpet	0.00	38,589.00	38,589.00	0.00	0.00	0.00
AEG	Ath Equip Gator	0.00	10,488.72	10,488.72	0.00	0.00	-0.00
AT1	Athletics-Softball Dugouts	0.00	2,382.82	2,382.82	0.00	0.00	0.00
AT2	Ahtletics-Elsik BB Lockers	0.00	2,000.00	2,000.00	0.00	0.00	0.00
AT3	Athletics-Elsik Scoreboard	0.00	7,325.00	7,325.00	0.00	0.00	0.00
AT4	Athletics-Hast BB Lockers	0.00	4,935.00	4,935.00	0.00	0.00	0.00
AT5	Athletics-Taylor Video	0.00	17,160.00	17,160.00	0.00	0.00	35 0.00
AT6	Athletics-HS Tennis Court	0.00	48,750.00	48,750.00	0.00	0.00	0.00
AT7	Athletics-Taylor Gym Curtain	0.00	8,000.00	8,000.00	0.00	0.00	0.00
BFS	Baseball Fence Signs	0.00	5,177.32	5,177.32	0.00	0.00	0.00
BUS	School Buses	0.00	0.00	0.00	0.00	0.00	0.00
C09	Chambers Carpet	0.00	81,702.57	81,702.57	0.00	0.00	0.00
C10	AIC Carpet	0.00	100,000.00	100,000.00	0.00	0.00	0.00
C11	Hastings G-Bldg Carpet	0.00	14,042.84	14,042.84	0.00	0.00	0.00
C86	Paving-	0.00	0.00	0.00	0.00	0.00	0.00
CR1	Renov. Alexander Front Office	0.00	0.00	0.00	0.00	0.00	0.00
CR2	Replace Cummings Clinic Floor	0.00	455.58	455.58	0.00	0.00	0.00

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : X1 Fund 699 - Non-bond Capital Pr

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
CR3	Replace Kennedy Lighting	0.00	12,275.00	12,275.00	0.00	0.00	0.00
CR4	Youens Walkway	0.00	8,149.00	8,149.00	0.00	0.00	0.00
CR5	Youens Doors	0.00	8,752.00	8,752.00	0.00	0.00	0.00
DOG	K9	0.00	10,000.00	10,000.00	0.00	0.00	0.00
E18	Killough Main Entry Plaza	0.00	9,624.00	9,624.00	0.00	0.00	0.00
EQP	Wet Dry Vac	0.00	7,327.00	7,327.00	0.00	0.00	0.00
F31	Distr wide foundation repair	0.00	0.00	0.00	0.00	0.00	0.00
GRE	Grounds Equipment	0.00	75,791.40	75,791.40	0.00	-0.00	36 0.00
H97	HVAC - Pre K Problem	0.00	1,220.00	1,220.00	0.00	0.00	0.00
HGB	Hastings G Building	0.00	0.00	0.00	0.00	0.00	0.00
I12	Holub/Killough Gym Curtains	0.00	15,990.00	15,990.00	0.00	0.00	0.00
I13	Olle Gym Curtains	0.00	12,330.00	12,330.00	0.00	0.00	0.00
KMQ	Kerr Marquee	0.00	0.00	0.00	0.00	0.00	0.00
KTC	Kerr Tennis Courts	0.00	3,411.04	3,411.04	0.00	0.00	0.00
M31	Smith Casework	0.00	146,330.80	146,330.80	0.00	0.00	-0.00
M32	Districtwide Door/Hardware	0.00	29,596.24	29,596.24	0.00	0.00	0.00
M33	Albright Gym Curtains	0.00	6,500.00	6,500.00	0.00	0.00	0.00
M34	Holub Gym Door Replacement	0.00	2,224.80	2,224.80	0.00	0.00	0.00

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : X1 Fund 699 - Non-bond Capital Pr

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
M35	Districtwide Toilet Partitions	0.00	27,877.21	27,877.21	0.00	0.00	0.00
M36	Hastings Woodshop Door	0.00	5,400.00	5,400.00	0.00	0.00	0.00
M37	Best Fire Alarm	0.00	82,710.84	82,710.84	0.00	0.00	0.00
M38	Elsik Annex Fire Alarm	0.00	76,335.00	76,335.00	0.00	0.00	0.00
M40	O'Donnell Fire Alarm	0.00	151,900.87	151,900.87	0.00	0.00	0.00
M41	Sneed Fire Alarm	0.00	82,375.83	82,375.83	0.00	0.00	0.00
M42	Districtwide Loaner DVR's	0.00	51,762.68	51,762.68	0.00	0.00	0.00
M43	Chambers PA/Intercom	0.00	16,229.00	16,229.00	0.00	0.00	37 0.00
M44	Chancellor PA/Intercom	0.00	15,996.90	15,996.90	0.00	0.00	0.00
M45	Hearns Pa / Intercom	0.00	16,436.40	16,436.40	0.00	0.00	0.00
M46	Kerr PA/Intercom	0.00	1,633.61	1,633.61	0.00	0.00	0.00
M47	O'Donnell PA/Intercom	0.00	1,633.61	1,633.61	0.00	0.00	0.00
M48	Alarms-Classroom Additions	0.00	4,859.01	4,859.01	0.00	0.00	0.00
M49	Bush Security Alarm	0.00	14,764.90	14,764.90	0.00	0.00	0.00
M50	NGC Security Alarm	0.00	32,226.16	32,226.16	0.00	0.00	-0.00
M51	Chancellor Video Delivery Syst	0.00	5,000.00	5,000.00	0.00	0.00	0.00
M52	Kerr Video Delivery System	0.00	5,075.16	5,075.16	0.00	0.00	0.00
M53	O'Donnell Video Delivery Syst	0.00	8,851.65	8,851.65	0.00	0.00	0.00

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : X1 Fund 699 - Non-bond Capital Pr

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
M54	Hastings Fan Coil Rep/Sci	0.00	9,623.06	9,623.06	0.00	0.00	-0.00
M55	Maint. Restroom Exhaust Fan	0.00	1,141.93	1,141.93	0.00	0.00	0.00
M56	Elsik Domestic Water Line Repl	0.00	111,906.03	111,906.03	0.00	0.00	0.00
M57	Elsik Floor Sink Installation	0.00	0.00	0.00	0.00	0.00	0.00
MDV	Maintenance Dept Vehicles	0.00	130,189.50	130,189.50	0.00	0.00	0.00
MOW	Mowers	0.00	0.00	0.00	0.00	0.00	0.00
MUS	Music Instruments	0.00	244,348.75	244,348.75	0.00	-0.00	0.00
MVN	Mailroom Van	0.00	46,731.00	46,731.00	0.00	0.00	38 0.00
P59	Natatorium Pool & Equip Upgrad	0.00	14,911.00	14,911.00	0.00	0.00	0.00
PDV	Police Department Vehicle	0.00	0.00	0.00	0.00	0.00	0.00
PWR	Powerwash	0.00	16,500.00	16,500.00	0.00	0.00	0.00
R10	AMS Roof	0.00	556,687.00	556,687.00	0.00	0.00	0.00
R11	Cummings Roof	0.00	673,400.00	673,400.00	0.00	0.00	0.00
R12	Elsik Fieldhouse Roof	0.00	88,142.00	88,142.00	0.00	0.00	0.00
R13	Hastings Fieldhouse Roof	0.00	97,637.00	97,637.00	0.00	0.00	0.00
R14	Natatorium Roof	0.00	156,239.00	156,239.00	0.00	0.00	0.00
R91	Restroom ADA work	0.00	11,454.36	11,454.36	0.00	-0.00	0.00
R92	Roof Replacement Radio Room	0.00	10,575.00	10,575.00	0.00	0.00	0.00

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : X1 Fund 699 - Non-bond Capital Pr

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
SAS	Safety and Security	0.00	26,825.00	26,825.00	0.00	0.00	0.00
TAH	Tahoe	0.00	53,667.50	53,667.50	0.00	0.00	0.00
TMQ	Taylor Marquee	0.00	0.00	0.00	0.00	0.00	0.00
TPL	Tech Plan	0.00	952,264.50	952,264.50	0.00	0.00	-0.00
TTC	Taylor Tennis Courts	0.00	6,879.00	6,879.00	0.00	0.00	0.00
TVH	Transportation Vehicles	0.00	307,374.20	272,839.90	0.00	34,534.30	0.00
V30	DW Video Delivery Systems	0.00	9,303.19	9,303.19	0.00	0.00	-0.00
VEH	Maintenance Vehicles	0.00	158,225.03	158,225.03	0.00	0.00	39 0.00
VFD	Districtwide Loaner DVR's	0.00	64,967.20	64,967.20	0.00	0.00	0.00
WEQ	Warehouse Equipment	0.00	46,471.08	46,471.08	0.00	0.00	0.00
WHV	Warehouse Vehicles	0.00	68,160.80	68,160.80	0.00	0.00	0.00
WMS	Wireless Microphone System-Cru	0.00	3,473.38	3,473.38	0.00	0.00	0.00
Total for Bond Sale X1 Fund 699 - Non-bond		0.00	5,187,023.95	5,124,161.17	0.00	34,534.30	28,328.48

FISCAL YEAR : 2026 PERIOD : 5

BOND SALE : Y1 24/25 GOF Transfer

PROJ	DESCRIPTION	INITIAL APPROPRIATION	AMENDED BUDGET	PRIOR YEAR NET EXPEND	CURRENT YEAR NET EXPEND	NET ENCUMBRANCES	BALANCE
000	Unassigned	0.00	45,005.76	0.00	0.00	0.00	45,005.76
105	Smith Elem Reconstruction & Ad	0.00	19,949.16	0.00	19,949.16	0.00	0.00
115	Hearne Elementary	0.00	0.00	0.00	0.00	0.00	0.00
J01	Chiller-Various	0.00	62,150.00	55,284.00	6,690.00	0.00	176.00
M79	Maintenance-Mowers	0.00	52,023.32	0.00	52,023.32	0.00	0.00
PDE	Police Department Equipment	0.00	70,000.00	0.00	0.00	0.00	70,000.00
PDV	Police Department Vehicle	1,000,000.00	775,826.68	0.00	0.00	0.00	775,826.68
Total for Bond Sale Y1 24/25 GOF Transfer		1,000,000.00	1,024,954.92	55,284.00	78,662.48	0.00	840 ,008.44



2021 Referendum - January 2026 Construction Report

	2022 Bond Sale (649-F1)	2023 Bond Sale (650-F2)	2024 Bond Sale (651-F3)	2025 Bond Sale (652-F4)
Bond Par Amount	29,335,000.00	72,160,000.00	27,995,000.00	49,410,000.00
Bond Premium	2,039,009.60	8,198,797.40	2,442,524.00	2,156,390.90
	<u>31,374,009.60</u>	<u>80,358,797.40</u>	<u>30,437,524.00</u>	<u>51,566,390.90</u>
Uses:				
Additional proceeds - to the debt service fund	4,097.93	27,015.97	7,084.48	15,396.85
Cost of Issuance	235,000.00	292,218.96	162,653.67	212,843.07
Underwriter Fees	134,911.67	154,562.47	87,785.85	168,150.98
	<u>31,000,000.00</u>	<u>79,885,000.00</u>	<u>30,180,000.00</u>	<u>51,170,000.00</u>
Interest earned and budgeted through November	2,154,974.15	3,936,873.96	1,176,038.80	892,739.06
Interest not yet budgeted (includes reserves for arbitrage and yield restrictions)	679,263.84	2,772,569.90	404,638.46	-
Available to fund projects listed below	<u>33,834,237.99</u>	<u>86,594,443.86</u>	<u>31,760,677.26</u>	<u>52,062,739.06</u>

Project Type
C - Construction
M - Maintenance
O - Other

Propositions
A - General
B - Athletics
D - Technology

Project % Completed is based on project progress and may not tie to % paid

The system generated Construction Report includes the budget for the uses listed above in blue.

Description	Location/ Department	Bond Sale	Original Budget	Revised Budget	Paid	Encumbered	Unencumbered	Project % Completed	Type	Prop
Restroom Refurbish	Elsik, AMS, Heflin, Rees, Smith, Boone, Hastings									
Construction costs		F1	-	720,000.00	-	47,216.35	672,783.65			
Construction costs		F3	612,000.00	659,420.00	-	-	659,420.00			
Construction soft costs		F3	68,000.00	20,580.00	20,580.00	-	-			
			<u>680,000.00</u>	<u>1,400,000.00</u>	<u>20,580.00</u>	<u>47,216.35</u>	<u>1,332,203.65</u>	2%	C	A
Agriculture Science Center	Ag Science Center									
Construction costs		F1	-	5,254,249.00	2,145,255.94	3,108,993.06	-			
Construction soft costs		F1	-	540,000.00	-	94,525.00	445,475.00			
Furniture and equipment (less than \$500-bulk)		F1	-	355,000.00	-	-	355,000.00			
Technology equipment (less than \$500-bulk)		F1	-	55,000.00	5,193.00	-	49,807.00			
Construction costs		F2	6,750,000.00	6,942,000.00	-	6,922,200.00	19,800.00			
Construction soft costs		F2	750,000.00	559,300.00	379,214.59	180,085.41	-			
			<u>7,500,000.00</u>	<u>13,705,549.00</u>	<u>2,529,663.53</u>	<u>10,305,803.47</u>	<u>870,082.00</u>	20%	C	A
Entry Canopies	AMS, Best, Boone, Kennedy, Killough, Landis, Mahaney, Olle, Sneed									
Construction costs		F2	4,836,680.00	4,624,515.15	4,624,515.15	-	-			
Construction soft costs		F2	363,320.00	374,130.90	372,643.16	1,487.74	-			
<i>primary contractor - ICI, primary architect - AutoArch</i>			<u>5,200,000.00</u>	<u>4,998,646.05</u>	<u>4,997,158.31</u>	<u>1,487.74</u>	<u>-</u>	100%	C	A
<i>the project above includes retainage shown as paid on this report, but payment is held until project completion</i>										
Secure Entries/Cafeteria	33 Schools									
Construction costs		F1	-	1,496,500.00	1,496,500.00	-	-			
Construction costs		F2	3,812,500.00	3,028,043.34	2,992,316.35	35,726.99	-			
Construction soft costs		F2	367,500.00	242,884.24	242,884.24	-	-			
<i>primary contractor - M Scott Construction, primary architect -STOA Architects</i>			<u>4,180,000.00</u>	<u>4,767,427.58</u>	<u>4,731,700.59</u>	<u>35,726.99</u>	<u>-</u>	99%	C	A
Turf	Elsik, Taylor									
Construction soft costs		F2	-	31,098.75	31,098.75	-	-			
Land Improvement		F3	4,440,840.00	3,852,879.00	3,852,879.00	-	-			
Construction soft costs		F3	329,160.00	329,160.00	329,160.00	-	-			
<i>primary contractor - Hellas Construction Inc</i>			<u>4,770,000.00</u>	<u>4,213,137.75</u>	<u>4,213,137.75</u>	<u>-</u>	<u>-</u>	100%	C	B
<i>the project above includes retainage shown as paid on this report, but payment is held until project completion</i>										
Secure Entries - Video Intercom	Districtwide									
		F2	1,200,000.00	363,873.00	263,873.00	-	100,000.00	75%	C	A

Description	Location/ Department	Bond Sale	Original Budget	Revised Budget	Paid	Encumbered	Unencumbered	Project % Completed	Type	Prop
Boiler Replacement <i>primary contractor - CFI Mechanical</i>	Holub, MIS	F1	-	228,682.00	228,682.00	-	-	100%	M	A
Boiler Replacement Construction costs Construction soft costs <i>primary contractor - AMS Mechanical Services, primary consultant - LTY Engineers</i>	Hastings	F3 F3	42,500.00 27,500.00	64,800.00 4,500.00	64,800.00 4,500.00	- -	- -	100%	M	A
			70,000.00	69,300.00	69,300.00	-	-			
Boiler Replacement Construction costs Construction soft costs <i>primary contractor - AMS, primary consultant - na</i>	Horn	F4 F4	63,000.00 7,000.00	57,192.00 -	57,192.00 -	- -	- -	100%	M	A
			70,000.00	57,192.00	57,192.00	-	-			
Building Management Controls Migration Construction costs Construction costs Construction costs <i>primary contractor - Siemens Industries</i>	Districtwide	F1 F3 F4	390,000.00 410,000.00 420,000.00	969,508.45 410,000.00 420,000.00	951,961.73 410,000.00 318,593.59	11,432.48 - 33,673.32	6,114.24 - 67,733.09	100% 100% 80%	M	A
			1,220,000.00	1,799,508.45	1,680,555.32	45,105.80	73,847.33			
Paving Replacement <i>primary contractor - Pavecon</i>	Boone	F1	-	41,600.00	41,600.00	-	-	100%	M	A
RTU Replacement and Gym Dx Unit Replacement Construction costs Construction soft costs <i>primary contractor - Sterling Structures, primary consultant - LTY Engineers</i>	Boone	F2 F2	3,718,000.00 262,000.00	3,387,190.50 263,047.50	3,387,190.50 263,047.50	- -	- -	100%	M	A
			3,980,000.00	3,650,238.00	3,650,238.00	-	-			
Carpet Replacement Evaluation at Age 22 <i>primary contractor - Tarkett USA</i>	AMS, Collins, Elsik, HNGC, Killough, Mata, Miller	F1	5,255,000.00	3,509,885.41	3,509,885.41	-	-	100%	M	A
Carpet Replacement <i>primary contractor - Tarkett USA</i>	Hastings	F2	2,090,000.00	1,220,577.60	1,220,577.60	-	-	100%	M	A
Carpet Replacement <i>primary contractor - Tarkett USA</i>	Taylor	F2	2,110,000.00	685,476.50	685,476.50	-	-	100%	M	A
Carpet Replacement <i>primary contractor - Tarkett USA</i>	Rees	F2	430,000.00	317,939.05	317,939.05	-	-	100%	M	A
Carpet Replacement	Boone, Kennedy, Cummings, Hastings FH	F3	1,630,000.00	1,091,165.25	1,091,165.25	-	-	100%	M	A
Carpet Replacement	Albright, Budewig, Holub, Landis, Horn	F4	2,983,000.00	1,904,785.96	1,884,695.03	20,090.93	-	99%	M	A
Concrete Repairs Construction costs Construction costs Construction soft costs Construction costs Construction soft costs Construction costs Construction soft costs <i>primary contractor - TBD, primary consultant - Brooks & Sparks</i>	Elsik, Holub, Smith, Hastings, Transportation	F1 F1 F1 F3 F3 F4 F4	320,000.00 - - - - 2,180,000.00 225,000.00	13,202.00 29,298.00 277,500.00 1,884,900.00 15,100.00 2,180,000.00 225,000.00	13,202.00 29,298.00 244,200.00 1,884,900.00 15,100.00 141,452.90 112,206.25	- - 33,300.00 - - 2,016,525.01 43,117.50	- - - - - 22,022.09 69,676.25	55%	M	A
			2,725,000.00	4,625,000.00	2,440,359.15	2,092,942.51	91,698.34			
Analog Camera Replacement with Digital Cameras	Districtwide	F1	-	2,120,000.00	3,065.00	-	2,116,935.00	0%	M	A
Dugouts <i>primary contractor - E Contractors</i>	Hastings	F3	435,000.00	105,364.92	105,364.92	-	-	100%	M	B

Description	Location/ Department	Bond Sale	Original Budget	Revised Budget	Paid	Encumbered	Unencumbered	Project % Completed	Type	Prop
Exterior Joint Sealant <i>primary contractor - Reliable Commercial Roofing</i>	Districtwide	F1	-	177,200.00	177,200.00	-	-	100%	M	A
Fencing Additions/Replacement	Elementary playgrounds	F1	-	330,000.00	1,940.00	28,725.00	299,335.00	0%	M	A
Foundation Repairs <i>primary contractor - Foundation Specialists Inc, Jericho Foundation Repair</i>	Annex, Hastings, Killough, Mahanay, Elsik, Klantzman, Crossroads, Admin, ENGC, HNGC, Landis	F1	450,000.00	868,174.70	741,844.70	47,610.00	78,720.00	90%	M	A
Fire Alarm Panel Upgrades and Replacement <i>primary contractor -Protegis Fire and Safety</i>	Admin, Alexander, Boone, Bush, Chancellor, Collins Crossroads, Cummings, Hearne, Heflin, Hicks, Horn, Petrosky, Rees	F1	-	163,076.47	163,076.47	-	-	100%	M	A
Generator Replacement and Repairs <i>primary contractor - Cummins Southern Plains, Inc</i>	Best, Petrosky	F1	295,000.00	85,086.42	85,086.42	-	-	100%	M	A
Gym Floors <i>primary contractor - Covington-NAH Sports Flooring</i>	Collins, Elsik, Mata	F3	350,000.00	257,594.00	257,594.00	-	-	100%	M	A
Generator Replacement and Repairs	AMS	F4	280,000.00	280,000.00	-	-	280,000.00	0%	M	B
Gym Flooring Replacement Evaluation at Age 25 <i>primary contractor - NAH Sports Flooring</i>	Bush	F1	40,000.00	20,132.00	20,132.00	-	-	100%	M	A
Gym Flooring Replacement Evaluation at Age 25 <i>primary contractor - NAH Sports Flooring</i>	Miller	F4	50,000.00	27,030.00	27,030.00	-	-	100%	M	B
Gym Partition Replacement	Chancellor, Kennedy, Landis, Liestman, Rees									
Construction costs		F1	-	550,000.00	-	-	550,000.00			
Construction costs		F4	110,000.00	110,000.00	-	-	110,000.00			
			110,000.00	660,000.00	-	-	660,000.00	0%	M	A
Grease Trap <i>primary contractor - Tristate Mechanical</i>	Heflin	F1	-	6,892.00	6,892.00	-	-	100%	M	A
Air Handler Replacement, Boiler Replacement, RTU Replacements	ALC, Bush, Maintenance, Liestman									
Construction costs		F3	2,102,000.00	2,116,200.00	1,275,729.83	824,750.61	15,719.56			
Construction soft costs		F3	143,000.00	165,271.00	118,460.98	46,810.02	-			
<i>primary contractor - Phase 1 - ACIS, primary consultant LTY Engineers</i>			2,245,000.00	2,281,471.00	1,394,190.81	871,560.63	15,719.56	65%	M	A
HVAC Upgrades	Crossroads									
Construction costs		F1	576,000.00	244,800.00	244,800.00	-	-			
Construction soft costs		F1	64,000.00	-	-	-	-			
<i>primary contractor - AMS Systems, Unify Energy Solutions LLC</i>			640,000.00	244,800.00	244,800.00	-	-	100%	M	A
HVAC, Fire Alarm, and Grease Trap Relocate	Kennedy									
Construction costs		F1	5,994,000.00	-	-	-	-			
Construction soft costs		F1	666,000.00	-	-	-	-			
<i>this project's funding was moved to the 2023 bond sale</i>										
Construction costs		F2	5,994,000.00	3,956,803.00	3,956,803.00	-	-			
Construction soft costs		F2	666,000.00	335,241.14	335,241.14	-	-			
<i>primary contractor - Sterling Structures, primary consultant - Salas O'Brien Engineers</i>			13,320,000.00	4,292,044.14	4,292,044.14	-	-	100%	M	A
<i>the project above includes retainage shown as paid on this report, but payment is held until project completion</i>			44							

Description	Location/ Department	Bond Sale	Original Budget	Revised Budget	Paid	Encumbered	Unencumbered	Project % Completed	Type	Prop
NGC Plant Upgrade	NCG									
Construction costs		F2	-	2,410,485.72	2,410,485.72	-	-			
Construction soft costs		F2	-	42,055.97	42,055.97	-	-			
<i>primary contractor - CFI Mechanical, Inc., primary consultant - Salas O'Brien Engineers</i>			-	2,452,541.69	2,452,541.69	-	-	100%	M	A
<i>the project above includes retainage shown as paid on this report, but payment is held until project completion</i>										
Hastings Water Heater	Hastings	F1	-	97,222.38	97,222.38	-	-	100%	M	A
<i>primary contractor - Charlie's Plumbing</i>										
Replace Underground Chilled Water Lines at	Hastings	F1	-	163,663.00	163,663.00	-	-	100%	M	A
<i>primary contractor - Envirotech Mechanical Systems, primary consultant - Salas O'Brien</i>										
Water Valve Replacement at Domestic Water	Heflin	F1	-	24,088.40	24,088.40	-	-	100%	M	A
<i>primary contractor - AISD Maintenance Department</i>										
Chiller Replacement	Hastings, Mahanay, Alexander, Holub, Annex, Taylor, AMS, Miller, Elsik									
Construction costs		F1	-	2,116,041.00	1,020,035.60	1,096,005.40	-			
Construction soft costs		F1	-	200,000.00	180,658.72	10,484.00	8,857.28			
Construction costs		F3	2,578,500.00	2,916,942.67	2,873,571.54	43,371.13	-			
Construction soft costs		F3	286,500.00	-	-	-	-			
Construction costs		F4	4,475,500.00	4,003,325.00	2,199,942.14	1,803,382.86	-			
Construction soft costs		F4	450,000.00	450,000.00	-	-	450,000.00			
Equipment		F4	-	472,175.00	-	472,175.00	-			
<i>primary contractor - AMS Mechanical Services, primary consultant - DBR</i>			7,790,500.00	10,158,483.67	6,274,208.00	3,425,418.39	458,857.28	75%	M	A
Enclose Quiet Space Areas @ English Social Studies Centers	Kerr	F1	-	44,478.18	44,478.18	-	-	100%	M	A
<i>primary contractor - AISD Maintenance Department</i>										
Locker Conversion	Hastings, Taylor									
Construction costs		F3	646,000.00	646,000.00	-	-	646,000.00			
Construction soft costs		F3	34,000.00	34,000.00	-	-	34,000.00			
			680,000.00	680,000.00	-	-	680,000.00	0%	M	A
HVAC Upgrades	Landis									
Construction costs		F4	7,290,000.00	7,290,000.00	-	-	7,290,000.00			
Construction soft costs		F4	800,000.00	800,000.00	-	-	800,000.00			
			8,090,000.00	8,090,000.00	-	-	8,090,000.00	0%	M	A
Fire Alarm Panel Upgrades - Switch Over Panel from K Bldg	Liestman	F1	40,000.00	16,094.82	16,094.82	-	-	100%	M	A
<i>primary contractor - Protegis Fire and Safety</i>										
Laundry Room Equipment Replacement	Taylor FH									
Construction costs		F1	80,000.00	34,380.48	34,380.48	-	-			
Furniture and equipment (\$500-\$4,999)		F1	-	13,297.00	13,297.00	-	-			
<i>primary contractor - Skyline Equipment LLC</i>			80,000.00	47,677.48	47,677.48	-	-	100%	M	A
Masonry Replacement w/Sheathing and Waterproofing	Heflin									
Construction costs		F2	3,451,500.00	-	-	-	-			
Construction soft costs		F2	383,500.00	-	-	-	-			
			3,835,000.00	-	-	-	-	0%	M	A

Description	Location/ Department	Bond Sale	Original Budget	Revised Budget	Paid	Encumbered	Unencumbered	Project % Completed	Type	Prop
Masonry Replacement w/Sheathing and Waterproofing	Mahanay									
Construction costs		F4	1,224,000.00	1,224,000.00	-	-	1,224,000.00			
Construction soft costs		F4	136,000.00	136,000.00	-	-	136,000.00			
			1,360,000.00	1,360,000.00	-	-	1,360,000.00	0%	M	A
Metal Roof	Petrosky	F4	140,000.00	140,000.00	-	-	140,000.00	0%	M	A
LVT Flooring	Maintenance	F3	30,000.00	30,000.00	-	-	30,000.00	0%	M	A
Outdoor Field Scoreboards <i>primary contractor - Spectrum</i>	Districtwide	F3	280,000.00	203,288.00	203,288.00	-	-	100%	M	B
Tennis Courts <i>primary contractor - AISD Maintenance Department</i>	All Middle Schools	F3	170,000.00	40,507.85	40,507.85	-	-	100%	M	A
Playground Equipment <i>primary contractor - All Play</i>	Districtwide	F3	300,000.00	300,000.00	235,053.00	24,234.00	40,713.00	80%	M	A
Playground Surface Replacement <i>primary contractor - Playwell Group</i>	Holmquist	F1	-	31,156.00	31,156.00	-	-	100%	M	A
Parking Lot Lighting (LED) <i>primary contractor - Express Electrical Services Inc.</i>	Alexander, AMS, Best, Chancellor, Heflin	F1	-	59,537.55	59,537.55	-	-	100%	M	A
Foundation Repairs	Print Shop	F3	105,000.00	105,000.00	-	-	105,000.00	0%	M	A
Water Pipe Replacement <i>primary contractor - Tristate Mechanical</i>	Print Shop	F1	-	24,950.00	24,950.00	-	-	100%	M	A
RTU Replacement	Petrosky									
Construction costs		F2	625,000.00	534,482.38	534,482.38	-	-			
Construction soft costs		F2	35,000.00	28,544.00	28,544.00	-	-			
<i>primary contractor - ACIS Mechanical, primary consultant - Stantec</i>			660,000.00	563,026.38	563,026.38	-	-	100%	M	A
Roof Replacement	Maintenance									
Construction costs		F4	686,104.00	-	-	-	-			
Construction soft costs		F4	128,896.00	-	-	-	-			
<i>primary contractor - TBD, primary consultant - TBD</i>			815,000.00	-	-	-	-	0%	M	A
Renovate Carpentry Shop	Maintenance	F3	40,000.00	40,000.00	-	-	40,000.00	0%	M	A

Description	Location/ Department	Bond Sale	Original Budget	Revised Budget	Paid	Encumbered	Unencumbered	Project % Completed	Type	Prop
Roof Replacement	Admin, ALC, AMS, Crossroads, Heflin,									
Construction soft costs - multiple projects	Holmquist, Holub, Martin, Olle, Warehouse	F2	524,000.00	1,366,008.29	1,024,506.22	341,502.07	-			
Construction soft costs - multiple projects		F1	-	-	-	-	-			
Package #1 - Roof Replacement	ALC, Holub, Warehouse									
Construction costs		F1	540,000.00	-	-	-	-			
Construction costs		F2	4,716,000.00	5,918,759.00	-	5,918,759.00	-			
Construction costs		F3	875,000.00	-	-	-	-			
Construction costs		F4	830,000.00	-	-	-	-			
Package #2 - Roof Replacement	Admin, Crossroads, Heflin, Youens									
Construction costs		F3	-	5,704,482.55	-	5,704,482.55	-			
Construction costs		F4	1,790,000.00	-	-	-	-			
Package #3 - Roof Replacement	Martin, Olle									
Construction costs		F2	1,926,000.00	-	-	-	-			
Construction soft costs		F2	214,000.00	-	-	-	-			
Construction costs		F4	-	4,529,157.00	-	4,529,157.00	-			
Package #4 - Roof Replacement	AMS, Holmquist									
Construction soft costs		F2	-	38,500.00	30,000.00	8,500.00	-			
Construction costs		F3	3,082,500.00	-	-	-	-			
Construction soft costs		F3	342,500.00	-	-	-	-			
Construction costs		F4	1,868,896.00	-	-	-	-			
Construction soft costs		F4	351,104.00	-	-	-	-			
<i>primary contractor - Argio, Reliable, Atlas primary consultant - Armkco</i>			17,060,000.00	17,556,906.84	1,054,506.22	16,502,400.62	-	10%	M	A
Roof Repl 8 Classroom Addition - Non Prefab Bldg and Kalwall Replacement	Bush, Boone, Collins, Cummings, Heflin, Hicks, Kennedy, Liestman, Mahanay, Outley, Owens, Youens, Youngblood, Elsik, Albright, Alexander									
Construction costs		F1	670,500.00	757,500.00	557,500.00	-	200,000.00			
Construction soft costs		F1	134,500.00	72,500.00	43,606.00	28,894.00	-			
Construction costs		F2	1,494,000.00	2,022,965.97	1,788,824.10	-	234,141.87			
Construction soft costs		F2	166,000.00	187,034.00	187,034.00	-	-			
Construction costs		F4	1,022,000.00	1,022,000.00	698,530.87	320,938.53	2,530.60			
Construction soft costs		F4	108,000.00	108,000.00	-	-	108,000.00			
<i>these projects' funding has moved between bond sales and project codes</i>			3,595,000.00	4,169,999.97	3,275,494.97	349,832.53	544,672.47	80%	M	A
<i>primary contractor - Argio Roofing, primary consultant BEAM</i>										
RTU Replacement at 8 Classroom Additions	Boone, Collins, Mahanay, Owens, Youngblood									
Construction costs		F4	4,986,500.00	4,904,282.13	3,292,371.50	25,500.00	1,586,410.63			
Construction soft costs		F4	300,000.00	382,217.87	380,899.57	1,318.30	-			
<i>primary contractor - AMS, primary consultant - LEAF</i>			5,286,500.00	5,286,500.00	3,673,271.07	26,818.30	1,586,410.63	80%	M	A
Basketball Goal	Smith									
		F1	-	21,151.00	21,151.00	-	-	100%	M	A
Scoreboards	middle schools (except O'Donnell) and high schools (except Kerr)									
<i>primary contractor - Spectrum</i>		F1	-	95,037.00	95,037.00	-	-	100%	M	A
Smoke Detectors	NGC, Taylor									
Construction costs		F1	-	34,477.59	34,477.59	-	-			
Furniture and equipment (less than \$500)		F1	-	129,493.72	129,493.72	-	-			
<i>primary contractor - AISD Maintenance Department</i>			-	163,971.31	163,971.31	-	-	100%	M	A
Sound Panel Replacement	Hearne									
<i>primary contractor - Texas Premier Drywall Systems</i>		F1	-	15,021.00	15,021.00	-	-	100%	M	A

Description	Location/ Department	Bond Sale	Original Budget	Revised Budget	Paid	Encumbered	Unencumbered	Project % Completed	Type	Prop
North Exit Foundation, Concrete, Storefront Repl at Cooking Classroom	Hastings									
Construction costs		F1	67,500.00	24,360.00	24,360.00	-	-			
Construction soft costs		F1	7,500.00	3,476.27	3,476.27	-	-			
<i>primary contractor - Foundation Specialists Inc, Pavecon, Tristate Glass</i>			75,000.00	27,836.27	27,836.27	-	-	100%	M	A
Luxury Vinyl Tile	Boone	F2	180,000.00	24,930.98	24,930.98	-	-	100%	M	A
<i>primary contractor - Tarkett USA</i>										
Boiler Replacement	Taylor	F1	-	93,994.00	93,994.00	-	-	100%	M	A
<i>primary contractor - AMS Mechanical Services</i>										
Track Replacement	Elsik, Taylor, Annex									
Construction costs		F2	-	53,754.04	53,754.04	-	-			
Construction costs		F3	-	32,125.55	32,125.55	-	-			
<i>primary contractor - Hellas Construction Inc</i>			-	85,879.59	85,879.59	-	-	100%	M	B
<i>the project above includes retainage shown as paid on this report, but payment is held until project completion</i>										
Vinyl Wall Covering Replacement	Horn, Klentzman, Liestman, Outley, Owens, Youngblood	F2	1,200,000.00	1,200,000.00	-	-	1,200,000.00	0%	M	A
Retile Wall at Kinder Area	Sneed	F1	25,000.00	22,316.58	22,316.58	-	-	100%	M	A
<i>primary contractor - Intex Flooring</i>										
Through Wall Flashing Replacement	O'Donnell	F1	250,000.00	35,000.00	35,000.00	-	-	100%	M	A
<i>primary contractor - Seabreeze Roofing</i>										
Wall Flashing	Districtwide	F1	-	50,000.00	22,694.00	-	27,306.00	50%	M	A
Windows and Doors	Martin, Sneed									
Construction costs		F1	525,000.00	-	-	-	-			
Construction costs		F2	522,500.00	-	-	-	-			
Construction soft costs		F2	52,500.00	-	-	-	-			
Construction costs		F4	845,000.00	845,000.00	-	462,737.70	382,262.30			
Construction soft costs		F4	90,000.00	90,000.00	109,700.00	36,300.00	(56,000.00)			
<i>contractor - tbd, architect - Joiner</i>			2,035,000.00	935,000.00	109,700.00	499,037.70	326,262.30	15%	M	A
Frames and Doors	Warehouse	F3	20,000.00	3,270.00	3,270.00	-	-	100%	M	A
Pneumatic Valve	Warehouse	F1	-	165,101.91	165,101.91	-	-	100%	M	A
<i>primary contractor - Siemens Industries</i>										
Art Equipment	Instruction	F2	600,000.00	600,000.00	500,401.00	68,640.00	30,959.00	83%	O	A
CTE Equipment	Instruction	F2,F3	650,000.00	650,000.00	609,429.54	10,719.92	29,850.54	94%	O	A
Dance Flooring and Equipment	Instruction	F2	850,000.00	850,000.00	317,352.45	-	532,647.55	37%	O	A
Updated Bookcases/Furniture in Libraries	Instruction	F2,F3	1,600,000.00	1,600,000.00	21,735.00	589,394.75	988,870.25	1%	O	A
Music - Equipment and Instruments	Instruction	F2,F3	4,550,000.00	4,550,000.00	3,720,986.28	747,969.00	81,044.72	82%	O	A
Sound Proof Practice Rooms	Instruction	F2	150,000.00	150,000.00	-	-	150,000.00	0%	O	A

Description	Location/ Department	Bond Sale	Original Budget	Revised Budget	Paid	Encumbered	Unencumbered	Project % Completed	Type	Prop
Theater Stage Lighting	Instruction	F4	1,330,000.00	1,330,000.00	-	-	1,330,000.00	0%	O	A
Interactive White Boards	Instruction	F4	6,000,000.00	6,000,000.00	2,421,652.84	1,926,632.47	1,651,714.69	40%	O	A
Computer Replacement Cycle	Technology	F4	4,100,000.00	4,100,000.00	1,713,910.10	227,480.00	2,158,609.90	42%	O	D
Teacher and Student Devices	Technology	F4	3,500,000.00	3,500,000.00	3,499,990.53	-	9.47	100%	O	D
Police Equipment	Police									
Furniture and equipment (\$500-\$4,999)		F2	100,000.00	-	-	-	-		O	A
Vehicles		F2	400,000.00	400,000.00	364,946.07	-	35,053.93		O	A
Furniture and equipment (less than \$5,000)		F2	-	100,000.00	-	-	100,000.00		O	A
			<u>500,000.00</u>	<u>500,000.00</u>	<u>364,946.07</u>	<u>-</u>	<u>135,053.93</u>	73%		
Bus Cameras	Transportation	F2	675,000.00	550,816.46	550,816.46	-	-	100%	O	A
Buses	Transportation									
Vehicles		F1	1,700,000.00	2,033,790.00	1,848,490.00	185,300.00	-	91%	O	A
Vehicles		F2	2,400,000.00	2,569,300.00	2,400,800.00	168,500.00	-	93%	O	A
Vehicles		F3	2,300,000.00	2,299,999.92	2,299,999.92	-	-	100%	O	A
Vehicles		F4	2,400,000.00	2,400,000.00	1,914,000.00	486,000.00	-	80%	O	A
			<u>8,800,000.00</u>	<u>9,303,089.92</u>	<u>8,463,289.92</u>	<u>839,800.00</u>	<u>-</u>			
Facilities Upgrade	Transportation									
Construction costs		F3	3,720,000.00	1,659,080.00	87,044.40	220,729.39	1,351,306.21			
Construction soft costs		F3	-	160,920.00	-	52,500.00	108,420.00			
<i>contractor - TBD, architect - Joiner</i>			<u>3,720,000.00</u>	<u>1,820,000.00</u>	<u>87,044.40</u>	<u>273,229.39</u>	<u>1,459,726.21</u>	5%	O	A
Smart Tag	Transportation	F1	300,000.00	140,429.00	140,429.00	-	-	100%	O	A
Cameras and Fencing	Transportation									
Land Improvement		F3	950,000.00	950,000.00	-	-	950,000.00		O	A
Furniture and equipment (less than \$5,000)		F3	950,000.00	950,000.00	-	-	950,000.00		O	A
			<u>1,900,000.00</u>	<u>1,900,000.00</u>	<u>-</u>	<u>-</u>	<u>1,900,000.00</u>	0%		
Bond Project Consulting	Districtwide	F1	-	97,125.63	97,125.63	-	-	100%		
Bond Project Contracted Management Services	Districtwide	All	-	1,523,920.00	708,239.28	815,680.72	-	46%		
Unassigned		All	1,060,000.00	21,091,004.55	-	-	21,091,004.55			A,B,D
	Total 2022 Bond Sale (649-F1)		<u>31,000,000.00</u>	<u>33,154,974.55</u>	<u>22,542,560.59</u>	<u>4,836,968.54</u>	<u>5,775,445.42</u>			
	Total 2023 Bond Sale (650-F2)		<u>79,885,000.00</u>	<u>83,821,873.93</u>	<u>49,654,390.39</u>	<u>14,829,413.38</u>	<u>19,338,070.16</u>			
	Total 2024 Bond Sale (651-F3)		<u>30,180,000.00</u>	<u>31,356,038.80</u>	<u>17,330,410.30</u>	<u>7,580,040.83</u>	<u>6,445,587.67</u>			
	Total 2025 Bond Sale (652-F4)		<u>51,170,000.00</u>	<u>52,062,739.06</u>	<u>18,843,034.48</u>	<u>12,577,134.46</u>	<u>20,642,570.12</u>			
	Grand Total - 2021 Referendum		<u>192,235,000.00</u>	<u>200,395,626.34</u>	<u>108,370,395.76</u>	<u>39,823,557.21</u>	<u>52,201,673.37</u>			

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: February 17, 2026

AGENDA ITEM: Disbursements

The monthly list of bills paid for the period January 1, 2026, through January 31, 2026, is detailed in the attachment. Zero amounts as check totals are due to account distributions that exceed space limitations on the check stub and overflow onto one or more additional check stubs. If members of the Board of Trustees have questions regarding any of the disbursements, we would request that they contact our office prior to the Board meeting and list the check number and the payee for the item in question. We will pull the voucher and supporting documentation to give a detailed answer to any question during the public Board meeting.

Recommendation: Information item – no recommendation required.



Dr. Anthony Mays
Superintendent



Charles Woods
Deputy Superintendent/
Business Services



Cash Disbursements
01/01/2026 through 01/31/2026

	Check Date	General Fund	Special Revenue Fund	Proprietary Funds	Capital Projects Fund	Debt Service Fund	Total
Page 1	1/6	\$ 21,577.52	\$ 14,469.26	\$ -	\$ -	\$ -	\$ 36,046.78
Pages 1-6	1/8	\$ 825,853.96	\$ 383,193.31	\$ 533,979.71	\$ 834,438.37	\$ 4,725.00	\$ 2,582,190.35
Pages 6-13	1/15	\$ 939,595.43	\$ 620,941.17	\$ 11,443.68	\$ 443,024.46	\$ -	\$ 2,015,004.74
Pages 13-19	1/22	\$ 542,075.53	\$ 526,931.76	\$ 6,200.00	\$ 162,149.14	\$ -	\$ 1,237,356.43
Page 19	1/23	\$ 2,400.00	\$ -	\$ -	\$ -	\$ -	\$ 2,400.00
Pages 19-25	1/29	\$ 1,518,889.64	\$ 429,087.84	\$ 108,548.99	\$ 1,900,270.06	\$ -	\$ 3,956,796.53
Total		\$ 3,850,392.08	\$ 1,974,623.34	\$ 660,172.38	\$ 3,339,882.03	\$ 4,725.00	\$ 9,829,794.83

**ALIEF INDEPENDENT SCHOOL DISTRICT
CONSOLIDATED CHECK REGISTER
Report from 01/01/26 to 01/31/26**

Check	Payee ID	Payee Name	Check Date	Description	Check Amount
00794728	VOID.CONTINU	Void - Continued Stub	1/6/2026		\$ -
00794729	V05828	SAMS CLUB DIRECT	1/6/2026	General Supplies	\$ 18,023.39
00794730	VOID.CONTINU	Void - Continued Stub	1/6/2026		\$ -
00794731	V05828	SAMS CLUB DIRECT	1/6/2026	General Supplies	\$ 18,023.39
00794732	128149	ABRAMS-SHELTON, TIFFANY MIZELL	1/8/2026	Activity Fund Cl	\$ 6,048.00
00794733	V15706	ACTIVE NETWORK LLC	1/8/2026	Software	\$ 250.00
00794734	V18713	AFFILIATED TELEPHONE INC	1/8/2026	Telephone	\$ 391.80
00794735	V17541	AIR CONDITIONING INNOVATIVE SO	1/8/2026	Bldg Improvement	\$ 651,750.45
00794736	V00328	ALIEF ISD MILLER INTERMEDIATE	1/8/2026	Coca-Cola Commissions	\$ 49.54
00794737	V17311	ALLTEX WELDING SUPPLY INC	1/8/2026	Bulk Purchase Fu	\$ 31,874.21
00794738	VOID.CONTINU	Void - Continued Stub	1/8/2026		\$ -
00794739	V18778	ALSCO INC	1/8/2026	Other Contracts	\$ 2,236.41
00794740	V17100	ALWAYS FOOD SAFE COMPANY	1/8/2026	Testing Material	\$ 4,810.00
00794741	V00407	AMERICAN ASSOCIATION OF NOTARI	1/8/2026	Fees	\$ 362.70
00794742	V00456	AMERICAN TIME & SIGNAL CO	1/8/2026	Other Supplies	\$ 749.90
00794743	V18923	ANH THU TRAN PHAN	1/8/2026	Food Services	\$ 13.25
00794744	V15610	ANNETTE RAMIREZ	1/8/2026	Fees	\$ 81.00
00794745	V15610	ANNETTE RAMIREZ	1/8/2026	Fees	\$ 81.00
00794746	V15610	ANNETTE RAMIREZ	1/8/2026	Fees	\$ 10.25
00794747	V17916	APPTEGY INC	1/8/2026	Software	\$ 93,161.25
00794748	V18630	AR UNLIMITED SUPPLY	1/8/2026	Inventory	\$ 9,528.00
00794749	V10114	ASHLY GARZA	1/8/2026	Other Contracts	\$ 300.00
00794750	V00120	AT&T	1/8/2026	Telephone	\$ 47,103.61
00794751	V00631	B & H PHOTO VIDEO	1/8/2026	Activity Fund Cl	\$ 4,312.65
00794752	V12461	BANK OF NEW YORK MELLON	1/8/2026	Other Debt Fees	\$ 4,725.00
00794753	V17596	BARBARA M JENKINS	1/8/2026	Other Contracts	\$ 1,650.00
00794754	V10240	BATTERIES PLUS	1/8/2026	Custodial	\$ 499.88
00794755	V00738	BEARCOM	1/8/2026	General Supplies	\$ 279.10
00794756	V00773	BENCHMARK EDUCATION COMPANY	1/8/2026	Software	\$ 7,175.00
00794757	V00798	BEST BUY	1/8/2026	Other Supplies	\$ 73.32
00794758	V00932	BEVERLY J BRAMAN	1/8/2026	Other Contracts	\$ 8,400.00
00794759	V01850	BLICK ART MATERIALS	1/8/2026	General Supplies	\$ 1,218.89
00794760	V18521	BLUE CROSS AND BLUE SHIELD OF	1/8/2026	Other Contracts	\$ 419,837.02
00794761	V17441	BLUETRITON BRANDS INC	1/8/2026	Inventory	\$ 4,524.00
00794762	V13617	BOLD TECHNOLOGIES LTD	1/8/2026	Software	\$ 134.19

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**ALIEF INDEPENDENT SCHOOL DISTRICT
CONSOLIDATED CHECK REGISTER
Report from 01/01/26 to 01/31/26**

Check	Payee ID	Payee Name	Check Date	Description	Check Amount
00794763	V16828	BOSWORTH PAPERS	1/8/2026	Inventory	\$ 909.60
00794764	V17924	BROWN REYNOLDS WATFORD ARCHITE	1/8/2026	Bldg Fees	\$ 3,105.00
00794765	V16706	CAPE EQUIPMENT & SERVICES LLC	1/8/2026	General Supplies	\$ 3,166.00
00794766	V01248	CENTERPOINT ENERGY	1/8/2026	Gas/Other Heat	\$ 22,573.35
00794767	V02478	CHAMPION TEAMWEAR	1/8/2026	General Supplies	\$ 688.36
00794768	V01305	CHELFORD ONE M U D	1/8/2026	Water	\$ 10,855.03
00794769	V16750	CHURCHILL SPEECH AND DEBATE AS	1/8/2026	Activity Fund Cl	\$ 1,780.00
00794770	V10176	CITIBANK NA	1/8/2026	Employee Travel	\$ 9,836.59
00794771	V01369	CITY OF HOUSTON	1/8/2026	Water	\$ 75,283.53
00794772	V12995	CITY OF HOUSTON	1/8/2026	Fees	\$ 309.88
00794773	V10879	CLAMPITT PAPER COMPANY	1/8/2026	Inventory	\$ 29,229.00
00794774	V02647	CONNECTION INC	1/8/2026	Tech Equipment	\$ 1,411.90
00794775	V14793	CORPORATE COST CONTROL	1/8/2026	Consulting	\$ 1,454.75
00794776	V01687	DBR ENGINEERING CONSULTANTS IN	1/8/2026	Bldg Improvement	\$ 5,204.38
00794777	V18865	DENISE EATON LLC	1/8/2026	Other Contracts	\$ 3,900.00
00794778	V01874	DINERS CLUB	1/8/2026	Employee Travel	\$ 716.93
00794779	V16595	DISABILITY RIGHTS TEXAS	1/8/2026	Legal Services	\$ 3,000.00
00794780	V18599	DLR GROUP INC OF TEXAS A TEXAS	1/8/2026	Bldg Fees	\$ 7,123.94
00794781	V01977	EAI - ERIC ARMIN INC.	1/8/2026	General Supplies	\$ 2,074.27
00794782	V18869	EFFECTIVE COMMUNICATION LLC	1/8/2026	Other Contracts	\$ 1,593.75
00794783	V18259	EMPIRE SPEECH SERVICES LLC	1/8/2026	Other Contracts	\$ 2,744.00
00794784	V13159	FOUNDATION SPECIALISTS INC	1/8/2026	Bldg Improvement	\$ 19,886.00
00794785	V02656	GRAINGER	1/8/2026	General Supplies	\$ 814.43
00794786	V17412	GULF COAST BANK & TRUST	1/8/2026	Other Contracts	\$ 20,998.20
00794787	120575	HAMILTON, MELISSA O	1/8/2026	General Supplies	\$ 4,348.68
00794788	V17447	HANNAH KOCH	1/8/2026	Other Contracts	\$ 75.00
00794789	V17598	HARDIES FRESH FOODS	1/8/2026	Food	\$ 4,972.11
00794790	V02900	HARRIS COUNTY	1/8/2026	Other Contracts	\$ 78.00
00794791	V02909	HARRIS COUNTY MUD #158	1/8/2026	Water	\$ 565.99
00794792	V18449	HD SUPPLY FACILITIES MAINTENAN	1/8/2026	Inventory	\$ 1,216.00
00794793	V03177	HOU TEX GLASS & MIRROR	1/8/2026	Buildings	\$ 587.00
00794794	V10565	HOUSTON BUSINESS JOURNAL	1/8/2026	Statutorily Reqd	\$ 65.00
00794795	V03147	HOUSTON COMMUNITY COLLEGE	1/8/2026	Textbooks	\$ 50,292.30
00794796	V03151	HOUSTON DEPT OF HEALTH & HUMAN	1/8/2026	Fees	\$ 300.00
00794797	V03239	HUNTON DISTRIBUTION	1/8/2026	Building Supply	\$ 577.52

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**ALIEF INDEPENDENT SCHOOL DISTRICT
CONSOLIDATED CHECK REGISTER
Report from 01/01/26 to 01/31/26**

Check	Payee ID	Payee Name	Check Date	Description	Check Amount
00794798	V14102	HUNTON SERVICES	1/8/2026	Buildings	\$ 2,407.69
00794799	V17928	JACOB STURM	1/8/2026	Other Contracts	\$ 50.00
00794800	V18406	JAMAIL & SMITH CONSTRUCTION LP	1/8/2026	Bldg Improvement	\$ 2,134.73
00794801	V18495	JASON MATTHEW LEVIN	1/8/2026	Other Contracts	\$ 300.00
00794802	V12597	JD PALATINE LLC	1/8/2026	Other Contracts	\$ 539.25
00794803	V03552	JOHNSON CONTROLS INC	1/8/2026	Buildings	\$ 5,652.44
00794804	V00959	JUDITH A BRIELMAIER	1/8/2026	Other Contracts	\$ 50.00
00794805	V03597	JUNIOR ACHIEVEMENT OF	1/8/2026	General Supplies	\$ 85,230.00
00794806	V18370	JUVON POLLARD	1/8/2026	Other Contracts	\$ 2,250.00
00794807	V18925	KARLAH BRAMLETT	1/8/2026	Food Services	\$ 17.75
00794808	V03730	KROGER CO	1/8/2026	Custodial	\$ 96.70
00794809	VOID.CONTINU	Void - Continued Stub	1/8/2026		\$ -
00794810	V03766	LABATT FOOD SERVICE	1/8/2026	Food	\$ 167,977.77
00794811	V03830	LASAGNA HOUSE III	1/8/2026	Misc Expense	\$ 468.00
00794812	V17162	LEAD PARTNERS LLC	1/8/2026	Consulting	\$ 2,475.00
00794813	V18395	LITTLE MARIA'S CAFE	1/8/2026	Misc Expense	\$ 1,250.00
00794814	V18395	LITTLE MARIA'S CAFE	1/8/2026	Misc Expense	\$ 160.00
00794815	V18616	LOWE'S	1/8/2026	General Supplies	\$ 3,282.33
00794816	V14944	MARION B CROSBY	1/8/2026	Other Contracts	\$ 50.00
00794817	151651	MARTIN, CHRISTON H	1/8/2026	Activity Fund Cl	\$ 1,955.60
00794818	V18941	MD GALIB RAHMAN	1/8/2026	Awards	\$ 1,000.00
00794819	V17246	MEMORIAL HERMANN MEDICAL GROUP	1/8/2026	Prof. Services	\$ 114,142.69
00794820	V01538	METEOR EDUCATION LLC	1/8/2026	Furn & Equipment	\$ 14,836.80
00794821	V18612	MOORE THERAPY	1/8/2026	Other Contracts	\$ 6,375.00
00794822	V18355	NATHALY ACOSTA	1/8/2026	Activity Fund Cl	\$ 200.00
00794823	V18871	NATIONAL STEM HONOR SOCIETY	1/8/2026	Fees	\$ 395.00
00794824	V17819	NOVA THERAPY SERVICES PLLC	1/8/2026	Other Contracts	\$ 10,754.00
00794825	V16113	NSO	1/8/2026	Liability Ins.	\$ 5,490.00
00794826	VOID.CONTINU	Void - Continued Stub	1/8/2026		\$ -
00794827	VOID.CONTINU	Void - Continued Stub	1/8/2026		\$ -
00794828	V17772	OAK FARMS - HOUSTON	1/8/2026	Food	\$ 42,430.97
00794829	V17226	ODP BUSINESS SOLUTIONS LLC	1/8/2026	Computer Supplie	\$ 755.51
00794830	V16981	OVERTIME ATHLETICS	1/8/2026	Other Contracts	\$ 525.00
00794831	V17978	OZOBOT	1/8/2026	Tech Equipment	\$ 4,066.95
00794832	V18270	PANDA ICE	1/8/2026	Other Contracts	\$ 500.00

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**ALIEF INDEPENDENT SCHOOL DISTRICT
CONSOLIDATED CHECK REGISTER
Report from 01/01/26 to 01/31/26**

Check	Payee ID	Payee Name	Check Date	Description	Check Amount
00794833	V15210	PARTS TOWN LLC	1/8/2026	Other Supplies	\$ 1,643.27
00794834	V18547	PATH2STAFF SOLUTIONS LLC	1/8/2026	Other Contracts	\$ 2,906.40
00794835	V05134	PERFECTION LEARNING CORP	1/8/2026	Books	\$ 265.03
00794836	V14649	POWERSCHOOL GROUP LLC	1/8/2026	Software	\$ 5,680.00
00794837	V18782	PROFORMA ANGELINI AND ASSOCIAT	1/8/2026	General Supplies	\$ 30,453.54
00794838	V05386	PYRAMID SCHOOL PRODUCTS	1/8/2026	Inventory	\$ 553.20
00794839	V05388	QEP INC	1/8/2026	Books	\$ 276.25
00794840	V08212	QUADIENT INC	1/8/2026	Rental-ST Leases	\$ 3,834.23
00794841	V18517	RACKMOUNT SOLUTIONS	1/8/2026	Computer Supplie	\$ 130.95
00794842	V05477	REALLY GOOD STUFF LLC	1/8/2026	General Supplies	\$ 290.94
00794843	V05529	REGION 16 EDUCATION SERVICE CE	1/8/2026	Employee Travel	\$ 50.00
00794844	V17435	REPUBLIC SERVICES INC	1/8/2026	Other Contracts	\$ 33,902.17
00794845	V05622	RICOH USA INC	1/8/2026	Equipment Repair	\$ 80.00
00794846	V05931	SCHOOL NURSE SUPPLY INC	1/8/2026	General Supplies	\$ 425.41
00794847	V16789	SCHOOL SPECIALTY LLC	1/8/2026	General Supplies	\$ 141.35
00794848	V17808	SEEDS OF CARE PEDIATRIC THERAP	1/8/2026	Other Contracts	\$ 3,655.00
00794849	V06050	SIEMENS INDUSTRY INC	1/8/2026	Bldg Improvement	\$ 105,859.66
00794850	V17416	SOLIANT HEALTH LLC	1/8/2026	Other Contracts	\$ 5,908.50
00794851	V10409	SOUTHERN COMPUTER WAREHOUSE	1/8/2026	Equipment Repair	\$ 1,731.61
00794852	V06229	SPACE CENTER HOUSTON	1/8/2026	Student Travel	\$ 595.00
00794853	V18254	SPEECH SPECIALISTS OF SAN ANTO	1/8/2026	Other Contracts	\$ 26,564.25
00794854	V17782	STEMFINITY LLC	1/8/2026	General Supplies	\$ 1,016.78
00794855	V12573	STEPPING STONES GROUP LLC	1/8/2026	Other Contracts	\$ 15,960.00
00794856	V18179	SW SCHOOL SUPPLY INC	1/8/2026	Inventory	\$ 1,750.16
00794857	V18888	SWING EDUCATION INC	1/8/2026	Other Contracts	\$ 2,502.50
00794858	V06485	T MOBILE USA INC	1/8/2026	Telephone	\$ 22,173.00
00794859	V17366	TANEEM CHOWDHURY	1/8/2026	Other Contracts	\$ 4,950.00
00794860	V16773	TANGO FLIGHT INC	1/8/2026	Fees	\$ 11,473.00
00794861	V17119	TEKVISIONS INC	1/8/2026	Computer Supplie	\$ 9,590.00
00794862	V06501	TEXAS ASSOCIATION OF JOURNALIS	1/8/2026	Student Travel	\$ 165.00
00794863	V06730	TEXAS ASSOCIATION OF SECONDARY	1/8/2026	Dues	\$ 285.00
00794864	V10335	TEXAS COMMISSION ON ENVIRONMEN	1/8/2026	Fees	\$ 400.00
00794865	V06536	TEXAS COUNCIL OF ADMINISTRATOR	1/8/2026	Employee Travel	\$ 2,165.00
00794866	V06772	TEXAS DEPARTMENT OF PUBLIC SAF	1/8/2026	Fees	\$ 44.00
00794867	V06817	TEXAS LIBRARY ASSOC	1/8/2026	Dues	\$ 187.00

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Check	Payee ID	Payee Name	Check Date	Description	Check Amount
00794868	V06820	TEXAS MUSIC EDUCATORS ASSOCIAT	1/8/2026	Employee Travel	\$ 1,490.00
00794869	V06820	TEXAS MUSIC EDUCATORS ASSOCIAT	1/8/2026	Employee Travel	\$ 70.00
00794870	V06850	TEXAS SWIM SHOP	1/8/2026	General Supplies	\$ 2,196.50
00794871	V17277	THERAPYTRAVELERS	1/8/2026	Other Contracts	\$ 2,370.00
00794872	V17757	TIJERINA CONSULTING LLC	1/8/2026	Other Contracts	\$ 32,000.00
00794873	V16660	TMEA REGION 23 BAND	1/8/2026	Fees	\$ 830.00
00794874	V18513	TRANESHIA PARKER	1/8/2026	Other Contracts	\$ 2,437.50
00794875	V18848	TREVIPAY	1/8/2026	Misc Expense	\$ 2,550.91
00794876	V07005	TRIANGLE PRINTING & MARKETING	1/8/2026	Buildings	\$ 301.88
00794877	V07127	UNIPAK CORP	1/8/2026	Inventory	\$ 10,078.40
00794878	V07142	UNITED REFRIGERATION INC	1/8/2026	Other Supplies	\$ 365.29
00794879	V18178	US BANK EQUIPMENT FINANCE	1/8/2026	Rental-ST Leases	\$ 1,550.18
00794880	V10422	VERITIV POLLOCK	1/8/2026	Inventory	\$ 829.50
00794881	V15380	WESTED	1/8/2026	Other Contracts	\$ 20,000.00
00794882	V18786	WILDFLOWER THERAPY SERVICES LL	1/8/2026	Other Contracts	\$ 8,563.05
00794883	V11482	WRIGHT NATIONAL FLOOD INSURANC	1/8/2026	Property Ins.	\$ 3,766.00
00794884	V18889	WYLIE ENGINEERING	1/8/2026	Bldg Fees	\$ 7,500.00
00794885	V16917	XEROX FINANCIAL SERVICES LLC	1/8/2026	Rental-ST Leases	\$ 358.68
00794886	V18487	YOU MAY SPEAK HEALTH SERVICES	1/8/2026	Other Contracts	\$ 2,362.50
00794887	V15451	YOUTH EQUIPPED TO SUCCEED	1/8/2026	Other Contracts	\$ 33,660.00
01017569	V01026	BUCKEYE CLEANING CENTER-HOUSTO	1/8/2026	Inventory	\$ 33,068.64
01017570	V01174	CAPP INC	1/8/2026	Other Supplies	\$ 4,218.00
01017571	V02133	ELEVATOR TRANSPORTATION SVCS I	1/8/2026	Buildings	\$ 6,124.35
01017572	V02741	GUARDIAN REPAIR PARTS	1/8/2026	Custodial	\$ 541.50
01017573	V02995	HENRY SCHEIN / MBM	1/8/2026	General Supplies	\$ 253.01
01017574	V03567	JONES SCHOOL SUPPLY CO INC.	1/8/2026	Awards	\$ 122.80
01017575	V03440	JW PEPPER & SON INC	1/8/2026	General Supplies	\$ 648.29
01017576	V03702	KINLOCH EQUIPMENT & SUPPLY INC	1/8/2026	Other Repairs	\$ 739.97
01017577	V11558	LINDE GAS & EQUIPMENT INC	1/8/2026	Rental-ST Leases	\$ 974.20
01017578	V04942	ORIENTAL TRADING COMPANY INC	1/8/2026	General Supplies	\$ 3,005.08
01017579	V05142	PERMA-BOUND BOOKS	1/8/2026	Library Books	\$ 180.40
01017580	V05200	PIONEER DRAMA SERVICE INC	1/8/2026	General Supplies	\$ 266.80
01017581	V05258	POSITIVE PROMOTIONS	1/8/2026	Activity Fund Cl	\$ 2,613.89
01017582	V10668	SEBCO BOOKS	1/8/2026	Library Books	\$ 362.01
01017583	V15418	STEWART ORGANIZATION	1/8/2026	Other Contracts	\$ 10,661.70

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Check	Payee ID	Payee Name	Check Date	Description	Check Amount
01017584	V06569	TMS SOUTH	1/8/2026	Other Supplies	\$ 7,451.35
01017585	V07082	ULINE INC	1/8/2026	General Supplies	\$ 2,070.05
01017586	V07146	UNITED SITE SERVICES OF TEXAS	1/8/2026	Other Contracts	\$ 1,092.11
01017587	V07190	VARSITY SPIRIT LLC	1/8/2026	Fees	\$ 625.00
01017588	V07391	WARD'S NATURAL SCIENCE	1/8/2026	General Supplies	\$ 132.68
01017589	V07437	WENGER CORPORATION	1/8/2026	General Supplies	\$ 1,056.10
01017590	V07576	WOODBURN PRESS	1/8/2026	General Supplies	\$ 1,500.00
01017591	V13499	XEROX BUSINESS SOLUTIONS SOUTH	1/8/2026	Other Contracts	\$ 2,407.74
00794888	V18430	A PRIVATE INVITATION CATERING	1/15/2026	Misc Expense	\$ 775.00
00794889	V16886	ACCOUNTABLE HEALTHCARE STAFFIN	1/15/2026	Other Contracts	\$ 6,992.00
00794890	V00291	ALIEF AMERICAN FEDERATION OF	1/15/2026	Prof Dues - TFT	\$ 15,570.00
00794891	V00304	ALIEF ISD EDUCATION FOUNDATION	1/15/2026	Alief Education	\$ 1,063.25
00794892	V00338	ALIEF ISD TAYLOR HIGH SCHOOL	1/15/2026	Fees	\$ 120.00
00794893	V16071	ALL AROUND BOUNCE	1/15/2026	Activity Fund Cl	\$ 3,147.39
00794894	V17311	ALLTEX WELDING SUPPLY INC	1/15/2026	General Supplies	\$ 479.49
00794895	VOID.CONTINU	Void - Continued Stub	1/15/2026		\$ -
00794896	VOID.CONTINU	Void - Continued Stub	1/15/2026		\$ -
00794897	V18778	ALSCO INC	1/15/2026	Other Contracts	\$ 4,029.67
00794898	V17906	AMBROSIAL CATERING AND EVENTS	1/15/2026	Misc Expense	\$ 970.00
00794899	V00400	AMC MUSIC INC	1/15/2026	General Supplies	\$ 1,395.75
00794900	V18796	AMERGIS HEALTHCARE STAFFING IN	1/15/2026	Other Contracts	\$ 6,000.00
00794901	V00444	AMERICAN RED CROSS	1/15/2026	General Supplies	\$ 150.00
00794902	V18912	AMERICAN WELDING & GAS INC	1/15/2026	Other Contracts	\$ 254.58
00794903	V15610	ANNETTE RAMIREZ	1/15/2026	Fees	\$ 6.50
00794904	V15903	ARC DOCUMENT SOLUTIONS LLC	1/15/2026	General Supplies	\$ 530.90
00794905	V18709	ARGIO ROOFING & CONSTRUCTION L	1/15/2026	Bldg Improvement	\$ 66,497.79
00794906	V13179	ARMKO INDUSTRIES	1/15/2026	Bldg Fees	\$ 184,506.22
00794907	V00533	ARNOLD OIL COMPANY OF HOUSTON	1/15/2026	Vehicle Fuel	\$ 1,649.36
00794908	V00097	ASCD	1/15/2026	Dues	\$ 129.00
00794909	V15231	ASSESSMENT TECHNOLOGIES INSTIT	1/15/2026	Testing Material	\$ 46,893.00
00794910	V00568	ASSOC OF TEXAS PROF EDUCATORS	1/15/2026	Prof Dues - ATPE	\$ 2,707.47
00794911	V11671	ASSOCIATED SUPPLY CO INC	1/15/2026	Other Repairs	\$ 19,569.98
00794912	V00117	AT&T MOBILITY NATIONAL ACCOUNT	1/15/2026	Telephone	\$ 58,552.73
00794913	V10240	BATTERIES PLUS	1/15/2026	Custodial	\$ 277.03
00794914	V00738	BEARCOM	1/15/2026	Equipment Repair	\$ 2,316.39

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Check	Payee ID	Payee Name	Check Date	Description	Check Amount
00794915	V18791	BEYOND THERAPY EDUCATIONAL SOL	1/15/2026	Other Contracts	\$ 17,320.00
00794916	V17465	BG PRODUCTS INC	1/15/2026	Equipment Repair	\$ 1,610.00
00794917	V15905	BRINK'S INCORPORATED	1/15/2026	Other Contracts	\$ 1,352.50
00794918	V16454	BULL MARKET PROMOTIONS	1/15/2026	Misc Expense	\$ 945.15
00794919	V16706	CAPE EQUIPMENT & SERVICES LLC	1/15/2026	Other Contracts	\$ 19,517.75
00794920	V01248	CENTERPOINT ENERGY	1/15/2026	Buildings	\$ 259.17
00794921	V14929	CFI MECHANICAL	1/15/2026	Bldg Improvement	\$ 20,322.90
00794922	V15985	CHEERLEADING COMPANY INC	1/15/2026	Activity Fund Cl	\$ 1,633.28
00794923	V18675	CHEM-AQUA INC	1/15/2026	Buildings	\$ 7,550.00
00794924	V01320	CHICK FIL A	1/15/2026	Misc Expense	\$ 228.70
00794925	V01320	CHICK FIL A	1/15/2026	Misc Expense	\$ 174.60
00794926	V01320	CHICK FIL A	1/15/2026	Misc Expense	\$ 549.15
00794927	V17323	CHILD FIRST SPEECH LLC	1/15/2026	Other Contracts	\$ 5,075.28
00794928	V16101	CHRISTOPHER MADDOX	1/15/2026	Other Contracts	\$ 800.00
00794929	V01354	CIRCLE SAW BUILDERS SUPPLY INC	1/15/2026	Other Supplies	\$ 83.00
00794930	V01369	CITY OF HOUSTON	1/15/2026	Water	\$ 22,552.52
00794931	V01369	CITY OF HOUSTON	1/15/2026	Water	\$ 4,625.73
00794932	V11981	CLEAR BROOK HIGH SCHOOL	1/15/2026	Fees	\$ 120.00
00794933	V01396	CLEAR GLASS MOBILE SERVICE INC	1/15/2026	Vehicles	\$ 1,178.00
00794934	V11142	CONSOLIDATED ELECTRICAL DISTRI	1/15/2026	Other Supplies	\$ 3,457.73
00794935	V16759	COSTAR REALTY INFORMATION INC	1/15/2026	Software	\$ 493.29
00794936	V12312	CRAWFORD ELECTRIC SUPPLY COMPA	1/15/2026	Other Supplies	\$ 22,666.50
00794937	V14309	CROWN TROPHY 305 LLC	1/15/2026	Awards	\$ 256.85
00794938	V01124	CTAT	1/15/2026	Employee Travel	\$ 6,175.00
00794939	V01678	CY FAIR ATHLETIC DEPT	1/15/2026	Fees	\$ 240.00
00794940	V10723	CYPRESS FAIRBANKS INDEPENDENT	1/15/2026	Fees	\$ 120.00
00794941	V17401	DATA BUSINESS EQUIPMENT INC	1/15/2026	Software	\$ 7,027.00
00794942	V05079	DAVID G PEAKE TRUSTEE	1/15/2026	Bankruptcy	\$ 8,749.26
00794943	V01794	DELL MARKETING	1/15/2026	Tech Equipment	\$ 29,091.75
00794944	V17325	DELTA T EQUIPMENT LP	1/15/2026	Other Supplies	\$ 1,390.00
00794945	V01809	DEMCO	1/15/2026	Tech Equipment	\$ 3,884.67
00794946	V18865	DENISE EATON LLC	1/15/2026	Other Contracts	\$ 5,850.00
00794947	V01818	DEPT OF INFORMATION RESOURCES	1/15/2026	Telephone	\$ 3.99
00794948	V01977	EAI - ERIC ARMIN INC.	1/15/2026	General Supplies	\$ 937.48
00794949	V17260	EDUPROJECT ELL LLC	1/15/2026	Other Contracts	\$ 19,948.00

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Check	Payee ID	Payee Name	Check Date	Description	Check Amount
00794950	V02152	EMERALD BOWL	1/15/2026	Student Travel	\$ 696.00
00794951	V18939	EMILY LE	1/15/2026	Food Services	\$ 17.00
00794952	V02180	EQUIPMENT DEPOT LP	1/15/2026	Other Supplies	\$ 1,476.50
00794953	V18527	EWALD KUBOTA	1/15/2026	Other Repairs	\$ 11,007.85
00794954	V18271	EXPEDITED REPORTS LLC	1/15/2026	Other Contracts	\$ 16,453.14
00794955	V14357	FASTSIGNS #10701	1/15/2026	Misc Expense	\$ 3,995.56
00794956	V02307	FIRST COMMUNITY CREDIT UNION	1/15/2026	First Community	\$ 81,444.84
00794957	V02318	FISHER SCIENTIFIC	1/15/2026	Inventory	\$ 309.60
00794958	V17110	FOLLETT CONTENT SOLUTIONS LLC	1/15/2026	Books	\$ 659.65
00794959	V17821	FTG INTERNATIONAL LLC	1/15/2026	Equipment Repair	\$ 63,135.99
00794960	V11395	GATEWAY PRINTING AND OFFICE SU	1/15/2026	Inventory	\$ 4,686.72
00794961	V02464	GDI TIMS	1/15/2026	Telephone	\$ 3.46
00794962	V02468	GF EDUCATORS INC	1/15/2026	Books	\$ 2,914.89
00794963	126188	GHAZAL, LORI N	1/15/2026	Cocurricular	\$ 180.00
00794964	V12153	GIRLSTART	1/15/2026	Other Contracts	\$ 12,100.00
00794965	V02639	GOOSE CREEK ISD	1/15/2026	Fees	\$ 240.00
00794966	V02641	GOPHER SPORT	1/15/2026	General Supplies	\$ 592.06
00794967	V17795	GOT YOU COVERED WORK WEAR AND	1/15/2026	General Supplies	\$ 15,377.00
00794968	V02656	GRAINGER	1/15/2026	General Supplies	\$ 1,765.09
00794969	V18934	GREGORY-PORTLAND INDEPENDENT S	1/15/2026	Dues	\$ 1,660.00
00794970	V17434	GULF COAST BOILER LLC	1/15/2026	Buildings	\$ 2,819.58
00794971	V18627	GVH DISTRIBUTION DFW LLC	1/15/2026	Inventory	\$ 44,512.00
00794972	V17598	HARDIES FRESH FOODS	1/15/2026	Food	\$ 14,133.95
00794973	V02903	HARRIS COUNTY DEPT OF ED - HCD	1/15/2026	Other Contracts	\$ 2,445.28
00794974	V02903	HARRIS COUNTY DEPT OF ED - HCD	1/15/2026	Other Contracts	\$ 2,500.00
00794975	V02913	HARRIS COUNTY TOLL ROAD AUTHOR	1/15/2026	Employee Travel	\$ 3,097.50
00794976	V18449	HD SUPPLY FACILITIES MAINTENAN	1/15/2026	Inventory	\$ 1,216.00
00794977	V18448	HEAD TO HEELS SAFETY SUPPLIES	1/15/2026	Inventory	\$ 3,419.88
00794978	V02957	HEALTH MUSEUM	1/15/2026	Student Travel	\$ 425.00
00794979	V02985	HELFMAN FORD INC	1/15/2026	Vehicles	\$ 199.00
00794980	V18277	HELP IN SCHOOL LLC	1/15/2026	Other Contracts	\$ 1,000.00
00794981	V18792	HIMMEL'S ARCHITECTURAL DOOR &	1/15/2026	Other Supplies	\$ 831.40
00794982	V18417	HOLT TRUCK CENTERS OF TEXAS LL	1/15/2026	Other Supplies	\$ 12,953.34
00794983	V03177	HOU TEX GLASS & MIRROR	1/15/2026	Buildings	\$ 232.00
00794984	V16207	HOUSTON AREA ALLIANCE OF BLACK	1/15/2026	Dues	\$ 115.00

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Check	Payee ID	Payee Name	Check Date	Description	Check Amount
00794985	V03131	HOUSTON CHAPTER BASKETBALL OFF	1/15/2026	Other Contracts	\$ 700.00
00794986	V03170	HOUSTON MUSEUM OF NATURAL SCIE	1/15/2026	Student Travel	\$ 436.00
00794987	V17988	IMPERIAL DADE	1/15/2026	Inventory	\$ 4,990.86
00794988	V13786	IMPERIAL WRECKER SERVICE INC	1/15/2026	Vehicles	\$ 450.00
00794989	V13438	INSPIRA FINANCIAL HEALTH INC	1/15/2026	Other Contracts	\$ 206.24
00794990	V03366	INTERBORO PACKAGING CORP	1/15/2026	Inventory	\$ 3,125.82
00794991	V03386	INTERSTATE BILLING SERVICE INC	1/15/2026	Other Supplies	\$ 68.22
00794992	V03484	JASON'S DELI	1/15/2026	Student Travel	\$ 194.96
00794993	V03484	JASON'S DELI	1/15/2026	Misc Expense	\$ 406.45
00794994	V03554	JOHNSON HVAC DISTRIBUTION	1/15/2026	Other Supplies	\$ 6,385.58
00794995	V17845	JOHNSON PROFESSIONAL PRINTS	1/15/2026	General Supplies	\$ 1,205.82
00794996	149893	JOSEPH, RENFERD T	1/15/2026	Employee Travel	\$ 707.00
00794997	V10773	JOVI PRINTING	1/15/2026	Misc Expense	\$ 50.74
00794998	V18840	KENDRA THOMAS	1/15/2026	Other Contracts	\$ 1,000.00
00794999	V13728	KIMBALL MIDWEST	1/15/2026	Other Supplies	\$ 1,366.24
00795000	VOID.CONTINU	Void - Continued Stub	1/15/2026		\$ -
00795001	V03766	LABATT FOOD SERVICE	1/15/2026	Food	\$ 270,857.82
00795002	V03766	LABATT FOOD SERVICE	1/15/2026	Inventory	\$ 1,969.50
00795003	V17198	LAKESHORE LEARNING MATERIALS L	1/15/2026	General Supplies	\$ 3,981.25
00795004	V17009	LAKESIDE ANIMAL CLINIC	1/15/2026	Other Contracts	\$ 12,879.11
00795005	V03830	LASAGNA HOUSE III	1/15/2026	Misc Expense	\$ 1,359.00
00795006	V03830	LASAGNA HOUSE III	1/15/2026	Misc Expense	\$ 764.50
00795007	149094	LASTRAPES, NIJAH DENEE	1/15/2026	Activity Fund Cl	\$ 1,996.28
00795008	V08112	LEAD4WARD LLC	1/15/2026	General Supplies	\$ 9,500.00
00795009	V08112	LEAD4WARD LLC	1/15/2026	Employee Travel	\$ 265.00
00795010	V08112	LEAD4WARD LLC	1/15/2026	Employee Travel	\$ 2,750.00
00795011	V08112	LEAD4WARD LLC	1/15/2026	Employee Travel	\$ 300.00
00795012	V16548	LED OEM PARTNERS LLC	1/15/2026	Buildings	\$ 1,609.00
00795013	V18274	LEGACY COLLISION LLC	1/15/2026	Vehicles	\$ 8,350.00
00795014	V13982	LETCO GROUP LLC	1/15/2026	Other Supplies	\$ 2,325.00
00795015	V16739	LINDENMEYR MUNROE	1/15/2026	Inventory	\$ 12,032.79
00795016	V18395	LITTLE MARIA'S CAFE	1/15/2026	Misc Expense	\$ 1,545.00
00795017	V18395	LITTLE MARIA'S CAFE	1/15/2026	Misc Expense	\$ 1,077.00
00795018	V18395	LITTLE MARIA'S CAFE	1/15/2026	Misc Expense	\$ 735.00
00795019	V18395	LITTLE MARIA'S CAFE	1/15/2026	Misc Expense	\$ 325.75

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**ALIEF INDEPENDENT SCHOOL DISTRICT
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Check	Payee ID	Payee Name	Check Date	Description	Check Amount
00795020	V18616	LOWE'S	1/15/2026	General Supplies	\$ 1,683.29
00795021	V18948	MADELINE MEDRANO	1/15/2026	Awards	\$ 1,000.00
00795022	V18386	MAKING IT BETTER	1/15/2026	Other Contracts	\$ 16,998.28
00795023	V17173	MARRISHA LEONETTE BABINEAUX	1/15/2026	Other Contracts	\$ 700.00
00795024	V14853	MATH-A-MATICS TUTORING LLC	1/15/2026	Other Contracts	\$ 7,480.00
00795025	V17040	MEI KUAN IM	1/15/2026	Other Contracts	\$ 420.00
00795026	V04349	METALCRAFT INC	1/15/2026	General Supplies	\$ 1,161.00
00795027	V18569	MICHAELS STORES INC	1/15/2026	General Supplies	\$ 554.46
00795028	V17393	MILLENNIUM PROJECT SOLUTIONS I	1/15/2026	Bldg Improvement	\$ 62,505.90
00795029	V18281	NANCY TRENT	1/15/2026	Other Contracts	\$ 3,500.00
00795030	V04587	NASSP	1/15/2026	Awards	\$ 206.99
00795031	V13083	NATIONAL NOTARY ASSOCIATION	1/15/2026	Fees	\$ 239.00
00795032	V04713	NATIONAL STUDENT CLEARINGHOUSE	1/15/2026	Software	\$ 2,975.00
00795033	V04596	NCS PEARSON INC	1/15/2026	Testing Material	\$ 9,427.00
00795034	V17220	NOCTI	1/15/2026	Testing Material	\$ 345.00
00795035	V17819	NOVA THERAPY SERVICES PLLC	1/15/2026	Other Contracts	\$ 7,800.00
00795036	VOID.CONTINU	Void - Continued Stub	1/15/2026		\$ -
00795037	VOID.CONTINU	Void - Continued Stub	1/15/2026		\$ -
00795038	VOID.CONTINU	Void - Continued Stub	1/15/2026		\$ -
00795039	V17772	OAK FARMS - HOUSTON	1/15/2026	Food	\$ 91,163.76
00795040	V13900	OCCUPATIONAL HEALTH CENTERS OF	1/15/2026	Prof. Services	\$ 9,587.00
00795041	V17226	ODP BUSINESS SOLUTIONS LLC	1/15/2026	Computer Supplie	\$ 9,311.97
00795042	V18244	PAPA JOHNS PIZZA	1/15/2026	Misc Expense	\$ 178.39
00795043	V15210	PARTS TOWN LLC	1/15/2026	Other Supplies	\$ 9.69
00795044	V04977	PBK ARCHITECTS INC	1/15/2026	Bldg Fees	\$ 8,064.65
00795045	V05117	PENWORTHY COMPANY	1/15/2026	Library Books	\$ 779.42
00795046	V18891	PEOPLE'S CHOICE ASSOCIATION UN	1/15/2026	Prof Dues - PCU	\$ 630.00
00795047	V05134	PERFECTION LEARNING CORP	1/15/2026	Software	\$ 15,513.29
00795048	V16708	PHONOSCOPE INC	1/15/2026	Telephone	\$ 5,953.08
00795049	V18952	POWERSCHOOL GROUP LLC	1/15/2026	Other Contracts	\$ 8,640.00
00795050	V17190	PRECISION BUSINESS MACHINES IN	1/15/2026	General Supplies	\$ 10,268.90
00795051	V18782	PROFORMA ANGELINI AND ASSOCIAT	1/15/2026	General Supplies	\$ 2,949.00
00795052	V18425	REBECCA TOMPKINS INC	1/15/2026	Other Contracts	\$ 1,350.00
00795053	V05519	REGION IV ESC	1/15/2026	Other Services	\$ 3,515.00
00795054	V17435	REPUBLIC SERVICES INC	1/15/2026	Other Contracts	\$ 208.00

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**ALIEF INDEPENDENT SCHOOL DISTRICT
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Check	Payee ID	Payee Name	Check Date	Description	Check Amount
00795055	V17775	REVIVAL MUSIC PROJECT LLC	1/15/2026	Other Contracts	\$ 2,620.00
00795056	V05608	RICE UNIVERSITY WOMEN'S TRACK	1/15/2026	Fees	\$ 150.00
00795057	V05622	RICOH USA INC	1/15/2026	Equipment Repair	\$ 841.28
00795058	V05686	ROESSLER EQUIPMENT	1/15/2026	Other Supplies	\$ 5,682.00
00795059	V15101	ROYAL INDEPENDENT SCHOOL DISTR	1/15/2026	Fees	\$ 120.00
00795060	V05797	SAFETY-KLEEN SYSTEMS INC	1/15/2026	Other Contracts	\$ 665.00
00795061	V15925	SANDRA WALKER	1/15/2026	Other Contracts	\$ 200.00
00795062	V05931	SCHOOL NURSE SUPPLY INC	1/15/2026	General Supplies	\$ 172.00
00795063	V16789	SCHOOL SPECIALTY LLC	1/15/2026	Inventory	\$ 751.02
00795064	V18460	SCHOOLSTATUS LLC	1/15/2026	Software	\$ 1,050.00
00795065	V18483	SENERGY PETROLEUM LLC	1/15/2026	Vehicle Fuel	\$ 19,286.82
00795066	V10222	SHERWIN WILLIAMS	1/15/2026	Other Supplies	\$ 809.20
00795067	V17678	SMARTSENSE BY DIGI	1/15/2026	Software	\$ 8,230.00
00795068	V14972	SMEKENS EDUCATION SOLUTIONS IN	1/15/2026	Employee Travel	\$ 199.00
00795069	V18909	SNORKL INC	1/15/2026	Software	\$ 1,000.00
00795070	V10409	SOUTHERN COMPUTER WAREHOUSE	1/15/2026	Computer Supplie	\$ 17,936.01
00795071	V06187	SOUTHERN FLORAL	1/15/2026	General Supplies	\$ 577.62
00795072	V06228	SOUTHWESTERN PAINT & WALLPAPER	1/15/2026	Other Supplies	\$ 298.69
00795073	V06272	SPRING BRANCH ATHLETIC DEPT	1/15/2026	Fees	\$ 120.00
00795074	V06296	STAFFORD HIGH SCHOOL	1/15/2026	Fees	\$ 300.00
00795075	V16022	STEVE SPANGLER INC	1/15/2026	Other Contracts	\$ 10,000.00
00795076	V06379	STEVE WEISS MUSIC	1/15/2026	General Supplies	\$ 1,909.25
00795077	V03070	STRATEGIC FILTRATION INC	1/15/2026	Other Supplies	\$ 2,806.26
00795078	V16794	STS BRAND	1/15/2026	Misc Expense	\$ 1,063.46
00795079	V18179	SW SCHOOL SUPPLY INC	1/15/2026	Inventory	\$ 2,994.28
00795080	V06476	SWEETWATER EDUCATION TECHNOLOG	1/15/2026	General Supplies	\$ 135.70
00795081	V17366	TANEEM CHOWDHURY	1/15/2026	Other Contracts	\$ 2,950.00
00795082	V06506	TASB RISK MANAGEMENT FUND	1/15/2026	Claims Liability	\$ 11,237.44
00795083	V11004	TECHNOLOGY STUDENT ASSOCIATION	1/15/2026	Dues	\$ 350.00
00795084	V18951	TEXAS ABLE PROGRAM	1/15/2026	Legal Services	\$ 15,000.00
00795085	V06487	TEXAS ALLIANCE OF BLACK SCHOOL	1/15/2026	Dues	\$ 105.00
00795086	V06730	TEXAS ASSOCIATION OF SECONDARY	1/15/2026	Employee Travel	\$ 340.00
00795087	V06745	TEXAS CLASSROOM TEACHERS ASSOC	1/15/2026	Prof Dues - TCTA	\$ 87.70
00795088	V06819	TEXAS MUNICIPAL POLICE ASSOC	1/15/2026	Prof Dues - TMP	\$ 14.00
00795089	V06846	TEXAS STATE TEACHERS ASSOCIATI	1/15/2026	Prof Dues - TSTA	\$ 10,850.73

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**ALIEF INDEPENDENT SCHOOL DISTRICT
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Check	Payee ID	Payee Name	Check Date	Description	Check Amount
00795090	V06888	THOMAS BUS GULF COAST	1/15/2026	Other Supplies	\$ 16,884.44
00795091	V02983	TIFFANY D CASTRO	1/15/2026	Bankruptcy	\$ 4,139.65
00795092	V17044	TOPLINE PROPRINTING STUDIO INC	1/15/2026	General Supplies	\$ 200.00
00795093	V18848	TREVIPAY	1/15/2026	General Supplies	\$ 466.14
00795094	V18263	TRIMARK USA LLC	1/15/2026	Other Supplies	\$ 8,380.97
00795095	V15111	TSN VISUAL COMMUNICATION SOLUT	1/15/2026	Computer Supplie	\$ 4,764.00
00795096	V06583	TSPRA	1/15/2026	Employee Travel	\$ 875.00
00795097	V06583	TSPRA	1/15/2026	Employee Travel	\$ 725.00
00795098	V18548	U S DEPARTMENT OF THE TREASURY	1/15/2026	Wage Levy	\$ 355.87
00795099	V07106	U S POSTMASTER	1/15/2026	General Supplies	\$ 370.00
00795100	V07157	UNITED STATES TREASURY	1/15/2026	Wage Levy	\$ 675.00
00795101	V18110	UNIVERSAL MELODY SERVICES LLC	1/15/2026	General Supplies	\$ 94,536.00
00795102	V13913	UNIVERSAL TRANSMISSION COMPLET	1/15/2026	Vehicles	\$ 12,885.00
00795103	V18947	VICTORIA ANUMUD	1/15/2026	Awards	\$ 1,000.00
00795104	V18943	VUI NGUYEN	1/15/2026	Cocurricular	\$ 205.00
00795105	V07468	WESTMINSTER PLAZA PROPERTY	1/15/2026	Fees	\$ 12,419.96
00795106	V04831	WHITLEY PENN LLP	1/15/2026	Audit Services	\$ 4,000.00
00795107	V17879	XL PARTS LLC	1/15/2026	Other Supplies	\$ 3,297.32
00795108	V16154	YOUNG GRAFX LLC	1/15/2026	Misc Expense	\$ 165.00
00795109	154999	ZEDOUFANE, SIHAM	1/15/2026	Employee Travel	\$ 72.66
00795110	V18191	ZYLTECH ENGINEERING LLC	1/15/2026	Furn & Equipment	\$ 6,000.00
01017592	V02390	4IMPRINT INC	1/15/2026	General Supplies	\$ 186.12
01017593	V00496	APPLE SPECIALTIES INC	1/15/2026	Other Supplies	\$ 4,096.80
01017594	V00987	BROOKS DUPLICATOR COMPANY	1/15/2026	Computer Supplie	\$ 5,813.12
01017595	V10091	BUCKS WHEEL & EQUIPMENT CO	1/15/2026	Other Supplies	\$ 2,401.95
01017596	V01263	CERTIFIED LABORATORIES	1/15/2026	Other Contracts	\$ 549.40
01017597	V01267	CHALKS TRUCK PARTS INC	1/15/2026	Other Supplies	\$ 1,231.00
01017598	V01370	CITY SUPPLY CO INC	1/15/2026	Other Supplies	\$ 7,222.62
01017599	V10111	FASTENAL COMPANY	1/15/2026	General Supplies	\$ 3,621.58
01017600	V16159	FOSTER FENCE LTD	1/15/2026	Land Imprve Depr	\$ 2,276.00
01017601	V02411	FRANKLIN COVEY	1/15/2026	Other Contracts	\$ 10,631.25
01017602	V02741	GUARDIAN REPAIR PARTS	1/15/2026	Custodial	\$ 1,560.52
01017603	V02995	HENRY SCHEIN / MBM	1/15/2026	Inventory	\$ 280.80
01017604	V03328	INFOBASE LEARNING	1/15/2026	Software	\$ 11,400.00
01017605	V03440	JW PEPPER & SON INC	1/15/2026	General Supplies	\$ 179.99

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**ALIEF INDEPENDENT SCHOOL DISTRICT
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Check	Payee ID	Payee Name	Check Date	Description	Check Amount
01017606	V10402	LIBERTY OFFICE PRODUCTS	1/15/2026	General Supplies	\$ 25.00
01017607	V04101	MACKIN EDUCATIONAL RESOURCES	1/15/2026	Tech Equipment	\$ 8,867.68
01017608	V04218	MATHWARM-UPS.COM	1/15/2026	General Supplies	\$ 5,080.00
01017609	V15638	NATIONAL INSTITUTE FOR AUTOMOT	1/15/2026	Testing Material	\$ 460.00
01017610	V04939	O'REILLY AUTO PARTS	1/15/2026	Other Supplies	\$ 10,667.96
01017611	V04942	ORIENTAL TRADING COMPANY INC	1/15/2026	General Supplies	\$ 940.67
01017612	V05142	PERMA-BOUND BOOKS	1/15/2026	Library Books	\$ 306.31
01017613	V05248	POOLSURE	1/15/2026	Buildings	\$ 801.53
01017614	V15880	RIVERSIDE ASSESSMENTS LLC	1/15/2026	Testing Material	\$ 2,817.30
01017615	V05778	S & S WORLDWIDE	1/15/2026	General Supplies	\$ 1,355.21
01017616	V05897	SCHOLASTIC INC	1/15/2026	Library Books	\$ 2,306.44
01017617	V05914	SCHOLASTIC TESTING SERVICE	1/15/2026	Testing Material	\$ 5,081.31
01017618	V05920	SCHOOL HEALTH CORPORATION	1/15/2026	General Supplies	\$ 1,328.34
01017619	V10668	SEBCO BOOKS	1/15/2026	Library Books	\$ 105.26
01017620	V06199	SOUTHERN TIRE MART	1/15/2026	Other Supplies	\$ 9,589.25
01017621	V06218	SOUTHWEST PLASTIC BINDING CO	1/15/2026	General Supplies	\$ 866.26
01017622	V13720	TEXAS ALTERNATOR STARTER SERVI	1/15/2026	Other Supplies	\$ 975.00
01017623	V06569	TMS SOUTH	1/15/2026	Other Supplies	\$ 6,570.36
01017624	V07082	ULINE INC	1/15/2026	General Supplies	\$ 64.87
01017625	V07146	UNITED SITE SERVICES OF TEXAS	1/15/2026	Other Contracts	\$ 1,258.61
01017626	V07277	VARSITY SPIRIT FASHIONS AND SU	1/15/2026	General Supplies	\$ 14,479.15
01017627	V07391	WARD'S NATURAL SCIENCE	1/15/2026	General Supplies	\$ 230.88
01017628	V07605	WORLD WIDE IMAGING SUPPLIES	1/15/2026	Computer Supplie	\$ 5,684.70
00795111	V16886	ACCOUNTABLE HEALTHCARE STAFFIN	1/22/2026	Other Contracts	\$ 2,793.00
00795112	V00173	ACE MART RESTAURANT SUPPLY CO	1/22/2026	General Supplies	\$ 506.09
00795113	V00316	ALIEF ISD HICKS ELEMENTARY	1/22/2026	Food Services	\$ 4.00
00795114	V18778	ALSCO INC	1/22/2026	Other Contracts	\$ 1,844.60
00795115	V18796	AMERGIS HEALTHCARE STAFFING IN	1/22/2026	Other Contracts	\$ 3,000.00
00795116	V13902	ANDREW CAVAZOS	1/22/2026	Other Contracts	\$ 840.00
00795117	V00502	APPLE COMPUTER INC	1/22/2026	Computer Supplie	\$ 15,988.50
00795118	V18709	ARGIO ROOFING & CONSTRUCTION L	1/22/2026	Retainage	\$ 40,466.15
00795119	V00533	ARNOLD OIL COMPANY OF HOUSTON	1/22/2026	Vehicle Fuel	\$ 6,608.30
00795120	V00095	ASSOCIATION OF SCHOOL BUSINESS	1/22/2026	Dues	\$ 499.00
00795121	V00117	AT&T MOBILITY NATIONAL ACCOUNT	1/22/2026	Telephone	\$ 781.24
00795122	V00690	BARBERS HILL ISD	1/22/2026	Fees	\$ 120.00

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**ALIEF INDEPENDENT SCHOOL DISTRICT
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Check	Payee ID	Payee Name	Check Date	Description	Check Amount
00795123	V00738	BEARCOM	1/22/2026	Equipment Repair	\$ 4,234.22
00795124	V00798	BEST BUY	1/22/2026	Other Supplies	\$ 297.96
00795125	V07036	BLUUM USA INC	1/22/2026	Technology	\$ 2,604.00
00795126	V13617	BOLD TECHNOLOGIES LTD	1/22/2026	Software	\$ 268.38
00795127	V17806	BOOMTOWN THERAPY LLC	1/22/2026	Other Contracts	\$ 29,400.00
00795128	V18861	BOOSTLINGO LLC	1/22/2026	Other Contracts	\$ 710.00
00795129	V15839	BREAKTHROUGH COACH	1/22/2026	Employee Travel	\$ 1,120.00
00795130	V15722	BRIDGELAND HIGH ATHLETIC BOOST	1/22/2026	Fees	\$ 120.00
00795131	V18940	C-SEP ASSESSMENT AND TRAINNG A	1/22/2026	Consulting	\$ 6,750.00
00795132	V17957	CABO BOBS LLC	1/22/2026	Misc Expense	\$ 191.87
00795133	V01193	CAROLINA BIOLOGICAL SUPPLY CO	1/22/2026	General Supplies	\$ 4,718.00
00795134	V15985	CHEERLEADING COMPANY INC	1/22/2026	General Supplies	\$ 4,936.06
00795135	V01325	CHILDREN AT RISK	1/22/2026	Other Contracts	\$ 4,339.00
00795136	V01369	CITY OF HOUSTON	1/22/2026	Water	\$ 16,786.91
00795137	V11981	CLEAR BROOK HIGH SCHOOL	1/22/2026	Fees	\$ 120.00
00795138	V12312	CRAWFORD ELECTRIC SUPPLY COMPA	1/22/2026	Building Supply	\$ 1,085.04
00795139	V01124	CTAT	1/22/2026	Dues	\$ 525.00
00795140	V10723	CYPRESS FAIRBANKS INDEPENDENT	1/22/2026	Fees	\$ 120.00
00795141	V01794	DELL MARKETING	1/22/2026	Tech Equipment	\$ 5,993.68
00795142	V18865	DENISE EATON LLC	1/22/2026	Other Contracts	\$ 5,850.00
00795143	V01818	DEPT OF INFORMATION RESOURCES	1/22/2026	Telephone	\$ 6.97
00795144	V15514	DISA GLOBAL SOLUTIONS INC	1/22/2026	Other Contracts	\$ 28.00
00795145	V01977	EAI - ERIC ARMIN INC.	1/22/2026	General Supplies	\$ 4,671.79
00795146	V18259	EMPIRE SPEECH SERVICES LLC	1/22/2026	Other Contracts	\$ 2,850.00
00795147	V18527	EWALD KUBOTA	1/22/2026	Custodial	\$ 56.45
00795148	V16331	EXHIBIT CONCEPTS INC	1/22/2026	General Supplies	\$ 3,887.49
00795149	V18271	EXPEDITED REPORTS LLC	1/22/2026	Other Contracts	\$ 14,698.14
00795150	V18946	FAREN COCHRAN	1/22/2026	Food Services	\$ 24.50
00795151	V14357	FASTSIGNS #10701	1/22/2026	General Supplies	\$ 308.76
00795152	V14454	FIRST FINANCIAL CAPITAL CORPOR	1/22/2026	Other Contracts	\$ 2,836.65
00795153	V17110	FOLLETT CONTENT SOLUTIONS LLC	1/22/2026	Books	\$ 16,457.44
00795154	V02374	FORT BEND ISD	1/22/2026	Fees	\$ 100.00
00795155	V02376	FORT BEND ISD ATHLETIC DEPT	1/22/2026	Fees	\$ 120.00
00795156	V15337	GANG RESPONSE INTERVENTION PRE	1/22/2026	Other Contracts	\$ 650.00
00795157	V11395	GATEWAY PRINTING AND OFFICE SU	1/22/2026	Inventory	\$ 264.00

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Check	Payee ID	Payee Name	Check Date	Description	Check Amount
00795158	V02464	GDI TIMS	1/22/2026	Telephone	\$ 1.32
00795159	V18142	GEYER INSTRUCTIONAL PRODUCTS	1/22/2026	Tech Equipment	\$ 8,665.24
00795160	V02641	GOPHER SPORT	1/22/2026	General Supplies	\$ 864.78
00795161	V02656	GRAINGER	1/22/2026	Other Supplies	\$ 1,595.91
00795162	V17412	GULF COAST BANK & TRUST	1/22/2026	Other Contracts	\$ 12,758.50
00795163	V17447	HANNAH KOCH	1/22/2026	Other Contracts	\$ 75.00
00795164	V17598	HARDIES FRESH FOODS	1/22/2026	Food	\$ 7,201.95
00795165	V02913	HARRIS COUNTY TOLL ROAD AUTHOR	1/22/2026	Employee Travel	\$ 2,655.86
00795166	V15624	HARVARD DEBATE INC	1/22/2026	Fees	\$ 1,425.00
00795167	V02985	HELFMAN FORD INC	1/22/2026	Vehicles	\$ 439.95
00795168	V18417	HOLT TRUCK CENTERS OF TEXAS LL	1/22/2026	Other Supplies	\$ 12,921.80
00795169	V03177	HOU TEX GLASS & MIRROR	1/22/2026	Buildings	\$ 227.00
00795170	V16207	HOUSTON AREA ALLIANCE OF BLACK	1/22/2026	Fees	\$ 19,200.00
00795171	V03151	HOUSTON DEPT OF HEALTH & HUMAN	1/22/2026	Fees	\$ 150.00
00795172	V14669	HOUSTON EDUCATION LEADERSHIP P	1/22/2026	Employee Travel	\$ 5,000.00
00795173	V18491	HOUSTON EVENT PLANNING INC	1/22/2026	Rental-ST Leases	\$ 3,000.00
00795174	V03239	HUNTON DISTRIBUTION	1/22/2026	Other Supplies	\$ 115.20
00795175	V16657	I ADORE CHEER LLC	1/22/2026	Other Contracts	\$ 960.00
00795176	V15293	IDN ACME INC	1/22/2026	Other Supplies	\$ 6,127.25
00795177	V17988	IMPERIAL DADE	1/22/2026	Inventory	\$ 1,707.00
00795178	V13786	IMPERIAL WRECKER SERVICE INC	1/22/2026	Vehicles	\$ 582.30
00795179	V08007	IXL LEARNING	1/22/2026	Software	\$ 15,470.00
00795180	V17928	JACOB STURM	1/22/2026	Other Contracts	\$ 50.00
00795181	V07655	JOE BRUCE YOUNG	1/22/2026	Other Contracts	\$ 2,500.00
00795182	V03554	JOHNSON HVAC DISTRIBUTION	1/22/2026	Other Supplies	\$ 192.32
00795183	V14993	JOINER ARCHITECTS INC	1/22/2026	Bldg Fees	\$ 9,490.00
00795184	V00959	JUDITH A BRIELMAIER	1/22/2026	Other Contracts	\$ 50.00
00795185	V03624	KATY ISD	1/22/2026	Misc Expense	\$ 3,000.00
00795186	V03625	KATY ISD ATHLETICS DEPARTMENT	1/22/2026	Fees	\$ 120.00
00795187	V17867	KEV GROUP INC	1/22/2026	Activity Fund Cl	\$ 2,560.00
00795188	V13728	KIMBALL MIDWEST	1/22/2026	Other Supplies	\$ 77.00
00795189	V17451	KOLOR MY KANVAS	1/22/2026	Other Contracts	\$ 1,530.00
00795190	VOID.CONTINU	Void - Continued Stub	1/22/2026		\$ -
00795191	V03766	LABATT FOOD SERVICE	1/22/2026	Food	\$ 272,371.78
00795192	V08112	LEAD4WARD LLC	1/22/2026	Employee Travel	\$ 265.00

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**ALIEF INDEPENDENT SCHOOL DISTRICT
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Check	Payee ID	Payee Name	Check Date	Description	Check Amount
00795193	V08112	LEAD4WARD LLC	1/22/2026	Employee Travel	\$ 265.00
00795194	V08112	LEAD4WARD LLC	1/22/2026	Employee Travel	\$ 265.00
00795195	V08112	LEAD4WARD LLC	1/22/2026	Employee Travel	\$ 1,060.00
00795196	V13982	LETGO GROUP LLC	1/22/2026	Other Supplies	\$ 286.00
00795197	V18252	LETS TALK ABOUT IT SPEECH THER	1/22/2026	Other Contracts	\$ 8,610.00
00795198	V18616	LOWE'S	1/22/2026	General Supplies	\$ 3,744.26
00795199	V15468	M SCOTT CONSTRUCTION INC	1/22/2026	Bldg Improvement	\$ 99,580.49
00795200	V18386	MAKING IT BETTER	1/22/2026	Other Contracts	\$ 7,635.36
00795201	V04209	MASTERWORD SERVICES INC	1/22/2026	Other Contracts	\$ 7,633.87
00795202	V14853	MATH-A-MATICS TUTORING LLC	1/22/2026	Other Contracts	\$ 3,060.00
00795203	V18569	MICHAELS STORES INC	1/22/2026	General Supplies	\$ 2,216.83
00795204	V15487	MONSTER TECHNOLOGY LLC	1/22/2026	Computer Supplie	\$ 516.00
00795205	V04587	NASSP	1/22/2026	Awards	\$ 249.49
00795206	V17161	NATIONAL BOARD FOR PROFESSIONA	1/22/2026	Fees	\$ 19,000.00
00795207	V04596	NCS PEARSON INC	1/22/2026	Testing Material	\$ 9,314.14
00795208	V17899	NINYO & MOORE GEOTECHNICAL &	1/22/2026	Bldg Fees	\$ 2,752.50
00795209	V15689	NORDSTROM ASCENSION DANCE LLC	1/22/2026	Activity Fund Cl	\$ 2,373.00
00795210	V18916	NORTHLAND CHRISTIAN SCHOOL	1/22/2026	Fees	\$ 1,190.00
00795211	V17163	NOTHING BUNDT CAKES OF ENERGY	1/22/2026	Misc Expense	\$ 199.50
00795212	V17819	NOVA THERAPY SERVICES PLLC	1/22/2026	Other Contracts	\$ 10,400.00
00795213	VOID.CONTINU	Void - Continued Stub	1/22/2026		\$ -
00795214	VOID.CONTINU	Void - Continued Stub	1/22/2026		\$ -
00795215	VOID.CONTINU	Void - Continued Stub	1/22/2026		\$ -
00795216	V17772	OAK FARMS - HOUSTON	1/22/2026	Food	\$ 78,576.45
00795217	V13900	OCCUPATIONAL HEALTH CENTERS OF	1/22/2026	Prof. Services	\$ 880.00
00795218	V17226	ODP BUSINESS SOLUTIONS LLC	1/22/2026	General Supplies	\$ 4,704.92
00795219	V05005	PACIFIC NORTHWEST PUBLISHING I	1/22/2026	Books	\$ 1,605.00
00795220	V18244	PAPA JOHNS PIZZA	1/22/2026	Misc Expense	\$ 133.49
00795221	V15210	PARTS TOWN LLC	1/22/2026	Other Supplies	\$ 343.80
00795222	V18547	PATH2STAFF SOLUTIONS LLC	1/22/2026	Other Contracts	\$ 3,000.00
00795223	V18957	PAULA ANDZOA AMOKO	1/22/2026	Awards	\$ 1,000.00
00795224	V04989	PIONEER MFG	1/22/2026	Other Supplies	\$ 1,295.22
00795225	V16893	PITSCO EDUCATION LLC	1/22/2026	Tech Equipment	\$ 860.00
00795226	V05236	POCKET NURSE ENTERPRISES INC	1/22/2026	General Supplies	\$ 3,271.67
00795227	V05386	PYRAMID SCHOOL PRODUCTS	1/22/2026	Inventory	\$ 3,929.40

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**ALIEF INDEPENDENT SCHOOL DISTRICT
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Check	Payee ID	Payee Name	Check Date	Description	Check Amount
00795228	V18471	QUADIENT FINANCE USA INC	1/22/2026	General Supplies	\$ 18.20
00795229	V18717	REDIMD LLC	1/22/2026	Prof. Services	\$ 6,200.00
00795230	V05519	REGION IV ESC	1/22/2026	Misc Expense	\$ 6,857.05
00795231	V17435	REPUBLIC SERVICES INC	1/22/2026	Other Contracts	\$ 7,230.77
00795232	V05608	RICE UNIVERSITY WOMEN'S TRACK	1/22/2026	Fees	\$ 150.00
00795233	V18955	ROGELIO VEGA	1/22/2026	Awards	\$ 1,000.00
00795234	V15101	ROYAL INDEPENDENT SCHOOL DISTR	1/22/2026	Fees	\$ 120.00
00795235	V05818	SAM BASSETT LUMBER CO	1/22/2026	Other Supplies	\$ 412.75
00795236	V05931	SCHOOL NURSE SUPPLY INC	1/22/2026	General Supplies	\$ 392.16
00795237	V17388	SEBASTIAN MAGANA	1/22/2026	Other Contracts	\$ 1,300.00
00795238	V17808	SEEDS OF CARE PEDIATRIC THERAP	1/22/2026	Other Contracts	\$ 3,017.50
00795239	V17522	SEESAW	1/22/2026	Other Contracts	\$ 3,431.61
00795240	V17416	SOLIANT HEALTH LLC	1/22/2026	Other Contracts	\$ 2,954.25
00795241	V10409	SOUTHERN COMPUTER WAREHOUSE	1/22/2026	Computer Supplie	\$ 1,450.00
00795242	V12439	SPIRIT WORX LLC	1/22/2026	Misc Expense	\$ 413.28
00795243	V06272	SPRING BRANCH ATHLETIC DEPT	1/22/2026	Fees	\$ 550.00
00795244	V06272	SPRING BRANCH ATHLETIC DEPT	1/22/2026	Fees	\$ 120.00
00795245	V06272	SPRING BRANCH ATHLETIC DEPT	1/22/2026	Fees	\$ 240.00
00795246	V18179	SW SCHOOL SUPPLY INC	1/22/2026	Inventory	\$ 9,082.88
00795247	V15649	TARKETT USA INC	1/22/2026	Bldg Improvement	\$ 17,058.58
00795248	V06538	TCEA	1/22/2026	Employee Travel	\$ 99.00
00795249	V06551	TEPSA - AUSTIN	1/22/2026	Dues	\$ 698.00
00795250	V06487	TEXAS ALLIANCE OF BLACK SCHOOL	1/22/2026	Employee Travel	\$ 550.00
00795251	V06556	TEXAS DANCE EDUCATORS ASSOCIAT	1/22/2026	Fees	\$ 900.00
00795252	V06762	TEXAS DEPARTMENT OF AGRICULTUR	1/22/2026	Fees	\$ 250.00
00795253	V06772	TEXAS DEPARTMENT OF PUBLIC SAF	1/22/2026	Fees	\$ 36.00
00795254	V18272	TEXAS SPEECH AND MORE	1/22/2026	Other Contracts	\$ 25,785.00
00795255	V15075	TEXAS SPEECH-LANGUAGE-HEARING	1/22/2026	Employee Travel	\$ 1,425.00
00795256	V17277	THERAPYTRAVELERS	1/22/2026	Other Contracts	\$ 9,480.00
00795257	V18956	THINH NGUYEN	1/22/2026	Awards	\$ 1,000.00
00795258	V06888	THOMAS BUS GULF COAST	1/22/2026	Other Supplies	\$ 2,378.95
00795259	V07005	TRIANGLE PRINTING & MARKETING	1/22/2026	Buildings	\$ 73.63
00795260	V15111	TSN VISUAL COMMUNICATION SOLUT	1/22/2026	Software	\$ 550.00
00795261	V07142	UNITED REFRIGERATION INC	1/22/2026	Furn & Equipment	\$ 8,956.62
00795262	V18110	UNIVERSAL MELODY SERVICES LLC	1/22/2026	Bulk Purchase Fu	\$ 9,860.00

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Check	Payee ID	Payee Name	Check Date	Description	Check Amount
00795263	V07236	UNIVERSITY OF TEXAS AT AUSTIN	1/22/2026	Other Contracts	\$ 1,825.00
00795264	V17952	VERSA CREATIVE GROUP LLC	1/22/2026	Other Contracts	\$ 16,480.00
00795265	V17872	VYPE MEDIA	1/22/2026	Other Contracts	\$ 40,975.00
00795266	V07370	WALLER HIGH SCHOOL	1/22/2026	Fees	\$ 75.00
00795267	V07551	WILSONART INTERNATIONAL INC.	1/22/2026	Other Supplies	\$ 777.72
00795268	V16917	XEROX FINANCIAL SERVICES LLC	1/22/2026	Rental-ST Leases	\$ 145.25
00795269	V16917	XEROX FINANCIAL SERVICES LLC	1/22/2026	Rental-ST Leases	\$ 140.38
00795270	V16917	XEROX FINANCIAL SERVICES LLC	1/22/2026	Lsed Asst Princ	\$ 700.00
00795271	V16917	XEROX FINANCIAL SERVICES LLC	1/22/2026	Lsed Asst Princ	\$ 1,167.08
00795272	V16917	XEROX FINANCIAL SERVICES LLC	1/22/2026	Lsed Asst Princ	\$ 44,336.14
00795273	V16917	XEROX FINANCIAL SERVICES LLC	1/22/2026	Lsed Asst Princ	\$ 577.73
00795274	V16917	XEROX FINANCIAL SERVICES LLC	1/22/2026	Lsed Asst Princ	\$ 1,786.50
00795275	V16917	XEROX FINANCIAL SERVICES LLC	1/22/2026	Rental-ST Leases	\$ 437.43
00795276	V16917	XEROX FINANCIAL SERVICES LLC	1/22/2026	Rental-ST Leases	\$ 135.00
00795277	V17879	XL PARTS LLC	1/22/2026	Other Supplies	\$ 1,371.83
00795278	V18487	YOU MAY SPEAK HEALTH SERVICES	1/22/2026	Other Contracts	\$ 6,142.50
01017629	V13252	ACME ARCHITECTURAL HARDWARE	1/22/2026	Other Supplies	\$ 1,421.12
01017630	V00441	AMERICAN PRINTING HOUSE	1/22/2026	Textbooks	\$ 1,288.00
01017631	V13559	AUTOZONE	1/22/2026	Other Supplies	\$ 4,930.58
01017632	V01104	CDW GOVERNMENT INC	1/22/2026	Tech Equipment	\$ 69,144.54
01017633	V01267	CHALKS TRUCK PARTS INC	1/22/2026	Other Supplies	\$ 850.42
01017634	V16030	ENCON SYSTEMS LTD INC	1/22/2026	Inventory	\$ 2,491.36
01017635	V02411	FRANKLIN COVEY	1/22/2026	Other Contracts	\$ 9,292.50
01017636	V13033	GAME ONE	1/22/2026	General Supplies	\$ 3,756.40
01017637	V02741	GUARDIAN REPAIR PARTS	1/22/2026	Custodial	\$ 674.93
01017638	V01996	HAND2MIND INC	1/22/2026	General Supplies	\$ 217.52
01017639	V02995	HENRY SCHEIN / MBM	1/22/2026	General Supplies	\$ 68.40
01017640	V03556	JOHNSTONE SUPPLY	1/22/2026	Other Supplies	\$ 482.58
01017641	V11558	LINDE GAS & EQUIPMENT INC	1/22/2026	Rental-ST Leases	\$ 291.15
01017642	V04101	MACKIN EDUCATIONAL RESOURCES	1/22/2026	Library Books	\$ 1,475.19
01017643	V16277	MINER LTD	1/22/2026	Buildings	\$ 7,794.05
01017644	V04939	O'REILLY AUTO PARTS	1/22/2026	Other Supplies	\$ 116.46
01017645	V16315	PETROLEUM SOLUTIONS INC	1/22/2026	Vehicles	\$ 2,538.81
01017646	V05258	POSITIVE PROMOTIONS	1/22/2026	Misc Expense	\$ 464.96
01017647	V05920	SCHOOL HEALTH CORPORATION	1/22/2026	General Supplies	\$ 2,051.12

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**ALIEF INDEPENDENT SCHOOL DISTRICT
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Check	Payee ID	Payee Name	Check Date	Description	Check Amount
01017648	V13720	TEXAS ALTERNATOR STARTER SERVI	1/22/2026	Other Supplies	\$ 1,645.98
01017649	V06569	TMS SOUTH	1/22/2026	Other Supplies	\$ 33.93
01017650	V07082	ULINE INC	1/22/2026	General Supplies	\$ 1,329.90
00795279	V16098	A.L.I.E.F.	1/23/2026	Other Contracts	\$ 1,200.00
00795280	V17013	COACH MERCER LLC	1/23/2026	Other Contracts	\$ 1,200.00
00795281	V16886	ACCOUNTABLE HEALTHCARE STAFFIN	1/29/2026	Other Contracts	\$ 2,736.00
00795282	V18713	AFFILIATED TELEPHONE INC	1/29/2026	Equipment Repair	\$ 225.00
00795283	V17541	AIR CONDITIONING INNOVATIVE SO	1/29/2026	Buildings	\$ 15,210.78
00795284	V00291	ALIEF AMERICAN FEDERATION OF	1/29/2026	Prof Dues - TFT	\$ 15,591.00
00795285	V00304	ALIEF ISD EDUCATION FOUNDATION	1/29/2026	Alief Education	\$ 1,057.25
00795286	V00320	ALIEF ISD KERR HIGH SCHOOL	1/29/2026	Fees	\$ 165.00
00795287	V15439	ALIEF ISD MARSHALL CENTER FOR	1/29/2026	Misc Expense	\$ 1,627.50
00795288	V00338	ALIEF ISD TAYLOR HIGH SCHOOL	1/29/2026	Student Travel	\$ 700.00
00795289	V18926	ALL POSITIVE ENERGY CONSULTING	1/29/2026	Other Contracts	\$ 600.00
00795290	V17311	ALLTEX WELDING SUPPLY INC	1/29/2026	Other Contracts	\$ 740.66
00795291	VOID.CONTINU	Void - Continued Stub	1/29/2026		\$ -
00795292	VOID.CONTINU	Void - Continued Stub	1/29/2026		\$ -
00795293	V18778	ALSCO INC	1/29/2026	Other Contracts	\$ 3,756.38
00795294	V17336	AMAANAH REFUGEE SERVICES	1/29/2026	Other Contracts	\$ 12,185.80
00795295	V17906	AMBROSIAL CATERING AND EVENTS	1/29/2026	Misc Expense	\$ 260.00
00795296	V18796	AMERGIS HEALTHCARE STAFFING IN	1/29/2026	Other Contracts	\$ 6,000.00
00795297	V14731	AMERICAN MECHANICAL SERVICES O	1/29/2026	Buildings	\$ 1,200.00
00795298	V00444	AMERICAN RED CROSS	1/29/2026	General Supplies	\$ 40.00
00795299	V00456	AMERICAN TIME & SIGNAL CO	1/29/2026	Other Supplies	\$ 749.90
00795300	V17370	ANDREA VIVAS	1/29/2026	Other Contracts	\$ 1,125.00
00795301	V07269	ANJALI VARDE D.O.P.A.	1/29/2026	Prof. Services	\$ 5,000.00
00795302	V00533	ARNOLD OIL COMPANY OF HOUSTON	1/29/2026	Vehicle Fuel	\$ 564.00
00795303	V00568	ASSOC OF TEXAS PROF EDUCATORS	1/29/2026	Prof Dues - ATPE	\$ 2,691.97
00795304	V00120	AT&T	1/29/2026	Telephone	\$ 45,236.91
00795305	V00579	ATLAS SIGN SERVICES INC	1/29/2026	Buildings	\$ 3,812.00
00795306	V00631	B & H PHOTO VIDEO	1/29/2026	Computer Supplie	\$ 9,214.59
00795307	V00694	BARNES & NOBLE BOOKSTORE INC	1/29/2026	General Supplies	\$ 17,624.37
00795308	V15779	BARNES & NOBLE COLLEGE BOOKSEL	1/29/2026	Textbooks	\$ 718.31
00795309	V16635	BARTLETT COCKE GENERAL CONTRAC	1/29/2026	Bldg Improvement	\$ 1,721,259.16
00795310	V10240	BATTERIES PLUS	1/29/2026	Custodial	\$ 1,581.90

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Check	Payee ID	Payee Name	Check Date	Description	Check Amount
00795311	V00757	BEECHNUT MUD	1/29/2026	Water	\$ 17,613.20
00795312	V01850	BLICK ART MATERIALS	1/29/2026	Inventory	\$ 502.60
00795313	V00909	BOUND TO STAY BOUND BOOKS INC	1/29/2026	Library Books	\$ 1,307.62
00795314	V00988	BROOKS & SPARKS INC	1/29/2026	Buildings	\$ 990.00
00795315	V15753	BROWN NELSON FRANK & ASSOCIATE	1/29/2026	Other Contracts	\$ 1,600.00
00795316	V16019	CATAPULT LEARNING WEST LLC	1/29/2026	Other Contracts	\$ 14,785.19
00795317	V01248	CENTERPOINT ENERGY	1/29/2026	Gas/Other Heat	\$ 23,049.73
00795318	V01248	CENTERPOINT ENERGY	1/29/2026	Gas/Other Heat	\$ 2,650.22
00795319	V01305	CHELFORD ONE M U D	1/29/2026	Water	\$ 3,848.63
00795320	V01320	CHICK FIL A	1/29/2026	Misc Expense	\$ 51.21
00795321	V01320	CHICK FIL A	1/29/2026	Misc Expense	\$ 984.02
00795322	V01320	CHICK FIL A	1/29/2026	Misc Expense	\$ 51.72
00795323	V01320	CHICK FIL A	1/29/2026	Misc Expense	\$ 732.50
00795324	V01320	CHICK FIL A	1/29/2026	Misc Expense	\$ 224.55
00795325	V01369	CITY OF HOUSTON	1/29/2026	Water	\$ 86,245.92
00795326	V11379	CLEMENTS HIGH SCHOOL	1/29/2026	Fees	\$ 280.00
00795327	V18423	COGRADER CO	1/29/2026	Software	\$ 3,599.20
00795328	V01522	CONROE ISD	1/29/2026	Fees	\$ 75.00
00795329	V15370	COVETRUS NORTH AMERICA	1/29/2026	General Supplies	\$ 79.74
00795330	V14309	CROWN TROPHY 305 LLC	1/29/2026	Awards	\$ 199.90
00795331	V17664	DAVID ANTHONY CAVAZOS	1/29/2026	Other Contracts	\$ 375.00
00795332	V05079	DAVID G PEAKE TRUSTEE	1/29/2026	Bankruptcy	\$ 6,636.76
00795333	V01794	DELL MARKETING	1/29/2026	Tech Equipment	\$ 14,054.97
00795334	V17325	DELTA T EQUIPMENT LP	1/29/2026	Buildings	\$ 3,396.00
00795335	V16617	DELTAMATH SOLUTIONS INC	1/29/2026	Software	\$ 300.00
00795336	V01809	DEMCO	1/29/2026	Inventory	\$ 2,027.84
00795337	V10332	DEMOULIN BROTHERS & SONS	1/29/2026	General Supplies	\$ 984.95
00795338	V17660	DH PACE COMPANY INC	1/29/2026	Buildings	\$ 616.95
00795339	V01877	DIRECT ENERGY	1/29/2026	Electricity	\$ 662,680.68
00795340	V18599	DLR GROUP INC OF TEXAS A TEXAS	1/29/2026	Bldg Fees	\$ 6,745.00
00795341	V01977	EAI - ERIC ARMIN INC.	1/29/2026	General Supplies	\$ 1,529.60
00795342	V17390	EDFUEL	1/29/2026	Other Contracts	\$ 15,409.00
00795343	V16998	EDUCATION CAREER ALTERNATIVES	1/29/2026	Certification	\$ 350.00
00795344	V18869	EFFECTIVE COMMUNICATION LLC	1/29/2026	Other Contracts	\$ 4,143.75
00795345	V18259	EMPIRE SPEECH SERVICES LLC	1/29/2026	Other Contracts	\$ 2,280.00

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Check	Payee ID	Payee Name	Check Date	Description	Check Amount
00795346	V18527	EWALD KUBOTA	1/29/2026	Other Supplies	\$ 150.51
00795347	V02307	FIRST COMMUNITY CREDIT UNION	1/29/2026	First Community	\$ 80,444.84
00795348	V02318	FISHER SCIENTIFIC	1/29/2026	General Supplies	\$ 236.40
00795349	V17110	FOLLETT CONTENT SOLUTIONS LLC	1/29/2026	Library Books	\$ 4,369.78
00795350	V15337	GANG RESPONSE INTERVENTION PRE	1/29/2026	Other Contracts	\$ 650.00
00795351	V11395	GATEWAY PRINTING AND OFFICE SU	1/29/2026	Inventory	\$ 680.28
00795352	V02468	GF EDUCATORS INC	1/29/2026	Employee Travel	\$ 500.00
00795353	V17795	GOT YOU COVERED WORK WEAR AND	1/29/2026	General Supplies	\$ 13,010.72
00795354	V02656	GRAINGER	1/29/2026	Other Supplies	\$ 1,100.60
00795355	V17412	GULF COAST BANK & TRUST	1/29/2026	Other Contracts	\$ 13,627.50
00795356	V17598	HARDIES FRESH FOODS	1/29/2026	Food	\$ 13,235.76
00795357	V02910	HARRIS COUNTY MUD #120	1/29/2026	Water	\$ 2,004.84
00795358	V02957	HEALTH MUSEUM	1/29/2026	Fees	\$ 300.00
00795359	V02985	HELFMAN FORD INC	1/29/2026	Vehicles	\$ 343.69
00795360	V03013	HERC RENTALS INC	1/29/2026	Rental-ST Leases	\$ 997.43
00795361	V12937	HI-LINE INC	1/29/2026	Other Supplies	\$ 800.58
00795362	V18792	HIMMEL'S ARCHITECTURAL DOOR &	1/29/2026	Other Supplies	\$ 6,196.70
00795363	V18417	HOLT TRUCK CENTERS OF TEXAS LL	1/29/2026	Other Supplies	\$ 4,723.60
00795364	V03177	HOU TEX GLASS & MIRROR	1/29/2026	Buildings	\$ 294.82
00795365	V16207	HOUSTON AREA ALLIANCE OF BLACK	1/29/2026	Dues	\$ 57.50
00795366	V10565	HOUSTON BUSINESS JOURNAL	1/29/2026	Statutorily Reqd	\$ 65.00
00795367	V03147	HOUSTON COMMUNITY COLLEGE	1/29/2026	Textbooks	\$ 8,815.80
00795368	V03151	HOUSTON DEPT OF HEALTH & HUMAN	1/29/2026	Fees	\$ 154.94
00795369	V03151	HOUSTON DEPT OF HEALTH & HUMAN	1/29/2026	Fees	\$ 280.64
00795370	V18420	HUB INVESTMENT PARTNERS LLC	1/29/2026	Other Contracts	\$ 26,898.70
00795371	V03239	HUNTON DISTRIBUTION	1/29/2026	Other Supplies	\$ 4,439.33
00795372	V18635	IMPACT CONSULTANTS INC	1/29/2026	Other Contracts	\$ 6,500.00
00795373	V03318	INDECO	1/29/2026	General Supplies	\$ 3,723.36
00795374	V17845	JOHNSON PROFESSIONAL PRINTS	1/29/2026	General Supplies	\$ 512.91
00795375	V12873	JOSEPH'S CATERING	1/29/2026	Misc Expense	\$ 780.00
00795376	V13728	KIMBALL MIDWEST	1/29/2026	Other Supplies	\$ 486.30
00795377	VOID.CONTINU	Void - Continued Stub	1/29/2026		\$ -
00795378	V03766	LABATT FOOD SERVICE	1/29/2026	Food	\$ 207,684.57
00795379	V03766	LABATT FOOD SERVICE	1/29/2026	Food	\$ 8,058.56
00795380	V03830	LASAGNA HOUSE III	1/29/2026	Activity Fund Cl	\$ 1,159.00

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Check	Payee ID	Payee Name	Check Date	Description	Check Amount
00795381	V18950	LAURA NIELSON	1/29/2026	Misc Expense	\$ 374.10
00795382	V08112	LEAD4WARD LLC	1/29/2026	Employee Travel	\$ 265.00
00795383	V08112	LEAD4WARD LLC	1/29/2026	Employee Travel	\$ 265.00
00795384	V08112	LEAD4WARD LLC	1/29/2026	Employee Travel	\$ 265.00
00795385	V08112	LEAD4WARD LLC	1/29/2026	Employee Travel	\$ 265.00
00795386	V08112	LEAD4WARD LLC	1/29/2026	Employee Travel	\$ 265.00
00795387	V08112	LEAD4WARD LLC	1/29/2026	Employee Travel	\$ 265.00
00795388	V03902	LEGO EDUCATION	1/29/2026	General Supplies	\$ 2,698.45
00795389	V16739	LINDENMEYR MUNROE	1/29/2026	Inventory	\$ 2,208.00
00795390	V18395	LITTLE MARIA'S CAFE	1/29/2026	Misc Expense	\$ 359.00
00795391	V18395	LITTLE MARIA'S CAFE	1/29/2026	Misc Expense	\$ 3,980.00
00795392	V18074	LOCKWOOD ANDREWS & NEWMAN INC	1/29/2026	Other Contracts	\$ 70,702.48
00795393	V17246	MEMORIAL HERMANN MEDICAL GROUP	1/29/2026	Prof. Services	\$ 108,389.72
00795394	V18569	MICHAELS STORES INC	1/29/2026	General Supplies	\$ 478.48
00795395	V04424	MISSION BEND M U D #2	1/29/2026	Water	\$ 5,525.58
00795396	V18612	MOORE THERAPY	1/29/2026	Other Contracts	\$ 5,100.00
00795397	V04644	NATIONAL ASSOC OF SCHOOL NURSE	1/29/2026	Dues	\$ 159.50
00795398	V18439	NATIONAL RECRUITING CONSULTANT	1/29/2026	Other Contracts	\$ 3,400.00
00795399	V04675	NATIONAL SPEECH AND DEBATE ASS	1/29/2026	Fees	\$ 200.00
00795400	V17819	NOVA THERAPY SERVICES PLLC	1/29/2026	Other Contracts	\$ 6,240.00
00795401	VOID.CONTINU	Void - Continued Stub	1/29/2026		\$ -
00795402	VOID.CONTINU	Void - Continued Stub	1/29/2026		\$ -
00795403	V17772	OAK FARMS - HOUSTON	1/29/2026	Food	\$ 62,805.14
00795404	V17226	ODP BUSINESS SOLUTIONS LLC	1/29/2026	Furn & Equipment	\$ 4,693.22
00795405	V18244	PAPA JOHNS PIZZA	1/29/2026	Misc Expense	\$ 229.49
00795406	V18244	PAPA JOHNS PIZZA	1/29/2026	Misc Expense	\$ 229.49
00795407	V18244	PAPA JOHNS PIZZA	1/29/2026	Misc Expense	\$ 229.49
00795408	V15210	PARTS TOWN LLC	1/29/2026	Other Supplies	\$ 375.72
00795409	V05052	PASADENA ISD ATHLETIC DEPARTME	1/29/2026	Fees	\$ 240.00
00795410	V18547	PATH2STAFF SOLUTIONS LLC	1/29/2026	Other Contracts	\$ 3,000.00
00795411	V12060	PEARLAND ISD	1/29/2026	Fees	\$ 240.00
00795412	V05117	PENWORTHY COMPANY	1/29/2026	Library Books	\$ 382.98
00795413	V18891	PEOPLE'S CHOICE ASSOCIATION UN	1/29/2026	Prof Dues - PCU	\$ 647.50
00795414	V18822	PERFECT PERFORMANCE LLC	1/29/2026	Royalties	\$ 450.00
00795415	V17731	POT O GOLD RENTALS LLC	1/29/2026	Rental-ST Leases	\$ 242.20

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00795416	V18952	POWERSCHOOL GROUP LLC	1/29/2026	Software	\$ 15,627.08
00795417	V18963	PRINCESS ECHE	1/29/2026	Awards	\$ 1,000.00
00795418	V18782	PROFORMA ANGELINI AND ASSOCIAT	1/29/2026	General Supplies	\$ 1,237.00
00795419	V18594	PSI SERVICES LLC	1/29/2026	Testing Material	\$ 6,125.00
00795420	V05519	REGION IV ESC	1/29/2026	Other Services	\$ 1,920.00
00795421	V05622	RICOH USA INC	1/29/2026	Rental-ST Leases	\$ 332.00
00795422	V18883	RTS TACTICAL	1/29/2026	General Supplies	\$ 9,349.98
00795423	V17136	S G INSULATION SERVICES LLC	1/29/2026	Buildings	\$ 3,050.00
00795424	V05828	SAMS CLUB DIRECT	1/29/2026	General Supplies	\$ 16,304.57
00795425	V16789	SCHOOL SPECIALTY LLC	1/29/2026	General Supplies	\$ 12,189.88
00795426	V17808	SEEDS OF CARE PEDIATRIC THERAP	1/29/2026	Other Contracts	\$ 2,820.30
00795427	V10409	SOUTHERN COMPUTER WAREHOUSE	1/29/2026	Computer Supplie	\$ 5,700.00
00795428	V15347	SPALDING NICHOLS LAMP LANGLOIS	1/29/2026	Legal Services	\$ 35,751.73
00795429	V18938	SPLENDORA INDEPENDENT SCHOOL D	1/29/2026	Fees	\$ 350.00
00795430	V06274	SPRING ISD	1/29/2026	Fees	\$ 400.00
00795431	V17782	STEMFINITY LLC	1/29/2026	General Supplies	\$ 3,908.95
00795432	V12573	STEPPING STONES GROUP LLC	1/29/2026	Other Contracts	\$ 16,665.00
00795433	V06399	STRAKE JESUIT COLLEGE PREPARAT	1/29/2026	Fees	\$ 200.00
00795434	V06399	STRAKE JESUIT COLLEGE PREPARAT	1/29/2026	Fees	\$ 100.00
00795435	V18179	SW SCHOOL SUPPLY INC	1/29/2026	Inventory	\$ 4,486.80
00795436	V18888	SWING EDUCATION INC	1/29/2026	Other Contracts	\$ 8,807.50
00795437	V13622	SXSW LLC	1/29/2026	Employee Travel	\$ 645.00
00795438	V15649	TARKETT USA INC	1/29/2026	Bldg Improvement	\$ 90,053.31
00795439	V06510	TASB INC	1/29/2026	Employee Travel	\$ 497.00
00795440	V06687	TECHNICAL LABORATORY SYSTEMS	1/29/2026	Tech Equipment	\$ 3,250.00
00795441	V10789	TEXAS A & M UNIVERSITY	1/29/2026	Fees	\$ 75.00
00795442	V11546	TEXAS AIR SYSTEMS LLC	1/29/2026	Buildings	\$ 14,690.00
00795443	V17965	TEXAS AIRWALL SERVICES LLC	1/29/2026	Buildings	\$ 5,940.00
00795444	V06487	TEXAS ALLIANCE OF BLACK SCHOOL	1/29/2026	Employee Travel	\$ 450.00
00795445	V06723	TEXAS ART EDUCATION ASSOCIATIO	1/29/2026	Fees	\$ 72.00
00795446	V06728	TEXAS ASSOC OF FUTURE EDUCATOR	1/29/2026	Activity Fund Cl	\$ 588.00
00795447	V06730	TEXAS ASSOCIATION OF SECONDARY	1/29/2026	Dues	\$ 285.00
00795448	V06745	TEXAS CLASSROOM TEACHERS ASSOC	1/29/2026	Prof Dues - TCTA	\$ 82.70
00795449	V06760	TEXAS COUNSELING ASSOCIATION	1/29/2026	Employee Travel	\$ 890.00
00795450	V06556	TEXAS DANCE EDUCATORS ASSOCIAT	1/29/2026	Fees	\$ 300.00

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**ALIEF INDEPENDENT SCHOOL DISTRICT
CONSOLIDATED CHECK REGISTER
Report from 01/01/26 to 01/31/26**

Check	Payee ID	Payee Name	Check Date	Description	Check Amount
00795451	V06556	TEXAS DANCE EDUCATORS ASSOCIAT	1/29/2026	Fees	\$ 390.00
00795452	V06769	TEXAS DEPARTMENT OF INSURANCE	1/29/2026	Fees	\$ 20.00
00795453	V06817	TEXAS LIBRARY ASSOC	1/29/2026	Employee Travel	\$ 769.00
00795454	V06817	TEXAS LIBRARY ASSOC	1/29/2026	Employee Travel	\$ 399.00
00795455	V06817	TEXAS LIBRARY ASSOC	1/29/2026	Employee Travel	\$ 399.00
00795456	V06819	TEXAS MUNICIPAL POLICE ASSOC	1/29/2026	Prof Dues - TMP	\$ 14.00
00795457	V06820	TEXAS MUSIC EDUCATORS ASSOCIAT	1/29/2026	Employee Travel	\$ 275.00
00795458	V06820	TEXAS MUSIC EDUCATORS ASSOCIAT	1/29/2026	Employee Travel	\$ 135.00
00795459	V15075	TEXAS SPEECH-LANGUAGE-HEARING	1/29/2026	Fees	\$ 700.00
00795460	V06846	TEXAS STATE TEACHERS ASSOCIATI	1/29/2026	Prof Dues - TSTA	\$ 10,751.42
00795461	V17506	THE ROSE	1/29/2026	Other Contracts	\$ 159.27
00795462	V17277	THERAPYTRAVELERS	1/29/2026	Other Contracts	\$ 24,673.20
00795463	V06888	THOMAS BUS GULF COAST	1/29/2026	Other Supplies	\$ 1,500.81
00795464	V02983	TIFFANY D CASTRO	1/29/2026	Bankruptcy	\$ 4,139.65
00795465	V18513	TRANESHIA PARKER	1/29/2026	Other Contracts	\$ 2,437.50
00795466	V18848	TREVIPAY	1/29/2026	Misc Expense	\$ 456.98
00795467	V07005	TRIANGLE PRINTING & MARKETING	1/29/2026	Buildings	\$ 309.48
00795468	V15111	TSN VISUAL COMMUNICATION SOLUT	1/29/2026	Software	\$ 880.00
00795469	V06583	TSPRA	1/29/2026	Employee Travel	\$ 170.00
00795470	V18548	U S DEPARTMENT OF THE TREASURY	1/29/2026	Wage Levy	\$ 355.87
00795471	V18687	UES 44	1/29/2026	Bldg Fees	\$ 4,400.00
00795472	V07080	UIL MUSIC REGION 23	1/29/2026	Fees	\$ 270.00
00795473	V07080	UIL MUSIC REGION 23	1/29/2026	Fees	\$ 400.00
00795474	V07142	UNITED REFRIGERATION INC	1/29/2026	Other Supplies	\$ 1,837.73
00795475	V07157	UNITED STATES TREASURY	1/29/2026	Wage Levy	\$ 675.00
00795476	V17583	VERIZON CONNECT FLEET USA LLC	1/29/2026	Other Contracts	\$ 374.07
00795477	V17952	VERSA CREATIVE GROUP LLC	1/29/2026	Other Contracts	\$ 20,980.00
00795478	V07570	WOLFE LAW FIRM P C	1/29/2026	Legal Services	\$ 22,585.00
00795479	V18048	WOODLANDS ELIITE CHEER COMPANY	1/29/2026	Other Contracts	\$ 9,000.00
00795480	V16917	XEROX FINANCIAL SERVICES LLC	1/29/2026	Rental-ST Leases	\$ 358.68
00795481	V17879	XL PARTS LLC	1/29/2026	Other Supplies	\$ 2,264.02
01017651	V02390	4IMPRINT INC	1/29/2026	Activity Fund Cl	\$ 737.28
01017652	V13559	AUTOZONE	1/29/2026	Other Supplies	\$ 5,690.67
01017653	V00987	BROOKS DUPLICATOR COMPANY	1/29/2026	General Supplies	\$ 365.00
01017654	V00648	BSN SPORTS	1/29/2026	General Supplies	\$ 34,956.34

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**ALIEF INDEPENDENT SCHOOL DISTRICT
CONSOLIDATED CHECK REGISTER
Report from 01/01/26 to 01/31/26**

Check	Payee ID	Payee Name	Check Date	Description	Check Amount
01017655	V01026	BUCKEYE CLEANING CENTER-HOUSTO	1/29/2026	Inventory	\$ 6,888.44
01017656	V01370	CITY SUPPLY CO INC	1/29/2026	Other Supplies	\$ 254.16
01017657	V11535	CLASSIC CHEVROLET SUGAR LAND L	1/29/2026	Vehicles	\$ 512.74
01017658	V15013	COUGHLAN COMPANIES LLC	1/29/2026	Library Books	\$ 516.78
01017659	V14757	DILLY CAMPUS SUPPLY	1/29/2026	Misc Expense	\$ 90.00
01017660	V01937	DRAMATISTS PLAY SERVICES INC	1/29/2026	General Supplies	\$ 1,395.00
01017661	V01964	DUSTLESS AIR FILTER CO	1/29/2026	Other Supplies	\$ 800.64
01017662	V02411	FRANKLIN COVEY	1/29/2026	Other Contracts	\$ 38,740.60
01017663	V02995	HENRY SCHEIN / MBM	1/29/2026	Misc Expense	\$ 452.16
01017664	V13123	HOBART SERVICE	1/29/2026	Other Supplies	\$ 124.13
01017665	V03556	JOHNSTONE SUPPLY	1/29/2026	Other Supplies	\$ 919.23
01017666	V03567	JONES SCHOOL SUPPLY CO INC.	1/29/2026	Awards	\$ 2,646.00
01017667	V03440	JW PEPPER & SON INC	1/29/2026	General Supplies	\$ 1,243.10
01017668	V04101	MACKIN EDUCATIONAL RESOURCES	1/29/2026	Library Books	\$ 3,675.78
01017669	V04939	O'REILLY AUTO PARTS	1/29/2026	Other Supplies	\$ 580.13
01017670	V04942	ORIENTAL TRADING COMPANY INC	1/29/2026	Activity Fund Cl	\$ 360.90
01017671	V05458	RANK ONE	1/29/2026	Software	\$ 3,000.00
01017672	V15880	RIVERSIDE ASSESSMENTS LLC	1/29/2026	Testing Material	\$ 11,814.90
01017673	V06199	SOUTHERN TIRE MART	1/29/2026	Other Supplies	\$ 2,955.00
01017674	V06569	TMS SOUTH	1/29/2026	Other Supplies	\$ 865.11
01017675	V06965	TOYOTA LIFT OF HOUSTON	1/29/2026	Vehicles	\$ 1,701.10
01017676	V07082	ULINE INC	1/29/2026	Other Supplies	\$ 8,757.73
					<u>\$ 9,829,794.83</u>

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ALIEF INDEPENDENT SCHOOL DISTRICT

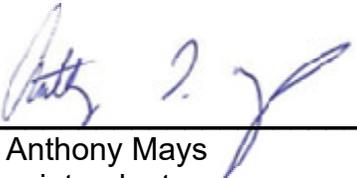
BOARD DOCUMENT

MEETING DATE: February 17, 2026

AGENDA ITEM: Financial Activity Report

Attached is information detailing the revenues and expenditures for the 2025-26 fiscal year for general fund, special revenue funds, debt service fund, and capital projects funds.

Recommendation: Information item – no recommendation required.



Dr. Anthony Mays
Superintendent



Charles Woods
Deputy Superintendent/
Business Services

Alief I.S.D.
Report Of Financial Activity

FOR RESP AREA: * Not Applicable

YEAR : 2025-26

PERIOD(s): September - January

	Original Budget	Transfers/ Adjustments	Adjusted Budget	Outstanding Encumbrances	To Date Actual	Remaining Balance
<u>10 General Fund</u>						
<u>RV Revenues</u>						
57 Local Revenues	149,964,874.00	268,088.40	150,232,962.40	0.00	40,261,132.28	109,971,830.12
58 State Revenues	331,710,126.00	6,600,000.00	338,310,126.00	0.00	150,568,605.87	187,741,520.13
59 Federal Revenues	<u>7,760,000.00</u>	<u>0.00</u>	<u>7,760,000.00</u>	<u>0.00</u>	<u>1,263,230.99</u>	<u>6,496,769.01</u>
RV Revenues	489,435,000.00	6,868,088.40	496,303,088.40	0.00	192,092,969.14	304,210,119.26
<u>XP Expenditures</u>						
11 Instruction	288,827,599.14	6,671,854.84	295,499,453.98	4,052,911.46	115,440,138.60	176,006,403.92
12 Library	6,234,108.04	3,335.43	6,237,443.47	35,718.97	2,426,955.84	3,774,768.66
13 Staff Development	5,953,499.13	337,225.70	6,290,724.83	38,156.79	2,385,778.84	3,866,789.20
21 Inst Leadership	8,332,459.15	136,491.06	8,468,950.21	115,457.00	3,190,682.76	5,162,810.45
23 School Leadership	28,281,843.77	119,899.12	28,401,742.89	132,483.32	11,806,213.99	16,463,045.58
31 Counseling	29,695,601.20	231,386.53	29,926,987.73	1,662,546.30	12,241,191.56	16,023,249.87
32 Social Work	551,223.08	36,560.00	587,783.08	0.00	256,369.66	331,413.42
33 Health Services	7,542,765.05	3,875.57	7,546,640.62	996.35	2,943,994.30	4,601,649.97
34 Transportation	21,275,260.81	84,235.04	21,359,495.85	766,025.66	8,456,335.44	12,137,134.75
35 Food Services	58,250.00	82,332.75	140,582.75	4,021.27	91,303.48	45,258.00
36 Co-curr/extra-curr	7,577,322.07	237,192.58	7,814,514.65	317,561.60	2,916,524.08	4,580,428.97
41 General Administration	11,530,192.02	448,165.49	11,978,357.51	450,353.53	5,130,359.44	6,397,644.54
51 Maintenance	49,493,508.94	422,317.31	49,915,826.25	1,931,203.10	16,872,375.68	31,112,247.47
52 Security & Monitoring	9,651,669.34	222,747.42	9,874,416.76	93,251.86	3,651,535.08	6,129,629.82
53 Data Processing Services	4,584,386.12	671,556.81	5,255,942.93	28,434.04	2,473,123.91	2,754,384.98
61 Community Services	781,395.21	149,132.23	930,527.44	110,890.70	355,639.25	463,997.49
71 Debt Service	2,353,521.00	-723,741.15	1,629,779.85	348,322.75	374,360.04	907,097.06
81 Facilities Acq & Const	485,395.63	59,867.50	545,263.13	59,867.00	216,921.05	268,475.08
93 Shared Svc Arrangement	400,000.00	19,900.00	419,900.00	209,950.00	209,950.00	0.00
95 Payment To JJAEP	375,000.00	0.00	375,000.00	277,800.00	97,200.00	0.00
99 Other Intergovernmental Charge	<u>1,625,000.00</u>	<u>0.00</u>	<u>1,625,000.00</u>	<u>0.00</u>	<u>741,217.00</u>	<u>883,783.00</u>
XP Expenditures	485,609,999.70	9,214,334.23	494,824,333.93	10,635,951.70	192,278,170.00	291,910,212.23
10 General Fund	3,825,000.30	-2,346,245.83	1,478,754.47	-10,635,951.70	-185,200.86	12,299,907.03

Alief I.S.D.
Report Of Financial Activity

FOR RESP AREA: * Not Applicable

YEAR : 2025-26

PERIOD(s): September - January

	Original Budget	Transfers/ Adjustments	Adjusted Budget	Outstanding Encumbrances	To Date Actual	Remaining Balance
<u>20 Special Revenue</u>						
<u>RV Revenues</u>						
57 Local Revenues	2,275,000.00	1,520,179.87	3,795,179.87	75.25	1,029,581.39	2,765,673.73
58 State Revenues	160,000.00	15,078,859.18	15,238,859.18	0.00	286,474.68	14,952,384.50
59 Federal Revenues	<u>29,885,000.00</u>	<u>94,606,085.81</u>	<u>124,491,085.81</u>	<u>0.00</u>	<u>29,298,619.28</u>	<u>95,192,466.53</u>
RV Revenues	32,320,000.00	111,205,124.86	143,525,124.86	75.25	30,614,675.35	112,910,524.76
<u>XP Expenditures</u>						
11 Instruction	0.00	82,258,633.00	82,258,633.00	2,199,313.38	14,531,868.82	65,527,450.80
12 Library	0.00	625,565.31	625,565.31	219,183.94	161,269.91	245,111.46
13 Staff Development	0.00	7,829,669.60	7,829,669.60	528,153.83	2,177,105.13	5,124,410.64
21 Inst Leadership	0.00	2,025,676.04	2,025,676.04	93,427.57	639,411.72	1,292,836.75
23 School Leadership	0.00	659,284.75	659,284.75	22,851.45	82,332.50	554,100.80
31 Counseling	0.00	1,565,251.31	1,565,251.31	2,816.75	322,949.10	1,239,485.46
32 Social Work	0.00	821,986.44	821,986.44	0.00	167,326.05	654,660.39
33 Health Services	0.00	70,924.16	70,924.16	0.00	70,924.16	0.00
34 Transportation	0.00	67,674.51	67,674.51	0.00	23,825.70	43,848.81
35 Food Services	32,919,998.90	0.00	32,919,998.90	8,853,212.68	12,975,508.75	11,091,277.47
36 Co-curr/extra-curr	0.00	2,639,227.10	2,639,227.10	178,061.59	780,693.71	1,680,471.80
41 General Administration	0.00	223,038.73	223,038.73	107,619.93	51,265.60	64,153.20
51 Maintenance	0.00	92,804.64	92,804.64	0.00	0.00	92,804.64
52 Security & Monitoring	0.00	4,899,681.42	4,899,681.42	0.00	0.00	4,899,681.42
61 Community Services	0.00	3,453,781.62	3,453,781.62	111,479.43	950,282.48	2,392,019.71
71 Debt Service	0.00	571,638.87	571,638.87	0.00	136,360.00	435,278.87
81 Facilities Acq & Const	<u>800,000.00</u>	<u>3,351,211.52</u>	<u>4,151,211.52</u>	<u>0.00</u>	<u>7,897.00</u>	<u>4,143,314.52</u>
XP Expenditures	<u>33,719,998.90</u>	<u>111,156,049.02</u>	<u>144,876,047.92</u>	<u>12,316,120.55</u>	<u>33,079,020.63</u>	<u>99,480,906.74</u>
20 Special Revenue	-1,399,998.90	49,075.84	-1,350,923.06	-12,316,195.80	-2,464,345.28	13,429,618.02

Alief I.S.D.
Report Of Financial Activity

FOR RESP AREA: * Not Applicable

YEAR : 2025-26

PERIOD(s): September - January

	Original Budget	Transfers/ Adjustments	Adjusted Budget	Outstanding Encumbrances	To Date Actual	Remaining Balance
50 Debt Service						
<hr/>						
RV Revenues						
<hr/>						
57 Local Revenues	36,626,426.00	0.00	36,626,426.00	0.00	9,431,911.31	27,194,514.69
58 State Revenues	7,562,829.00	0.00	7,562,829.00	0.00	7,357,071.00	205,758.00
59 Federal Revenues	808,113.00	0.00	808,113.00	0.00	0.00	808,113.00
RV Revenues	44,997,368.00	0.00	44,997,368.00	0.00	16,788,982.31	28,208,385.69
<hr/>						
XP Expenditures						
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71 Debt Service	46,386,096.00	0.00	46,386,096.00	0.00	11,495.00	46,374,601.00
XP Expenditures	46,386,096.00	0.00	46,386,096.00	0.00	11,495.00	46,374,601.00
50 Debt Service	-1,388,728.00	0.00	-1,388,728.00	0.00	16,777,487.31	-18,166,215.31

Alief I.S.D.
Report Of Financial Activity

FOR RESP AREA: * Not Applicable

YEAR : 2025-26

PERIOD(s): September - January

	Original Budget	Transfers/ Adjustments	Adjusted Budget	Outstanding Encumbrances	To Date Actual	Remaining Balance
<u>60 Capital Projects</u>						
<u>RV Revenues</u>						
57 Local Revenues	0.00	0.00	0.00	0.00	1,341,518.32	-1,341,518.32
RV Revenues	0.00	0.00	0.00	0.00	1,341,518.32	-1,341,518.32
<u>XP Expenditures</u>						
81 Facilities Acq & Const	148,644,251.03	1,470,623.55	150,114,874.58	57,114,733.29	15,707,022.87	77,293,118.42
XP Expenditures	148,644,251.03	1,470,623.55	150,114,874.58	57,114,733.29	15,707,022.87	77,293,118.42
60 Capital Projects	-148,644,251.03	-1,470,623.55	-150,114,874.58	-57,114,733.29	-14,365,504.55	-78,634,636.74

Alief I.S.D.
Report Of Financial Activity

FOR RESP AREA: * Not Applicable
 YEAR : 2025-26
 PERIOD(s): September - January

	Original Budget	Transfers/ Adjustments	Adjusted Budget	Outstanding Encumbrances	To Date Actual	Remaining Balance
***** GRAND TOTALS *****	-147,607,977.63	-3,767,793.54	-151,375,771.17	-80,066,880.79	-237,563.38	-71,071,327.00

ALIEF INDEPENDENT SCHOOL DISTRICT

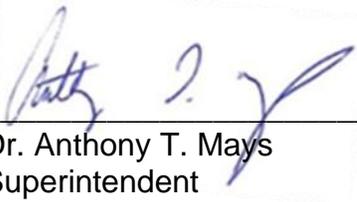
BOARD DOCUMENT

MEETING DATE: February 17, 2026

AGENDA ITEM: Active Solicitations for procurement of goods and services

Attached is a list of active solicitations for procurement of goods and services.

Recommendation: Information item – no recommendation required.



Dr. Anthony T. Mays
Superintendent



Charles Woods
Deputy Superintendent/
Business Services

Bid Number	Title	Type	Buyer	Issue Date	Close Date
2211	Tools and Hardware	RFP-MA	Veronica Martinez	12/10/2021	1/31/2027
2347	HVAC-Miscellaneous Repair Parts and Supplies	RFP-MA	Gabriela Almazan	6/23/2023	8/31/2027
2342	Restaurant/Catering Services	RFP-MA	Joseph Petry	6/16/2023	8/31/2027
2343	Curricular & Extracurricular Student Enrichment Services	RFP-MA	Rachael Alspaugh	6/16/2023	8/31/2027
2443	Plumbing Equipment and Supplies	RFP-MA	Gabriela Almazan	12/20/2024	2/28/2028
2312	Instructional, Classroom & Campus Materials, Equipment & Supplies	RFP-MA	Gabriela Almazan	1/20/2023	3/31/2028
2314	Trophies, Awards, Signs, Banners, Custom, Imprinted & Promotional Items	RFP-MA	Veronica Martinez	1/20/2023	3/31/2028
2313	Software Products, Applications, Digital Content & Related Services	RFP-MA	Gabriela Almazan	1/20/2023	4/30/2028
2320	Lumber and Building Supplies	RFP-MA	Joseph Petry	1/20/2023	4/30/2028
2321	Lumber and Building Supplies	RFP-MA	Joseph Petry	1/20/2023	4/30/2028
2336	Professional Development Services	RFP-MA	Joseph Petry	5/12/2023	7/31/2028
2337	Athletic/ P.E. Equipment and Uniforms	RFP-MA	Joseph Petry	5/12/2023	7/31/2028
2410	General Merchandise and Supermarket Stores	RFP-MA	Veronica Martinez	3/29/2024	6/30/2029
2418	Vocational Lab Equipment, Supplies & Housewares	RFP-MA	Veronica Martinez	4/19/2024	6/30/2029
2440	Speech Pathologist, Diagnostician, Special Education Teacher, Licensed Specialist in School Psychologist (LSSP) Services Annual Contract	RFP-MA	Veronica Martinez	10/11/2024	10/31/2029
2514	Contracted Services & Related Products	RFP-MA	Joseph Villalba	4/16/2025	5/31/2025
2608	ASO Self-Funded Health Plan	RFP	Rachael Alspaugh	1/16/2026	2/9/2026
2610	Cafeteria Tables	RFP	Joseph Petry	1/21/2026	2/3/2026
2611	YWLS Driveway Improvement	CSP	Fabby Restrepo	1/23/2026	2/12/2026
2612	Serving Lines and Kitchen Equipment for SOAR	RFP	Joseph Petry	1/23/2026	2/6/2026

ALIEF INDEPENDENT SCHOOL DISTRICT

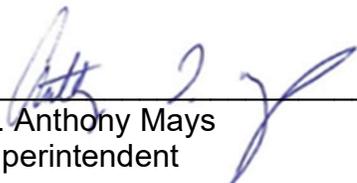
BOARD DOCUMENT

MEETING DATE: February 17, 2026

AGENDA ITEM: Tax Collection Reports

Attached is correspondence regarding tax collections and refunds for the month of December, 2025 along with year-to-date collection and disbursement summaries.

Recommendation: Information item – no recommendation required.



Dr. Anthony Mays
Superintendent



Charles Woods
Deputy Superintendent/Business Services

**ALIEF INDEPENDENT SCHOOL DISTRICT
TAX OFFICE REPORT
DECEMBER 1 - DECEMBER 31, 2025
TAX ACCOUNT**

Balance November 30, 2025 **\$ 1,207,010.35**

Collections

Current Collections	\$ 39,655,198.89	
Prior Years Collections	296,777.19	
Penalty & Interest	76,869.36	
Additional Penalty (Atty Fees)	67,666.76	
Duplicate Overpayment	78,840.31	
Overage/Shortage	(7.64)	
Tax Certificates	10.00	
Substantial Error Penalty	-	
Late Rendition Penalty	13,186.68	
Funds Held	-	
Funds Held Uncertified	-	
Taxpayer Refunds	(1,698.09)	
2024 Escrow	-	
2025 Escrow	-	
Excess Proceeds	-	
Returned Check Fee (Bad Check) +Stop Payment Fee (Reissue Check)	75.00	
Prior Year Insufficient Checks/Erroneous Pymt	-	
Outstanding Checks Voided	12,079.46	
Fed. Funds Addicks Barker Dam	-	
CED/ Prior Years Collections	-	
CED Penalty & Interest	-	
Bank Interest	11,215.02	
Unclaimed Property	-	
SIT Collections	-	
Total Collections	40,210,212.94	\$ 40,210,212.94

Funds Transferred

Funds Held Transferred		
Uncertified Funds Held Transferred		
2025 Escrow Transferred	(800.00)	
Total Funds Transferred	(800.00)	\$ (800.00)

Disbursements

Transferred to Local Maintenance	\$ (31,280,003.83)	
Transferred to Interest & Sinking	(7,979,435.61)	
Checks Issued for Overpayments (OP)	(114,531.37)	
Checks Issued for Refunds on Paid Items (CS & REF)	(849,991.10)	
Reissue Voided Checks (RI)	(12,079.46)	
Reissue Escheated Check	(13,388.11)	
Checks Issued for Excessive Overpayments (TP)	(58.34)	
HCAD Rendition Penalty (RN)	(353.34)	
Reverse Duplicate Deposit 2025	(432.00)	
Printing paper for refund checks		
Stop Payment Charge		
Total Disbursements	(40,250,273.16)	(40,250,273.16)

Balance as of December 31, 2025 **\$ 1,166,150.13**

Year	Certified Levy	Adj. to Date	Adjusted Levy	Coll. To Date	% Coll.
2025	\$ 169,199,288.25	\$ 13,768,702.30	\$ 182,967,990.55	\$ 46,709,664.83	25.49%
Refunds due to HCAD Adjustments				(80,090.05)	
				\$ 46,629,574.78	
Prior year collection percentage today					31.65%

**ALIEF INDEPENDENT SCHOOL DISTRICT
 DELINQUENT TAX COLLECTIONS BY YEAR FOR 1993 to 2023
 YEAR TO DATE, DECEMBER 31, 2025**

Year	Tax Amount	Coll. To Date	Refunds	Adj. To Date	Bal To Date
1992 CED	\$ -		\$ -	\$ -	\$ -
1991 CED	-		-	-	-
CED Total	-	-	-	-	-

Year	Tax Amount	Coll. To Date	Refunds	Adj. To Date / Levy Changes	Bal To Date
2024	\$ 3,341,658.99	\$ (1,183,174.98)		\$ (103,651.98)	\$ 2,054,832.03
2023	1,140,820.53	(207,460.33)		31,153.50	964,513.70
2022	907,307.11	(79,847.18)		1,168.71	828,628.64
2021	599,969.51	(37,024.29)		(4,774.14)	558,171.08
2020	575,658.61	(28,104.94)		(3,447.75)	544,105.92
2019	451,134.59	(16,047.61)		(781.82)	434,305.16
2018	464,676.97	(12,760.39)		(96.66)	451,819.92
2017	531,461.82	(949.73)		(161.38)	530,350.71
2016	351,587.25	(760.76)		-	350,826.49
2015	396,065.29	(807.80)		-	395,257.49
2014	116,414.74	(155.55)		-	116,259.19
2013	89,891.38	(50.57)		-	89,840.81
2012	60,788.71	-		-	60,788.71
2011	61,174.01	-		(184.78)	60,989.23
2010	51,113.63	-		(186.17)	50,927.46
2009	42,059.95	-		(186.17)	41,873.78
2008	38,875.41	(26.71)		-	38,848.70
2007	29,901.02	(28.01)		-	29,873.01
2006	25,640.29	-		-	25,640.29
2005	14,882.45	(860.95)		-	14,021.50
2004	4,542.53	-		-	4,542.53
2003	3,984.45	-		-	3,984.45
2002	3,650.41	(775.53)		-	2,874.88
2001	3,377.20	(770.50)		-	2,606.70
2000	137.60	-		-	137.60
1999	445.59	-		-	445.59
1998	616.92	-		-	616.92
1997	535.34	-		-	535.34
1996	705.29	-		-	705.29
1995	573.04	-		-	573.04
1993	994.21	-		-	994.21
Alief ISD Total	9,310,644.84	(1,569,605.83)	-	(81,148.64)	7,659,890.37
GRAND TOTAL	\$ 9,310,644.84	\$ (1,569,605.83)	\$ -	\$ (81,148.64)	\$ 7,659,890.37

ALIEF INDEPENDENT SCHOOL DISTRICT
 REFUNDS - 2025 TAX YEAR
 YEAR TO DATE , DECEMBER 31, 2025

Refunds On Taxes Paid in Current Year

Year	Tax Amount	Pen	Int	Add'l Pen	SE Pen	Interest Pd	Rendition Penalty	Total
2025	\$ 80,090.05							\$ 80,090.05
2024				251.42				251.42
2023								-
2022								-
2021								-
2020								-
2019								-
2018								-
2017								-
2016								-
2015								-
2014								-
2013								-
2012								-
2011								-
2010								-
2009								-
2008								-
2007								-
2006								-
2005								-
2004								-
2003								-
2002								-
2001								-
2000								-
1999								-
1998								-
TOTALS	80,090.05	-	-	251.42	-	-	-	80,341.47

Refunds On Taxes Paid Prior to September 1, 2025

Year	Tax Amount	Pen	Int	Add'l Pen	SE Pen	Interest Pd	Rendition Penalty	Total
2024	\$ 2,610,107.68	\$ 11,501.75	\$ 7,557.23	\$ 18,621.91	\$ -	2,641.84	\$ 7,107.04	\$ 2,657,537.45
2023	682,714.28	1,508.83	1,313.92	1,640.46	-	-	326.21	687,503.70
2022	100,829.50	383.26	545.10	811.44	-	-	154.16	102,723.46
2021	4,510.16	220.50	252.45	462.11	-	-	30.12	5,475.34
2020	82,518.93	-	-	-	-	-	-	82,518.93
2019	686.96	41.66	7.32	-	-	-	-	735.94
2018								-
2017								-
2016								-
2015								-
2014								-
2013								-
2012								-
2011								-
2010								-
2009								-
2008								-
2007								-
2006								-
2005								-
2004								-
2003								-
2002								-
2001								-
2000								-
1999								-
1998								-
TOTALS	\$ 3,481,367.51	\$ 13,656.00	\$ 9,676.02	\$ 21,535.92	\$ -	\$ 2,641.84	\$ 7,617.53	\$ 3,536,494.82

GRAND TOTAL								\$ 3,616,836.29
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**ALIEF INDEPENDENT SCHOOL DISTRICT
2025 TAX YEAR (SEPTEMBER 1, 2025 TO AUGUST 31, 2026)
COLLECTION REPORT AS OF DECEMBER 31, 2025**

Balance AUGUST 31, 2025		\$ 1,184,944.99
Collections		
Current Collections	\$ 46,710,464.83	
Prior Years Collections	1,569,605.83	
Penalty & Interest	354,790.47	
Additional Penalty	333,924.02	
Duplicate Overpayment	129,385.99	
Overage/Shortage	(20.07)	
Tax Certificates	140.00	
Substantial Error Penalty	-	
Late Rendition Penalty (LR)	38,274.87	
Funds Held	-	
Funds Held Uncertified	-	
Taxpayer Refunds	185.07	
2024 Escrow	-	
2025 Escrow	107.50	
Excess Proceeds		
Returned Check Fee/Stop Payment Charge	300.00	
Prior Year Insufficient Checks/Erroneous Pymt		
Outstanding Checks Voided	94,013.09	
Fed. Funds Addicks Barker Dam	4,113.10	
CED Prior Years Collections		
CED Penalty & Interest		
Bank Interest	49,657.82	
Unclaimed Property		
SIT Collections	225.89	
Total Collections	<u>225.89</u>	\$ 49,285,168.41
Funds Transferred		
Funds Held Transferred		
Uncertified Funds Held Transferred		
2025 Escrow Applied	<u>(38,595.77)</u>	
Total Funds Transferred		\$ (38,595.77)
Disbursements		
Local Maintenance	\$ (36,217,380.43)	
Interest & Sinking	(9,178,731.25)	
Checks Issued for Overpayments (OP)	(129,607.69)	
Checks Issued for Refunds on Paid Items (CS & REF)	(3,614,194.45)	
Reissue Voided Checks (RI)	(94,013.09)	
Checks Issued for CS Interest	(2,641.84)	
Reissue Escheated Check	(13,388.11)	
Checks Issued for Excessive Overpayments (EP)	(13,273.14)	
HCAD Rendition Penalty (RN)	(1,532.88)	
Checks issued for Taxpayer Refund (TP)	(172.62)	
Reverse Duplicate Deposit 2025	(432.00)	
Deposit Bank Bag Fee/Check Printing Paper		
Stop Payment Charge		
Total Disbursements		<u>(49,265,367.50)</u>
Account Balance December 31, 2025		<u>\$ 1,166,150.13</u>

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: February 17, 2026

AGENDA ITEM: Quarterly Investment Report

Attached is the Quarterly Investment Report detailing activities through November 30, 2025.

Recommendation: Information item – no recommendation required.



Dr. Anthony Mays
Superintendent



Charles Woods
Deputy Superintendent/
Business Services

Alief Independent School District
Quarterly Investment Report
For the period 09/1/25 - 11/30/25

Deposits and Investments by Type and Fund

<u>Type</u>	<u>General</u>	<u>Food Service</u>	<u>Debt Service</u>	<u>Capital Projects</u>	<u>Internal Service</u>	<u>Total</u>	<u>Average Rate of Return</u>
Frost Bank - Cash	\$ 10,367,215	\$ 529,913			\$ 894,186	\$ 11,791,314	
Texpool	48,774,618	6,648	\$ 3,111,285	\$ 48,634,557	4,363,038	104,890,146	4.10%
Logic	68,402,276	6,565	3,297,545	41,686,688	5,388,944	118,782,018	4.18%
Lone Star	114,035,781	9,845,227	4,666,012	51,320,602	894,656	180,762,278	4.23%
QSCB / Sinking Fund Securities			7,884,924			7,884,924	2.38%
	<u>\$ 241,579,890</u>	<u>\$ 10,388,353</u>	<u>\$ 18,959,766</u>	<u>\$ 141,641,847</u>	<u>\$ 11,540,824</u>	<u>\$ 424,110,680</u>	

Average Portfolio Yield

Alief ISD total portfolio	4.01%
3 month treasury bill	3.90%
6 month treasury bill	3.75%
12 month treasury bill	3.60%



Alief Independent School District
Quarterly Investment Report
For the period 09/1/25 - 11/30/25
Investment Pools

	<u>Book/ Market Value 09/01/25</u>	<u>Deposits</u>	<u>Withdrawals</u>	<u>Interest</u>	<u>Book/ Market Value 11/30/25</u>
Texpool					
General Fund	\$ 57,123,736	\$ 8,442,319	\$ 17,277,914	\$ 486,477	\$ 48,774,618
Food Service	6,580	-	-	68	6,648
Debt Service	3,078,730	166	4,295	36,684	3,111,285
Capital Projects	55,738,899	-	7,638,860	534,518	48,634,557
Internal Service	4,451,408	7,069,694	7,199,330	41,266	4,363,038
Total Texpool	<u><u>120,399,353</u></u>	<u><u>15,512,179</u></u>	<u><u>32,120,399</u></u>	<u><u>1,099,013</u></u>	<u><u>104,890,146</u></u>
Logic					
General Fund	76,708,085	18,680,804	27,696,007	709,394	68,402,276
Food Service	6,496	-	-	69	6,565
Debt Service	1,716,135	1,808,957	266,408	38,861	3,297,545
Capital Projects	43,572,693	-	2,338,364	452,359	41,686,688
Internal Service	978,270	11,876,856	7,515,837	49,655	5,388,944
Total Logic	<u><u>122,981,679</u></u>	<u><u>32,366,617</u></u>	<u><u>37,816,616</u></u>	<u><u>1,250,338</u></u>	<u><u>118,782,018</u></u>
Lone Star					
General Fund	52,881,415	196,606,782	136,379,152	926,736	114,035,781
Food Service	11,043,482	5,194,228	6,495,328	102,845	9,845,227
Debt Service	4,567,634	-	-	98,378	4,666,012
Capital Projects	56,581,848	59,266	5,886,206	565,694	51,320,602
Internal Service	908,570	-	23,451	9,537	894,656
Total Lone Star	<u><u>125,982,949</u></u>	<u><u>201,860,276</u></u>	<u><u>148,784,137</u></u>	<u><u>1,703,190</u></u>	<u><u>180,762,278</u></u>
Total Investment Pools	<u><u>\$ 369,363,981</u></u>	<u><u>\$ 249,739,072</u></u>	<u><u>\$ 218,721,152</u></u>	<u><u>\$ 4,052,541</u></u>	<u><u>\$ 404,434,442</u></u>

Alief Independent School District
Quarterly Investment Report
For the period 09/1/25 - 11/30/25

Description	Yield	Purchase Date	Maturity Date	Price	Book Value 9/1/2025	Market Value 9/1/2025	Purchases	Called/ Maturities	Book Value 11/30/2025	Market Value 11/30/2025	Unrealized Gain/ (Loss)	Quarterly Interest Earnings	
U.S. Government Treasuries, Agencies and Municipal Bonds - Reserved													
2010 QSCB													
California State	13063D2T4	4.28%	12/12/2022	10/1/2025	\$ 1,294,871	\$ 1,256,791	\$ 1,256,330	\$ 1,255,000	\$ -	\$ -	\$ -	\$ 4,153	
US Treasury	912828CAZ4	0.80%	3/9/2021	11/30/2025	980,273	998,675	990,742	1,000,000	-	-	-	2,263	
Oakland CA	672240WJ3	1.65%	2/27/2020	1/15/2026	1,908,550	1,900,660	1,882,045		1,900,660	1,894,946	(5,714)	7,859	
NY State Urban Dev Corp	6500354W5	4.23%	12/12/2022	3/15/2026	1,287,294	1,322,421	1,322,911		1,322,421	1,326,861	4,440	13,773	
US Treasury	91282CBT7	1.01%	10/13/2021	3/31/2026	988,750	998,392	981,734		998,392	990,109	(8,283)	2,496	
Federal Home Loan Bank	3130AXCP1	5.00%	11/1/2023	9/11/2026	996,553	998,727	1,009,718		998,727	1,008,879	10,152	12,485	
SF City & County Util	79765RN96	3.17%	12/16/2016	11/1/2026	197,132	199,624	197,788		199,624	198,564	(1,060)	1,572	
Harris Co TX MTA	41422EKL6	1.56%	2/27/2020	11/1/2026	1,109,662	1,089,611	1,061,011		1,089,611	1,066,848	(22,763)	4,295	
US Treasury	912828YU8	1.02%	3/9/2021	11/30/2026	1,033,398	1,007,679	973,945		1,007,679	980,420	(27,259)	2,626	
Stanton CA Redev Agency	85473TBW4	3.43%	12/16/2016	12/1/2026	223,967	224,857	223,333		224,857	224,087	(771)	1,924	
Bellwood IL Ref	080023NE0	3.29%	12/19/2016	12/1/2026	217,425	193,796	195,829		193,796	194,210	414	1,696	
Totals - 2010 QSCB					\$ 10,237,875	\$ 10,191,233	\$ 10,095,386	\$ -	\$ 2,255,000	\$ 7,935,767	\$ 7,884,924	\$ (50,843)	\$ 55,141

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

Board Meeting Workshop

Date: Tuesday, February 3, 2026

Item #1

Call to

Order:

Trustee Madam President Dr. Darlene Breaux called to order the meeting at 6:31 p.m. on Tuesday, February 3, 2026, for the purposes stated in the notice for tonight's meeting.

Roll called: Dr. Anthony Mays, Alief ISD, Superintendent of Schools, to establish a quorum.

Present:

1. Trustee President Dr. Darlene Breaux
2. Trustee Vice President Janet Spurlock
3. Trustee Assistant Secretary Dr. Lily Truong
4. Trustee Ann Williams
5. Trustee Dr. Gregg Patrick
6. Trustee Isaac Perez

By Zoom: N/A

Absent:

1. Trustee Secretary Rick Moreno

Item #2

Invocation or Inspirational Remarks

Trustee Dr. Darlene Breaux

Item #3
Public Comment on Posted Agenda Items

1. N/A

Item #4
Board and Committee Reports

Reports and comments from board members regarding meetings and conferences attended, including board committee meetings; schools visited; community and district activities; new initiatives; education programs; and continuing education. The items may be discussed, but no final action will be taken on these items at this meeting.

Dr. Breaux opened the Board and Committee Report by speaking about two former Alief ISD employees who passed recently:

1. Dianne McPherson
2. Izehiuwa Ogiamien

Roll called by: Dr. Darlene Breaux, Board President

Present:

1. Trustee President Dr. Darlene Breaux

- ✓ Attended Town Hall Meeting at Hastings 9th gr Center and was guest speaker, U.S. Congresswoman Lizzie Fletcher & Commissioner Leslie Briones
- ✓ Attended Rise & Shine Breakfast Meeting
- ✓ Attended Policy Meeting
- ✓ Thanks, Delores “Dee” Jones, for the STEM Show

2. Trustee Vice President Janet Spurlock

- ✓ Attended the Hobby Center Student Performances from Youngblood Intermediate
- ✓ Attended with Dr. Breaux the Proclamation Declaration at the Hidalgo office

3. Trustee Assistant Secretary Dr. Lily Truong

- ✓ Attended 2026 Market Day Children's Interactive Afterschool Program and thanked the Staff for a well-organized program

4. Trustee Ann Williams

- ✓ Attended Disparity Meeting
- ✓ Attended World Youth Foundation

5. Trustee Dr. Gregg Patrick

- ✓ Attended Disparity Meeting
- ✓ Opened his Church, The Bridge for Alief ISD students and staff

6. Trustee Isaac Perez

- ✓ Attended the Grand Opening of Arthur Storey Park Pavilion along with Commissioner Leslie Briones' staff
- ✓ Attended Precinct 4 Town Hall at Hastings 9th Grade

Item #5

Consent Agenda

5.1. Consider Approval of Minutes from the Regular Board Meeting Held on February 20, 2026

5.2. Consider Approval of New Administrator (Dr. Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources)

Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

5.3. Consider and Approve First Reading and Additions, Deletions, and Revisions to Board Policy DGBA (LOCAL), FNG (LOCAL), GF (LOCAL), CV (LOCAL), CH (LOCAL), CLE (LOCAL), CQB (LOCAL), FFAC (LOCAL), FO (LOCAL), CJ (LOCAL), CJA (LOCAL), BE (LOCAL) AND BED (LOCAL) for the Alief Independent School District (Dr. Jeannine Porter, Chief of Staff)

Board Goal #2 Safe & Secure Alief: Alief ISD will maintain a safe and orderly environment.

❖ **No Discussion Held**

❖ **Motion by Trustee Dr. Truong and a second by Trustee Spurlock**

❖ **6, For, Trustee Dr. Breaux, Trustee Spurlock, Trustee Dr. Truong, Trustee Williams, Trustee Dr. Patrick, and Trustee Perez**

❖ **6, Against**

❖ **0, Abstention**

❖ **1, Absent Trustee Moreno**

❖ **The item passes.**

Item# 6

Non-Consent Agenda

6.1. Consider Approval of Board Committee Assignments

Board Goal #4 Alief Family: Alief ISD will continue to build positive relationships with all stakeholders ensure all students reach their academic potential and improve student preparation for college and career.

	Committie	B.O.T. Member	Dates of Meetings	Chairperson
1	Board Operating Procedure	Rick Moreno	Review Annually	P.R.
		Dr. Gregg Patrick		
		Isaac Perez		
2	Financial Audit	Dr. Darlene Breaux	Review Annually	C. Woods
		Dr. Gregg Patrick		
		Isaac Perez		
		All Board Members		
3	Calendar Committee	Janet Spurlock	Review Annually	Dr. Garcia
		Dr. Lily Truong		
4	Policy Committee	Dr. Darlene Breaux	Review Annually	Dr. J. Porter
		Ann Williams		
		Isaac Perez		
5	Safety & Security	Dr. Darlene Breaux	2x a Year	K. Gordon
		Janet Spurlock	Fall & Sping	
6	Superintendent Evaluation	Janet Spurlock	Annually	Dr. R. Amine
		Ann Williams		
7	Teacher of the Year	Rick Moreno	Annually	Dr. C. Marshall
		Dr. Lily Truong		
8	Technology	Dr. Lily Truong	Annually	B. Gonzalez
		Ann Williams		

- ❖ **Motion by Trustee Dr. Truong and a second by Trustee Spurlock**
- ❖ **5, For, Trustee Dr. Breaux, Trustee Spurlock, Trustee Dr. Truong, Trustee Dr. Patrick, and Trustee Perez**
- ❖ **0, Against**
- ❖ **1, Abstention Trustee Williams**
- ❖ **1, Absent Trustee Moreno**
- ❖ **The item passes.**

6.2 Bimonthly Construction and Bond Status Update (Vinson Lewis, Assistant Superintendent of Support Services)

Board Goal #5 Organizational Strength: Alief ISD will continue to improve the financial stability of the District.

❖ **Report Only**

6.3. Graduation Update (Charles Garcia, Deputy Superintendent of Curriculum, Instruction, and School Leadership)

Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

❖ **Report Only**

6.4. College, Career, and Military Readiness (CCMR) Progress Monitoring (Charles Garcia, Deputy Superintendent of Curriculum, Instruction, and School Leadership)

Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

❖ **Report Only**

Item #7
Closed Executive Session

7.1. Consult with the District's attorneys on any subjects or matters authorized by law, including any matter listed on this meeting notice/agenda, pending or contemplated litigation, and proposed settlements.
(Tex. Gov't Code § 551.071)

7.2. Deliberate the duties, responsibilities, evaluation, employment, and dismissal of personnel and officers, including the Board and Superintendent and as it pertains to any item listed on this notice/agenda. (Tex. Gov't Code § 551.074)

❖ **No Closed Session was held**

Item # 8
Adjournment

❖ **President Dr. Darlene Breaux adjourned the meeting by unanimous consent at 8:25 p.m. on Tuesday, February 3, 2026.**

Dr. Darlene Breaux, President

Rick Moreno, Secretary

DATE APPROVED: **Tuesday, February 3, 2026**

DATE SIGNED: _____

ALIEF INDEPENDENT SCHOOL DISTRICT
BOARD DOCUMENT

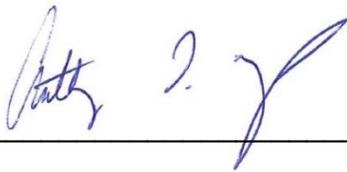
MEETING DATE: February 17, 2026

AGENDA ITEM: Consider Approval of New Hires (Dr. Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources and Professional Learning)

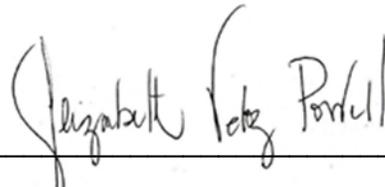
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

This action item is to inform the board of all new hires within our district. There are several reasons why we submit new hires for the board's approval such as oversight and accountability for alignment with district goals, legal and procedural compliance, and financial stewardship.

Recommendation: Considering the reasons, we respectfully request the board's approval of the new hire report.



Dr. Anthony T. Mays
Superintendent



Dr. Elizabeth Veloz-Powell
Deputy Superintendent
Human Resources and Professional
Learning

Alief New Hire Board Report

Meeting Date: February 17, 2026

Agenda Item: Personnel January 09, 2026 - January 29, 2026

The following personnel fulfill requirements for employment by local policy and state standards and are recommended for election for the 2025-2026 school year:

Position: HOLMQUIST ELEMENTARY Elementary Elementary
Applicant: CHOZ, YANCY
Experience:

Position: HASTINGS HIGH SCHOOL High School Special Education
Applicant: HILL, JEROME
Experience: No previous years of experience

Position: HASTINGS HIGH SCHOOL High School Social Studies
Applicant: PERKINS, CHAKKA
Experience: No previous years of experience

Position: HORN ELEMENTARY Kindergarten Bilingual
Applicant: TORRES, REBECA
Experience: Previous experience at Alief ISD

Position: OLLE MIDDLE SCHOOL Middle School English/Language Arts & Reading
Applicant: TRAN, KELLY
Experience: No previous years of experience

Position: ELSIK HIGH SCHOOL High School Social Studies
Applicant: ZACHARY, NICOLE
Experience:

Alief New Hire Board Report

Meeting Date: February 17, 2026

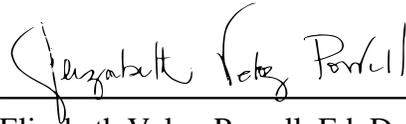
Agenda Item: Personnel January 09, 2026 - January 29, 2026

The following personnel fulfill requirements for employment by local policy and state standards and are recommended for election for the 2025-2026 school year:

Recommendations: It is recommended that the above election be approved.



Anthony Mays, Ed. D.
Superintendent



Elizabeth Veloz-Powell, Ed. D.
Deputy Superintendent of
Human Resources & Professional Learning

ALIEF INDEPENDENT SCHOOL DISTRICT
BOARD DOCUMENT

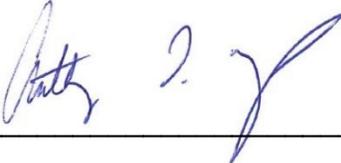
MEETING DATE: February 17, 2026

AGENDA ITEM: Consider Approval of Resignation Report (Dr. Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources and Professional Learning)

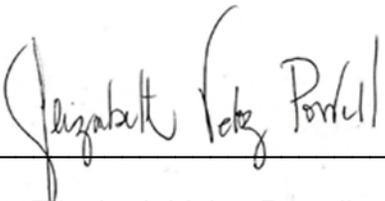
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

This action item is to inform the board of all resignations within our district. This report serves several important functions such as transparency, budgetary planning, strategic decision-making, and legal compliance.

Recommendation: Considering the reasons, we respectfully request the board's approval of the resignation report.



Dr. Anthony T. Mays
Superintendent



Dr. Elizabeth Veloz-Powell
Deputy Superintendent
Human Resources and Professional
Learning

Alief Independent School District
Board Document

Meeting Date: February 17, 2026

Resignations: PERSONNEL January 09, 2026 - January 29, 2026

Letters of resignation have been received and accepted in the Human Resources Department from the following personnel:

BRADY, JAMES OWENS INTERMEDIATE Technology Specialist	Retirement	Jun 01, 2026
COTTEN, JENNIFER YOUNGBLOOD INTERMEDIATE Social Studies	Personal Reason	Dec 19, 2025
DILL, MEGAN BEST ELEMENTARY Specialist	Other TX School	Jan 23, 2026
GARZA, JASMINE MARTIN ELEMENTARY Librarian	Personal Reason	Jan 06, 2026
PERRIN, AMERHYST HORN ELEMENTARY Physical Education	Personal Reason	Jan 14, 2026
SIMS, KEYONA HEARNE ELEMENTARY Elementary	Personal Reason	Dec 19, 2025

Information Item - no recommendation required.



Anthony Mays, Ed. D.
Superintendent



Elizabeth Veloz-Powell, Ed. D.
Deputy Superintendent of
Human Resources & Professional Learning

ALIEF INDEPENDENT SCHOOL DISTRICT
BOARD DOCUMENT

MEETING DATE: February 17, 2026

AGENDA ITEM: Consider Approval of New Administrators (Dr. Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources & Professional Learning)

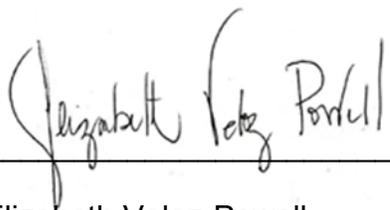
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

The procedures for hiring contracted staff involve the Superintendent making recommendations to the Board regarding the selection of contractual personnel. However, the Board retains final authority over the employment of contractual personnel. This process is outlined in DCA, DCB, DCC, and DCE policies as appropriate. Attached is the recommendation of new administrators.

Recommendation: We recommend the board's approval of the new administrators for the 25-26 school year.



Dr. Anthony T. Mays
Superintendent



Elizabeth Veloz-Powell
Deputy Superintendent
Human Resources and Professional
Learning

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: February 17, 2026

AGENDA ITEM: Consider Approval of New Administrators

The following candidates fulfill the requirements for employment by local policy and Texas Education Agency standards and is recommended for election:

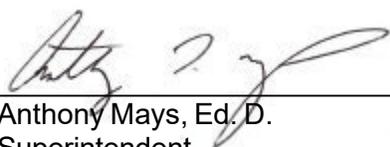
POSITION: **Assistant Chief of Police – Alief Police Department**

APPLICANT: Danny Cornelius Jr.

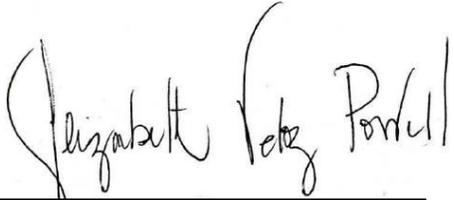
EDUCATION: BCJ – Criminal Justice – University of Houston Downtown

EXPERIENCE: Danny Cornelius Jr. graduated from Clements High School and earned his bachelor's degree in criminal justice from the University of Houston-Downtown. He is a graduate of the Law Enforcement Management Institute of Texas – Leadership Command College (LEMIT-LCC) and the FBI LEEDA, and he holds a (TCOLE) Master Peace Officer and Instructor certifications. A US Army combat veteran, Danny served in Iraq in 2005. He retired from the Sugar Land Police Department as a captain after more than 20 years, working in roles such as the Field Training Commander, Honor Guard Commander, Policy Review Committee Chair, Oral Review Board Chair, Firearms Instructor, Reality-Based Training Instructor, Internal Affairs & Background Investigator, Motorcycle officer, agency Child Advocacy Center representative, and an Accident Reconstructionist and a SWAT breacher for over 7 years. He most recently served Fort Bend ISD Police Department as a school resource officer at Sartartia Middle School

RECOMMENDATION: We recommend the candidates listed above be approved to serve as administrators for the 2025-2026 school year.



Anthony Mays, Ed. D.
Superintendent



Elizabeth Veloz-Powell, Ed. D.
Deputy Superintendent
Human Resources & Professional Learning

ALIEF INDEPENDENT SCHOOL DISTRICT
BOARD DOCUMENT

MEETING DATE: February 17, 2026

AGENDA ITEM: Consider Approval of Memorandum of Understanding Between Alief ISD and 240 Certification. This MOU establishes a collaborative partnership to support certification efforts for uncertified teachers and fulfills the TEA requirement for identifying an Educator Preparation Program (EPP) as part of the district's application for Delay of Teacher Certification Requirements. (Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources and Professional Learning).

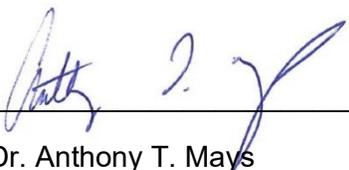
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Collaborative Goals of the MOU

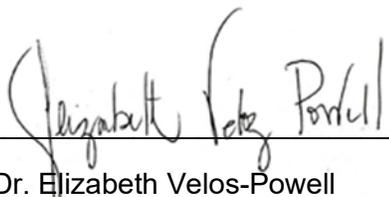
- Formalize 240 Certification as the district's preferred EPP to assist uncertified teachers in meeting certification requirements.
- Provide incentives for selected candidates—defined as uncertified teachers, substitute teachers, or other individuals identified by the district and approved by 240 Certification—to participate in the program.
- Ensure special pricing considerations for candidates admitted after execution of this MOU who achieve:
 - **Statement of Eligibility (SOE) or**
 - **Intern Certificate Eligibility** by **09/01/2026**, for the start of the 2026–2027 academic year.

The MOU addresses the roles and responsibilities of both parties and mutual obligations to support the collaborative goals set forth.

Recommendation: Consider Approval of the MOU to formalize collaboration between Alief ISD and 240 Certification as the preferred EPP, supporting accelerated certification and meeting TEA requirements for the Delay of Certification application.



Dr. Anthony T. Mays
Superintendent



Dr. Elizabeth Veloz-Powell
Deputy Superintendent
Human Resources and Professional
Development



DISTRICT PARTNERSHIP MOU

This ***District Partnership Agreement*** (the “AGREEMENT”) is entered into by ***240 Certification*** (EPP ID: 227703), hereinafter referred to as (“***240***”), and Alief ISD, hereinafter referred to as (“The District” or “District”), with its central administrative office located at 4250 Cook Road, Houston, TX 77072.

240 is an approved educator preparation program (EPP) by the State Board of Educator Certification (SBOE) in Texas. Program completers, or those who have completed all program and state requirements for certification, will be fully licensed to teach in their area of certification(s) in the state of Texas.

240 trains student observers, teacher interns and clinical / student teacher candidates to fulfill their educational program objectives to complete the educator preparation program requirements for the Texas Education Agency (TEA) certification process, and prepares candidates in elementary, middle, secondary and all level content areas in authentic and/or virtual school campus settings approved by TEA (TEA Accreditation Status), International Association for Learner Driven Schools (IALDS) and Texas Private School Accreditation Commission (TEPSAC).

The District is a public educational agency, deriving its legal status from the Constitution of the State of Texas and from the Texas Educational Code, whose main purpose is to educate students.

Collectively, 240 Certification and District will hereinafter be referred to as the “Parties.” The parties mutually agree to enter into this Agreement for the purpose of establishing roles and responsibilities of the Parties to develop and implement a comprehensive partnership where one or more 240 students and/or candidates participate in the EPP at The District schools with any/all district personnel utilizes their strengths and expertise to support the candidates through their Capstone Field Experience. Therefore, and in consideration of their mutual goals and desires, the parties enter in the following agreement:

I. PURPOSE OF AGREEMENT

This Agreement provides the terms under which the District will provide incentives to uncertified teachers to utilize 240 Certification as the Preferred Educational Program Provider (EPP). The District will identify selected candidates. A Candidate is defined as an uncertified teacher, substitute teacher, or other individual specifically identified and selected by the District to participate in, and approved by 240 Certification for admittance into, the Program. As the



preferred EPP, 240 Certification will make special pricing considerations for candidates who are admitted into the program after this memorandum of understanding is executed and who become statement of eligibility eligible, SOE, by 04/01/2026 or intern certificate eligible by 09/01/2026, for the start of the 2026-2027 academic year. The purpose as described in this paragraph is collectively defined as the "Program".

II. SCOPE OF THE PROGRAM

The District makes no agreement to provide any specified number of Candidates for the Program, and 240 Certification makes no agreement to accept a specified number of Candidates from the District.

III. TERM OF AGREEMENT, TERMINATION, GOVERNING LAW

This Agreement shall be effective upon the date of last signature below ("Effective Date") and will be in place until the end of the 2026-2027 academic year or when a candidate completes, quits/resigns from the Program, or is disqualified to continue based on TEA admission requirements to 240 Certification, or if either party terminates the Agreement. This Agreement may be terminated without cause by thirty (30) days written notice from either party to the respective address given below.

240 Certification agrees to continue providing the Program to active Candidates until completion or resignation, transfer, or disqualification of each active Candidate should 240 Certification terminate the Agreement without cause. Any special fee consideration for a District candidate will be void if agreement is terminated or if the candidate becomes eligible for the SOE/Intern certificate after 9/15/2026.

This Agreement shall be governed and construed in accordance with the laws of the State of Texas.

IV. CANDIDATE SCHEDULES

Schedules for District Candidates, including instruction, clinical/internship participation, and use of each party's facilities, shall be mutually agreed upon by the designated representatives of 240 Certification and District, if necessary.

V. RESPONSIBILITIES OF THE PARTIES

In consideration of the mutual aims and interests of both parties, each Party hereby agrees that its responsibilities under this Agreement shall be as follows:



A. 240 Certification Responsibilities:

1. Candidates will need to apply using their District email address, and 240 Certification will confirm with The District HR that the candidate is part of this special program.
 - a. Any candidates with a PRIOR admission to 240 would be ineligible for the discounted program costs. No refund of prior enrollment or curriculum fees will be provided.
2. All District applicants would be required to meet the admission requirements for 240 Certification.
 - a. Minimum 2.50 GPA overall or a 2.50 in the last 60 college hours
 - b. Transfer candidates must meet 240 Certification transfer requirements
 - c. Prior testing history will be reviewed
 - d. Applicants will submit official transcripts during the application process. Transcripts will be evaluated to ensure that candidates meet TEA and 240 requirements for specific content areas. Internship teaching placement must align with formal admission areas, testing, and 240 observation requirements to earn Standard Certification.
 - e. All of 240 Certification's admission requirements must be met by the candidate before they can be enrolled in the program.
3. Applicants will apply and meet with a 240 Certification Advisor to ensure:
 - a. Program eligibility and review options to move forward, including candidates who may wish to transfer to 240 Certification to take advantage of district incentives for certification before requesting transfer documentation from a previously enrolled program.
4. 240 will provide each enrolled candidate with a Program Advisor who will serve as their primary contact throughout the program for consistency and ease of communication.
5. 240 will provide the district with access to their district portal, where the ISD can get live updates and an overview of the progress of candidates. The District will designate a contact person who will oversee the agreement and contact candidates when necessary. Candidates will also receive a monthly progress report to view their status on requirements for program completion.
 - a. The District agrees to use 240 Certification's candidate portal solely for the purposes outlined in this agreement and in compliance with all applicable laws and regulations, including but not limited to FERPA and any relevant state data privacy laws.
 - b. The District shall ensure that only authorized personnel access the portal and that all data is used responsibly, maintaining the confidentiality and



integrity of candidate information. Unauthorized access, sharing, or misuse of portal data is strictly prohibited.

- c. The District further agrees to notify 240 Certification immediately of any suspected data breaches or misuse of the portal.
6. 240 Certification fees
 - a. Current program fee is \$4,485.00, paid by the candidate (monthly) via a bank savings or checking account. 240 would recommend some type of completion payment by the district to incentivize these candidates and not pay any program costs until the candidate has received their standard certificate.
 - b. Candidates who qualify to enroll after this agreement is signed will pay the following amount for their program costs for the 2026-2027 academic year:
 - i. Fewer than 10 candidates enrolled - will pay a total of \$4,360.00, inclusive of a \$125 referral discount (paid in 13 monthly payments of \$250/month to cover program cost ONLY, and when internship begins, an additional \$600 per semester of internship). The first month will be \$125 + \$35 TEA technology Fee. Then \$250 per month going forward.
 - ii. 10 or more candidates enrolled will pay a total of \$3,536.00 (paid in 13 monthly payments of \$177/month to cover program cost ONLY, and when internship begins, an additional \$600 per semester of internship). The first month will be \$177 + \$35 TEA technology fee, then \$177 per month going forward.
 - c. Interns who do not matriculate to Standard Certification in one academic year or within two full semesters will be required to meet eligibility requirements for an additional certificate and incur additional fees at a cost of \$2,500.00 (assuming a two-year certificate is in place).
 - d. 240 Certification is willing to work with The District to establish payroll deductions for the program costs of intern candidates during the 2026-2027 academic year.
 - e. No refunds shall be given.
7. Each 240 Certification intern will be assigned a TTESS and CKH-trained Field Supervisor during the internship who will have documented communication and collaboration with campus administration to help ensure student success. This Field Supervisor is dedicated to building relationships and coaching interns using CKH principles and constructive feedback to elevate their teaching strategies and maximize student learning.
8. 240 Tutoring is included as part of the 240 certification program. Candidates will have access to our test preparation program at no additional cost.



B. District Responsibilities:

1. District will utilize 240 Certification's referral materials and application link to connect the candidate with the district partner. If the candidate fails to use referral or self-affiliate with district within application, they will not receive the discounted district price.
2. District will provide 240 a participation list or confirm that a candidate is eligible for this Program.
3. Provide a district contact for the Program, to monitor and support Candidates through the process.
4. Provide a mentor teacher to assist the candidate in instructional strategies and delivery, required by TEA in the candidate's internship phase, regardless of years taught on campus or district.
5. Assist candidates to meet the TEA requirements for testing, observation hours, and training to be eligible for intern certification, by having opportunities to study, train or observe other teachers during the 2025-2026 academic year.
6. Subject to and to the extent permitted by Texas privacy laws, provide a contact list of recently retired administrators and master teachers to 240 to ensure that 240 Certification has resources to contract with known sources for Intern supervision during the Internship year.
7. Promptly notify 240 of any student observer or teacher candidate who violates a District policy or the Texas Educator Code of Ethics.

C. Candidate Responsibilities:

Candidates will be expected to fulfill the following responsibilities in order to remain enrolled in the Program. These expectations will be communicated to Candidates by 240 Certification and by the District. 240 and the District shall have the right to remove a Candidate from the Program or from the District's employment, respectively, in accordance with their individual policies and procedures. Each party shall promptly notify the other party prior to removal of a Candidate.

1. Apply to 240 Certification and provide official transcripts showing a degree conferred date.
2. Demonstrate a GPA of 2.50 or higher, which is a Texas Education Agency requirement for formal admission to 240 Certification.
3. Prepare and pass all certification exams as required for the admitted certification area, including test remediation activities if required.
4. Maintain academic integrity and not use AI to complete coursework.



5. Make monthly payment to 240 Certification for the program costs based on the number of interns who qualify for the 2026-2027 academic year and at the rate agreed upon in V.A.6, via payroll deduction.
6. Candidates have 1 year from enrollment to be eligible for an SOE on or before 04/01/2027 or begin the Internship by the first day of school for the 2026-2027 District academic year.
7. If the candidate is unable to complete the internship within 1 year from internship start date, the candidate must meet requirements and transition to a probationary certificate at an additional cost of \$2,500.
8. All Candidates must complete their standard certification by 8/1/2028 or prepare to meet requirements to begin a third year, incurring program extension costs.

VI. CONSIDERATION

The total consideration for this Agreement shall be the mutual services provided by the Parties, and any other consideration specified within this document, specifically, the fees set forth under Section V.6- 240 Certification fees.

VII. MISCELLANEOUS

1. Compliance with Applicable Law: Each party shall fully comply with all provisions of applicable federal, state, and local law in facilitating in the Education Preparation Program described herein, including but not limited to the Texas Education Code and the Texas Administrative Code.
2. Confidentiality of Student Information: 240 agrees that all student or personally identifiable information contained in student records that may be obtained in the course of providing services to the AISD under the MOU/Agreement shall be subject to the confidentiality and disclosure provisions set forth in the Family Educational Rights Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA). All AISD student information shall be considered privileged and confidential, 240 shall not forward to any person, other than the parent or AISD, any student record or personally identifiable information without written consent of AISD.
3. Relationship of the Parties: This Agreement does not create an employer-employee relationship. This Agreement shall not be considered or construed to be a partnership or joint venture, and neither party shall be liable for any obligations incurred by the other unless specifically authorized in writing by the other party.
4. Scope of Agreement: This Agreement constitutes the final, complete and entire agreement between the Parties and supersedes all prior and contemporaneous agreements, understandings, negotiations and discussions of the Parties, whether written



or oral. There are no representations or other agreements included. Any alteration or modification of this Agreement shall be effective only if it is in writing, signed, and dated by the Parties.

5. **No Waiver of Immunity:** NOTWITHSTANDING ANYTHING TO THE CONTRARY IN THIS AGREEMENT, EACH PARTY ACKNOWLEDGES, STIPULATES, AND AGREES THAT NOTHING IN THIS AGREEMENT SHALL BE CONSTRUED AS A WAIVER OF ANY DEFENSE AVAILABLE TO THE OTHER PARTY, INCLUDING BUT NOT LIMITED TO ANY SOVEREIGN, STATUTORY, AND/OR GOVERNMENTAL IMMUNITY AVAILABLE UNDER APPLICABLE LAW.
6. **Indemnity:** To the extent permitted by law, 240 Certification and the District agree to indemnify each other and hold each other harmless from and against any claims by either party, its clients, employees, or agents, or causes of action for death or injury to persons, or loss or damage to property arising out of or caused by the maintenance, use, or operation of either party's premises. Such duty to indemnify shall apply without regard to whether the claim shall arise from the negligence of 240 Certification, the District, or any combination thereof.
7. **Dispute Resolution:** This MOU shall be governed by and construed in accordance with the laws of the State of Texas without regard to its conflicts of laws provisions. The mandatory and exclusive venue for the adjudication or resolution of any dispute arising out of or relating to this MOU shall be a court of competent jurisdiction in Harris County, Texas.
8. **Severability:** In the event that any one or more of the provisions contained in this Agreement shall be held to be unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions, and this Agreement shall be construed as if such invalid, illegal or unenforceable provision did not exist.
9. **Waiver of Breach:** The waiver by either party of any breach of any provision of this Agreement shall not constitute or operate as a waiver of any breach of any other provision hereof, nor shall failure to enforce any provision hereof operate as a waiver at such time or at any future time or performance of any other provision hereof.
10. **Service of Notices:** The notices required by this Agreement shall be effective when mailed, postage prepaid, certified with return receipt requested to the addresses shown below:

If to the District:

Alief ISD - 4250 Cook Road, Houston, TX 77072

If to the Program:

240 Certification - 3122 Nealy Way, Suite 211-B, Longview, Texas 75605



11. Amendments:

This Agreement may be amended at any time by mutual agreement of the Parties. However, before any amendment will be operative or valid, it must be reduced to writing and signed by both Parties.

THE PARTIES, having full authority and having taken all legal prerequisites to execution of this Agreement, by and through their respective authorized representatives, hereby execute this Agreement on the date(s) referenced below:

<u>The District</u>	<u>240 Certification</u>
Name: Kimberly Toney	Name:
Title: kt	Title:
Signature:	Signature:
Date:	Date:

Billing Contact Information

Name:

Email Address:

Billing Address:

Phone Number:

ALIEF INDEPENDENT SCHOOL DISTRICT
BOARD DOCUMENT

MEETING DATE: February 17, 2026

AGENDA ITEM: Consider Approval of Memorandum of Understanding Between Alief ISD and Houston City College (HCC) for the Teacher Apprenticeship Program (TAP) (Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources and Professional Learning).

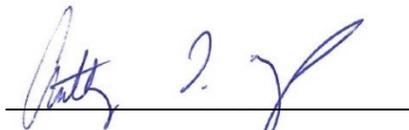
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Collaborative Goals of the MOU

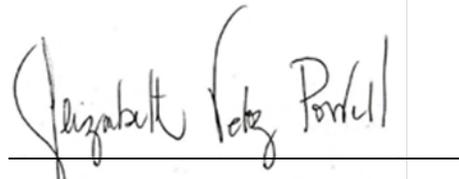
- Creates a clear pathway for paraprofessionals to become certified teachers
- Reduces vacancies by developing homegrown educators
- Provides affordable, accessible college coursework
- Supports high-quality preparation through aligned curriculum and mentoring
- Enhances workforce development and staff retention

The MOU addresses a collaborative partnership aligning HCC's educator preparation coursework with Alief ISD's apprenticeship structure. This agreement formalizes shared responsibilities, instructional supports, and coordinated activities designed to ensure high-quality training for aspiring teachers.

RECOMMENDATION: Consider Approval of the MOU to partner with Houston City College to support the Teacher Apprenticeship Program.



Dr. Anthony T. Mays
Superintendent



Dr. Elizabeth Veloz-Powell
Deputy Superintendent
Human Resources and Professional
Development

**APPRENTICESHIP PARTNER AGREEMENT
BETWEEN
HOUSTON COMMUNITY COLLEGE
AND
ALIEF INDEPENDENT SCHOOL DISTRICT**

I. INTRODUCTION

This Apprenticeship Partner Agreement (this “Agreement”) is entered into between **Alief Independent School District** on behalf of itself (“**Alief ISD**”), with an address 4250 Cook Road Houston, TX 77072 and the **Houston Community College**, a public community college district organized under Chapter 130 of the Texas Education Code, (“**HCC**”), whose main office address is at 3100 Main Street, Houston, Texas 77002. HCC and **Alief ISD** are each referred to herein as a “Party” and collectively referred to as the “Parties.”

II. OVERVIEW OF PROGRAM GOALS AND OBJECTIVES

The purpose of this Agreement is to formalize the partnering between HCC and **Alief ISD** to develop and maintain a program (the “Program”) for apprenticeship registered with the Department (the “DOL”) of Labor by edwell, Inc (“**Sponsor**”). Apprentices in the Program will receive certain personal, professional, academic, and financial support as described in this agreement.

HCC’s Office of Work-Based Learning and Industry Partnerships oversees the development and implementation of the college’s work-based learning programming including pre-apprenticeship and apprenticeship programs and partnerships.

Pre-Apprenticeships and Apprenticeship programs help build a talent pipeline of highly skilled and diverse professionals, while providing apprentices with advanced education and work experience. By removing some of the traditional barriers to entry-level employment, can contribute to local workforce development and cultivate talent from across the metro area while improving retention rates in these entry-level roles.

The scope of this agreement includes Apprentices who will be on-boarded in 2025-2027, in addition to new and/or returning Apprentices.

This Agreement is to be conducted in accordance with the DOL, Office of Apprenticeship and Training Standards, State Laws of Texas, and the Texas Workforce Commission’s rules for related instruction of apprentices and for subcontractors.

III. SCOPE OF SERVICES

A. RESPONSIBILITIES OF HOUSTON COMMUNITY COLLEGE

Houston Community College agrees to:

- i. Identify and/or develop courses that align with curriculum map and provide a pathway for each apprentice.
- ii. Confirm college readiness of applicants.
- iii. Ensure all apprentices are scheduled for and enrolled in appropriate classes and appropriate credit/s is/are given where applicable.
- iv. Provide programs, soft skills/professional skills resources, and supports that apprentices can utilize in addition to class time to ensure no overlap of Program curriculum content.
- v. Dedicate staff member/s to ensure successful Program management and delivery by coordinating communications with apprentices, point of contact, and other partner organization(s). This should include the following:
 1. Assist apprentices in course selection according to the apprenticeship standards.
 2. Participate in check-in meetings with **Alief ISD** to discuss apprentice progress, current standing, issues and/or concerns bi-weekly, monthly, and/or as needed.
 3. Assign an Apprenticeship Navigator to **Alief ISD**.
 4. Proactively raise concerns with **Alief ISD** to address any concerning apprenticeship situations, (i.e. academic, personal, and/or professional).
 5. Cooperate with **Alief ISD and edwell, Inc.** in the event **Alief ISD or edwell, Inc.** must fulfill any reporting obligations that require data/information from HCC.
- vi. HCC is only providing instruction. **edwell, Inc.** is the sponsor for the apprentices and **Alief ISD** is the approved employer partner as that term is defined by the DOL and TWC, thus any obligations imposed by applicable law related to sponsor requirements remain the sole responsibility of **edwell, Inc.**

B. RESPONSIBILITIES OF Alief ISD:

Alief ISD agrees to:

- i. Collaborate with HCC in the delivery of all Program activities including internal quality control processes and procedures.
- ii. Advise in recruitment, screening, and determining eligibility and suitability of all Program participants (i.e., apprentices)
- iii. Schedule monthly check-ins with HCC contacts.
- iv. Pay apprentices upon hire based on the approved wage schedule.
- v. Cooperate with HCC in the event HCC must fulfill any reporting obligations that require data/information from **Alief ISD**
- vi. Abide by any and all requirements for employers and sponsors outlined by the DOL and/or the Texas Workforce Commission, if applicable.
- vii. Notify apprentices about their obligation to comply with any applicable **Alief ISD** policies and procedures.
- viii. **Alief ISD** agrees to ~~accept~~ communicate with HCC for the purpose of the Program ~~a mutually agreed-upon~~ and the anticipated number of apprentices.

- ix. **Alief ISD** will advise HCC as soon as possible of all apprentice removals.
- x. Provide coordination of on-the-job learning experiences and supervise the apprentices.

IV. RELATIONSHIP POINTS OF CONTACT

The primary point of contact for routine administration of this Agreement is Dr. Christina Robinson, Executive Director of Work-based Learning and Industry Partnerships, for **HOUSTON COMMUNITY COLLEGE** and Mary Jo Camacho, Apprenticeships and Special Revenue Projects Manager for **ALIEF ISD**. Either Party may designate a substitute point of contact by providing written notice to the other Party of the change. Points of contact are distinct from the contact points for Legal Notices set forth hereinafter.

V. DURATION OF THIS AGREEMENT

This Agreement shall be for a period of two (2) years, commencing on the date of the last signature hereto, unless earlier terminated as provided in Section IX below. The Parties may extend the term of this Agreement by exercising a maximum of [4] ([1]) one-year option periods. Parties shall provide written notice of intent to renew an option period thirty (30) days prior to the expiration of the Agreement.

VI. AMENDMENTS AND MODIFICATIONS

This Agreement may be amended or modified only upon prior written agreement of the Parties. Amendments or modifications should be dated and signed by the authorized representatives of the Parties.

VII. CONSISTENT WITH LAW

The Parties shall comply with all applicable federal, state and local laws, rules, and regulations whether now in effect or hereafter enacted or promulgated, including but not limited to Title VI of the Civil Rights Act of 1964, as amended; Title VII of the Civil Rights Act; the Age Discrimination Act of 1975; the Americans with Disabilities Act; The Family Educational Rights and Privacy Act of 1974 (“FERPA”); the Texas Government Code; the Texas Local Government Code; The Texas Education Code, the Texas Administrative Code, and all applicable policies and procedures.

Specifically, in connection with FERPA, the Parties recognize that the student educational records are protected by FERPA. FERPA permits disclosure of student “educational records” to “school officials” that have a “legitimate educational interest” in the information. In accordance with FERPA, the College/University can designate other entities, including vendors and consultants, as “other school officials.” For purpose of this Agreement only, **Alief ISD and edwell, Inc.** is determined to fall within the category of and shall be a “school official.” Neither Party, their agents, nor their assignees shall disclose student educational records to any third party, except with the prior written consent of the student (or parent, where applicable) and as permitted by law.

Approved re-disclosures to third parties shall not exceed the purpose for original disclosure. Further, if **Alief ISD and EDWELL, INC.** disclose student educational records, **Alief ISD and EDWELL, INC.** is obligated to maintain a list of entities, agencies, or organizations to whom the records were disclosed that identifies which records were disclosed and the purpose for each disclosure.

Any disclosures made shall comply with Houston Community College definition of “legitimate educational interest.” The Parties agree and warrant that they shall use student educational records solely to accomplish their obligations hereunder and under the Program and solely in a manner and for purposes consistent with the terms and conditions of this Agreement, the Program and Houston Community College policies and procedures. The Parties agree to take appropriate legal action against any unauthorized use or disclosure of any student educational record.

The Parties agree to comply with all Federal and State statutes that prohibit discrimination. The Parties certify that all persons employed by, and students served by the Parties shall be treated equally without regard to race, religion, ancestry, national origin, sex, age, disability, marital status, political affiliation, or beliefs.

VIII. INDEMNITY; INSURANCE

To the extent permitted by law, each Party (the “Indemnitor”) agrees to indemnify, defend and hold harmless the other Party, its clients, affiliates, successors and assigns and each of their respective officers, directors, employees, agents and servants (collectively, the “Indemnitees”) from and against all damages, liabilities, penalties, fines, losses, costs and expenses including reasonable attorneys’ fees arising from or relating to any third-party claim or allegation (collectively “Claims”) relating to: (a) the negligence or willful misconduct of the Indemnitor, or any of Indemnitor’s subcontractors, employees, or representatives; (b) the breach of any term, covenant, or obligation contained in this Agreement by the Indemnitor, its subcontractors, employees or representatives; (c) bodily injury, death or damage to tangible property sustained as a result of the acts or omissions of the Indemnitor, its subcontractors, employees or representatives, and (d) the non-payment or late payment of taxes or other charges for which the Indemnitor is responsible or failed to pay in a timely manner.

The Parties shall maintain insurance coverage, at such Party’s own expense, that is customary and adequate to address such Party’s risks and responsibilities hereunder. Each party shall furnish a certificate of insurance evidencing such insurance coverage upon request of the other Party.

IX. TERMINATION

Either Party may terminate this Agreement for such Party’s convenience in whole or in part by giving ninety (90) calendar days advance written notice to the other Party; provided however, any student enrollment in classes which is then in effect shall continue with respect to that apprentice until such classes are complete.

Either Party may terminate this Agreement for cause upon five (5) days' prior written notice in the event of a breach of this Agreement.

In the event a Party (i) becomes insolvent or is believed to be unable to perform hereunder, (ii) breaches or defaults hereunder and such breach or default is not able to be cured, or (iii) in the event such Party does not cure a material breach or default hereunder which is capable of cure, the non-defaulting Party shall have the right to terminate this Agreement upon (one) 1 business days prior written notice.

X. REPRESENTATIONS AND WARRANTIES

Each Party represents and warrants to the other Party that:

- Such Party is duly organized, validly existing, has full and adequate power to own its property and conduct its business as now conducted, is in good standing and duly licensed, and has procured all necessary licenses, registrations, approvals, consents and any other communications in each jurisdiction as required to enable each Party to perform its obligations under this Agreement;
- The execution, delivery and performance of this Agreement by such Party and the performance by such Party of the transactions contemplated in this Agreement have been duly and validly authorized by all necessary action, corporate or otherwise, on its part, and this Agreement constitutes the valid, legal and binding obligation of such Party;
- Such Party is not and will not be subject to any agreement or other constraint that does, would, or with the passage of time would, prohibit or restrict such Party's right or ability to enter into, or carry out, its obligations hereunder;
- Each Party has the qualifications and the ability to perform hereunder in a professional manner without the advice, control, or supervision of the other Party;
- Each Party possesses all the Intellectual Property Rights necessary for such Party's performance hereunder and such Party's performance or creation of any materials hereunder do not or shall not infringe any Intellectual Property Rights or other proprietary rights of any third party or misappropriate any trade secret of any third party;
- Each Party's performance hereunder does not and shall not violate any applicable law, rule or regulation;
- Each Party shall at a minimum maintain reasonable and customary security measures (i.e., physically, electronically, or otherwise) to protect Confidential Information in its possession from disclosure or breach;

XI. BACKGROUND CHECKS

Each Party shall perform customary background checks of its employees, independent contractors and other personnel performing hereunder in accordance with applicable law and policies.

XII. NO PUBLICITY

A party shall not use the other Party's name or trademark in any advertising, written sales promotion, press releases or other publicity matters relating to this Agreement without the other Party's written consent.

XIII. LEGAL NOTICES

The following individuals are the contact points for each Party:

For ALIEF ISD:

Mary Jo Camacho
Apprenticeships and Special Revenue Projects Manager
Alief Independent School District
4250 Cook Road Houston, TX 77072
MaryJo.Camacho@aliefisd.net

For EDWELL INC:

Kristi Kirchner
Board President
Edwell Inc.
PO Box 131 Lake Jackson, Tx 77566
kkirschner@gateway-edu.com

For College:

Dr. Christina Robinson
Executive Director, Work-Based Learning & Industry Partnerships
Houston Community College
6815 Rustic St. WF Bldg. 1, Room 202.2 Houston, TX 77087
Christina.robinson@hccs.edu

With a copy to:
Office of General Counsel
Houston Community College
3100 Main, 12, Houston, TX 77002

XIV. CONFIDENTIAL INFORMATION

The Parties may disclose (“Discloser”) certain Confidential Information (defined below) which may include personal data to the other (the “Recipient”).

“Confidential Information” means all written or verbal information provided by Discloser to Recipient concerning Discloser or its business, products or services that is not generally known to the public or that a reasonable person would consider confidential from the nature of the information and circumstances of disclosure, including, without limitation, (a) information relating to Discloser’s business affairs, customers, vendors, trade secrets, prices, products, services, accounting, marketing, finances, business systems and computer programs, (b) information that constitutes personal data, and (c) any other information designated as confidential by Discloser at the time of disclosure. Except where expressly provided to the contrary, the meaning of the words “Confidential Information” shall be taken to include personal data or sensitive personal data as defined under DP Laws (defined below).

“DP Laws” means applicable data protection laws relating to the processing of personal data of individuals including: (a) EU Data Protection Directive 95/46/EC (“DP Directive”) as implemented by EU member states; (b) the General Data Protection Regulation (EU) 2016/679 (“GDPR”) from 25 May 2018; (c) laws implemented by EU member states which contain exemptions to the GDPR or supplement the GDPR; (d) Directive 2002/58/EC (“ePrivacy Directive”) as implemented by EU member states or in the UK (as applicable); © any legislation that replaces the GDPR, ePrivacy Directive, or any other law relating to data protection or the processing of personal data and privacy; a©(e) any equivalent national laws or regulations including any amendment, update, modification or re-enactment of these laws.

The terms “controller”, “processor”, “data subject”, “personal data”, “processing” and “special categories of personal data” shall all have the meanings given to those terms in the DP Directive or GDPR as applicable (and related terms such as “process” shall have corresponding meanings).

Exclusions. Confidential Information does not include information which was known to Recipient before disclosure by Discloser; or which is or becomes information within the public domain (through no fault of Recipient); or which is independently developed by Recipient without any use of or reference to the Confidential Information of Discloser; or which is rightfully received by Recipient from third parties not subject to an obligation of confidence to Discloser; or the release of which is approved by Discloser in writing.

Further Disclosure. If Recipient or any of its representatives are required or requested (by legal process, civil investigative demand, or similar process) to disclose any Confidential Information, Recipient will promptly notify Discloser so that Discloser may seek an appropriate protective order or waive compliance with this Agreement. If a protective order or other remedy is not obtained by the date that Recipient must comply with the request, or if Discloser waives compliance with the provisions of this Agreement, Recipient agrees to furnish only that portion of the Confidential Information and other information which is legally required in the reasonable opinion of its counsel (and agreed to by Discloser’s counsel), and to exercise commercially reasonable efforts to obtain a

protective order or other reliable assurance that confidential treatment will be accorded to that portion of the Confidential Information which is being furnished or disclosed.

Internal Purpose. Recipient agrees that any Confidential Information disclosed to it will be used solely for its internal purpose and will not disclose any portion of the Confidential Information to any person, other than to employees, officers, directors, contractors, and agents who are bound in writing in confidence with Recipient on terms and conditions no less restrictive than the terms and conditions of this Agreement and on a need-to-know basis. Each party undertakes to protect from public disclosure all Confidential Information of the other party in its possession. Recipient shall keep this Confidential Information secure using means substantially similar to those used to protect its own Confidential Information, but the means must be no less than reasonable. Recipient shall not disclose to any third party any Confidential Information, not permit any third party to have access to the Confidential Information, and not use the Confidential Information for any purpose that will breach confidentiality or violate ownership rights without the prior written consent of Discloser, except as specified above. Any approved disclosure to a third party must only be made if it agrees to treat the information as confidential and proprietary.

Ownership. All Confidential Information in whatever form (including, without limitation, documents, drawings, sketches, copies, notes, analyses, plans, drafts, schematics, and designs) remains the property of Discloser. No patent, copyright, trademark or other proprietary right or license is granted by this Agreement or any disclosure hereunder, except for the right to use the information in accordance with this Agreement.

Return of Confidential Information. Upon conclusion of business, Recipient shall (a) immediately deliver to Discloser or destroy all the materials and things embodying any of the Confidential Information, (b) not retain any copies or reproductions, other than those retained in the ordinary course of Recipient's computer systems backup, and (c) not dispose of any of the materials and things or copies or reproductions of them to any third party.

XV. DATA PRIVACY

Each party shall comply with all data privacy laws, including all laws concerning data protection, and security laws applicable to and HCC with respect to activities hereunder and certifies that it has implemented and currently maintains an effective information security program that includes appropriate technical, organizational, administrative, physical and other safeguards designed to (a) ensure the security and confidentiality of Confidential Information; (b) protect against any threats or hazards to the security or integrity of Confidential Information, (c) prevent unauthorized destruction, modification, disclosure or use of Confidential Information, and (d) prevent accidental loss of or damage to Confidential Information.

The Parties agree that access to Personal Information of **ALIEF ISD** or **ALIEF ISD** client during the performance of this Agreement shall not be provided unless necessary for performance hereunder. The Parties shall reasonably cooperate to cause any subcontractors and/or affiliates to execute and implement all other mutually agreed documentation and agreements to safeguard and

protect Personal Information in accordance with all data privacy laws, including all laws concerning data protection, and security laws applicable to **ALIEF ISD**.

HCC shall only use, or process Personal Information supplied by or on behalf of **ALIEF ISD** in connection with HCC performance hereunder: (a) solely on behalf of **ALIEF ISD**, and (b) for **ALIEF ISD**'s purposes.

In the event an unauthorized exposure to, disclosure of, or breach in the security of Confidential Information may have occurred or is reasonably suspected to have occurred (a "Security Incident"), the Party experiencing such Security Incident shall notify the other Party immediately, but in no event more than twenty-four (24) hours after learning about the Security Incident. In addition, the Party experiencing the Security Incident shall, at that Party's own cost and expense, promptly provide detailed information about the Security Incident, cooperate fully in the other Party's investigation of and response to such Security Incident, and take steps acceptable to the other Party in its reasonable discretion to prevent a recurrence of any such Security Incident. In the event of Security Incident, the Party not experiencing such incident shall have the sole right to determine (i) whether notice is to be provided to any individuals, regulators, law enforcement agencies, consumer reporting agencies, or others as required by law or regulation, or in such Party's reasonable discretion; and (ii) the contents of such notice.

XVI. FEES AND INVOICES

HCC will direct bill **ALIEF ISD** for all eligible tuition and fees associated with the Teacher Apprenticeship Program.

XVII. NO ASSIGNMENT OR SUBCONTRACT

Neither Party shall assign, transfer, or subcontract this Agreement or all or any portion of the Services or delegate any of its duties hereunder without the other Party's express, prior written consent; provided, **ALIEF ISD** may assign this Agreement to an affiliate. Any assignment in contravention of this provision shall be null and void. This Agreement will be binding on all permitted assignees and successors in interest.

XVIII. GOVERNING LAW AND VENUE

This Agreement shall be governed by and construed in accordance with the laws of the State of Texas, without regard to conflicts of law provisions. The venue of any suit arising under the Agreement is fixed in any court of competent jurisdiction of Harris County, Texas.

XIX. MISCELLANEOUS

By executing this Agreement, each Party represents to the other Party that it is authorized to enter into this Agreement, that the person signing on its behalf is duly authorized to execute this Agreement, and that no other signatures are necessary. Nothing contained in this Agreement shall

be deemed or construed by the Parties or by any third party to create the relationship of principal and agent, partnership, joint venture, or any association between the Parties except as specifically stated herein. This Agreement is made for the benefit of the Parties hereto and not for the benefit of any third party.

The terms of this Agreement which contemplate performance after termination will survive termination, including the following Sections regarding Termination, this section on survival, Representations and Warranties, Indemnification, Confidential Information and Data Privacy.

This Agreement may be executed in any number of counterparts, each of which will be deemed an original and all of which taken together will constitute one signed agreement between the parties. Signatures may be transmitted by PDF and will be deemed original.

This Agreement contains the entire agreement of the parties regarding the subject matter described herein. The provisions of this Agreement may not be amended, except by an agreement in writing signed by authorized representatives of both parties.

IN WITNESS WHEREOF, the Parties hereto have executed this MOU as follows:

ALIEF ISD:

_____ Name: Tangela Hughes-Beston Title: Associate Superintendent of Human Resource	_____ Date
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EDWELL, INC:

_____ Name: Kristi Kirchner Title: Board President and Founder	_____ Date
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HOUSTON COMMUNITY COLLEGE:

_____ Name: Margaret Ford Fisher, EdD, M.A. Title: Chancellor	_____ Date
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ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: February 17, 2026

AGENDA ITEM: Consider Approval of an Agreement between Alief Independent School District and Harris County Department of Education (HCDE) for providing after-school or summer educational programs at Cummings Elementary, Liestman Elementary, Mahanay Elementary, Martin Elementary, Outley Elementary, and Miller Intermediate schools (Dr. Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources and Professional Learning)

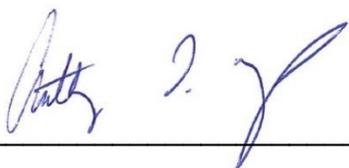
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Collaborative Goals of the MOU

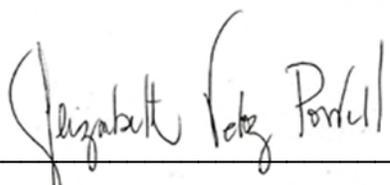
- To provide an after-school or summer program(s), which must include activities to support language literacy and numeracy development and promote social and emotional learning skills (SEL) during out-of-school time hours.

The agreement addresses roles and responsibilities of Parties and mutual obligations to support the collaborative goals set forth.

Recommendation: Consider Approval of the agreement to continue partnership with HCDE during out of school time for the one-year grant period.



Dr. Anthony T. Mays
Superintendent



Dr. Elizabeth Veloz-Powell
Deputy Superintendent of
Human Resources and Professional
Learning

INTERLOCAL AGREEMENT
BETWEEN
HARRIS COUNTY DEPARTMENT OF EDUCATION
AND
ALIEF INDEPENDENT SCHOOL DISTRICT

Pursuant to the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code, this Interlocal Agreement (“Agreement”) is entered into by and between Harris County Department of Education (“HCDE”) and Alief Independent School District (“District”) for the purpose of providing after-school or summer educational program(s).

I. PURPOSE

The District agrees to provide an after-school or summer program(s), which must include activities to support language literacy and numeracy development and promote social and emotional learning skills (SEL) during out-of-school time hours ("after-school or summer program(s)") to students four to twelve years of age or up to the age of 19 with a documented disability. Students meeting these age requirements are referred to herein as “eligible students.”

II. TERM

This Agreement shall be for the period beginning October 1, 2025, and ending July 31, 2026, and is subject to the receipt of sufficient funds from HCDE.

III. AFTER-SCHOOL AND SUMMER PROGRAM DESCRIPTION AND REQUIREMENTS

A. The District agrees to provide after-school or summer program(s) to eligible students in accordance with all applicable local, state, and federal laws and regulations, including, without limitation, those promulgated by the Texas Workforce Commission (“TWC”) and/or Gulf Coast Local Workforce Board. The District agrees to abide by all of the policies and procedures in the Center for Afterschool, Summer, and Enrichment (CASE for Kids) Manual, which is incorporated by reference into this Agreement. The District agrees to abide by all of the guidelines developed by HCDE in furtherance of this Agreement.

The District agrees to provide facilities and personnel necessary to provide quality improvement activities in the afterschool or summer program(s) to eligible students. The District will provide the afterschool or summer program(s) at the following school(s) under RFP# 25/019IA: **Cummings Elementary, Liestman Elementary, Mahanay Elementary, Martin Elementary, Miller Intermediate, Outley Elementary**. Activities in the afterschool or summer program(s) will adhere to those approved and agreed upon in the District’s application form filed with HCDE.

B. The District will serve the number of students and operate the number of weeks, days and hours as outlined in the application filed with HCDE. The District agrees to inform HCDE of any changes in the hours of the program(s), the ages of children served, holidays, the name of the contact person, or any other changes to the afterschool or summer program(s) at least three weeks prior to any changes through appropriate amendment forms.

C. The District agrees to ensure that each program designates a program liaison, that program staff participate in a program self-assessment process using a CASE for Kids provided tool and that designated program site staff attend CASE for Kids' Project meetings and a minimum of two (2) CASE sponsored or approved trainings per semester for a total of no less than four (4) CASE sponsored or approved trainings per school year.

D. The District agrees to incorporate specific curriculum and field experiences provided by CASE for Kids into the program.

E. HCDE agrees to provide a CASE for Kids Registration form for use in program enrollment. The District agrees to use the provided form as it currently exists or may be revised by HCDE/CASE in the future. The District further agrees to affirm enrollment of students and provision of services by ensuring that a completed CASE for Kids registration form is authorized for each child enrolled in the program by the child's parent/guardian.

F. The District agrees to track and maintain daily attendance records for students enrolled in programs. These records must be submitted to Center for Afterschool, Summer and Enrichment (CASE for Kids) on by the 3rd of each month, utilizing the tracking system provided by Center for Afterschool, Summer and Enrichment.

G. The District agrees to expend funds received from HCDE to support language literacy and numeracy development within existing comprehensive after-school or summer program(s). Expenditures must result from activities allowable under applicable TWC rules, including TWC rule § 809.16. The District agrees to submit quarterly certification of total expenditures for such program(s), certifying that (a) expenditures have resulted from activities allowable under applicable TWC rules, including TWC rule § 809.16, and (b) expenditures funded through district funds have been expended for service delivery to eligible students in the program. The District agrees to provide this certification on the form attached hereto as Exhibit B. The District shall maintain its records and accounts in a manner that shall assure a full accounting of all expenditures paid for with both funds received from HCDE and local site matching funds relating to this Agreement. The District agrees to provide at minimum 75% in-kind or cash match to the total amount of funding. The District may use parent fees, local tax dollars, and federal grant funds, excepting Title 1 funds, as its local site matching funds for the program(s) operated in accordance with this Agreement. The District agrees to submit a monthly itemized report of all expenditures for the afterschool or summer program(s) funded by local site matching funds. The District agrees to provide this itemized expenditure report on the form attached hereto as Exhibit B. The District agrees to submit Exhibits B and C to HCDE by the 15th day of each month. The District's records and accounts shall also be retained by the District and made available for audit by HCDE, the Texas Workforce Commission, Gulf Coast Local Workforce Board, and/or representative(s) of those entities for a period of not less than three (3) years after the expiration or termination of this Agreement. If an audit has been announced, the District shall retain its records and accounts until such audit has been completed.

H. The District further agrees that it will comply with all terms and conditions of the U.S. Department of Health and Human Services Child Care and Development Fund grant/contract awarded to HCDE, passed through the Texas Workforce Commission/Gulf Coast Workforce Solutions Board, including all applicable laws, rules, and regulations that govern the award/contract and administration of the grant/contract. Those regulations include, but are not limited to, applicable regulations pertaining to reporting, regulations pertaining to patent rights with respect to any discovery or invention which arises or is developed in the course of or under

this Contract, and regulations pertaining to copyrights and rights in data. The District certifies compliance with all provisions, laws, acts, regulations, rules, and ordinances in the attached certifications, which are incorporated herein by reference.

I. The District acknowledges and agrees that it is solely responsible for all costs, wages, expenses, and fees associated with or arising from the operation of its afterschool or summer program(s).

J. The District agrees to cooperate with evaluation of the program(s) by providing such records as STAAR scores, grades, regular school day attendance, and conduct, for eligible students in the afterschool or summer program(s) to HCDE, as well as survey results, within a reasonable time after a request by HCDE.

K. The District may use the funds from HCDE to enhance existing after-school or summer program(s), but the payments from HCDE should not replace funding for an existing after-school or summer program(s).

L. The District agrees to obtain and assess criminal history record information for each employee, contractor, or volunteer used in the afterschool or summer program(s) and to use only those persons fit to work with students. Noncompliance or misrepresentation regarding these certifications may be grounds for termination of this Agreement.

M. The District will comply, as applicable and in force, with Title VI of the Civil Rights Act of 1964 (Public Law 88-352), Section 504 of the Rehabilitation Act of 1973 (Public Law 93-112), The Americans with Disabilities Act of 1990 (Public Law 101-336), The Health and Safety Code Section 85.113 (relating to workplace and confidentiality guidelines regarding AIDS and HIV), and all amendments to each, all requirements imposed by the regulations issued pursuant to these acts, and Title 40, Chapter 73, of the Texas Administrative Code. These provide in part that no persons in the United States shall, on the grounds of race, color, national origin, sex, age, disability, political beliefs or religion be excluded from participation in, or denied, any aid, care, service or other benefits provided by federal and/or state funding, or otherwise be subjected to discrimination.

N. The District will not discriminate against children with disabilities. The District will also not discriminate against children with AIDS. The District will comply with the Health and Safety Code Section 85.113 by adopting and implementing HIV/AIDS workplace guidelines for employees and clients; by providing educational programs for employees and clients; and, by developing and implementing guidelines regarding confidentiality of HIV/AIDS related medical information for employees and clients served.

O. The District will comply, as applicable and in force, with the requirements of The Immigration Reform and Control Act of 1986 regarding employment verification forms for any individuals hired on or after November 6, 1987, who will perform any labor or services under this agreement.

P. The District further agrees that it will comply with all applicable standards, orders or requirements issued under section 306 of the Clean Air Act (42 U.S.C. 1857(h)), section 508 of the Clean Water Act (33 U.S.C. 1368), Executive Order 11738, and Environmental Protections Agency regulations (40 CFR part 15), and mandatory standards and policies relating to energy efficiency which are contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act (Pub. L. 94-163, 89 Stat. 871).

Q. The District agrees that the certifications and agreements included in the HCDE Vendor Certification Forms, attached hereto as Exhibit D and incorporated by reference in the agreement for all purposes, are true and correct.

IV. COMPENSATION AND FUNDING

Subject to the following paragraph, HCDE will reimburse sites up to the individual grant award amount based on expenditures for activities to support language literacy, and social emotional learning within existing comprehensive after-school or summer program(s). District agrees to provide at a minimum 75% in-kind or cash match to the total amount of HCDE funding. Certification and itemization of expenditures must be received by HCDE in accordance with Section III (B) and (C) in order to receive award funds for the entire project period. Allowable match funds include parent fees, local tax dollars, foundation/grant funds and Federal funds excluding Title 1. Allowable in-kind sources include: facility, school supplies, transportation provided by the District. All matching contributions using federal funds require prior review and approval of the source.

SCHOOL NAME (RFP #25/019IA)	AWARD AMOUNT
Cummings Elementary	\$20,000
Liestman Elementary	\$20,000
Mahanay Elementary	\$40,000
Martin Elementary	\$20,000
Miller Intermediate	\$20,000
Outley Elementary	\$20,000

HCDE will pay the District upon receipt of sufficient funds. The District waives any statutory right to interest the District may have under Chapter 2251 of the Texas Government Code.

In addition to the certification and itemization of expenditure reports required by Section III (F), the District shall also submit monthly invoices by the 15th of each month to HCDE. If HCDE determines, in its sole discretion, that any site of the District is out of compliance, HCDE may withhold funding for the month(s) that the site is out of compliance. For purposes of withholding funding, “out of compliance” means that the site is (1) not serving the required number of eligible students; (2) not operating the required number of weeks, days, or hours; (3) not providing sufficient language literacy and numeracy development activities in the program; or (4) not complying with any provision of this Agreement or applicable law, rule, regulation, policy, or procedure.

Additionally, if HCDE, TWC, or any other governing entity determines that the District's certification or itemization of expenditure reports are disallowed and HCDE must return funds to TWC or any other governing entity, the District shall reimburse/refund HCDE for the total amount of such funds.

Notwithstanding anything to the contrary in this Agreement, HCDE's obligation to pay as stated above is expressly contingent upon HCDE receiving local, state, federal, and/or other grant funds, if any, ("funds") designated for child care services that are sufficient to satisfy all obligations to the District and all other Districts with which HCDE contracts to provide after-school or summer programs. In the event HCDE does not receive those funds or sufficient funds, HCDE may terminate this Agreement without penalty or further obligation to ISD, at any time upon written notice to ISD, and will not be responsible for paying the District the amount specified above or for any of the costs of the afterschool or summer program(s) provided by the District. In the event that any payment(s) to the District under this Agreement are subsequently disallowed by an awarding agency or in the event that HCDE is required to refund any funding received from an awarding agency relating to this Agreement, to the maximum extent permitted by applicable law, the District shall repay to HCDE, on demand, the amount of any such disallowed costs and/or refund. HCDE may, in its sole discretion, deduct the amount(s) of any such disallowed costs and/or refund(s) from subsequent payments to the District under this Agreement.

V. PIGGYBACKING ON HCDE-PROCURED CONTRACTS

Pursuant to the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code, and Chapter 271, Subchapter F of the Texas Local Government Code, the District may, in its discretion, enter into separate and independent contracts with CASE for Kids Afterschool and Summer Direct Service Providers, procured by HCDE in accordance with Section 44.031 of the Texas Education Code, that employ the same negotiated terms and conditions contained in an existing contract(s) between HCDE and the Direct Service Provider.

If the District elects to piggyback off of one of HCDE's contracts with CASE for Kids Afterschool and Summer Direct Service Providers, the District shall be permitted to purchase goods and services using the contracts competitively procured by HCDE. HCDE does not assess a fee to the District for use of HCDE contracts with Direct Service Providers. The District shall make payments directly to vendors/Direct Service Providers. The District shall be responsible for ordering, inspecting, and accepting the goods and services purchased by utilizing one of HCDE's contracts with Direct Service Providers. The District shall further be responsible for the vendors' compliance with provisions relating to the specific quality of goods and services delivered and terms of delivery, as set forth between the District and the vendor. HCDE is not responsible or liable for the performance of any vendor used by the District as a result of this Agreement or the District's piggybacking off of one of HCDE's contracts with Direct Service Providers.

VI. RELATIONSHIP

It is understood and agreed that the District is an independent contractor. Nothing in this Agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between HCDE and any employee or agent of the District. The Agreement does not create a joint venture or business partnership under Texas law.

The District is solely responsible for the supervision, daily direction and control, payment of salary (including withholding of income taxes and social security), insurance, worker's compensation, disability benefits and like requirements and obligations of District employees, agents, volunteers, and representatives. The District agrees that HCDE has no responsibility for any conduct of any District employee, agent, volunteer, or representative.

VII. STUDENT RECORDS

To the extent that HCDE will come into possession of the District's student records and information, and to the extent that HCDE will be involved in the survey, analysis, or evaluation of students, incidental to this Agreement, HCDE agrees to comply with all applicable requirements of the Family Educational Rights and Privacy Act. In the event that the District or HCDE is in possession or custody of recorded information of the other party that is the subject of the Texas Public Information Act, the recorded information will be promptly provided to the other party upon request in the event the District or HCDE is obligated to disclose such information pursuant to the Public Information Act.

VIII. TERMINATION

This Agreement may be terminated by either party without cause with thirty (30) days advance written notice. HCDE may by written notice at any time, terminate this Agreement if the District fails to comply with any provision of this Agreement. HCDE may also terminate this Agreement as provided in Section IV.

IX. LOCAL FUNDS

Any local funds expended will be from current revenues available to the paying party.

X. AUTHORIZATION

Each party acknowledges that this Agreement has been authorized by the governing body of each party to the Agreement.

XI. NOTICE

Any notice provided under the terms of this Agreement by either party to the other shall be in writing and may be affected by certified mail, return receipt requested. Notice to shall be sufficient if made or addressed as follows:

Harris County Department of Education
Attention: Mr. James Colbert, Jr.
County School Superintendent
6300 Irvington Blvd.
Houston, Texas 77022

Alief Independent School District
Attention: Dr. Anthony Mays
Superintendent of Schools
4250 Cook Road
Houston, TX 77072

Each party may change the address at which notice may be sent to that party by giving notice of such change to the other party in accordance with the provisions of this Article.

XII. GOVERNING LAW

This Agreement shall be governed by and construed in accordance with the laws of the State of Texas.

XIII. VENUE

The mandatory and exclusive venue for the adjudication or resolution of any dispute arising out of this Agreement shall be in Harris County, Texas.

XIV. ENTIRE AGREEMENT

This Agreement, the RFP solicitation issued by HCDE, and the District's proposal/application submitted in response to HCDE's RFP solicitation, and the attached and incorporated addendum or exhibits, if any, contain the entire agreement of the parties relative to the purpose(s) of the Agreement and supersede any other representations, agreements, arrangements, negotiations, or understanding, oral or written, between the parties to this Agreement. In the event of a conflict between this Agreement and the RFP solicitation issued by HCDE or the District's proposal/application submitted in response to HCDE's RFP solicitation, this Agreement shall control. In the event of a conflict between the RFP solicitation issued by HCDE and the District's proposal/application submitted in response to HCDE's RFP solicitation, HCDE's RFP solicitation shall control.

XV. AMENDMENT

This Agreement may be amended only by the mutual agreement of the parties, in writing, to be attached to and incorporated in this Agreement.

XVI. ASSIGNMENT

Neither this Agreement nor any duties or obligations under it shall be assignable by the District without the prior written acknowledgment and authorization of HCDE.

XVII. DEBARMENT AND SUSPENSION

Pursuant to 7 C.F.R. 3017, during any period in which a person is suspended, debarred, proposed for debarment, ineligible, or voluntarily excluded from eligibility for covered transactions by any Federal department or agency, that person shall be excluded from any and all

work hereunder that is considered a covered transaction including, but not limited to, participation in any HCDE Program or purchase of any goods or services from HCDE. Generally, work that is expected to equal or exceed the Federal procurement small purchase threshold as defined in 7 C.F.R. 3017.110 (currently \$100,000) is considered a covered transaction. With respect to work hereunder that is considered a covered transaction, the District agrees to comply with any and all requirements of 7 C.F.R. 3017 including, but not limited to, obtaining and/or providing the certification and providing immediate written notice upon discovery of any errors in a certification previously obtained and/or provided, as necessary for such compliance. The District acknowledges that, with respect to debarment and suspension, Federal law may impose additional, more specific, and/or more restrictive requirements for certain work hereunder that is considered a covered transaction; the District agrees to comply with any and all such requirements.

XVIII. CONFLICT OF INTEREST

HCDE is required to comply with Texas Local Government Code Chapter 176, Disclosure of Certain Relationships with Local Government Officers. A conflict of interest exists in the following situations:

- 1) If the vendor has an employment or other business relationship with a local government officer of HCDE or a family member of the officer, as described by section 176.003(a)(2)(A) of the Texas Local Government Code; or
- 2) If the vendor has given a local government officer of HCDE, or a family member of the officer, one or more gifts with the aggregate value of \$100, excluding any gift accepted by the officer or a family member of the officer if the gift is: (a) a political contribution as defined by Title 15 of the Election Code; or (b) a gift of food accepted as a guest; or
- 3) If the vendor has a family relationship with a local government officer of HCDE.

XIX. SEVERABILITY

In the event that any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions, and the Agreement shall be construed as if such invalid, illegal, or unenforceable provision had never been contained in it.

XX. BENEFIT FOR SIGNATORY PARTIES ONLY

Neither this Agreement, nor any term or provision hereof, nor any inclusion by reference, shall be construed as being for the benefit of any party not in signatory hereto.

Executed this _____ day of _____ of the year 2025.

Harris County Department of Education

Alief Independent School District

Mr. James Colbert, Jr.
County School Superintendent

Dr. Anthony Mays
Superintendent of Schools

Exhibit B



Harris County Department of Education
CASE for Kids
Partnership Project
 Expenditure Report & Certification Match Monthly Report
 October 31, 2024
 Invoice #: P13 10.31.2024



NAME OF DISTRICT	NAME OF SCHOOL

CONTACT	TELEPHONE

SECTION I	
Provide Match Certification Source	

SECTION II - REPORT OF EXPENDITURES FOR PERIOD	(A)	Monthly Expenditures	YTD Expenditures	(B)	Monthly Certification	YTD Certification
Personnel	(+)	\$ -	\$ -	\$ -	\$ -	\$ -
Contracted Services	(+)	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies and Materials	(+)	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	(+)	\$ -	\$ -	\$ -	\$ -	\$ -
Other Operating Costs	(+)	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Outlay	(+)	\$ -	\$ -	\$ -	\$ -	\$ -
Net Expenditures This Reporting Period	(=)	\$ -	\$ -	\$ -	\$ -	\$ -

SECTION III - REIMBURSEMENT SUMMARY						
Total Grant Award Amount	(+)	\$				40,000.00
Expenditures YTD	(-)	\$				-
Unexpended Balance of Award	(=)	\$				40,000.00

CERTIFICATION: I hereby certify that this report consisting of Sections I, II, and III is true and correct and that funds have been expended according to the approved interlocal agreement.

Site Coordinator	Signature	Date
Site Principal/Director	Signature	Date
District/Organization Office Representative	Signature	Date
District/Organization Grant Accountant	Signature	Date

For CASE for Kids USE ONLY

CASE for Kids Accountant	Signature	Date
Sign Here		
CASE for Kids Program Coordinator	Signature	Date
CASE for Kids Budget Manager	Signature	Date

Exhibit C

Harris County Department of Education Partnership Project Requirement Match Certification

Agencies must certify that funds received through the CASE Partnership Project Quality Improvement program have been expended in accordance with the current Interlocal Agreement and all applicable local, state, and federal laws and regulations, including, without limitation, those promulgated by HCDE, the Texas Workforce Commission ("TWC"), and the Gulf Coast Local Workforce Board. This report certifies that (a) expenditures have resulted from activities allowable under applicable TWC rules, including TWC rule 809.16, and (b) funds received from HCDE have been expended for (1) quality improvement activities in the after-school program(s); and (2) service delivery, including language literacy and numeracy development.

Listed Below and Submitted Through:		HCDE Contact: Brandi Nichols	
Organization: Harris County of Education (HCDE)		Phone #: 713-696-2128	
HCDE Address: 6300 Irvington Blvd.			
Houston, TX 77018			
Partnership Site Information:			
District/Site: _____		Contact: _____	
Address: _____		Contact Phone #: _____	
State/Zipcode: _____			

Date: _____	Organization Tax ID # _____
--------------------	------------------------------------

Month Period		Expenditures
1	October	\$0.00
2	November	\$0.00
3	December	\$0.00
4	January	\$0.00
5	February	\$0.00
6	March	\$0.00
7	April	\$0.00
8	May	\$0.00
9	June	\$0.00
10	July	\$0.00
11	August	\$0.00
Year to Date Certification		\$0.00

*** Type of Pledge: (C) Certification**

Certification of Child Care Expenditures			
Certified Local Share:	Quality Improvement	\$ -	<i>40 TAC §603.16</i>
	Agreed Match Amount	\$0.00	
	Remaining Balance	\$0.00	
			Certification Time Period: _____
<p>The certified expenditures are to be used as state matching funds to draw available federal matching funds as authorized in the Child Care and Development Fund (CCDF) regulations at <i>Title 45 CFR §§8.53</i>. By signing below, the public entity named above certifies that the funds specified above:</p> <ol style="list-style-type: none"> 1. are not federal funds, or are federal funds authorized by federal law to be used to match other federal funds; 2. are not used to match other federal funds; 3. represent expenditures eligible for federal match; and 4. do not represent expenditures for public prekindergarten programs as referenced in <i>Title 45 CFR §§8.51(b)</i> of CCDF regulations. 			
_____ Signature - Authorized District/Organization Administrator		_____ Date	
_____ Printed Name - Authorized District/Organization Administrator		_____ Title	

Send the signed certification form and back-up documentation to:

**Harris County Department of Education
c/o CASE for Kids
6300 Irvington Blvd.
Houston, TX 77022**

ALIEF INDEPENDENT SCHOOL DISTRICT
BOARD DOCUMENT

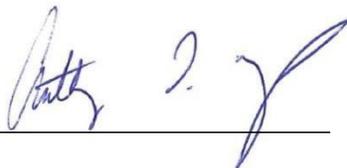
MEETING DATE: February 17, 2026

AGENDA ITEM: Consider Approval of the MOU to Partner with Daybreak Medical to Provide Counseling Intervention Services to Support Student Mental and Emotional Health at No Cost to the District (Dr. Charles Garcia, Deputy Superintendent of Curriculum, Instruction, and School Leadership)

Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

Students must be emotionally well to fully achieve in school and close the achievement gap. Additionally, emotional safety is as essential as physical safety when it comes to keeping our students and schools safe and secure learning environments. Having accessible and affordable mental health counseling services is paramount to achieving these goals and the Daybreak partnership will help to support these goals with no cost to the district and little to no cost to families, depending on their financial and medical insurance status. Daybreak provides flexible telehealth services that are convenient for our families.

RECOMMENDATION: Consider Approval of the MOU to partner with Daybreak Medical to provide counseling intervention services to support student mental and emotional health that align with our district goals of a Safe and Secure Alief and supporting Student Achievement.



Dr. Anthony T. Mays
Superintendent



Dr. Charles Garcia
Deputy Superintendent of Curriculum,
Instruction, and School Leadership

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (the "MOU") is made and entered into on _____ ("Effective Date") by Alief Independent School District (hereinafter referred to as "Entity") and Daybreak Medical PC (hereinafter referred to as "Provider.")

PROVIDER.

Daybreak Medical PA _____

Provider

415-992-6155

Telephone Number

447 Sutter Street, Ste 405 _____

Street Address

650-360-6913

Fax Number

San Francisco CA 94108 _____

City, State, Zip code

partnerships@daybreakhealth.com

E-mail Address

88- 2644902 _____

Tax Identification or Social Security Number

License Number (if applicable)

- A. Entity desires to engage Provider services as more particularly described on "Statement of Work" which is attached hereto and incorporated herein by this reference ("Services").
- B. Provider has the necessary qualifications by reason of training, experience, preparation and organization, and is agreeable to performing and providing such Services, upon and subject to the terms and conditions as set forth below in this MOU.

NOW THEREFORE, for valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto hereby agree as follows:

- 1. **CONDITIONS.** Provider will have no obligation to provide services until Entity returns a signed copy of this MOU.
- 2. **NATURE OF RELATIONSHIP.** The parties agree the relationship created by this MOU is that of an independent contractor. In performing all of the Services, Provider shall be, and at all times is, acting and performing as an independent contractor with Entity, and not as a partner, coventurer, agent, or employee of Entity, and nothing contained herein shall be construed to be inconsistent with this relationship or status.

Provider is not granted any right or authority to assume or to create any obligation or responsibility, express or implied, on behalf of or in the name of Entity or to bind the Entity in any manner. Except for any materials, procedures, or subject matter agreed upon between Provider and Entity, Provider shall have complete control over the manner and method of performing the Services.

Provider understands and agrees to independent contractor status. Provider understands and agrees that the filing and acceptance of this MOU creates a rebuttable presumption and that the Provider, officers, agents, employees, or subcontractors of Provider are not entitled to coverage under the Texas Workers' Compensation Act, California Workers' Compensation Insurance laws, Unemployment Insurance, Health Insurance, Pension Plans, or any other benefits normally offered or conveyed to Entity employees. Provider will be responsible for payment of all Provider employee wages, payroll taxes, employee benefits, and any amounts due for federal and state income taxes and Social Security taxes. These taxes will not be withheld from payments under this MOU.

3. NON-EXCLUSIVITY.

- a. During the term of this MOU Provider may, independent of Provider's relationship with the Entity, without breaching this MOU or any duty owed to the Entity, act in any capacity, and may render services for any other entity.
- b. During the term of this MOU the Entity may, independent of its relationship with the Provider, without breaching this MOU or any duty owed to the Provider contract with other individuals and entities to render the same or similar services to the Entity.

- 4. SERVICES.** Provider shall provide Entity with the services, which are described on the "Statement of Work" (the "Work" or "Service") attached hereto and incorporated herein by this reference. Entity acknowledges that neither the online platform through which counseling shall be provided (the "Platform") nor counselors employed by Provider to provide the Services ("Counselors") provide or facilitate any assistance in medical emergencies, recommendations or information regarding drugs or medical treatment, nor will the Counselors provide a clinical diagnosis requiring an in-person evaluation (and the Platform is not intended for such use). Moreover, neither Provider nor Counselors will provide official documentation or approvals for court-ordered counseling or emotional service dog certification. The Platform and Counselor services are provided "as is" without any express or implied warranties, including without limitation, warranties of merchantability or fitness for a particular purpose, and Entity hereby releases Provider from any claim of any nature resulting from use of the Platform or the Counselors' services, including, without limitation, any act, omission, opinion, response, advice, suggestion, information and/or service of any Counselor and/or any other content or information accessible through the Platform to the extent permitted by Texas law. Provider will use commercially reasonable efforts to ensure the Platform's reliability and accessibility, however Entity acknowledges that Provider cannot guarantee that such access will be uninterrupted or that it will be accessible or error-free at all times. The terms in this Statement of Work apply only to this Statement of Work and prevail over all other conflicting or different terms and conditions set forth in the MOU.

5. **TIME OF PERFORMANCE.** The term of this MOU shall commence on the Effective Date and end on 6/30/2027 ("Term"). All work and services contracted under the terms of this MOU shall be undertaken and completed in such sequence as to assure their full completion in accordance with the terms and conditions set forth in this MOU.
6. **PAYMENT AND EXPENSES.** No fees will be charged to Entity. Providers will bill therapy appointments through the student's and family's insurance. Daybreak Medical PA shall have the right to bill third parties, including private, commercial insurance plans, and Medicaid, for services rendered to Entity students. Except to the extent inconsistent with federal or state law, Daybreak Medical PA shall have the right to bill and collect fees for Services from health plans, government agencies, and third-party payers.

To the extent that there are patient out-of-pocket expenses required by the patient's health insurance plan, those costs will be the responsibility of the patient. Parents/caregivers, and not the Entity or Provider, are responsible for any co-insurance, deductibles, and/or co-pay in accordance with the terms of their relationship with the patient's health insurance plan.

7. **ASSIGNMENT AND SUBCONTRACTORS.** Provider shall not assign, sublet, or transfer this MOU or any rights under or interest in this MOU without the prior written consent of the Entity, which may be withheld by the Entity in its sole and absolute discretion for any reason. Nothing contained herein shall prevent Provider from employing independent associates, subcontractors, and sub-consultants as Provider may deem appropriate to assist in the performance of services herein, subject to the prior written approval of the Entity. Any attempted assignment, sublease, or transfer in violation of this MOU shall be null and void, and of no force and effect. Any attempted assignment, sublet, or transfer in violation of this MOU shall be grounds for the Entity, in its sole discretion, to terminate the MOU
8. **TERMINATION OR AMENDMENT.** This MOU may be terminated or amended in writing at any time by mutual written consent of all of the parties to this MOU, and may be terminated by either party for any reason by giving the other party 60 days advance written notice. In the event of cancellation prior to completion of the specified services, all finished or unfinished projects, documents, data, studies, and reports prepared by the Provider under this MOU shall, at the option of the Entity, become Entity property. The parties to this MOU shall be excused from performance thereunder during the time and to the extent they are prevented from obtaining, delivering, or performing due to act(s) of God. Satisfactory evidence thereof to the other party is required, provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the party not performing.

9. **NOTICE.** Any notices required or permitted to be given under this MOU shall be deemed fulfilled by written notice, demand or request personally served on (with proof of service endorsed thereon, or mailed to, or hereinafter provided) the party entitled thereto or on its successors and assigns, and may be given by:
- a. Personal delivery;
 - b. Overnight commercial courier;
 - c. Certified or registered prepaid U.S. mail, return receipt requested; or
 - d. Electronic mail or electronic facsimile transmission; provided that if given electronically, an additional copy shall also be delivered by a, b, or c, above.

If mailed, such notice, demand, or request shall be mailed certified or registered mail, return receipt requested, and deposited in the United States mail addressed to such party at its address set forth below or to such address as either party hereto shall direct by like written notice and shall be deemed to have been made on the third (3rd) day following posting; or if sent by a nationally recognized overnight express carrier, prepaid, such notice shall be deemed to have been made on the next business day following deposit with such carrier. For the purposes herein, notices shall be sent to the Entity and the Provider as follows:

Alief Independent School District
Entity

Davbreak Medical PA
Provider

Attn: Dr. Anthony Mays
4250 Cook Road
Street
Houston, TX 77072

Attn: Alex Alvarado
447 Sutter Street, Suite 405
Street
San Francisco, CA 94108

10. **COMPLIANCE WITH LAWS.** Provider hereby agrees that Provider, officers, agents, employees, and subcontractors of Provider shall obey all local, state, and federal laws and regulations in the performance of this MOU, including, but not limited to minimum wages laws and/or prohibitions against discrimination.

Provider, officers, agents, employees and/or subcontractors of Provider shall secure and maintain in force for the full term of this MOU, at Provider's sole cost and expense, such licenses and permits as are required by law, in connection with the furnishing of all the Services, materials, or supplies necessary for completion of the Services described.

11. CONFIDENTIALITY OF STUDENT INFORMATION.

Provider agrees that all student records or personally identifiable information contained in student records that may be obtained in the course of providing services to the Entity under this MOU/Agreement shall be subject to the confidentiality and disclosure provisions set forth in the Family Educational Rights Privacy Act (FERPA) and set forth in the Health Insurance Portability and Accountability Act (HIPAA). All student information shall be considered privileged and confidential. Provider shall not forward to any person, other than the parent or the Entity, any student record or personally identifiable information without the written consent of the Entity.

12. NON-DISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY

Provider represents and agrees that it does not and shall not discriminate against any employee or applicant for employment, Entity, individual or group of individuals, because of ancestry, age, color, disability (physical and mental, including HIV and AIDS), genetic information, gender identity, gender expression, marital status, medical condition, military or veteran status, national origin, race, religion, sex/gender, and sexual orientation.

- 13. INDEMNIFICATION.** To the fullest extent permitted by law, Provider agrees to defend, indemnify, and hold harmless Entity, its governing board, officers, agents, employees, successors, assigns, independent contractors and/or volunteers from and against any and all claims, demands, monetary or other losses, loss of use, damages and expenses, including but not limited to, legal fees and costs, or other obligations or claims arising out of any liability or damage to person or property resulting from bodily injury, illness, communicable disease, virus, pandemic, or any other loss, sustained or claimed to have been sustained arising out of activities of the Provider or those of any of its officers, agents, employees, participants, vendors, customers or subcontractors of Provider, whether such act or omission is authorized by this MOU or not.

Provider also agrees to pay for any and all damage to the real and personal property of the Entity, or loss or theft of such property, or damage to the Property done or caused by such persons. Entity assumes no responsibility whatsoever for any property placed on Entity premises by Provider, Provider's agents, employees, participants, vendors, customers or subcontractors. Provider further hereby waives any and all rights of subrogation that it may have against the Entity. The provisions of this Indemnification do not apply to any damage or losses caused solely by the negligence of the Entity or any of its governing board, officers, agents, employees and/or volunteers.

To the extent permitted by Texas law, Provider's indemnification obligations and liability only extend to claims asserted against Entity by third parties and are conditioned upon Entity promptly notifying Provider of such claim, giving Provider sole control of the defense and any settlement of such claim, and, at Provider's request and expense, reasonably cooperating with such claim. To the extent permitted by Texas law, Provider shall not be liable for any claim arising from the negligence or willful misconduct of Entity.

14. **DISPUTE RESOLUTION.** This MOU shall be governed by and construed in accordance with the laws of the State of Texas without regard to its conflicts of laws provisions. The mandatory and exclusive venue for the adjudication or resolution of any dispute arising out of or relating to this MOU shall be a court of competent jurisdiction in Harris County, Texas.
15. **NATURE OF MOU.** This MOU constitutes a binding expression of the understanding of the parties with respect to the services to be provided hereunder and is the sole contract between the parties with respect to the subject matter thereof. There are no collateral understandings or representations or MOUs other than those contained herein. This MOU represents the entire MOU between the parties hereto with respect to the subject matter hereof and supersedes any and all other MOUs and communications however characterized, written or oral, between or on behalf of the parties hereto with respect to the subject matter hereof. This MOU may only be modified by a written instrument signed by authorized representatives of each of the parties hereto.
16. **BINDING EFFECT.** This MOU shall ensure to the benefit and shall be binding upon all of the parties to this MOU, and their respective successors in interest or assignments.
17. **WAIVER.** No claim or right arising out of a breach of this MOU can be discharged in whole or in part by a waiver or renunciation of the claim or right unless such waiver is in writing.
18. **SEVERABILITY.** It is intended that each paragraph of this MOU shall be treated as separate and divisible, and in the event that any paragraphs are deemed unenforceable, the remainder shall continue to be in full force and effect so long as the primary purpose of this MOU is unaffected.
19. **PARAGRAPH HEADINGS.** The headings of paragraphs hereof are inserted only for the purpose of convenient reference. Such headings shall not be deemed to govern, limit, modify or in any other manner affect the scope, meaning or intent of the provisions of this MOU or any part or portion thereof, nor shall they otherwise be given any legal effect whatsoever.
20. **AUTHORITY.** Provider represents and warrants that Provider has all requisite power and authority to conduct its business and to execute, deliver, and perform this MOU. Each party warrants that the individuals who have signed this MOU have the legal power, right, and authority to make this MOU and to bind each respective party.
21. **COUNTERPART EXECUTION: ELECTRONIC DELIVERY.** This MOU may be executed in any number of counterparts which, when taken together, shall constitute one and the same instrument. Executed counterparts of this MOU may be delivered by PDF email or electronic facsimile transmission, and shall have the same legal effect as an "ink-signed" original.

IN WITNESS WHEREOF, the parties have executed this MOU as of the date first written above.

Alief Independent School District
Entity

Dr. Anthony Mays
Name

Superintendent
Title

Signature

Date Signed

Daybreak Medical PA
Provider

Alex Alvarado
Name

Chief Executive Officer
Title

Signature

Date Signed

STATEMENT OF WORK AND FEES

Daybreak will provide the following counseling intervention services to support student mental health at no cost to the District:

Program Support:

- Daybreak account manager (**AM**) and/or customer success manager (CSM) to provide training for District's designated referral staff, as well as ongoing customer support to ensure seamless launch, implementation, and utilization of the program across all schools
- HIPAA/FERPA compliant web-based School Staff Dashboard to refer students/families to Daybreak for services and track the status of all sessions
- Care navigation services for students/families during the care journey, from consent completion to scheduling
- Reports on program utilization and outcomes
- Digital materials for district partnership promotion to include flyers, social media copy, and newsletter content in English and Spanish

Program Services:

- Based on need and clinical best practice, students and families may receive up to 24 I: I Teletherapy or Elementary Family Teletherapy sessions through Zoom, available Monday through Saturday, **8 AM - 8 PM**
 - o Services will be billed to the student's private health insurance plan or Medicaid
 - Cost to families:
 - Families with Medicaid in-network: no cost
 - Families with private insurance in-network: Standard copay and/or co-insurance
 - A sliding fee scale pay option is available to uninsured families, those who do not provide insurance information, or those who do not wish to use their insurance for care
- Daybreak's Family Engagement Program, which includes mental health educational materials to share with families through newsletters, the District website, etc.

District shall do the following to ensure successful program adoption and build awareness of Daybreak resources:

- Implement Daybreak services districtwide.
- Designate at least one referring staff member per campus.
- Introduce the Daybreak CSM as the point of contact for training and continued support via email to all campus referring staff.
- Distribute the Care Request link and Daybreak's family engagement and education materials monthly via ParentSquare or a similar communication tool.

FEES TO DISTRICT: There is no cost to the District for services provided during the MOU period.

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: February 17, 2026

AGENDA ITEM: Consider Approval of Library Materials for Acquisition (Dr. Charles Garcia, Deputy Superintendent of Curriculum, Instruction, and School Leadership)

Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

Alief ISD librarians and staff reviewed and submitted library materials for procurement approval in accordance with the district's collection development policy. A list of these materials was posted for public review at least 30 days prior to the board's scheduled vote.

On January 22, 2026, the Alief ISD School Library Advisory Council (SLAC) approved the posted list and recommends Board approval of the requested materials.

In accordance with Board Policy EFB (Local), the Board shall consider the SLAC's recommended list of library materials that have been donated or proposed by the SLAC for procurement. Each Board member may propose changes before the Board takes action on the list of donated or proposed library materials. The Board shall either approve or reject the library materials that have been donated or proposed for procurement.

RECOMMENDATION: It is recommended that the Alief ISD Board of Trustees consider and approve the library materials that were posted for public review on December 19, 2025, and subsequently recommended for approval by the School Library Advisory Council on January 22, 2026.



Dr. Anthony T. Mays
Superintendent



Dr. Charles Garcia
Deputy Superintendent of Curriculum,
Instruction, and School Leadership

Alief ISD Library Material for Public Review

In accordance with SB13 all library materials with an ISBN that does not currently exist in Alief ISD library catalogs are subject to review.
New ISBNs are created for new book titles. New ISBNs are also created for each new binding, publisher, edition, cover art, etc. of existing titles.

The items in this list are for **New ISBNs** to be purchased by the indicated grade level and above

Title	Author	New ISBN(s)	Grade Level Audience
For The Fans! (K-Pop Demon Hunters) (Little Golden Book)		9798217233977	Elementary (PreK+)
K-Pop Demon Hunters - The Ultimate Unofficial Guide, Experience The Movie, The Music, And The Magic!		9798318933332	Elementary (PreK+)
Minecraft Oficial Aventuras En El Reino Eterno (Comic)		9798368790169	Elementary (PreK+)
I Love You Alot!	Acampora, Courtney	9781667207162	Elementary (PreK+)
Tios Y Primos	Alcantara, Jacqueline	9780593859421	Elementary (PreK+)
Booked	Alexander, Kwame	9781549089763	Elementary (PreK+)
Amazing Space : The Most Incredible Features Of The Known Universe	Allan, Sophie	9780744098464	Elementary (PreK+)
Amari And The Night Brothers	Alston, B. B.	9781669609278	Elementary (PreK+)
Child Of The Flower-Song People : Luz Jimenez, Daughter Of The Nahua	Amescua, Gloria	9781668834756	Elementary (PreK+)
La Bella Y La Bestia	Anderson, Shannon	9798890425744	Elementary (PreK+)
Extreme Car Facts	Andrews, E. C	9798368708812	Elementary (PreK+)
Lola En Espanol	Arenas Valenti, Karla	9798318913792	Elementary (PreK+)
Sea Legs	Bakes, Jules	9798368749723	Elementary (PreK+)
Amy Looks Before She Leaps	Barkley, Callie	9798368755342	Elementary (PreK+)
Extreme Underwater Facts	Barkman, Rod	9798368708843	Elementary (PreK+)
Quiero Ser Enfermero	Battista, Brianna	9781549057991	Elementary (PreK+)
Stanley El Cartero	Bee, William	9781682634042	Elementary (PreK+)
Lionel Messi Acceso Total	Berne, Emma Carlson	9781546176534	Elementary (PreK+)
Achiss! : La Importancia Del Polen	Bersani, Shennen	9781725400962	Elementary (PreK+)
The Library Of Unruly Treasures	Birdsall, Jeanne	9780525579052	Elementary (PreK+)
Los Tipos Malos En Los Tienes Detrazz (The Bad Guys In They'Re Bee-Hind You!)	Blabey, Aaron	9798318907890	Elementary (PreK+)
Love Is A Lantern	Boxer Books	9781454712619	Elementary (PreK+)
See Marcus Grow	Bridgewater, Marcus	9780593406076	Elementary (PreK+)
La Vision De Caballo Loco	Bruchac, Joseph	9781643797205	Elementary (PreK+)
Abran Paso A La Mariposa	Burach, Ross	9781668894170	Elementary (PreK+)
Danilo Was Here	Burgess, Tamika	9798318942792	Elementary (PreK+)
Cinderella And The Beast; Beauty And The Glass Slipper	Bussing, Kim	9780593708026	Elementary (PreK+)
Cinderella And The Beast; Beauty And The Glass Slipper	Bussing, Kim	9798368751290	Elementary (PreK+)
Rapunzel And The Sea Witch; The Little Mermaid And The Tower	Bussing, Kim	9798368792323	Elementary (PreK+)
Snow White And The Dragon; Sleeping Beauty And The Seven Dwarfs	Bussing, Kim	9798368751832	Elementary (PreK+)
How To Make A Lion Laugh (How To Make Them Laught)	Cate, Chris	9798886082791	Elementary (PreK+)
How To Make A Ninja Laught	Cate, Chris	9798886082708	Elementary (PreK+)
How To Make A Penguin Laught	Cate, Chris	9798886082739	Elementary (PreK+)
How To Make A Pirate Laught	Cate, Chris	9798886082814	Elementary (PreK+)
How To Make A Robot Laught	Cate, Chris	9798886082852	Elementary (PreK+)
How To Make A Shark Laught	Cate, Chris	9798886082876	Elementary (PreK+)
How To Make A Turkey Laught	Cate, Chris	9798886082913	Elementary (PreK+)
How To Make A Unicorn Laught	Cate, Chris	9798886082722	Elementary (PreK+)
How To Make An Astronaut Laught	Cate, Chris	9798886082753	Elementary (PreK+)
How To Make An Elephant Laught	Cate, Chris	9798886082937	Elementary (PreK+)
Spooky Silly Halloween Jokes (How To Make Them Laught)	Cate, Chris	9798886082951	Elementary (PreK+)
Ayudo	Cepeda, Joe	9780823460083	Elementary (PreK+)
Mao Mao's Perfectly Imperfect Day	Cham, Laan	9780593710050	Elementary (PreK+)
N Is For Nuance: A Vocabulary-Rich Alphabet Book For Precocious Kids	Chase, Aimee	9781965636145	Elementary (PreK+)
Every Night At Midnight	Cheong, Peter	9781665917384	Elementary (PreK+)
Chicka Chicka I Love You	Chung, Julien	9781665980876	Elementary (PreK+)
Waffle Lot Of Love (A Narwhal And Jelly Book #10)	Clanton, Ben	9781774884539	Elementary (PreK+)
Little Red Riding Hood And The Dragon	Compestine, Ying Chang	9781516058358	Elementary (PreK+)
The Secret Of Fall	Coy, John	9781534113053	Elementary (PreK+)
My Abuela Is A Bruja	Cuevas, Mayra	9780593480649	Elementary (PreK+)
The Watsons Go To Birmingham--1963	Curtis, Christopher Paul	9798368752969	Elementary (PreK+)

Title	Author	New ISBN(s)	Grade Level Audience
Bonaparte Falls Apart	Cuyler, Margery	9781101937686	Elementary (PreK+)
Venezuela	Davies, Monika	9798893042368	Elementary (PreK+)
Ferris	Dicamillo, Kate	9798368753003	Elementary (PreK+)
Jade Bracelet	Dinh, Ha	9780593711798	Elementary (PreK+)
Gabby Torres Knows What You Did (Gabby Torres, Book 3)	Dominguez, Angela	9798318942099	Elementary (PreK+)
Eva Saves The Day - A Branches Book	Elliott, Rebecca	9798318906039	Elementary (PreK+)
The Three Billy Goats Buenos	Elya, Susan Middleton	9781713778547	Elementary (PreK+)
Drum Dream Girl : How One Girl's Courage Changed Music : (Spanish)	Engle, Margarita	9780063356252	Elementary (PreK+)
Animal Amigurumi Adventures : 15 (More!) Crochet Patterns To Create Adorable Amigurumi Critters.Vol. 2	Espy, Lauren	9781950968954	Elementary (PreK+)
Animal Amigurumi Adventures. Volume I,15 Crochet Patterns To Create Adorable Amigurumi Critters	Espy, Lauren	9781950968602	Elementary (PreK+)
Paws The Trouble With Leo	Fairbairn, Nathan	9780593695838	Elementary (PreK+)
Broken	Fang, X	9781774882009	Elementary (PreK+)
And Then, Boom!	Fipps, Lisa	9798368781044	Elementary (PreK+)
The Totally Awesome World Of Cristiano Ronaldo : Learn All There Is To Know About Your Favorite Soccer Legend	Fischer, Neal E	9798368764870	Elementary (PreK+)
Mega Mole Girl Digs Deep	Flintham, Thomas	9781516093502	Elementary (PreK+)
Press Start! : The Super Jump Between Worlds!	Flintham, Thomas	9781546183594	Elementary (PreK+)
The Super Jump Between Two Worlds! (Branches: Press Start!, Book 17)	Flintham, Thomas	9798368787107	Elementary (PreK+)
Uncle John's City Garden	Ford, Bernette G	9781516084784	Elementary (PreK+)
Olivia Wolf. 4,La Asombrosa Maquina Del Tiempo	Fragoso, Jose	9798368795416	Elementary (PreK+)
Max Miau. 1,El Superheroe Gatuno	Gallagher, John	9798368715520	Elementary (PreK+)
Max Miau. 2,Un Superheroe Sin Poderes?	Gallagher, John	9798368715537	Elementary (PreK+)
The Wishing Leaf	George, K.	9781419772467	Elementary (PreK+)
Spooky, Scary Skeletons	Gold, Andrew	9780593903049	Elementary (PreK+)
Drila Cocodrila --Echarle Coco / Drila The Crocodile--Put Your Thinking Cap On	Gomez	9798318913600	Elementary (PreK+)
Splatoon Squid Kids Comedy Show. 1	Goto, Hideki	9781516092314	Elementary (PreK+)
Splatoon Squid Kids Comedy Show. 3	Goto, Hideki	9781516092338	Elementary (PreK+)
Splatoon Squid Kids Comedy Show. 4	Goto, Hideki	9781516092345	Elementary (PreK+)
Splatoon Squid Kids Comedy Show. 5	Goto, Hideki	9781516092352	Elementary (PreK+)
Capitan America. El Ejercito Fantasma	Gratz, Alan	9781516058679	Elementary (PreK+)
Starter Guide To Mario Kart	Gregory, Josh	9798368762562	Elementary (PreK+)
Starter Guide To Super Smash Bros.	Gregory, Josh	9798368762593	Elementary (PreK+)
Starter Guide To The Legend Of Zelda	Gregory, Josh	9798368762616	Elementary (PreK+)
Baby Ballena : (Spanish/English)	Gundersheimer, Ben	9780593624845	Elementary (PreK+)
I Am A Potato	Hanaor, Ziggy	9781800660519	Elementary (PreK+)
Wanda Oye Las Estrellas : Una Astronoma Ciega Escucha Al Universo	Hansen, Amy	9781623544881	Elementary (PreK+)
Mala Hermana	Harper, Charise Mericle	9798368790121	Elementary (PreK+)
Alicia En El Pais De Las Maravillas	Heddle, Rebecca	9781725488984	Elementary (PreK+)
Alebrijes	Higuera, Donna Barba	9798368766744	Elementary (PreK+)
Kirby Manga Mania. Volume 4	Hikawa, Hirokazu	9798368724584	Elementary (PreK+)
Axolotl And Axolittle	Hitchman, Jess	9781464237904	Elementary (PreK+)
Booook!	Ho, Jannie	9781728279442	Elementary (PreK+)
Santiago! : Santiago Ramon Y Cajal: Artista, Cientifico Y Travieso	Hosler, Jay	9798318905810	Elementary (PreK+)
Safi La Gata De Un Solo Ojo. Volumen 1	Joho	9798368787015	Elementary (PreK+)
Baby Bear's Bakery. Part 1	Kamentotsu	9781713709015	Elementary (PreK+)
The Unofficial Guide To Minecraft Agriculture	Keppeler, Jill	9798368727868	Elementary (PreK+)
The Unofficial Guide To Minecraft Archaeology	Keppeler, Jill	9798368727875	Elementary (PreK+)
The Unofficial Guide To Minecraft Environments	Keppeler, Jill	9798368727882	Elementary (PreK+)
The Unofficial Guide To Minecraft Physics	Keppeler, Jill	9798368727899	Elementary (PreK+)
The Unofficial Guide To Minecraft Technology	Keppeler, Jill	9798368727905	Elementary (PreK+)
The Unofficial Guide To Minecraft Zoology	Keppeler, Jill	9798368727912	Elementary (PreK+)
Amina's Song	Khan, Hena	9781667000466	Elementary (PreK+)
A Friend For Eddy	Kim Ha, Ann	9798368780863	Elementary (PreK+)
What Is Lunar New Year?	Kirklin, Vivian Jun	9798318907210	Elementary (PreK+)
The Three Little Pigs = Los Tres Cerditos	Knufinke, Joana Costa	9781546147992	Elementary (PreK+)
Slugfest	Korman, Gordon	9798368746821	Elementary (PreK+)
El Arbol Mas Grande De Todos	Kroll, Steven	9781338597035	Elementary (PreK+)
Alfred Blooms	Kruck, Carrie	9780593647615	Elementary (PreK+)
In The Autumn Forest	Kulot, Daniela	9781623546199	Elementary (PreK+)
Pokemon Adventures Xy. Volume One	Kusaka, Hidenori	9781516082766	Elementary (PreK+)
Pokemon Adventures Xy. Volume Three	Kusaka, Hidenori	9781516082773	Elementary (PreK+)

Title	Author	New ISBN(s)	Grade Level Audience
Pokemon Adventures Xy. Volume Two	Kusaka, Hidenori	9781516082780	Elementary (PreK+)
Pokemon Adventures. Volume One, Omega Ruby, Alpha Sapphire	Kusaka, Hidenori	9798368737980	Elementary (PreK+)
Pokemon Sun & Moon. 8	Kusaka, Hidenori	9781713722489	Elementary (PreK+)
El Tesoro De Bayas De Beto = Beto's Berry Treasure	Lacika, Jenny	9781623544492	Elementary (PreK+)
Monkey King And The World Of Myths, 2 The Battle Of The Beasts	Lam, Maple	9780593524695	Elementary (PreK+)
Monkey King And The World Of Myths, 2 The Battle Of The Beasts	Lam, Maple	9798368766409	Elementary (PreK+)
Archibald And The Furry Dinosaurs	Lang, Suzanne	9780593811979	Elementary (PreK+)
All My Friends	Larson, Hope	9781713781943	Elementary (PreK+)
Extreme Sports Facts	Leatherland, Noah	9798368708836	Elementary (PreK+)
I Love You A Lot!, I Love You So Much	Lee, Su Youn	9780063449190	Elementary (PreK+)
Little Red And The Cat Who Loved Cake	Lehman, Barbara	9781516054251	Elementary (PreK+)
Stone Age Beasts	Lerwill, Ben	9798368787510	Elementary (PreK+)
Flores Salvajes	Liniers	9781516084869	Elementary (PreK+)
Benita And The Night Creatures : (Spanish/English)	Llanos, Mariana	9798888594216	Elementary (PreK+)
Otis	Long, Loren	9781489833013	Elementary (PreK+)
Canta Conmigo : La Historia De Selena Quintanilla	Lopez, Diana	9780593323304	Elementary (PreK+)
Pasta Pasta Lotsa Pasta	Lucido, Aimee	9781534473638	Elementary (PreK+)
El Nino Invisible : (Spanish)	Ludwig, Trudy	9780593568897	Elementary (PreK+)
Coral's Reef. Volume 1	Lumsdon, David	9781516068494	Elementary (PreK+)
Top 10 Cutest Animals	Maloney, Brenna	9781546136118	Elementary (PreK+)
Top 10 Scariest Animals	Maloney, Brenna	9781546136088	Elementary (PreK+)
Eerie Parks And Playgrounds (Scary Places)	Markovics, Joyce L.	9781642801729	Elementary (PreK+)
Ghastly Gothic Mansions (Scary Places)	Markovics, Joyce L.	9781684022731	Elementary (PreK+)
Haunted Gotham (Scary Places)	Markovics, Joyce L.	9781684020201	Elementary (PreK+)
Spooky Museums (Scary Places)	Markovics, Joyce L.	9781684024377	Elementary (PreK+)
Tio Y Tio : Los Pajecitos	Mathews, Ross	9780593752609	Elementary (PreK+)
Squash, The Cat : Stuck In The Middle	Mayer, Sasha	9780593566572	Elementary (PreK+)
Go Forth And Tell : The Life Of Augusta Baker, Librarian And Master Storyteller	Mcdaniel, Breanna J	9798368778853	Elementary (PreK+)
Daisy Rewilds	Mcnamara, Margaret	9780593125687	Elementary (PreK+)
Squash & Pumpkin : #Squashgoals	Mcqueen, G G	9780593805916	Elementary (PreK+)
Nana-Bibi De Lola Viene De Visita	Mcquinn, Anna	9781623545970	Elementary (PreK+)
Trouble With Heroes	Messner, Kate	9798318906534	Elementary (PreK+)
Crunch	Miller, Kayla	9798368736044	Elementary (PreK+)
Dondequiera Que Tu Estes	Monet, Victoria	9780593858813	Elementary (PreK+)
Minecraft. 3, El Portal En Ruinas	Monster, Sfe R	9798368790176	Elementary (PreK+)
The Halloween Tree	Montanari, Susan Mcelroy	9781492673354	Elementary (PreK+)
Moana	Morgan, Sally	9780794452254	Elementary (PreK+)
Descendants. Mal's Royal Challenge	Muell, Jason	9781668829790	Elementary (PreK+)
Perro Y Perrito	Myers, Bernice	9781668896501	Elementary (PreK+)
Iceberg	Nielsen, Jennifer A.	9798822668997	Elementary (PreK+)
You'Re Invited To A Creepover, The Graphic Novel 3 Ready For A Scare?	Night, P. J.	9781668884416	Elementary (PreK+)
You'Re Invited To A Creepover, The Graphic Novel, 4 The Show Must Go On!	Night, P. J.	9781516052356	Elementary (PreK+)
You'Re Invited To A Creepover, The Graphic Novel, 5 There's Something Out There	Night, P. J.	9781516074709	Elementary (PreK+)
You'Re Invited To A Creepover, The Graphic Novel, 6 Best Friends Forever	Night, P. J.	9798368701745	Elementary (PreK+)
Reina Ramos: Neighborhood Helper	Otheguy, Emma	9798368737355	Elementary (PreK+)
Orchards	Pang, Ursula	9781668845646	Elementary (PreK+)
Gracie Under The Waves	Park, Linda Sue	9798318910678	Elementary (PreK+)
Este Momento Es Especial	Parra, John	9781665981064	Elementary (PreK+)
Battle Of The Bodkins	Peirce, Lincoln	9798368711690	Elementary (PreK+)
Don't Lose Mr. Cuddles : Life Lessons From Chip The Dog	Petty, Dev	9780593900765	Elementary (PreK+)
The Dark Corner (Spooksville, Book 7)	Pike, Christopher	9781481410748	Elementary (PreK+)
The Dark Corner (Spooksville, Book 7)	Pike, Christopher	9781516075973	Elementary (PreK+)
The Deadly Past (Spooksville, Book 11)	Pike, Christopher	9781481410892	Elementary (PreK+)
The Deadly Past (Spooksville, Book 11)	Pike, Christopher	9781537931388	Elementary (PreK+)
The Hidden Beast (Spooksville, Book 12)	Pike, Christopher	9781537931395	Elementary (PreK+)
The Howling Ghost (Spooksville, Book 2)	Pike, Christopher	9781516078844	Elementary (PreK+)
The Secret Path (Spooksville, Book 1)	Pike, Christopher	9781516075980	Elementary (PreK+)
The Wicked Cat	Pike, Christopher	9781489898067	Elementary (PreK+)
The Wishing Stone (Spooksville, Book 9)	Pike, Christopher	9781489898050	Elementary (PreK+)
Palace Of Books	Polacco, Patricia	9798368711379	Elementary (PreK+)
Good Night, Zombie (Scary Tales)	Preller, James	9780329997823	Elementary (PreK+)

Title	Author	New ISBN(s)	Grade Level Audience
Scary Tales: 3 Spooky Stories In 1: Nightmareland, One-Eye Doll, Swamp Monster	Preller, James	9798368700724	Elementary (PreK+)
The Golden Compass	Pullman, Philip	9798368752914	Elementary (PreK+)
Ali Cross, The Graphic Novel	Rau, Adam	9781516096725	Elementary (PreK+)
The Nightmare Before Christmas. Mirror Moon	Reaves, Mallory	9781713772095	Elementary (PreK+)
Your Pal Fred, 3 The Glitch	Rex, Michael	9798368766201	Elementary (PreK+)
As Brave As You	Reynolds, Jason	9781537950990	Elementary (PreK+)
Miles Morales Corrientes Extranas : Una Novela Grafica De El Hombre Arana	Reynolds, Justin A	9798368752594	Elementary (PreK+)
Shoes Off, Please	Rhee, Helena Ku	9780593649633	Elementary (PreK+)
Un Arbol Para Emmy	Rodman, Mary Ann	9781668896648	Elementary (PreK+)
No Such Thing As Perfect	Rokkusu, Misako	9798368702278	Elementary (PreK+)
Happy Meow-Loween Little Pumpkin (Punderland)	Rossner, Rose	9781728223346	Elementary (PreK+)
When Auggie Learned To Play Chess	Rusu, Meredith	9780593710821	Elementary (PreK+)
Cat Origami (Easy Origami)	Schrader, Zoey	9798384905004	Elementary (PreK+)
Willow And The Wildflowers	Schufman, Matthew	9780593648315	Elementary (PreK+)
Minecraft The Manga, Volume 5	Seto, Kazuyoshi	9798318922435	Elementary (PreK+)
On A Gold-Blooming Day: Finding Fall Treasures	Silverman, Buffy	9781728442983	Elementary (PreK+)
The Goodnight Train Halloween (Goodnight Train)	Sobel, June	9780358626077	Elementary (PreK+)
El Primer Voto De Leo!	Soontornvat, Christina	9788493824044	Elementary (PreK+)
Breaking Out! (Max, A Little Axolotl, Book 2)	Spiotto, Joey	9798225037130	Elementary (PreK+)
Breaking Out! (Max, A Little Axolotl, Book 2)	Spiotto, Joey	9798318912078	Elementary (PreK+)
The Lost Library	Stead, Rebecca	9798368723716	Elementary (PreK+)
Little Good Wolf	Stevens, Janet	9798368706009	Elementary (PreK+)
Gatita Y El Vigilante Nocturno	Sullivan, John	9781665970679	Elementary (PreK+)
Groundhog Vs. Cupid (Festive Fueds)	Tarpley, Todd	9780316584487	Elementary (PreK+)
I Survived The Great Alaska Earthquake, 1964	Tarshis, Lauren	9781516059805	Elementary (PreK+)
Sonrie	Telgemeier, Raina	9798368720197	Elementary (PreK+)
Dia De Los Muertos	Thong, Roseanne	978171371838	Elementary (PreK+)
Dia De Los Muertos	Thong, Roseanne	9780807515778	Elementary (PreK+)
La Ira De Tlaloc	Valenti, Karla	9798368735344	Elementary (PreK+)
Gaming	Vallepur, Shalini	9798368717975	Elementary (PreK+)
Cazuela Que La Campesina Revolvio	Vamos, Samantha R	9781623546052	Elementary (PreK+)
Mejores Amigas Para Nunca	Venable, Colleen A. F	9798368753577	Elementary (PreK+)
A Strange Thing Happened In Cherry Hall	Warga, Jasmine	9780062956712	Elementary (PreK+)
A Strange Thing Happened In Cherry Hall	Warga, Jasmine	9798318935091	Elementary (PreK+)
Space For Everyone	Wedlick, Seina	9780593647646	Elementary (PreK+)
Valentines Are The Worst!	Willan, Alex	9781665962612	Elementary (PreK+)
One Crazy Summer : The Graphic Novel Adaptation Of The Newbery Honor Book	Williams-Garcia, Rita	9780062935595	Elementary (PreK+)
First Spooky Words	Wood, Steve	9781684492367	Elementary (PreK+)
Hansel & Gretel	Woolvin, Bethan	9781713768524	Elementary (PreK+)
Finally Heard	Yang, Kelly	9798368754970	Elementary (PreK+)
Baby-Sitters Little Sister. 11,Karen's Ghost	Yingst, Dk	9798368749655	Elementary (PreK+)
Baby-Sitters Little Sister. 9,Karen's Grandmothers	Yingst, Dk	9798368719962	Elementary (PreK+)
City Of Dragons. 1,The Awakening Storm	Yogis, Jaimal	9781713771029	Elementary (PreK+)
City Of Dragons. 2,Rise Of The Shadowfire	Yogis, Jaimal	9781516059973	Elementary (PreK+)
Today At School : With Yesterday And Tomorrow	Young, Jessica	9780593812761	Elementary (PreK+)
Lunar New Year With The Very Hungry Caterpillar	Yung, Sarah	9798217050840	Elementary (PreK+)
Bob The Vampire Snail	Zuill, Andrea	9780593814970	Elementary (PreK+)
Twice : A Novel	Albom, Mitch	9780062406682	High (Grade 9+)
A Beautiful And Terrible Murder	Andrews, Claire M.	9780316575355	High (Grade 9+)
Humanish: What Talking To Your Cat Or Naming Your Car Reveals About The Uniquely Human Need To Humanize	Gregg, Justin	9780316577588	High (Grade 9+)
Tempest	Ibura, K.	9780063081031	High (Grade 9+)
The Scammer	Jackson, Tiffany D.	9780063271272	High (Grade 9+)
Nfl Moments: 125 Icons And Stories That Define The Nfl	Maki, Allan & Johnson, George	9780228105725	High (Grade 9+)
Embrace The Serpent	Mara, Sunya	9780063386136	High (Grade 9+)
Legendary Frybread Drive-In: Intertribal Stories	Smith, Cynthia Leitich (Editor)	9780063314269	High (Grade 9+)
Manga Classics Sherlock Holmes		9781947808324	Middle (Grade 7+)
Marvels Snapshots		9781302924966	Middle (Grade 7+)
Twisted-Wonderland, The Manga Anthology. Vol. 2 (Disney Twisted-Wonderland The Manga Anthology, Book 2)		9781974746064	Middle (Grade 7+)
You And I Are Polar Opposites. 5	151 Agasawa, Kocho	9781974754823	Middle (Grade 7+)

Title	Author	New ISBN(s)	Grade Level Audience
You And I Are Polar Opposites. 6	Agasawa, Kocho	9781974755516	Middle (Grade 7+)
You And I Are Polar Opposites. 7	Agasawa, Kocho	9781974759101	Middle (Grade 7+)
Goalkeeper	Bloor, Edward	9780063428324	Middle (Grade 7+)
Moth Riders. Book 3,Sting Operation	Burns, Jason M	9798384921080	Middle (Grade 7+)
The Taylors	Calonita, Jen	9798368787138	Middle (Grade 7+)
Super Boba Cafe. 2,Home Sea Home	Chanani, Nidhi	9798368783321	Middle (Grade 7+)
Drive	Copeland, Cynthia L	9798368748382	Middle (Grade 7+)
Meet Me At Wonderland	Devillers, Julia	9798368765860	Middle (Grade 7+)
Hecate : The Witch	Gill, Nikita	9780316596763	Middle (Grade 7+)
Deeply Dave	Grover, Mike	9781250331038	Middle (Grade 7+)
Disney Twisted-Wonderland The Manga Book Of Octavinelle, Vol. 2	Hazuki, Wakana	9781974757817	Middle (Grade 7+)
Disney Twisted-Wonderland The Manga Book Of Octavinelle, Vol. 2 (Disney Twisted-Wonderland The Manga Book Of Octavinelle, Book 2)	Hazuki, Wakana	9781974755837	Middle (Grade 7+)
Mecha-Ude --Mechanical Arms, Volume 3	Koyoka, Yoshino	9781546142614	Middle (Grade 7+)
Mecha-Ude --Mechanical Arms, Volume 4	Koyoka, Yoshino	9781546142645	Middle (Grade 7+)
Mecha-Ude --Mechanical Arms, Volume 4	Koyoka, Yoshino	9781546142652	Middle (Grade 7+)
Mecha-Ude --Mechanical Arms, Volume 3	Koyoka, Yoshino	9781546142621	Middle (Grade 7+)
Nights With A Cat. 6 (Nights With A Cat, Book 6)	Kyuryu Z	9798855414721	Middle (Grade 7+)
Confessions From The Group Chat	Meadows, Jodi	9780823461226	Middle (Grade 7+)
God Bless The Mistaken. 01	Nakatani, Nio	9781975380304	Middle (Grade 7+)
God Bless The Mistaken. 02	Nakatani, Nio	9781975390181	Middle (Grade 7+)
God Bless The Mistaken. 03	Nakatani, Nio	9781975394547	Middle (Grade 7+)
God Bless The Mistaken. 04	Nakatani, Nio	9798855406504	Middle (Grade 7+)
How We Play The Game	Nedd, Alexis	9781547605057	Middle (Grade 7+)
Sole Survivor	Ollestad, Norman	9780374392611	Middle (Grade 7+)
The Bionic Boy	Plourde, Lynn	9780593111376	Middle (Grade 7+)
At The Speed Of Gus	Scrimger, Richard	9781546158332	Middle (Grade 7+)
Invisible : The Sort Of True Story Of Me & My Hidden Disease	Soren, David	9780593886625	Middle (Grade 7+)
Villains Are Destined To Die. 8 (Villains Are Destined To Die, Book 8)	Suol	9798400904189	Middle (Grade 7+)
Pretty Guardian Sailor Moon. 3	Takeuchi, Naoko	9781646512461	Middle (Grade 7+)
Pretty Guardian Sailor Moon. 7	Takeuchi, Naoko	9781646513703	Middle (Grade 7+)
Pretty Guardian Sailor Moon. 8	Takeuchi, Naoko	9781646513710	Middle (Grade 7+)
Pretty Guardian Sailor Moon. 8	Takeuchi, Naoko	9781646513727	Middle (Grade 7+)
Love's In Sight! 8	Uoyama	9781974748839	Middle (Grade 7+)
Status Royale. 2	Xu, Ru	9781974752522	Middle (Grade 7+)
The Masterful Cat Is Depressed Again, Today. 2 (Masterful Cat Is Depressed Again Today, Book 2)	Yamada, Hitsuji	9781648276187	Middle (Grade 7+)
A Reincarnated Witch Spells Doom. 2	Yuzuhara, Tail	9781975352615	Middle (Grade 7+)
<i>A Reincarnated Witch Spells Doom. 3</i>	Yuzuhara, Tail	9781975352639	Middle (Grade 7+)
A Reincarnated Witch Spells Doom. 4	Yuzuhara, Tail	9781975352653	Middle (Grade 7+)
A Reincarnated Witch Spells Doom. 5	Yuzuhara, Tail	9781975367473	Middle (Grade 7+)
A Reincarnated Witch Spells Doom. 6	Yuzuhara, Tail	9781975394424	Middle (Grade 7+)

Subject: School Library Advisory Council Recommendation
Date: January 29, 2026

At the January 22, 2026 meeting of the Alief ISD School Library Advisory Council, council membership approved the list of materials proposed to procure for school libraries that were posted online for comment on December 19, 2025.

Vote Tally:

Member	In Attendance
Kathleen Bengochea Bolton	YAY
Ani Caloustian	YAY
Taeler Dirden	NOT IN ATTENDANCE
Lois Fulce	YAY
Jennyfer Perrill	YAY
Belinda Mays	YAY
Julie Torres	YAY

Motion has passed.

The Alief ISD School Library Advisory Council recommendation is granted for School Board approval to procure materials requested on December 19, 2025.



Kathleen Bolton

Alief ISD SLAC Chairperson

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: February 17, 2026

AGENDA ITEM: Consider Approval of Instructional Materials Adoption for Mathematics K-12 (Dr. Charles Garcia, Deputy Superintendent of Curriculum, Instruction, and School Leadership)

Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

The Instructional Materials Review and Approval (IMRA) process is the current instructional materials review system in Texas, replacing the former Proclamation and Texas Resource Review (TRR) processes. Established by House Bill 1605 (2023), IMRA is governed by the State Board of Education (SBOE).

Through IMRA, the SBOE reviews and approves instructional materials to ensure Texas school systems have access to a range of high-quality instructional materials (HQIM). The review process evaluates alignment with the Texas Essential Knowledge and Skills (TEKS), accessibility, and overall quality and suitability for classroom use.

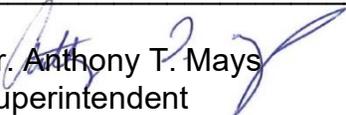
K–12 mathematics instructional materials approved during IMRA Cycle 2025 will be available for classroom implementation beginning in the 2026–27 school year. The district has elected to adopt IMRA-approved materials to replace instructional resources in selecting mathematics courses. This adoption will span a four-year cycle.

The Alief Instructional Materials Committee initiated the evaluation process for selecting mathematics instructional materials in October 2025, incorporating stakeholder input to ensure a comprehensive and inclusive review. A heterogeneous committee—comprising elementary and secondary teachers, campus math specialists, campus administrators, and district coordinators—convened four times. During these meetings, nine instructional materials vendors presented their mathematics programs. Parents were also provided opportunities to preview materials and submit feedback. Committee members evaluated all materials using standardized scoring rubric and participated in a formal vote. The committee’s recommendations are reflected below.

The estimated cost for the instructional materials adoption is approximately \$4,000,000, which encompasses the purchase for all students for a 4-yr period. The committee would then review through the cyclical process for renewal or initiation of another adoption process. All expenditures for the instructional materials will be funded through the Instructional Materials and Technology Allotment (IMTA).

Course	Publisher	Recommended Title
Mathematics, K-8	Accelerate Learning	STEMscopes Texas Math
Mathematics, Algebra I Geometry Algebra II	SAVVAS	Envision+ Texas A/G/A

RECOMMENDATION: It is recommended that the Board of Trustees of the Alief Independent School District approve the proposed instructional materials listed above as recommended by the Instructional Content Selection Committee.


 Dr. Anthony T. Mays
 Superintendent


 Dr. Charles Garcia
 Deputy Superintendent of Curriculum,
 Instruction, and School Leadership

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: February 17, 2026

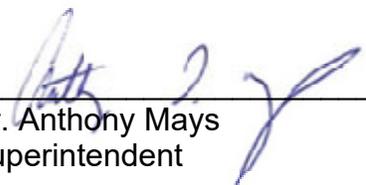
AGENDA ITEM: Consider Approval of Budget Amendments for 2025-26
Budget Year

The routine budget amendments for the month of December are presented in the attached document for consideration by the Board of Trustees of the Alief Independent School District. The proposed amendments are composed of simple fund transfers or changes in revenue/expenditure with a summary explanation.

The current month General Fund net decrease of \$65,210 is for budget increases and decreases as noted below:

	Budget
	Increase/(Decrease)
	<u>Expenditure</u>
ROTC federal reimbursements	\$ 20,513
Payroll for working during break, special enrollments, and Saturday ECR training	38,840
Graduation filming/streaming equipment	2,489
Vehicle repairs	3,368
	<u>\$ 65,210</u>

Recommendation: It is recommended that the Board of Trustees of the Alief Independent School District consider approval of the proposed budget amendments.



Dr. Anthony Mays
Superintendent



Charles Woods
Deputy Superintendent/Business Services



Recap of Amendments

For the Month Ended January 31, 2026

100-General Funds

Estimated Revenue:		
Balance at beginning of period	496,262,832	
Proposed Amendments	40,256	
Balance at end of period		496,303,088
Expenditure Appropriations:		
Balance at beginning of period	494,718,867	
Proposed Amendments	105,467	
Balance at end of period		494,824,334
Current Period Increase (Decrease) to Fund Balance		(65,211)
Year-to-Date Increase (Decrease) to Fund Balance		\$ 1,478,754

206-Texas Support for Homeless Education Program

Estimated Revenue:		
Balance at beginning of period	193,370	
Proposed Amendments	-	
Balance at end of period		193,370
Expenditure Appropriations:		
Balance at beginning of period	193,370	
Proposed Amendments	-	
Balance at end of period		193,370
Current Period Increase (Decrease) to Fund Balance		-
Year-to-Date Increase (Decrease) to Fund Balance		\$ -

211-ESEA Title I, Program Improvements

Estimated Revenue:		
Balance at beginning of period	69,612,897	
Proposed Amendments	1,700	
Balance at end of period		69,614,597
Expenditure Appropriations:		
Balance at beginning of period	69,612,897	
Proposed Amendments	1,700	
Balance at end of period		69,614,597
Current Period Increase (Decrease) to Fund Balance		-
Year-to-Date Increase (Decrease) to Fund Balance		\$ -



Recap of Amendments

For the Month Ended January 31, 2026

224-IDEA B - Formula

Estimated Revenue:		
Balance at beginning of period	6,798,020	
Proposed Amendments	-	
Balance at end of period		6,798,020
Expenditure Appropriations:		
Balance at beginning of period	6,798,020	
Proposed Amendments	-	
Balance at end of period		6,798,020
Current Period Increase (Decrease) to Fund Balance		-
Year-to-Date Increase (Decrease) to Fund Balance		\$ -

225-IDEA B - Preschool

Estimated Revenue:		
Balance at beginning of period	158,064	
Proposed Amendments	-	
Balance at end of period		158,064
Expenditure Appropriations:		
Balance at beginning of period	158,064	
Proposed Amendments	-	
Balance at end of period		158,064
Current Period Increase (Decrease) to Fund Balance		-
Year-to-Date Increase (Decrease) to Fund Balance		\$ -

240-National School Breakfast and Lunch Program

Estimated Revenue:		
Balance at beginning of period	32,320,000	
Proposed Amendments	-	
Balance at end of period		32,320,000
Expenditure Appropriations:		
Balance at beginning of period	33,719,999	
Proposed Amendments	-	
Balance at end of period		33,719,999
Current Period Increase (Decrease) to Fund Balance		-
Year-to-Date Increase (Decrease) to Fund Balance		\$ (1,399,999)



Recap of Amendments

For the Month Ended January 31, 2026

244-Vocational Education-Basic Grant

Estimated Revenue:		
Balance at beginning of period	649,500	
Proposed Amendments	-	
	-	
Balance at end of period		649,500
Expenditure Appropriations:		
Balance at beginning of period	649,500	
Proposed Amendments	-	
	-	
Balance at end of period		649,500
Current Period Increase (Decrease) to Fund Balance		-
Year-to-Date Increase (Decrease) to Fund Balance		\$ -

255-Teacher and Principal Training and Recruiting

Estimated Revenue:		
Balance at beginning of period	6,996,970	
Proposed Amendments	17,000	
	17,000	
Balance at end of period		7,013,970
Expenditure Appropriations:		
Balance at beginning of period	6,996,970	
Proposed Amendments	17,000	
	17,000	
Balance at end of period		7,013,970
Current Period Increase (Decrease) to Fund Balance		-
Year-to-Date Increase (Decrease) to Fund Balance		\$ -

263-LEP/Immigrant

Estimated Revenue:		
Balance at beginning of period	2,942,254	
Proposed Amendments	-	
	-	
Balance at end of period		2,942,254
Expenditure Appropriations:		
Balance at beginning of period	2,942,254	
Proposed Amendments	-	
	-	
Balance at end of period		2,942,254
Current Period Increase (Decrease) to Fund Balance		-
Year-to-Date Increase (Decrease) to Fund Balance		\$ -



Recap of Amendments

For the Month Ended January 31, 2026

265-21st Century

Estimated Revenue:		
Balance at beginning of period	1,760,472	
Proposed Amendments	-	
Balance at end of period		1,760,472
Expenditure Appropriations:		
Balance at beginning of period	1,760,472	
Proposed Amendments	-	
Balance at end of period		1,760,472
Current Period Increase (Decrease) to Fund Balance		-
Year-to-Date Increase (Decrease) to Fund Balance		\$ -

272-MAC

Estimated Revenue:		
Balance at beginning of period	120,000	
Proposed Amendments	-	
Balance at end of period		120,000
Expenditure Appropriations:		
Balance at beginning of period	70,924	
Proposed Amendments	-	
Balance at end of period		70,924
Current Period Increase (Decrease) to Fund Balance		-
Year-to-Date Increase (Decrease) to Fund Balance		\$ 49,076

288-School Violence Prevention Program

Estimated Revenue:		
Balance at beginning of period	22,219	
Proposed Amendments	-	
Balance at end of period		22,219
Expenditure Appropriations:		
Balance at beginning of period	22,219	
Proposed Amendments	-	
Balance at end of period		22,219
Current Period Increase (Decrease) to Fund Balance		-
Year-to-Date Increase (Decrease) to Fund Balance		\$ -



Recap of Amendments

For the Month Ended January 31, 2026

289-Misc. Federal Grants

Estimated Revenue:		
Balance at beginning of period	5,333,620	
Proposed Amendments	-	
	-	
Balance at end of period		5,333,620
Expenditure Appropriations:		
Balance at beginning of period	5,333,620	
Proposed Amendments	-	
	-	
Balance at end of period		5,333,620
Current Period Increase (Decrease) to Fund Balance		-
Year-to-Date Increase (Decrease) to Fund Balance		\$ -

410-Instructional Materials Allotment

Estimated Revenue:		
Balance at beginning of period	6,512,496	
Proposed Amendments	-	
	-	
Balance at end of period		6,512,496
Expenditure Appropriations:		
Balance at beginning of period	6,512,496	
Proposed Amendments	-	
	-	
Balance at end of period		6,512,496
Current Period Increase (Decrease) to Fund Balance		-
Year-to-Date Increase (Decrease) to Fund Balance		\$ -

429-Misc. State Grants

Estimated Revenue:		
Balance at beginning of period	8,566,325	
Proposed Amendments	39	
	39	
Balance at end of period		8,566,364
Expenditure Appropriations:		
Balance at beginning of period	8,566,325	
Proposed Amendments	39	
	39	
Balance at end of period		8,566,364
Current Period Increase (Decrease) to Fund Balance		-
Year-to-Date Increase (Decrease) to Fund Balance		\$ -



Recap of Amendments

For the Month Ended January 31, 2026

482-Misc Local Grants

Estimated Revenue:		
Balance at beginning of period	1,180,178	
Proposed Amendments	200,002	
Balance at end of period		1,380,180
Expenditure Appropriations:		
Balance at beginning of period	1,180,178	
Proposed Amendments	200,002	
Balance at end of period		1,380,180
Current Period Increase (Decrease) to Fund Balance		-
Year-to-Date Increase (Decrease) to Fund Balance		\$ -

486-CASE Partnership

Estimated Revenue:		
Balance at beginning of period	120,000	
Proposed Amendments	20,000	
Balance at end of period		140,000
Expenditure Appropriations:		
Balance at beginning of period	120,000	
Proposed Amendments	20,000	
Balance at end of period		140,000
Current Period Increase (Decrease) to Fund Balance		-
Year-to-Date Increase (Decrease) to Fund Balance		\$ -

599-Debt Service Fund

Estimated Revenue:		
Balance at beginning of period	44,997,368	
Proposed Amendments	-	
Balance at end of period		44,997,368
Expenditure Appropriations:		
Balance at beginning of period	46,386,096	
Proposed Amendments	-	
Balance at end of period		46,386,096
Current Period Increase (Decrease) to Fund Balance		-
Year-to-Date Increase (Decrease) to Fund Balance		\$ (1,388,728)



Recap of Amendments

For the Month Ended January 31, 2026

644-Capital Projects 2017

Estimated Revenue:		
Balance at beginning of period	-	
Proposed Amendments	-	
Balance at end of period		-
Expenditure Appropriations:		
Balance at beginning of period	138,274	
Proposed Amendments	-	
Balance at end of period		138,274
Current Period Increase (Decrease) to Fund Balance		-
Year-to-Date Increase (Decrease) to Fund Balance		\$ (138,274)

645-Capital Projects 2018

Estimated Revenue:		
Balance at beginning of period	-	
Proposed Amendments	-	
Balance at end of period		-
Expenditure Appropriations:		
Balance at beginning of period	460,454	
Proposed Amendments	-	
Balance at end of period		460,454
Current Period Increase (Decrease) to Fund Balance		-
Year-to-Date Increase (Decrease) to Fund Balance		\$ (460,454)

646-Capital Projects 2019

Estimated Revenue:		
Balance at beginning of period	-	
Proposed Amendments	-	
Balance at end of period		-
Expenditure Appropriations:		
Balance at beginning of period	5,445,300	
Proposed Amendments	-	
Balance at end of period		5,445,300
Current Period Increase (Decrease) to Fund Balance		-
Year-to-Date Increase (Decrease) to Fund Balance		\$ (5,445,300)



Recap of Amendments

For the Month Ended January 31, 2026

647-Capital Projects 2020

Estimated Revenue:		
Balance at beginning of period	-	
Proposed Amendments	-	
Balance at end of period		-
Expenditure Appropriations:		
Balance at beginning of period	8,905,455	
Proposed Amendments	-	
Balance at end of period		8,905,455
Current Period Increase (Decrease) to Fund Balance		-
Year-to-Date Increase (Decrease) to Fund Balance		\$ (8,905,455)

648-Capital Projects 2021

Estimated Revenue:		
Balance at beginning of period	-	
Proposed Amendments	-	
Balance at end of period		-
Expenditure Appropriations:		
Balance at beginning of period	23,895,383	
Proposed Amendments	-	
Balance at end of period		23,895,383
Current Period Increase (Decrease) to Fund Balance		-
Year-to-Date Increase (Decrease) to Fund Balance		\$ (23,895,383)

649-Capital Projects 2022

Estimated Revenue:		
Balance at beginning of period	-	
Proposed Amendments	-	
Balance at end of period		-
Expenditure Appropriations:		
Balance at beginning of period	14,177,885	
Proposed Amendments	-	
Balance at end of period		14,177,885
Current Period Increase (Decrease) to Fund Balance		-
Year-to-Date Increase (Decrease) to Fund Balance		\$ (14,177,885)



Recap of Amendments

For the Month Ended January 31, 2026

650-Capital Projects 2023

Estimated Revenue:		
Balance at beginning of period	-	
Proposed Amendments	-	
Balance at end of period		-
Expenditure Appropriations:		
Balance at beginning of period	38,426,850	
Proposed Amendments	-	
Balance at end of period		<u>38,426,850</u>
Current Period Increase (Decrease) to Fund Balance		-
Year-to-Date Increase (Decrease) to Fund Balance		<u><u>\$ (38,426,850)</u></u>

651-Capital Projects 2024

Estimated Revenue:		
Balance at beginning of period	-	
Proposed Amendments	-	
Balance at end of period		-
Expenditure Appropriations:		
Balance at beginning of period	15,986,186	
Proposed Amendments	-	
Balance at end of period		<u>15,986,186</u>
Current Period Increase (Decrease) to Fund Balance		-
Year-to-Date Increase (Decrease) to Fund Balance		<u><u>\$ (15,986,186)</u></u>

652-Capital Projects 2025

Estimated Revenue:		
Balance at beginning of period	-	
Proposed Amendments	-	
Balance at end of period		-
Expenditure Appropriations:		
Balance at beginning of period	41,391,627	
Proposed Amendments	-	
Balance at end of period		<u>41,391,627</u>
Current Period Increase (Decrease) to Fund Balance		-
Year-to-Date Increase (Decrease) to Fund Balance		<u><u>\$ (41,391,627)</u></u>



Recap of Amendments

For the Month Ended January 31, 2026

699-Capital Projects-GOF

Estimated Revenue:		
Balance at beginning of period	-	
Proposed Amendments	-	
	<hr/>	
Balance at end of period		-
Expenditure Appropriations:		
Balance at beginning of period	1,107,460	
Proposed Amendments	-	
	<hr/>	
Balance at end of period		<u>1,107,460</u>
Current Period Increase (Decrease) to Fund Balance		-
Year-to-Date Increase (Decrease) to Fund Balance		<u><u>\$ (1,107,460)</u></u>

Alief I.S.D.
Budget Amendments

Run for Fiscal Year/Dates: 2026		1/1/2026 - 1/31/2026		
Date	Account Code	Description	Amount	Amendment #
01/12/26	482-21-6119-00-199-5-99-HDF	Salary - SPED CCMR Officer	108,726.00	012660001BA
01/12/26	482-21-6411-00-865-5-99-HDF	Travel & Registration - Site v	1,500.00	012660001BA
01/12/26	482-13-6119-00-880-5-21-HDF	Salary - Director of Advanced	16,637.00	012660001BA
01/12/26	482-00-5744-00-865-5-00-HDF	Houston Endowment Budget yr 2	-200,000.00	012660001BA
01/12/26	482-21-6658-00-865-5-99-HDF	Abre - Development of 2 custom	15,000.00	012660001BA
01/12/26	482-21-6119-00-880-5-99-HDF	Salary - Director of Advanced	16,637.00	012660001BA
01/12/26	482-13-6411-00-865-5-99-HDF	Travel & Registration - Site v	1,500.00	012660001BA
01/12/26	482-21-6299-00-865-5-99-HDF	Technical Assistance - Contigo	40,000.00	012660001BA
01/12/26	486-36-6397-50-106-6-99-000	20K added to Mahanay allocatio	1,000.00	012660002BA
01/12/26	486-36-6118-50-106-6-99-000	20K added to Mahanay allocatio	5,000.00	012660002BA
01/12/26	486-36-6494-50-106-6-99-000	20K added to Mahanay allocatio	500.00	012660002BA
01/12/26	486-36-6299-50-106-6-99-000	20K added to Mahanay allocatio	5,000.00	012660002BA
01/12/26	486-00-5744-00-000-6-00-000	CASE Partnership 2025-26	-20,000.00	012660002BA
01/12/26	486-36-6412-50-106-6-99-000	20K added to Mahanay allocatio	500.00	012660002BA
01/12/26	486-36-6399-50-106-6-99-000	20K added to Mahanay allocatio	7,000.00	012660002BA
01/12/26	486-36-6499-50-106-6-99-000	20K added to Mahanay allocatio	1,000.00	012660002BA
01/14/26	211-11-6399-00-999-6-24-UNB	Correction to Octover ammendme	1,700.00	012660003BA
01/14/26	211-00-5929-00-000-6-00-000	Correction to Octover ammendme	-1,700.00	012660003BA
01/14/26	482-11-6399-00-042-5-11-CTG	offest last fiscal yr balances	1.84	012660004BA
01/14/26	482-00-5744-00-042-5-00-CTG	offest last fiscal yr balances	-1.84	012660004BA
01/15/26	255-00-5929-00-000-6-00-000	Title II Elementary ELA/R Prog	-17,000.00	012660005BA
01/15/26	255-13-6299-06-829-6-24-000	Title II Elementary ELA/R Prog	12,000.00	012660005BA
01/15/26	255-13-6239-06-829-6-24-000	Title II Elementary ELA/R Prog	5,000.00	012660005BA
01/28/26	429-00-5829-00-046-6-00-000	Establish Read to Succeed	-38.73	012660006BA
01/28/26	429-12-6328-00-046-6-99-000	Establish Read to Succeed	38.73	012660006BA
01/06/26	199-11-6394-23-003-9-11-NAV	9/5/24 deposit	6,334.89	012680002BA
01/06/26	199-36-6494-23-003-9-99-NAV	8/21/25 deposit	878.98	012680002BA
01/06/26	199-11-6399-23-003-9-11-NAV	11/18/25 deposit	2,750.00	012680002BA
01/06/26	199-11-6394-23-003-9-11-NAV	1/28/25 deposit	1,008.72	012680002BA
01/06/26	199-36-6412-23-003-9-99-NAV	9/10/25 deposit	514.52	012680002BA

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**Alief I.S.D.
Budget Amendments**

Run for Fiscal Year/Dates: 2026		1/1/2026 - 1/31/2026			
Date	Account Code	Description	Amount	Amendment #	
01/06/26	199-11-6395-23-003-9-11-NAV	6/10/25 deposit	5,152.84	012680002BA	
01/06/26	199-11-6394-23-003-9-11-NAV	9/4/25 deposit	3,873.31	012680002BA	
01/06/26	199-00-5748-00-000-9-00-000	Dep 12/19: Lost Textbooks	-1,561.52	012680003BA	
01/06/26	199-11-6321-00-721-9-11-000	CR017519 Lost Textbooks	672.46	012680003BA	
01/06/26	199-11-6321-00-721-9-11-000	CR017516 Lost Textbooks	672.56	012680003BA	
01/06/26	199-11-6321-00-721-9-11-000	CR017518 Lost Textbooks	1,761.37	012680003BA	
01/06/26	199-36-6343-01-044-9-99-000	CR017498 Sam's snacks B038078	498.00	012680003BA	
01/06/26	199-00-5748-00-000-9-00-000	Dep 12/19: Lost Textbooks	-1,207.50	012680003BA	
01/06/26	199-11-6321-00-721-9-11-000	CR017514 Lost Textbooks	1,844.92	012680003BA	
01/06/26	199-36-6129-38-003-9-99-STU	CR017496 Students Bayou City	672.00	012680003BA	
01/06/26	199-00-5743-00-000-9-00-000	Dep 12/19:Bldg Rent Bayou City	-2,362.00	012680003BA	
01/06/26	199-00-5748-00-000-9-00-000	Dep 12/19: Lost Textbooks	-14.64	012680003BA	
01/06/26	199-00-5748-00-000-9-00-000	Dep 12/19: Lost Textbooks	-672.56	012680003BA	
01/06/26	199-13-6118-00-880-9-99-000	CR017495 Reg 4 stipends	1,200.00	012680003BA	
01/06/26	199-11-6321-00-721-9-11-000	CR017515 Lost Textbooks	14.64	012680003BA	
01/06/26	199-11-6321-00-721-9-11-000	CR017517 Lost Textbooks	1,561.52	012680003BA	168
01/06/26	199-52-6121-00-717-9-99-000	CR017497 Police Your Story	3,150.00	012680003BA	
01/06/26	199-11-6321-00-721-9-11-000	CR017513 Lost Textbooks	1,207.50	012680003BA	
01/06/26	199-00-5743-00-000-9-00-000	Dep 12/19:Bldg Rent Your Story	-4,500.00	012680003BA	
01/06/26	199-00-5749-00-000-9-00-000	Dep 12/19:Reg 4 UDL stipends	-1,200.00	012680003BA	
01/06/26	199-00-5748-00-000-9-00-000	Dep 12/19: Lost Textbooks	-1,761.37	012680003BA	
01/06/26	199-51-6121-00-774-9-99-000	CR017496 Cust Bayou City	675.00	012680003BA	
01/06/26	199-00-5755-00-044-9-00-000	Dep 12/19:Act 044 Sam's snacks	-498.00	012680003BA	
01/06/26	199-00-5748-00-000-9-00-000	Dep 12/19: Lost Textbooks	-672.46	012680003BA	
01/06/26	199-00-5748-00-000-9-00-000	Dep 12/19: Lost Textbooks	-1,844.92	012680003BA	
01/06/26	199-36-6118-38-003-9-99-000	CR017496 Teacher Bayou City	1,015.00	012680003BA	
01/06/26	199-51-6121-00-774-9-99-000	CR017497 Cust Your Story	1,350.00	012680003BA	
01/07/26	199-11-6118-00-140-9-11-000	Owens staff worked over break	1,265.00	012680004BA	
01/07/26	199-23-6118-00-140-9-99-000	Owens staff worked over break	2,375.00	012680004BA	
01/07/26	199-23-6121-00-820-9-99-000	Help at spec enrollment events	30,000.00	012680005BA	
01/07/26	199-00-5755-00-001-9-00-000	RV Dep 11/7:Act 001 Stahls	12,994.59	012680006BA	
01/07/26	199-11-6639-26-001-9-22-000	RV CR017413 Stahls-school shop	-12,994.59	012680006BA	

**Alief I.S.D.
Budget Amendments**

Run for Fiscal Year/Dates: 2026		1/1/2026 - 1/31/2026		
Date	Account Code	Description	Amount	Amendment #
01/15/26	199-51-6319-00-772-9-99-060	MOD 25-26-114 Reg Transportati	1,298.00	012680008BA
01/15/26	199-34-6248-00-713-9-99-000	MOD 25-26-114 Reg Transportati	-1,298.00	012680008BA
01/15/26	199-51-6399-00-723-9-99-000	new phone at Best	166.00	012680013BA
01/15/26	199-11-6399-01-118-9-11-000	new phone at Best	-166.00	012680013BA
01/16/26	199-51-6121-00-774-9-99-000	CR017549 Cust 1st Triumph Athl	200.00	012680014BA
01/16/26	199-41-6399-WN-880-9-99-DNT	CR017553 1st Fin Wellness	6,666.67	012680014BA
01/16/26	199-11-6321-00-721-9-11-000	CR017559 Lost Textbooks	3,193.50	012680014BA
01/16/26	199-00-5743-00-000-9-00-000	Dep 1/9:Bldg Rent Food Bank	-300.00	012680014BA
01/16/26	199-00-5743-00-000-9-00-000	Dep 1/9:Bldg Rent Longhorns	-750.00	012680014BA
01/16/26	199-00-5748-00-000-9-00-000	Dep 1/9: Lost Textbooks	-235.88	012680014BA
01/16/26	199-52-6121-00-717-9-99-000	CR017551 Police Longhorns	350.00	012680014BA
01/16/26	199-51-6121-00-772-9-99-000	CR017551 Maint Longhorns	400.00	012680014BA
01/16/26	199-00-5748-00-000-9-00-000	Dep 1/9: Lost Textbooks	-241.13	012680014BA
01/16/26	199-00-5748-00-000-9-00-000	Dep 1/9: Lost Textbooks	-25.61	012680014BA
01/16/26	199-41-6211-00-702-9-99-000	CR017552 Pub Info Req W.Butler	1,260.00	012680014BA
01/16/26	199-00-5743-00-000-9-00-000	Dep 1/9:Bldg Rent 1st Triumph	-200.00	012680014BA
01/16/26	199-00-5748-00-000-9-00-000	Dep 1/9: Lost Textbooks	-294.89	012680014BA
01/16/26	199-11-6321-00-721-9-11-000	CR017554 Lost Textbooks	235.88	012680014BA
01/16/26	199-00-5744-WN-000-9-00-000	Dep 1/9:1st Financial Donation	-6,666.67	012680014BA
01/16/26	199-00-5743-00-000-9-00-000	Dep 1/9:Bldg Rent Harris Cnty	-2,610.00	012680014BA
01/16/26	199-00-5748-00-000-9-00-000	Dep 1/9: Lost Textbooks	-3,193.50	012680014BA
01/16/26	199-11-6321-00-721-9-11-000	CR017557 Lost Textbooks	241.13	012680014BA
01/16/26	199-51-6121-00-774-9-99-000	CR017548 Cust Food Bank	300.00	012680014BA
01/16/26	199-11-6321-00-721-9-11-000	CR017558 Lost Textbooks	593.46	012680014BA
01/16/26	199-51-6121-00-774-9-99-000	CR017550 Cust Harris County	2,610.00	012680014BA
01/16/26	199-00-5748-00-000-9-00-000	Dep 1/9: Lost Textbooks	-593.46	012680014BA
01/16/26	199-11-6321-00-721-9-11-000	CR017556 Lost Textbooks	25.61	012680014BA
01/16/26	199-11-6321-00-721-9-11-000	CR017555 Lost Textbooks	294.89	012680014BA
01/16/26	199-00-5749-00-702-9-00-000	Dep 1/9:Pub Info Req W.Butler	-1,260.00	012680014BA
01/21/26	199-13-6118-06-848-9-99-ELM	Saturday ECR training	5,200.00	012680015BA
01/21/26	199-41-6394-00-792-9-99-000	to film/rec/stream HCU graduat	2,489.00	012680016BA

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**Alief I.S.D.
Budget Amendments**

Run for Fiscal Year/Dates: 2026		1/1/2026 - 1/31/2026			
Date	Account Code	Description	Amount	Amendment #	
01/22/26	199-53-6399-DC-711-9-99-000	MOD 25-26-123 ASF suite	-38.00	012680017BA	
01/22/26	199-51-6319-00-772-9-99-056	MOD 25-26-123 ASF suite	38.00	012680017BA	
01/22/26	199-34-6248-00-713-9-99-000	data port - Transportation	-150.00	012680018BA	
01/22/26	199-51-6399-00-723-9-99-000	data port - Transportation	150.00	012680018BA	
01/22/26	199-51-6319-00-772-9-99-056	MOD 25-26-069 HNGC	1,205.00	012680019BA	
01/22/26	199-11-6249-01-007-9-11-000	MOD 25-26-069 HNGC	-1,205.00	012680019BA	
01/28/26	199-36-6499-00-857-9-99-RUN	CR017572 Driven Race Walk	400.00	012680020BA	
01/28/26	199-00-5744-00-792-9-00-000	Dep 1/16: Donation ECOSA	-500.00	012680020BA	
01/28/26	199-11-6321-00-721-9-11-000	CR017571 Lost Textbooks	979.74	012680020BA	
01/28/26	199-61-6499-00-792-9-99-DNT	CR017573 Comm Health Choice	500.00	012680020BA	
01/28/26	199-00-5744-00-792-9-00-000	Dep 1/16: Donation IBC	-170.00	012680020BA	
01/28/26	199-61-6499-00-792-9-99-DNT	CR017573 Joint Chinese Coll	2,500.00	012680020BA	
01/28/26	199-11-6399-24-859-9-11-DNT	CR017574 Donation GPI LTD	15,000.00	012680020BA	170
01/28/26	199-00-5744-00-857-9-00-RUN	Dep 1/16: Driven Race- Walk	-400.00	012680020BA	
01/28/26	199-00-5748-00-000-9-00-000	Dep 1/16: Lost Textbooks	-979.74	012680020BA	
01/28/26	199-61-6499-00-792-9-99-DNT	CR017573 Donation IBC	170.00	012680020BA	
01/28/26	199-00-5744-00-792-9-00-000	Dep 1/16:Don Joint Chinese	-2,500.00	012680020BA	
01/28/26	199-61-6499-00-792-9-99-DNT	CR017573 Donation ECOSA	500.00	012680020BA	
01/28/26	199-00-5744-00-792-9-00-000	Dep 1/16:Don Comm Health	-500.00	012680020BA	
01/28/26	199-23-6499-00-120-9-99-000	CR017570 HAABSE guest fees	125.00	012680020BA	
01/28/26	199-00-5744-00-859-9-00-000	Dep 1/16:Donation GPI LTD	-15,000.00	012680020BA	
01/28/26	199-00-5755-00-120-9-00-000	Dep 1/16:Act 120 HAABSE fee	-125.00	012680020BA	
01/28/26	199-36-6499-00-857-9-99-RUN	CR017587 Driven Race Walk	410.00	012680021BA	
01/28/26	199-00-5744-00-857-9-00-RUN	Dep 1/23: Driven Race- Walk	-410.00	012680021BA	
01/29/26	199-51-6319-00-772-9-99-060	MOD 25-26-129 Reg Transp shop	2,410.00	012680023BA	
01/29/26	199-34-6248-00-713-9-99-000	MOD 25-26-129 Reg Transp shop	-2,410.00	012680023BA	
01/29/26	199-51-6394-00-772-9-99-000	MOD 25-26-119 Reg Transp bay10	612.00	012680024BA	
01/29/26	199-34-6248-00-713-9-99-000	MOD 25-26-119 Reg Transp bay10	-612.00	012680024BA	

**Alief I.S.D.
Budget Amendments**

Run for Fiscal Year/Dates: 2026		1/1/2026 - 1/31/2026		
Date	Account Code	Description	Amount	Amendment #
01/29/26	199-34-6244-00-713-9-99-000	nutrition vehicle repair #946	3,368.14	012680025BA
01/05/26	199-13-6499-01-104-9-99-000	neg-Reg IV; staff lunch/snacks	1,150.00	BT039564
01/05/26	199-11-6394-01-104-9-11-000	neg-Reg IV; staff lunch/snacks	-1,150.00	BT039564
01/06/26	199-11-6494-01-105-9-11-000	HAABSE tickets	-180.00	BT039569
01/06/26	199-23-6499-01-105-9-99-000	HAABSE tickets	200.00	BT039569
01/06/26	199-23-6499-01-105-9-99-000	HAABSE tickets	180.00	BT039569
01/06/26	199-23-6499-01-105-9-99-000	HAABSE tickets	100.00	BT039569
01/06/26	199-11-6299-01-105-9-11-000	HAABSE tickets	-200.00	BT039569
01/06/26	199-13-6499-01-105-9-99-000	HAABSE tickets	-100.00	BT039569
01/06/26	199-23-6499-01-105-9-99-000	HAABSE tickets	16.00	BT039569
01/06/26	199-36-6495-01-105-9-99-000	HAABSE tickets	-16.00	BT039569
01/06/26	199-11-6399-06-102-9-11-000	HAABSE Conference	-800.00	BT039570
01/06/26	199-23-6499-01-102-9-99-000	HAABSE Conference	800.00	BT039570
01/06/26	199-11-6399-06-102-9-11-000	HAABSE Conference	-800.00	BT039572
01/06/26	199-23-6499-01-102-9-99-000	HAABSE Conference	800.00	BT039572
01/06/26	199-13-6411-01-113-9-99-000	Gen suppl to Employee travel	800.00	BT039577
01/06/26	199-11-6399-01-113-9-11-000	Gen suppl to Employee travel	-800.00	BT039577
01/07/26	199-11-6399-01-141-9-11-DNT	Staff food / misc	-5,000.00	BT039582
01/07/26	199-23-6499-01-141-9-99-DNT	Staff food / misc	5,000.00	BT039582
01/07/26	199-23-6499-00-113-9-99-000	Gen to 6499 HAABSE	625.00	BT039584
01/07/26	199-11-6399-01-113-9-11-000	Gen to 6499 HAABSE	-625.00	BT039584
01/07/26	199-21-6411-00-826-9-99-000	Transfer for LeadershipTravel	5,000.00	BT039589
01/07/26	199-36-6497-13-826-9-99-000	Transfer for LeadershipTravel	-5,000.00	BT039589
01/07/26	211-21-6399-00-865-6-24-SII	Transfer Princpal Coaches	100.00	BT039591
01/07/26	211-21-6411-00-865-6-24-SII	Transfer Princpal Coaches	800.00	BT039591
01/07/26	211-13-6411-00-865-6-24-SII	Transfer Princpal Coaches	-800.00	BT039591
01/07/26	211-13-6411-00-865-6-24-SII	Transfer Princpal Coaches	-100.00	BT039591

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Alief I.S.D.
Budget Amendments

Run for Fiscal Year/Dates: 2026		1/1/2026 - 1/31/2026		
Date	Account Code	Description	Amount	Amendment #
01/08/26	199-11-6397-00-107-9-11-000	MOD 25-26-010	-27.08	BT039595
01/08/26	199-51-6399-00-107-9-99-CAP	MOD 25-26-010	27.08	BT039595
01/08/26	199-11-6399-01-045-9-11-DNT	BT for DNT Accounts to Use	250.00	BT039596
01/08/26	199-36-6218-17-045-9-99-DNT	BT for DNT Accounts to Use	-250.00	BT039596
01/08/26	199-23-6411-01-142-9-99-000	Admin. Training	5,000.00	BT039597
01/08/26	199-11-6397-01-142-9-11-000	Admin. Training	-5,000.00	BT039597
01/08/26	211-23-6411-00-142-6-30-000	Technology CIP 3.1.3	-5,000.00	BT039598
01/08/26	211-11-6394-00-142-6-30-000	Technology CIP 3.1.3	5,000.00	BT039598
01/09/26	199-23-6499-00-110-9-99-000	HAABSE 3 tickets	375.00	BT039601
01/09/26	199-13-6411-01-110-9-99-000	HAABSE 3 tickets	-375.00	BT039601
01/09/26	199-41-6411-00-730-9-99-000	Building Modification	-275.00	BT039604
01/09/26	199-51-6399-00-730-9-99-CAP	Building Modification	275.00	BT039604
01/09/26	199-51-6299-01-002-9-99-000	RECEPTION DESK GRAPHICS	5,974.98	BT039606
01/09/26	199-11-6399-01-002-9-11-000	RECEPTION DESK GRAPHICS	-5,974.98	BT039606
01/12/26	211-11-6399-00-999-6-24-UNB	Correct Holub's Budget	-1,700.00	BT039612
01/12/26	211-61-6499-66-044-6-30-SNK	Correct Holub's Budget	1,700.00	BT039612
01/12/26	199-12-6399-02-123-9-99-000	Oriental Trading - misc items	-144.86	BT039614
01/12/26	199-11-6499-01-123-9-11-000	Oriental Trading - misc items	144.86	BT039614
01/12/26	199-52-6395-01-002-9-99-000	VAPE DETECTORS	8,455.36	BT039617
01/12/26	199-11-6399-01-002-9-11-000	VAPE DETECTORS	-8,455.36	BT039617
01/12/26	199-36-6411-40-003-9-99-000	Transfer to Tech	-300.00	BT039618
01/12/26	199-11-6395-40-003-9-11-000	Transfer to Tech	300.00	BT039618
01/13/26	199-23-6499-00-141-9-99-000	clear neg bal/Pos Promotions	2,731.50	BT039625

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**Alief I.S.D.
Budget Amendments**

Run for Fiscal Year/Dates: 2026		1/1/2026 - 1/31/2026			
Date	Account Code	Description	Amount	Amendment #	
01/13/26	199-23-6499-00-141-9-99-000	HAABSE Tickets	750.00	BT039625	
01/13/26	199-11-6499-01-141-9-11-000	HAABSE Tickets	-750.00	BT039625	
01/13/26	199-11-6499-01-141-9-11-000	clear neg bal/Pos Promotions	-2,731.50	BT039625	
01/13/26	199-36-6499-00-108-9-99-000	To cover late fees	50.00	BT039626	
01/13/26	199-11-6399-01-108-9-11-000	To cover late fees	-50.00	BT039626	
01/13/26	199-11-6399-23-003-9-11-NAV	Trans to make deposit for Ball	-3,000.00	BT039640	
01/13/26	199-36-6299-23-003-9-99-NAV	Trans to make deposit for Ball	3,000.00	BT039640	
01/13/26	211-11-6412-00-105-6-30-000	REG. 4 UNLOCKING LANG. content	-500.00	BT039641	
01/13/26	211-23-6411-00-105-6-30-000	REG. 4 UNLOCKING LANG. Taylor	155.00	BT039641	
01/13/26	211-13-6411-00-105-6-30-000	REG. 4 UNLOCKING LANG. content	500.00	BT039641	
01/13/26	211-11-6412-00-105-6-30-000	REG. 4 UNLOCKING LANG. Taylor	-155.00	BT039641	
01/13/26	211-31-6399-64-102-6-30-000	Tutorials	-3,000.00	BT039647	
01/13/26	211-11-6118-55-102-6-30-000	Tutorials	3,000.00	BT039647	173
01/13/26	211-11-6299-00-102-6-30-000	Tutorials	1,000.00	BT039648	
01/13/26	211-31-6411-00-102-6-30-000	Tutorials	-1,000.00	BT039648	
01/14/26	199-11-6299-16-002-9-11-000	Clinician-Band	1,000.00	BT039651	
01/14/26	199-36-6497-16-002-9-99-000	Clinician-Band	-1,000.00	BT039651	
01/14/26	199-23-6495-01-001-9-99-000	Renewal TASSP Dr. Price	300.00	BT039654	
01/14/26	199-11-6294-09-001-9-11-000	Renewal TASSP Dr. Price	-180.00	BT039654	
01/14/26	199-11-6294-09-001-9-11-000	Renewal TASSP Dr. Price	-300.00	BT039654	
01/14/26	199-13-6411-TS-001-9-11-TEC	Renewal TASSP Dr. Price	180.00	BT039654	
01/14/26	211-13-6299-00-120-6-30-000	PT Instr./Beh. Interventionist	-5,000.00	BT039656	
01/14/26	211-11-6129-PT-120-6-30-000	PT Instr./Beh. Interventionist	5,000.00	BT039656	
01/14/26	199-31-6411-01-120-9-99-000	Conf. Registration Fee	85.00	BT039657	
01/14/26	199-23-6495-00-120-9-99-000	Conf. Registration Fee	-85.00	BT039657	
01/14/26	482-13-6299-00-042-6-99-CTG	Correct BU038244 & BU038246	3,000.00	BT039658	

Alief I.S.D.
Budget Amendments

Run for Fiscal Year/Dates: 2026		1/1/2026 - 1/31/2026			
Date	Account Code	Description	Amount	Amendment #	
01/14/26	482-11-6118-00-042-5-11-CTG	Correct BU038244 & BU038246	-3,000.00	BT039658	
01/15/26	211-21-6399-00-865-6-24-SII	funds to principal coaches bdg	400.00	BT039667	
01/15/26	211-13-6411-00-865-6-24-SII	funds to principal coaches bdg	-700.00	BT039667	
01/15/26	211-13-6411-00-865-6-24-SII	funds to principal coaches bdg	-400.00	BT039667	
01/15/26	211-21-6411-00-865-6-24-SII	funds to principal coaches bdg	700.00	BT039667	
01/15/26	199-13-6411-02-117-9-99-000	TLA Texas Library Asso. Confer	400.00	BT039668	
01/15/26	199-12-6396-02-117-9-99-000	TLA Texas Library Asso. Confer	-400.00	BT039668	
01/15/26	211-11-6118-55-124-6-30-000	negative balances	-192.14	BT039669	
01/15/26	211-11-6118-55-124-6-30-000	tutorials	2,000.00	BT039669	
01/15/26	211-36-6118-00-124-6-30-000	negative balances	192.14	BT039669	
01/15/26	211-36-6494-00-124-6-30-000	tutorials	-2,000.00	BT039669	
01/15/26	199-11-6399-01-108-9-11-000	To Purchase Choir Shirts	-415.15	BT039674	
01/15/26	199-36-6499-00-108-9-99-000	To Purchase Choir Shirts	415.15	BT039674	174
01/15/26	199-13-6499-01-041-9-99-000	Food for meeting	600.00	BT039677	
01/15/26	199-23-6411-00-041-9-99-000	Food for meeting	-600.00	BT039677	
01/15/26	199-23-6399-01-103-9-99-000	Supplies	50.00	BT039680	
01/15/26	199-11-6399-01-103-9-11-000	Supplies	-50.00	BT039680	
01/15/26	199-11-6399-01-103-9-11-000	BREAKROOM SUPPLIES	-80.00	BT039681	
01/15/26	199-23-6399-01-103-9-99-000	BREAKROOM SUPPLIES	80.00	BT039681	
01/16/26	211-13-6329-00-102-6-30-000	Clear neg accts	-89.23	BT039687	
01/16/26	211-11-6499-64-102-6-30-000	Clear neg accts	89.23	BT039687	
01/16/26	199-31-6399-01-041-9-99-000	Tutorials Coordinator	-150.00	BT039692	
01/16/26	199-23-6118-01-041-9-99-000	Tutorials Coordinator	400.00	BT039692	
01/16/26	199-11-6399-15-041-9-11-000	Tutorials Coordinator	-400.00	BT039692	
01/16/26	199-11-6494-01-041-9-11-000	Tutorials Coordinator	-200.00	BT039692	
01/16/26	199-23-6118-01-041-9-99-000	Tutorials Coordinator	200.00	BT039692	
01/16/26	199-11-6329-38-041-9-11-000	Tutorials Coordinator	-150.00	BT039692	

**Alief I.S.D.
Budget Amendments**

Run for Fiscal Year/Dates: 2026		1/1/2026 - 1/31/2026			
Date	Account Code	Description	Amount	Amendment #	
01/16/26	199-23-6118-01-041-9-99-000	Tutorials Coordinator	150.00	BT039692	
01/16/26	199-23-6118-01-041-9-99-000	Tutorials Coordinator	150.00	BT039692	
01/20/26	199-11-6399-09-007-9-11-000	Adtl funds for STAAR WH Supp	-250.00	BT039696	
01/20/26	199-31-6397-01-007-9-99-000	Adtl funds for STAAR WH Supp	250.00	BT039696	
01/20/26	199-31-6397-01-007-9-99-000	Adtl funds for STAAR WH Supp	250.00	BT039696	
01/20/26	199-11-6399-06-007-9-11-000	Adtl funds for STAAR WH Supp	-250.00	BT039696	
01/20/26	211-11-6118-55-042-6-30-000	Tutorials and clubs	-3,000.00	BT039706	
01/20/26	211-36-6118-00-042-6-30-000	Tutorials and clubs	3,000.00	BT039706	
01/21/26	211-11-6394-00-142-6-30-000	Library Books CIP 1.10.6	-110.00	BT039716	
01/21/26	211-12-6328-00-142-6-30-000	Library Books CIP 1.10.6	110.00	BT039716	
01/21/26	211-11-6399-00-007-6-30-000	Addtl funds for neg balance	2,151.87	BT039717	
01/21/26	211-13-6299-00-007-6-30-000	Addtl funds for neg balance	-914.94	BT039717	
01/21/26	211-11-6394-00-007-6-30-000	Addtl funds for neg balance	914.94	BT039717	175
01/21/26	211-12-6328-00-007-6-30-000	Addtl funds for neg balance	-2,151.87	BT039717	
01/21/26	199-31-6411-47-824-9-99-AC2	funds to instr.budget -sftware	-600.00	BT039720	
01/21/26	199-23-6396-00-865-9-99-000	funds to instr.budget -sftware	600.00	BT039720	
01/21/26	199-23-6399-01-131-9-99-000	additional funds	-500.00	BT039721	
01/21/26	199-13-6499-01-131-9-99-000	additional funds	500.00	BT039721	
01/22/26	211-31-6299-64-045-6-30-000	BT- EOY Technology needs	-1,000.00	BT039725	
01/22/26	211-11-6394-00-045-6-30-000	BT- EOY Technology needs	1,000.00	BT039725	
01/22/26	211-13-6411-00-045-6-30-000	BT- EOY Technology needs	-5,000.00	BT039725	
01/22/26	211-11-6394-00-045-6-30-000	BT- EOY Technology needs	12,000.00	BT039725	
01/22/26	211-23-6411-00-045-6-30-000	BT- EOY Technology needs	-12,000.00	BT039725	
01/22/26	211-11-6394-00-045-6-30-000	BT- EOY Technology needs	5,000.00	BT039725	
01/22/26	199-23-6497-01-008-9-99-000	Staff events	-300.00	BT039726	
01/22/26	199-11-6399-01-008-9-11-000	Staff events	300.00	BT039726	
01/22/26	199-11-6399-01-002-9-11-000	Admin Supplies	-700.00	BT039728	

Alief I.S.D.
Budget Amendments

Run for Fiscal Year/Dates: 2026		1/1/2026 - 1/31/2026			
Date	Account Code	Description	Amount	Amendment #	
01/22/26	199-23-6399-01-002-9-99-000	Admin Supplies	700.00	BT039728	
01/22/26	199-11-6294-01-044-9-11-000	Transf. to clear neg. local 62	500.00	BT039733	
01/22/26	199-31-6411-01-044-9-99-000	Transf. to clear neg. local 62	-500.00	BT039733	
01/23/26	199-11-6299-70-199-9-23-000	TO COVER CSA'S AND INCREASES	-65,000.00	BT039734	
01/23/26	199-31-6299-70-199-9-23-000	TO COVER CSA'S AND INCREASES	65,000.00	BT039734	
01/23/26	199-23-6499-01-008-9-99-000	Staff events	-1,000.00	BT039735	
01/23/26	199-13-6499-01-008-9-99-000	Staff events	1,000.00	BT039735	
01/23/26	211-31-6399-64-115-6-30-000	Transfer for Supplies	-10,000.00	BT039736	
01/23/26	211-13-6329-00-115-6-30-000	Transfer for Supplies	-1,000.00	BT039736	
01/23/26	211-13-6411-00-115-6-30-000	Transfer for Supplies	-1,000.00	BT039736	
01/23/26	211-11-6399-00-115-6-30-000	Transfer for Supplies	349.49	BT039736	
01/23/26	211-12-6328-00-115-6-30-000	Transfer for Supplies	-349.49	BT039736	
01/23/26	211-11-6399-00-115-6-30-000	Transfer for Supplies	1,000.00	BT039736	176
01/23/26	211-11-6399-00-115-6-30-000	Transfer for Supplies	1,000.00	BT039736	
01/23/26	211-11-6399-00-115-6-30-000	Transfer for Supplies	10,000.00	BT039736	
01/23/26	199-23-6499-01-008-9-99-000	Staff events	-1,000.00	BT039737	
01/23/26	199-11-6399-01-008-9-11-000	Staff events	1,000.00	BT039737	
01/23/26	199-31-6497-01-123-9-99-000	Counseling/Therapy Supplies	-200.00	BT039742	
01/23/26	199-11-6499-01-123-9-11-000	Counseling/Therapy Supplies	200.00	BT039742	
01/23/26	199-11-6394-39-003-9-11-000	Transfer to 6394 to buy ink	251.00	BT039746	
01/23/26	199-36-6494-39-003-9-99-000	Transfer to 6394 to buy ink	-251.00	BT039746	
01/27/26	211-11-6394-00-002-6-30-000	Transfer to Technology	1,000.00	BT039749	
01/27/26	211-36-6412-00-002-6-30-000	Transfer to Technology	-1,000.00	BT039749	
01/27/26	211-36-6494-00-002-6-30-000	Transfer to Technology	-1,000.00	BT039750	
01/27/26	211-11-6394-00-002-6-30-000	Transfer to Technology	1,000.00	BT039750	
01/27/26	244-13-6299-24-859-6-22-000	cdw	-2,315.00	BT039752	

**Alief I.S.D.
Budget Amendments**

Run for Fiscal Year/Dates: 2026		1/1/2026 - 1/31/2026			
Date	Account Code	Description	Amount	Amendment #	
01/27/26	244-11-6394-24-859-6-22-000	cdw	2,315.00	BT039752	
01/27/26	211-23-6411-00-042-6-30-000	transfer to technology equip	-8,700.00	BT039760	
01/27/26	211-11-6394-00-042-6-30-000	transfer to technology equip	8,700.00	BT039760	
01/27/26	211-31-6411-00-042-6-30-000	warehouse purchase	-2,500.00	BT039761	
01/27/26	211-11-6397-00-042-6-30-000	warehouse purchase	2,500.00	BT039761	
01/27/26	211-23-6329-00-042-6-30-000	warehouse purchase	-1,000.00	BT039763	
01/27/26	211-11-6397-00-042-6-30-000	warehouse purchase	1,000.00	BT039763	
01/27/26	211-36-6121-00-102-6-30-000	Tutorials	-100.00	BT039764	
01/27/26	211-36-6118-00-102-6-30-000	Tutorials	-892.00	BT039764	
01/27/26	211-11-6121-55-102-6-30-000	Tutorials	892.00	BT039764	
01/27/26	211-11-6121-55-102-6-30-000	Tutorials	100.00	BT039764	
01/27/26	211-11-6397-00-042-6-30-000	warehouse purchase	1,000.00	BT039765	177
01/27/26	211-31-6329-00-042-6-30-000	warehouse purchase	-1,000.00	BT039765	
01/27/26	211-61-6397-66-145-6-30-000	Contracting Company	-1,055.88	BT039771	
01/27/26	211-61-6399-66-145-6-30-000	Contracting Company	-500.00	BT039771	
01/27/26	211-61-6399-66-145-6-30-000	Contracting Company	-500.00	BT039771	
01/27/26	211-11-6299-00-145-6-30-000	Contracting Company	250.00	BT039771	
01/27/26	211-11-6299-00-145-6-30-000	Contracting Company	250.00	BT039771	
01/27/26	211-23-6329-00-145-6-30-000	Contracting Company	-250.00	BT039771	
01/27/26	211-11-6299-00-145-6-30-000	Contracting Company	100.00	BT039771	
01/27/26	211-11-6299-00-145-6-30-000	Contracting Company	1,000.00	BT039771	
01/27/26	211-11-6299-00-145-6-30-000	Contracting Company	155.00	BT039771	
01/27/26	211-11-6299-00-145-6-30-000	Contracting Company	848.73	BT039771	
01/27/26	211-31-6329-64-145-6-30-000	Contracting Company	-155.00	BT039771	
01/27/26	211-31-6399-64-145-6-30-000	Contracting Company	-1,000.00	BT039771	
01/27/26	211-11-6299-00-145-6-30-000	Contracting Company	1,055.88	BT039771	
01/27/26	211-61-6394-66-145-6-30-000	Contracting Company	-500.00	BT039771	
01/27/26	211-61-6396-66-145-6-30-000	Contracting Company	-500.00	BT039771	
01/27/26	211-12-6328-00-145-6-30-000	Contracting Company	-848.73	BT039771	
01/27/26	211-11-6299-00-145-6-30-000	Contracting Company	500.00	BT039771	

Alief I.S.D.
Budget Amendments

Run for Fiscal Year/Dates: 2026		1/1/2026 - 1/31/2026			
Date	Account Code	Description	Amount	Amendment #	
01/27/26	211-11-6299-00-145-6-30-000	Contracting Company	500.00	BT039771	
01/27/26	211-11-6299-00-145-6-30-000	Contracting Company	500.00	BT039771	
01/27/26	211-11-6299-00-145-6-30-000	Contracting Company	500.00	BT039771	
01/27/26	211-31-6329-00-145-6-30-000	Contracting Company	-100.00	BT039771	
01/27/26	211-13-6329-00-145-6-30-000	Contracting Company	-250.00	BT039771	
01/27/26	211-31-6299-64-102-6-30-000	STAAR Prep	-950.00	BT039773	
01/27/26	211-11-6399-00-102-6-30-000	STAAR Prep	950.00	BT039773	
01/27/26	199-61-6399-66-114-9-99-000	For parent center kitchen item	300.00	BT039777	
01/27/26	199-11-6249-01-114-9-11-000	For parent center kitchen item	-300.00	BT039777	
01/28/26	211-13-6299-00-007-6-30-000	Addtl funds for neg balance	-335.06	BT039779	
01/28/26	211-13-6329-00-007-6-30-000	Addtl funds for neg balance	-1,000.00	BT039779	
01/28/26	211-11-6394-00-007-6-30-000	Addtl funds for neg balance	858.83	BT039779	
01/28/26	211-11-6394-00-007-6-30-000	Addtl funds for neg balance	335.06	BT039779	
01/28/26	211-23-6329-00-007-6-30-000	Addtl funds math headphones	-300.00	BT039779	
01/28/26	211-11-6399-00-007-6-30-000	Addtl funds for neg balance	1,000.00	BT039779	
01/28/26	211-12-6328-00-007-6-30-000	Addtl funds for neg balance	-858.83	BT039779	
01/28/26	211-11-6399-00-007-6-30-000	Addtl funds math headphones	300.00	BT039779	
01/28/26	211-11-6399-00-007-6-30-000	Addtl funds math headphones	300.00	BT039779	
01/28/26	211-31-6329-00-007-6-30-000	Addtl funds math headphones	-300.00	BT039779	
01/28/26	211-11-6294-00-003-6-30-000	TO COVER BOOK PURCHASE	-1,000.00	BT039781	
01/28/26	211-12-6328-00-003-6-30-000	TO COVER BOOK PURCHASE	1,000.00	BT039781	
01/28/26	211-11-6394-00-116-6-30-000	End of the Year	535.00	BT039782	
01/28/26	211-11-6395-00-116-6-30-000	End of the Year	5,000.00	BT039782	
01/28/26	211-11-6395-00-116-6-30-000	End of the Year	5,000.00	BT039782	
01/28/26	211-11-6399-00-116-6-30-000	End of the Year	5,100.00	BT039782	
01/28/26	211-23-6299-00-116-6-30-000	End of the Year	-5,000.00	BT039782	
01/28/26	211-23-6411-00-116-6-30-000	End of the Year	-535.00	BT039782	
01/28/26	211-13-6299-00-116-6-30-000	End of the Year	-5,000.00	BT039782	
01/28/26	211-31-6399-64-116-6-30-000	End of the Year	-5,100.00	BT039782	
01/28/26	199-11-6398-09-838-9-11-SEC	For Science Fair Awards	-1,600.00	BT039783	

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**Alief I.S.D.
Budget Amendments**

Run for Fiscal Year/Dates: 2026		1/1/2026 - 1/31/2026			
Date	Account Code	Description	Amount	Amendment #	
01/28/26	199-36-6498-09-838-9-99-SEC	For Science Fair Awards	1,600.00	BT039783	
01/28/26	199-11-6397-01-140-9-11-000	Increase budget purchases	1,887.00	BT039784	
01/28/26	199-13-6497-TS-140-9-99-000	Increase budget purchases	-200.00	BT039784	
01/28/26	199-23-6399-01-140-9-99-000	Increase budget purchases	-1,887.00	BT039784	
01/28/26	199-11-6397-01-140-9-11-000	Increase budget purchases	200.00	BT039784	
01/28/26	199-11-6397-01-140-9-11-000	Increase budget purchases	200.00	BT039784	
01/28/26	199-13-6411-TS-140-9-99-000	Increase budget purchases	-200.00	BT039784	
01/28/26	211-23-6411-00-108-6-30-000	for a conference for Principal	801.00	BT039785	
01/28/26	211-13-6411-00-108-6-30-000	for a conference for Principal	-801.00	BT039785	
01/28/26	211-11-6299-00-105-6-30-000	Books by Dennis	1,000.00	BT039787	
01/28/26	211-23-6299-00-105-6-30-000	Books by Dennis	-1,000.00	BT039787	
01/29/26	211-13-6411-00-008-6-30-000	Chromebooks	-900.00	BT039790	
01/29/26	211-11-6399-00-008-6-30-000	Chromebooks	900.00	BT039790	179
01/29/26	211-23-6411-00-008-6-30-000	books for ELAR	-1,600.00	BT039793	
01/29/26	211-11-6329-00-008-6-30-000	books for ELAR	1,600.00	BT039793	
01/29/26	211-11-6399-00-141-6-30-000	Library Books	-4,000.00	BT039796	
01/29/26	211-11-6399-00-141-6-30-000	Library supplies and materials	-1,222.88	BT039796	
01/29/26	211-12-6399-00-141-6-30-000	Library supplies and materials	1,222.88	BT039796	
01/29/26	211-12-6328-00-141-6-30-000	Library Books	4,000.00	BT039796	
01/29/26	211-13-6329-00-007-6-30-000	Adtl funds for Staff Pd books	8,000.00	BT039799	
01/29/26	211-31-6299-64-007-6-30-000	Adtl funds for Staff Pd books	-8,000.00	BT039799	
01/29/26	211-13-6411-00-120-6-30-000	Warehouse needs	-1,000.00	BT039811	
01/29/26	211-11-6397-00-120-6-30-000	Warehouse needs	1,000.00	BT039811	
01/29/26	199-31-6399-01-041-9-99-000	General supplies	-100.00	BT039812	
01/29/26	199-11-6399-01-041-9-11-000	General supplies	400.00	BT039812	
01/29/26	199-33-6399-01-041-9-99-000	General supplies	-100.00	BT039812	
01/29/26	199-13-6411-17-041-9-99-000	General supplies	-100.00	BT039812	

Alief I.S.D.
Budget Amendments

Run for Fiscal Year/Dates: 2026		1/1/2026 - 1/31/2026		
Date	Account Code	Description	Amount	Amendment #
01/29/26	199-23-6411-00-041-9-99-000	General supplies	-400.00	BT039812
01/29/26	199-11-6399-01-041-9-11-000	General supplies	100.00	BT039812
01/29/26	199-11-6399-01-041-9-11-000	General supplies	100.00	BT039812
01/29/26	199-11-6399-01-041-9-11-000	General supplies	100.00	BT039812
01/29/26	199-23-6396-00-041-9-99-000	General supplies	-200.00	BT039812
01/29/26	199-11-6399-01-041-9-11-000	General supplies	200.00	BT039812
01/29/26	211-11-6399-06-856-6-24-000	Transfer to cover travel & Reg	-250.00	BT039813
01/29/26	211-13-6395-06-856-6-24-000	Transfer to cover travel & Reg	250.00	BT039813
01/30/26	211-11-6399-00-114-6-30-000	purchase Reading and STEM supp	2,500.00	BT039819
01/30/26	211-13-6411-00-114-6-30-000	purchase Reading and STEM supp	-2,500.00	BT039819
01/30/26	211-36-6412-00-145-6-30-000	Library books / stdt charger	-4,705.00	BT039822
01/30/26	211-11-6394-00-145-6-30-000	Library books / stdt charger	295.00	BT039822
01/30/26	211-36-6412-00-145-6-30-000	Library books / stdt charger	-295.00	BT039822
01/30/26	211-12-6328-00-145-6-30-000	Library books / stdt charger	4,705.00	BT039822
01/30/26	211-11-6394-00-002-6-30-000	Transfer to Supplies	1,655.29	BT039824
01/30/26	211-12-6328-00-002-6-30-000	Transfer to Supplies	-1,655.29	BT039824
01/30/26	211-11-6394-00-002-6-30-000	Transfer to Supplies	1,000.00	BT039825
01/30/26	211-31-6399-64-002-6-30-000	Transfer to Supplies	-1,000.00	BT039825
01/30/26	211-13-6329-00-142-6-30-000	Books CIP 1.9.1 and 1.3.3	384.39	BT039826
01/30/26	211-11-6119-00-142-6-30-000	Books CIP 1.9.1 and 1.3.3	-384.39	BT039826
01/30/26	211-36-6494-00-109-6-30-000	General Supplies	-500.00	BT039830
01/30/26	211-11-6129-PT-109-6-30-000	General Supplies	-1,000.00	BT039830
01/30/26	211-23-6239-00-109-6-30-000	General Supplies	1,000.00	BT039830
01/30/26	211-11-6129-PT-109-6-30-000	General Supplies	-500.00	BT039830
01/30/26	211-11-6118-00-109-6-30-000	Library Books	-15,000.00	BT039830
01/30/26	211-12-6328-00-109-6-30-000	Library Books	15,000.00	BT039830
01/30/26	211-31-6239-00-109-6-30-000	General Supplies	500.00	BT039830
01/30/26	211-11-6129-PT-109-6-30-000	General Supplies	-1,800.00	BT039830
01/30/26	211-11-6399-00-109-6-30-000	General Supplies	500.00	BT039830

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Alief I.S.D.
Budget Amendments

Run for Fiscal Year/Dates: 2026		1/1/2026 - 1/31/2026			
Date	Account Code	Description	Amount	Amendment #	
01/30/26	211-11-6399-00-109-6-30-000	General Supplies	500.00	BT039830	
01/30/26	211-36-6412-00-109-6-30-000	General Supplies	-500.00	BT039830	
01/30/26	211-13-6239-00-109-6-30-000	General Supplies	1,800.00	BT039830	
01/30/26	211-11-6397-00-102-6-30-000	Warehouse needs and materials	1,000.00	BT039833	
01/30/26	211-13-6329-00-102-6-30-000	Warehouse needs and materials	-610.77	BT039833	
01/30/26	211-11-6396-00-102-6-30-000	Warehouse needs and materials	610.77	BT039833	
01/30/26	211-13-6411-00-102-6-30-000	Warehouse needs and materials	-1,000.00	BT039833	
01/30/26	211-13-6411-00-110-6-30-000	DID NOT USE FUNDS	1,000.00	BT039837	
01/30/26	211-31-6411-00-110-6-30-000	DID NOT USE FUNDS	-1,000.00	BT039837	
01/30/26	211-12-6328-00-110-6-30-000	DID NOT USE ALL FUNDS	-186.60	BT039838	
01/30/26	211-11-6399-00-110-6-30-000	DID NOT USE ALL FUNDS	186.60	BT039838	
01/30/26	211-11-6118-55-110-6-30-000	AVID CONFERENCE	-3,600.00	BT039842	
01/30/26	211-13-6411-00-110-6-30-000	AVID CONFERENCE	3,600.00	BT039842	181
01/30/26	199-36-6299-14-826-9-99-000	Transfer for Choir	-4,500.00	BT039844	
01/30/26	199-13-6299-14-826-9-99-000	Transfer for Choir	4,500.00	BT039844	
01/30/26	211-11-6397-00-143-6-30-000	money to cover order	1,750.00	BT039849	
01/30/26	211-13-6299-00-143-6-30-000	money to cover order	-1,750.00	BT039849	
01/31/26	211-11-6329-00-120-6-30-000	HMH Books	200.00	BT039854	
01/31/26	211-13-6411-00-120-6-30-000	HMH Books	-200.00	BT039854	

**Alief I.S.D.
Budget Amendments**

Run for Fiscal Year/Dates: 2026

1/1/2026 - 1/31/2026

Date	Account Code	Description	Amount	Amendment #
<u>Fund</u>	<u>Debits</u>	<u>Credits</u>	<u>Net (debits-credits)</u>	
199	263,487.77	198,277.37	65,210.40	
211	158,054.10	158,054.10	0.00	
244	2,315.00	2,315.00	0.00	
255	17,000.00	17,000.00	0.00	
429	38.73	38.73	0.00	
482	203,001.84	203,001.84	0.00	
486	20,000.00	20,000.00	0.00	

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: February 17, 2026

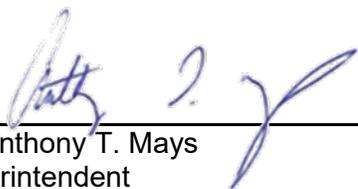
AGENDA ITEM: Report of Cooperative Purchasing Fees

Texas Education Code §44.0331 requires school districts that enter into cooperative purchasing contracts valued at \$25,000 or more to document any contract-related fees, including management fees, paid by or to the district, as well as the purpose of each fee. This requirement applies to contracts executed under Education Code §44.031(a)(5), Subchapter F, Chapter 271 of the Local Government Code, or any other cooperative purchasing program authorized by law.

The statute further requires that the amount, purpose, and disposition of such fees be presented annually in a written report submitted during an open meeting of the Board of Trustees, with the report appearing as a posted agenda item.

In compliance with §44.0331, the fees paid by Alief ISD to purchasing cooperatives for the 2024–2025 fiscal year are presented herein.

Recommendation: Information item – no recommendation required.



Dr. Anthony T. Mays
Superintendent



Mr. Charles Woods
Deputy Superintendent/Business Services



The Alief Independent School District is an active member of the following purchasing cooperatives that assess fees for either participation in the program or for purchases made utilizing their contracts:

- BuyBoard-Texas Association of School Boards..... \$400/vehicle, \$800/bus
- Central Texas Purchasing Alliance (CTPA) \$100 membership fee
- HGACBuy-Houston-Galveston Area Council\$600/vehicle
- SETX Purchasing Cooperative-Education Service Center (ESC) Region 5 \$600 membership fee
- Texas Comptroller of Public Accounts \$100 membership fee

The following purchasing cooperative programs do not assess any membership or administrative fees to participating members:

- 1GPA
- Allied States Cooperative (ASC)-Education Service Center Region 19
- Choice Partners-Harris County Department of Education
- EPIC 6- ESC Region 6
- General Services Administration (Schedules 70 & 84)
- OMNIA Partners
- PACE-ESC Region 13 & 20
- Sourcewell
- Texas 20- ESC Region 20
- Texas Department of Information Resources (DIR)
- Texas Educational Technology Purchasing Consortium (TETPC)- ESC Region 11
- Texas Political Subdivisions (TPS)-Joint Self Insurance Fund
- The Interlocal Purchasing System (TIPS)

Certain purchasing cooperative programs provide rebates to participating members. Any rebates received by Alief ISD are paid directly to the District and are accounted for in accordance with District financial procedures:

- BuyBoard-Texas Association of School Boards..... Rebate: \$65,099.77

ALIEF INDEPENDENT SCHOOL DISTRICT

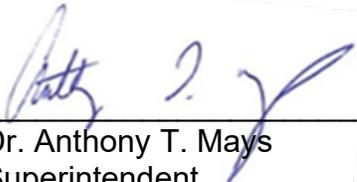
BOARD DOCUMENT

MEETING DATE: February 17, 2026

AGENDA ITEM: Consider approval of a Resolution Finding a Public Purpose and Authorizing Payment for Employees for Lost Hours and Days and Mitigation Efforts Preparing for and Repairing Facilities during Winter Storm Event of January 2026

As a result of the Harris County OEM urging people to stay off the roads once the freezing precipitation commenced on the evening of January 24, 2026 and the continued freezing on roads and overpasses through January 26, 2026, Alief ISD closed operations. This resolution is to pay employees for lost hours and days in accordance of Board Policy DEA (Local) "During an emergency closing for which the workdays are not scheduled to be made up at a later date, all employees shall continue to be paid for their regular duty schedule regardless of whether the employees are required to report to work. The Board shall, by resolution or other Board action, set the parameters for payment during closings and reflect the purpose served by the expenditure."

Recommendation: It is recommended that the Board of Trustees of the Alief Independent School District consider approval of the resolution declaring a public purpose and authorizing payment for employees for lost hours and days and mitigation efforts preparing for and repairing facilities during winter storm event of January 2026.



Dr. Anthony T. Mays
Superintendent



Charles Woods
Deputy Superintendent/
Business Services

**RESOLUTION OF THE BOARD OF TRUSTEES
OF THE ALIEF INDEPENDENT SCHOOL DISTRICT**

WHEREAS, the Alief Independent School District Board of Trustees recognizes that the territory included within the Alief Independent School District recently encountered severe winter storm arctic blast beginning on January 24, 2026. The Harris County OEM urged people to stay off the roads once the freezing precipitation commenced on evening of January 24, 2026. The ice melted and refroze on roads and overpasses and began to thaw only on January 26, 2026.

WHEREAS, in order to provide a safe and secure environment for students and staff, the use of facilities was hampered until maintenance and custodial staff could assess any leaks or repairs necessary, and most districts in Region IV closed as well for January 26, 2026.

WHEREAS, Board Policy DEA (Local) provides, "During an emergency closing for which the workdays are not scheduled to be made up at a later date, all employees shall continue to be paid for their regular duty schedule regardless of whether the employees are required to report to work. The Board shall, by resolution or other Board action, set the parameters for payment during closings and reflect the purpose served by the expenditure;" and

WHEREAS, the Board of Trustees of the Alief Independent School District also finds that there is a public purpose in the continued retention and morale for such employees to be compensated at a potential premium for time worked during the District's closure.

IT IS THEREFORE:

RESOLVED that the Board of Trustees of the Alief Independent School District hereby authorizes the administration to compensate all employees for workdays when the District was closed on January 26, 2026, due to winter storm at their regular hourly or daily rate of pay, or at the Superintendent's discretion, "premium pay" for certain tasks or duties, according to the regular duty schedule the employee would have otherwise worked if not for the closure, or other schedule(s), as determined by the Superintendent. Substitute teachers and independent contractors are not eligible for the emergency pay outlined herein;

FURTHER RESOLVED that the Board of Trustees of the Alief Independent School District hereby authorizes the administration to compensate any employees who would have otherwise worked on said day(s) of school cancellation and hour(s) of delayed start at the daily/hourly rates that were in effect for those employees and positions even though the day(s) may not be rescheduled and added to the existing work calendars so that there is no disruption of pay to employees and this action serves a public purpose;

FURTHER RESOLVED that the Board of Trustees of the Alief Independent School District hereby authorizes the administration to review and potentially award additional pay, in the administration's sole discretion, to employees who were required to report to duty for surveying or mitigating facilities on Monday, Saturday January 24, 2026, Sunday January 25, 2026 and Monday, January 26, 2026 and/or any subsequent days and hours that followed until the time the District opened with normal operation, at the rate of a maximum of 1.5 times their regular rate of pay or equivalent compensatory time. Substitute teachers and independent contractors are not eligible for the additional emergency pay outlined herein.

CERTIFICATE FOR RESOLUTION

I hereby certify that the foregoing resolution was presented to the Board of Trustees of the Alief Independent School District during a scheduled Board Meeting on February 17, 2026. A quorum of the Board of Trustees being then present, it was then duly moved and seconded that the resolution be adopted, and such resolution was then adopted according to the following vote:

Ayes: _____ Nays: _____ Abstentions: _____

To certify which, witness my hand and the official seal of the District this 17th day of February, 2026.

President, Board of Trustees
Alief Independent School District

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: February 17, 2026

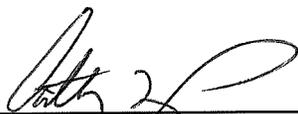
AGENDA ITEM: Consider and Approve Resolution Expressing Intent to Finance Expenditures to Be Incurred

The attached resolution authorizes expenditures from the general fund for projects to be included in the Series 2026 Bond Sale scheduled to close in June 2026. Due to supply chain concerns, several projects require the District to begin placing orders with vendors in advance of the sale to allow work to commence without delay when students are dismissed for the summer months.

The District anticipates costs will be incurred prior to the closing date as payments are made when equipment, services and goods are received.

The attached resolution authorizes expenditures from the general fund related to these projects prior to receipt of the bond money. When the District receives the bond proceeds, the general fund will be reimbursed for the amount expended. This borrowing from the general fund allows us to schedule both the construction projects and the timing of the bond sale in the most financially prudent manner.

Recommendation: It is recommended that the Board of Trustees of the Alief Independent School District approve the resolution authorizing expenditures from the general fund for the 2021 Bond Referendum projects. Expenditures will be reimbursed from the Series 2026 Bond sale.



Dr. Anthony T. Mays
Superintendent



Charles Woods
Deputy Superintendent/
Business Services

PASSED AND APPROVED this ___ day of _____, 2026.

ALIEF INDEPENDENT SCHOOL DISTRICT

By: _____
President, Board of Trustees

ATTEST:

Secretary, Board of Trustees

(SEAL)

EXHIBIT A

Financed Facilities and Improvements

Item or Fund – Described by <u>Character, Type or Purpose</u>	Amount – Described by <u>Cost, Quantity or Size</u>
The construction, acquisition, rehabilitation, renovation, expansion, improvement and equipment of school buildings, facilities, buses, and infrastructure in the District, including, but not limited to, the payment of related construction manager fees, architectural and engineering fees, professional fees, and equipment purchases.	\$5,000,000.00

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: February 17, 2026

AGENDA ITEM: Annual Investment Review and Consider Approval of Ordinance Stating the Board's Review of the Investment Policy and Strategies and Consider Approval of Training Sources and List of Qualified Brokers

The Public Funds Investment Act requires an annual review of the investment policy, CDA (Local), and the investment strategies. The Act and policy require the Board of Trustees to adopt a written instrument 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 policy or strategies.

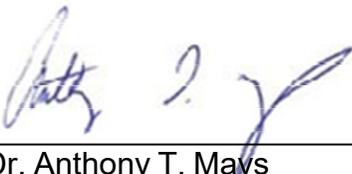
The Act and policy also require approval of the independent sources of investment training and approval of the list of qualified brokers that are authorized to engage in investment transactions with the district by the Board of Trustees or the investment committee.

A comprehensive report on the investment program and investment activity will also be presented.

Recommendations:

It is recommended that the Board of Trustees of the Alief Independent School District consider approval of the ordinance stating that they have reviewed the investment policy and investment strategies.

It is recommended that the Board of Trustee of the Alief Independent School District consider approval of the independent sources of training and approval of the list of qualified brokers.



Dr. Anthony T. Mays
Superintendent



Charles Woods
Deputy Superintendent/
Business Services



Presented by Accounting
Department

Annual Investment Review

Jenay Matthews

Director of Budget/Accounting Department



Investment Policy Summary

- Public Funds Investment Act provides the framework for Board policies related to investments
- CDA(Local) & CDA(Legal) policies in place
 - Policies cover investment objectives, approved types of investments, internal controls, performance standards and reporting
 - No policy changes are required at this time



Investment Reports

- Quarterly investment reports are submitted to the Board
 - Book value & market value of all investments
 - Investment earnings
 - Summary by investment type
 - Maturity schedule
- Annual review of internal controls and quarterly investment reports are included in the audit performed by our independent auditors



Investment Objectives

- Preservation and safety of principal
 - “Low risk” investment – credit risk/market risk
- Liquidity
- Yield
- Diversity



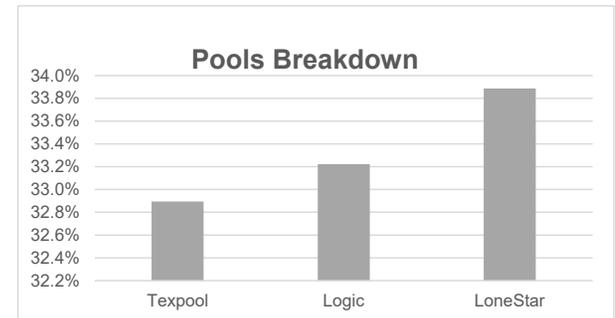
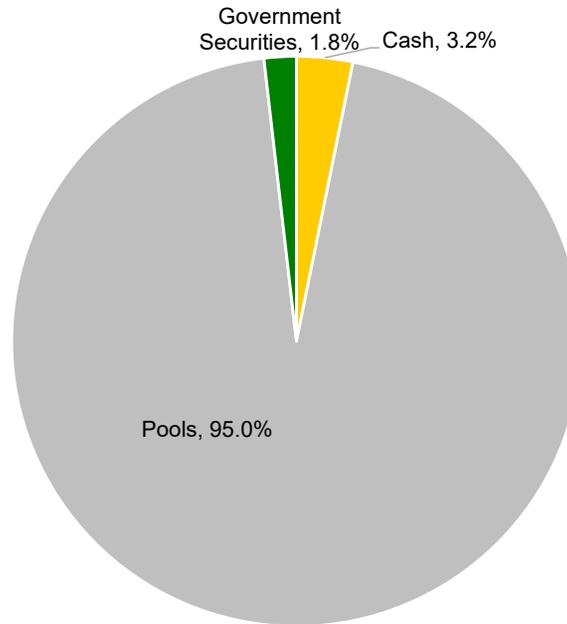
Independent School District
THE SMART CHOICE

Investment Summary by Type



	Book Value 12/31/2025
<i>Frost Bank</i>	\$ 13,849,116
<i>Texpool</i>	134,237,106
<i>Logic</i>	138,929,875
<i>LoneStar</i>	139,660,737
<i>Government Securities</i>	7,930,000
	\$ 434,606,834

Investment Summary by Type



Investment Summary by Fund



	Book Value 12/31/2024	Book Value 12/31/2025
<i>General</i>	\$ 210,526,472	\$ 240,625,047
<i>Debt Service</i>	25,188,315	30,011,633
<i>Construction</i>	127,484,273	138,648,576
<i>Food Service</i>	15,645,703	13,269,806
<i>Insurance</i>	9,405,753	12,051,772
	<u>\$ 388,250,516</u>	<u>\$ 434,606,834</u>

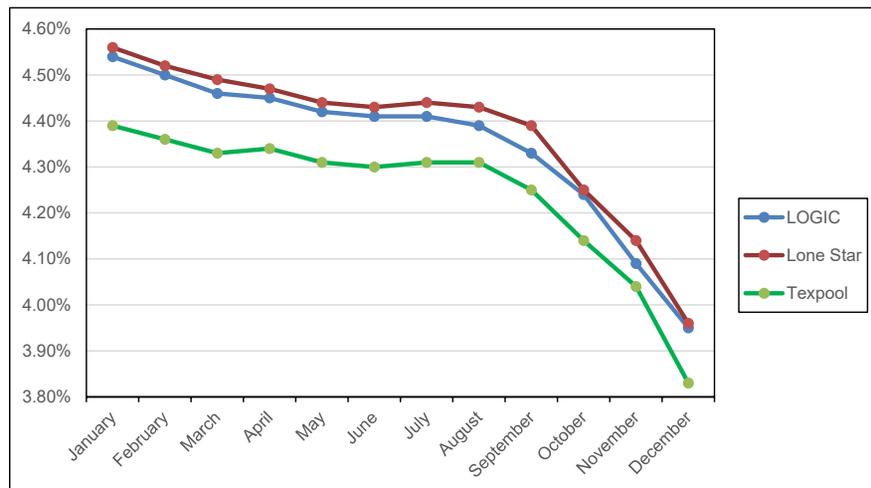
Investment Pools



- Investment pools offer a safe, efficient and liquid investment alternative to local governments
 - Economies of scale
 - Professional investment expertise
- Three pools used are rated AAA by Standard & Poor's
 - Extremely strong capacity to maintain principal stability
 - Limits exposure to credit, market & liquidity risks

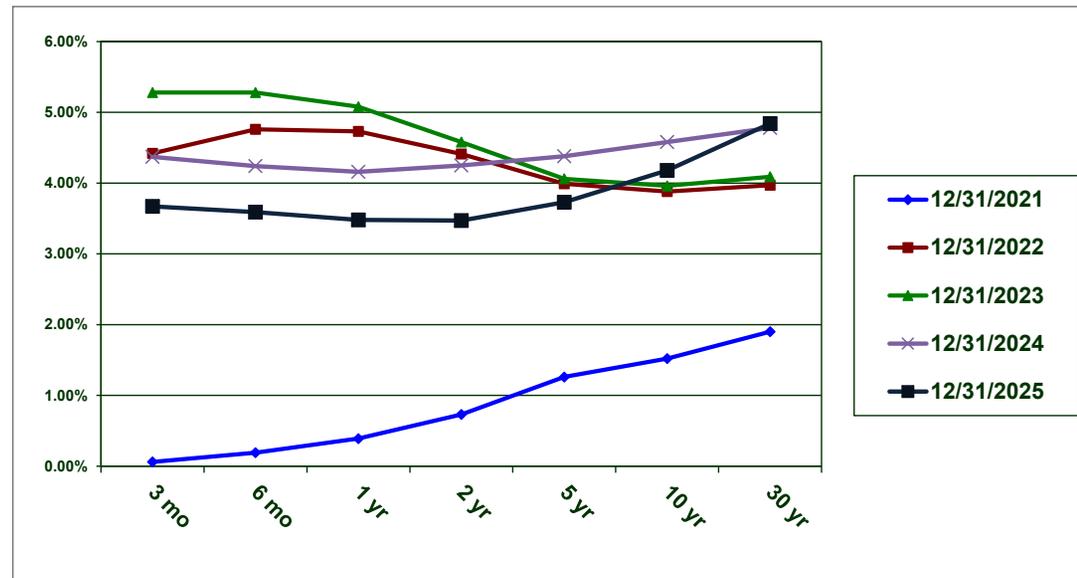
Investment Pool Rates

January – December 2025 (monthly averages)



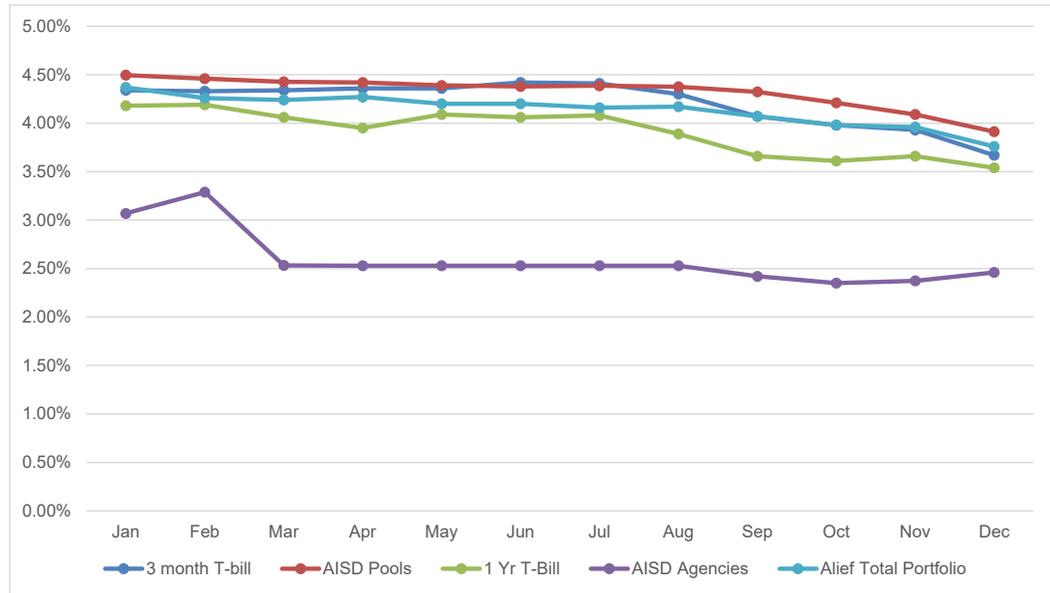


Yield Curve



AISD Portfolio vs. Benchmarks

January – December 2025 (monthly averages)





Interest Earnings by Fund

Compared to Prior Years

Earnings for the years ended

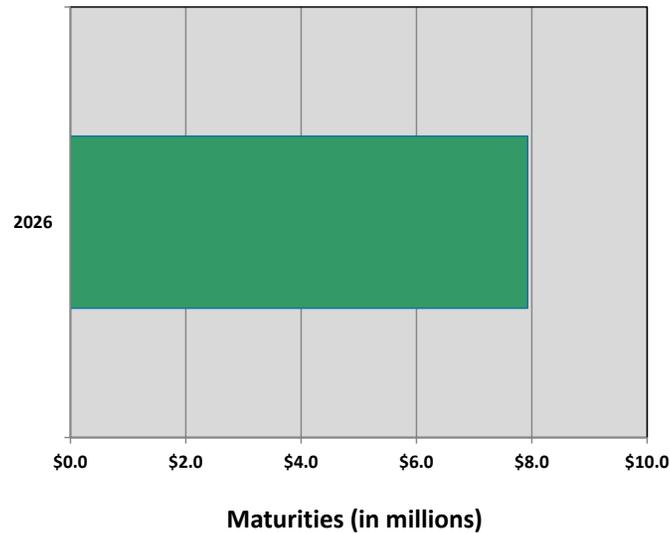
	<u>12/31/2021</u>	<u>12/31/2022</u>	<u>12/31/2023</u>	<u>12/31/2024</u>	<u>12/31/2025</u>
General	\$ 117,753	\$ 2,153,764	\$ 9,018,247	\$ 10,111,927	\$ 8,939,609
Food Service	6,394	153,702	630,637	718,045	570,609
Debt Service	333,535	446,985	1,370,753	1,623,558	1,084,506
Capital Projects	62,236	1,615,227	6,725,794	6,728,361	5,405,245
Special Revenue				14,818	
Internal Service	6,118	114,320	604,839	525,839	306,902
	<u>\$ 526,036</u>	<u>\$ 4,483,998</u>	<u>\$ 18,350,270</u>	<u>\$ 19,722,548</u>	<u>\$ 16,306,871</u>
 1 yr Treasury rate average for year	 0.10%	 2.88%	 5.08%	 4.83%	 4.14%

Note - earnings exclude the year-end adjustment to fair market value.



Maturity Schedule

Investments Owned at 12/31/25



The total 2010 QSCB agency securities owned is \$7.93 M.



Authorized Brokers

At least annually the Board shall review and approve a list of qualified brokers that are authorized to engage in investment transactions with the District.

- FHN Bank – Buddy Saragusa
- Multi-Bank Securities – Luigi Mancini
- Wells Fargo – Susan Ward
- Hilltop Securities – Gil Ramon
- Cantor Fitzgerald & Co.– James Shamoun
- Raymond James – Kathryn Perry
- Stern Brothers – Wes Hall



Cash Management Goals

- Ensure proper collateralization of deposits
- Ensure adequate balances to cover cash disbursement needs
- Maximize interest earnings
- Minimize bank charges

Investment Strategy

The following investment strategy is designed to meet our investment objectives and ensure the safety and liquidity of District funds:

- Invest the portfolio fully based on projected cash flow forecasts while minimizing bank charges.
- Stay in short to medium term highly rated liquid investments to avoid market risk and credit risk.
- Maintain liquidity base invested in pools to provide for short term disbursement needs.
- Study investment alternatives and monitor market conditions.



Authorized Providers - PFIA

At least annually the Board shall review and approve a list of authorized providers for required Public Funds Investment Act Training.



Approved Investment Pools	Approved Broker/Bank Dealers	ASBO – Association of School Business Officials
ATTA - Alliance of Texas Treasury Associations	GFOA – Government Finance Officers Association	GFOAT – Government Finance Officers Assoc. of Texas
GTOT – Govt. Treasurer's Organization of Texas	HCDE – Harris County Department of Education	TASB – Texas Association of School Boards
TASBO – Texas Assoc. of School Business Officials	UNT – University of North Tx Center for Public Mgmt.	Whitley Penn, LLP – Certified Public Accountants

Board Actions



- It is recommended that the Board of Trustees of the Alief Independent School District consider approval of the Ordinance stating that they have reviewed the investment policy and investment strategies.
- It is recommended that the Board of Trustees of the Alief Independent School District consider approval of the independent sources of training and approval of the list of qualified brokers.

AN ORDINANCE

APPROVING THE INVESTMENT POLICY AND INVESTMENT STRATEGIES FOR THE ALIEF INDEPENDENT SCHOOL DISTRICT

BE IT ORDAINED BY THE BOARD OF TRUSTEES OF THE ALIEF INDEPENDENT SCHOOL DISTRICT, HARRIS COUNTY, TEXAS:

Section 1. Upon review of the investment policies and investment strategies contained in Board policy CDA (Local), no changes were necessary.

Section 2. With a quorum of the Board of Trustees of the Alief Independent School District present and voting, this ordinance is passed by a majority of those present, finally on the date of introduction and takes effect and is in full force and effect from and after its passage,

IT IS ACCORDINGLY SO ORDAINED, THIS THE 17TH DAY OF FEBRUARY, 2026

President, Board of Trustees
Alief Independent School District

ATTEST:

Secretary, Board of Trustees
Alief Independent School District

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: February 17, 2026

AGENDA ITEM: Budget Update

Business Services will present 2025-26 budget update and the projected 2026-27 Budget. The presentation will include review of the Debt Service Fund as well as the general fund to ensure financial stability and sustainability.

Recommendation: Report item – no action required.



Dr. Anthony Mays
Superintendent



Charles Woods
Deputy Superintendent/Business Services



Presented by Business Services

Budget Update

*Board Meeting
February 17, 2026*

213

Charles Woods, Deputy Superintendent of Business Services

Dr. Emily Littlefield, CFO





Agenda

2024-25 Debt Service Actuals

- Revenues, Expenditures, and Fund Balance

2025-26 Budget

- Hold Harmless
- Revenues, Expenditures, and Fund Balance
- 2026 Bond Issue
- Projected Tax Rate

2026-27 Budget

- Property Values
- Long Range Forecast

School Funding

- Revenue "Bucket"
- Property Tax role in funding

2024-25 Year End Actual



Debt Service Fund

Revenues

Local

State

Federal

Total Revenues

Expenditures

Principal on Long-Term Debt

Interest on Long-Term Debt

Bond Issuance Costs and Fees

Total Expenditures

Deficiency of Revenues Under Expenditures

Net Change in Fund Balances

Fund Balances at Beginning of Year

Fund Balances at End of Year

2024-25 Actuals

\$ 39,132,681

3,857,117

808,085

43,797,883

26,920,000

15,398,695

8,811

42,327,506

1,470,377

1,470,377

19,700,823

\$ 21,171,200

Statement of Revenues,
Expenditures, and
Changes in Fund
Balance

216



Independent School District
THE SMART CHOICE



2025-26 Projection

2025-26 Projected

Debt Service Fund

	2025-26 Proposed Budget	2025-26 Projected Actual
Local revenue	\$ 35,818,385	\$ 36,081,645
State/federal revenue	8,370,942	7,815,335
Total revenue	44,189,327	43,896,980
Expenditures	46,014,841	46,014,841
Revenue Over (Under) Expenditures	(1,825,514)	(2,117,861)
Utilization of/(Deposit to) Sinking Fund	970,000	970,000
Budgetary Fund Balance-Beg. of Year	7,601,196	7,601,196
Budgetary Fund Balance-End of Year	\$ 5,775,682	\$ 5,483,335
Target Maximum Fund Balance	\$ 3,609,774	\$ 3,609,774
Tax Rate	\$ 0.205	\$ 0.205
	<i>Original \$0.256</i>	<i>Original \$0.256</i>

- Intentional utilization of fund balance by setting tax rate lower than required to pay debt payments.
- Principal and Interest payments due February 15 and August 15 each year. 218
- Qualified School Construction Bonds (QSCB) payments are set aside each year until final maturity in 2027.



Independent School District
THE SMART CHOICE

Debt Service Fund

Factors Affecting Projection

- Taxable Value changes throughout the year impacting current year fund balance
- Certified values for 2026 due to Comptroller July 25, 2026; Harris Central Appraisal District provides preliminary values
- TEA will update Summary of Finance (SOF) in March 2026 reflecting 2025 property values; confirm our projection for Hold Harmless
- Collection Rate for 2025-26

219

Debt Service

Tax Rate Comparison

- Alief ISD issues debt utilizing a competitive bid process as opposed to a negotiated bid process
- Alief ISD has an accelerated debt payoff schedule which retires debt quickly

37% vs 20% - 5 years
69% vs 40% - 10 years

Comparison to other school districts in Region 4, Alief has second lowest debt tax rate.



Alief Independent School District Debt Service Tax Rate Comparison				
Fiscal Year 2025-26				
District	County	Total Rate	General	Debt Service
Lamar Consolidated	Fort Bend	1.1337	0.6537	0.4800
Spring	Harris	1.1569	0.7169	0.4400
Dickinson	Galveston	1.1420	0.7220	0.4200
Cypress-Fairbanks	Harris	1.0869	0.6869	0.4000
Tomball	Harris	1.0629	0.6669	0.3960
Alvin	Brazoria	1.1500	0.7552	0.3948
Katy	Harris	1.1171	0.7271	0.3900
Humble	Harris	1.1052	0.7552	0.3500
Pearland	Brazoria	1.1350	0.7869	0.3481
Pasadena	Harris	1.1722	0.8322	0.3400
Galena Park	Harris	1.1292	0.7949	0.3343
Goose Creek	Harris	1.0725	0.7475	0.3250
Klein	Harris	0.9819	0.6669	0.3150
Spring Branch	Harris	1.0231	0.7186	0.3045
Aldine	Harris	1.0340	0.7315	0.3025
Channelview	Harris	0.9625	0.6788	0.2837
Clear Creek	Galveston	0.9690	0.6990	0.2700
Deer Park	Harris	1.1389	0.8689	0.2700
Fort Bend	Fort Bend	1.0569	0.7869	0.2700
La Porte	Harris	1.0642	0.8023	0.2619
Alief	Harris	1.0072	0.8022	0.2050
Houston	Harris	0.8489	0.6822	0.1667
Average Tax Rate		1.0705	0.7401	0.3303
Alief Tax Rate		1.0072	0.8022	0.2050

Debt Service

2021 Authorization

Alief Independent School District
Bond Sales - 2021 Referendum

Project	F1	F2	F3								Total
	May, 2022 2021-22	May, 2023 2022-23	May, 2024 2023-24	May, 2025 2024-25	May, 2026 2025-26	May, 2027 2026-27	May, 2028 2027-28	May, 2029 2028-29	May, 30 2029-30		
Facility Assessment Projects	\$ 29,000,000	\$ 31,220,000	\$ 13,965,000	\$ 33,840,000	\$ 19,255,000	\$ 45,970,000	\$ 41,810,000				\$ 215,060,000
Tennis Courts		2,310,000									2,310,000
Baseball & Softball fields			-								-
Unallocated Savings - Prop B											-
Synthetic Turf-Auxillary & Taylor Fields			4,770,000								4,770,000
Scoreboards at Outdoor Fields			280,000								280,000
Dugouts at Hastings Softball Field			115,000								115,000
Devices - Students, Teachers, Testing				3,500,000	3,500,000	3,500,000	3,690,000				14,190,000
Strategic Tech. Replacement Cycle				4,100,000	4,100,000	4,100,000	4,100,000				16,400,000
School Buses	1,700,000	2,400,000	2,300,000	2,400,000	2,600,000	2,600,000					14,000,000
Security cameras for buses		675,000									675,000
Smart Tag Tablets & Hardware	300,000										300,000
Transportation Facilities Upgrade			3,650,000								3,650,000
Police Vehicles & Equipment		500,000									500,000
Expand Police Department						800,000					800,000
Transportation cameras & fencing			1,900,000								1,900,000
Secure Open Libraries		19,500,000									19,500,000
Secure Cafeterias		900,000									900,000
Secure Entries - Video Intercom		1,200,000									1,200,000
Secure Entries - Cross Corridor Walls		3,280,000									3,280,000
Network Infrastructure Replacement							13,200,000				13,200,000
Interactive Boards-Classrooms/Libr.				6,000,000	6,000,000	6,000,000	6,000,000				24,000,000
Sound Amplification Systems						9,000,000	9,800,000				18,800,000
Telephone System Replacement						3,250,000					3,250,000
Scoreboards at MS/HS Gyms			-								-
Music - Equipment & Instruments		2,500,000	2,050,000								4,550,000
Dance Flooring & Equipment		850,000									850,000
Sound Proof Practice Rooms		150,000									150,000
Theater Stage Lighting Upgrade				1,330,000							1,330,000
Art Equipment		600,000									600,000
CTE Equipment		300,000	350,000								650,000
Updated Bookcases/Furniture-Libraries		800,000	800,000								1,600,000
Chambers Elementary Rebuild								51,300,000			51,300,000
Youens Elementary Rebuild									47,300,000		47,300,000
Entry Canopies		5,200,000									5,200,000
Agriculture Science Center		7,500,000									7,500,000
Unallocated Savings									41,910,000		41,910,000
Total	\$ 31,000,000	\$ 79,885,000	\$ 30,180,000	\$ 51,170,000	\$ 35,455,000	\$ 75,220,000	\$ 78,600,000	\$ 51,300,000	\$ 89,210,000	\$ 522,020,000	

Summary



- First installment of 2021 referendum debt issued in May 2022 (\$31M).
- Second installment issued in May 2023 (\$79.9M)
- Third installment issued in May 2024 (\$30.2M).
- Fourth installment issued in May 2025 (\$51.2M).
- Fifth installment anticipated to be sold in May 2026 (\$35.5M).
- Projects funded with previous sales are well underway with several complete. Planning/RFP's are ongoing for projects funded with bond sales, as well as initial start-up of projects to be funded with the May 2026 sale.
- 2026 sale amount reduced from \$65.4M utilizing savings and investment earnings to fund upcoming projects.
- Revenue forecast for the Debt Service fund for 2026-27 is based on property value decrease and a tax rate of \$0.22. This is a \$.015 increase from the flat tax rate of \$.205 since 2018-19. Expenditure forecast is based on 3.75%-4.25% interest rate.

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Historical Debt Service Tax Rate



Year	Original Projected Rates 2021 Referendum	Actual Tax Rate	Below Projected Rate
2021-22	0.205	0.205	--
2022-23	0.215	0.205	1 cent
2023-24	0.235	0.205	3 cents
2024-25	0.245	0.205	4 cents
2025-26	0.255	0.205	5 cents
2026-27	0.265	0.22	4.5 cents
2027-28	0.265	to be determined	
2028-29	n/a	to be determined	
2029-30	n/a	to be determined	

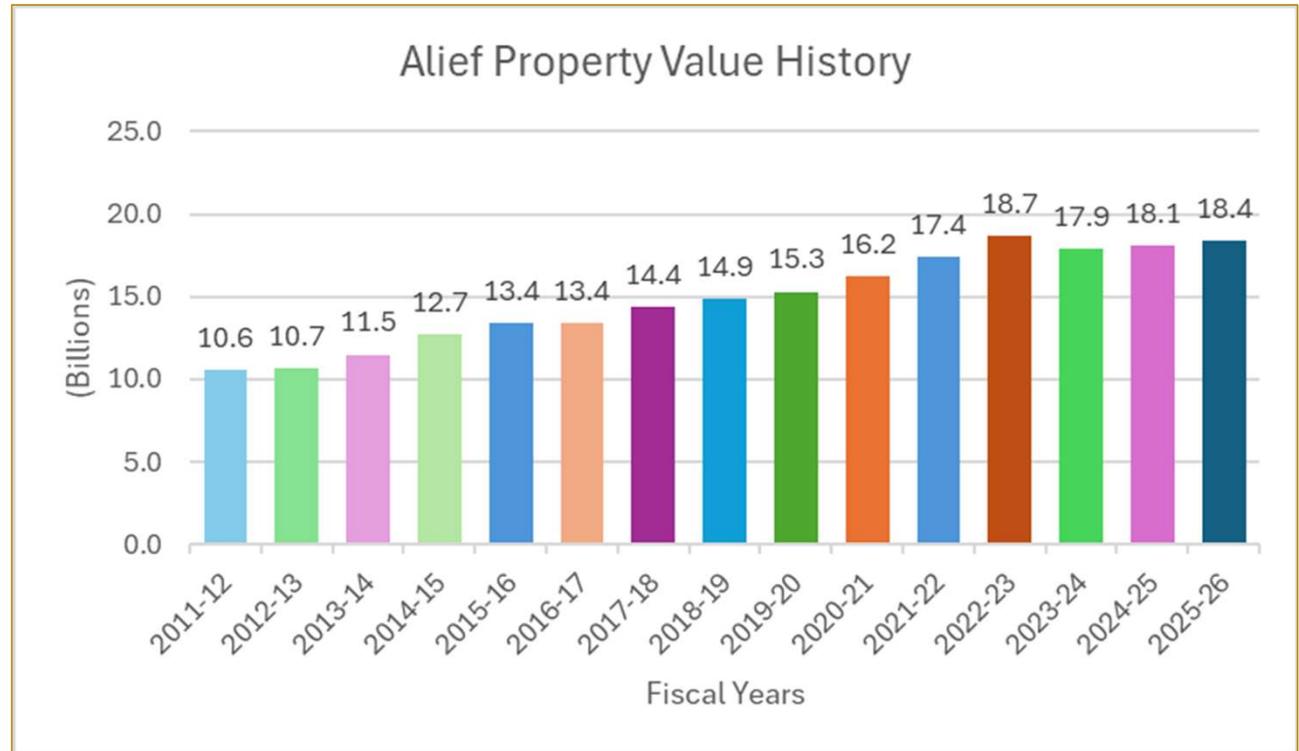
Tax rate for 2026-27 to be determined and adopted

- Alief projected a 6.0 cent tax rate increase over the life of issuance and communicated this information to taxpayers during the planning phase.
- Actual tax rates are determined based on taxable values, interest rates, and timing of debt issued over the course of the referendum.



2026-27 Projection

Historical Property Value



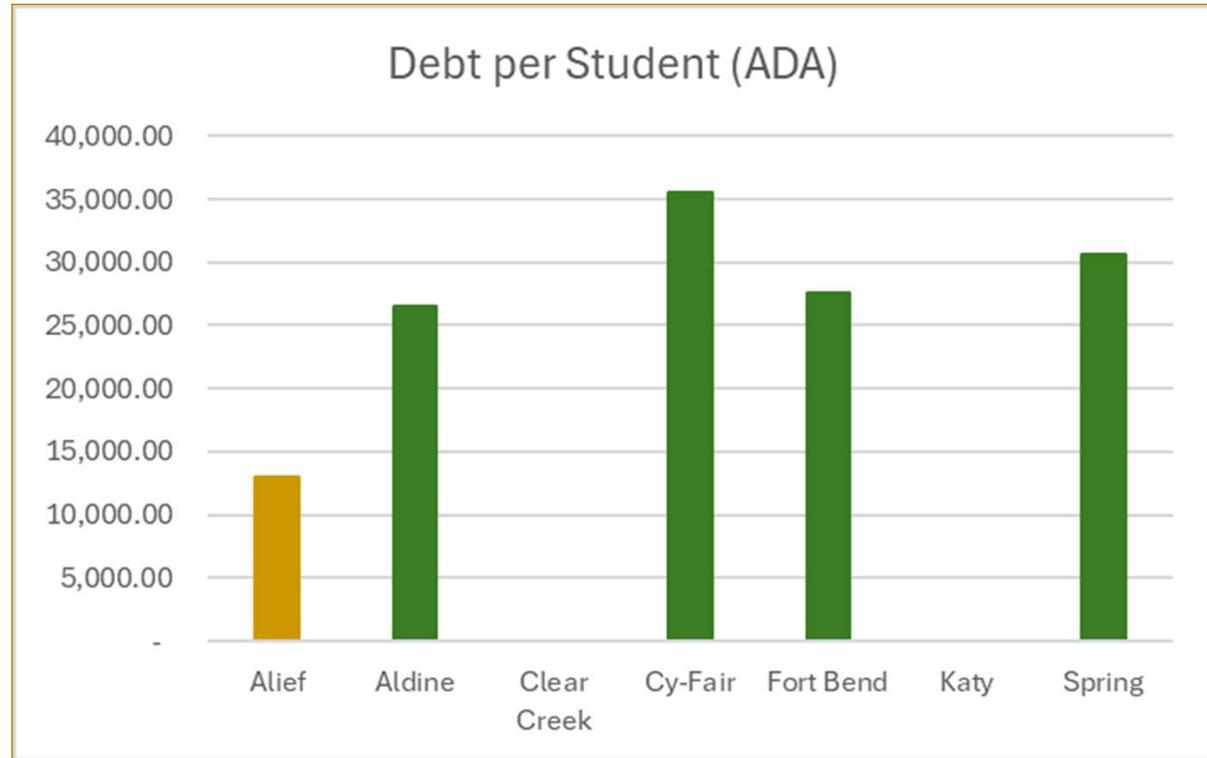
225



Independent School District
THE SMART CHOICE

Debt Service

Debt Per Student



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Debt Service

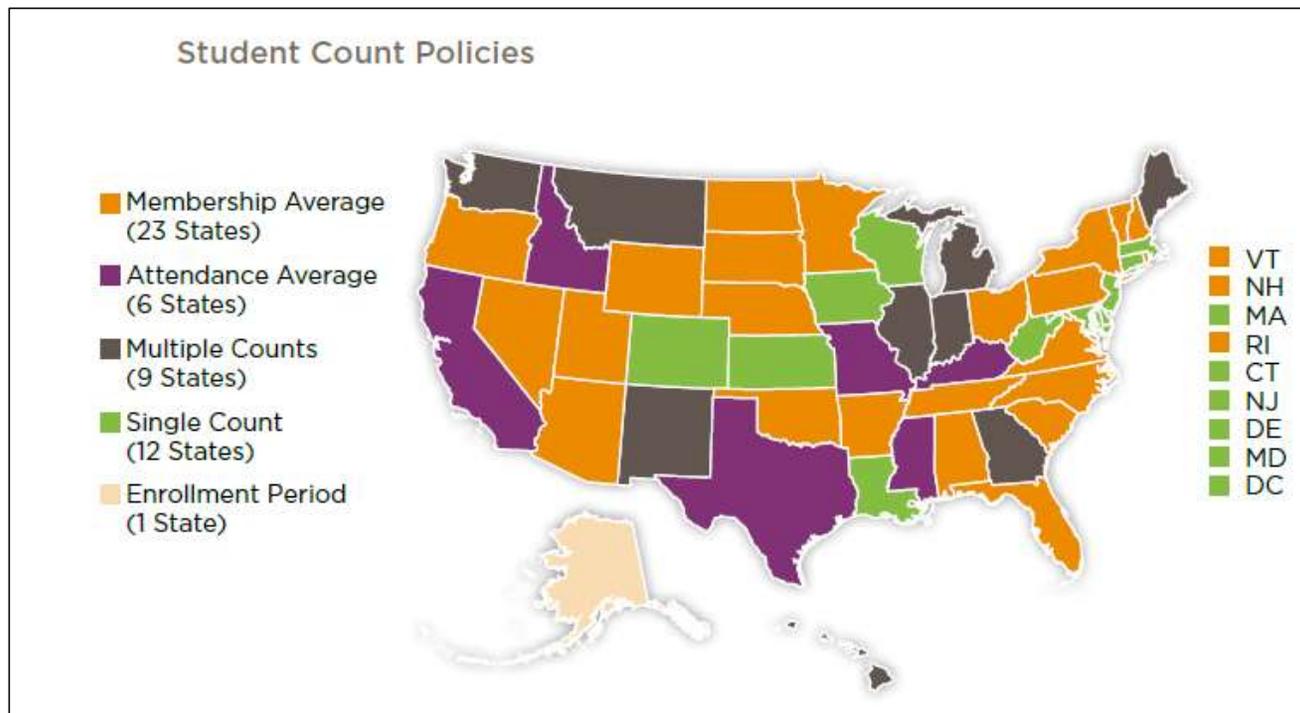
Long Range Forecast

	2025-26	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
	Proposed Budget	Projected Actual	Projected	Projected	Projected	Projected	Projected
Local revenue	\$ 35,818,385	\$ 36,081,645	\$ 39,128,983	\$ 42,451,814	\$ 45,642,924	\$ 52,806,046	\$ 58,088,270
State/federal revenue	8,370,942	7,815,335	7,628,480	7,200,000	7,200,000	7,200,000	7,200,000
Total revenue	44,189,327	43,896,980	46,757,463	49,651,814	52,842,924	60,006,046	65,288,270
Expenditures	46,014,841	46,014,841	62,791,179	50,707,605	56,027,447	59,552,533	64,934,010
Revenue Over (Under) Expenditures	(1,825,514)	(2,117,861)	(16,033,716)	(1,055,791)	(3,184,523)	453,513	354,260
Utilization of/(Deposit to) Sinking Fund	970,000	970,000	15,510,004	-	-	-	-
Budgetary Fund Balance-Beg. of Year	7,601,196	7,601,196	5,483,335	4,959,623	3,903,832	719,309	1,172,822
Budgetary Fund Balance-End of Year	\$ 5,775,682	\$ 5,483,335	\$ 4,959,623	\$ 3,903,832	\$ 719,308	\$ 1,172,821	\$ 1,527,082
Target Maximum Fund Balance	\$ 3,609,774	\$ 3,609,774	\$ 3,834,570	\$ 5,232,598	\$ 4,225,634	\$ 4,668,954	\$ 4,962,711
Tax Rate	\$ 0.205	\$ 0.205	\$ 0.220	\$ 0.235	\$ 0.245	\$ 0.275	\$ 0.288
	<i>Original \$0.256</i>	<i>Original \$0.256</i>	<i>Original \$0.265</i>				

Texas School Funding



Funding Foundation



Tier Funding



Maintenance and Operations Tiers

TIER ONE

Refers to the district's foundation entitlement.

The calculation is based upon:

- District characteristics.
- Student characteristics.
- Number of students in average daily attendance (ADA).
- **Basic allotment** per student in ADA, which is set in the General Appropriations Act (\$6,160 in FY2020 and FY2021).
- School district tax rate (varies, but State MCR is \$0.9134 per \$100 of local school district property value).

TIER TWO

Refers to the district's "enrichment" entitlement.

The calculation is based upon:

- Number of students in weighted average daily attendance (WADA).
- Number of pennies of tax effort above MCR.
- Guaranteed amounts for pennies of tax effort are set in statute and/or General Appropriations Act called the **Guaranteed Yield** Per Penny.
- School district tax rate (based on local decision to have optional tax rate between MCR and \$1.0834* per \$100 of local school district property value).

*Not all school districts can levy up to \$1.0834, only school districts with an MCR of \$0.9134 can go up to \$1.0834

School Year	Basic Allotment
2009-2010	\$4,765
2010-2011	\$4,765
2011-2012	\$4,765
2012-2013	\$4,765
2013-2014	\$4,950
2014-2015	\$5,040
2015-2016	\$5,140
2016-2017	\$5,140
2017-2018	\$5,140
2018-2019	\$5,140
2019-2020	\$6,160
2020-2021	\$6,160
2021-2022	\$6,160
2022-2023	\$6,160
2023-2024	\$6,160
2024-2025	\$6,160

2025-26 \$6,215

Tiering of Pennies

Tier	Pennies	Action Required to Access
Tier Two Copper Pennies	9 - 17	Voter Approval Required (or previously accessed in TY 2019)
	6 - 8	
Tier Two Golden Pennies	5	Unanimous Board Vote or Voter Approval Required (or previously accessed in TY 2019)
	4	No Voter Approval
Tier One	0 - MCR	No Voter Approval

Tier One



Subject to Recapture

Tax rate generates the Basic Allotment based on the proportion to MCR

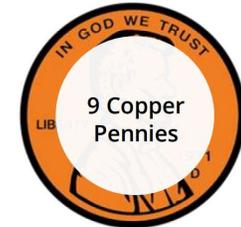
Tier Two



Not Subject to Recapture

Guaranteed yield of \$126.21 / WADA in FY24

Tier Two



Subject to Recapture

Guaranteed yield of \$49.68 per WADA in FY24

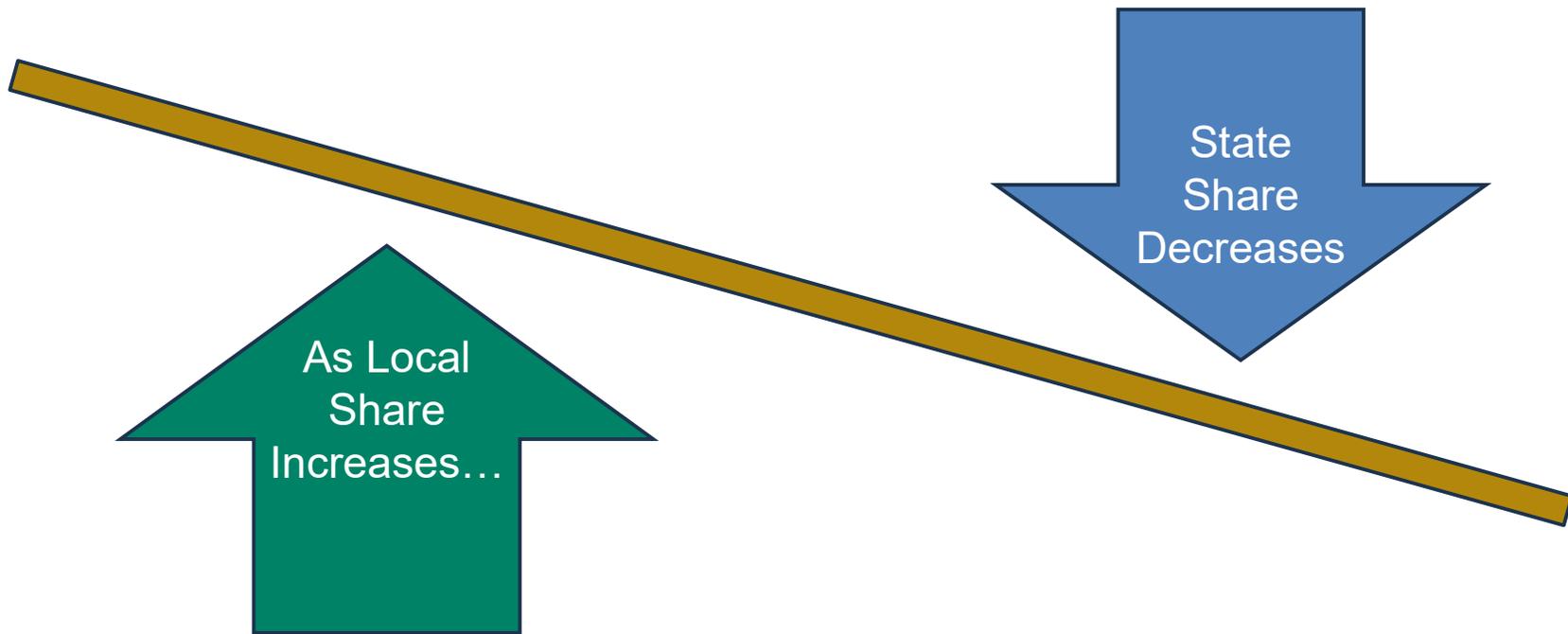
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Tier Two (Max \$0.17)

Going from 4 Tier II to all 8 golden pennies in Tier II varies by ISD, but on average would **increase** M&O funding for a district by **6.7%**

Going from 8 golden but 0 copper pennies to all 9 copper pennies in Tier II varies by ISD, but on average would **increase** M&O funding for a district by **5.6%**

State Share vs. Local Share



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Building Alief's Revenue "Bucket"

\$420,434,081

Tier I Funding

- Regular Program
- Compensatory Education
- Special Education
- Career & Technology (CTE)
- Bilingual Education
- Early Education
- Dyslexia Education
- CCMR Bonus
- Gifted and Talented
- Transportation
- School Safety
- Teacher Incentive

Tier II Funding

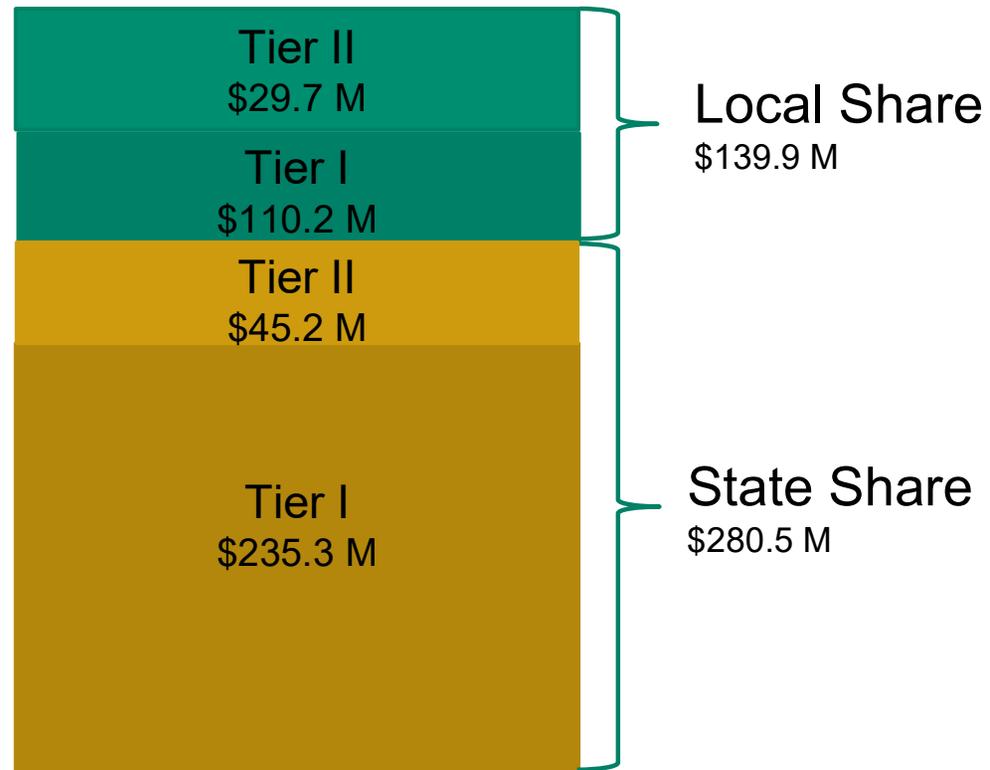
Golden Pennies
Copper Pennies

**Revenue
per student**

\$11,436

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Filling the “Bucket”



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Tax Revenue

Levers That Affect Tax Revenue

Adopted Tax Rate – Alief ISD maximized tax revenue with passing of VATRE.

Collections – Collection rate is over 98%.

Certified Value – provided by Harris Central Appraisal District.

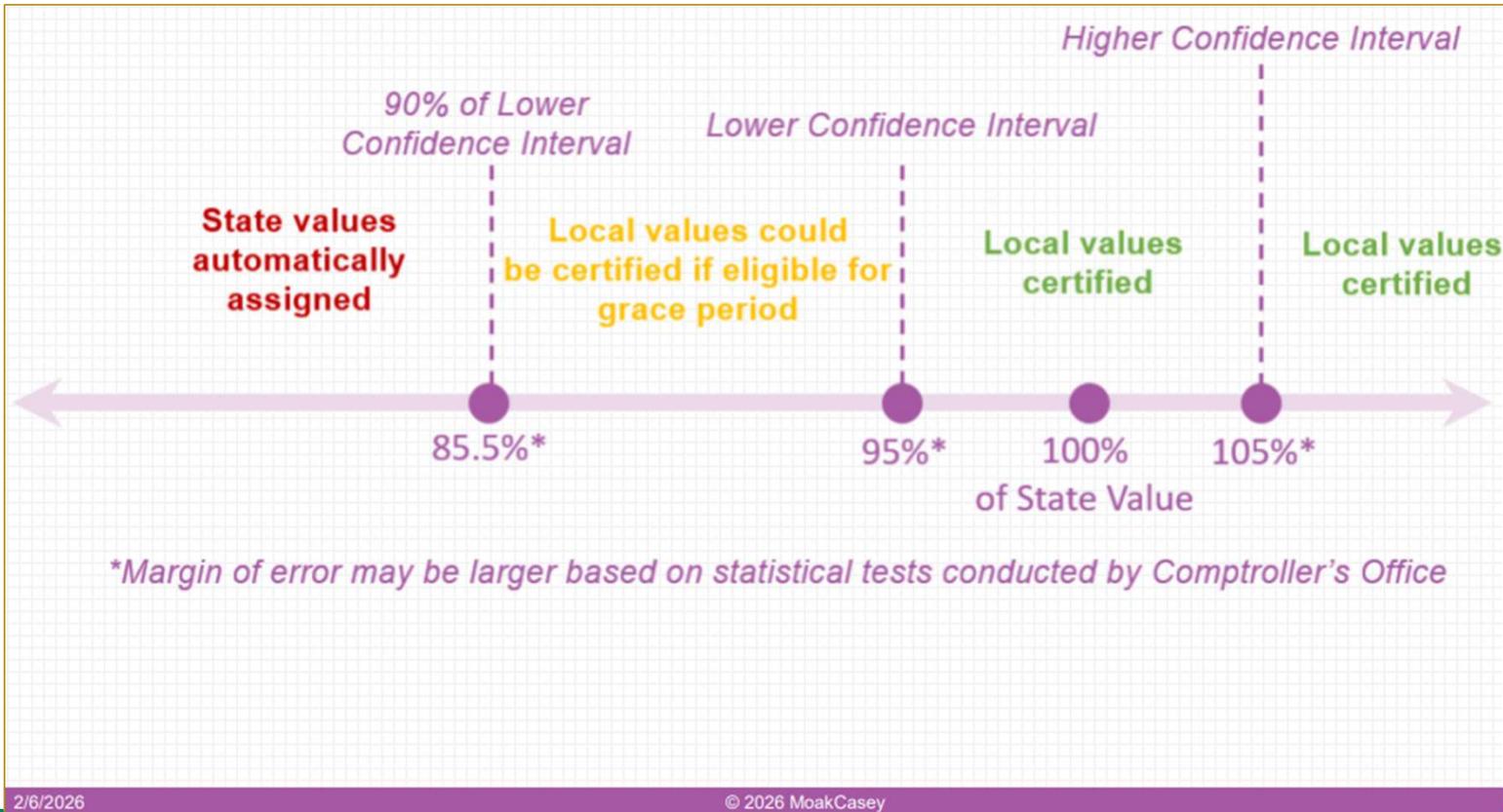
Property Value Study Audits – We have the ability to request a PVSA for three (3) years after a tax year has ended.

Starting Point: Property Values

- **April of Tax Year:** CAD releases preliminary estimate.
This does not reflect taxpayer protests. Often, certain categories of properties are not appraised at this point either.
- **July of TY:** CAD releases certified values.
Most taxpayer protests should be resolved by this point.
- **Fall of TY:** CAD submits tax roll to Comptroller (EARS/Self-Report)
Some changes could occur in tax roll by this time.
- **December of TY:** Comptroller releases pre-preliminary.
First chance for ISDs to see their T values for that tax year. Short window to correct mistakes in time for inclusion in Feb/March SOF.
- **January 31, TY+1:** Comptroller releases preliminary values.
This release kicks off the protest window.

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State Values vs Local Values



Alief ISD assigned local values for 2025 Tax Year

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School districts have 40 days to appeal values.

101-903/Alief ISD

Category Summary

(1) Category	(1) Stratum Number	(1) Local Value	(1) Stratum Ratio	(1) State Value	(2) Sample Size	(3) Total Parcels	Stratum Variance
A	2	2,773,052,444	0.9870	2,809,576,944	101	15,048	2,382,508,980
A	3	2,588,368,214	1.0037	2,578,826,556	99	11,007	1,052,199,862
A	4	2,615,445,671	0.9995	2,616,754,048	99	9,350	1,499,965,983
A	5	2,683,872,492	0.9826	2,731,398,832	95	5,375	312,850,142,761
B	2	957,487,861	0.9104	1,051,722,167	9	76	11,395,513,818,134
B	3	1,008,313,543	0.9021	1,117,740,320	10	50	20,337,464,690,864
B	4	1,084,879,532	1.0202	1,063,398,875	9	33	59,207,094,791,927
B	5	775,326,916	1.0138	764,773,048	7	14	513,373,486,734,215
C1	2	76,266,235	0.9358	81,498,434	12	289	151,319,518,387
C1	3	71,321,887	1.0271	69,440,061	10	49	466,585,526,872
C1	4	99,124,482	1.1177	88,686,125	7	14	11,599,458,654,955
F1	2	1,499,215,215	0.8074	1,856,843,219	19	1,053	1,687,988,978,193
F1	3	1,536,029,413	0.8979	1,710,690,960	16	314	8,850,811,714,388
F1	4	1,578,355,445	0.9212	1,713,368,916	14	119	55,875,021,661,481
F1	5	1,175,600,762	1.0042	1,170,683,890	11	29	619,659,484,830,471
L1	2	248,920,940	1.0662	233,465,522	12	2,498	21,612,673,988
L1	3	253,443,900	1.0089	251,208,147	10	320	247,401,941,006
L1	4	254,029,455	1.0832	234,517,591	12	68	6,246,722,070,087
L1	5	244,984,389	0.9952	246,165,986	8	15	9,920,087,100,910
Random Totals:		21,524,038,796		22,390,759,641	560	45,721	
CATG C1 EXCEPTION VALUES:		64,891,332		59,840,898			
CATG D1 EXCEPTION VALUES:		13,111		12,750			
CATG J EXCEPTION VALUES:		181,468,680		193,072,574			
Total Test Values		21,770,411,919		22,643,685,863			



Items below 95% confidence interval.

Category F1 totals

Stratum	Comp Code	Low Limit	High Limit	Sample Parcels	Stratum Parcels	Sample Local Value	Sample PTAD Value	Stratum Local Value	Stratum Ratio	Stratum PTAD Value	Category Ratio
1	U	1	575,000	0	1,011	0	0	308,465,409	1	308,465,409	
2	R	575,001	3,098,400	19	1,053	25,196,428	31,208,086	1,499,215,215	0.8074	1,856,843,219	
3	R	3,098,401	8,299,202	16	314	80,484,429	89,633,145	1,536,029,413	0.8979	1,710,690,960	
4	R	8,299,203	23,170,158	14	119	186,195,162	202,128,951	1,578,355,445	0.9212	1,713,368,916	
5	R	23,170,159	99,999,999,999	11	29	449,137,184	447,252,796	1,175,600,762	1.0042	1,170,683,890	
Total				60	2,526	741,013,203	770,222,978	6,097,666,244		6,760,052,394	0.9020

F1 Category was out of confidence interval by 5%

Margin of Error

Margin of Error Percent:	5.0000000
Margin of Error Value:	1,132,184,293

Confidence Interval Values(5)

Local Test Value:	21,770,411,919	WITHIN CONFIDENCE INTERVAL
State Lower Limit:	21,511,501,570	(State Test Value minus Margin of Error Percent)
State Upper Limit:	23,775,870,156	(State Test Value plus Margin of Error Percent)

Alief ISD (all splits) Harris County

101-Harris/Harris County

101-903/Alief ISD

Category	Local Tax Roll Value	2025 WTD Mean Ratio	2025 PTAD Value Estimate	2025 Value Assigned
A - SINGLE-FAMILY	11,240,569,787	0.9933	11,316,389,597	11,240,569,787
B - MULTIFAMILY	4,053,220,424	0.9594	4,224,745,074	4,053,220,424
C1 - VACANT LOTS	325,450,925	1.0387	313,325,238	325,450,925
C2 - COLONIA LOTS	0	N/A	0	0
D1 ACRES - QUALIFIED OPEN-SPACE LAND	13,111	1.0283	12,750	13,111
D2 - FARM & RANCH IMP	1,005,345	N/A	1,005,345	1,005,345
E - NON-AG LAND AND IMPROVEMENTS	50,993,994	N/A	50,993,994	240,993,994
F1 - COMMERCIAL REAL	6,097,666,244	0.9020	6,760,162,133	6,097,666,244
F2 - INDUSTRIAL REAL	149,007,155	N/A	149,007,155	149,007,155
G - ALL MINERALS	7,320	N/A	7,320	7,320
J - ALL UTILITIES	268,973,090	0.9399	286,172,029	268,973,090
L1 - COMMERCIAL PERSONAL	1,053,320,697	1.0354	1,017,307,994	1,053,320,697
L2 - INDUSTRIAL PERSONAL	317,921,590	N/A	317,921,590	317,921,590
M1 - MOBILE HOMES	2,078,144	N/A	2,078,144	2,078,144
N - INTANGIBLE PERSONAL PROPERTY	0	N/A	0	0
O - RESIDENTIAL INVENTORY	947,681	N/A	947,681	947,681
S - SPECIAL INVENTORY	111,385,764	N/A	111,385,764	111,385,764
Subtotal	23,672,561,271	0	24,551,461,808	23,672,561,271
Less Total Deductions	5,311,110,625	0	5,333,354,299	5,311,110,625
Total Taxable Value	18,361,450,646	0	19,218,107,509	18,361,450,646



Property Value Study – Grace period

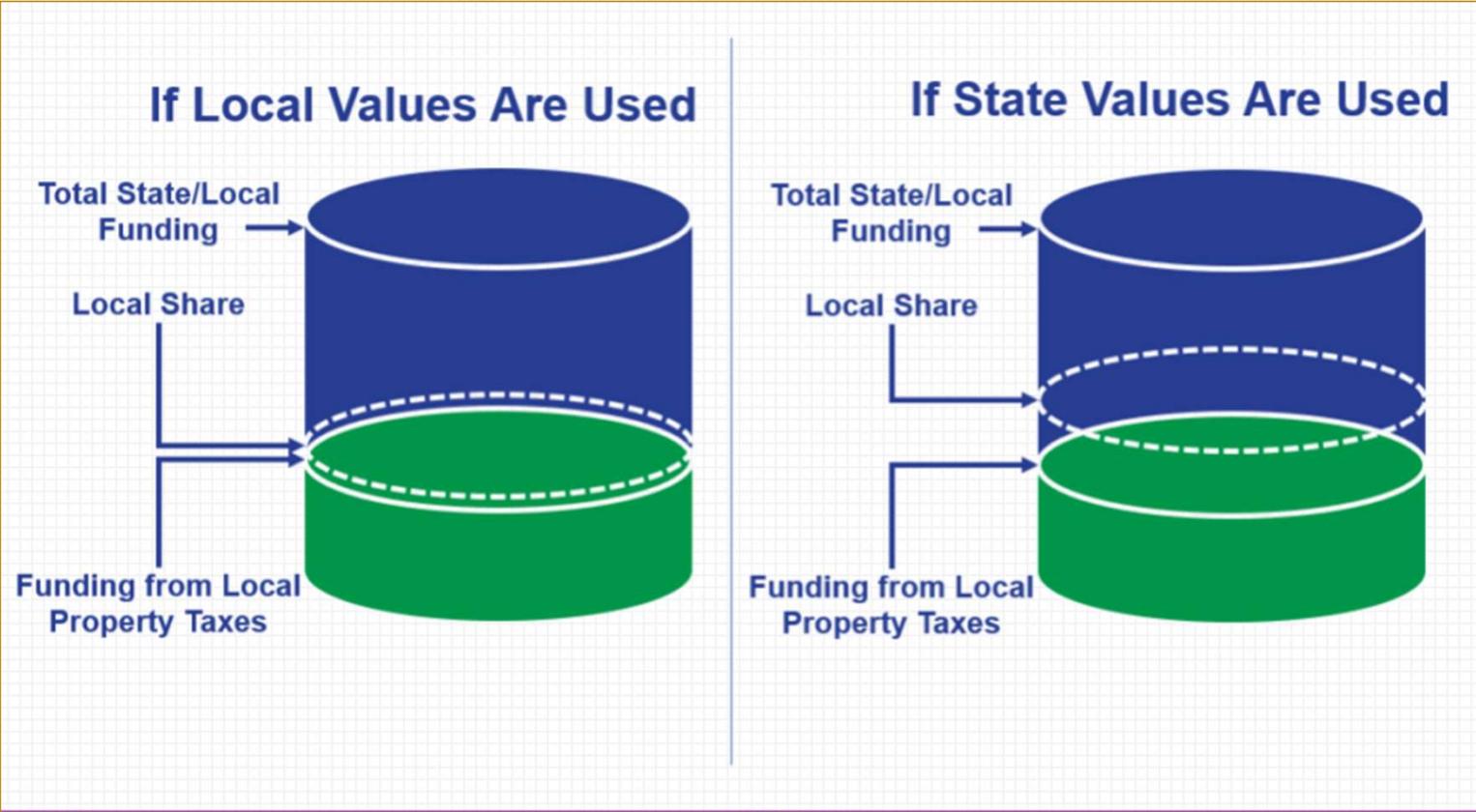
2022	2023	2024	2025	2026	2027	2028
SDPVS	MAP	SDPVS	MAP	SDPVS	MAP	SDPVS
Grace Y1	SDPVS & MAP	SDPVS (No Grace)	MAP	SDPVS Eligible for Grace	MAP	SDPVS
Grace Y1	Grace Y2	SDPVS (No Grace)	MAP	SDPVS (No Grace)	MAP	SDPVS Eligible for Grace
Grace Y1	Grace Y2	State	SDPVS & MAP (No Grace)	SDPVS (No Grace)	MAP	SDPVS Eligible for Grace
Grace Y1	Grace Y2	State	State	SDPVS (No Grace)	MAP	SDPVS (No Grace)

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Independent School District
THE SMART CHOICE

Impact of State Values Assignment



Number of Districts Not Receiving Local Value

	2023 Prelim.	2023 Final	2024 Prelim.	2024 Final	2025 Prelim.
Grace Year 1	40	37	19	16	38
Grace Year 2	18	17	8	7	6
State Value	113	87	64	49	60
State Lower Than Local	12	8	22	18	11

Note: Unit of analysis in table above is individual ISD-CAD geographies. A district that spans multiple counties would count multiple times.

Feedback and Questions



ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

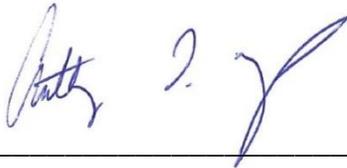
MEETING DATE: February 17, 2026

AGENDA ITEM: Presentation of the 2024-25 Annual Performance Report (APR) and Public Hearing (Charles Garcia, Deputy Superintendent of Curriculum, Instruction, and School Leadership)

Board Goal 1: Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

Presentation Summary: The Board will receive a presentation regarding the 2024-25 Annual Performance Report. This report is an extensive document that details academic achievement for all schools from the 2024- 2025 school year. The Public Hearing will be held for stakeholder questions and feedback.

RECOMMENDATION: Report and Public Hearing – no recommendation required.



Dr. Anthony T. Mays
Superintendent



Dr. Charles Garcia
Deputy Superintendent of Curriculum,
Instruction, and School Leadership

Alief Annual Performance Report & Public Hearing

Dr. Rayyan Amine

Chief of School Improvement & Accountability

Presentation of Annual Performance Report 2024-25

Alief ISD Annual Report *2024-25*

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Texas Education Code §39.306 requires each district to:

- Publish an Annual Report
- Hold a public hearing of the Annual Report

Posted on the Alief Accountability Website:

- Texas Academic Performance Reports (TAPR) 2024-25
- Annual Report 2024-25

7 sections of the District Annual Performance Report

2024-25

1. **2024-25 Texas Academic Performance Report (PDF TAPR)**
2. PEIMS Financial Standard Report (2022-23 Financial Actual Report)
3. 2024-25 District Accreditation Status
4. Campus Performance Objectives & HB3 Goals
5. Report on Violent or Criminal Incidents on Campuses, including District Interventions
6. Student Performance in Postsecondary Institutions
7. 2024-25 TAPR Glossary

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The 2024-25 Annual Performance
Report is posted at:
[Alief ISD Annual Performance
Report 2024-2025](#)

Alief ISD Annual Report

2024-25

Section 1

2024-25 Texas Academic Performance Report²⁵⁰ (TAPR)

- Compiled by TEA for every district and campus using:
 - PEIMS
 - Student Assessment Data

- 2024-25 TAPR is published as a PDF
 - Includes a wide range of information on the performance of students in each district and campus in the state
 - Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status
 - Provides extensive information on school and district staff, programs, and student demographics

Alief ISD Annual Report *2024-25*

Section 1 Components

2024-25 Texas Academic Performance Report (TAPR)

- Cover page
- STAAR Performance Data
- School Progress Data
- Bilingual Education Data
- Participation Rates
- Attendance/Graduation/ Dropout Rates
- CCMR
- Student/ Staff/ Program Information

7 sections of the District Annual Performance Report

2024-25

1. 2024-25 Texas Academic Performance Report (PDF TAPR)
2. **PEIMS Financial Standard Report (2022-23 Financial Actual Report)**
3. **2024-25 District Accreditation Status**
4. **Campus Performance Objectives & HB3 Goals**
5. **Report on Violent or Criminal Incidents on Campuses, including District Interventions**
6. **Student Performance in Postsecondary Institutions**
7. **2024-25 TAPR Glossary**

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The 2024-25 Annual Performance
Report is posted at:
[Alief ISD Annual Performance
Report 2024-2025](#)

Alief ISD Annual Report *2024-25*

Resources and Availability of Annual Report

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- The District's 2024-25 TAPR will be posted on the district's website within 2 weeks after this meeting (by tomorrow).

Annual Performance Report 2024-25

Questions

Annual Performance Report 2024-25

Public Hearing



Independent School District
THE SMART CHOICE

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: February 17, 2026

AGENDA ITEM: Consider approval of the 2025-26 Targeted Improvement Plans (TIPs) and Public Hearing (Charles Garcia, Deputy Superintendent of Curriculum, Instruction, and School Leadership)

Board Goal 1: Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

Presentation Summary: The Board will receive an overview of the Targeted Improvement Plans (TIPs) and hold a Public Hearing to receive questions and feedback on the plans for Olle, Owens, Bush, and Sneed.

RECOMMENDATION: It is recommended that the Alief ISD Board of Trustees consider and approve the Targeted Improvement Plans (TIPs) as presented.



Dr. Anthony T. Mays
Superintendent



Dr. Charles Garcia
Deputy Superintendent of Curriculum,
Instruction, and School Leadership

Alief Targeted Improvement Plans & Public Hearing

Dr. Rayyan Amine
Chief of School Improvement & Accountability

Presentation Improvement Plans

Targeted Improvement Plans (TIPs)

Improvement Plans

2025-26

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Targeted Improvement Plans are Required:

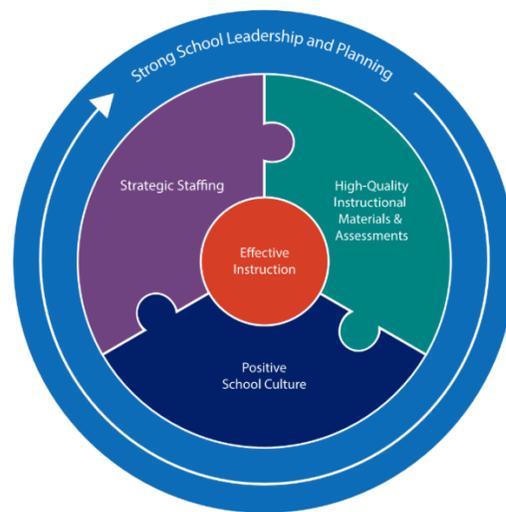
- Olle Middle School – State & Federal – F Comprehensive
- Owens Intermediate – State Consecutive Years Count – D
- Bush Elementary – Federal – Comprehensive Progress
- Sneed Elementary – Effective Schools Framework (ESFG) Grant

Improvement Plans

2025-26

- ❑ Improvement Plans are aligned with the Effective Schools Framework (ESF)
Levers
- ❑ Align the campus goals with the ESF
- ❑ Address root causes of challenges: “student outcomes will not change until adult behaviors change”
- ❑ Monitor progress using actionable steps

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**EFFECTIVE
SCHOOLS
FRAMEWORK**

Improvement Plans

2025-26

Targeted Improvement Plan Highlights

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Olle Middle School

- Campus wide focus on goal setting to improve student performance including data analysis, data conferences, and development of targeted interventions
- Campus instructional leaders provide formal coaching and in the moment coaching to improve first line instruction using the Get Better Faster model
- Campus leaders regularly review formative assessment data to inform adjustments to the cadence of observation and feedback cycles, to inform adjustments to first line instruction, and inform professional development opportunities.

Owens Intermediate

- Campus instructional leaders receive ongoing job-embedded professional development provided for to strengthen content planning meetings and Professional Learning Communities (PLCs)
- Campus administrators engage in observation and feedback cycles to provide content specialists with bite-sized actionable feedback to improve the quality of Planning and PLCs to ensure teacher preparation for seamless lesson delivery and targeted interventions
- Teachers facilitate student goal setting and reflective practice after formative assessments - tracking student progress, having student/teacher data conferences, and facilitating targeted interventions.

Improvement Plans

2025-26

Targeted Improvement Plan Highlights

Bush Elementary

- All new teachers enthusiastically kicked off the year with training on the Alief DDI Protocol, while returning teachers proudly engaged in a powerful retraining session to ensure every staff member is fully prepared to analyze student data with precision and create high-impact reteach plans.
- Our specialists also delivered dynamic professional learning for teachers who provide targeted small-group instruction, equipping them to close learning gaps and accelerate growth for students performing a year or more below grade level. Teachers came together in vibrant collaborative planning sessions, practiced instructional delivery, and received continuous, supportive feedback from their teams—each step strengthening instructional excellence across the campus.
- Through the Alief DDI Protocol training, teachers gained a clear and systematic process for unpacking TEKS and standards, identifying common misconceptions, and designing focused, purposeful reteach plans that drive student success.
- Together, our campus is building unstoppable instructional momentum—setting the stage for a year of meaningful learning and remarkable achievement!

Sneed Elementary

- Teachers participated in vibrant, hands-on training designed to elevate their ability to craft purposeful small-group intervention plans—ensuring every student receives the individualized support they need to grow and thrive.
- Teachers engaged in powerful professional learning focused on creating a consistent, campuswide process for goal-setting and data reflection after each assessment. This shared practice is a huge win for our campus—fueling ongoing reflection, strengthening intentional instructional decisions, and ensuring we continually respond to student needs with purpose and excellence. Our teachers are shining, and this work is elevating student success across our campus!

Questions on Improvement Plans

Targeted Improvement Plans

Targeted Improvement Plan

Public Hearing

Olle Middle School

Owens Intermediate

Bush Elementary

Sneed Elementary



Independent School District
THE SMART CHOICE

Recommendation: We recommend that the Board approves the Targeted Improvement Plans (TIPs) as presented.

Alief ISD

Targeted Improvement Plans

2025-2026

Bush Elementary

Sneed Elementary

Owens Intermediate

Olle Middle School

Alief ISD: Targeted Improvement Plans 2025-2026

TIP Campuses (Including CDCN):

Bush Elementary School 101903121

Assurances Met: ALL MET

- I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in Section 39A.053 of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.)
- I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.
- I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.
- I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.
- I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each targeted improvement plan, and the board posted the plan(s) on the district website prior to the hearing.

Capacity Building:

Please describe your planned training/PD sessions (and who delivers and attends) for:

-Principal manager -Principal -Other campus admin (assistant principals, instructional coaches) -Teachers

Professional Development For Principal Managers: RELAY - National Principal Supervisors Academy Weekly TAP Meetings with Chief of Schools. During monthly ILT meetings, the content coordinators provide learning sessions on data analysis and strategic planning, and best practices in the core content areas. Participants refine their ability to analyze CBA assessment data, identify low-performing TEKS, and develop targeted action plans to improve student outcomes. Participants analyze student outcomes and instructional practices side-by-side to identify patterns, root causes, and next instructional actions.

Additionally, all district level leaders including members of School Leadership and Central Instruction attend Alief ISD Data Day which is dedicated to best practices in data analysis, goal setting, and strategic planning. Data Day allows for capacity building in the Alief DDI protocol and developing a data driven culture and growth mindset. All district level leaders also attend the Alief Leadership Retreat participating in professional development sessions aligned with our district priorities including best practices in instruction, advancing PLC practices, real-time coaching, data literacy, and climate and culture. At the district level, the Principal Coach will participate in the Region IV DCSI Leadership Network meetings for the 25-26 school year, Accountability Connect 267 and 4ward monthly meetings, the annual Lead4ward

Leadership Symposium, and ongoing Region IV Zoom trainings. The Principal Manager meets weekly with the School Leadership Team around the Turnaround Schools to discuss strategic support, planning, and monitoring. District instructional coordinators and interventionists attend multiple trainings as well to stay abreast of best practices to provide support to campuses. The central Elementary/Intermediate ELAR department attends the RLA Leadership sessions three times per year facilitated by Region IV as well as I-Ready Training for implementation of the program in classrooms as well as all members of the central ELAR team attended Region IV specialized content PD including Literacy Foundations: Navigating Depth and Complexity in RLA Standards. The elementary/intermediate district Math department leaders plan to attend the following trainings: Region 4 Leadership Network, I-Ready Impact Summit, Texas Urban Council Retreat and TASM (Texas Association for Supervisors of Mathematics) Conference. In addition district math leaders attended the Lead4ward Math Academy training and TEKSCON. The central Multilingual Department leaders attend all Region 4 Bilingual Leadership Network Meetings annually. , the team also attended SIOPTOT (Trainer of Trainers). The team also attends and presents at the TABE conference annually. The team will also attend and present at the Region IV Bilingual/ESL Conference this year. In addition the Multilingual Department attends the following as well: 1) SAAVAS - Leadership capacity building on SIOPTOT 2) Region IV Cross Connections (Dual Language Pillar) 3) Region IV - Preview/View/Review (Dual Language Pillar) 4) Region IV - Revised ELPS. The district Social Studies department attends the Social Studies Leadership Network meetings facilitated by Region IV, TSSLA (Texas Social Studies Leaders Association) - fall and spring conference, Lead4ward training including Maximizing Your Lead4ward Field Guides, Rockin Review, and Developing Comprehension and Writing Responses in Social Studies in addition to receiving ongoing coaching through Region IV consultants. To strengthen instructional leadership and better serve campuses, the district science coordinator actively engages in high-quality professional development opportunities. Recently, the coordinator attended the Region 4 Science Conference, gaining insights into best practices, innovative strategies, and emerging trends in science education. This experience provided valuable tools for supporting teachers in delivering rigorous, standards-aligned instruction.

Looking ahead, the coordinator is scheduled to participate in a series of targeted sessions through Region 4 ESC Science and UDL, including:

Scaffolding Instruction to Support ALL Learner Needs – strategies for differentiating science instruction to ensure equitable access for diverse learners.

Simplifying Small Group Instruction in Science – practical approaches to make small-group learning effective and manageable.

Creating a T.I.P.S. Classroom for Emergent Bilingual Students in Science – techniques for integrating language supports into science instruction.

Content-Based Language Instruction (CBLI) for Teachers – methods for embedding language development within science content.

Differentiated Instruction: Practical Approaches for Today's Challenging Classrooms – actionable strategies to meet varied student needs.

Implementing High Leverage UDL Strategies through Station Rotations, Playlists, and Choice Boards – leveraging Universal Design for Learning to promote engagement and flexibility.

Unlocking Language Growth: An Overview of the New ELPS for Leaders – understanding updated English Language Proficiency Standards to guide campus implementation.

Additionally, the coordinator will attend CAST 2025, the premier state science conference, to collaborate with educators statewide, explore cutting-edge resources, and bring back innovative practices that align with district goals.

Through these professional learning experiences, the coordinator is committed to continuous growth, ensuring that

science instruction across campuses is inclusive, engaging, and aligned with best practices.

Professional Learning for Campus and Central Leaders: The School Leadership Team facilitates State of the Schools Instructional Rounds quarterly with our priority campuses. Executive leaders, central instruction leaders, and campus instructional leaders come together to engage in classroom observations and focus on the campus identified problem of practice providing glows and grows and action steps to improve the problem of practice. This collaborative effort builds alignment around expectations for instruction and builds collective understanding of instructional practices and strategies for implementation.

Professional Development for the Principal - Monthly Instructional Leadership Training is provided for principals delivered by the Curriculum and Instruction Department. The district Curriculum and Instruction department provides tailored learning sessions at all Principal ILT meetings on a monthly basis with instructional focus areas to service all campuses. There is emphasis on data literacy, PLCs, best practices in instruction, and best practices for special populations. The monthly Executive Leadership Forum for principals delivered by the School Leadership Team inclusive of Chief of Schools, Associate Superintendents, features information and training facilitated by District Departments. The Executive Leadership Forum is a monthly professional development series designed to deepen instructional leadership and enhance school-wide practices. Each session will focus on the district's monthly instructional focus, including Writing Across the Curriculum – equipping leaders to support teachers in integrating writing strategies across all content areas. Student Discourse – fostering environments where students engage in meaningful academic conversations that promote critical thinking. Evaluation of Student Learning – strengthening leaders' ability to guide data-driven instruction and formative assessment practices. In addition to these core foci, principals will engage in best practices pathways that include Active Observation – refining walkthrough and feedback techniques to better support teacher growth. Everybody Writes – promoting inclusive writing strategies that ensure all students are actively participating and expressing their learning. To build leadership capacity and foster reflective practice, principals will also participate in collaborative book studies. These studies will be aligned with instructional priorities and will serve as a platform for dialogue, shared learning, and the development of actionable strategies that can be implemented at the campus level. In addition, PD sessions will be provided by the district Professional Learning Department based on the trends that emerge from campus walkthroughs. They will be centered around the district instructional priorities: writing across the curriculum, student discourse, and evaluation of student learning. Sessions will also be provided centered around coaching and classroom management. Sessions will be delivered by the Professional Development Strategists, Prevention and Safe School Specialists, campus specialists, and/or master teachers. Sessions will be available for all teachers, specialists, coordinators, and administrators. There are plans underway for the principal to receive training in RBIS for Math and ELAR.

Professional Development for the Assistant Principals - At the campus level there will be ongoing job-embedded professional learning for campus assistant principals during weekly administrative team meetings facilitated by the principal. In addition, assistant principals will receive 1 on 1 bi-weekly or monthly coaching from the principal focused on instructional leadership. In regards to the improvement strategy, calibration observations and debriefs for classroom instruction and PLCs will be facilitated by the principal with opportunity for collaborative learning by the campus admin team. Campus administrators will receive refreshers on the Alief DDI protocol and process provided by the School Improvement team. At the district level, PD sessions will be provided from the Professional Learning Department based on the trends that emerge from the campus walkthroughs. They will be centered around the district instructional priorities: writing across the curriculum, student discourse, and evaluation of student learning. Sessions will also be provided centered around coaching and classroom management. Sessions will be delivered by the Professional Development Strategists, Prevention and Safe School Specialists, campus specialists, and/or master teachers. Sessions will be available for all teachers, specialists, coordinators, and administrators. There are plans underway for the principal to receive training in RBIS for Math and ELAR.

Professional Development for the Instructional Coaches/Specialists - At the campus level there will be ongoing job-embedded professional learning for the campus instructional specialists during weekly ILT meetings focused on effective coaching, effective feedback, and best practices in facilitation of Planning and PLCs. During the summer, specialists receive training on campus instructional priorities including Student Discourse, Writing Across Contents, Quality Questioning and Small Group Instruction. This training will extend into the school year during campus ILT weekly

meetings. The goal of which is to increase instructional rigor in every classroom - allowing students opportunities for structured discourse and to show evidence of learning. Specialists receive training during district level specialist meetings each month. The School Improvement Team ISIT team will provide individualized coaching for campus specialists focusing on skills needed for effective Planning and PLC facilitation, observation and feedback cycles, and coaching for impact. Refreshers on the Alief DDI protocol and process will also be provided by the School Improvement team as well as targeted training on PLCs and Planning. At the district level, the Professional Learning Department will provide PD sessions based on the trends that emerge from the campus walkthroughs. They will be centered around the district instructional priorities: writing across the curriculum, student discourse, and evaluation of student learning. Sessions will also be provided centered around coaching and classroom management. Sessions will be delivered by the Professional Development Strategists, Prevention and Safe School Specialists, campus specialists, and/or master teachers. Sessions will be available for all teachers, specialists, coordinators, and administrators. All specialists attend the Fall and Spring Specialist Summit which provides focused PD sessions on topics pertinent to the specialist role. For campuses on a TIP or a TAP, the Curriculum and Instruction Department provides an instructional support request link to deliver specific academic assistance to meet the needs of each respective campuses at their submission. Central Office Leaders (instructional content coordinators and instructional interventionists) are deployed on a regular basis to model and facilitate planning meetings, with the intention of growing capacity at the prioritized campuses. Lastly, central instructional content coordinators facilitate a monthly specialist meeting focused on curriculum, instruction, data analysis, and strategic planning to support specialist development. Math and ELAR specialists receive support in building their knowledge of RBIS strategies during district specialists meetings.

Professional Development for Teachers - At the campus level, there will be ongoing job-embedded training for teachers during PLCs and on Long Range Planning Days. More specifically, each semester there will be a minimum of 3 to 5 opportunities for professional development. The following topics will be prioritized: 1) Everybody Writes - writing across contents 2) Student Discourse 3) Small Group Instruction 4) Quality Questioning. In addition, there will be training on the DDI protocol and how to effectively analyze data to address student misconceptions and develop and effectively deliver targeted reteach plans. The quality of the reteach plans will be reviewed by ILT and feedback and support provided as needed. At the district level, the Curriculum and Instruction Department works collaboratively with other departments to provide target professional development supports to campuses in need such as SIOP training and writing training readily available. The district central instruction team also provides training for teachers. The Elementary/Intermediate ELAR team provides professional development on small group instruction, Reading and writing connections including use of digital supplemental resource such as Writable, Diving Deeper into Extended Constructed Responses – Traits of a “Seven”, Patterns of Power Strategies to support grammar skills, curriculum foundations, strategic plan beginning second semester targeting critical reading comprehension standards, composition writing (response to reading – SCR and ECR; paired passages writing). The ELAR team also provides additional support: Provision of Exit tickets and Common Assessments aligned to the language of the TEKS and rigor of STAAR, weekly modeling for associate teachers and one-on-one coaching for one assigned associate teacher to enhance instructional effectiveness and build capacity, campus walks and feedback. The Elementary/Intermediate Math central leaders also provide support: campus walks focused on first line instruction and feedback, observe planning and provide feedback, support specialist with implementing a protocol to guide lesson rehearsal that promotes teacher engagement, collaboration, participation, and reflection.

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?

Principal: For inexperienced teachers (less than 2 years) -Identify specific areas of weakness through observations, student data, and self-reflection. Tailor training to address these gaps directly. Use focused coaching cycles with clear, measurable goals. Incorporate professional development sessions on identified skill deficits. Teachers are grouped according to the Alief Instructional Tiering and Observation Cycle to provide intentional coaching that focuses on a data-informed system of instructional support. Tier 1 - effective teachers (usually experienced) that demonstrate consistent efficiency with instructional delivery. This group completes a cycle of observation and feedback once every two weeks. Tier 2 is proficient teachers (maybe new, but offer a strong skill-set) are efficient with instructional delivery but need spot coaching regularly. This group completes an observation and feedback cycle once per week. Tier 3 are teacher (typically new or struggling) require attentiveness and coaching on a routine basis to improve instructional delivery. This group receives multiple observations and feedback visits throughout the week. For Tier 3 teachers that continue to struggle, they receive an intensive coaching cycles with daily support from campus Interventionists or Content Specialist.

Principal Manager: For Inexperienced Leaders

To accelerate the development of principals with less than two years of experience, a targeted monthly learning walk series will be implemented. This initiative is designed to provide hands-on, collaborative learning experiences that build instructional leadership capacity through peer observation, reflection, and dialogue. These monthly learning walks hosted by peer campuses will help to deepen the inexperienced principals' instructional leadership. Each host principal will prepare by identifying three instructional priorities, two data-driven systems, and one student-centered procedure that exemplifies their campus practices. Visiting principals will observe classrooms through this lens, focusing on instructional alignment and system implementation. Following the walk, they will engage in a reflective discussion to identify three practices to share with their Instructional Leadership Teams, two systems to consider adopting, and one key question for the host principal. This protocol fosters collaborative learning, reflective practice, and actionable leadership development. Additionally, this differentiated model provides real-time learning, peer coaching, and contextualized leadership development. It supports new principals in building confidence, expanding their instructional toolkit, and developing systems-thinking through authentic campus experiences.

Differentiated Training for Inexperienced Principals: Inexperienced principals are assigned a Principal Coach from the School Improvement & Accountability Department who meets weekly with the principal to support strategic planning, systems implementation, instructional leadership, and change management. The principal coach along with executive leaders will monitor the implementation of the campus TIP plan. The Chief of School Improvement and Accountability and Director of Research & Evaluation will conduct campus-based accountability meetings with the campus Instructional Leadership Team: Session 1 (Oct–early Nov): Review campus' accountability table and build a roadmap using current student data and accountability targets, Session 2 (mid Nov–early Dec): Support status of the class - accountability targets using current students by teacher, Session 3 (Jan–Feb): Monitor progress and adjust as needed.

Human Resources: For Campus - Placed new Associate Teacher support staff member at campus for more consistency. Routine meetings will take place with the campus principal to discuss professional development needs to support new and associate teachers.

Curriculum and Instruction: For Campus - Each year, new teachers experience Alief University for a differentiated method of the new learning opportunity, facilitated by our Professional Learning department. This year, the Curriculum and Instruction team enhanced that experienced by providing an onboarding academic session reserved for the audience of new teachers as an additional layer of academic support. Throughout the year, monthly meetings are held to coach new campus teacher specialists through Empowerment Academy and mentored pairings with veteran specialist for guidance. Saturday PD offerings have been offered through the Curriculum and Instruction team, with a focused area of academic skill development through the Fall semester of 2025.

ELAR teachers receive differentiated support from the Central Instruction Content Coordinator through content specific district level PLCs and professional development on the following: Small Group Instruction, Patterns of Power, Reading/Writing Connection, Curriculum Foundations, Traits of Seven supporting Extended Constructed Responses, and Short Constructed responses.

One way dual teachers receive differentiated support from the Multilingual Department with a focus on one-on-one planning guidance for biliteracy development based on classroom observation results, coaching for the ESL Specialists and weekly biliteracy support during RLA planning for 3rd and 4th grade

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Campus Level Implementation and Tools: -

Principal: We are using the Abre walkthrough forms to give teachers ongoing bite-sized feedback. For teachers in need of additional assistance we are using the coaching template from "Get Better Faster". We also use T-TESS for certified teachers and a similar district tool to appraise associate teachers.

District Level Implementation and Tools:

Principal Manager-

To evaluate the implementation of principal training, campus visitation summaries will serve as a key tool. Following each campus visit, feedback will be documented using a structured protocol that captures both observed practices and reflective insights. This tool will include leadership coaching elements such as evidence of alignment to instructional rocks, effectiveness of data-driven systems, and the presence of student-friendly procedures. Look fors embedded in the tool will include Clear instructional focus observed in classrooms. Systems that demonstrate how leaders “inspect what they expect.” Practices that promote student engagement and a positive learning environment. Reflections from visiting principals indicate transfer of learning to their own campuses. Questions or wonders that show deep engagement with the host principal’s leadership approach.

Professional Development- Specific "look fors" have been developed for each instructional strategy and will be used to determine effectiveness. The Alief Quick Guide classroom observation tool will also be used to identify positive and negative trends.

Curriculum and Instruction - - Tools that can be utilized to evaluate implementation of learned strategies include the classroom walkthrough tool and data review via the Abre dashboard. There are also trackers established to monitor planning supports and coaching opportunities provided. The look-fors are located on our Big Rocks Guidance document and monthly focus recommendations are shared through the Leadership Weekly platform.

Emergent Bilingual-Leads bi-weekly meetings to monitor the implementation of Summit K12 and ensure effective usage, as well as to provide clarification on model lessons Tracks and closely monitors EB student placement and services. Generates reports to ensure compliance and progress. Monitors LPAC effectiveness and supports planning and preparation. Provides continued training for the ESL team as most of their members are not experienced. Provides guidance on ARD/LPAC collaboration requirements.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Campus Level - Observation and Feedback Cycles

Regardless of years of experience or licensure, teachers receive support based on their assigned Tier. To determine teacher tiers, campus administrators and instructional specialists conduct initial classroom observations at the beginning of the school year and the ILT team collaborates to determine each teacher's tier - factoring in teacher content and pedagogical knowledge, lesson delivery, classroom culture routines, and teacher motivation. Based on the district tiering document guidance:

Tier 1 teachers receive a walkthrough bi-weekly (2 times per month) from the instructional content specialist or the campus administrator. Feedback is delivered verbally in the moment and written feedback is provided at minimum monthly using the district observation form in the Abre platform.

Tier 2 teachers receive a walkthrough weekly (4 times per month) from their campus content instructional specialist or content administrator. Written feedback is provided a minimum of twice per month using the district observation form in the Abre platform. In the moment feedback is provided when needed. Tier 2 teachers receive differentiated support as needed. See the range of supports detailed below.

Tier 3 teachers receive multiple walkthroughs per week (8 or more times per month) from the campus content instructional specialist and the content administrator. In the moment feedback is provided during or immediately following each observation. Written feedback is provided weekly using the district observation form in the Abre platform. Teachers receive actionable feedback to be implemented within the following week. The campus instructional leader returns to observe implementation of the action step the following week. To build teacher capacity, Tier 3 teachers receive formal coaching from the campus instructional specialist through 2 week coaching cycles using the See It Name It Do It model for giving effective feedback. The coaching model includes naming the area of reinforcement, the area of refinement, seeing the exemplar, identifying the gap in practice, plan for implementation and practice the gap. Focus areas for coaching are grounded in key skills from Get Better Faster - Rigor and Management Trajectory and Teach Like A Champion.

Teachers are re-tiered every quarter based on classroom observation data from the Abre platform and the observation cadence and feedback cycles are adjusted.

The range of supports for teachers based on need are listed below:

Alief U Course Pathways - Differentiated Professional Development for new teachers in Year 1, 2, and 3 of their tenure with Alief

Assigned Mentor

In the Moment Coaching

2 week Coaching Cycles (Get Better Faster Model - See It Name It Do It)

Instructional Specialist Modeling Lessons

Side by Side Teaching - Instructional Specialist and Teacher

Peer Observations and Debrief

Targeted Professional Development

1 on 1 Lesson Rehearsals with the Specialist

Support with Scripting Lessons

Provide scripted lessons

District Level (Observation and Feedback Cycles)

Tier 1 Teachers

All associate teachers who are a Tier 1 receive a weekly walkthrough and coaching from the Associate Field Support staff from the Professional Learning Department.

Tier 2 Teachers

All associate teachers who are a Tier 2 receive a weekly walkthrough and coaching from the Associate Field Support staff from the Professional Learning Department. The field support staff utilize the 2 week coaching model - Get Better Faster. Associate teacher field staff model at least one Get Better Faster or Teach Like A Champion lesson per grading cycle and provide demonstration lessons as needed. Associate teachers and New teachers who are a Tier 2 receive support from the Prevention and Safe Schools Specialists from the Professional Learning Department at the campus principals request. They provide targeted behavior management coaching, restorative practices, and de-escalation strategies. In addition, Tier 2 teachers receive additional support (observations and feedback) from central instruction content coordinators at the request of the principal.

Tier 3 Teachers

All associate teachers who are a Tier 3 receive a weekly walkthrough and coaching from the Associate Field Support staff from the Professional Learning Department. The field support staff utilize the 2 week coaching model - Get Better Faster. Each associate teacher receives 2 hours of support weekly from the Associate Field Support staff which is inclusive of weekly coaching. Based on the individual teacher's need, the number of observations per week may increase to two walkthroughs. Associate teacher field staff model at least one Get Better Faster or Teach Like A Champion lesson per grading cycle and provide demonstration lessons as needed.

Associate teachers and New teachers who are a Tier 3 receive support from the Prevention and Safe Schools Specialists from the Professional Learning Department at the campus principals request. They provide targeted behavior management coaching, restorative practices, and de-escalation strategies. In addition, Tier 3 teachers receive additional support (observations and feedback) from central instruction content coordinators at the request of the principal.

The Professional Learning department observes associate teachers using the district classroom observation form and enters observations in Abre. The data trends from Abre are used to re-tier teachers informing district level supports from specific departments within central instruction including Special Education, Multilingual Department, ELAR Department, Math Department, Science Department and Social Studies Department.

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Campus Level:

We are sending three staff members to attend Region IV training on the updated TELPAS and ELPS. After the training, the staff will facilitate a professional development session on those upcoming changes. Our teachers also receive training on SLOP and effective teaching strategies for emergent bilinguals. As a building, we are dedicating a 15-minute block each day to supporting our students' practice writing in English.

Teachers: Training: Understanding characteristics and needs of special populations (e.g., students with disabilities, English Language Learners, gifted students, homeless youth), Differentiated instructional strategies. Using formative

and summative assessments tailored to diverse learners. Data-driven decision-making to adjust instructions. Positive Behavior Interventions and Supports (PBIS) and trauma-informed teaching. Strategies to support social-emotional development. Administrators: Analyzing school-wide data on special populations to identify gaps and set goals. Using data to allocate resources and support targeted interventions. Designing and supporting ongoing staff training on special populations. Facilitating collaboration among general, special education, and support staff.

District Level:

Special Education- Student Achievement & Inclusive Practices: Strategic Support for TAP and TIP Campuses the Special Education Department is actively advancing student achievement and inclusive practices across Turnaround Plan (TAP) and Targeted Improvement Plan (TIP) campuses. Our focus is on enhancing outcomes for students receiving special education services through intentional collaboration, data-informed strategies, and instructional excellence. We are reinforcing Specially Designed Instruction (SDI) and inclusive practices through: **Empowering Educators:** Teachers receive robust professional development via Alief U, Summit Sessions, Long Range Planning Support, and Networking Meetings. These opportunities build capacity to adapt instruction and meet the diverse needs of students receiving special education services.

Engaging Leadership: Campus administrators, participate in targeted training aligned with school improvement strategies. Our SPED Instructional Coordinators conduct a 1:1 meeting with campus principal or their selected designee to assess professional learning and student support needs, ensuring responsive and relevant support. **Driving Instructional Excellence:** SDI Walks with instructional leaders provide actionable feedback and guide the development of tailored support plans. These walks utilize the Special Education Critical Component Look Fors to ensure fidelity in SDI implementation. **Leveraging Data for Growth:** TeachTown Benchmark Assessments are implemented across grade bands in Life Skills classrooms to monitor progress for students participating in the ALT Curriculum. This data informs instructional decisions and supports targeted interventions. **Fostering Collaboration:** General and special education teachers work together to adapt instruction and ensure timely ARD meetings, IEP implementation, and service delivery for students receiving special education services. Our team is embedded in campus efforts, actively participating in State-of-the-School meetings and instructional rounds to reinforce Central commitments and elevate campus ILT efforts • **Differentiating Support:** Special education teachers are tiered based on individual needs, allowing for customized coaching and resource allocation to maximize instructional impact. These strategic actions reflect our unwavering commitment to ensuring that students receiving special education services have equitable access to high-quality instruction and the support necessary to thrive. We remain dedicated to partnering with campuses to build inclusive environments where every learner can succeed.

Emergent Bilingual- Bush - 3 Day SIOP training, 2 Day Dual Language Summer Summit, weekly instructional coaching for 3rd and 4th grade Bilingual Reading and science teachers, weekly planning with campus ESL team to ensure consistent implementation of: Cross Linguistic Connections, Preview-View-Review, SummitK12, and SIOP components inclusive of district interaction strategies. Multilingual is on campus twice per week on Mondays & Thursdays to help the new Principal understand and ensure fidelity to the Alief ISD Dual Language Framework across grades and contents.

Ongoing professional development on effective instructional strategies for EBs, including the SIOP model. Sessions focused on best practices for EB in classrooms (Building Background first semester and Practice & Application second semester with embedded discourse strategies throughout the year). Regular instructional walkthroughs to monitor implementation of EB supports and identify trends in instructional practice (weekly walks with feedback using all the Alief forms). Follow-up coaching and feedback conversations to strengthen and grow instructional practices (using Alief forms). Collaborating and leading PLC time for teachers to plan lessons and rehearse lessons and opportunities for teachers to plan collaboratively with ESL Department Chairs and content peers (using the Alief lesson plans, PLC structures, and Alief forms). Monitoring the process of discourse strategy implementation. Collaborative discussions focus on student work, progress monitoring, and scaffolding strategies for language learners through PLC and planning. Access to planning templates, exemplars, and high-quality instructional materials aligned to language and content objectives through PLC, Planning, and District ILT. Collaboration opportunities on supporting EB instruction through effective monitoring, feedback, and system development. Leadership teams collaborate to ensure compliance and

sustain effective EB practices on campus wide, including TELPAS assessment implementation. Continuous collaboration to discuss EB best practices, student placement, intervention, and monitoring with the campus leaders (monthly). Implementation of Summit K12, Language Development Instructional Platform that includes ESL DC and Teacher training.

Curriculum and Instruction- The Curriculum and Instruction team works directly with various departments (Multilingual, Special Education, etc.) in collaborative efforts, to support students of all special populations. Examples included writing across all content areas as an instructional priority, PVR (Preview-View-Review techniques) with EB learners through Science and Social Studies, and content supplemental aids for utilization.

School Improvement Strategy:

Intensive Curriculum and Instruction Improvements

Grants Received to Support Strategy:

NA

Grants Applying for to Support Strategy:

Our district team is working to submit a LASO LIFT application by December 3 for the planning year (RLA). We are also in the process of adopting a new math curriculum for implementation in 2026–27. The committee will make a final decision in Spring 2026, but we expect to choose a high-quality instructional material (HQIM) from the approved list or Bluebonnet to be implemented starting 2026-27.

Please name any organizations you are currently working with to build capacity and support strategy implementation.

ESC's, District Staff

How many district staff members will you be reporting capacity building information for?

2

What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

Onica Mayers , Principal Manager 50%
Gloria Price, DCSI/Principal Coach 50%
Kyra Harris Instructional School improvement 50%

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Dr. Onica Mayers has led turnaround efforts for underperforming elementary schools. As Executive Director in Houston ISD, she supported campuses through instructional coaching and strategic planning. Of the six elementary turnaround campuses she supported, five achieved an increase of at least one accountability letter grade within one academic year, reflecting significant gains in instructional effectiveness and leadership capacity. In her previous role as a turnaround elementary principal, she implemented blended learning models and structured leadership development workshops to strengthen instructional practices and school culture, resulting in the campus earning four distinction designations, an increase from one, under her leadership. She now serves as Associate Superintendent of Elementary Schools in Alief ISD, where she supervises principals and continues to lead school improvement initiatives.

Gloria Price has over 24 years of experience in education, including 22 years as a principal. Her turnaround work started in Alief ISD at Bush Elementary moving the campus from Improvement Required in 2013 to Formerly Improvement Required in 2014 to Met Standard in 2015. The campus remained out of School Improvement for 9 consecutive years under her leadership. She is currently a Principal Coach for School Improvement in Alief ISD and has led campuses out of improvement-required status through strategic planning and instructional leadership. A finalist for the National Distinguished Principal award in Texas, she now focuses on coaching principals and building their capacity in turnaround work and school improvement.

Curriculum & Instruction

Adopted Curriculum:

K-5 Math-) HMH Math in Focus
K-5 RLA- HMH Into Reading (English and Spanish)

Is this the curriculum that will be implemented for the duration of the plan?

K-5 Math- No
K-5 RLA-Yes

How many instructional minutes per week are required/recommended for implementation of this curriculum?

Alief ISD Recommended Instructional Minutes by Grade Level and Core Content Area

K-4 Reading Language Arts: 135 minutes per day x 5 days per week = 675 minutes per week.

K-4 Math 90 minutes per day x 5 days per week = 450 minutes per week.

How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

There are 675 minutes per week for Reading Language Arts in grades K-4.

There are 450 minutes per week for Math in grades K-4.

Yes, the campus is meeting the required number of minutes required.

How many instructional days are included in the 2025-2026 calendar?

176

If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?

NA

Please describe the assessment plan for the impacted campus:

Bush Elementary:

Math and Reading both engage in Beginning of the Year (BOY), Middle of the Year, and End of the Year I-Ready Diagnostic Assessments. The BOY diagnostic is given in September. The MOY is administered in January or February, and the EOY is administered in April for ELAR and May for Math.

Both contents administered district created Curriculum Based Assessments (CBAs) to measure student proficiency on TEKS throughout the year. The CBAs are formative assessments used to inform adjustments to instruction and development of targeted interventions.

ELAR administers three CBAs per year in addition to an Alief Interim Assessment and State Interim Assessment. ELAR administers one State Interim Assessment in the Fall (December) and one Alief Interim Assessment in the Spring (February).

Math administers eight CBAs (3rd Grade) and nine CBAs (4th Grade) per year in addition to an Alief Interim Assessment and State Interim Assessment. Math administers one State Interim Assessment in the Fall (November) and one Alief Interim Assessment in the Spring (February). These assessments are disaggregated and reteach plans are implemented to meet the need of students who did not master those skills.

Ongoing formative assessment practices include Exit Tickets (district-created) are given daily as a check for understanding of the day's lesson in RLA and Math. Students complete at least one Exit Ticket online each week. These exit tickets are entered into the district's data management site and are disaggregated to notice trends and provide feedback.

Will the campus(es) implement a PLC structure?

Bush Elementary - Yes

How will PLC's be organized ?

Bush Elementary - PLCs will be organized by grade level and by Content. PLC Structure: Teacher teams are grouped by subjects (e.g., Math, RLA, Science) as well as classroom make up (e.g., monolingual and bilingual). Benefits: Enhances content expertise and consistency across classrooms. Data-Driven Intervention PLC Teams: Grade level teams collaborate to focus on students' instructional needs and plan targeted lessons. Focus: Follows the Alief ISD DDI protocol to analyze student data, identify student misconceptions, determine next steps for teaching, progress monitoring, and adjust support if needed. Reteach plans are created Frequency: 3 days after the CBA for math, 7 days after the assessment for RLA or as needed. Leadership: Content specialists lead meetings and facilitate data conversations, emphasizing the understanding and implementation of research based instructional strategies. Benefits: Targets students that are at risk and creates a plan for students to increase their STAAR proficiency level and TELPAS levels to ensure student growth. This ensures timely, effective interventions and small group instruction/reteaching.

How frequently will PLC occur?

Bush Elementary – Each grade level attends PLC for their content once weekly.

Who will facilitate PLCs?

Bush Elementary – PLCs are facilitated by the Instructional Specialists: Nicole Tucker (3rd-4th Math), Brianna Pagala (Pre-K – 2nd), Ms. Ceasar (Pre-K – 2nd RLA & Social Studies), Ms. Adams 3rd-4th RLA & Social Studies), Ms. W Carpenter (Pre-K – 4th Science), and Georgina Espinosa (Pre-K – 4th ESL).

Who is required to attend PLCs?

Bush Elementary - All teachers for the grade level are required to attend the PLC meetings for the subjects they teach.

Please describe your PLC protocol to be used

Bush Elementary - We use Alief ISD's DDI protocol for PLC. Depending on the grade level and/or subject. We disaggregate data, look at student performance on the highest leveraged TEKS that were

tested, determine student misconceptions, locate research based instructional strategies that will ensure student growth, plan and internalize targeted small group lesson, and do lesson rehearsal.

Pre Work:

Complete a teacher exemplar of the data source (assessment, student work, exit ticket) for each item that will be discussed during the data meeting. Refer to the Know/Show chart from planning/PLC/Long Range Planning to support exemplar work. Complete a reteach plan and submit when due.

Meeting:

Start data meeting at the section being discussed (Standards Analysis, Item Analysis, Student Work). Complete the Do It section for each analysis.

See it/Name It:

Using the Standards Analysis report, identify the highest performing TEKS/Standard. After completing the Standards Analysis table, what do you notice? Any trends? Any discrepancies?

After completing the Standards Analysis table, what do you notice? Any trends? Any discrepancies?

Stamp the Gap in Performance and Identify Root Causes

After completing the Item Analysis, what do you notice? Any trends? Any discrepancies?

Identify the Gap in student performance as well as root causes.

Teacher & Specialist Identify the Gaps in Student Work

What is the overarching skill(s) that needs to be addressed during the reteach for each group?

Teacher & Specialist Plan the Reteach

As a team, how will we plan effectively to differentiate the intervention/reteach to guide students to mastery on the low performing TEKS/Standards/questions?

Do It:

How and when will you check for student success? Teachers create reteach small groups (to include students/resources/materials) and determine date/time they will see reteach groups over the next 3 weeks.

Bush Elementary uses the Alief Internalization Protocol for unpacking the district daily lesson plans. This multi-step process begins with understanding the aim of the lesson.

Specialist Pre-Work includes: Review/Unpack of Unit Resources, curriculum documents, completion of the know/show chart, assigning of rehearsal roles and developing the planning agenda with time stamps, artifacts, and meeting outcomes.

Teacher Pre-work includes: Reading the know/show chart provided by the specialist, reviewing/unpacking unit resources, annotating the district provided lesson plans, and gathering resources, activities and strategies aligned to the TEKS for the upcoming weeks lesson plans.

Teacher Post-work includes: Based on feedback, make revisions to presentations and/or lesson plans. Internalize the lessons for the week and gather any additional resources. Print/Review Teacher exemplars for exit tickets. Review success criteria for aggressive monitoring and begin pre-work cycle again to prepare for next planning meeting.

Specialist Post Work: Check lesson plan submission and quality, provide written lesson plan feedback, meet 1-on-1 with designated teachers for coaching or rehearsal prior to lesson delivery and follow up to review amendments to lesson plans based on feedback. Observe and provide walkthrough feedback for all teachers within the following week. Begin prework cycle again to prepare for the next planning meeting.

Milestones

Please share the key milestones for this strategy through August 2026 for TIP, and key milestones through August 2027 for TAP. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.

5.3 Data-Driven Instruction (Key Practice #2)

Campus leaders facilitate a consistent process for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond.

By May 2026, 6/7 (86%) of the Math teachers and 6/7 (86%) of the Reading teachers will create and submit a re-teach plan after identified assessments (CBA's) and show proficiency at 83% or higher (at least 5/6 indicators) in delivering the small group reteach plan as evidenced by the Math and Reading reteach rubrics.

By mid-November 2025, 4/7 (57%) of the Math teachers and 4/7 (57%) of the Reading teachers will create and submit a re-teach plan after identified assessments (CBA's and Module Assessments) and show proficiency at 83% or higher (at least 5/6 indicators) in delivering the small group reteach plan as evidenced by the Math and Reading reteach rubrics.

By February 2025, 5/7 (71%) of the Math teachers and 5/7 (71%) of the Reading teachers will create and submit a re-teach plan after identified assessments (CBA's and Module Assessments) and show proficiency at 83% or higher (at least 5/6 indicators) in delivering the small group reteach plan as evidenced by the Math and Reading reteach rubrics.

By May 2026, 6/7 (86%) of the Math teachers and 6/7 (86%) of the Reading teachers will create and submit a re-teach plan after identified assessments (CBA's and Module Assessments) and show proficiency at 83% or higher (at least 5/6 indicator) in delivering the small group reteach plan as evidenced by the Math and Reading reteach rubrics.

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

Bush - Campus leaders will employ a multi-layered monitoring system to ensure successful implementation of the plan. The Instructional Leadership Team conducts structured weekly meetings to review plan progress. Meeting participants include administrators, instructional specialists, and the school improvement coach. Each action step is reviewed against established timelines with specific completion status updates. Additionally, District leadership will hold a weekly touchpoint to discuss campuses progress and adjustments needed in their plan. This information will also be reported to Executive /Superintendents leadership bi-weekly.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Principal / Assistant Principal

Elementary Principal Coach for School Improvement

Part Time Principal Coach

Associate Superintendent for Elementary Schools

Executive Leaders in Central Instruction

The Instructional Leadership Team

How frequently will progress toward milestones be reviewed?

Bi-weekly

How will milestone progress data be collected?

Milestone data will be collected as follows:

- Reteach rubric feedback
- Planning and PLC Observation Trends and Feedback in Abre
- Classroom Observation Trends and Feedback in Abre
- Reteach Plans
- Student Data - district data reports

Progress on specific action steps within the Targeted Improvement Plan will be noted in a designated column within the plan along with feedback and next steps

How will milestone progress data be shared with district leadership and other relevant stakeholders?

After every assessment, a DDI PLC is conducted, and District Leaders are invited to attend. Campuses conduct a reflection survey every quarter and responses are shared with district leaders

Resources

Teacher salary and benefits

\$90595

Title I funds were allocated to secure an interventionist because the primary purpose of Title I is to provide additional academic support to students who are performing below grade level and are at risk of not meeting state standards. An interventionist plays a critical role in addressing these needs by delivering targeted, research-based instruction in small groups or one-on-one settings. This position helps close achievement gaps by focusing on foundational skills in reading and math, ensuring equitable access to high-quality instruction for all students. By funding an interventionist, the school is directly supporting Title I's goal of improving academic outcomes for disadvantaged students.

Teacher Extra Duty - tutorials

\$22,000

Title I funds were used to provide Teacher Extra Duty for tutorials because these sessions directly support students who are performing below grade level and need additional academic assistance to meet state standards. Tutorials offer targeted, small-group or one-on-one instruction that reinforces classroom learning and addresses gaps in core subjects such as reading and math. This expenditure aligns with Title I's purpose of improving academic achievement for disadvantaged students and closing performance gaps.

PD contracted service teacher

\$10,000

Title I funds were used to provide professional development (PD) through contracted services for teachers because high-quality instruction is essential to improving student achievement, particularly for students identified as at risk of not meeting state standards. Contracted PD services offer specialized expertise and research-based strategies that equip teachers with effective instructional practices, intervention techniques, and data-driven approaches to close achievement gaps. This investment aligns with Title I's purpose of strengthening teacher capacity to deliver rigorous, differentiated instruction that supports disadvantaged students and promotes equitable learning outcomes.

Warehouse and General supplies

\$32,000

Title I funds were used for warehouse and general supplies because these supplies such as instructional resources, classroom materials, and organizational tools enable teachers and interventionists to implement targeted strategies effectively. By ensuring that necessary resources are readily available, the school can maintain a structured learning environment that aligns with Title I's purpose of providing equitable educational opportunities and closing achievement gaps.

Alief ISD: Targeted Improvement Plans 2025-2026

TIP Campuses (Including CDCN):

Sneed Elementary School 101903117

Assurances Met: ALL MET

- I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in Section 39A.053 of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.)
- I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.
- I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.
- I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.
- I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each targeted improvement plan, and the board posted the plan(s) on the district website prior to the hearing.

Capacity Building:

Please describe your planned training/PD sessions (and who delivers and attends) for:

-Principal manager -Principal -Other campus admin (assistant principals, instructional coaches) -Teachers

Professional Development For Principal Managers: RELAY - National Principal Supervisors Academy Weekly TAP Meetings with Chief of Schools. During monthly ILT meetings, the content coordinators provide learning sessions on data analysis and strategic planning, and best practices in the core content areas. Participants refine their ability to analyze CBA assessment data, identify low-performing TEKS, and develop targeted action plans to improve student outcomes. Participants analyze student outcomes and instructional practices side-by-side to identify patterns, root causes, and next instructional actions.

Additionally, all district level leaders including members of School Leadership and Central Instruction attend Alief ISD Data Day which is dedicated to best practices in data analysis, goal setting, and strategic planning. Data Day allows for capacity building in the Alief DDI protocol and developing a data driven culture and growth mindset. All district level leaders also attend the Alief Leadership Retreat participating in professional development sessions aligned with our district priorities including best practices in instruction, advancing PLC practices, real-time coaching, data literacy, and climate and culture. At the district level, the Principal Coach will participate in the Region IV DCSI Leadership Network meetings for the 25-26 school year, Accountability Connect Lead4ward monthly meetings, the annual Lead4ward

Leadership Symposium, and ongoing Region IV Zoom trainings. The Principal Manager meets weekly with the School Leadership Team around the Turnaround Schools to discuss strategic support, planning, and monitoring. District instructional coordinators and interventionists attend multiple trainings as well to stay abreast of best practices to provide support to campuses. The centra

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?

Principal: For inexperienced teachers (less than 2 years) -Identify specific areas of weakness through observations, student data, and self-reflection. Tailor training to address these gaps directly. Use focused coaching cycles with clear, measurable goals. Incorporate professional development sessions on identified skill deficits. Teachers are grouped according to the Alief Instructional Tiering and Observation Cycle to provide intentional coaching that focuses on a data-informed system of instructional support. Tier 1 - effective teachers (usually experienced) that demonstrate consistent efficiency with instructional delivery. This group completes a cycle of observation and feedback once every two weeks. Tier 2 is proficient teachers (maybe new, but offer a strong skill-set) are efficient with instructional delivery but need spot coaching regularly. This group completes an observation and feedback cycle once per week. Tier 3 are teacher (typically new or struggling) require attentiveness and coaching on a routine basis to improve instructional delivery. This group receives multiple observations and feedback visits throughout the week. For Tier 3 teachers that continue to struggle, they receive an intensive coaching cycles with daily support from campus Interventionists or Content Specialist.

Principal Manager: For Inexperienced Leaders

To accelerate the development of principals with less than two years of experience, a targeted monthly learning walk series will be implemented. This initiative is designed to provide hands-on, collaborative learning experiences that build instructional leadership capacity through peer observation, reflection, and dialogue. These monthly learning walks hosted by peer campuses will help to deepen the inexperienced principals' instructional leadership. Each host principal will prepare by identifying three instructional priorities, two data-driven systems, and one student-centered procedure that exemplifies their campus practices. Visiting principals will observe classrooms through this lens, focusing on instructional alignment and system implementation. Following the walk, they will engage in a reflective discussion to identify three practices to share with their Instructional Leadership Teams, two systems to consider adopting, and one key question for the host principal. This protocol fosters collaborative learning, reflective practice, and actionable leadership development. Additionally, this differentiated model provides real-time learning, peer coaching, and contextualized leadership development. It supports new principals in building confidence, expanding their instructional toolkit, and developing systems-thinking through authentic campus experiences.

Differentiated Training for Inexperienced Principals: Inexperienced principals are assigned a Principal Coach from the School Improvement & Accountability Department who meets weekly with the principal to support strategic planning, systems implementation, instructional leadership, and change management. The principal coach along with executive leaders will monitor the implementation of the campus TIP plan. The Chief of School Improvement and Accountability and Director of Research & Evaluation will conduct campus-based accountability meetings with the campus Instructional Leadership Team: Session 1 (Oct–early Nov): Review campus' accountability table and build a roadmap using current student data and accountability targets, Session 2 (mid Nov–early Dec): Support status of the class - accountability targets using current students by teacher, Session 3 (Jan–Feb): Monitor progress and adjust as needed.

Human Resources: For Campus - Placed new Associate Teacher support staff member at campus for more consistency. Routine meetings will take place with the campus principal to discuss professional development needs to support new and associate teachers.

Curriculum and Instruction: For Campus - Each year, new teachers experience Alief University for a differentiated method of the new learning opportunity, facilitated by our Professional Learning department. This year, the Curriculum and Instruction team enhanced that experienced by providing an onboarding academic session reserved for the audience of new teachers as an additional layer of academic support. Throughout the year, monthly meetings are held to coach new campus teacher specialists through Empowerment Academy and mentored pairings with veteran specialist for guidance. Saturday PD offerings have been offered through the Curriculum and Instruction team, with a focused area of academic skill development through the Fall semester of 2025.

ELAR teachers receive differentiated support from the Central Instruction Content Coordinator through content specific district level PLCs and professional development on the following: Small Group Instruction, Patterns of Power, Reading/Writing Connection, Curriculum Foundations, Traits of Seven supporting Extended Constructed Responses, and Short Constructed responses.

One way dual teachers receive differentiated support from the Multilingual Department with a focus on one-on-one planning guidance for biliteracy development based on classroom observation results, coaching for the ESL Specialists and weekly biliteracy support during RLA planning for 3rd and 4th grade.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Campus Level Implementation and Tools: -

Principal: We are using the Abre walkthrough forms to give teachers ongoing bite-sized feedback. For teachers in need of additional assistance we are using the coaching template from "Get Better Faster". We also use T-TESS for certified teachers and a similar district tool to appraise associate teachers.

District Level Implementation and Tools:

Principal Manager-

To evaluate the implementation of principal training, campus visitation summaries will serve as a key tool. Following each campus visit, feedback will be documented using a structured protocol that captures both observed practices and reflective insights. This tool will include leadership coaching elements such as evidence of alignment to instructional rocks, effectiveness of data-driven systems, and the presence of student-friendly procedures. Look fors embedded in the tool will include Clear instructional focus observed in classrooms. Systems that demonstrate how leaders “inspect what they expect.” Practices that promote student engagement and a positive learning environment. Reflections from

visiting principals indicate transfer of learning to their own campuses. Questions or wonders that show deep engagement with the host principal's leadership approach.

Professional Development- Specific "look fors" have been developed for each instructional strategy and will be used to determine effectiveness. The Alief Quick Guide classroom observation tool will also be used to identify positive and negative trends.

Curriculum and Instruction - - Tools that can be utilized to evaluate implementation of learned strategies include the classroom walkthrough tool and data review via the Abre dashboard. There are also trackers established to monitor planning supports and coaching opportunities provided. The look-fors are located on our Big Rocks Guidance document and monthly focus recommendations are shared through the Leadership Weekly platform.

Emergent Bilingual-Leads bi-weekly meetings to monitor the implementation of Summit K12 and ensure effective usage, as well as to provide clarification on model lessons Tracks and closely monitors EB student placement and services. Generates reports to ensure compliance and progress. Monitors LPAC effectiveness and supports planning and preparation. Provides continued training for the ESL team as most of their members are not experienced. Provides guidance on ARD/LPAC collaboration requirements.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Campus Level - Observation and Feedback Cycles

Regardless of years of experience or licensure, teachers receive support based on their assigned Tier. To determine teacher tiers, campus administrators and instructional specialists conduct initial classroom observations at the beginning of the school year and the ILT team collaborates to determine each teacher's tier - factoring in teacher content and pedagogical knowledge, lesson delivery, classroom culture routines, and teacher motivation. Based on the district tiering document guidance:

Tier 1 teachers receive a walkthrough bi-weekly (2 times per month) from the instructional content specialist or the campus administrator. Feedback is delivered verbally in the moment and written feedback is provided at minimum monthly using the district observation form in the Abre platform.

Tier 2 teachers receive a walkthrough weekly (4 times per month) from their campus content instructional specialist or content administrator. Written feedback is provided a minimum of twice per month using the district observation form in the Abre platform. In the moment feedback is provided when needed. Tier 2 teachers receive differentiated support as needed. See the range of supports detailed below.

Tier 3 teachers receive multiple walkthroughs per week (8 or more times per month) from the campus content instructional specialist and the content administrator. In the moment feedback is provided during or immediately following each observation. Written feedback is provided weekly using the district observation form in the Abre platform. Teachers receive actionable feedback to be implemented within the following week. The campus instructional leader returns to observe implementation of the action step the following week. To build teacher capacity, Tier 3 teachers receive formal coaching from the campus instructional specialist through 2 week coaching cycles using the See It Name It Do It model for giving effective feedback. The coaching model includes naming the area of reinforcement, the area of refinement, seeing the exemplar, identifying the gap in practice, plan for implementation and practice the gap. Focus areas for coaching are grounded in key skills from Get Better Faster - Rigor and Management Trajectory and Teach Like A Champion.

Teachers are re-tiered every quarter based on classroom observation data from the Abre platform and the observation cadence and feedback cycles are adjusted.

The range of supports for teachers based on need are listed below:

Alief U Course Pathways - Differentiated Professional Development for new teachers in Year 1, 2, and 3 of their tenure with Alief

Assigned Mentor

In the Moment Coaching

2 week Coaching Cycles (Get Better Faster Model - See It Name It Do It)

Instructional Specialist Modeling Lessons

Side by Side Teaching - Instructional Specialist and Teacher

Peer Observations and Debrief

Targeted Professional Development

1 on 1 Lesson Rehearsals with the Specialist

Support with Scripting Lessons

Provide scripted lessons

District Level (Observation and Feedback Cycles)

Tier 1 Teachers

All associate teachers who are a Tier 1 receive a weekly walkthrough and coaching from the Associate Field Support staff from the Professional Learning Department.

Tier 2 Teachers

All associate teachers who are a Tier 2 receive a weekly walkthrough and coaching from the Associate Field Support staff from the Professional Learning Department. The field support staff utilize the 2 week coaching model - Get Better Faster. Associate teacher field staff model at least one Get Better Faster or Teach Like A Champion lesson per grading cycle and provide demonstration lessons as needed. Associate teachers and New teachers who are a Tier 2 receive support from the Prevention and Safe Schools Specialists from the Professional Learning Department at the campus principals request. They provide targeted behavior management coaching, restorative practices, and de-escalation strategies. In addition, Tier 2 teachers receive additional support (observations and feedback) from central instruction content coordinators at the request of the principal.

Tier 3 Teachers

All associate teachers who are a Tier 3 receive a weekly walkthrough and coaching from the Associate Field Support staff from the Professional Learning Department. The field support staff utilize the 2 week coaching model - Get Better Faster. Each associate teacher receives 2 hours of support weekly from the Associate Field Support staff which is inclusive of weekly coaching. Based on the individual teacher's need, the number of observations per week may increase to two walkthroughs. Associate teacher field staff model at least one Get Better Faster or Teach Like A Champion lesson per grading cycle and provide demonstration lessons as needed.

Associate teachers and New teachers who are a Tier 3 receive support from the Prevention and Safe Schools Specialists from the Professional Learning Department at the campus principals request. They provide targeted behavior management coaching, restorative practices, and de-escalation strategies. In addition, Tier 3 teachers receive additional support (observations and feedback) from central instruction content coordinators at the request of the principal.

The Professional Learning department observes associate teachers using the district classroom observation form and enters observations in Abre. The data trends from Abre are used to re-tier teachers informing district level supports from specific departments within central instruction including Special Education, Multilingual Department, ELAR Department, Math Department, Science Department and Social Studies Department.

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Teachers: Training: Understanding characteristics and needs of special populations (e.g., students with disabilities, English Language Learners, gifted students, homeless youth). Differentiated instructional strategies. Using formative and summative assessments tailored to diverse learners. Data-driven decision-making to adjust instructions. Positive Behavior Interventions and Supports (PBIS) and trauma-informed teaching. Strategies to support social-emotional development. Administrators: Analyzing school-wide data on special populations to identify gaps and set goals. Using data to allocate resources and support targeted interventions. Designing and supporting ongoing staff training on special populations. Facilitating collaboration among general, special education, and support staff.

District Level:

Special Education- Student Achievement & Inclusive Practices: Strategic Support for TAP and TIP Campuses the Special Education Department is actively advancing student achievement and inclusive practices across Turnaround Plan (TAP) and Targeted Improvement Plan (TIP) campuses. Our focus is on enhancing outcomes for students receiving special education services through intentional collaboration, data-informed strategies, and instructional excellence. We are reinforcing Specially Designed Instruction (SDI) and inclusive practices through: Empowering Educators: Teachers receive robust professional development via Alief U, Summit Sessions, Long Range Planning Support, and Networking Meetings. These opportunities build capacity to adapt instruction and meet the diverse needs of students receiving special education services.

Engaging Leadership: Campus administrators, participate in targeted training aligned with school improvement strategies. Our SPED Instructional Coordinators conduct a 1:1 meeting with campus principal or their selected designee to assess professional learning and student support needs, ensuring responsive and relevant support. Driving Instructional Excellence: SDI Walks with instructional leaders provide actionable feedback and guide the development of tailored support plans. These walks utilize the Special Education Critical Component Look Fors to ensure fidelity in SDI implementation. Leveraging Data for Growth: TeachTown Benchmark Assessments are implemented across grade bands in Life Skills classrooms to monitor progress for students participating in the ALT Curriculum. This data informs instructional decisions and supports targeted interventions. Fostering Collaboration: General and special education teachers work together to adapt instruction and ensure timely ARD meetings, IEP implementation, and service delivery for students receiving special education services. Our team is embedded in campus efforts, actively participating in State-of-the-School meetings and instructional rounds to reinforce Central commitments and elevate campus ILT efforts

- Differentiating Support: Special education teachers are tiered based on individual needs, allowing for customized coaching and resource allocation to maximize instructional impact. These strategic actions reflect our unwavering commitment to ensuring that students receiving special education services have equitable access to high-quality instruction and the support necessary to thrive. We remain dedicated to partnering with campuses to build inclusive environments where every learner can succeed.

Emergent Bilingual- Bush - 3 Day SIOP training, 2 Day Dual Language Summer Summit, weekly instructional coaching for 3rd and 4th grade Bilingual Reading and science teachers, weekly planning with campus ESL team to ensure consistent implementation of: Cross Linguistic Connections, Preview-View-Review, SummitK12, and SIOP components inclusive of district interaction strategies. Multilingual is on campus twice per week on Mondays & Thursdays to help the new Principal understand and ensure fidelity to the Alief ISD Dual Language Framework across grades and contents.

Ongoing professional development on effective instructional strategies for EBs, including the SIOP model. Sessions focused on best practices for EB in classrooms (Building Background first semester and Practice & Application second semester with embedded discourse strategies throughout the year). Regular instructional walkthroughs to monitor

implementation of EB supports and identify trends in instructional practice (weekly walks with feedback using all the Alief forms). Follow-up coaching and feedback conversations to strengthen and grow instructional practices (using Alief forms). Collaborating and leading PLC time for teachers to plan lessons and rehearse lessons and opportunities for teachers to plan collaboratively with ESL Department Chairs and content peers (using the Alief lesson plans, PLC structures, and Alief forms). Monitoring the process of discourse strategy implementation. Collaborative discussions focus on student work, progress monitoring, and scaffolding strategies for language learners through PLC and planning. Access to planning templates, exemplars, and high-quality instructional materials aligned to language and content objectives through PLC, Planning, and District ILT. Collaboration opportunities on supporting EB instruction through effective monitoring, feedback, and system development. Leadership teams collaborate to ensure compliance and sustain effective EB practices on campus wide, including TELPAS assessment implementation. Continuous collaboration to discuss EB best practices, student placement, intervention, and monitoring with the campus leaders (monthly). Implementation of Summit K12, Language Development Instructional Platform that includes ESL DC and Teacher training.

Curriculum and Instruction- The Curriculum and Instruction team works directly with various departments (Multilingual, Special Education, etc.) in collaborative efforts, to support students of all special populations. Examples included writing across all content areas as an instructional priority, PVR (Preview-View-Review techniques) with EB learners through Science and Social Studies, and content supplemental aids for utilization.

School Improvement Strategy:

Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.

Intensive Curriculum and Instruction Improvements

Grants Received to Support Strategy:

ESF- focus Support Grant 24-26

Grants Applying for to Support Strategy:

Our district team is working to submit a LASO LIFT application by December 3 for the planning year (RLA). We are also in the process of adopting a new math curriculum for implementation in 2026–27. The committee will make a final decision in Spring 2026, but we expect to choose a high-quality instructional material (HQIM) from the approved list or Bluebonnet to be implemented starting 2026-27.

Please name any organizations you are currently working with to build capacity and support strategy implementation.

ESC's, District Staff, Other E3 Alliance

How many district staff members will you be reporting capacity building information for?

3

What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

Onica Mayers , Principal Manager 50%

Gloria Price, DCSI/Principal Coach 50%
Cherise Ponder Instructional School improvement 50%

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Dr. Onica Mayers has led turnaround efforts for underperforming elementary schools. As Executive Director in Houston ISD, she supported campuses through instructional coaching and strategic planning. Of the six elementary turnaround campuses she supported, five achieved an increase of at least one accountability letter grade within one academic year, reflecting significant gains in instructional effectiveness and leadership capacity. In her previous role as a turnaround elementary principal, she implemented blended learning models and structured leadership development workshops to strengthen instructional practices and school culture, resulting in the campus earning four distinction designations, an increase from one, under her leadership. She now serves as Associate Superintendent of Elementary Schools in Alief ISD, where she supervises principals and continues to lead school improvement initiatives.

Gloria Price has over 24 years of experience in education, including 22 years as a principal. Her turnaround work started in Alief ISD at Bush Elementary moving the campus from Improvement Required in 2013 to Formerly Improvement Required in 2014 to Met Standard in 2015. The campus remained out of School Improvement for 9 consecutive years under her leadership. She is currently a Principal Coach for School Improvement in Alief ISD and has led campuses out of improvement-required status through strategic planning and instructional leadership. A finalist for the National Distinguished Principal award in Texas, she now focuses on coaching principals and building their capacity in turnaround work and school improvement.

Cherise Ponder is an experienced Instructional School Improvement Interventionist in Alief ISD, currently supporting campus specialists in planning structures and data-driven instruction. With over a decade of experience in education, she has taught multiple elementary grade levels, served as a team leader, and worked as an RLA specialist. Her work with school improvement campuses spans each of these roles and has influenced instructional practices and school structures across the district. She has led the implementation of evidence-based literacy strategies, facilitated instructional coaching cycles, and driven student achievement through targeted data analysis. Cherise has also led professional development sessions and served as a training facilitator in multiple district instructional initiatives. Her leadership has contributed to measurable gains in literacy outcomes and played a key role in improving campus accountability ratings.

Curriculum & Instruction

Adopted Curriculum:

K-5 Math-) HMH Math in Focus
K-5 RLA- HMH Into Reading (English and Spanish)

Is this the curriculum that will be implemented for the duration of the plan?

K-5 Math- No
K-5 RLA-Yes

How many instructional minutes per week are required/recommended for implementation of this curriculum?

Alief ISD Recommended Instructional Minutes by Grade Level and Core Content Area

K-4 Reading Language Arts: 135 minutes per day x 5 days per week = 675 minutes per week.

K-4 Math 90 minutes per day x 5 days per week = 450 minutes per week.

What new curriculum will be adopted?

Our district team is working to submit a LASO LIFT application by December 3 for the planning year (RLA). We are also in the process of adopting a new math curriculum for implementation in 2026–27. The committee will make a final decision in Spring 2026, but we expect to choose a high-quality instructional material (HQIM) from the approved list or Bluebonnet to be implemented starting 2026-27.

When will the district adopt the new curriculum?

2026- 2027 School Year

How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

There are 675 minutes per week for Reading Language Arts in grades K-4.

There are 450 minutes per week for Math in grades K-4.

Yes, the campus is meeting the required number of minutes required.

How many instructional days are included in the 2025-2026 calendar?

176

If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?

NA

Please describe the assessment plan for the impacted campus:

Math and Reading both engage in Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY) I-Ready Diagnostic Assessments. The BOY diagnostic is given in August or early September. The MOY is administered in January or February and the EOY is administered in April.

Both contents administer district created Curriculum Based Assessments (CBAs) to measure student proficiency on TEKS throughout the year. The CBAs are a formative assessment used to inform adjustments to instruction and development of targeted interventions.

ELAR administers two CBAs per year in addition to an Alief Interim Assessment and State Interim Assessment. ELAR administers one State Interim Assessment in the Fall (December) and one Alief Interim Assessment in the Spring (February).

Will the campus(es) implement a PLC structure?

Yes

How will PLC's be organized ?

PLCs are organized by both grade level and content. PLCs will be organized by grade level and by Content. PLC Structure: Teacher teams are grouped by subjects (e.g., Math, RLA, Science) as well as classroom make up (e.g., monolingual and bilingual). Benefits: Enhances content expertise and consistency across classrooms. Data-Driven Intervention PLC Teams: Grade level teams collaborate to focus on students' instructional needs and plan targeted lessons. Focus: Follows the Alief ISD DDI protocol to analyze student data, identify student misconceptions, determine next steps for teaching, progress monitoring, and adjust support if needed. Reteach plans are created

Frequency: 3 days after the CBA for math, 7 days after the assessment for RLA or as needed. Leadership: Content specialists lead meetings and facilitate data conversations, emphasizing the understanding and implementation of research based instructional strategies. Benefits: Targets students that are at risk and creates a plan for students to increase their STAAR proficiency level and TELPAS levels to ensure student growth. This ensures timely, effective interventions and small group instruction/reteaching.

How frequently will PLC occur?

PLCs occur weekly for all grade level teachers.

Who will facilitate PLCs?

Instructional Specialists: Mayra Santos and Blair Maranuk, RLA Specialists; Rebecca Dorsey and Sandra Jimenez, Math Specialists; Samira Parhizkar, Technology Specialist; Leanna Gonzalez, ESL Specialist. Administrators: Kristen Creeggan, Principal and Anita Garza, Jeffery Cooks, Courtney Young, Assistant Principals.

Who is required to attend PLCs?

All classroom teachers attend PLC, grades Prek - 4th grade. . All teachers participate in weekly PLCs guided by Administrators and Instructional Specialists.

Please describe your PLC protocol to be used

All PLCs follow an Agenda that includes a DDI protocol, Authentic Student Work Rubric, and the Instructional Playbook - We use Alief ISD's DDI protocol for PLC. Depending on the grade level and/or subject. We disaggregate data, look at student performance on the highest leveraged TEKS that were tested, determine student misconceptions, locate research based instructional strategies that will ensure student growth, plan and internalize targeted small group lesson, and do lesson rehearsal.

Pre Work:

Complete a teacher exemplar of the data source (assessment, student work, exit ticket) for each item that will be discussed during the data meeting. Refer to the Know/Show chart from planning/PLC/Long Range Planning to support exemplar work. Complete a reteach plan and submit when due.

Meeting:

Start data meeting at the section being discussed (Standards Analysis, Item Analysis, Student Work). Complete the Do It section for each analysis.

See it/Name It:

Using the Standards Analysis report, identify the highest performing TEKS/Standard. After completing the Standards Analysis table, what do you notice? Any trends? Any discrepancies?

After completing the Standards Analysis table, what do you notice? Any trends? Any discrepancies?

Stamp the Gap in Performance and Identify Root Causes

After completing the Item Analysis, what do you notice? Any trends? Any discrepancies?

Identify the Gap in student performance as well as root causes.

Teacher & Specialist Identify the Gaps in Student Work

What is the overarching skill(s) that needs to be addressed during the reteach for each group?

Teacher & Specialist Plan the Reteach

As a team, how will we plan effectively to differentiate the intervention/reteach to guide students to mastery on the low performing TEKS/Standards/questions?

Do It:

How and when will you check for student success? Teachers create reteach small groups (to include students/resources/materials) and determine date/time they will see reteach groups over the next 3 weeks.

Sneed Elementary uses the Alief Internalization Protocol for unpacking the district daily lesson plans. This multi-step process begins with understanding the aim of the lesson.

Specialist Pre-Work includes: Review/Unpack of Unit Resources, curriculum documents, completion of the know/show chart, assigning of rehearsal roles and developing the planning agenda with time stamps, artifacts, and meeting outcomes.

Teacher Pre-work includes: Reading the know/show chart provided by the specialist, reviewing/unpacking unit resources, annotating the district provided lesson plans, and gathering resources, activities and strategies aligned to the TEKS for the upcoming weeks lesson plans.

Teacher Post-work includes: Based on feedback, make revisions to presentations and/or lesson plans. Internalize the lessons for the week and gather any additional resources. Print/Review Teacher exemplars for exit tickets. Review success criteria for aggressive monitoring and begin pre-work cycle again to prepare for next planning meeting.

Specialist Post Work: Check lesson plan submission and quality, provide written lesson plan feedback, meet 1-on-1 with designated teachers for coaching or rehearsal prior to lesson delivery and follow up to review amendments to lesson plans based on feedback. Observe and provide walkthrough feedback for all teachers within the following week. Begin a prework cycle again to prepare for the next planning meeting.

Milestones

Please share the key milestones for this strategy through August 2026 for TIP, and key milestones through August 2027 for TAP. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.

5.3 Data-Driven Instruction (Key Practice #2)

ESF Lever: 5.3

In collaboration with our Vetted Improvement Partner E3 Alliance, we are working to strengthen Data Driven Instruction Practices where we are focused on strengthening our work with DDI protocols and success criteria from ESF 5.3, including the Sneed Instructional Specialists leading teachers in the Alief DDI Protocol following all Assessments so that teachers can create an intervention small group re-teach plan and implement the re-teach plan effectively as evidenced by campus criteria section of the campus walk-through form.

By May 2026, the Sneed Instructional Specialists will lead teachers in the Alief DDI Protocol following all Campus Based Assessments (CBAs) and State Interim Assessments (SIAs).

9 out of 10 (90%) of RLA 3rd and 4th grade teachers will create an intervention small group re-teach plan and implement the re-teach plan effectively as evidenced by campus criteria section of the campus walk-through form. 8 out of 10 (80%) of Math 3rd and 4th grade teachers will create an intervention small group re-teach plan and implement the re-teach plan effectively as evidenced by campus criteria section of the campus walk-through form.

Milestone/Goal:

By Mid November, 6 out of 10 (60%) of RLA 3rd and 4th-grade teachers will create an intervention small group reteach plan and implement the reteach plan effectively as evidenced by Specialists small group walkthrough data. 5 out of 10 (50%) of Math 3rd and 4th grade teachers will create an intervention small group reteach plan and implement the reteach plan effectively as evidenced by Specialists small group walkthrough data.

Milestone:

By February 2026, 7 out of 10 (70%) of RLA 3rd and 4th grade teachers will create an intervention small group reteach plan and implement the re-teach plan effectively as evidenced by Specialist small group walkthrough data. 7 out of 10 (70%) of Math 3rd and 4th grade teachers will create an intervention small group reteach plan and implement the re-teach plan effectively as evidenced by Specialist small group walkthrough data.

Milestone/Goal:

By May, 2026, 9 out of 10 (90%) of RLA 3rd and 4th-grade teachers will create an intervention small group reteach plan and implement the reteach plan effectively as evidenced by Specialists small group walkthrough data. 8 out of 10 (80%) of Math 3rd and 4th grade teachers will create an intervention small group reteach plan and implement the re-teach plan effectively as evidenced by Specialists small group walkthrough data.

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

Sneed - Campus leaders will employ a multi-layered monitoring system to ensure successful implementation of the plan. Weekly Instructional Leadership Team meetings are held in which the implementation of the TIP is reviewed and updated. Bi-Weekly 1-1 meetings are held between the Principal and the 3rd and 4th grade Reading and Math Instructional Specialists to review plan and ensure all action steps are documented. All 3rd and 4th grade teachers met with the Principal to review the TIP on Long Range Planning day on October 13, 2025. Additionally, District leadership will hold a weekly touchpoint to discuss campuses progress and adjustments needed in their plan. This information will also be reported to Executive /Superintendents leadership bi-weekly.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Sneed -

Principal / Assistant Principal
Elementary Principal Coach for School Improvement
Part Time Principal Coach
Associate Superintendent for Elementary Schools
Executive Leaders in Central Instruction
The Instructional Leadership Team

How frequently will progress toward milestones be reviewed?

Bi-weekly

How will milestone progress data be collected?

Sneed - Milestone progress data will be collected through multiple sources, including walkthrough data, student performance data, and meeting agendas/minutes.

Specific collection methods include:

- Reteach rubric feedback
- Planning and PLC observation trends and feedback in Abre
- C Reteach plans
- Student data from district reports
- Progress on action steps within the Targeted Improvement Plan will be documented in a designated column, along with feedback and next steps.
- classroom observation trends and feedback in Abre

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Sneed - All milestone progress documentation is collected in a shared folder accessible to district leadership for ongoing monitoring. Updates are provided during:

- State of the School Meetings (facilitated by the Associate Superintendent for Elementary Schools) where campus goals, strategies, impact, data, and artifacts are shared.
- Data Quarterly Reviews (led by the School Leadership Team and Executive Leaders) to present formative assessment data, strategic plan adjustments, and next steps.

Additionally, the TIP was communicated to staff during the BOY meeting and shared with families and community members through Coffee with the Principal, SDC, and Open House.

Resources

T Please share the required costs to implement plan and source of funds

Sneed Elementary is intentionally investing in school improvement initiatives aligned with the Effective Schools Framework (ESF) Lever 5.3, prioritized Data Driven Instruction.

In collaboration with our Vetted Improvement Partner E3 Alliance, we are working to strengthen Data Driven Instruction Practices where we are focused on strengthening our work with DDI protocols and success criteria from ESF 5.3, including the Sneed Instructional Specialists leading teachers in the Alief DDI Protocol following all Assessments so that teachers can create an intervention small group re-teach plan and implement the re-teach plan effectively as evidenced by campus criteria section of the campus walk-through form.

A substantial portion of the budget supports staffing intervention services. This includes \$100,095 for a full-time bilingual reading interventionist. In order to support additional intervention efforts with all students, \$48,261 is allocated to hire two Part Time Temporary Interventionists who deliver targeted interventions to 3rd and 4th grade students 4 days per week in Reading and Math. An additional \$33,000 has been allocated for an after-school tutorial program to compensate teachers for extended instructional time. \$2,000 is allocated for instructional paraprofessionals who provide before and after-school tutorials for English Language Development. An additional \$88,884 is allocated to support technology use for interventions in Reading, Math, English Language Development and the 1-1 device program for all 3rd and 4th grade students.

Additionally, ESF Grant money totaling \$25,270 has been budgeted for targeted Professional Development that focuses on Lesson Internalization and small group instruction based on data gathered in the DDI process. A total of \$17,160 is for payroll for consecutive Saturday sessions. The remaining \$8,110 is for instructional materials. These sessions are to be facilitated by the campus Instructional Specialists and the Alief School Improvement Specialist in January of 2026.

Alief ISD: Targeted Improvement Plans 2025-2026

TIP Campuses (Including CDCN):

Owens Intermediate School 101903140

Assurances Met: ALL MET

- I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in Section 39A.053 of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.)
- I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.
- I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.
- I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.
- I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each targeted improvement plan, and the board posted the plan(s) on the district website prior to the hearing.

Capacity Building:

Please describe your planned training/PD sessions (and who delivers and attends) for:

-Principal manager -Principal -Other campus admin (assistant principals, instructional coaches) -Teachers

Professional Development For Principal Managers: During monthly ILT meetings, the content coordinators provide learning sessions on data analysis and strategic planning, and best practices in the core content areas. Participants refine their ability to analyze CBA assessment data, identify low-performing TEKS, and develop targeted action plans to improve student outcomes. Participants analyze student outcomes and instructional practices side-by-side to identify patterns, root causes, and next instructional actions.

Additionally, all district level leaders including members of School Leadership and Central Instruction attend Alief ISD Data Day which is dedicated to best practices in data analysis, goal setting, and strategic planning. Data Day allows for capacity building in the Alief DDI protocol and developing a data driven culture and growth mindset. All district level leaders also attend the Alief Leadership Retreat participating in professional development sessions aligned with our district priorities including best practices in instruction, advancing PLC practices, real-time coaching, data literacy, and climate and culture. At the district level, the Principal Coach will participate in the Region IV DCSI Leadership Network meetings for the 25-26 school year, Accountability Connect ~~299d~~4ward monthly meetings, the annual Lead4ward

Leadership Symposium, and ongoing Region IV Zoom trainings. The Principal Manager meets weekly with the School Leadership Team around the Turnaround Schools to discuss strategic support, planning, and monitoring. District instructional coordinators and interventionists attend multiple trainings as well to stay abreast of best practices to provide support to campuses. The central Elementary/Intermediate ELAR department attends the RLA Leadership sessions three times per year facilitated by Region IV as well as I-Ready Training for implementation of the program in classrooms as well as all members of the central ELAR team attended Region IV specialized content PD including Literacy Foundations: Navigating Depth and Complexity in RLA Standards. The elementary/intermediate district Math department leaders plan to attend the following trainings: Region 4 Leadership Network, I-Ready Impact Summit, Texas Urban Council Retreat and TASM (Texas Association for Supervisors of Mathematics) Conference. In addition, district math leaders attended the Lead4ward Math Academy training and TEKSCON. The central Multilingual Department leaders attend all Region 4 Bilingual Leadership Network Meetings annually. , the team also attended SIOP TOT (Trainer of Trainers). The team also attends and presents at the TABE conference annually. The team will also attend and present at the Region IV Bilingual/ESL Conference this year. In addition, the Multilingual Department attends the following as well: 1) SAAVAS - Leadership capacity building on SIOP 2) Region IV Cross Connections (Dual Language Pillar) 3) Region IV - Preview/View/Review (Dual Language Pillar) 4) Region IV - Revised ELPS. The district Social Studies department attends the Social Studies Leadership Network meetings facilitated by Region IV, TSSLA (Texas Social Studies Leaders Association) - fall and spring conference, Lead4ward training including Maximizing Your Lead4ward Field Guides, Rockin Review, and Developing Comprehension and Writing Responses in Social Studies in addition to receiving ongoing coaching through Region IV consultants. To strengthen instructional leadership and better serve campuses, the district science coordinator actively engages in high-quality professional development opportunities. Recently, the coordinator attended the Region 4 Science Conference, gaining insights into best practices, innovative strategies, and emerging trends in science education. This experience provided valuable tools for supporting teachers in delivering rigorous, standards-aligned instruction.

Looking ahead, the coordinator is scheduled to participate in a series of targeted sessions through Region 4 ESC Science and UDL, including:

Scaffolding Instruction to Support ALL Learner Needs – strategies for differentiating science instruction to ensure equitable access for diverse learners.

Simplifying Small Group Instruction in Science – practical approaches to make small-group learning effective and manageable.

Creating a T.I.P.S. Classroom for Emergent Bilingual Students in Science – techniques for integrating language supports into science instruction.

Content-Based Language Instruction (CBLI) for Teachers – methods for embedding language development within science content.

Differentiated Instruction: Practical Approaches for Today's Challenging Classrooms – actionable strategies to meet varied student needs.

Implementing High Leverage UDL Strategies through Station Rotations, Playlists, and Choice Boards – leveraging Universal Design for Learning to promote engagement and flexibility.

Unlocking Language Growth: An Overview of the New ELPS for Leaders – understanding updated English Language Proficiency Standards to guide campus implementation.

Additionally, the coordinator will attend CAST 2025, the premier state science conference, to collaborate with educators statewide, explore cutting-edge resources, and bring back innovative practices that align with district goals.

Through these professional learning experiences, the coordinator is committed to continuous growth, ensuring that science instruction across campuses is inclusive, engaging, and aligned with best practices.

Professional Development for the Principal - Monthly Instructional Leadership Training is provided for principals delivered by the Curriculum and Instruction Department. The district Curriculum and Instruction department provides tailored learning sessions at all Principal ILT meetings on a monthly basis with instructional focus areas to service all campuses. There is emphasis on data literacy, PLCs, best practices in instruction, and best practices for special populations. Monthly Executive Leadership Forum for principals delivered by the School Leadership Team inclusive of Chief of Schools, Associate Superintendents, and meetings feature information and training facilitated by District Departments. The Executive Leadership Forum is a monthly professional development series designed to deepen instructional leadership and enhance school-wide practices. Each session will focus on the district's monthly instructional focus, including Writing Across the Curriculum – equipping leaders to support teachers in integrating writing strategies across all content areas. Student Discourse – fostering environments where students engage in meaningful academic conversations that promote critical thinking. Evaluation of Student Learning – strengthening leaders' ability to guide data-driven instruction and formative assessment practices. In addition to these core foci, principals will engage in best practices pathways that include Active Observation – refining walkthrough and feedback techniques to better support teacher growth. Everybody Writes – promoting inclusive writing strategies that ensure all students are actively participating and expressing their learning. To build leadership capacity and foster reflective practice, principals will also participate in collaborative book studies. These studies will be aligned with instructional priorities and will serve as a platform for dialogue, shared learning, and the development of actionable strategies that can be implemented at the campus level. In addition, PD sessions will be provided by the district Professional Learning Department based on the trends that emerge from campus walkthroughs. They will be centered around the district instructional priorities: writing across the curriculum, student discourse, and evaluation of student learning. Sessions will also be provided centered around coaching and classroom management. Sessions will be delivered by the Professional Development Strategists, Prevention and Safe School Specialists, campus specialists, and/or master teachers. Sessions will be available for all teachers, specialists, coordinators, and administrators.

To support the implementation of Owens Intermediate's school improvement strategy aligned to ESF Lever 1.1 (Strong School Leadership) and ESF Lever 4.1 (Effective Instruction), the campus has developed a robust, multi-layered professional development plan tailored to each stakeholder group.

Professional Development for Assistant Principals: At the campus level there will be ongoing job-embedded professional learning for campus assistant principals during weekly administrative team meetings facilitated by the principal. These sessions provide job-embedded professional learning focused on instructional leadership, strategic planning, and system alignment. For more personalized learning there will be 1:1 Coaching for Assistant Principals: Delivered bi-weekly or monthly by the principal; coaching sessions focus on instructional leadership and implementation of campus priorities. The principal will facilitate Calibration Observations whereby the principal and assistant principals observe

classroom and PLC observations, followed by collaborative debriefs with the admin team. DDI Protocol Refreshers will be provided by the School Improvement Team to ensure consistent implementation of data-driven instruction. At the district level, PD sessions will be provided by the Professional Learning Department based on the trends that emerge from campus walkthroughs. They will be centered around the district instructional priorities: writing across the curriculum, student discourse, and evaluation of student learning. Sessions will also be provided centered around coaching and classroom management. Sessions will be delivered by the Professional Development Strategists, Prevention and Safe School Specialists, campus specialists, and/or master teachers. Sessions will be available for all teachers, specialists, coordinators, and administrators.

Professional Development for Instructional Coaches/Specialists:

At the campus level, there will be ongoing job-embedded professional development for instructional specialists as they will attend Weekly ILT Meetings where they will engage in focused learning around effective coaching, feedback strategies, and facilitation of Planning and PLCs. Specialists will attend Monthly District Specialist Meetings, which are District-led sessions by Central Instruction, to provide targeted training aligned to curriculum and instructional priorities. The ISIT coach from the Central School Improvement Team will coach campus specialists on Planning and PLC facilitation, observation and feedback cycles, and coaching for impact. In addition, DDI Protocol and PLC Training will be delivered by the School Improvement Team to reinforce effective data practices and collaborative planning. The Professional Learning Department will provide PD sessions based on the trends that emerge from campus walkthroughs. They will be centered around the district instructional priorities: writing across the curriculum, student discourse, and evaluation of student learning. Sessions will also be provided centered around coaching and classroom management. Sessions will be delivered by the Professional Development Strategists, Prevention and Safe School Specialists, campus specialists, and/or master teachers. Sessions will be available for all teachers, specialists, coordinators, and administrators. Lastly, central instructional content coordinators facilitate a monthly specialist meeting focused on curriculum, instruction, data analysis, and strategic planning to support specialist development. For campuses on a TIP or a TAP, the Curriculum and Instruction Department provide an instructional support request link to deliver specific academic assistance to meet the needs of each respective campuses at their submission. Central Office Leaders (instructional content coordinators and instructional interventionists) are deployed on a regular basis to model and facilitate planning meetings, with the intention of growing capacity at the prioritized campuses. Central instructional content coordinators facilitate a monthly specialist meeting focused on curriculum, instruction, data analysis, and strategic planning to support specialist development.

Professional Development for Teachers: Professional development for teachers is driven by teacher tiering. Teachers are tiered based on the Alief tiering document and guidance. Tier 1 teachers need intense support to improve their craft. Tier 2 teachers are proficient but need regular spot coaching for improvement. Tier 3 teachers are considered to be effective teachers. Tier 3 teachers receive multiple walkthroughs and feedback weekly in addition to specialist support with lesson internalization and rehearsal and formal coaching cycles. Tier 2 teachers receive one walkthrough per week as well as written feedback. Specialists provide support through coaching and feedback. Tier 1 teachers are given leadership opportunities to support the specialist and campus instructional leaders. Teachers are re-tiered every 9 weeks as evidenced by classroom observation trends.

At the campus level, there will be ongoing job-embedded training for teachers during PLCs and on Long Range Planning Days. More specifically, each semester there will be a minimum of 3 to 5 opportunities for professional development.

The following topics will be prioritized:

1) Increasing opportunities for student discourse through SIOP training and integration of strategies into core content 2) QSSSA and Time Pair Share 3) Active Observation 4) Data Analysis and the DDI protocol and how to effectively analyze data to address student misconceptions

New teachers receive ongoing training during monthly new teacher meetings at the campus. The information focuses on Alief instructional priorities – Think It – Write It- Talk It – Prove It and on classroom management and routines and procedures. Regardless of years of experience, all teachers who are a Tier 3, receive differentiated professional learning through observation and feedback cycles. Targeted professional sessions are prescribed for new and/or struggling teachers based on need and Alief Professional Learning course offerings.

At the district level, the Curriculum and Instruction Department works collaboratively with other departments to provide target professional development supports to campuses in need such as SIOP training and writing training readily available. The district central instruction team also provides training for teachers. The Elementary/Intermediate ELAR team provides professional development on small group instruction, Reading and writing connections including use of digital supplemental resource such as Writable, Diving Deeper into Extended Constructed Responses – Traits of a “Seven”, Patterns of Power Strategies to support grammar skills, curriculum foundations, strategic plan beginning second semester targeting critical reading comprehension standards, composition writing (response to reading – SCR and ECR; paired passages writing). The ELAR team also provides additional support: Provision of Exit tickets and Common Assessments aligned to the language of the TEKS and rigor of STAAR, weekly modeling for associate teachers and one-on-one coaching for one assigned associate teacher to enhance instructional effectiveness and build capacity, campus walks and feedback. The Elementary/Intermediate Math central leaders also provide support: campus walks focused on first line instruction and feedback, observe planning and provide feedback, support specialist with implementing a protocol to guide lesson rehearsal that promotes teacher engagement, collaboration, participation, and reflection.

PLC and Long-Range Planning Days: Teachers receive ongoing job-embedded training during regularly scheduled collaborative planning times.

Semester PD Opportunities: Each semester includes 3–5 professional development sessions focused on:

Active Observation

Student Discourse utilizing Timed-Pair-Share and QSSSA

Small Group Instruction

DDI Protocol Training: Teachers are trained to analyze data, identify misconceptions, and develop targeted reteach plans.

Reteach Plan Review: ILT provides feedback and support to ensure high-quality instructional responses to student data.

Facilitators and Attendees

Facilitators: Principal, Principal Coaches, School Improvement Team, ISIT Team, Curriculum Department, District PD Staff

Attendees: Principal, Assistant Principals, Instructional Coaches/Specialists, Teachers, ILT Team, All Staff (for campus-wide sessions)

The district central instruction team also provides training for teachers. The Elementary/Intermediate ELAR team provides professional development on small group instruction, Reading and writing connections including use of digital supplemental resource such as Writable, Diving Deeper into Extended Constructed Responses – Traits of a “Seven”, Patterns of Power Strategies to support grammar skills, curriculum Foundations, strategic plan beginning second semester targeting critical reading comprehension standards, composition writing (response to reading – SCR and ECR; paired passages writing). The ELAR team also provides additional support: Provision of Exit tickets and Common Assessments aligned to the language of the TEKS and rigor of STAAR, weekly modeling for associate teachers and one-on-one coaching for one assigned associate teacher to enhance instructional effectiveness and build capacity, campus walks and feedback. The Elementary/Intermediate Math central leaders also provide support: campus walks focused on first line instruction and feedback, observe planning and provide feedback, support specialist with implementing a protocol to guide lesson rehearsal that promotes teacher engagement, collaboration, participation, and reflection.

Professional Learning for Campus and Central Leaders: The School Leadership Team facilitates State of the Schools Instructional Rounds quarterly with our priority campuses. Executive leaders, central instruction leaders, and campus instructional leaders come together to engage in classroom observations and focus on the campus identified problem of practice providing glows and grows and action steps to improve the problem of practice. This collaborative effort builds alignment around expectations for instruction and builds a collective understanding of instructional practices and strategies for implementation.

Professional Development for Central Leaders: All district level leaders including members of School Leadership and Central Instruction attend Alief ISD Data Day which is dedicated to best practices in data analysis, goal setting, and strategic planning. Data Day allows for capacity building in the Alief DDI protocol and developing a data driven culture and growth mindset. At the district level, the Principal Coach will participate in the Region IV DCSI Leadership Network meetings for the 25-26 school year, Accountability Connect Lead4ward monthly meetings, the annual Lead4ward Leadership Symposium, and ongoing Region IV Zoom trainings. The Principal Manager meets weekly with the School Leadership Team around the Turnaround Schools to discuss strategic support, planning, and monitoring. District instructional coordinators and interventionists attend multiple training courses as well to stay abreast of best practices to provide support to campuses. The central Elementary/Intermediate ELAR department attends the RLA Leadership sessions three times per year facilitated by Region IV as well as I-Ready Training for implementation of the program in classrooms as well as all members of the central ELAR team attended Region IV specialized content PD including Literacy Foundations: Navigating Depth and Complexity in RLA Standards. The elementary/intermediate district Math department leaders plan to attend the following trainings: Region 4 Leadership Network, I-Ready Impact Summit, Texas Urban Council Retreat and TASM (Texas Association for Supervisors of Mathematics) Conference. In addition, district math leaders attended the Lead4ward Math Academy training and TEKSCON. The central Multilingual Department leaders attend all Region 4 Bilingual Leadership Network Meetings annually. , the team also attended SIOP TOT (Trainer of Trainers). The team also attends and presents at the TABE conference annually. The team will also attend and present at the Region IV Bilingual/ESL Conference this year. In addition, the Multilingual Department attends the following as well: 1) SAAVAS - Leadership capacity building on SIOP 2) Region IV Cross Connections (Dual Language Pillar) 3) Region

IV - Preview/View/Review (Dual Language Pillar) 4) Region IV - Revised ELPS. The district Social Studies department attends the Social Studies Leadership Network meetings facilitated by Region IV, TSSLA (Texas Social Studies Leaders Association) - fall and spring conference, Lead4ward training including Maximizing Your Lead4ward Field Guides, Rockin' Review, and Developing Comprehension and Writing Responses in Social Studies in addition to receiving ongoing coaching through Region IV consultants.

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?

Owens Intermediate has a strategic and tiered approach to differentiate professional development for staff who are either new to their roles (less than two years of experience) or identified as needing additional support.

Campus Based Differentiated Training and Support for New Teachers:

Tiered Coaching and Observation Cycles - The Campus ILT team tiers all staff based on experience and effectiveness. New and Associate Teachers are observed weekly, ensuring frequent feedback and support. Coaching cycles are tailored to individual needs, with increased frequency and intensity for those requiring more support. Ineffective teachers are identified through classroom observations and through the Alief Tiering system which has 3 teacher tiers - Tier 1 is an effective teacher, Tier 2 is a proficient teacher knowledgeable in the content but still in need of support, and Tier 3 is a teacher in need of intense support to improve their craft. Teachers tiered at a level 3 receive multiple walkthroughs per week and ongoing feedback. In addition they receive the following supports: real-time coaching and feedback, 1 on 1 specialist support with lesson internalization and lesson rehearsal, targeted professional development, a teacher mentor, when applicable Associate Teacher Field support assigned by the Human Resources Department, and formal coaching cycles to improve their content and pedagogical knowledge as well as classroom management skills. The PASS (Prevention and Safe Schools Team) from Professional Learning will push in to provide practice clinics and professional development on CHAMPS, Treatment Agreements, Routines and Procedures, Rapport Building and more for struggling teachers as needed.

All new teachers attend the campus New Teacher Academy: New and associate teachers participate in the campus-based New Teacher Academy, which meets monthly. Sessions cover essential topics such as:

Best practices in instruction, Classroom management strategies, Building a positive classroom culture, Implementation of campus routines and expectations

New teachers receive targeted training aligned to the school improvement strategy, including:

Unpacking and analyzing exemplar DDI protocols

Developing high-quality reteach plans

Coaching on small group instruction to address student misconceptions

Individualized Coaching: 1:1 coaching is provided by campus content specialists as needed, focusing on instructional planning, delivery, and classroom culture. Specialists also support new teachers in unpacking the DDI protocol, analyzing exemplar data dives, and developing reteach plans.

District-Level Training and Support: New and associate teachers attend Alief U professional development sessions facilitated by the Professional Learning Department throughout the year. These sessions include training on: Instructional best practices, Classroom culture and management tools, Strategies for student engagement and discourse, Support Aligned to School Improvement Strategy. This year, the Curriculum and Instruction Department enhanced the Alief U experience by providing an onboarding academic session reserved for the audience of new teachers as an additional layer of academic support. Throughout the year, monthly meetings are held to coach new campus teacher specialists through Empowerment Academy and mentored pairings with veteran specialists for guidance. Saturday PD offerings have been offered through the Curriculum and Instruction team, with a focused area of academic skill development through the Fall semester of 2025. At semester in December, new teachers attend the Fall New Teacher Summit and attend professional development.

The Central Instruction Elementary / Intermediate RLA Team differentiates support for teachers and teacher leaders as described in detail: a) Provide professional development developed on small group instruction, support reading and writing connections including use of digital supplemental resource such as Writable, facilitate Diving Deeper into Extended Constructed Responses PD – Traits of a “Seven” (what it takes for a student to score at least a seven on their responses) , provide professional development on Patterns of Power Strategies to support grammar skills, provide playlists for primary grade levels to increase grade level practice of RLA skills , provide Curriculum Foundations , provide a central admin strategic plan beginning second semester targeting critical reading comprehension standards, composition writing (response to reading – SCR and ECR; paired passages writing), provide Exit tickets and Common Assessments aligned to the language of the TEKS and rigor of STAAR. In addition, weekly (Monday through Wednesday) for grades 5 and 6 support specialists by providing planning structures such as rolling agenda, RLA calendar, Know/Show templates. Instructional specialists provide model exemplars; expectations for prework, unpacking exit tickets and standards with Know/Show charts, internalizing lesson plans, lesson rehearsals. A discussion protocol was provided for warm and cool feedback, and guidance is given on how to assign post work; Internalization protocol provided for unpacking the lesson plans.

ELAR teachers at Owens receive training on unpacking and internalizing Scripted Lessons - provided specifically for the campus to support the ELAR content team in delivering rigorous lessons that utilize High Quality Instructional Materials.

The district Professional Learning Department provides additional practice clinics for inexperienced or ineffective teachers/leaders that will be more bite-sized and provide opportunities for actual in the moment practice of the trained skill. The Human Resources Department secured additional Associate Teacher Support staff to better support the high number of Year 1 Associate Teachers at the campus, making the ratio of Associate Teachers to Associate Teacher Support staff 4:1. Additional professional development sessions focused on instructional best practices and classroom management offered by the Prevention and Safe Schools Specialists team.

At the district level, the Multilingual Department is differentiating support to the campus to ensure high-quality instruction for ELL and EB learners by building teacher and teacher leader capacity (instructional content specialists). The detailed support is provided below.

Targeted Coaching and Support:

The department provides direct training and ongoing coaching to both the ESL Specialist and the ELD Interventionist at least two days per week. This includes regular classroom walkthroughs (CWTs) conducted collaboratively with the ESL Specialist, followed by actionable feedback to teachers. Additionally, the Reading Specialist has been observed and supported with feedback to enhance literacy instruction for EB students.

Collaborative Lesson Planning and Biliteracy Support:

In partnership with Content Coordinators, the department supports lesson planning for 5th and 6th grade Dual Language teachers. This includes structured biliteracy support during Reading Language Arts (RLA) and Science planning sessions. Teachers receive guidance on designing and modeling Vocabulary and Grammar CLC lessons, implementing Language Partners, using Tiered Sentence Stems, and integrating Dual Language Pillars and Sheltered Instruction Components. Science planning is further enriched with PVR lesson design and collaborative walkthroughs with the Science Department.

Cross-Content Collaboration:

Support extends to Social Studies through collaborative planning sessions, ensuring that EB students receive linguistically responsive instruction across all content areas.

ELD Intervention and Summit K12 Implementation:

The department has launched a robust ELD intervention plan targeting 150 long-term EB students, with direct coaching provided to the ELD Interventionist. Additionally, 300 students are engaged in personalized learning plans (PLPs) through Summit K12, based on a prioritized roster.

Professional Learning Communities (PLCs) and LPAC Support:

Monthly OWDL/ESL PLCs are co-planned and facilitated to build teacher capacity around key instructional strategies. Topics have included SIOP non-negotiables, TELPAS proficiency levels, instructional accommodations, and tiered sentence stems. The department also co-plans and supports monthly LPAC meetings to ensure compliance and instructional alignment.

Dual Language Pillars Clinics:

To deepen teacher understanding and application of biliteracy strategies, the department has created and facilitated before- and after-school clinics focused on the Dual Language Pillars. These clinics cover essential components such as Language Partners, Oral Language Development, Building Background, Comprehensible Input, and Learning Strategies.

Differentiated Training for Inexperienced Principals: Inexperienced principals of D and f campuses are assigned a Principal coach from the School Improvement & Accountability Department who meets weekly with the principal to support strategic planning, systems implementation, instructional leadership, and change management. The principal coach along with executive leaders will monitor the implementation of the campuses TIP or TAP plan. The School Improvement and Accountability Team will update the APTs (Alief Performance Trackers – student growth trackers) for the high priority campuses in school improvement. The Chief of School Improvement and Accountability and Director of

Research & Evaluation will conduct campus-based accountability meetings with the campus Instructional Leadership Team: Session 1 (Oct–early Nov): Review campus’ accountability table and build a roadmap using current student data and accountability targets, Session 2 (mid Nov–early Dec): Support status of the class - accountability targets using current students by teacher, Session 3 (Jan–Feb): Monitor progress and adjust as needed. Inexperienced principals attend a mandated monthly professional development facilitated by Professional Learning; they are assigned a mentor and principal coach; they receive increased number of campus visits as compared to experienced principals (minimum bi-weekly). The district Professional Learning Department provides additional practice clinics for inexperienced or ineffective teachers/leaders that will be more bite-sized and provide opportunities for actual in the moment practice of the trained skill.

Differentiated Training for Inexperienced Assistant Principals: New assistant principals attend new AP meetings facilitated by the Professional Learning Department. In addition, the campus principal will schedule 1 on 1 meetings with assistant principals to engage in coaching and skill building in the area of instructional leadership.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Implementation of Training and Key Look-Fors

Owens Intermediate uses a combination of district and campus-developed tools to evaluate the implementation of professional development aligned to its school improvement strategy.

Observation and Feedback Tools

Alief Observation Form and Campus Observation Form: Used by administrators during classroom walkthroughs to assess the implementation of strategies taught during PD.

Abre Platform: Teachers receive feedback through Abre, which also serves as a data collection and analysis tool for coaching and support.

ILT Data Review: The ILT team analyzes walkthrough data to determine teacher proficiency and identify trends that inform future PD and coaching cycles.

Planning and PLC Evaluation

District Planning/PLC Observation Form: Used to assess the effectiveness of Planning and PLC sessions. Specialists receive feedback via Abre, and administrators regularly review data to guide coaching and support.

DDI and Reteach Plan Evaluation

Campus-Developed Reteach Rubric: The leadership team uses this rubric to evaluate the quality of reteach plans developed through the DDI process. This helps determine a teacher's proficiency in data analysis and instructional response.

Evidence of strategies taught during PD being implemented in classrooms (e.g., small group instruction, student discourse, quality questioning)

Alignment of lesson planning and PLC discussions with campus and district priorities

Quality and clarity of reteach plans based on student data

Effective facilitation and collaboration during PLCs

Use of data to inform instruction and address student misconceptions

District Level Tools to Evaluate Implementation: The School Leadership Team inclusive of Chief of Schools and Assistant Superintendents will utilize the District PLC Observation Rubric - prescribed indicators for effective PLCs - when observing Planning and PLC; central leaders will use the district classroom walkthrough Form and the companion Alief Quick Guide - teacher feedback form aligned with district and campus initiatives - when observing classroom instruction; When conducting campus walks the School Leadership team will complete a summary visit and observations are tied to T-P ESS indicators. Likewise, the Curriculum and Instruction Department and the Professional Learning Department will utilize the district classroom walkthrough tool and the companion Alief Quick Guide during observations and will engage in data review via the Abre dashboard as well as established trackers to monitor planning supports and coaching opportunities provided. The look-fors are indicated on the Alief Big Rocks Guidance document, and monthly focus recommendations are shared through the Leadership Weekly platform. The Abre platform will be used to identify positive and negative trends.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Campus Level - Observation and Feedback Cycles

Regardless of years of experience or licensure, teachers receive support based on their assigned Tier. To determine teacher tiers, campus administrators and instructional specialists conduct initial classroom observations at the beginning of the school year and the ILT team collaborates to determine each teacher's tier - factoring in teacher content and pedagogical knowledge, lesson delivery, classroom culture routines, and teacher motivation. Based on the district tiering document guidance:

Tier 1 teachers receive a walkthrough bi-weekly (2 times per month) from the instructional content specialist or the campus administrator. Feedback is delivered verbally in the moment, and written feedback is provided at minimum monthly using the district observation form in the Abre platform.

Tier 2 teachers receive a walkthrough weekly (4 times per month) from their campus content instructional specialist or content administrator. Written feedback is provided a minimum of twice per month using the district observation form in the Abre platform. In the moment feedback is provided when needed. Tier 2 teachers receive differentiated support as needed. See the range of support detailed below.

Tier 3 teachers receive multiple walkthroughs per week (8 or more times per month) from the campus content instructional specialist and the content administrator. In the moment feedback is provided during or immediately

following each observation. Written feedback is provided weekly using the district observation form in the Abre platform. Teachers receive actionable feedback to be implemented within the following week. The campus instructional leader returns to observe implementation of the action step the following week. To build teacher capacity, Tier 3 teachers receive formal coaching from the campus instructional specialist through 2-week coaching cycles using the See It Name It Do It model for giving effective feedback. The coaching model includes naming the area of reinforcement, the area of refinement, seeing the exemplar, identifying the gap in practice, plan for implementation, and practice the gap. Focus areas for coaching are grounded in key skills from Get Better Faster - Rigor and Management Trajectory and Teach Like A Champion.

Teachers are re-tiered every quarter based on classroom observation data from the Abre platform and the observation cadence and feedback cycles are adjusted.

The range of supports for teachers based on need are listed below:

Alief U Course Pathways - Differentiated Professional Development for new teachers in Year 1, 2, and 3 of their tenure with Alief

Assigned Mentor

In the Moment Coaching

2-week Coaching Cycles (Get Better Faster Model - See It Name It Do It)

Instructional Specialist Modeling Lessons

Side by Side Teaching - Instructional Specialist and Teacher

Peer Observations and Debrief

Targeted Professional Development

1 on 1 Lesson Rehearsals with the Specialist

Support with Scripting Lessons

Provide scripted lessons

District Level - Observation and Feedback Cycles for Associate Teachers (Non-Certified)

Associate teachers regardless of tier, receive weekly walkthrough and written feedback from the Associate Field Support staff from the Professional Learning Department. The cadence of the walkthroughs could increase to twice weekly depending on teacher need.

The focused observations hone in on specific skills within the Management and Rigor Trajectory of Get Better Faster:

August/September

Strong Voice/Management: Classroom Management, Building Relationships, Routines and Procedures

Evaluation of Student Learning: Active Observation

October

Strong Voice/Management: Square Up & Stand, Still/Formal Register

Evaluation of Student Learning: Active Observation, Response Tracker

November

Strong Voice/Management: Economy of Language

Evaluation of Student Learning: Evaluation of Student Learning

December

Strong Voice/Management: Hot Spots

Evaluation of Student Learning: Check for Understanding (Show Me)

January

Strong Voice/Management: Quiet Presence/Pastore's Perch

Evaluation of Student Learning: Check for Understanding (Response Cards: True/False)

District Level (Observation and Feedback Cycles)

Tier 1 Teachers

All associate teachers who are Tier 1 receive a weekly walkthrough and coaching from the Associate Field Support staff from the Professional Learning Department.

Tier 2 Teachers

All associate teachers who are Tier 2 receive a weekly walkthrough and coaching from the Associate Field Support staff from the Professional Learning Department. The field support staff utilize the 2-week coaching model - Get Better Faster. Associate teacher field staff model at least one Get Better Faster or Teach Like A Champion lesson per grading cycle and provide demonstration lessons as needed. Associate teachers and new teachers who are Tier 2 receive support from the

Prevention and Safe Schools Specialists from the Professional Learning Department at the campus principal's request. They provide targeted behavior management coaching, restorative practices, and de-escalation strategies. In addition, Tier 2 teachers receive additional support (observations and feedback) from central instruction content coordinators at the request of the principal.

Tier 3 Teachers

All associate teachers who are Tier 3 receive a weekly walkthrough and coaching from the Associate Field Support staff from the Professional Learning Department. The field support staff utilize the 2-week coaching model - Get Better Faster. Each associate teacher receives 2 hours of support weekly from the Associate Field Support staff, which is inclusive of weekly coaching. Based on the individual teacher's need, the number of observations per week may increase to two walkthroughs. Associate teacher field staff model at least one Get Better Faster or Teach Like A Champion lesson per grading cycle and provide demonstration lessons as needed.

Associate teachers and new teachers who are a Tier 3 receive support from the Prevention and Safe Schools Specialists from the Professional Learning Department at the campus principal's request. They provide targeted behavior management coaching, restorative practices, and de-escalation strategies. In addition, Tier 3 teachers receive additional support (observations and feedback) from central instruction content coordinators at the request of the principal.

The Professional Learning department observes associate teachers using the district classroom observation form and enters observations in Abre. The data trends from Abre are used to re-tier teachers informing district level supports from specific departments within central instruction including Special Education, Multilingual Department, ELAR Department, Math Department, Science Department and Social Studies Department.

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

At the campus level, Owens Intermediate provides targeted capacity-building supports to ensure that both teachers and administrators are equipped to meet the needs of students in special populations, including Emergent Bilingual (EB) students, students receiving special education services, and those requiring behavioral interventions.

Supports for Emergent Bilingual Students

Monthly ESL PLCs: Teachers participate in collaborative sessions focused on instructional strategies and language development for EB students.

Bi-weekly PD on Dual Language Pillars: Professional development emphasizes the foundational principles of dual language instruction to enhance classroom practices.

Summit K-12 Access: All EB students have access to Summit K-12, a digital platform designed to support language acquisition and TELPAS preparation. Teachers receive training on effective implementation.

Supports for Administrators

Monthly District-Level Meetings: Assistant principals attend meetings facilitated by various departments within central instruction, including Special Education, Multilingual, and Special Services

These sessions provide training on instructional best practices, compliance, and behavior intervention strategies (e.g., PBIS) to support both special populations and general education students.

Supports for Teachers

PD and Coaching from Campus Leadership: Teachers receive ongoing professional development and coaching from the campus leadership team, including the SPED chairperson, focused on:

Compliance requirements, Instructional strategies for diverse learners, Behavior intervention techniques

New Teacher Academy: New teachers receive additional monthly support through the academy, which includes sessions on classroom culture, management, and instructional practices tailored to special populations.

Alignment to School Improvement Strategy

New teachers receive specialized training to unpack exemplar DDI protocols and reteach plans.

Coaching from specialists focuses on implementing small group instruction to address the needs of EB and SPED students

At the district level, the Curriculum and Instruction team works directly with various departments (Multilingual, Special Education, etc.) in collaborative efforts, to support students of all special populations. Examples included writing across all content areas as an instructional priority, PVR (Preview-View-Review techniques) with EB learners through Science and Social Studies, and content supplemental aids for utilization.

The district Special Education Department is reinforcing Specially Designed Instruction (SDI) and inclusive practices through:

- Empowering Educators: Teachers receive robust professional development via Alief U, Summit Sessions, Long Range Planning Support, and Networking Meetings. These opportunities build capacity to adapt instruction and meet the diverse needs of students receiving special education services.
- Engaging Leadership: Campus administrators, participate in targeted training aligned with school improvement strategies. Our SPED Instructional Coordinators conduct 1:1 meeting with campus principal or their selected designee to assess professional learning and student support needs, ensuring responsive and relevant support.
- Driving Instructional Excellence: SDI Walks with instructional leaders provide actionable feedback and guide the development of tailored support plans. These walks utilize the Special Education Critical Component Look Fors to ensure fidelity in SDI implementation.

- Leveraging Data for Growth: TeachTown Benchmark Assessments are implemented across grade bands in Life Skills classrooms to monitor progress for students participating in the ALT Curriculum. This data informs instructional decisions and supports targeted interventions.
- Fostering Collaboration: General and special education teachers work together to adapt instruction and ensure timely ARD meetings, IEP implementation, and service delivery for students receiving special education services. Our team is embedded in campus efforts, actively participating in State-of-the-School meetings and instructional rounds to reinforce Central commitments and elevate campus ILT efforts.
- Differentiating Support: Special education teachers are tiered based on individual needs, allowing for customized coaching and resource allocation to maximize instructional impact.

The district Multilingual Department supports capacity building through the following:

Ongoing professional development on effective instructional strategies for EBs, including the SIOP model.

- Sessions focused on best practices for EB in classrooms (Building Background first semester and Practice & Application second semester with embedded discourse strategies through the year).
- Regular instructional walkthroughs to monitor implementation of EB supports and identify trends in instructional practice (weekly walks with feedback using all the Alief forms).
- Follow-up coaching and feedback conversations to strengthen and grow instructional practices (using Alief forms).
- Collaborating and leading PLC time for teachers to plan lessons and rehearse lessons and opportunities for teachers to plan collaboratively with ESL Department Chairs and content peers (using the Alief lesson plans, PLC structures, and Alief forms). Monitoring the process of discourse strategy implementation.
- Collaborative discussions that focus on student work, progress monitoring, and scaffolding strategies for language learners through PLC and planning.
- Access to planning templates, exemplars, and high-quality instructional materials aligned to language and content objectives through PLC, Planning and District ILT.
- Collaboration opportunities on supporting EB instruction through effective monitoring, feedback, and system development.
- Leadership teams collaborate to ensure compliance and sustain effective EB practices campus wide, including TELPAS assessment implementation.

- Continuous collaboration to discuss EB best practices, student placement, intervention, and monitoring with the campus leaders (monthly).
- Implementation of Summit K12, Language Development Instructional Platform that includes ESL DC and Teacher training

School Improvement Strategy:

Select your School Improvement Strategy:

Intensive Curriculum and Instruction Improvements

Grants Received to Support Strategy:

NA

Grants Applying for to Support Strategy:

Our district team is working to submit a LASO LIFT application by December 3 for the planning year (RLA). We are also in the process of adopting a new math curriculum for implementation in 2026–27. The committee will make a final decision in Spring 2026, but we expect to choose a high-quality instructional material (HQIM) from the approved list or Bluebonnet to be implemented starting 2026-27.

Please name any organizations you are currently working with to build capacity and support strategy implementation.

ESC's, District Staff

How many district staff members will you be reporting capacity building information for?

3

What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

Angela Milon, Principal Manager 50%

Pauline Beckley, DCSI/Principal Coach 50%

Kyra Harris, Instructional School Improvement Specialist 50%

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Dr. Angela Milon has over a decade of experience in school leadership. Her work in turnaround started as a middle school principal in Missouri, she successfully moved her campus in two years from underperforming to performing. She

served as Executive Director in Houston ISD, overseeing campuses requiring improvement. Her responsibilities included implementing data-driven practices, coaching school leaders, and monitoring academic progress. Her targeted supervision with improvement required campuses during her tenure in Houston ISD led to two multi-year high schools moving from an F to a C and one high school moving from a D to a B in one year, in addition to several elementary campuses movement from failing to meeting standard. She also managed departments focused on school leadership, teacher development, and employee appraisal. Currently, she is the Associate Superintendent of Secondary Schools in Alief ISD, where she supervises secondary principals and supports school improvement efforts.

Pauline Beckley has 32 years of dedicated service in public education with 20+ years as a campus principal and has consistently demonstrated a deep commitment to improving student outcomes in Title I schools. As an instructional leader and systems thinker, she has successfully led campuses through transformative change, notably maintaining acceptable ratings and avoiding school improvement status during her tenure as Principal at James Holub Middle School. Her strategic approach included fostering a positive campus culture, pioneering innovative scheduling models, and implementing data-driven instructional systems that empowered teachers and elevated student performance. In her current role as Secondary Principal Coach in Alief ISD, Ms. Beckley continues to impact Title I campuses by guiding principals in the development and implementation of sustainable systems for instruction and school culture. Her leadership has directly contributed to two secondary campuses increasing their accountability ratings by a full letter grade. One of her areas of expertise is in building systems to support strong Professional Learning Communities, and she has trained campus and district level leaders. Through mentoring, professional development, and strategic planning aligned with the Effective Schools Framework, Pauline builds capacity in campus leaders, ensuring that every student has access to high-quality instruction and a supportive learning environment.

Kyra Harris is an experienced Instructional School Improvement Interventionist in Alief ISD, currently supporting campus specialists in planning structures and data-driven instruction. With over a decade of experience in education, she has taught multiple elementary grade levels, served as a team leader, and worked as an RLA specialist. Her work with school improvement campuses spans each of these roles and has influenced instructional practices and school structures across the district. She has led the implementation of evidence-based literacy strategies, facilitated instructional coaching cycles, and driven student achievement through targeted data analysis. Cherise has also led professional development sessions and served as a training facilitator in multiple district instructional initiatives. Her leadership has contributed to measurable gains in literacy outcomes and played a key role in improving campus accountability ratings.

Curriculum & Instruction

What is the adopted curriculum

K-5 Math- HMH Math in Focus

6 Math- HMH Go Math

K-5 RLA- HMH Into Reading /Arriba La Lectura

6RLA- HMH Into Reading

Is this the curriculum that will be implemented for the duration of the plan?

K-5 Math-No

6 Math- No

K-5 RLA-Yes

6RLA- Yes

What new curriculum will be adopted?

Our district team is working to submit a LASO LIFT application by December 3 for the planning year (RLA). We are also in the process of adopting a new math curriculum for implementation in 2026–27. The committee will make a final decision in Spring 2026, but we expect to choose a high-quality instructional material (HQIM) from the approved list or Bluebonnet to be implemented starting 2026-27.

How many instructional minutes per week are required/recommended for implementation of this curriculum?

Alief ISD Recommended Instructional Minutes by Grade Level and Core Content Area

5th Grade:

English Language Arts and Reading (ELAR): 675 minutes per week

Mathematics: 450 minutes per week

6th Grade:

English Language Arts and Reading (ELAR): 600 minutes per week

Mathematics: 375 minutes per week

Minutes Built Into Master Schedule Weekly for Curriculum Implementation:

RLA -500 minutes

Math- 450 minutes

How many instructional days are included in the 2025-2026 calendar?

176

Please describe the assessment plan for the impacted campus(es).

The campus follows a comprehensive assessment schedule across all core content areas for grades 5 and 6. Assessments are strategically distributed throughout the academic year to monitor student progress and inform instruction.

Key Components: Exit Tickets: Exit tickets are proctored regularly in every content area (ELAR, Math, Science, and Social Studies) to provide immediate feedback on student understanding and guide daily instruction. Curriculum -Based Assessments (CBAs):

CBAs are administered multiple times throughout the year in all core subjects. These assessments are aligned with curriculum pacing and are used to evaluate mastery of specific standards. i-Ready Diagnostics: i-Ready Reading and Math diagnostics are administered at BOY (Beginning of Year), MOY (Middle of Year), and EOY (End of Year) to track student growth and inform differentiated instruction.

STAAR and Interim Assessments: STAAR assessments are scheduled in April for Reading, Math, and Science. Interim assessments such as SIA (Student Interim Assessment) and AIA (Academic Interim Assessment) are also included to prepare students for STAAR and assess readiness. Multilingual Learners: Summit K-12 assessments are administered at MOY and EOY to support multilingual learners and monitor language acquisition progress.

Assessment Windows: Assessments are scheduled monthly with clearly defined windows to ensure consistency and allow for data analysis. For example: September: i-Ready BOY, CBA 1 in RLA, Math, Science, and Social Studies. October–December: CBA 2, AIA, and RD-SIA assessments. ³¹³ January–March: MOY diagnostics, CBA 3, MT-AIA, and SIA.

April–May: STAAR, EOY diagnostics, and Spring AIA.

Will the campus(es) implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

At Owens Intermediate, PLCs are organized by grade level and content area. Each team meets in grade-level groups focused on specific core subjects (ELAR, Math, Science, Social Studies), allowing for targeted collaboration and planning aligned to student needs and instructional goals.

How frequently will PLCs occur?

At Owens Intermediate, PLCs occur with the following frequency:

5th Grade: Twice a week, following a two-day planning structure focused on internalization and rehearsal/feedback.

6th Grade: Four days a week, with two days dedicated to internalization and two days to rehearsal and feedback.

Who will facilitate PLCs?

Dina Garrett - ELAR/Social Studies Specialist

Michelle Haygood - Math Specialist

Adrian Cooper - Science Specialist

Please describe the PLC protocol to be used

At Owens Intermediate, we use a structured PLC protocol that varies by grade level to meet the instructional needs of our students:

5th Grade PLC Protocol, Two-Day Planning Cycle for each core content area (ELAR, Math, Science):

Day 1: Internalization, Teachers and specialists collaboratively review curriculum documents, unpack TEKS, and annotate lesson plans.

Planning sessions focus on lesson objectives, scaffolding strategies, and instructional delivery.

Day 2: Rehearsal & Feedback, Teachers rehearse lessons and receive feedback from peers and specialists. Final adjustments are made to lesson plans before submission.

6th Grade PLC Protocol

Four-Day Planning Cycle each week, Two Days: Internalization

Teams engage in a deep dive into TEKS, lesson components, and instructional strategies.

Two Days: Rehearsal & Feedback

Extended time is provided for lesson rehearsal, peer collaboration, and refinement.

Data Day (Post-Assessment)

After major assessments, teams participate in a Data Day using the Data-Driven Instruction (DDI) protocol, aligned with the See It, Name It, Do It framework:

See It: Analyze assessment data to identify performance trends.

Name It: Identify TEKS students mastered and those needing improvement.

Do It: Discuss success criteria and performance gaps to inform:

Adjustments to first-line instruction - Small group instruction plans, Whole group reteach strategies.

This comprehensive PLC protocol ensures intentional, data-informed planning and instructional refinement, with active participation from teachers, specialists (who lead the meetings), and campus administrators aligned to their assigned content areas.

Milestones

Please share the key milestones for this strategy through August 2026 for TIP, and key milestones through August 2027 for TAP. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.

ESF Lever: 1.1 Strong School Leadership and 4.1 Effective Instruction

What will your campus focus on from this lever /strategy to support improving student outcomes and leadership practices? Our campus focus this year is two-fold inclusive of a simultaneous focus on Lever 1.1 and Strong School Leadership and Planning and Lever 4.1 Daily use of high-quality instructional materials. In assuming the role of the principal at a new campus and in observing daily campus operations, reviewing student performance data, and systems to support instruction, I observed that building leaders with clear roles and responsibilities and aligning our systems to support the improvement of teaching and learning is essential. This includes improving our Planning and PLC structures to ensure Tier 1 instruction and reteach meets the needs of all learners that maximizes student outcomes.

Overall Milestones ESF 1.1 By May 2026, the campus leadership team will fully implement a comprehensive strategic plan that includes clear roles and responsibilities, aligned goals, common protocols and processes to lead departments, and regular progress monitoring to improve instructional practices and outcomes as evidenced by ILT, PLCs and Planning meeting agendas and weekly calendars.

ESF 4.1 By May 2026, the campus leadership team will strengthen instructional planning and PLC structures to foster a collaborative school culture focused on continuous improvement, as evidenced by scoring a 15 or above for each STAAR content PLC on the Alief PLC assessment.

November Milestone 2027 ESF 1.1 By mid-November 2025, all core specialists will improve instructional practices for first line instruction as evidenced by consistently implementing rolling agendas focused on high leverage action items aligned with the PLC campus structures. ESF 4.1 By Mid November 2025 the campus leadership team will strengthen instructional planning and PLC structures to foster a collaborative school culture focused on continuous improvement. Success will be measured by achieving a score of 10 or higher in one STAAR content-area PLC and 8 or higher in two additional STAAR content-area PLCs on the Alief PLC Assessment.

ESF 1.1 By February 28th, the ILT team will meet after designated CBAs to discuss student progress and re-teach plans for low performing TEKs as evidenced by ILT rolling agendas and minutes.

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

Campus leaders will monitor the implementation of the Targeted Improvement Plan (TIP) through structured, ongoing reflection and data review during weekly ILT meetings. These sessions will focus on evaluating progress, identifying areas for adjustment, and reviewing evidence of impact through artifacts. The principal and principal coach will facilitate these reflections, and all feedback and documentation will be recorded in the campus TIP document. This living document is accessible to key stakeholders, including the principal, assistant principals, instructional specialists, and central instruction staff such as executive leaders.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Principal
Assistant Principal
Secondary Principal Coach for School Improvement
Part Time Principal Coach
Area Superintendent for Secondary Schools
Central Executive Leaders

How frequently will progress toward milestones be reviewed?

Bi-Weekly - Principal / Assistant Principal
Bi-Weekly - Secondary Principal Coach for School Improvement
Bi-Weekly - Part Time Principal Coach
Quarterly - Area Superintendent for Secondary Schools, Chief of Schools, and Executive Leaders in Central Instruction

How will milestone progress data be collected?

Key measuring tools for progress monitoring include the following:
Planning and PLC Observation Trends and Feedback (via Abre)
Classroom Observation Trends and Feedback (via Abre)

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Milestone progress will be shared during State of the School Meetings facilitated by the Area Superintendent for Secondary Schools. These meetings will include updates on campus goals, strategies, and impact, supported by data and artifacts. Attending executive leaders include:
Secondary Principal Coach for School Improvement
Area Superintendent for Secondary Schools
Chief of Schools
Executive Director for Curriculum and Instruction
Central Instruction Content Coordinators
District Interventionists

Resources

Please share the required costs to implement plan and source of funds

To support the campus focus on Lever 1.1 Strong School Leadership and Planning and Lever 4.1 Effective Instruction, \$95,000 has been allocated for tutorials and long-range planning. These funds will strengthen instructional planning and PLC structures, ensuring that Tier 1 instruction and reteach strategies meet the needs of all learners. This investment

directly aligns with the goal of implementing a comprehensive strategic plan and fostering collaborative practices that improve teaching and learning outcomes.

Additionally, \$53,000 will be dedicated to closing achievement gaps through materials for tutorials, Sirius online resources, and Summit K12 licenses for emergent bilingual students. These resources provide targeted interventions and high-quality instructional materials, supporting the ESF 4.1 goal of improving instructional planning and ensuring equitable access to learning opportunities for all students.

Finally, \$83,000 will cover general supplies for students, while \$13,000 is reserved for rewards, field trip transportation, and tutorial transportation. These allocations promote student engagement and motivation, reinforcing the campus culture of continuous improvement and achievement. Together, these investments create a comprehensive approach to meeting the TIP goals by addressing instructional quality, leadership capacity, and student support systems.

**Alief ISD: Targeted Improvement Plans
2025-2026**

TIP Campuses (Including CDCN):

Olle Middle School 101903042

Assurances Met: ALL MET

- I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in Section 39A.053 of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.)
- I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.
- I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.
- I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.
- I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each targeted improvement plan, and the board posted the plan(s) on the district website prior to the hearing.

Capacity Building:

Please describe your planned training/PD sessions (and who delivers and attends) for:

-Principal manager -Principal -Other campus admin (assistant principals, instructional coaches) -Teachers

Professional Development For Principal Managers: During monthly ILT meetings, the content coordinators provide learning sessions on data analysis and strategic planning, and best practices in the core content areas. Participants refine their ability to analyze CBA assessment data, identify low-performing TEKS, and develop targeted action plans to improve student outcomes. Participants analyze student outcomes and instructional practices side-by-side to identify patterns, root causes, and next instructional actions.

Additionally, all district level leaders including members of School Leadership and Central Instruction attend Alief ISD Data Day which is dedicated to best practices in data analysis, goal setting, and strategic planning. Data Day allows for capacity building in the Alief DDI protocol and developing a data driven culture and growth mindset. All district level leaders also attend the Alief Leadership Retreat participating in professional development sessions aligned with our district priorities including best practices in instruction, advancing PLC practices, real-time coaching, data literacy, and climate and culture. At the district level, the Principal Coach will participate in the Region IV DCSI Leadership Network meetings for the 25-26 school year, Accountability Connect Lead4ward monthly meetings, the annual Lead4ward Leadership Symposium,

and ongoing Region IV Zoom trainings. The Principal Manager meets weekly with the School Leadership Team around the Turnaround Schools to discuss strategic support, planning, and monitoring. District instructional coordinators and interventionists attend multiple trainings as well to stay abreast of best practices to provide support to campuses. The central Elementary/Intermediate ELAR department attends the RLA Leadership sessions three times per year facilitated by Region IV as well as I-Ready Training for implementation of the program in classrooms as well as all members of the central ELAR team attended Region IV specialized content PD including Literacy Foundations: Navigating Depth and Complexity in RLA Standards. The elementary/intermediate district Math department leaders plan to attend the following trainings: Region 4 Leadership Network, I-Ready Impact Summit, Texas Urban Council Retreat and TASM (Texas Association for Supervisors of Mathematics) Conference. In addition, district math leaders attended the Lead4ward Math Academy training and TEKSCON. The central Multilingual Department leaders attend all Region 4 Bilingual Leadership Network Meetings annually. , the team also attended SIOP TOT (Trainer of Trainers). The team also attends and presents at the TABE conference annually. The team will also attend and present at the Region IV Bilingual/ESL Conference this year. In addition, the Multilingual Department attends the following as well: 1) SAAVAS - Leadership capacity building on SIOP 2) Region IV Cross Connections (Dual Language Pillar) 3) Region IV - Preview/View/Review (Dual Language Pillar) 4) Region IV - Revised ELPS. The district Social Studies department attends the Social Studies Leadership Network meetings facilitated by Region IV, TSSLA (Texas Social Studies Leaders Association) - fall and spring conference, Lead4ward training including Maximizing Your Lead4ward Field Guides, Rockin Review, and Developing Comprehension and Writing Responses in Social Studies in addition to receiving ongoing coaching through Region IV consultants. To strengthen instructional leadership and better serve campuses, the district science coordinator actively engages in high-quality professional development opportunities. Recently, the coordinator attended the Region 4 Science Conference, gaining insights into best practices, innovative strategies, and emerging trends in science education. This experience provided valuable tools for supporting teachers in delivering rigorous, standards-aligned instruction.

Looking ahead, the coordinator is scheduled to participate in a series of targeted sessions through Region 4 ESC Science and UDL, including:

Scaffolding Instruction to Support ALL Learner Needs – strategies for differentiating science instruction to ensure equitable access for diverse learners.

Simplifying Small Group Instruction in Science – practical approaches to make small-group learning effective and manageable.

Creating a T.I.P.S. Classroom for Emergent Bilingual Students in Science – techniques for integrating language supports into science instruction.

Content-Based Language Instruction (CBLI) for Teachers – methods for embedding language development within science content.

Differentiated Instruction: Practical Approaches for Today's Challenging Classrooms – actionable strategies to meet varied student needs.

Implementing High Leverage UDL Strategies through Station Rotations, Playlists, and Choice Boards – leveraging Universal Design for Learning to promote engagement and flexibility.

Unlocking Language Growth: An Overview of the New ELPS for Leaders – understanding updated English Language Proficiency Standards to guide campus implementation.

Additionally, the coordinator will attend CAST 2025, the premier state science conference, to collaborate with educators statewide, explore cutting-edge resources, and bring back innovative practices that align with district goals.

Through these professional learning experiences, the coordinator is committed to continuous growth, ensuring that science instruction across campuses is inclusive, engaging, and aligned with best practices.

Professional Development for the Principal - Monthly Instructional Leadership Training is provided for principals delivered by the Curriculum and Instruction Department. The district Curriculum and Instruction department provides tailored learning sessions at all Principal ILT meetings on a monthly basis with instructional focus areas to service all campuses. There is emphasis on data literacy, PLCs, best practices in instruction, and best practices for special populations. Monthly Executive Leadership Forum for principals delivered by the School Leadership Team inclusive of Chief of Schools, Associate Superintendents, and meetings feature information and training facilitated by District Departments. The Executive Leadership Forum is a monthly professional development series designed to deepen instructional leadership and enhance school-wide practices. Each session will focus on the district's monthly instructional focus, including Writing Across the Curriculum – equipping leaders to support teachers in integrating writing strategies across all content areas. Student Discourse – fostering environments where students engage in meaningful academic conversations that promote critical thinking. Evaluation of Student Learning – strengthening leaders' ability to guide data-driven instruction and formative assessment practices. In addition to these core foci, principals will engage in best practices pathways that include Active Observation – refining walkthrough and feedback techniques to better support teacher growth. Everybody Writes – promoting inclusive writing strategies that ensure all students are actively participating and expressing their learning. To build leadership capacity and foster reflective practice, principals will also participate in collaborative book studies. These studies will be aligned with instructional priorities and will serve as a platform for dialogue, shared learning, and the development of actionable strategies that can be implemented at the campus level. In addition, PD sessions will be provided by the district Professional Learning Department based on the trends that emerge from campus walkthroughs. They will be centered around the district instructional priorities: writing across the curriculum, student discourse, and evaluation of student learning. Sessions will also be provided centered around coaching and classroom management. Sessions will be delivered by the Professional Development Strategists, Prevention and Safe School Specialists, campus specialists, and/or master teachers. Sessions will be available for all teachers, specialists, coordinators, and administrators. The central Multilingual Department leaders attend all Region 4 Bilingual Leadership Network Meetings annually, and the team also attended SIOP TOT (Trainer of Trainers). The team also attends and presents at the TABE conference annually. The team will also attend and present at the Region IV Bilingual/ESL Conference this year. In addition, the Multilingual Department attends the following as well: 1) SAAVAS - Leadership capacity building on SIOP 2) Region IV - Revised ELPS 3) Professional development on Visual non-Glossary training 4) Seidlitz training on the QSSSA strategy.

Professional Development for Assistant Principals: At the campus level, there will be ongoing job-embedded professional learning for campus assistant principals. Focus areas include the following - Instructional leadership, data-driven decision-making, coaching for equity, and campus culture development. The professional learning facilitated by the principal will be in the form of collaborative walkthroughs, strategic planning during campus based Instructional Leadership meetings and/or during weekly campus administrative team meetings, and 1 on 1 coaching sessions with assistant principals. Assistant principals also receive monthly ongoing training during district assistant principal meetings facilitated by the district Professional Learning Department.

Professional Development for Instructional Coaches: At the campus level, there will be ongoing job-embedded professional learning for instructional specialists. The focus areas will include the following - Evidence-based coaching cycles, curriculum alignment, formative assessment practices, and teacher capacity building. The learning will be facilitated by the lead instructional coach and district curriculum specialists from Curriculum and Instruction through bi-weekly PLCs, modeling labs, and peer observation protocols. All campus instructional specialists will be in attendance. At the district level, the Professional Learning Department will provide PD sessions based on the trends that emerge from campus walkthroughs. They will be centered around the district instructional priorities: writing across the curriculum, student discourse, and evaluation of student learning. Sessions will also be provided centered around coaching and classroom management. Sessions will be delivered by the Professional Development Strategists, Prevention and Safe School Specialists, campus specialists, and/or master teachers. Sessions will be available for all teachers, specialists, coordinators, and administrators. All specialists attend the Fall and Spring Specialist Summit with focused PD on topics pertinent to the specialist role. For campuses on a TIP or a TAP, the Curriculum and Instruction Department provide an instructional support request link to deliver specific academic assistance to meet the needs of each respective campuses at their submission. Central Instruction Leaders (instructional content coordinators and instructional interventionists) are deployed on a regular basis to model and facilitate planning meetings, with the intention of growing capacity at the prioritized campuses. Lastly, central instructional content coordinators facilitate a monthly specialist meeting focused on curriculum, instruction, data analysis, and strategic planning to support specialist development.

Professional Development for Teachers: Professional Development for teachers is provided for teachers to strengthen their content knowledge as well as instructional delivery. Teachers are tiered based on 3 tiers with Tier 1 being an exemplar teacher, Tier 2 a proficient teacher still in need of support to hone their craft but solid in content knowledge, Tier 3 is an underperforming teacher in need of intense support to improve their skill set. Tier 3 teachers receive multiple walkthroughs per week and feedback. In addition, they receive real-time coaching and in the moment feedback and 1 on 1 support from the campus instructional specialist. Tier 2 teachers receive weekly classroom observations and feedback and real-time coaching and feedback. Tier 1 teachers can serve as a team lead to support campus initiatives and support instructional specialists.

Focus PD Areas At the Campus Level: High-impact instructional strategies, data analysis for student growth, differentiation, and classroom management aligned to SEL.

PD Format: Bi-Weekly PLCs, Wednesday PLC days (campus and district), and targeted PD based on student data trends.

Delivered By: Instructional coaches, campus leadership team, and district trainers.

Attendees: All classroom teachers

District Level PD for Teachers: The central secondary Math instructional leaders provide ongoing training and support to teachers inclusive of a partnership with Texas A+ Challenge which is provided professional development on Lesson Internalization and RBIS (modeling the implementation of instructional strategies 1 - 4) with a focus on productive struggle, conceptual understanding, procedural understanding, teaching on level TEKs with rigor, and vertical alignment through building on background knowledge. The central secondary ELAR instructional leaders provide ongoing training and support for teachers as well including Reading and Writing integration facilitated by Region 10 DBQ (Document Based Questioning) on evidence

based writing, HMS Refresher training on curriculum usage in Writeable, Writing Analytical Questions and Novel Studies, and district PLCs focused on training in paired passages, the close reading process, and curriculum internalization.

Professional Learning for Campus and Central Leaders: The School Leadership Team facilitates State of the Schools Instructional Rounds quarterly with our priority campuses. Executive leaders, central instruction leaders, and campus instructional leaders come together to engage in classroom observations and focus on the campus identified problem of practice providing glows and grows and action steps to improve the problem of practice. This collaborative effort builds alignment around expectations for instruction and builds a collective understanding of instructional practices and strategies for implementation.

Professional Development for Central Leaders: All district level leaders including members of School Leadership and Central Instruction attend Alief ISD Data Day which is dedicated to best practices in data analysis, goal setting, and strategic planning. Data Day allows for capacity building in the Alief DDI protocol and developing a data driven culture and growth mindset. All district level leaders also attend the Alief Leadership Retreat participating in professional development sessions aligned with our district priorities including best practices in instruction, advancing PLC practices, real-time coaching, data literacy, and climate and culture. At the district level, the Principal Coach will participate in the Region IV DCSI Leadership Network meetings for the 25-26 school year, Accountability Connect Lead4ward monthly meetings, the annual Lead4ward Leadership Symposium, and ongoing Region IV Zoom trainings. The Principal Manager meets weekly with the School Leadership Team around the Turnaround Schools to discuss strategic support, planning, and monitoring. District instructional coordinators and interventionists attend multiple training courses as well to stay abreast of best practices to provide support to campuses. The secondary central math department has a collaborative partnership with Texas A+ Challenge collaborating on implementation of district math initiatives offering insight, content and pedagogical expertise to central leaders. In addition, the district math leaders collaborate with A+ Challenge to offer professional development opportunities for campus math content specialists/instructional leaders focused on math vertical alignment, unpacking the TEKS, and lesson internalization. Math leaders also attend the TEXAS ASSOCIATION OF SUPERVISORS OF MATHEMATICS (TASM): a professional organization dedicated to serving leaders across the state of Texas who supervise and support the teachers who are teaching mathematics in the classroom, from pre-kindergarten through 12th grade. During these meetings, we engage in professional learning and collegial discourse concerning issues in the field of mathematics thus vitalizing and coordinating the work of mathematics supervisors across Texas and bringing the interests of mathematics to the attention and consideration of the larger educational community in Texas. Central math leaders have also attended several trainings facilitated by Lead4ward including Maximizing Lead4ward Field Guides, Implementation Support: Layered Thinking and STAAR Review for Leaders. The district Social Studies department attends the Social Studies Leadership Network meetings facilitated by Region IV, TSSLA (Texas Social Studies Leaders Association) - fall and spring conference, Lead4ward training including Maximizing Your Lead4ward Field Guides, Rockin' Review, and Developing Comprehension and Writing Responses in Social Studies in addition to receiving ongoing coaching through Region IV consultants. The secondary central Science department has attended several professional development sessions and will attend additional sessions this school year including the following: Lead4Ward sessions - Maximizing Lead4ward Field Guides, STAAR Review, Rigot, etc... Region 4 Science Leadership, Region 4 UDL Cohort training: Accessing Content for All Learners; TEA Learn UDL Overview; Instructional Strategies for Emergent Beginner students, Region 4 Science Conference, Conference for the Advancement of Science Teachers, TEA STEM Network trainings, Texas Science Education Leadership Association Trainings on the new science

TEKS and implementation such as a Science Curriculum Study with Page Keeley, Chemical Hygiene Academy Training with Safer STEM, Alief ISD Specialist Academy Trainings, Alief ISD Leadership Conference, Think BIG Science STAAR Training, S3 Strategies, Science STAAR Training, EduSmart STAAR Science Review Training and monthly cohort. The secondary central ELAR department has attended multiple professional developments and has plans to attend additional sessions later in the school year. The Secondary ELAR central leaders have a partnership with Region IV consultants to collaborate on PD, curriculum development, campus support plans, and EOC strategies. The consultant has provided multiple professional developments, and the district level ELAR leaders have shadowed her in coaching sessions.

The ELAR team also collaborated with Texas A+ Challenge at the onset of the school year on curriculum development, campus support, coaching specialists and teachers, and STAAR support. Central ELAR leaders have also attended PD sessions provided by Texas A+ Challenge. In addition, there are several yearly conferences that the ELAR leaders attend including TCTELA, state organization for ELAR teachers, HAABSE, a Houston organization for educators, and TCEA, a Texas organization. In addition, the ELAR central leaders attend Lead4ward Curriculum Connect and Data series webinar throughout the 25-26 school year as well as plans to attend a virtual writing workshop facilitated by SMEKENS. They will also attend the Cross-Curricular Writing PD during Summit PD.

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?

Campus Based Differentiated Training for Inexperienced Teachers:

New Teacher Meetings: New teachers attend regular sessions focused on foundational instructional practices, classroom management, and district expectations. These meetings also offer opportunities for peer support.

Mentorship and Peer Support: New teachers are paired with experienced mentors and instructional coaches for ongoing guidance and modeling.

Instructional Walkthroughs with Immediate Feedback: New teachers receive observations followed by actionable feedback to reinforce best practices and build confidence.

Customized Coaching Cycles: New teachers receive 1 on 1 coaching focused on building core competencies and gradually increasing instructional rigor.

Ineffective teachers are identified through classroom observations and through the Alief Tiering system which has 3 teacher tiers - Tier 1 is an effective teacher, Tier 2 is a proficient teacher knowledgeable in the content but still in need of support, and Tier 3 is a teacher in need of intense support to improve their craft. Moving from one tier to the next requires evidence supported in classroom walkthrough observations. Supports for Tier 3 teachers include the following: targeted professional development, multiple observations and feedback per week, in the moment coaching and feedback, formal coaching cycles, specialist modeling and/or engaging in side by side teaching with the teacher as well as additional district support from the PASS team, Prevention and Safe Schools, as needed (classroom management, CHAMPS, treatment agreements, routines and procedures and rapport building) and Associate Teacher Field Support from the HR department. Tier 2 teachers receive a weekly observation and feedback, in the moment coaching and feedback, as well as specialist support through modeling and/or co-teaching as needed. Tier 1 teachers receive biweekly observations and feedback and may assist with planning, developing and leading campus PD and other campus leadership opportunities. They also have the opportunity to serve as a teacher mentor and to serve in campus leadership roles.

District Based Differentiated Training for Inexperienced Teachers:

Alief U: All new teachers to Alief attend mandatory Structured PD aligned to district priorities to educators new to teaching and/or Alief - facilitated by the district Professional Learning Department.

This year, the Curriculum and Instruction Department enhanced the Alief U experience by providing an onboarding academic session reserved for the audience of new teachers as an additional layer of academic support. Throughout the year, monthly meetings are held to coach new campus teacher specialists through Empowerment Academy and mentored pairings with veteran specialists for guidance. Saturday PD offerings have been offered through the Curriculum

and Instruction team, with a focused area of academic skill development through the Fall semester of 2025. The Multilingual Department provides differentiated support for the campus. At the start of the academic year, the Multilingual Department played a pivotal role in ensuring accurate course placement for Emergent Bilingual (EB) students, laying the foundation for targeted instruction and ongoing progress monitoring. This strategic placement is complemented by robust coaching and capacity-building efforts aimed at enhancing teacher and teacher leader proficiency in supporting EBs.

The campus ESL Specialist receives coaching twice weekly, focusing on both instructional practices and compliance. This includes guidance on the Language Proficiency Assessment Committee (LPAC) processes and procedures to ensure fidelity and alignment with district and state expectations.

Collaborative instructional walks are conducted with the ESL Department Chair (DC), targeting sheltered instruction in Math, Science, and Social Studies. These walks provide real-time feedback and model best practices for integrating language support in core content areas.

To support assessment readiness, the department develops Limited English Proficient (LEP) rosters, enabling teachers to identify and implement appropriate linguistic accommodations on both state and local assessments.

Focused support is provided to ESL Reading Language Arts (RLA) teachers in Grades 7 and 8 who serve Beginner and Intermediate EB students. These teachers receive biweekly classroom walks with feedback and in-the-moment instructional interventions. Weekly planning sessions include training on lesson internalization, interim testing procedures, writing portfolio expectations, rubric calibration, and data analysis for reading and writing assessments using School City.

Additionally, teachers are trained on the Summit K12 platform, including navigation, usage protocols, and leveraging data for instructional decision-making.

To build instructional capacity across disciplines, SIOP (Sheltered Instruction Observation Protocol) training is provided to Science, Social Studies, and RLA Specialists, as well as the ESL DC and ESL RLA teachers. Semester 1 focuses on “Building Background,” while Semester 2 emphasizes “Practice and Application,” ensuring sustained implementation of SIOP strategies.

Finally, the department facilitates rubric calibration sessions for interim writing assessments and writing portfolios, ensuring consistency and rigor in scoring practices.

At the district level, the Central Instruction department provides individualized support for campus content programs. District content coordinators and interventionists directly support campus specialists per the detailed supports below:

RLA

The district central team Language Arts department collaborated with the administrative team to add a Reading Intervention course to 7th and 8th grade master schedule for students who were unsuccessful on STAAR. Daily lesson plans are provided so teachers focus on lesson internalization versus lesson development and planning resources and additional curriculum documents are created and provided. Ongoing weekly support (2/3 times per week) is provided to the Instructional Specialist in the areas of planning, lesson and curriculum internalization, data analysis, meeting facilitation, and teacher feedback, and monthly PLC support provided by the district coordinator, weekly PLC support provided by our ELAR Interventionist. District coordinators assist with co-facilitation of team planning meetings and PLCs. District coordinators and interventionists engage in collaborative learning walks at the campus level to identify instructional weaknesses and script quality feedback and action plans. Additional professional development sessions were created to support instructional strategies and content knowledge.

Social Studies

District content coordinators and/or interventionists provide individualized support to the campus including. Daily lesson plans are provided for grade 8, and weekly support (2 times per week) is provided to the Instructional Specialist in the areas of planning, lesson and curriculum internalization, data analysis, meeting facilitation, and teacher feedback. Coordinators engage in collaborative learning walks at the campus to identify instructional weaknesses and next steps for planning and PLC. The coordinator has contracting additional support through the Region IV Service Center to support instructional coach with pre-planning, in the moment coaching, modeling instructional strategies during planning/PLC. Lastly, the coordinator provided a two-day planning protocol with developed internalization and rehearsal checklists for instructional coaches and teachers.

Math

The district central Math team provides differentiated support for the campus including guidance for the specialist in applying Research-Based Instructional Strategies (RBIS) in math classrooms, providing real-time coaching during team planning sessions, helping the specialist analyze student performance data to identify trends and gaps, providing feedback and support during specialist led team meetings, reinforcing instructional goals and strategies, coaching the specialist on how to deliver constructive feedback to teachers.

Campus Based Differentiated Training and Support for Ineffective Teachers and Campus Leaders:

Frequent Walkthroughs and Data-Driven Feedback: Targeted observations with immediate, specific feedback aligned to instructional goals.

Intensive Coaching Support: Coaching sessions with clear goals, progress monitoring, and accountability measures.

Individualized PD: Based on walkthrough and performance data, PD is tailored to address specific areas of need (e.g., lesson planning, student engagement, assessment practices).

Collaborative Reflection/ Goal Setting: Structured conversations to analyze student data, reflect on practice, and set measurable improvement goals.

Monitoring and Support Structures: Regular check-ins with campus leadership to ensure progress and adjust support as needed.

Differentiated Training for Inexperienced Principals: Inexperienced principals for D and F campuses are assigned a Principal coach from the School Improvement & Accountability Department who meets weekly with the principal to support strategic planning, systems implementation, instructional leadership, and change management. The principal coach along with executive leaders will monitor the implementation of the campus TIP or TAP plan. The School Improvement and Accountability Team will update the APTs (Alief Performance Trackers – student growth trackers) for the high priority campuses in school improvement. The Chief of School Improvement and Accountability and Director of Research & Evaluation will conduct campus-based accountability meetings with campus Instructional Leadership Team: Session 1 (Oct–early Nov): Review campus’ accountability table and build a roadmap using current student data and accountability targets, Session 2 (mid Nov–early Dec): Support status of the class - accountability targets using current students by teacher, Session 3 (Jan–Feb): Monitor progress and adjust as needed. Inexperienced principals attend a mandated monthly professional development facilitated by Professional Learning; they are assigned a mentor and principal coach; they receive increased number of campus visits as compared to experienced principals (minimum bi-weekly). The district Professional Learning Department provides additional practice clinics for inexperienced or ineffective teachers/leaders that will be more bite-sized and provide opportunities for actual in the moment practice of the trained skill.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

The following Evaluation Tools will be used at the campus level to determine level of implementation of key strategies:

District Classroom Observation Form: Used weekly (or more frequently as needed) in conjunction with the Alief Quick Guide to observe classroom instruction and assess alignment to PD focus areas.

Leadership Coaching Tools: Used during administrator and instructional coach development sessions to track progress on leadership practices and strategic implementation, and campus walkthrough calendar.

District PLC Observation Form- Used to evaluate the effectiveness of collaborative planning and data-driven instruction.

Coaching Logs and Feedback Forms: Maintained by instructional coaches to document support provided and teacher progress over time.

Key Look-Fors in Classroom Observation and Coaching Tools:

1. Alignment to PD Focus Areas: Evidence of strategies introduced during training (e.g., differentiation, formative assessment, engagement techniques).
2. Student-Centered Instruction: Use of scaffolds, checks for understanding, and opportunities for student discourse.

3. Support for Special Populations: Implementation of accommodations/modifications, language supports, and inclusive practices.
4. Use of Data to Inform Instruction: Evidence of data-driven decision-making and instructional adjustments.
5. Classroom Environment: Positive culture, clear routines, and SEL integration.
6. Teacher Reflection and Responsiveness: Willingness to apply feedback and engage in coaching cycles.

District Level Tools to Evaluate Implementation: The School Leadership Team inclusive of Chief of Schools and Assistant Superintendents will utilize the District PLC Observation Rubric - prescribed indicators for effective PLCs - when observing Planning and PLC; central leaders will use the district classroom walkthrough Form and the companion Alief Quick Guide - teacher feedback form aligned with district and campus initiatives - when observing classroom instruction; When conducting campus walks the School Leadership team will complete a summary visit and observations are tied to T-PESS indicators. Likewise, the Curriculum and Instruction Department and the Professional Learning Department will utilize the district classroom walkthrough tool and the companion Alief Quick Guide during observations and will engage in data review via the Abre dashboard as well as established trackers to monitor planning supports and coaching opportunities provided. The look-fors are indicated on the Alief Big Rocks Guidance document and monthly focus recommendations are shared through the Leadership Weekly platform. The Abre platform will be used to identify positive and negative trends.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Campus Level - Observation and Feedback Cycles

Regardless of years of experience or licensure, teachers receive support based on their assigned Tier. To determine teacher tiers, campus administrators and instructional specialists conduct initial classroom observations at the beginning of the school year and the ILT team collaborates to determine each teacher's tier - factoring in teacher content and pedagogical knowledge, lesson delivery, classroom culture routines, and teacher motivation. Based on the district tiering document guidance:

Tier 1 teachers receive a walkthrough bi-weekly (2 times per month) from the instructional content specialist or the campus administrator. Feedback is delivered verbally in the moment, and written feedback is provided at minimum monthly using the district observation form in the Abre platform.

Tier 2 teachers receive a walkthrough weekly (4 times per month) from their campus content instructional specialist or content administrator. Written feedback is provided a minimum of twice per month using the district observation form in the Abre platform. In the moment feedback is provided when needed. Tier 2 teachers receive differentiated support as needed. See the range of support detailed below.

Tier 3 teachers receive multiple walkthroughs per week (8 or more times per month) from the campus content instructional specialist and the content administrator. In the moment feedback is provided during or immediately following each observation. Written feedback is provided weekly using the district observation form in the Abre platform. Teachers receive actionable feedback to be implemented within the following week. The campus instructional leader returns to observe implementation of the action step the following week. To build teacher capacity, Tier 3 teachers receive formal coaching from the campus instructional specialist through 2-week coaching cycles using the See It Name It Do It model for giving effective feedback. The coaching model includes naming the area of reinforcement, the area of refinement, seeing the exemplar, identifying the gap in practice, plan for implementation, and practicing the gap. Focus areas for coaching are grounded in key skills from Get Better Faster - Rigor and Management Trajectory and Teach Like A Champion.

Teachers are re-tiered every quarter based on classroom observation data from the Abre platform, and the observation cadence and feedback cycles are adjusted.

The range of supports for teachers based on need are listed below:

Alief U Course Pathways - Differentiated Professional Development for new teachers in Year 1, 2, and 3 of their tenure with Alief

Assigned Mentor

In the Moment Coaching
2-week Coaching Cycles (Get Better Faster Model - See It Name It Do It)

Instructional Specialist Modeling Lessons
Side by Side Teaching - Instructional Specialist and Teacher
Peer Observations and Debrief
Targeted Professional Development
1 on 1 Lesson Rehearsals with the Specialist
Support with Scripting Lessons
Provide scripted lessons

District Level - Observation and Feedback Cycles for Associate Teachers (Non-Certified)
Associate teachers regardless of tier, receive a weekly walkthrough and written feedback from the Associate Field Support staff from the Professional Learning Department. The cadence of the walkthroughs could increase to twice weekly depending on teacher need.

The focused observations hone in on specific skills within the Management and Rigor Trajectory of Get Better Faster:
August/September

Strong Voice/Management: Classroom Management, Building Relationships, Routines and Procedures

Evaluation of Student Learning: Active Observation

October

Strong Voice/Management: Square Up & Stand, Still/Formal Register

Evaluation of Student Learning: Active Observation, Response Tracker

November

Strong Voice/Management: Economy of Language

Evaluation of Student Learning: Evaluation of Student Learning

December

Strong Voice/Management: Hot Spots

Evaluation of Student Learning: Check for Understanding (Show Me)

January

Strong Voice/Management: Quiet Presence/Pastore's Perch

Evaluation of Student Learning: Check for Understanding (Response Cards: True/False)

District Level (Observation and Feedback Cycles)

Tier 1 Teachers

All associate teachers who are Tier 1 receive a weekly walkthrough and coaching from the Associate Field Support staff from the Professional Learning Department.

Tier 2 Teachers

All associate teachers who are Tier 2 receive a weekly walkthrough and coaching from the Associate Field Support staff from the Professional Learning Department. The field support staff utilize the 2-week coaching model - Get Better Faster. Associate teacher field staff model at least one Get Better Faster or Teach Like A Champion lesson per grading cycle and provide demonstration lessons as needed. Associate teachers and new teachers who are Tier 2 receive support from the Prevention and Safe Schools Specialists from the Professional Learning Department at the campus principal's request. They provide targeted behavior management coaching, restorative practices, and de-escalation strategies. In addition, Tier 2 teachers receive additional support (observations and feedback) from central instruction content coordinators at the request of the principal.

Tier 3 Teachers

All associate teachers who are Tier 3 receive a weekly walkthrough and coaching from the Associate Field Support staff from the Professional Learning Department. The field support staff utilize the 2-week coaching model - Get Better Faster. Each associate teacher receives 2 hours of support weekly from the Associate Field Support staff, which is inclusive of weekly coaching. Based on the individual teacher's need, the number of observations per week may increase to two

walkthroughs. Associate teacher field staff model at least one Get Better Faster or Teach Like A Champion lesson per grading cycle and provide demonstration lessons as needed.

Associate teachers and new teachers who are a Tier 3 receive support from the Prevention and Safe Schools Specialists from the Professional Learning Department at the campus principal's request. They provide targeted behavior management coaching, restorative practices, and de-escalation strategies. In addition, Tier 3 teachers receive additional support (observations and feedback) from central instruction content coordinators at the request of the principal.

The Professional Learning department observes associate teachers using the district classroom observation form and enters observations in Abre. The data trends from Abre are used to re-tier teachers informing district level supports from specific departments within central instruction including Special Education, Multilingual Department, ELAR Department, Math Department, Science Department and Social Studies Department.

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Campus Level Professional Development to Support Capacity Building - Special Populations

Alief U Sessions: Includes specialized modules on culturally responsive teaching, accommodations/modifications, and strategies for supporting ELs and students with disabilities.

New Teacher Meetings: Embedded training on inclusive practices, IEP implementation, and Tiered Intervention strategies.

Special Populations PD for ICS Teachers: Dedicated sessions led by district specialists focusing on compliance, instructional strategies, and progress monitoring for special populations.

Coaching & Support Structures

Instructional Coaching Cycles: Coaches provide differentiated support to teachers based on walkthrough data, with a focus on scaffolding, language support, and behavior interventions.

SPED & ESL Collaboration Time: Regular planning meetings between general education teachers and special populations staff to ensure alignment and support.

Walkthrough Feedback: Administrators and coaches use walkthrough tools to monitor implementation of strategies for special populations and provide targeted feedback.

Leadership Development

Administrator Training: Campus leaders receive ongoing PD on legal compliance, inclusive leadership, and data analysis for special populations.

Data-Driven Decision Making: Leaders are trained to use disaggregated data to identify gaps and drive instructional adjustments for students in special populations.

The Curriculum and Instruction team works directly with various departments (Multilingual, Special Education, etc.) in collaborative efforts, to support students of all special populations. Examples included writing across all content areas as an instructional priority, PVR (Preview-View-Review techniques) with EB learners through Science and Social Studies, and content supplemental aids for utilization.

School Improvement Strategy:

Select your School Improvement Strategy:

Grants Received to Support Strategy:

NA

Grants Applying for to Support Strategy:

Our district team is working to submit a LASO LIFT application by December 3 for the planning year (RLA). We are also in the process of adopting a new math curriculum for implementation in 2026–27. The committee will make a final decision in Spring 2026, but we expect to choose a high-quality instructional material (HQIM) from the approved list or Bluebonnet to be implemented starting 2026-27.

Please name any organizations you are currently working with to build capacity and support strategy implementation.

Olle - ESC's, Associate Superintendent of Secondary Schools, District School Improvement Principal Coach, Instructional School Improvement Specialist

How many district staff members will you be reporting capacity building information for?

4

What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

- Angela Milon, Principal Manager 50%
- Pauline Beckley, DCSI/Principial Coach 50%
- Angel Hicks, Instructional School Improvement Specialist 50%
- Sadie Jones , Instructional School Improvement Specialist 50%

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Dr. Angela Milon has over a decade of experience in school leadership. Her work in turnaround started as a middle school principal in Missouri, she successfully moved her campus in two years from underperforming to performing. She served as Executive Director in Houston ISD, overseeing campuses requiring improvement. Her responsibilities included implementing data-driven practices, coaching school leaders, and monitoring academic progress. Her targeted supervision with improvement required campuses during her tenure in Houston ISD led to two multi-year high schools moving from an F to a C and one high school moving from a D to a B in one year, in addition to several elementary campuses movement from failing to meeting standard. She also managed departments focused on school leadership, teacher development, and employee appraisal. Currently, she is the Associate Superintendent of Secondary Schools in Alief ISD, where she supervises secondary principals and supports school improvement efforts.

Pauline Beckley has 32 years of dedicated service in public education with 20+ years as a campus principal and has consistently demonstrated a deep commitment to improving student outcomes in Title I schools.

As an instructional leader and systems thinker, she has successfully led campuses through transformative change, notably maintaining acceptable ratings and avoiding school improvement status during her tenure as Principal at James Holub Middle School. Her strategic approach included fostering a positive campus culture, pioneering innovative scheduling models, and implementing data-driven instructional systems that empowered teachers and elevated student performance. In her current role as Secondary Principal Coach in Alief ISD, Ms. Beckley continues to impact Title I campuses by guiding principals in the development and implementation of sustainable systems for instruction and school culture. Her leadership has directly contributed to two secondary campuses increasing their accountability ratings by a full letter grade. One of her areas of expertise is building systems to support strong Professional Learning Communities, and she has trained campus and district level leaders. Through mentoring, professional development, and strategic planning aligned with the Effective Schools Framework, Pauline builds capacity in campus leaders, ensuring that every student has access to high-quality instruction and a supportive learning environment.

Sadie Jones is an Instructional School Improvement Specialist in Alief ISD. She collaborates with campus leadership to analyze performance data, design interventions, and monitor progress. Her role supports campuses in moving from underperformance to meeting academic standards, and she continues to contribute to school improvement efforts across the district.

Angel Hicks has over 11 years of experience in Title I schools, specializing in math instruction and school improvement. As a School Improvement Interventionist, she serves as a central Instructional School Improvement Specialist, helping build the capacity of campus specialists in content development, data-driven instruction, and effective school improvement strategies.

Curriculum & Instruction

What is the adopted curriculum

6-8 Math- HMH Go Math, Think UP

Algebra 1- HMH

6-8 RLA- HMH Into Reading

Is this the curriculum that will be implemented for the duration of the plan?

6-8 Math- No

Algebra 1- No

6-8 RLA- Yes

What new curriculum will be adopted?

Our district team is working to submit a LASO LIFT application by December 3 for the planning year (RLA). We are also in the process of adopting a new math curriculum for implementation in 2026–27. The committee will make a final decision in Spring 2026, but we expect to choose a high-quality instructional material (HQIM) from the approved list or Bluebonnet to be implemented starting 2026-27.

How many instructional minutes per week are required/recommended for implementation of this curriculum?

RLA- 250 minutes/ yes

Math- 250 minutes /yes

Minutes Built Into Master Schedule Weekly for Curriculum Implementation:

RLA - 227 minutes

Math- 227 minutes

How many instructional days are included in the 2025-2026 calendar?

176

Please describe the assessment plan for the impacted campus(es).

Campus based Exit tickets are daily for student completion as a daily formative assessment to inform teacher practice, reteach, and small group instruction

Students in core subjects take a Curriculum Based Assessments bi-weekly or monthly depending on the core content as detailed below:

Math - Every 3 weeks

ELAR - Monthly

Science - Bi-monthly

Social Studies - Bi-monthly

State and District Interim assessments are given on a semester basis - one in the fall and one in the spring.

Will the campus(es) implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by core content grade level teams.

Each team meets twice weekly for 40 minutes.

SPED/ESL supports each attending grade level meetings.

Both Content and Admin attend and facilitate meetings.

How frequently will PLCs occur?

PLCs focused on planning occurs twice each week

PLCs focused on data analysis occur bi-weekly

Who will facilitate PLCs?

Ms. Juaquita Sims - Math Specialist

Ms. Michelle Mayberry-Johnson - RLA Specialist

Ms. Bianca Carr-Social Studies Specialist

Ms. Ginger Scott- Science Specialist

Ms. Maria Figarelli- ESL Specialist

Ms. Leah Friar-STEM Coordinator

Ms. Tanyell Johnson-SPED Specialist/ARD Facilitator

Please describe the PLC protocol to be used

The district leadership team created an Internalization Protocol and Planning structures tailored to our campus and content specific needs. This structure guides our planning sessions. The foundation for the Planning Structure is the 5-step Alief internalization document which begins with understanding the aim of the lesson (TEKS dissection, review of exit tickets, success criteria, and objectives) and progresses to reading the direct teach, understanding essential concepts/vocabulary, reviewing student work, and making adjustments to scaffold and differentiate the lessons. Day one of the planning structure teachers engage in Lesson Internalization - whereby they use either the district internalization protocol or a content specific internalization protocol to guide unpacking of the TEKS, review of the lessons for key vocabulary and content concepts, instructional strategies, scaffolding and differentiation, and

opportunities for discourse. Day two of planning focuses on Lesson rehearsal whereby teachers rehearse the direct teach portion of the lesson and use a feedback protocol to provide peer feedback. During PLCs, the campus follows the district DDI protocol which is aligned with the See It Name It Do It Protocol whereby teacher teams analyze positive and negative trends in student performance, review the teacher exemplars and determine the gap in student understanding to name the student error. Teams follow up by planning the reteach and developing a plan of implementation.

Milestones

Please share the key milestones for this strategy through August 2026 for TIP, and key milestones through August 2027 for TAP. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.

ESF Lever: 5.3 and 1.1 In order to improve student outcomes and produce sustainable results, there is a need for the campus ILT team to focus heavily on data analysis and timely response to the data. During the course of this year, we will regularly review disaggregated data to monitor the progress of all students, provide evidence-based feedback to teachers, and inform instructional responses. Teacher supports will be differentiated based on student and teacher performance data. Adjustments to instruction and intervention plans will be tailored to support sustainable student growth at all proficiency levels.

Overall Milestone By June 2026, 100% of instructional leaders will consistently analyze and monitor formative assessment data biweekly to determine trends in student performance, guide instructional adjustments, monitor the effectiveness of interventions, and provide differentiated teacher support as evidenced by ILT agendas inclusive of action items, teacher support logs, and reteach plans.

BOY Milestone: By mid Nov 2025, 100% of instructional leaders will consistently analyze and monitor formative assessment data biweekly to determine trends in student performance and provide coaching for Tier 2 and Tier 3 teachers as evidenced by completed teacher support logs

MOY Milestone: By Feb 2026, 100% of instructional leaders will consistently analyze and monitor formative assessment data biweekly to determine trends in student performance, guide effective DDI PLCs to inform instructional adjustments and reteach plans to support student growth as evidenced by completed DDI protocols.

EOY Milestone: By June 2026, 100% of instructional leaders will consistently analyze and monitor formative assessment data biweekly to determine trends in student performance, guide instructional adjustments, monitor the effectiveness of interventions, and provide differentiated teacher support as evidenced by ILT agendas inclusive of action items, teacher support logs, and reteach plans.

Summary of Actions The campus leadership team is honing in on data-driven instruction and strategic planning through consistent communication, targeted professional development, and intentional observation and feedback loops. The principal will communicate campus goals and instructional expectations through multiple channels, including ILT meetings, newsletters, and shared digital platforms. Campus administrators will establish and reinforce the use of district DDI protocols, ensuring that PLCs are structured with clear roles, deliverables, and timelines. Instructional leaders will be charged with regularly monitoring progress toward academic goals, using formative data to guide instructional decisions and reteach plans. Communication efforts also include celebrating successes and spotlighting upward trending data used to build momentum and staff engagement.

Professional development is strategically aligned to support both teachers and instructional leaders. Teachers receive training on student growth tracking, data chats, and writing across content areas, while ILT members engage in coaching development, DDI refreshers, and PLC facilitation strategies. Ongoing support includes mini-PDs, coaching cycles, and collaboration with district content coordinators to strengthen instructional practices and responsiveness to student data. Observations are differentiated by teacher tiers, with a structured schedule that prioritizes support for Tier 2 and 3 teachers. Feedback is timely and aligned to DDI findings, using district tools and coaching models to drive instructional improvement.

Data tracking is embedded in the campus culture, with instructional leaders and teachers using the APT student growth tracker to monitor student progress and inform instructional adjustments. Patterns across standards, student groups, and classrooms are analyzed to refine Tier 1 instruction and intervention supports. PLCs are designed to be data-focused, with agendas that include data analysis, reteach planning, and student grouping strategies. Leaders monitor PLC fidelity, provide feedback, and celebrate strong alignment between data and instruction. Through these integrated systems and practices, the campus will drive continuous improvement and student achievement.

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

Campus leaders will monitor the successful implementation of the plan through a structured system of biweekly data analysis, coaching documentation, and professional development follow-through. By mid-November 2025, 100% of instructional leaders will consistently analyze formative assessment data every two weeks to identify trends in student performance. This data will inform targeted coaching for Tier 2 and Tier 3 teachers, with evidence captured in completed teacher support logs. Monitoring will also include classroom walkthroughs aligned to milestone “look fors,” weekly PLC discussions using DDI protocols, and the use of student growth trackers to visualize progress. Professional development will support implementation, beginning with initial training for teachers on student growth trackers, and conducting data chats with students. Instructional leaders will receive focused PD on real-time feedback, formal coaching cycles (GBF), DDI refreshers, and the Everybody Writes strategy. Implementation fidelity will be tracked through coaching logs, observation notes, and evidence of strategy use in lesson plans and student work.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Colina Poullard-Campus Principal

Andrew Pelt- Assistant Principal

Liana Hinojosa- Assistant Principal

Heather Lafon- Assistant Principal

Ms. Juaquita Sims - Math Specialist

Ms. Michelle Mayberry-Johnson - RLA Specialist

Ms. Bianca Carr-Social Studies Specialist

Ms. Ginger Scott- Science Specialist

Ms. Maria Figarelli- ESL Specialist

Ms. Tanyell Johnson-SPED Specialist/ARD Facilitator

How frequently will progress toward milestones be reviewed?

100% of instructional leaders will consistently analyze and monitor formative assessment data biweekly to determine trends in student performance and provide coaching for Tier 2 and Tier 3 teachers, as evidenced by completed teacher support logs. To achieve this milestone, instructional leaders will review formative data every two weeks during ILT meetings using a structured discussion protocol, during which they will identify trends, determine next steps, and stamp action items with clear deadlines. DDI-focused PLCs will be facilitated following each Common Benchmark Assessment (CBA), which occurs every three weeks, to collaboratively develop grade-level reteach plans.

Bi-Weekly - Principal / Assistant Principal

Bi-Weekly - Secondary Principal Coach for School Improvement

Bi-Weekly - Part Time Principal Coach

Quarterly - Area Superintendent for Secondary Schools, Chief of Schools, and Executive Leaders in Central Instruction

How will milestone progress data be collected?

Milestone progress data will be collected through a combination of formative assessments, instructional observations, and coaching documentation. Instructional leaders will analyze student performance data biweekly using tools such as student growth trackers and exit tickets to identify trends and determine instructional needs. Classroom walkthroughs will be conducted to observe implementation of strategies aligned to milestone goals, and feedback will be documented through teacher support logs. These logs will capture coaching interactions with Tier 2 and Tier 3 teachers, including the use of real-time feedback and formal coaching cycles. Additionally, weekly PLCs will serve as a platform for data-driven discussions using DDI protocols, allowing instructional leaders to reflect on student progress and instructional practices. Evidence of professional development implementation—such as Everybody Writes and data chats—will also be collected through lesson plans, student work samples, and observation notes.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Milestone progress data will be shared with the District School Leadership Team that consists of the Assistant Superintendent, Chief of Schools, Executive Director of Curriculum and Instruction, the Deputy Superintendent of Curriculum, and the District Content Coordinators for Math, RLA, Science, and Social Studies through bi-weekly TIP meetings. Discussions on the progress of student performance using formative assessment data such as CBAs and exit tickets gathered on student growth trackers, and the performance of Tier 2 and Tier 3 teachers through walkthrough/observation data gathered from the Abre system and coaching logs, will occur during the TIP meeting at the end of November, 2025. From the discussions and the data collected and shared, it will be determined if any adjustments need to be made. Action steps will be developed with a timeline to complete them.

Information will be shared with the district leadership team on the continued progress of student performance and Tier 2 and Tier 3 teacher performance and the effects of any action steps and adjustments made from the November TIP meeting during the TIP meeting at the end of February, 2026 . Also in this meeting, the effective use of the DDI protocols that are used during PLCs will be discussed and shared with evidence to support how the DDI protocol was used to create student interventions and reteach plans to support student growth.

During the June 2026 TIP meeting, discussions will be held with the district leadership team regarding the effectiveness of the TIP plan, which includes a year’s analysis of student progress data and the development of Tier 2 & Tier 3 teachers, trends seen in student performance, the effectiveness of interventions and reteach plans for student achievement and

growth, and the effectiveness of the supports given to teachers through walkthrough/observations/feedback as evidenced by observation forms and coaching logs. Potential goals, action steps, and plans for the 2026-2027 school year will begin to be developed.

Campus progress on formative assessments will also be shared during the Quarterly Data Review (3X per year) facilitated by the School Leadership Team and Executive Leaders.

Resources

Please share the required costs to implement plan and source of funds

Proposed Expenditures and Justification

1. Professional Development – \$22,000

Teacher Development (\$10,000):

Funds will support teachers attending Lead4ward content-specific conferences and Region IV ELAR training focused on instructional rigor. These trainings equip teachers with strategies to analyze assessment data, adjust instruction, and implement targeted interventions.

Administrator Development (\$10,000):

ILT members will attend Lead4ward training for data practices and the TASSP conference, enhancing their ability to lead data-driven conversations, monitor trends, and coach teachers effectively.

Counselor Development (\$2,500):

Attendance at the CREST conference ensures counselors can align academic and social-emotional supports with data trends, contributing to holistic student success.

2. General Supplies – \$13,082

Supplies and resources for Owl Up after-school tutorials will provide students with targeted intervention opportunities based on formative assessment data. Materials will include instructional resources, manipulatives, and consumables necessary for reteach plans and differentiated support.

3. Contracted Services – \$13,000

A consultant will work with the ILT to build instructional capacity, focusing on data-driven observation and feedback loops and formal coaching of teachers. This service ensures consistent monitoring of instructional practices and alignment with campus goals.

4. Teacher Salaries – \$164,970

Literacy Lab Teacher:

Supports the reading initiative by providing intensive reading intervention for students identified through formative assessments.

Teacher Interventionist:

Provides instructional delivery and classroom management support for new teachers, ensuring high-quality instruction and effective implementation of reteach plans.

5. Teacher Extra Duty Tutorials – \$35,000

Funds will compensate teachers for leading Owl Up after-school tutorials, offering targeted reteach sessions and intervention based on biweekly data analysis.

Summary

This budget strategically invests in professional development, instructional resources, coaching, and personnel to ensure the ILT and teachers have the tools and expertise to analyze data, adjust instruction, and monitor interventions

effectively. These expenditures directly support the campus goal and align with ESF Levers 5.3 and 1.1, fostering a culture of continuous improvement and student success.

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

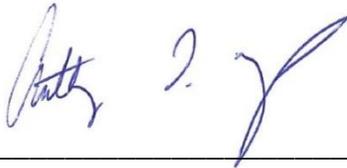
MEETING DATE: February 17, 2026

AGENDA ITEM: Consider approval of the 2025-26 Local Improvement Plans (LIPs)
(Charles Garcia, Deputy Superintendent of Curriculum, Instruction,
and School Leadership)

Board Goal 1: Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

Presentation Summary: The Board will receive an overview of the Local Improvement Plans (LIPs).

RECOMMENDATION: It is recommended that the Alief ISD Board of Trustees consider and approve the Local Improvement Plans (LIPs) as presented.



Dr. Anthony T. Mays
Superintendent



Dr. Charles Garcia
Deputy Superintendent of Curriculum,
Instruction, and School Leadership

Alief

Local Improvement Plans & Public Hearing

Dr. Rayyan Amine
Chief of School Improvement & Accountability

Presentation Improvement Plans

Local Improvement Plans (LIPs)

Improvement Plans

2025 –26

Local Improvement Plans are Required:

- Holub – State & Federal
- Killough – State & Federal
- O’Donnell –Federal
- Budewig –State
- Mata – Federal
- Boone – State & Federal
- Hearne – Federal
- Heflin – Federal
- Horn – Federal
- Landis – State & Federal
- Mahanay – State & Federal
- Youens – State



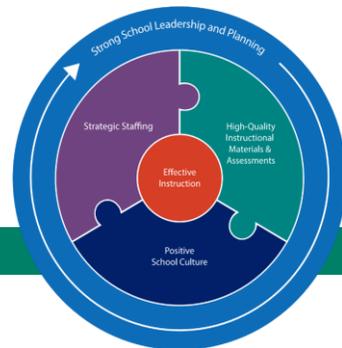
340

Improvement Plans

2025 –26

Local Improvement Plans Highlights aligned to ESF 5.2 Building Teacher capacity through observation and feedback:

- ❑ Campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time.
- ❑ Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments.
- ❑ Campus instructional leaders lead timely observation debrief conversations and focus on the implementation of a high leverage goal or action step.



**EFFECTIVE
SCHOOLS
FRAMEWORK**

Improvement Plans

2025 –26

Local Improvement Plans Highlights aligned to ESF 5.3 Data driven Instruction:

- ❑ Campus instructional leaders review disaggregated data to monitor the progress of all students, provide evidence –based feedback to teachers, and inform instructional responses.
- ❑ Campus leaders facilitate a consistent process for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond.
- ❑ Campus leaders provide teachers with protected time for in –depth conversations about formative student data and possible adjustments to instructional delivery.

Questions on Improvement Plans

Local Improvement Plans

Recommendation: We recommend that the Board approves the Local Improvement Plans (LIPs) as presented.

Alief ISD

Local Improvement Plans

2025-2026

Boone Elementary

Hearne Elementary

Heflin Elementary

Horn Elementary

Landis Elementary

Mahanay Elementary

Youens Elementary

Budewig Intermediate

Mata Intermediate

Holub Middle

Killough Middle

O'Donnell Middle

Campus Name: Boone	25-26 Local Improvement Plan					
<p>State your School Improvement Strategy: Teachers will write a corrective instruction plan that identifies the learning gap, outlines the response timeline, lists targeted students, and sets a follow-up date for reassessment and data review.</p>						
<p>State your Desired annual outcome for the identified school improvement strategy stated above.</p>						
<p>By May 2026, 88% of third- and fourth-grade reading and math teachers (7 out of 8) will implement DDI-aligned reteach plans, achieving at least 80% proficiency (4 out of 5) on the Alief reading rubric and 83% proficiency (5 out of 6) on the Alief math rubric.</p>						

Describe the actions and monitoring efforts that will be taken over the course of this school year in order implement the selected strategy and reach your DAO. (Remember the Alief systems)

BOY (Now until Mid-November)

Milestone: (As a result of the actions what would be a marker of scuccess for this point in time)

By November 63% of third and fourth grade reading and math teachers (5 out of 8) will develop and deliver reteach plans using the DDI protocol. Teachers will achieve an 80% proficiency rate on the Alief reading reteach rubric (4 out of 5). Teachers will achieve an 83% proficiency rate on the Alief math reteach rubric (3 out of 4).

Action	Resources/Artifacts	Time frame	Person(s) involved
Specialists will be trained on the DDI Protocol to effectively facilitate data meetings aligned to district goals as they are new to the district.		19-Sep-25	ILT Administrators
Teachers will receive PLC training on the DDI Protocol and the reteach planning process to ensure teams use data consistently, identify student misconceptions quickly, and design targeted reteach lessons that strengthen Tier 1 instruction.		23-Sep-25	ILT, Teachers, Administrators
Specialist will create spreadsheets for small group reading and math using content look for's, which will help ensure instruction is aligned to essential standards and give teachers a clear picture of student mastery and needs.	Rubric Spreadsheet Link on Line 4 for math and 5 for reading - Rubric Spreadsheet	26-Sep-25	ILT Administrators
Specialists wil create a reteach folder to store teacher reteach plans, providing easy access and reference for instructional support.	Link to reteach folder on line 7 in links.	26-Sep-25	ILT, Administrators
The specialist will revise the reteach rubric to ensure clear, consistent expectations for data-driven reteach planning and instruction.	Agenda, sign in sheet, DDI data sheet, DDI, slide shows,	29-Sep-25	ILT, Administrators
strengthen instructional decision-making and improve student learning outcomes through targeted, data-informed reteaching.		30-Sep-25	ILT, Administrators
The Specialist will provide staff training on the DDI Protocol to ensure teachers accurately analyze student data, identify learning gaps, and design effective reteach lessons that target students' specific needs.		2-Oct-25	ILT, Administrators
ILT will share local improvement plan with staff helping build shared understanding, transparency, and collective ownership of campus goals.	Link agenda on line 11	13-Oct-25	ILT

Specialists will hold DDI PLC meetings after each assessment to give teachers dedicated time to discuss instructional practices and reflect on student outcomes.	Link PLC Calendar - Line 2 PLC Calendar DDI Plan - Line 10	Ongoing see link. Link line 4 Assessment Protocol	ILT, Teachers, Administrators
Teacher prework will be submitted for review to allow specialists to provide timely, targeted feedback.	Line 10	ongoing	ILT, Teachers, Administrators
Specialists will observe the teaching of the reteach plan and provide targeted feedback to support teacher growth, which in turn strengthens instructional practice and directly improves student learning outcomes.	Line 7,10	After every assessment	ILT, Administrators
ensure student data is accurately tracked and used to address specific learning needs, ultimately supporting closing learning gaps.	Link APT Tracker - Line 3,10 APT Tracker	After every assessment	ILT
Teachers will update data walls after every assessment, ensuring student progress is visible and enabling teams to make informed, data-driven instructional decisions.	Link Data Walls Expectation - Line 8,9,10	After every assessment	ILT, Teachers, Administrators
Teachers will conference with students and update their data folders to help students understand their current performance and set realistic goals for the next assessment.	Link - Goal Folder Expectation - Line 9, 10	After every assessment	ILT, Teachers
Specialists will check student data folders and provide actionable feedback to ensure goal setting is meaningful and that instruction is aligned to each student's specific learning needs, ultimately supporting increased student achievement.	Link line 10		ILT, Administrators

Teachers will submit reteach plans in the reteach folder so specialists can provide feedback on best instructional practices that strengthen teaching and effectively close student learning	Link line 10 and 7	After every assessment	ILT Teachers			
Specialists will check reteach plans and provide feedback, strengthening the quality of reteaching and ensuring it effectively addresses identified learning gaps.			ILT, Administrators			
Teachers who do not meet their goals will receive additional coaching support to ensure they are equipped with new strategies to use with students.	Link line 10	After reteach walk	ILT, Administrators			
MOY (Mid November- February)						
Milestone: By February 75% of third and fourth grade reading and math teachers (6 out of 8) will develop and deliver reteach plans using the DDI protocol. Teachers will achieve an 80% proficiency rate on the Alief reading reteach rubric (4 out of 5). Teachers will achieve an 83% proficiency rate on the Alief math reteach rubric (5 out of 6).						
Action	Artifacts	Time frame	Person(s) involved			
Specialists will hold DDI PLC meetings after each assessment to give teachers dedicated time to discuss instructional practices and reflect on student outcomes.	Link PLC Calendar - Line 2 PLC Calendar	10/3, prework 10/3, prework feedback 10/6, DDI 10/7, reteach 10/14, feedback on reteach 10/15, walk the reteach WOT 10/20, APT updated 10/6, data walls updated 10/7, Student folder updates and conferences week of 10/13 RLA CBA 2 - 4th Grade, test 11/6,	ILT, Teachers, Administrators			
Teacher prework will be submitted for review to allow specialists to provide timely, targeted feedback.		ongoing	ILT Teachers, Administrators			
Specialists will observe the teaching of the reteach plan and provide targeted feedback to support teacher growth, which in turn strengthens instructional practice and directly improves student learning outcomes.		After every assessment	ILT Teachers, Administrators			
ensure student data is accurately tracked and used to address specific learning needs, ultimately supporting closing learning gaps.	Link APT Tracker - Line 3 APT Tracker	After every assessment	ILT Administrators			
Teachers will update data walls after every assessment, ensuring student progress is visible and enabling teams to make informed, data-driven instructional decisions.	Link Data Walls Expectation	After every assessment	ILT, Teachers			

Teachers will conference with students and update their data folders to help students understand their current performance and set realistic goals for the next assessment.	Link - Goal Fodler Expectation	After every assessment	Teachers			
feedback to ensure teachers understand the expectations and the impact of effectively using data to close specific student learning gaps.	Link line 10		ILT, Administrators			
specialists can provide feedback on best instructional practices that strengthen teaching and effectively close student learning gaps.	Link line 10	After every assessment	Teachers, ILT			
Specialists will check reteach plans and provide feedback, strengthening the quality of reteaching and ensuring it effectively addresses identified learning gaps.			ILT, Administrators			
Specialists will update the API after every assessment to ensure student data is accurately tracked and used to address specific learning needs, ultimately supporting closing learning gaps.	Link APT Tracker - Line 3,10 APT Tracker	After every assessment	ILT, Administrators			
Teachers will update data walls after every assessment, ensuring student progress is visible and enabling teams to make informed, data-driven instructional decisions.	Link Data Walls Expectation - Line 8,9,10	After every assessment	Teachers, ILT			
Teachers will conference with students and update their data folders to help students understand their current performance and set realistic goals for the next assessment.	Link - Goal Folder Expectation - Line 9, 10	After every assessment	ILT Teachers, Administrators			
Specialists will check reteach plans and provide feedback, strengthening the quality of reteaching and ensuring it effectively addresses identified learning gaps.	Link line 10		ILT, Administrators			
specialists can provide feedback on best instructional practices that strengthen teaching and effectively close student learning gaps.	Line 10 and Line 7	After every assessment	ILT, Teachers, Administrators			
Teachers who do not meet their goals will receive additional coaching support to ensure they are equipped with new strategies to use with students.	Line 10	After reteach walk	ILT, Administrators			
EOY Mid (March- June)						
Action	Artifacts	Time frame	Person(s) involved			

Specialists will hold DDI PLC meetings after each assessment to give teachers dedicated time to discuss instructional practices and reflect on student outcomes.	Link PLC Calendar - Line 2 PLC Calendar	Math CBA 2 - 4th grade , test 10/3, prework 10/3, prework feedback 10/6, DDI 10/7, reteach 10/14, feedback on	
Teacher prework will be submitted for review to allow specialists to provide timely, targeted feedback.	Line 10	ongoing	
Specialists will observe the teaching of the reteach plan and provide targeted feedback to support teacher growth, which in turn strengthens instructional practice and directly improves student learning outcomes.		After every assessment	
ensure student data is accurately tracked and used to address specific learning needs, ultimately supporting closing learning gaps.	Link APT Tracker - Line 3 APT Tracker	After every assessment	
Teachers will update data walls after every assessment, ensuring student progress is visible and enabling teams to make informed, data-driven instructional decisions.	Link Data Walls Expectation	After every assessment	
Teachers will conference with students and update their data folders to help students understand their current performance and set realistic goals for the next assessment.	Link - Goal Fodler Expectation	After every assessment	
Teachers will submit reteach plans in the reteach folder so specialists can provide feedback on best instructional practices that strengthen teaching and effectively close student learning		After every assessment	
Specialists will hold DDI PLC meetings after each assessment to give teachers dedicated time to discuss instructional practices and reflect on student outcomes.	Link PLC Calendar - Line 2 PLC Calendar DDI Plan - Line 10	Ongoing see link. Link line 4 Assessment Protocol	
Specialists will observe the teaching of the reteach plan and provide targeted feedback to support teacher growth, which in turn strengthens instructional practice and directly improves student learning outcomes.	Line 7,10	After every assessment	
Specialists will update the APT after every assessment to ensure student data is accurately tracked and used to address specific learning needs, ultimately supporting closing learning gaps.	Link APT Tracker - Line 3,10 APT Tracker	After every assessment	
Teachers will conference with students and update their data folders to help students understand their current performance and set realistic goals for the next assessment.	Link Data Walls Expectation - Line 8,9,10	After every assessment	
Teachers will conference with students and update their data folders to help students understand their current performance and set realistic goals for the next assessment.	Link - Goal Folder Expectation - Line 9, 10	After every assessment	

Specialists will check reteach plans and provide feedback, strengthening the quality of reteaching and ensuring it effectively addresses identified learning gaps.	Link line 10		
specialists can provide feedback on best instructional practices that strengthen teaching and effectively close student learning gaps.	Line 10 and Line 7	After every assessment	
Teachers who do not meet their goals will receive additional coaching support to ensure they are equipped with new strategies to use with students.	Line 10	After reteach walk	

Campus Name: Hearne	Local Improvement Plan 25-26
<p>State your School Improvement Strategy: This strategy should be aligned to ESF through a recent diagnostic and /or alongside a recent needs assessment by highlighting areas for growth and prioritizes targeted actions. Campus instructional leaders provide ongoing training and support to ensure teachers consistently implement content-specific best practices. This includes building teacher capacity in data analysis, lesson planning, internalization, and the effective implementation of high-quality classroom instruction.</p>	
<p>ESF Lever: 5.3 – Data-Driven Instruction The campus will prioritize bi-weekly data meetings, reteach planning, targeted small-group instruction, and progress monitoring to ensure instructional responses match student needs. ESF Lever 5.1 – Strong Instructional Planning PLC structures will be strengthened to ensure purposeful lesson planning, aligned checks for understanding, and improved rigor in mathematical tasks. What will your campus focus on from this lever /strategy to support improving student outcomes and leadership practices? Hearne Elementary will prioritize building teacher capacity through targeted training and ongoing instructional support so that every classroom consistently delivers high-quality, content-specific Tier 1 mathematics instruction. Specifically, campus instructional leaders will deepen teachers’ skills in data analysis, aligned lesson planning, lesson internalization, and the effective implementation of best practices in mathematical reasoning and problem solving. Our focused efforts will center on: Ensuring daily lessons are tightly aligned to the TEKS and the district Math Framework, Explicitly teaching and modeling mathematical thinking and the Alief Problem Solving Strategy (APSS), Using progress-monitoring data in real time to drive immediate feedback, reteaching, and small-group interventions. By strengthening these core Tier 1 practices, Hearne ES will accelerate both student proficiency and growth in mathematics while simultaneously developing sustainable leadership and instructional expertise across the campus.</p>	
<p>State your Desired annual outcome for the identified school improvement strategy stated above.</p>	
<p>By May 2026: At least 5 of the 7 third- and fourth-grade math teachers will consistently and effectively model mathematical thinking and explicitly teach the Alief Problem Solving Strategy (APSS) in daily lessons, as demonstrated through lesson slides, classroom walkthroughs, coaching observations, and student work samples. Student Impact: As a direct result of this shift in instruction, at least 75% (approximately 118 or more) of the 157 continuously enrolled third- and fourth-grade students who showed no academic growth in math from the prior year will demonstrate measurable progress on district common benchmark assessments (CBAs), i-Ready diagnostics, interim benchmarks, and/or the 2026 STAAR mathematics assessment. This progress will reflect deeper conceptual understanding and procedural fluency as well as the independent application of problem-solving strategies.</p>	

Describe the actions and monitoring efforts that will be taken over the course of this school year in order implement the selected strategy and reach your DAO. (Remember the Alief systems)

BOY (Now until Mid-November)

Milestone: (As a result of the actions what would be a marker of success for this point in time)

By November 2025:

At least 2 out of the 7 third- and fourth-grade math teachers will consistently and effectively model mathematical thinking aloud and explicitly teach the Alief Problem Solving Strategy (APSS) during daily instruction, as evidenced by lesson slides, classroom observations, coaching feedback, and student work samples.

Early Student Impact:

As a result of these initial shifts in teacher practice and strengthened Tier 1 instruction, at least 30% of the continuously enrolled third- and fourth-grade students who entered the year demonstrating no prior academic growth in math will show measurable progress on the first district Common Benchmark Assessment (CBA), i-Ready diagnostic (Fall to Mid-Fall), and/or other progress-monitoring tools, with clear indicators of improved problem-solving approaches and conceptual understanding.

Teachers trained on math framework, planning expectations, and student work protocols

All teachers implement daily exit tickets with feedback cycles

PLCs show evidence of aligned planning and exemplar creation

Universal screeners completed; small groups established

Action	Resources/ Artifacts /Instructional Materails	Time frame	Person(s) involved
<p>Implement Lesson Planning Protocol What: Teachers will use a standardized lesson planning template aligned to the Alief Math Framework. This includes specifying objectives, anticipated misconceptions, TEKS alignment, and embedded problem-solving structures. How: PLCs meet weekly to draft lessons together, review exemplar lessons, and provide peer feedback. Specialists and admin provide live modeling and feedback during planning. Reflection: If we implement a structured lesson planning protocol, then we will see PLCs producing aligned and rigorous lesson plans that reflect TEKS demands, which sets the foundation for consistent Tier 1 instruction.</p>	<p>Alief Math Curriculum Lesson Plans/Lesson Plan slides</p>	<p>Ongoing - weekly</p>	<p>Hearne ILT & Administrators</p>
<p>Professional Development (PVR, Lesson Planning expectations, walkthrough, lesson internalization, exemplars, active observation, Best Practices)</p>	<p>Teachers will be using exemplars and Power Points aligned to district data to support misconceptions</p>	<p>Ongoing - weekly, PD Monthly</p>	<p>Hearne ILT</p>
<p>Conduct Academic Parent-Teacher Teams (APTT) sessions focused on 3rd-grade math problem-solving. Teachers learn strategies to engage families in supporting student reasoning at home, reinforcing conceptual understanding.</p>	<p>Lead Forward resources will be used for APTT to inform parents of the state expectations and what they can use at home to support students.</p>	<p>November 13, 2025 5:30-6:30pr</p>	<p>Murray and 3rd grade Teachers, administraTors</p>
<p>Lesson rehearsals focus on I DO Teachers participate in rehearsal sessions where they practice the explicit modeling portion of the lesson (I DO), including think-alouds, step-by-step problem solving, and demonstration of reasoning. Specialists observe rehearsals and provide immediate feedback on clarity, pacing, and student engagement. Adjustments are made before actual classroom instruction.</p>	<p>Teacher will use the Alief Math Curriculum and Pacing Guides to rehearse lessons and indicate in their lesson plans where and when they will use engagement strategies</p>	<p>Ongoing - weekly</p>	<p>3rd and 4th grade Teachers, Hearne ILT ,administrators</p>
<p>Provide teachers with lesson script for Think Aloud Develop and distribute a scripted think-aloud lesson guide that includes sentence stems, problem-solving prompts, and scaffolding questions. Teachers use the script to model reasoning in real-time with students, ensuring consistency across classrooms. Scripts are incorporated into lesson planning and rehearsals to strengthen fidelity of implementation.</p>	<p>Using the Alief Math Curriculum and Pacing Guides teachers will use the script to model reasoning in real-time with students, ensuring consistency across classrooms.</p>	<p>Ongoing - weekly</p>	<p>3rd and 4th grade Teachers, Hearne ILT ,administrators</p>

MOY (Mid November- February)

Milestone: (As a result of the actions what would be a marker of success for this point in time. By February, 4 out of 7 third- and fourth-grade math teachers will consistently and effectively model thinking and apply problem-solving strategies (specifically the Alief Problem Solving Strategy – APSS).. As a result, at least 70% of continuously enrolled 3rd–4th grade students who previously demonstrated no academic growth in math will show measurable progress on district and/or state math assessments (CBAs, interim benchmarks, MOY diagnostics, and ultimately STAAR), indicating improved conceptual understanding and application of problem-solving strategies. 70% of students show growth on progress-monitoring. Reteach plans are implemented consistently after each unit, Math talk routines visible in walkthroughs, Interventions adjusted based on MOY diagnostics

Action	Resources/ Artifacts /Instructional Materails	Time frame	Person(s) involved
<p>Students using the Alief Problem Solving Strategy (APSS) during the We Do . “We Do” becomes the critical 10–15 minute segment where the teacher and students solve 1–2 rich problems together using APSS. Teacher models on chart paper or digital whiteboard; students mirror the exact steps on individual whiteboards or in journals. Sentence stems and thinking routines are required (“First I need to understand what the problem is asking...”, “One plan I could use is...”).</p>	<p align="center">Alief Problem Solving Strategies poster, lesson plan</p>	<p align="center">at least three times a week (based on skill being covered)</p>	<p align="center">3rd and 4th grade Teachers, Hearne ILT ,administrators</p>
<p>Every 3rd and 4th grade math teacher will be appointed a coach ; Each of the 7 teachers receives one assigned instructional coach (math specialist or campus ILT member). Coach and teacher meet weekly (minimum 15–20 minutes) for co-planning and debriefing. Purpose: Shift instructional practice from procedural teaching to explicit modeling of thinking using APSS (Understand the Problem → Make a Plan → Carry Out the Plan → Look Back/Reflect).</p>	<p align="center">Walk through email summary Best Practice Strategies</p>	<p align="center">Dec. 8, 2025</p>	<p align="center">3rd and 4th grade Teachers, Hearne ILT ,administrators</p>
<p>Collect student journals Coaches or campus admin collect 5–8 random journals per classroom. Scored with a simple APSS rubric (0–4) looking for:Evidence of all four steps, Use of academic vocabulary, Reflection/justification of answer Data is charted and shared with the teacher within 48 hours to adjust next week’s instruction.</p>	<p align="center">Student journals, Alief Problem Solving Strategy poster</p>	<p align="center">Dec. 1-5, 2025</p>	<p align="center">3rd and 4th grade Teachers, Hearne ILT ,administrators</p>
<p>Specialist will walk their coachees 3 times a week ; Scheduled and unscheduled 10–15 minute classroom walks using a focused lookout tool tied to APSS look-fors: Teacher verbally models thinking aloud while solving a problem. Students restate the problem in their own words. Visible use of APSS four-step posters or anchors. Students actively using graphic organizers, numberless problems, or three-read protocol. Immediate feedback is given (within 24 hours) using a coaching continuum (model → co-teach → observe → independent).</p>	<p align="center">Alief Walkthrough form and feedback</p>	<p align="center">Nov. 1 - Feb. 28, 2026</p>	<p align="center">3rd and 4th grade Teachers, Hearne ILT ,administrators</p>
<p>Collect students scatch paper from Math CBA to ensure use of APSS for applicable math problems After each district CBA (usually 3–4 per year), all scratch paper is collected campus-wide. Team (admin + coaches) spot-checks 20–30% of papers using a checklist: Did student underline/restate the question? Is there a visible plan (picture, table, equation, etc.)? Is there evidence of checking work or a reflection sentence?</p>	<p align="center">Alief Problem Solving Strategies on CBA, CBA's</p>	<p align="center">Nov.19, 2025</p>	<p align="center">3rd and 4th grade Teachers, Hearne ILT ,administrators</p>

EOY (March- June)

Milestone: (As a result of the actions what would be a marker of success for this point in time) By May 2026, 5 out of 7 third- and fourth-grade math teachers will consistently implement modeled thinking and the Alief Problem Solving Strategy (APSS) in daily instruction, as evidenced by lesson slides, classroom observations, and student work. As a result, at least 75% of the 157 continuously enrolled students who previously demonstrated no academic growth will show measurable progress on district CBAs, i-Ready diagnostics, interim benchmarks, and STAAR, with clear evidence of improved conceptual understanding and application of problem-solving strategies.
 Markers of success by May 2026: Students independently demonstrate proficiency in all four steps of APSS on multi-step problems
 ≥80% of students receiving Tier 2/3 interventions show growth (at least one level gain on i-Ready or CBA)
 Teachers score ≥4.0 out of 5 on the campus APSS Planning & Implementation Fidelity Rubric

Action	Resources/ Artifacts /Instructional Materails	Time frame	Person(s) involved
<p>Students using the Alief Problem Solving Strategy (APSS) during the We Do The “We Do” (guided practice) segment is non-negotiable daily practice (minimum 12–18 minutes). Teacher and students collaboratively solve 1–2 high-cognitive-demand problems using the four APSS steps projected on slides or chart paper. Students mirror every step in real time on personal whiteboards, in journals, or on printed templates. Teacher uses scripted think-aloud language and requires students to choral respond or turn-and-talk at each step (“What is the problem asking?” → “What plan could we use?” → “Show your thinking” → “Does our answer make sense? How do we know?”). APSS posters, sentence stems, and graphic organizers are visible and referenced daily.</p>	<p align="center">Alief Problem Solving Strategies poster, lesson plan</p>	<p align="center">at least three times a week (based on skill being covered)</p>	<p align="center">3rd and 4th grade Teachers, Hearne ILT ,administrators</p>
<p>Every 3rd and 4th grade math teacher will be appointed a coach : Each of the 7 teachers is assigned one highly skilled math instructional coach (campus specialist, ILT member, or district math coordinator). Coaches maintain a standing weekly 30-minute co-planning/debrief meeting and serve as the single point of feedback for APSS implementation. Coaching cycles follow the Gradual Release of Responsibility model: direct modeling (Aug–Oct) → co-teaching (Nov–Jan) → targeted observation & feedback (Feb–May).</p>	<p align="center">Walk through email summary Best Practice Strategies</p>	<p align="center">Dec. 8, 2025</p>	<p align="center">3rd and 4th grade Teachers, Hearne ILT ,administrators</p>
<p>Collect student journals: On a rotating schedule, coaches/admin collect 8–10 random student math journals per classroom every two weeks. Journals are scored using the district APSS Student Work Rubric (0–4 scale) focusing on: Evidence of all four APSS steps, Use of representations and academic vocabulary, Written justification/reflection; Scores are returned to teachers within 72 hours with glows/grows and next-step suggestions. Campus trend data is displayed on a visible “APSS Growth Wall” and celebrated monthly.</p>	<p align="center">Student journals, Alief Problem Solving Strategy poster</p>	<p align="center">Dec. 1-5, 2025</p>	<p align="center">3rd and 4th grade Teachers, Hearne ILT ,administrators</p>

<p>Specialist will walk their coachees 3 times a week : Each coach conducts at least three focused walkthroughs per week per assigned teacher using the APSS Look-For Tool (digital or paper). Observations target teacher modeling of thinking, student use of APSS steps during “We Do,” and visible math talk routines. Feedback is provided within 24 hours via email or face-to-face using the “Feedback That Sticks” protocol (specific praise + one actionable next step). Walkthrough data is tracked in a shared spreadsheet; teachers reaching 85%+ proficiency for four consecutive weeks move to bi-weekly walks.</p>	<p>Alief Walkthrough form and feedback</p>	<p>Ongoing</p>	<p>3rd and 4th grade Teachers, Hearne ILT ,administrators</p>
<p>APSS for applicable math problems After each of the four district CBAs (Sept, Nov, Feb, April), all student scratch paper is collected by grade-level teams. A campus protocol team analyzes a random sample of 25–30% of papers using the APSS Scratch Paper Checklist: Underlined/restated question Visible plan (drawing, table, equation, etc.)</p>	<p>Alief Problem Solving Strategies on CBA, CBA's</p>	<p>Mar. 6, 2025, Apr 7, 2025</p>	
<p>Professional development for returning and new teachers over APSS for 2026-27. A mandatory two-day APSS Summer Institute (June 2026) plus three after-school refresher sessions (August 2026) for all returning and incoming 3rd–4th grade math teachers and any new hires. Content includes: Deep dive into the four APSS steps with video exemplars, Planning and teaching rich problems, Effective “We Do” routines and student accountability tools, Scoring student work with the rubric, New teachers receive an additional three half-day embedded sessions in the first six weeks of 2026-27 with modeling and co-teaching.</p>	<p>Alief Problem Solving Strategies on CBA, classwork and Exit Tickets</p>	<p>Ongoing</p>	
<p>Strategic staffing for math for 2026-27 To sustain and scale gains, campus will: Protect at least 0.5 FTE dedicated math interventionist exclusively for 3rd–4th grade Assign one full-time campus-based math instructional coach (100% release time) focused only on grades 3–4 Schedule common planning periods for all seven 3rd–4th math teachers three times per week Budget for APSS anchor chart materials, student journals, and manipulatives in every classroom Prioritize hiring teachers with strong problem-solving pedagogy in interviews for any 2026-27 vacancies</p>	<p>Walk through feedback, Tiering Teacher Chart,</p>		<p>Teachers, Hearne ILT ,administrators</p>

Campus Name: Heflin	Local Improvement Plan 25-26
State your School Improvement Strategy: This strategy should be aligned to ESF through a recent diagnostic and /or alongside a recent needs assessment by highlighting areas for growth and prioritizes targeted actions.	
<p>ESF Lever: What will your campus focus on from this lever /strategy to support improving student outcomes and leadership practices?</p> <p>At Heflin Elementary campus leaders developed and are improving upon a system to observe and track the overall tier and growth of teacher pedagogy using the get Better Faster scope and sequence, Alief Big Rocks rubric, and campus instructional playbook. Instructional coaches meet with teachers weekly to conduct coaching cycles and monitor teacher progress on a monthly basis. The overall goal is for each teacher to move up one tier per year until they maintain Tier 1 status as measured by instructional practices and student data. Specialists all have assigned coachees and through the Alief walk-through form they provide weekly feedback to teachers alongside their administrators.</p>	
State your Desired annual outcome for the identified school improvement strategy stated above.	
<p>(Remember to use S.M.A.R.T.)</p> <p>By the end of the academic year, Heflin Elementary will implement a comprehensive observation and tracking system using the Get Better Faster scope and sequence, Alief Big Rocks rubric, and campus instructional playbook to ensure that 100% of teachers advance by at least one tier in their pedagogy tier level. Instructional coaches will conduct weekly coaching cycles and monitor teacher progress monthly, while specialists will provide weekly feedback through the Alief walk-through form. Success will be measured by teachers maintaining or advancing tiers according to instructional practices and student data.</p>	

Describe the actions and monitoring efforts that will be taken over the course of this school year in order implement the selected strategy and reach your DAO. (Remember the Alief systems)

BOY (Now until Mid-November)

Milestone: (As a result of the actions what would be a marker of success for this point in time)

At this point you should see 3 months worth of teacher tiers and some progress towards goals. Including successplans for teachers not making progress

Action	Resources/ Artifacts /Instructional Materials	Time frame	Person(s) involved
Teachers have baseline tier placements recorded using the Get Better Faster scope and sequence and Alief Big Rocks rubric.	Abre Walk-Throughs ILT GBF Walks	August - Walk Teachers on Alief WT and GBF September - Identify Teacher Tiers	Intermediate Reading Specialists Intermediate Math Specialists Administrator
Instructional coaches and specialists are consistently conducting weekly coaching cycles and walkthroughs with teachers.	Edthema Coaching Videos Edthema Recorded Walk-throughs Abre Walk-Throughs	September- Identify who you are coaching meet based on Teacher Tier	Intermediate Reading Specialists Intermediate Math Specialists Administrator
Monthly progress monitoring data from coaching cycles and walkthrough feedback is being collected and reviewed at minimum 3 wt per week for Tier 3, Weekly walk for Tier 2, Bi-Weekly walk for Tier 1.	Hefin Tier Document	October - Update tiers	Intermediate Reading Specialists Intermediate Math Specialists Administrator
Evidence of teacher engagement and responsiveness to coaching feedback. Weekly coaching for Tier 3, Bi-Weekly coaching for Tier 2, Monthly coaching for Tier 1.	Increased percentage for coaching document	October - Show evidence of an increase in percentage growth from baseline	Intermediate Reading Specialists Intermediate Math Specialists Administrator
Initial teacher growth plans are established, with clear, actionable next steps aligned to the campus instructional playbook.	Success Plans Domain 3 TTESS Walk-Throughs	November - Success Plans developed based on Tier and TTESS as well as observations.	Administrator
Develop School City groups to reflect AA, H, SPED, Continuously Enrolled	School City Groups	November 7th	Intermediate Reading Specialists Intermediate Math Specialists Administrator
Update data walls to target certain populations including continuously enrolled, Special education, hispanic and african american.	Data Walls	November 7th	Intermediate Reading Specialists Intermediate Math Specialists Administrator

MOY (Mid November- February)

Milestone: (As a result of the actions what would be a marker of scuccess for this point in time)

SIA number 1 is scheduled on November 11th for Math. This is a huge checkpoint for us and based on the data we will be able to conduct a temperature check of the grade level progress. After SIA #1 we will conduct a data day on Monday November 17th. We will continue coaching cycles and add an additional status of the class for December to show a comparison of teacher instructional practicies and student growth. Updates after SIA #2 will show all 3rd and 4th grade teachers have shown improvement in percentage based walk-throughs and coaching. (9 Teachers)

Action	Resources/ Artifacts /Instructional Materials	Time frame	Person(s) Involved
Conduct a Math SIA #1 Data day on November 17th.	Growth Tables Data Walls	November 17th	Intermediate Reading Specialists Intermediate Math Specialists Administrator
Conduct a Reading SIA #1 Data Day on December 15th.	Growth Tables Data Walls	December 15th	Intermediate Reading Specialists Intermediate Math Specialists Administrator
Conduct a status of the class for 3rd and 4th grade teachers to discuss SIA data, CBA data and their goals. Teachers will present using the Slide Deck provided on December 17th.	Status of the Class Protocol	December 17th	Intermediate Reading Specialists Intermediate Math Specialists Administrator
Monthly progress monitoring data from coaching cycles and walkthrough feedback is being collected and reviewed at minimum 3 wt per week for Tier 3, Weekly walk for Tier 2, Bi-Weekly walk for Tier 1.	Heflin Tier Document	Friday ILT Meetings	Intermediate Reading Specialists Intermediate Math Specialists Administrator
Evidence of teacher engagement and responsiveness to coaching feedback. Weekly coaching for Tier 3, Bi-Weekly coaching for Tier 2, Monthly coaching for Tier 1.	Increased percentage for coaching document	Friday ILT Meetings	Intermediate Reading Specialists Intermediate Math Specialists Administrator
Update on success plas from November in December.	Success Plans Domain 3 TTESS Walk-Throughs	By December 19th	Administrator
Conduct SIA Reading Data Day on February 9th and 11th	Growth Tables Data Walls Small Group Plans	February 9th February 11th	Intermediate Reading Specialists Intermediate Math Specialists Administrator
Conduct SIA Math Data Day on February 19th and 20th	Growth Tables Data Walls Small Group Plans	February 19th February 20th	Intermediate Reading Specialists Intermediate Math Specialists Administrator

EOY (March- June)

Milestone: (As a result of the actions what would be a marker of scusses for this point in time) 75% of Heflin Teachers should be at a Tier 1 based on the monthly coaching and walk-throughs. (7 Teachers)

Action	Resources/ Artifacts /Instructional Materails	Time frame	Person(s) involved
Conduct a status of the class for 3rd and 4th grade teachers to discuss SIA data, CBA data and their goals. Teachers will present using the Slide Deck provided on March 2nd.	Status of the Class Protocol Teacher Slide Decks	March 2nd	Intermediate Reading Specialists Intermediate Math Specialists Administrator
Based on the teacher tiers and SIA data Specialists will push into the classroom to fill in the pedagogy gaps for teachers to ensure student achievement and growth.	Operation Lift Off Data	Weekly Small Groups 4 Per day	Intermediate Reading Specialists Intermediate Math Specialists Administrator
Monthly progress monitoring data from coaching cycles and walkthrough feedback is being collected and reviewed at minimum 3 wt per week for Tier 3, Weekly walk for Tier 2, Bi-Weekly walk for Tier 1.	Heflin Tier Document	March and April Update	Intermediate Reading Specialists Intermediate Math Specialists Administrator
Evidence of teacher engagement and responsiveness to coaching feedback.	Increased percentage for coaching document	April Tiers Finalized	Intermediate Reading Specialists Intermediate Math Specialists Administrator
Update on success plans from February	Success Plans Domain 3 TTESS Walk-Throughs	March prior to Summatives	Administrator

Campus Name: Horn	Local Improvement Plan working document 25-26
State your School Improvement Strategy: This strategy should be aligned to ESF through a recent diagnostic and /or alongside a recent needs assessment by highlighting areas for growth and prioritizes targeted actions.	
ESF Level: 4.1 and 5.1 What will your campus focus on from this lever /strategy to support improving student outcomes and leadership practices? Campus instructional leaders will provide training and support to teachers on strategies for inclusion and support for students of special populations groups and the implementation of instructional materials through internalization protocols during planning and PLC time and monitoring the rigor of taught lessons.	
State your Desired annual outcome for the identified school improvement strategy stated above.	
By June 2026, 22% (16/72) of Horn’s 3rd and 4th grade SPED population will pass RLA STAAR at Meets or Masters, and 18% (13/72) of Horn’s 3rd and 4th grade SPED population will pass Math STAAR at Meets or Masters.	

Describe the actions and monitoring efforts that will be taken over the course of this school year in order implement the selected strategy and reach your DAO. (Remember the Alief systems)

BOY (Now until Mid-November)

Milestone: (As a result of the actions what would be a marker of scuccess for this point in time) By Mid-November, 8% (6/72) of Horn’s 3rd and 4th grade SPED population will pass RLA CBA 1 & 2 at Meets or Masters, and 7% (5/72) of Horn’s 3rd and 4th grade SPED population will pass Math CBA 1 & 2 at Meets or Masters.

Action	Resources/ Artifacts /Instructional Materails	Time frame	Person(s) involved
Math specialist and Assistant Principal (acting intermediate reading specialist) will facilitate CBA data PLCs with 3rd/4th grade (including ICS case managers) using the District's DDI protocol to review student data, sped data, create goals, and create reteach plans.	DDI protocol, assessment data from SchoolCity Reteach resources will come from iReady Reading/Math and HMH	By Mid-November	Peña and Garner
Sort student work using the DDI protocol during PLCs to determine student misconceptions and to narrow the focus areas for creating the reteach plan. Students will track their own data in their Leader in Me binder, teachers will track their classroom data, and content specialists will track grade level data.	DDI protocol and reteach plans Reteach resources will come from iReady Reading/Math and HMH Student data trackers, teacher data walls, grade level data walls	By Mid-November	Peña and Garner
ICS teachers will collaboratively plan with classroom teachers weekly and submit weekly lesson plans in Schoology. Admin will monitor ICS attendance (according to ICS schedules) and participation in weekly content planning and lesson plan submissions.	SPED lesson plan template of their choice	By Mid-November	ICS Teachers and Starling
ICS teachers will attend planning (according to ICS schedules) and attend DDI PLCs to collaborate with classroom teachers on student progress and then will create their own reteaching plans based on student needs.	DDI protocol, reteach plans, schoolcity reports, lesson plans	By Mid-November	ICS Teachers and Starling
ICS teachers will pull targeted groups that are on track to achieve meets and above, every Friday and use an attendance monitor teacher and student attendance	Attendance tracker, small group anecdotal notes, and student assessment data trackers	By Mid-November	ICS Teachers and Starling

MOY (Mid November- February)

Milestone: (As a result of the actions what would be a marker of scussess for this point in time) By February 2026, 15% (11/72) of Horn’s 3rd and 4th grade SPED population will pass RLA SIA 2 at Meets or Masters, and 13% (9/72) of Horn’s 3rd and 4th grade SPED population will pass the AIA at Meets or Masters.

Action	Resources/ Artifacts /Instructional Materails	Time frame	Person(s) involved
Math specialist and Assistant Principal (acting intermediate reading specialist) will facilitate CBA data PLCs with 3rd/4th grade (including ICS case managers) using the District's DDI protocol to review student data, sped data, create goals, and create reteach plans.	DDI protocol, assessment data from SchoolCity	By Mid-February	Peña and Garner
Sort student work using the DDI protocol during PLCs to determine student misconceptions and to narrow the focus areas for creating the reteach plan. Students will track their own data in their Leader in Me binder, teachers will track their classroom data, and content specialists will track grade level data.	DDI protocol and reteach plans	By Mid-February	Peña and Garner
ICS teachers will collaboratively plan with classroom teachers weekly and submit weekly lesson plans in Schoology. Admin will monitor ICS attendance and participation in weekly content planning and lesson plan submissions.	SPED lesson plan template of their choice	By Mid-February	ICS Teachers and Starling
ICS teachers will attend planning and attend DDI PLCs to collaborate with classroom teachers on student progress and then will create their own reteaching plans based on student needs.	DDI protocol, reteach plans, schoolcity reports, lesson plans	By Mid-February	ICS Teachers and Starling
ICS teachers will pull targeted groups that are on track to achieve meets and above, every Friday and use an attendance monitor teacher and student attendance	Attendance tracker, small group anecdotal notes, and student assessment data trackers	By Mid-February	ICS Teachers and Starling

EOY (March- June)

Milestone: (As a result of the actions what would be a marker of scussess for this point in time) By June 2026, 22% (16/72) of Horn’s 3rd and 4th grade SPED population will pass RLA STAAR at Meets or Masters, and 18% (13/72) of Horn’s 3rd and 4th grade SPED population will pass Math STAAR at Meets or Masters.

Action	Resources/ Artifacts /Instructional Materails	Time frame	Person(s) involved
Math specialist and Assistant Principal (acting intermediate reading specialist) will facilitate CBA data PLCs with 3rd/4th grade (including ICS case managers) using the District's DDI protocol to review student data, sped data, create goals, and create reteach plans.	DDI protocol, assessment data from SchoolCity	By Mid-May	Peña and Garner

Sort student work using the DDI protocol during PLCs to determine student misconceptions and to narrow the focus areas for creating the reteach plan. Students will track their own data in their Leader in Me binder, teachers will track their classroom data, and content specialists will track grade level data.	DDI protocol and reteach plans	By Mid-May	Peña and Garner
ICS teachers will collaboratively plan with classroom teachers weekly and submit weekly lesson plans in Schoology. Admin will monitor ICS attendance and participation in weekly content planning and lesson plan submissions.	SPED lesson plan template of their choice	By Mid-May	ICS Teachers and Starling
ICS teachers will attend planning and attend DDI PLCs to collaborate with classroom teachers on student progress and then will create their own reteaching plans based on student needs.	DDI protocol, reteach plans, schoolcity reports, lesson plans	By Mid-May	ICS Teachers and Starling
ICS teachers will pull targeted groups that are on track to achieve meets and above, every Friday and use an attendance monitor teacher and student attendance	Attendance tracker, small group anecdotal notes, and student assessment data trackers	By Mid-May	ICS Teachers and Starling

Campus Name: Landis

Local Improvement Plan 25-26

State your School Improvement Strategy: This strategy should be aligned to ESF through a recent diagnostic and /or alongside a recent needs assessment by highlighting areas for growth and prioritizes targeted actions.

Landis campus leadership will ensure that teachers design, internalize, and deliver high-quality, standards-aligned lessons that maximize student engagement and achievement. Through coaching and feedback, teachers will refine their instructional practices after analyzing specific data sets, using the Alief DDI protocol in order to inform instructional decisions, target student needs, and accelerate learning outcomes, as well as, ensure the effectiveness of their reteach plan.

State your Desired annual outcome for the identified school improvement strategy stated above.

By the end of the 25-26 school year, 75% (9 out of 12) 3rd and 4th grade teachers will consistently internalize and deliver standards-aligned lessons, demonstrated through planning artifacts and classroom observations, and will effectively implement the DDI cycle, delivering reteach plans that address student misconceptions.

Describe the actions and monitoring efforts that will be taken over the course of this school year in order implement the selected strategy and reach your DAO. (Remember the Alief systems)

BOY (Now until Mid-November)

Milestone: Landis campus leadership will establish new systems and troubleshoot existing systems for lesson internalization and delivery and effective use of the DDI protocol.

Action	Resources/Artifacts	Time frame	Person(s) involved
ILT will create a RRR protocol to use after DDI (reteach, reassess, reflect)	RRR Protocol	Protocol created by October 7th	Landis ILT
ILT will calendar out reteach and retest days	campus calendar and district assessment calendar, campus planning calendars	retest will occur within 2 weeks after a given assessment	Landis ILT
ILT will monitor the RRR protocol, including the identification of new instructional strategies via DDI, and implementation of the strategies through classroom observations, include evaluation of retest results in planning.	RRR tracker, campus planning calendars, DDI	Beginning immediately after DDI, throughout the reteach and retest timeline starting with CBA #2	Landis ILT
ILT will refine planning structure to include more time for internalization and rehearsal	Campus planning structure, planning agendas	weekly during specialists' preplanning work	Landis ILT
ILT will facilitate the completion of the DDI protocol with the 3rd and 4th grade teachers after each assessment.	DDI Protocol and RRR Tracker	within a week of assessment completion	Landis ILT
Teachers will complete the DDI prepwork with gradual release (identifying lowest performing standards and items) prior to their DDI PLC	Landis campus DDI Folder	within a week of assessment completion	Landis Teachers and ILT
ILT and Admin will confirm that all DDI prepwork was complete 24 hours prior to their scheduled time to meet.	email	24 hours prior to DDI PLC takes place	Landis Admin/ILT
ILT has identified specific Domain 2A students to receive targeted interventions during Operation Lift Off.	Operation Lift Off tracker	September 16th	Landis ILT
ILT meets with identified student groups a minimum of two times per week and records the progress monitoring notes	Operation Lift Off tracker	Start date: Week of September 22nd	Landis ILT
After CBA#2 RLA, ILT will schedule peer observations based on data so teachers can evaluate their own instructional delivery against their peers.	observation tracker	Follow Peer Observation schedule (see in links)	Landis Teachers and ILT

MOY (Mid November- February)

Milestone: Landis leadership will support teachers as they demonstrate their effective lesson internalization and delivery, evidenced by a successful completion of a DDI cycle, including positive reteach results.

Action	Artifacts	Time frame	Person(s) involved
ILT will refine the teachers understanding and use of the RRR tracker, through a refresher PLC, to focus on intentional and specific next steps after the retest	RRR tracker exemplar, PLC agenda,	DDI scheduled the week following an assessment. 12/10 - 3rd RLA 12/16 - 3rd Math 1/3 - 4th Math	ILT and Classroom Teachers
ILT will schedule a deep dive into the triangulation report from school city DDI effectiveness using all assessments to date	RRR tracker, campus calendar, DDI	January 15th, 2026	ILT and Classroom Teachers, Interventionists, SPED
After CBA #3 Math, ILT will schedule peer observations based on data so teachers can evaluate their own instructional delivery against their peers.	observation tracker	Follow Peer Observation schedule (see in links)	Landis ILT and teachers
ILT will schedule intentional observations on reteach days to ensure new instructional strategy implementation.	RRR Tracker (specialist notes Column J of the tracker)	follow the reteach calendar specific to schedules per subject per grade level	ILT
ILT will facilitate a teacher celebration highlighting teacher growth mindset around new implementation of new instructional strategies after reteach observations.	Celebration of growth from SIA data	January 15th, 2026	ILT, Admin, Teachers

EOY (March- June)

Milestone: Landis leadership will support teachers as they evaluate their instruction and reteach plans and make adjustments to student groups in order to best meet the needs of all students leading to STAAR (including teacher assignments, interventions, tutorial and Saturday school focus standards).

Action	Artifacts	Time frame	Person(s) involved
ILT will create/use targeted blitz plans	district/campus blitz schedule and plans	According to district calendar	Landis ILT
ILT will calendar out reteach and retest days	campus calendar and district assessment calendar, campus planning calendars	retest will occur within 2 weeks after a given assessment	Landis ILT
ILT will monitor the RRR protocol, including the identification of new instructional strategies via DDI, and implementation of the strategies through classroom observations, include evaluation of retest results in planning.	RRR tracker, campus planning calendars, DDI	Beginning immediately after DDI, throughout the reteach and retest timeline starting with CBA #2	Landis ILT
ILT will facilitate the completion of the DDI protocol with the 3rd and 4th grade teachers after each assessment.	DDI Protocol and RRR Tracker	within a week of assessment completion	Landis ILT
Teachers will complete the DDI prepwork (identifying lowest performing standards and items) prior to their DDI PLC	Landis campus DDI Folder	within a week of assessment completion	Landis Teachers and ILT
ILT and Admin will confirm that all DDI prepwork was complete 24 hours prior to their scheduled time to meet.	email	24 hours prior to DDI PLC takes place	Landis Admin/ILT
ILT meets with identified student groups a minimum of two times per week and records the progress monitoring notes	Operation Lift Off tracker	Start date: Week of September 22nd	Landis ILT

Campus Name: Mahanay Elem.

Local Improvement Plan working document 25-26

State your School Improvement Strategy: This strategy should be aligned to ESF through a recent diagnostic and /or alongside a recent needs assessment by highlighting areas for growth and prioritizes targeted actions.

Teachers will be able to, individually and in PLCs, analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond.

ESF Lever: 5.3

State your Desired annual outcome

(Remember to use S.M.A.R.T.)

By May 2026, 88% (7 out of 8) 3rd-4th grade reading and math teachers will show proficiency (7 out of 8 indicators on the "SEE IT" portion of DDI protocol) in utilizing formative and summative data to adjust instruction, delivered during small group, as evidenced by 80% Reading (4 out of 5 components) and 83% Math (5 out of 6 components) mastery on the small group walkthrough form.

Describe the actions and monitoring efforts that will be taken over the course of this school year in order implement the selected strategy and reach your DAO. (Remember the Alief systems)

BOY (Now until Mid-November)

Milestone: (As a result of the actions what would be a marker of successes for this point in time)

By mid-November 2025, 63% (5 out of 8) 3rd-4th grade reading and math teachers will show proficiency (7 out of 8 indicators on the "SEE It" portion of DDI protocol) in utilizing formative and summative data to adjust instruction, delivered during small group, as evidenced by 80% Reading (4 out of 5 components) and 83% Math (5 out of 6 components) mastery on the small group walkthrough form.

Action	Resources & Artifacts	Time frame	Person(s) involved
Specialists will provide small group teacher training To ensure professional learning is differentiated and responsive to teacher needs, allowing for targeted support based on instructional strengths, gaps in practice, and content-specific challenges. Small group training increases engagement and transfer to classroom practice.	Line 1-Small Group Presentation	Sept. 7, 2025	admin/content specialist/teachers
Specialists will provide DDI Protocol training. To establish a shared understanding of the Data-Driven Instruction cycle so teachers consistently analyze data, identify misconceptions, and plan targeted instructional responses.	Line 3-DDI Protocol	Sept. 15-26, 2025	admin/content specialists
Specialists will create a 'See It / Name It' rubric to create a common language and clear expectations for analyzing assessment data and identifying trends and root causes of student misunderstandings.	Line 5-See it/Name it Rubric	Sept. 26, 2025	Mary Tracy, MTSS, Dyslexia, Content Specialist
Specialists will create a reteach plan to ensure reteaching is intentional, standards-aligned, and focused on priority misconceptions rather than broad review.	Line 7-Reteach Plan	by Oct. 3, 2025	admin/content specialist /teachers

Specialists will create a reteach rubric to outline clear criteria for high-quality reteaching and ensure consistency across classrooms and grade levels.	Line 5-Reteach Rubric	by Oct. 3, 2025	admin/content specialist
Specialists will provide Do It, reteach rubric, and reteach plan training to build teacher capacity in executing the full DDI cycle with aligned, high-quality instructional responses.	CBA #2 Math-Reteach Rubric, Reteach P	Oct. 13, 2025	admin/content specialist
Teachers will submit pre-work on assessments to maximize PLC effectiveness by ensuring teachers arrive prepared for deep analysis and instructional planning.	Math/RLA Assessment Cycle	Oct. 13, Oct. 15	admin/content specialist
Specialists will provide feedback on the See It portion. To strengthen accuracy in data analysis, leading to more targeted and effective reteach plans.	Math/RLA Assessment Cycle	Oct. 14, Oct. 16	admin/content specialist
Specialists will facilitate DDI PLCs to strengthen accuracy in data analysis, leading to more targeted and effective reteach plans.	Math/RLA Assessment Cycle	Oct. 15, Oct. 17	admin/content specialist
Teachers will submit reteach plans and specialists will provide feedback to ensure reteach instruction is aligned to data, rubric, expectations, and student learning needs.	Math/RLA Assessment Cycle	Oct 15, Oct 17	admin/content specialist/teachers
Specialists will walk small group and provide feedback to monitor instructional implementation and provide actionable feedback aligned to student data and standards.	Math/RLA Assessment Cycle	The week of Oct. 19th	admin/content specialist

Specialists will provide retraining for teachers not scoring proficient to offer targeted support that strengthens content knowledge and instructional practices.	Math/RLA Assessment Cycle	The week of Oct. 27th	admin/content specialist
After every assessment, student progress toward measureable goals will be visible schoolwide to foster student ownership, goal setting, transparency, and accountability across the school community.	Math/RLA Assessment Cycle	ongoing	admin/content specialist
Specialists will update APT tracker to maintain accurate documentation of instructional actions, progress monitoring, and next steps.	Math/RLA Assessment Cycle	ongoing, after every assessment	admin/content specialist

MOYI Mid (November- February)

Milestone: (As a result of the actions what would be a marker of successes for this point in time)

By February 2026, 75% (6 out of 8) 3rd-4th grade reading and math teachers will show proficiency (7 out of 8 indicators on the "SEE It" portion of DDI protocol) in utilizing formative and summative data to adjust instruction, delivered during small group, as evidenced by 80% Reading (4 out of 5 components) and 83% Math (5 out of 6 components) mastery on the small group walkthrough form.

Action	Resources & Artifacts	Time frame	Person(s) involved
Teachers will submit pre-work on assessments to maximize PLC effectiveness by ensuring teachers arrive prepared for deep analysis and instructional planning.	Math/RLA Assessment Cycle	After each Assessment	teachers/admin/content specialist
Specialists will provide DDI Protocol training to establish a shared understanding of the Data-Driven Instruction cycle so teachers consistently analyze data, identify misconceptions, and plan targeted instructional responses.	Math/RLA Assessment Cycle	After each Assessment	admin/content specialist

Specialists will facilitate DDI PLC after an assessment to ensure data-driven conversations remain focused, rigorous, and result in clear instructional next steps.	Math/RLA Assessment Cycle	After each Assessment	admin/content specialist
Specialists will create a reteach plan to ensure reteaching is intentional, standards-aligned, and focused on priority misconceptions rather than broad view.	Math/RLA Assessment Cycle	After each Assessment	admin/content specialist
Specialists will walk reteach groups to provide targeted, standards-aligned instruction and immediate feedback in math and reading, monitor student progress using data, and collaborate with teachers to strengthen the effectiveness of reteach instruction and support improved student mastery.	Math/RLA Assessment Cycle	After each Assessment	admin/content specialist
Specialists will provide retraining for teachers not scoring proficient to offer targeted support that strengthens content knowledge and instructional practices.	Math/RLA Assessment Cycle		admin/content specialist
After every assessment, student progress towards measureable goals will be visible in every classroom and throughout the school to foster student ownership and goal setting.	Math/RLA Assessment Cycle	After each Assessment	admin/content specialist
Specialists will update APT tracker to maintain accurate documentation of instructional actions, progress monitoring, and next steps.	Math/RLA Assessment Cycle	After each Assessment	admin/content specialist

Due to the number of module assessments, RLA will implement weekly assessments to monitor student progress consistently, provide timely data to guide instructional adjustments, and ensure students are mastering priority standards throughout the	Mahanay APT	Weekly	admin/content specialist
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EOY (March- June)

Milestone: (As a result of the actions what would be a marker of successes for this point in time)
 By June 2026, 88% (7 out of 8) 3rd-4th grade reading and math teachers will show proficiency (7 out of 8 indicators on the "See It" portion of DDI protocol) in utilizing formative and summative data to adjust instruction, delivered during small group, as evidenced by 80% Reading (4 out of 5 components) and 83% Math (5 out of 6 components) mastery on the small group walkthrough form.

Action	Resources & Artifacts	Time frame	Person(s) involved
Teachers will submit pre-work on assessments to maximize PLC effectiveness by ensuring teachers arrive prepared for deep analysis and instructional planning.	Math/RLA Assessment Cycle	After each Assessment	teachers/admin/content specialist
Specialists will provide DDI Protocol training to establish a shared understanding of the Data-Driven Instruction cycle so teachers consistently analyze data, identify misconceptions, and plan targeted instructional responses.	Math/RLA Assessment Cycle	After each Assessment	admin/content specialist
Specialists will facilitate DDI PLC after an assessment to ensure data-driven conversations remain focused, rigorous, and result in clear instructional next steps.	Math/RLA Assessment Cycle	After each Assessment	admin/content specialist
Teachers will submit reteach plans and specialists will provide feedback to ensure reteach instruction is aligned to data, rubric, expectations, and student learning needs.	Math/RLA Assessment Cycle	After each Assessment	admin/content specialist

<p>Specialists will walk reteach groups to provide targeted, standards-aligned instruction and immediate feedback in math and reading, monitor student progress using data, and collaborate with teachers to strengthen the effectiveness of reteach instruction and support improved student mastery.</p>	<p>Math/RLA Assessment Cycle</p>	<p>After each Assessment</p>	<p>admin/content specialist</p>
<p>Specialists will provide retraining for teachers not scoring proficient to offer targeted support that strengthens content knowledge and instructional practices.</p>	<p>Math/RLA Assessment Cycle</p>		<p>admin/content specialist</p>
<p>After every assessment, student progress towards measureable goals will be visible in every classroom and throughout the school to foster student ownership and goal setting.</p>	<p>Math/RLA Assessment Cycle</p>	<p>ongoing</p>	<p>admin/content specialist</p>
<p>Specialists will update APT tracker to maintain accurate documentation of instructional actions, progress monitoring, and next steps.</p>	<p>Math/RLA Assessment Cycle</p>	<p>After each Assessment</p>	

Campus Name: Youens

Local Improvement Plan 25-26

State your School Improvement Strategy: This strategy should be aligned to ESF through a recent diagnostic and /or alongside a recent needs assessment by highlighting areas for growth and prioritizes targeted actions.

ESF Lever: 5.3

What will your campus focus on from this lever /strategy to support improving student outcomes and leadership practices? Campus leaders facilitate a consistent process for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond.

State your Desired annual outcome for the identified school improvement strategy stated above.

Annual Goal By June 2026, 86% (11 out of 14) 3rd-5th grade teachers will submit a re-teach plan (DDI) after assessments (CBAs, interims, and module assessments) and will score at least 83% on walkthrough descriptors for Math reteach group section (5/6) or score at least 80%(4/5) on walkthrough descriptors for Reading small group section when delivering reteach plan.

Describe the actions and monitoring efforts that will be taken over the course of this school year in order implement the selected strategy and reach your DAO. (Remember the Alief systems)

BOY (Now until Mid-November)

Milestone: BOY(Aug-Nov) By November 21, 69% (9 out of 13) of 3rd-5th grade teachers will submit a re-teach plan(DDI) after assessments (CBAs, interims, and module assessments) and score at least 50% on walkthrough descriptors for Math reteach group section (3/6) or score at least 40%(2/5) on walkthrough descriptors for Reading small group section when delivering reteach plan.

Action	Resoucrs	Artifacts	Time frame	Person(s) involved
Content specialists will create DDI(data driven instruction)protocol exemplar during ILT retreat.	DDI Exemplar	DDI Exemplar	July 8-9, 2025	Content specialist and administration
Content specialists will train teachers on DDI(data driven instruction)protocol during PLC(Professional learning communities).	Data Driven Instruction P	Data Driven Instruction Pow	August 25-29, 2025	Content specialists and teachers
Content specialists will add data dives to the PLC schedule so that DDI protocol can be completed after assessments.		PLC calendar	August-October, 2025	Content specialists
Create Youens LIP Tracker(reteach plan walkthrough form with reteach group/small group descriptors).	Youens LIP tracker	Youens LIP tracker	October 15, 2025	District personnel in accountability depeartment
Train teachers on reteach plan walkthrough form.	Youens Re-teach Feedba	Links page A2, A3	October 20-24, 2025	Content specialists and teachers
Teachers complete DDI pre-work two days after scoring window closes.	DDI Protocol Exemplars	4th grade Math DDI folder	October-November 2025	Teachers
Content specialists give teachers feedback on DDI pre-work the day after DDI pre-work submission.	Youens Pre-work feedba	Youens Pre-work feedback f	October-November 2025	Content specialists
Teachers complete DDI reteach plan during PLC data dive.	PLC agenda	PLC agenda	October-November 2025	Teachers and content specialists
Content specialists give teachers feedback on DDI reteach plan during PLC data dive.	Youens Pre-work feedba	Links C2 and C3	October-November 2025	Content specialists

Content specialists will walk teachers during reteach time using Youens LIP Tracker.	Youens LIP tracker	Youens LIP tracker	October-November 2025	Content specialists
Content specialists give teachers feedback on reteach walk.	Youens LIP tracker	Youens LIP tracker	October-November 2025	Content specialists
Content specialists will retrain teachers not meeting proficiency on reteach walk.	Youens LIP tracker		October-November 2025	Content specialists
Teachers update data walls in classroom and PLC room a minimum of two days after assessment scoring window closes.	STAAR performance bands, data		and data October-November 2025	Teachers
Teachers will meet with students for data conferences and update student data folders a minimum of two days after DDI completed.	Student data folders	Links B2 and B3	October-November 2025	Teachers

Instrunctional Leadership Team will walk teachers to check data folders have been updated two days after DDI completion.	Email from ILT member	Data walks	October-November 2025	Content specialists
Content specialists will add campus data to their Performance Tracker within two days of assessment scoring window closing.	Youens APT	Youens APT	October-November 2025	Content specialists
Instrunctional leadership team will discuss data and teacher concerns during weekly ILT meetings.	ILT agenda	ILT agenda	October-November 2025	Instructional leadership team
Intermediate specialists(3rd-5th grade) will meet bi-weekly with principal to discuss assessment data.	Bi-weekly Accountability	Bi-weekly accountability me	August-November 2025	Content specialists and principal

MOY (Mid November- February)

Milestone: MOY(November 28-February 28) By February 28, 71% (10 out of 14) of 3rd-5th grade teachers will submit a re-teach plan after identified assessments (CBAs, interims, and module assessments) and score at least 67% on walkthrough descriptors for Math reteach group section (4/6) or score at least 60%(3/5) on walkthrough descriptors for Reading small group section when delivering reteach plan.

Action	Resoucrs /Artifacts		Time frame	Person(s) involved
Teachers complete DDI pre-work two days after scoring window closes.	DDI Protocol Exemplars	4th grade Math DDI folder	November 2025-February 2026	Teachers
Content specialists give teachers feedback on DDI pre-work the day after DDI pre-work submission.	Youens Pre-work feedback	Youens Pre-work feedback f	November 2025-February 2026	Content specialists
Teachers complete DDI reteach plan during PLC data dive.	PLC agenda	PLC agenda	November 2025-February 2026	Teachers and content specialists
Content specialists give teachers feedback on DDI reteach plan during PLC data dive.	Youens Pre-work feedback	Links C2 and C3	November 2025-February 2026	Content specialists
Content specialists will walk teachers during reteach time using Youens LIP Tracker.	Youens LIP tracker	Youens LIP tracker	November 2025-February 2026	Content specialists
Content specialists give teachers feedback on reteach walk.	Youens LIP tracker	Youens LIP tracker	November 2025-February 2026	Content specialists
Content specialists will retrain teachers not meeting proficiency on reteach walk.	Youens LIP tracker		November 2025-February 2026	Content specialists
Teachers update data walls in classroom and PLC room a minimum of two days after assessment scoring window closes.	STAAR performance bands, data posters in PLC, and data		November 2025-February 2026	Teachers
Teachers will meet with students for data conferences and update student data folders a minimum of two days after DDI completed.	Student data folders	Links B2 and B3	November 2025-February 2026	Teachers
Instructional Leadership Team will walk teachers to check data folders have been updated two days after DDI completion.	Email from ILT member v	Data walks	November 2025-February 2026	Content specialists
Content specialists will add sample data to the Performance Tracker within two days of assessment scoring window closing.	Youens APT	Youens APT	November 2025-February 2026	Content specialists
Insturctional leadership team will discuss data and teacher concerns during weekly ILT meetings.	ILT agenda	ILT agenda	November 2025-February 2026	Instructional leadership team
Intermediate specialists(3rd-5th grade) will meet bi-weekly with principal to discuss assessment data.	Bi-weekly Accountability	Bi-weekly accountability me	November 2025-February 2026	Content specialists and principal

EOY (March- June)

Milestone: EOY(March 1-June 1) By June 2026, 86%(11 out of 14)3rd-5th grade teachers will submit a re-teach plan(DDI) after assessments(CBAs, interims, and module assessments) and will score at least 83% on walkthrough descriptors for Math reteach group section(5 out of 6) or at least 80%(4 out of 5) on walkthrough descriptors for Reading small group section when delivering reteach plan.

Action	Resources /Artifacts		Time frame	Person(s) involved
Teachers complete DDI pre-work two days after scoring window closes.	DDI Protocol Exemplars	4th grade Math DDI folder	March-June 2026	Teachers
Content specialists give teachers feedback on DDI pre-work the day after DDI pre-work.	Youens Pre-work feedback	Youens Pre-work feedback folder	March-June 2026	Content specialists
Teachers complete DDI reteach plan during PLC data dive.	PLC agenda	PLC agenda	March-June 2026	Teachers and content specialists
Content specialists give teachers feedback on DDI reteach plan during PLC data dive.	Youens Pre-work feedback	Links C2 and C3	March-June 2026	Content specialists
Content specialists will walk teachers during reteach time using Youens LIP tracker.	Youens LIP tracker	Youens LIP tracker	March-June 2026	Content specialists
Content specialists give teachers feedback on reteach walk.	Youens LIP tracker	Youens LIP tracker	March-June 2026	Content specialists
Content specialists will retrain teachers not meeting proficiency on reteach plan.	Youens LIP tracker		March-June 2026	Content specialists
Teachers update data walls in classroom and PLC room a minimum of two days after assessment scoring window closes.	STAAR performance bands, data posters in PLC, and data folders		March-June 2026	Teachers
Teachers will meet with students for data conferences and update student data folders a minimum of two days after DDI completed.	Student data folders	Links B2 and B3	March-June 2026	Teachers
Instructional Leadership Team will walk teachers to check data folders have been updated two days after DDI completion.	Email from ILT member	Data walks	March-June 2026	Content specialists
Content specialists will add campus data to Alief Performance Tracker within two days of assessment scoring window closing.	Youens APT	Youens APT	March-June 2026	Content specialists
Content specialists address concerns during weekly ILT meetings.	ILT agenda	ILT agenda	March-June 2026	Instructional leadership team
Content specialists meet with principal to discuss assessment data.	Bi-weekly Accountability	Bi-weekly accountability meeting	March-June 2026	Content specialists and principal

Campus Name: Budewig Intermediate School

Local Improvement Plan 25-26

State your School Improvement Strategy: This strategy should be aligned to ESF through a recent diagnostic and /or alongside a recent needs assessment by highlighting areas for growth and prioritizes targeted actions.

What will your campus focus on from this lever /strategy to support improving student outcomes and leadership practices? Campus instructional leaders provide training and support to teachers on consistently implementing strategies for inclusion and support for students who are members of special populations groups. Campus-wide training and professional development focuses on the incorporation of proactive instructional approaches that address flexibility in the way information is presented, how students respond and demonstrate understanding, and how students engage in instruction. As a campus, we are focused on the Active Observation Pathway #2. We are focusing on ESF 5.1 and ESF 1.1 to build capacity in our teachers and our leadership team.

State your Desired annual outcome for the identified school improvement strategy stated above.

(Remember to use S.M.A.R.T.) **DAO #1: ESF Lever 5.1 Professional Development:** By May 2026, 80% of teachers (51/64) will use active observation to evaluate learning and respond to gaps in understanding as evidenced by the Alief UWF and 80% proficiency on the Bulldog WT Form.

Active Observation Waterfall: Plan Writing & Discourse Opportunities, Identify & Prepare to Respond to Student Misconceptions, Name the Laps, Use Trackers, Pen In Hand, TEacher Response to Student Misconceptions with Whole Group Reteach, Small Group Instruction, 1 on 1 Reteach

DAO #2: ESF Lever 1.1 Strong School Leadership: By May 2026, instructional leaders will consistently update weekly calendars to reflect high leverage actions that impact teaching and learning including classroom observations and feedback, coaching and/or capacity building, Planning and/or PLCs, professional development, and progress monitoring (data).

Describe the actions and monitoring efforts that will be taken over the course of this school year in order implement the selected strategy and reach your DAO. (Remember the Alief systems)

BOY (Now until Mid-November)

Milestone: (As a result of the actions what would be a marker of success for this point in time)

ESF 5.1 Professional Development By November 2025, 50% of teachers (32/64) will use active observation to evaluate learning and respond to gaps in understanding as evidenced by the Alief UWF and 80% proficiency on the Bulldog WT Form.

ESF 1.1 Strong School Leadership and Planning By November 2025, 100% of ILT members will conduct 5 classroom observations weekly and submit in Abre (Content & Technology Specialist)

Action	Resources/ Artifacts /Instructional Materails	Time frame	Person(s) involved
BOY ILT Retreat: ILT are trained on the expectations for the school year. (1.1)	Leadership Retreat Agenda/ Leadership Retreat PPT Presentation/Top Golf Inv	Jul-25	Budewig ILT
Campus PD on Active Observation Pathway #2 Teachers attend a training facilitated by specialists on the following Best Practices strategies:Active Observation, Time, Pair, Share and 5-2-1, during the BOY in-servcie.	Staff Sign in Sheet/PPT presentation	Aug-25	Specialists
Empowerment Academy Associate Teachers and interested certified teachers in need of a refresher were invited to a PD on the door to do now expectations, lesson internalization and academic student discourse.	Staff Sign in Sheet/PPT presentation/social media	Aug-25	Pauline Beckley/Roxana Barnes/Franklin
Stamping Student Discourse In planning, specialists will have the teachers identify which strategy they are using in the lesson plans. Student engagement must be embedded stating how the teacher intentionally plans for academic student discourse. Focus on one strategy.	Schoology Lesson Plan Course	Aug-25	Budewig ILT
Communication of Expectations for Classroom Observations Principal sets expectation of 5 classroom walkthroughs per week for ILT members and increased visiblity in classrooms	ILT Rolling Agenda	1-Sep	Budewig ILT
Communication of Calendaring Expectations Principal sets expectations for calendaring expectations for ILT (specialists and administrators) including deadline for completion of weekly calendars, calendaring platform, and high leverage actions to be reflected on calendars.	ILT Rolling Agenda	16-Sep	Budewig ILT

Building Capacity ILT receive training on the GBF coaching model - and unpack the See It Name It Do It Model during ILT and discuss sample coaching logs/trackers	ILT Rolling Agenda	Sept	Budewg ILT, Pauline Beckley
ILT Calibration Walks ILT observed classroom instruction to identify teachers in need of active observation training follow up using Dimension 2 on the universal walkthrough form.	ILT Rolling Agenda/ Alief ISD Universal Walkthrough Form	Sep-25	Budewig ILT
Coaching ILT identified Tier 3 teachers who struggle to implement Door to Do Now when students are transitioning and classroom management. Teachers will receive additional support and in the moment coaching.	Teacher Tier Template/ ILT Rolling Agenda	Sep-25	Budewig ILT
Student Discourse Campus PD Teachers were trained by specialists on QSSSA, 5-2-1, and Time-Pair-Share in content specific PD. Teachers were required to implement these strategies in their upcoming LP. (All Staff PLC)	Schoology LP Course/Social Media/Staff Sign-in Sheets	Oct-25	Content Specialists
Staff Meeting Turned PD Naming the lap PD focused on classroom setup to ensure teacher can actively monitor student engagement at all times. Speciaist presented from a model classroom. Teachers submitted a picture of their new classroom setup AND newly created seating chart.	Staff Sign-in sheets/Specialist Presentation/Padlet	Oct-25	Content Specialists
Data Meeting Conduct bi-weekly data meetings focused on identifying student performance; ILT will discuss and determine need for additional support and coaching.	School City/ Data Analyis Protocol/Specialist Feedback Form/Meeting agendas/Data Wall	Bi-Weekly	Budewig ILT
Progress Monitoring Principal calendars to spotcheck completion of 5 classroom walkthroughs per week for ILT members and follows up with reminders and 1 on1 conversations	Principal Calendar	Bi-Weekly	Principal

MOY (Late November-February)

Milestone: (As a result of the actions what would be a marker of success for this point in time)

ESF 5.1 Professional Development By February 2026, 65% of teachers (42/64) will use active observation to evaluate learning and respond to gaps in understanding as evidenced by the Alief UWF and 80% proficiency on the Bulldog WT Form.

ESF 1.1 Strong School Leadership and Planning By Feb 2026, 100% of admin will conduct 1 to 2 Planning/PLC observations weekly and submit in Abre. □

Action	Resources/ Artifacts /Instructional Materials	Time frame	Person(s) involved
<p>Calibration Walks on Student Discourse & Writing ILT will walk classrooms using the Bulldog WT Form. The purpose of this is to identify teachers still struggling with implementing name the lap, QSSSA, 5-2-1, and time-pair-share.</p>	<p align="center">ILT Rolling Agenda/ Bulldog WT Form</p>	<p align="center">Weekly</p>	<p align="center">Budewig ILT</p>
<p>Admin Capacity Building The Budewig Admin team engage in a review of specialist Planning/PLC feedback to calibrate on the quality of feedback and align on expectations for feedback and support for specialists</p>	<p align="center">Ad Team Rolling Agenda</p>	<p align="center">November</p>	<p align="center">Budewig Admin Team</p>
<p>Empowerment Academy Selected teachers will be required to attend additional PD on active observation strategies listed above.</p>	<p align="center">Staff Sign-in sheet/ Payroll/Powerpoint presentations</p>	<p align="center">Monthly</p>	<p align="center">Tier 3 Teachers & Associate Teachers</p>
<p>Content Data ILT Meetings Conduct bi-weekly data meetings focused on identifying student performance; ILT will discuss and determine need for additional support and coaching.</p>	<p align="center">School City/ Data Analysis Protocol/ILT Rolling Agenda/Meeting agendas/Data Wall</p>	<p align="center">Bi-Weekly</p>	<p align="center">Budewig ILT</p>
<p>Content Data PLC Meetings Specialists conduct content data meetings focused on student performance trends by standard and subgroup after each district assessments to create action plans. Conduct bi-weekly data meetings focused on identifying student performance on CBA/IA/Exit Tickets</p>	<p align="center">School City/ Data Analysis Protocol/Specialist Feedback Form/Meeting agendas/Teachers will update the Data Wall</p>	<p align="center">Bi-Weekly</p>	<p align="center">Content Specialists</p>
<p>Student Data Conferences Facilitate student-teacher data conferences after each district assessment to analyze performance trends by standard. Students will use individual data trackers to reflect on their progress and set new goals for upcoming assessments</p>	<p align="center">Classroom data walls</p>	<p align="center">Directly after Assessments</p>	<p align="center">Teachers</p>
<p>Math-A-Matics Consulting Students who have achieved “Meets” or “Masters” will participate in targeted pull-out interventions provided by a consulting company.</p>	<p align="center">Pull Out Spreadsheets</p>	<p align="center">1-Jan-26</p>	<p align="center">5th and 6th Grade Meets and Masters students</p>

<p>Progress Monitoring Principal calendars to spotcheck completion of 5 classroom walkthroughs per week for ILT members and follows up with reminders and 1 on1 conversations and the principal will spotcheck completion of Planning/PLC Observations</p>	<p>Principal Calendar</p>	<p>Ongoing</p>	<p>Principal</p>
<p>Weekly Check-In & Coaching Principal facilitates biweekly check-ins assistant principals to provide coaching on effective calendaring which includes review of the calendar and progress on critical work to improve student outcomes - Planning, PLC, Data Monitoring, Classroom Observations, and Coaching & Support for Specialists</p>	<p>Principal Calendar and Rolling Check-In Agendas</p>	<p>Bi-Weekly Beginning in November</p>	<p>Budewing Admin</p>
<p>Observation Form ILT will finalize the Budewig Observation Form on Active Observation</p>	<p>Observation Form</p>	<p>January</p>	<p>Budewig ILT</p>
<p>Communicate Expectations After modeling weekly 1 on 1 check-ins with the campus admin team, the principal will set expectations for AP check-ins with specialists on critical work</p>	<p>Rolling Check-In Agendas</p>	<p>January</p>	<p>Assistant Principals</p>
<p>Professional Development Teachers will attend a training on how to respond to gaps in student misconceptions in the moment</p>	<p>PLC</p>	<p>January</p>	<p>Specialists and Teachers</p>

EOY (March- June)

Milestone: (As a result of the actions what would be a marker of scuccess for this point in time)
 *(Remember to use S.M.A.R.T.)

ESF 5.1 Professional Development By May 2026, 80% of teachers (51/64) will use active observation to evaluate learning and respond to gaps in understanding as evidenced by the Alief UWF and 80% proficiency on the Bulldog WT Form.

ESF 1.1 Strong School Leadership and Planning By May 2026, 100% of ILT members will provide coaching and support to designated staff to build capacity and capture support in campus coaching logs

Action	Resources/ Artifacts /Instructional Materails	Time frame	Person(s) involved
Strategic Improvement Plan (BLITZ) Review CBA and IA data to develop STAAR Blitz plans targeting the lowest-performing readiness standards. These plans will include focused lessons, opportunities for small-group instruction, specialist push-ins, and student conferences.	Budewig Tutorial Plan/Pull-out & Push In Schedule	Mar-26	Specialists, Interventionists and content teachers
Classroom Observations ILT continues to conduct weekly classroom observations of first line instruction for implementation of best practices including elements of the Active Observation Waterfall as well as observing intervention plans including small group, whole group reteach and/or spiraled Do Nows	Abre Platform	Ongoing	ILT
Progress Monitoring Principal will calendar to review weekly check ins w/specialists conducted by assistant principals	Principal Calendar and Rolling Check-In Agendas	Ongoing	Principal
Progress Monitoring Budewig admin team will review specialists coaching logs for Tier 3 teachers and designated Tier 2 teachers	Specialists coaching logs	Ongoing	Budewig Admin Team
26-27 Staff Placement The ILT will review cumulative walkthrough data, anecdotal notes, and assessment results to reassess teacher tiers. Teacher placement and summer PD will be recommended accordingly.	Universal WTF/Data Walls/Teacher Tier Spreadsheet/Coaching Logs	May-26	ILT

Campus Name: Mata	Local Improvement Plan working document 25-26
State your School Improvement Strategy: This strategy should be aligned to ESF through a recent diagnostic and /or alongside a recent needs assessment by highlighting areas for growth and prioritizes targeted actions.	
<p>ESF Lever: 5.3 Data Driven Instruction</p> <p>What will your campus focus on from this lever /strategy to support improving student outcomes and leadership practices?</p> <p>Our strategy for school improvement is to implement active observation with feedback cycles for improved teacher effectiveness and student outcomes. We will do this by actively monitoring and adjusting our implementation and delivery of lessons with our identified populations to improve their overall achievement.</p>	
State your Desired annual outcome for the identified school improvement strategy stated above.	
<p>(Remember to use S.M.A.R.T.) By the end of May 2026, 100% of content teachers will implement 4/6 Active Observation Techniques (Pen in Hand, Name the Lap, Response Tracker, Exemplar, Cold Call, Monitoring Pathway) as measured by our Instructional Priorities Tracker.</p>	

Describe the actions and monitoring efforts that will be taken over the course of this school year in order implement the selected strategy and reach your DAO. (Remember the Alief systems)

BOY (Now until Mid-November)

Milestone: (As a result of the actions what would be a marker of successes for this point in time)

39% (11/28) of content teachers will implement Pen in Hand and Response Trackers as measured by our Instructional Priorities Tracker.

Action	Resources/ Artifacts /Instructional Materials	Time frame	Person(s) involved
Active Observation Professional Development Beginning of Year	Mata Best Practices Presentation 25-26.pptx	3 Hours	All Teachers
Active Observation Professional Development LRP	Elevate Your Game!	10/13	All Teachers
Active Observation Pathway and Lap Tracker	Active Observation-Pathway and Laptracker	9/3 and 9/4	Amy Coleman-Diaz
PLC- DDI Protocol is a structured, consistent, and collaborative process for examining student assessment data so teachers and specialist can make targeted instructional decisions that lead to academic growth in reading and math.	RLA DDI Protocol CBA 2	Math- 11/12 Reading- 11/13	Math & Reading Teachers In-Class Support Teachers
Update Data Walls (highlight targeted population: special education) The student data cards show students previous STAAR results and current assessment results. Teachers are able to monitor students' progression, identify students who need additional support, adjust teaching strategies, and identify small group instruction.	Data walls in content specialist offices	Ongoing- after every assessment	Math & Reading Teachers

MOY (Mid November- February)

Milestone: (As a result of the actions what would be a marker of success for this point in time)
61% (17/28) of content teachers will implement Pen in Hand, Response Tracker, Name the Lap, and Exemplar as measured by our Instructional Priorities Tracker.

Action	Resources/ Artifacts /Instructional Materials	Time frame	Person(s) involved
Active Observation Professional Development Refresher- Name the Lap and Exemplar PLC	Presentation TBD	Week of January 5th	All Teachers
PLC- DDI Protocol is a structured, consistent, and collaborative process for examining student assessment data so teachers and specialist can make targeted instructional decisions that lead to academic growth in reading and math.	DDI Protocol	After Interim Assessments	Math & Reading Teachers In-Class Support Teachers
Update Data Walls (highlight targeted population: special education)The student data cards show students previous STAAR results and current assessment results. Teachers are able to monitor students' progression, identify students who need additional support, adjust teaching strategies, and identify small group instruction.	Data walls in content specialists offices	Ongoing- after every assessment	Math & Reading Teachers
ILT will conduct walkthroughs and provide feedback focused on Active Observation Techniques.	Instructional Priorities Tracker	Weekly	ILT

EOY (March- June)

Milestone: (As a result of the actions what would be a marker of success for this point in time)

100% of content teachers will implement 4/6 Active Observation Techniques (Pen in Hand, Name the Lap, Response Tracker, Exemplar, Cold Call, Monitoring Pathway) as measured by our Instructional Priorities Tracker.

Action	Resources/ Artifacts /Instructional Materials	Time frame	Person(s) involved
Active Observation Professional Development Refresher- Cold Call and Monitoring the Pathway PLC	Presentation TBD	March	All Teachers
PLC- DDI Protocol is a structured, consistent, and collaborative process for examining student assessment data so teachers and specialist can make targeted instructional decisions that lead to academic growth in reading and math.	DDI Protocol	After Interim Assessments	Math & Reading Teachers In-Class Support Teachers
Update Data Walls (highlight targeted population: special education)The student data cards show students previous STAAR results and current assessment results. Teachers are able to monitor students' progression, identify students who need additional support, adjust teaching strategies, and identify small group instruction.	Data walls in content specialist offices	Ongoing- after every assessment	Math & Reading Teachers
ILT will conduct walkthroughs and provide feedback focused on Active Observation Techniques.	Instructional Priorities Tracker	Weekly	ILT

Campus Name: Holub	Local Improvement Plan 25-26
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State your School Improvement Strategy: This strategy should be aligned to ESF through a recent diagnostic and /or alongside a recent needs assessment by highlighting areas for growth and prioritizes targeted actions.

School Improvement Strategy: Through lesson plan internalization, student data analysis, and active observation, the teacher will be able to identify the learning gaps to monitor and adjust instruction.

ESF Lever: 5.3 Data Driven Instruction (Key Practice #2 - Campus leaders facilitate a consistent process for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond.)

What will your campus focus on from this lever /strategy to support improving student outcomes and leadership practices?

As a part of lesson plan internalization, Holub will focus on student discourse and active observation opportunities.

State your Desired annual outcome for the identified school improvement strategy stated above.

(Remember to use S.M.A.R.T.)

By May 2026 90% (17 out of 19) teachers will have demonstrated 71% proficiency (5 out of 7 Active Observation indicators) from the campus walkthrough form in 3 out of 5 walks.

Active Observation Indicators include:

- Naming the Lap
- Hunting Not Fishing
- Monitoring the Pathway
- Tracker
- Pen in Hand
- Student Engagement
- Teacher Adjustment Strategy

Describe the actions and monitoring efforts that will be taken over the course of this school year in order implement the selected strategy and reach your DAO. (Remember the Alief systems)

BOY (Now until Mid-November)

Milestone: (As a result of the actions what would be a marker of scussess for this point in time)

By November 21, 2025, 40% (8 out of 19) teachers will have demonstrated 57% proficiency (4 out of 7 Active Observation indicators) from the campus walkthrough form in 1 out of 2 walks.

Action	Resources/ Artifacts /Instructional Materails	Time frame	Person(s) involved
Trained on DDI Protocol	Data Day - District Wide DDI recap; Planning Meeting Agendas	Ongoing through individual content plannings & PLCS	specialists
Trained on i-ready	District representative provided training	August 22th	teachers, specialists
Training on Best Practices	August Best Practices Presentation	August 6th	specialists
Training on Best Practices & Active Observation	October Best Practices & Active Observation	October 29th	specialists
Trained on Small Group	Small Group Instruction Mini PD August 2025.pptx	August 20th	specialists
State of the School & Active Observation Refresher	State of the School & Active Observation Refresher Presentation	November 11th	specialists
Created observation schedule	Observation Schedule	November 17th	Hughes
Develop Campus Walkthrough Form to include Active Observation Indicators	Holub Campus Walkthrough Form	October 29th	admin / specialists
Establish a weekly feedback loop using walkthrough data.	District and campus feedback forms will be completed simultaneously. The feedback will be delivered via the email from the district walkthrough.	August 12, ongoing	admin / specialists
Upload Tracker to a centralized campus folder for review	Holub Campus Tracker Submission Folder	November 17, ongoing, bi-weekly	teachers - uploading bi-weekly, Specialists will monitor
Analyze CBA results alongside observation data to identify instructional impact.	Teachers will complete DDI protocol within one week after an assessment.	After every CBA	teachers
Schedule hands-on PD session(s) for Active Observation including Pen in Hand, and How to Use Campus Tracker	Sign in Sheet, Powerpoint to Training, Tracker Template	November 11-12	specialists / Ms. Hicks (ISIT Support)
Teachers will begin rehearsing their monitored pathway with Specialist support during Thursday Rehearsal Sessions		November 13th, weekly	teachers, specialists
Teacher will annotate in their lesson plans where active observation will take place.	Sample Lesson Plan with active observation stamped	November 12, ongoing	Specialist

MOY (Mid November- February)			
Milestone: (As a result of the actions what would be a marker of success for this point in time) By February 1st, 2026, 63% (12 out of 19) Teachers will have demonstrated 71% proficiency (5 out of 7 Active Observation indicators) from the campus walkthrough form in 3 out of 5 walks.			
Action	Resources/ Artifacts /Instructional Materails	Time frame	Person(s) involved
Collect and Analyze Evidence of proficiency using campus walkthrough form – How many teachers? Document when indicators are observed, who modeled, and frequency for each teacher.	Walkthrough log with dates and frequency counts (goal: 5 of 7 indicators observed consistently)	Ongoing; begin immediately	Specialists + Administration
Implement a standardized coding system and integrate it into the tracker.	Active Monitoring Tracker (Alief).docx	Ongoing; begin immediately	Classroom Teachers
Monitor adjustment strategies taken by teachers after Active Observation delivery . Teachers will provide a specific date/time (by end of 11/17) when they will implement: active observation.	Email or form responses logged by Specialists/Administration	Commit 11/17; implement within the week.	Classroom Teachers (coordinated by Specialists)
Facilitate rehearsal sessions for Monitor Pathway with support from specialists. Specialists model one full lesson that demonstrates 5 agreed-upon instructional indicators.	Documented lesson plan and completed observation notes showing the 5 indicators	Within 2-Weeks	Instructional Specialists
Guide teachers in designing SGI and reteach strategies based on student data.	Planning Meeting Agenda; Campus Tracker	December 1, Ongoing	Instructional Specialists
Create a bi-weekly SGI delivery schedule based on student identification.	Planning Meeting Agenda; Campus Tracker	December 1, Ongoing	Classroom Teachers (coordinated by Specialists)

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EOY (March- June)			
Milestone: (As a result of the actions what would be a marker of scuccess for this point in time) By May 2026 90% (17 out of 19) Teachers will have demonstrated 71% proficiency (5 out of 7 Active Observation indicators) from the campus walkthrough form in 3 out of 5 walks.			
Action	Resources/ Artifacts /Instructional Materails	Time frame	Person(s) involved
Analyze Walkthrough Data Trends. Identify growth areas and persistent gaps. Share findings with staff during	Holub Campus Walkthrough Form		ILT
Adjust Staffing and Support Based on Data. Reallocate specialist time to support teachers needing growth. Consider peer coaching or buddy systems.	Specialist Outlook Calendars		Admin.
Refine SGI and Reteach Strategies. Use walkthrough feedback to adjust instructional plans. Specialists provide targeted coaching.			ILT
Conduct Follow-Up Walkthroughs. Use consistent observers for reliability. Prioritize teachers below proficiency threshold.	Tier Teachers		ILT
Celebrate Growth and Success. Recognize teachers meeting/exceeding milestones. Share exemplars and best practices.	Staffing Meeting		All Stakeholders

Plan for Sustainability: Document successful strategies. Prepare summer PD or onboarding materials for new staff.			ILT
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Campus Name: Killough	Local Improvement Plan working document 25-26
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State your School Improvement Strategy: This strategy should be aligned to ESF through a recent diagnostic and /or alongside a recent needs assessment by highlighting areas for growth and prioritizes targeted actions.

ESF Lever: 5.1 Key Practice
 School Improvement Strategy: Teachers and campus leaders for content specific pedagogical practices that reflect research based instructional strategies and are aligned to campus instructional materials.
 What will your campus focus on from this lever /strategy to support improving student outcomes and leadership practices? The implementation of best practices (active observation, everybody writes, evaluation of student learning, student discourse strategies, and SIOP strategies).

State your Desired annual outcome for the identified school improvement strategy stated above.

By May 2026, 86% (19 out of 22) teachers will show proficiency with the implementation of 3 out of 5 instructional best practices (active observation, everybody writes, evaluation of student learning, student discourse strategies, and SIOP strategies) during first line instruction 3 out of 5 walks.

Describe the actions and monitoring efforts that will be taken over the course of this school year in order implement the selected strategy and reach your DAO. (Remember the Alief systems)

BOY (Now until Mid-November)

Milestone: By the end of November 2025, 27% (6 out of 22) teachers will show proficiency with the implementation of 3 out of 5 instructional best practices (active observation, everybody writes, evaluation of student learning, student discourse strategies, and SIOP strategies) during first line instruction in 3 out of 5 walks.

Action	Resources/ Artifacts /Instructional Materails	Time frame	Person(s) involved
Active Observation Training	Active Observation Training PPT (starts at slide 24)	8-Aug-25	Campus Instructional Coaches
SIOP Training	SIOP Training PPT	7-Aug	ESL Department Chair
Everybody Writes Training	Everybody Writes Training PPT	August 7, 2025/October 13, 2025	Campus Instructional Coaches
Evaluation of Student Learning Training	Evaluation of Student Learning Training PPT	10-Sep-25	Campus Instructional Coaches
QSSSA, Think-Pair-Share, and 10-2-1 Training	Student Discourse PPT	13-Oct-25	Campus Instructional Coaches
State of the School District Presentation	State of the School Presentation	20-Oct-25	Campus ILT
Classroom Walks	Abre Dashboard	Ongoing	Campus ILT
Peer Modeling	7th Math Peer Modeling Video	Ongoing	Campus Instructional Coaches & Tier 1 Teachers

MOY (Mid November- February)

Milestone: By the end of February 2026, 43% (12 out of 22) teachers will show proficiency with the implementation of 3 out of 5 instructional best practices (active observations, everybody writes, evaluation of student learning, student discourse strategies and SIOP) during first line instruction in 3 out of 5 walks.

Action	Resources/ Artifacts /Instructional Materails	Time frame	Person(s) involved
Classroom Walks	Abre Dashboard	Ongoing	Campus ILT
Professional Development	Will be based on data from our walkthroughs	Ongoing	Campus Instructional Coaches
State of the School District Presentation Round 2		13-Jan-26	Campus ILT
Peer Modeling & Observations	7th grade Peer Modeling Video	Ongoing	Campus Instructional Coaches & Teachers
Coaching	Will be based on data from our walkthroughs	Ongoing	Campus Instructional Coaches & Admin

EOY (March- June)

Milestone: By the end of May 2026, 86% (19 out of 22) teachers will show proficiency with the implementation of 3 out of 5 instructional best practices (active observation, everybody writes, evaluation of student learning, student discourse strategies, and SIOP strategies) during first line instruction in 3 out of 5 walks.

Action	Resources/ Artifacts /Instructional Materails	Time frame	Person(s) involved
Classroom Walks	Abre Dashboard	Ongoing	Campus ILT
Professional Development	Will be based on data from our walkthroughs	Ongoing	Campus Instructional Coaches
State of the School District Presentation (Round 3)		17-Mar-26	Campus ILT
Peer Modeling & Observations	7th grade Peer Modeling Video	Ongoing	Campus Instructional Coaches & Teachers
Coaching	Will be based on data from our walkthroughs	Ongoing	Campus Instructional Coaches & Admin

Campus Name: ODMS	Local Improvement Plan 25-26
State your School Improvement Strategy: This strategy should be aligned to ESF through a recent diagnostic and /or alongside a recent needs assessment by highlighting areas for growth and prioritizes targeted actions.	
ESF Lever: What will your campus focus on from this lever /strategy to support improving student outcomes and leadership practices? To support improving student outcomes and leadership practices, our campus will focus on ESF levels 5.2 and 5.3.	
State your Desired annual outcome for the identified school improvement strategy stated above.	
(Remember to use S.M.A.R.T.) By April 2026, campus instructional leaders will conduct weekly instructional walks using the ODMS Student Discourse and Writing Rubric and review disaggregated student data biweekly to identify trends in classroom instruction. Leaders will provide targeted feedback to 100% of teachers at least twice per month, ensuring feedback is aligned to student discourse and writing expectations (ESF 5.2), and use these insights to inform data-driven instructional decisions and professional development planning (ESF 5.3). "So that by the end of the school year we will have 88% of Tier 1 and 2 teachers (45/51). □	

Describe the actions and monitoring efforts that will be taken over the course of this school year in order implement the selected strategy and reach your DAO. (Remember the Alief systems)

BOY (Now until Mid-November)

Milestone: (As a result of the actions what would be a marker of success for this point in time)

By November 2025, campus instructional leaders will conduct weekly instructional walks using the ODMS Student Discourse and Writing Rubric and review disaggregated student data biweekly to identify trends in classroom instruction. Leaders will provide targeted feedback to 100% of teachers at least twice per month, ensuring feedback is aligned to student discourse and writing expectations (ESF 5.2), and use these insights to inform data-driven instructional decisions and professional development planning (ESF 5.3). By the end of November 82% of content teachers will be TIER 1 and 2. (42/51 teachers)

Action	Resources/ Artifacts /Instructional Materials	Time frame	Person(s) involved
District Key Strategies Training In an effort to increase student discourse and opportunities for writing, teachers were trained by specialists on the following Best Practices strategies:Active Observation, Time, Pair, Share and 5-2-1, during the BOY in-service.	Time, Pair, Share 5-2-1 Active Observation	Wednesday, August 6, 2025	Specialists
During the September Staff Meeting, staff members were trained on the campus created walkthrough rubric which measures student discourse and writing. The training was designed to show teachers the criteria / expectations of the rubric and outline our data to support the need for student discourse and writing across all contents.	Staff meeting sign-in sheet Rubric	Monday, September 8, 2025	ILT
Classroom Walks ILT conducts walks twice a marking period that focus on student discourse and writing opportunities that are provided in the classroom. Teachers receive a rating (0 or 1) in 4 areas (opportunity for students to speak using academic vocabulary, provided students language supports to speak in complete sentences, adequate wait time for student responses, and opportunities for students to write using content vocabulary).	Student Discourse Writing Opportunity (SDWO) Walkthrough	Monday, September 15th-April 24, 2026	ILT
District Key Strategies Training In an effort to increase student discourse and opportunities for writing, teachers were trained by specialists on QSSSA.	QSSSA	Wednesday, September 10, 2025	ESL Department Chair and ESL Instructional Coach
District Key Strategies Training In an effort to increase student discourse and opportunities for writing, teachers were trained by specialists on QSSSA, Everybody Writes (Formative Writing), and Active Observation (Response Tracker), during campus PLC.	QSSSA Everybody Writes (Formative Writing) Active Observation (Response Tracker)	Wednesday, September 17, 2025	Specialists
District Key Strategies Training In an effort to increase student discourse and opportunities for writing, teachers were trained by specialists on QSSSA, Everybody Writes (Front the Writing), Active Observation (Pen in Hand), and Active Observation (Name the Lap) during content planning time.	QSSSA Everybody Writes (Front the Writing) Active Observation (Pen in Hand) Active Observation (Name the Lap)	October 29, 2025	Specialists

Data Talk Meeting Conduct bi-weekly data meetings focused on identifying student performance trends by standard and Federal Targeted subgroups, discuss root causes (questioning strategies, rigor, transitions) and creating action plans. TIER 2 low and TIER 3 teachers classroom data will be discussed and evaluated to determine need for additional support and coaching.	Content Data from School City Data Analysis Protocol Meeting agendas Data Wall	August-November (bi-weekly)	ILT
Data Talk Meeting Specialists conduct content data meetings focused on student performance trends by standard and subgroup after each district assessments to create action plans. Student performance will be discussed and evaluated to determine need for re-teach, intervention, or spiraled instruction of lowest performing TEKS.	Content team agendas, Content data from School City, Data Analysis Protocol	After each assessment (campus, district CBA, IA)	Specialists and content teachers
Data Talk Meeting Conduct student/teacher data conferences focused on student performance trends by standard after each district assessments. Students use individual data trackers to reflect and set new goals for upcoming assessments.	Individual data trackers Classroom data walls	After each assessment (campus, district CBA, IA)	content teachers and students
Provide immediate walkthrough feedback to teachers via email and/or individual conferences with specific action steps to increase student discourse and writing opportunities in the classroom.	walkthrough feedback (written or verbal)	After each SDWO walkthrough	ILT
Lesson Internalization During content planning, while teachers complete lesson rehearsals and/or lesson internalizations, feedback on opportunities to incorporate writing and discourse strategies during the lesson is shared.	content meeting agenda annotated DLP	Weekly (during content planning meetings)	Specialists and content teachers
During data talk meetings, ILT will review and update Federal targeted subgroups intervention tracker to ensure interventions are improving performance. ILT will input progress notes and create an action plan, based on teacher notes, for students who are not scoring in Meets/Masters.	intervention tracker SchoolCity data teacher notes from data conferences	After IA	ILT
ILT will evaluate 2024-2025 walkthrough data, anecdotal notes, and assessment data to place teachers in appropriate tiers. New teachers to the campus were placed in Tier 3 based on a lack of current data.	walkthrough data assessment data observations	August 15th-initial tiering November 14th-baseline tier date	ILT

MOY (Late November-February)

Milestone: (As a result of the actions what would be a marker of success for this point in time)

By February 2026, campus instructional leaders will conduct weekly instructional walks using the ODMS Student Discourse and Writing Rubric and review disaggregated student data biweekly to identify trends in classroom instruction. Leaders will provide targeted feedback to 100% of teachers at least twice per month, ensuring feedback is aligned to student discourse and writing expectations (ESF 5.2), and use these insights to inform data-driven instructional decisions and professional development planning (ESF 5.3). "So that by the end of February we will have 84% % of Tier 1 and 2 teachers. (43/51) ▢

Action	Resources/ Artifacts /Instructional Materials	Time frame	Person(s) involved
District Key Strategies Training In an effort to increase student discourse and opportunities for writing, teachers will be trained by specialists on the following: Four Corners, Art of the Sentence, and Show Me.	Four Corners Art of the Sentence Show Me	Wednesday, January 7, 2026	Specialists
Data Talk Meeting Conduct bi-weekly data meetings focused on identifying student performance trends by standard and Federal Targeted subgroups, discuss root causes (questioning strategies, rigor, transitions) and creating action plans. TIER 2 low and TIER 3 teachers classroom data will be discussed and evaluated to determine need for additional support and coaching.	Content Data from School City Data Analysis Protocol Meeting agendas Data Wall	November-February (bi-weekly)	
Data talk Meeting Specialists conduct content data meetings focused on student performance trends by standard and subgroup after each district assessments to create action plans. Student performance will be discussed and evaluated to determine need for re-teach, intervention, or spiraled instruction of lowest performing TEKS.	Content team agendas, Content data from School City, Data Analysis Protocol	After each assessment (campus, district CBA, IA)	Specialists and content teachers
Data talk Meeting Conduct student/teacher data conferences focused on student performance trends by standard after each district assessments. Students use individual data trackers to reflect and set new goals for upcoming assessments.	Individual data trackers Classroom data walls	After each assessment (campus, district CBA, IA)	content teachers and students
Provide immediate walkthrough feedback to teachers via email and/or individual conferences with specific action steps to increase student discourse and writing opportunities in the classroom.	walkthrough feedback (written or verbal)	After each SDWO walkthrough	ILT
Lesson Internalization During content planning, while teachers complete lesson rehearsals and/or lesson internalizations, feedback on opportunities to incorporate writing and discourse strategies during the lesson is shared.	content meeting agenda annotated DLP	Weekly (during content planning meetings)	Specialists and content teachers
During data talk meetings, ILT will review and update Federal targeted subgroups intervention tracker to ensure interventions are improving performance. ILT will input progress notes and create an action plan, based on teacher notes, for students who are not scoring in Meets/Masters.	intervention tracker SchoolCity data teacher notes from data conferences	After IA	ILT
ILT will evaluate current walkthrough data, anecdotal notes, and assessment data to place teachers in appropriate tiers.	walkthrough data assessment data observations	20-Feb-26	ILT

EOY (March- June)

Milestone: (As a result of the actions what would be a marker of scuccess for this point in time)
 *(Remember to use S.M.A.R.T.)

By April 2026, campus instructional leaders will conduct weekly instructional walks using the ODMS Student Discourse and Writing Rubric and review disaggregated student data biweekly to identify trends in classroom instruction. Leaders will provide targeted feedback to 100% of teachers at least twice per month, ensuring feedback is aligned to student discourse and writing expectations (ESF 5.2), and use these insights to inform data-driven instructional decisions and professional development planning (ESF 5.3). So that by the end of the school year we will have 88% of Tier 1 and 2 teachers (45/51). ▀

Action	Resources/ Artifacts /Instructional Materails	Time frame	Person(s) involved
Analyze CBA and IA data to create STAAR Blitz plans. Plans will include lessons for the lowest performing readiness standards. Within the plans, there will be opportunities for small group, specialists push-in, and student conferences.	Blitz Plans (campus and district) SchoolCity data Cambium data Lead4ward resources	March 2- April 20, 2026	Specialists and content teachers
Analyze Spring 2026 assessment data to identify students for additional targeted intervention (Summer School) who did not meet standard.	IA scores STAAR scores	April 20-May 4, 2026	ILT
Identify newly registered/newcomer EBs and invite to Summer Language Institute which focuses on English Language Development.	Enrollment rosters		
ILT will analyze cumulative walkthrough data, anecdotal notes, and assessment data to reevaluate teacher tiers to determine professional development recommendations and teacher placement for 2026-2027.	walkthrough data assessment data observations	Friday, May 15, 2026	ILT

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: February 17, 2026

AGENDA ITEM: Consider and Possible Approval of a Resolution Regarding Senate Bill 11 (Texas Education Code §25.0823)

Board Goal 1: Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

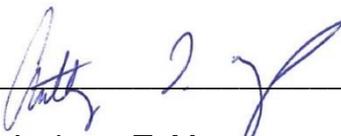
Resolution Back: The 89th Texas Legislature enacted Senate Bill 11, codified in Texas Education Code §25.0823, which permits a board of trustees to adopt a policy allowing a daily period for prayer and the reading of the Bible or other religious texts, subject to statutory conditions and a recorded board vote. Current law under Texas Education Code §25.082 already requires a daily one-minute period of silence following the pledges to the United States and Texas flags. During this time, students may reflect, pray, meditate, or engage in other silent, non-disruptive activity.

The resolution:

- Confirms the Board has considered SB 11
- Declines adoption of a new policy under §25.0823
- Reaffirms the District's commitment to First Amendment protections
- Affirms the District's continued compliance with the required moment of silence

This action maintains the district's longstanding practice of religious neutrality while safeguarding individual freedom of conscience and voluntary religious expression.

RECOMMENDATION: It is recommended that the Alief ISD Board of Trustees consider and approve the resolution.



Dr. Anthony T. Mays
Superintendent



Dr. Charles Garcia
Deputy Superintendent of Curriculum,
Instruction, and School Leadership

**Resolution of the
Alief Independent School District Board of Trustees
Regarding Senate Bill 11**

The Alief Independent School District (“Alief ISD”) shall adopt a policy requiring every campus of Alief ISD to provide a period of prayer and reading of the Bible or other religious text as provided by Education Code 25.0823.

ADOPTED AND APPROVED this ___ day of February, 2026, by a vote of ___ ayes and ___ nays, with ___ abstentions, of the Board of Trustees of the Alief Independent School District.

President, Board of Trustees
Alief Independent School District

Secretary, Board of Trustees
Alief Independent School District

**RESOLUTION OF THE
ALIEF INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES
REGARDING SENTATE BILL 11**

WHEREAS, the 89th Texas Legislature enacted Senate Bill 11, adding Texas Education Code § 25.0823, which permits a school district’s board of trustees, by a recorded vote on a specified resolution, to adopt a policy requiring each campus to provide an opportunity for students and employees to participate in a daily period of prayer and reading of the Bible or other religious texts, subject to statutory conditions;

WHEREAS, Texas Education Code § 25.082 already requires every campus to provide a one-minute period of silence each school day following the pledges to the United States and Texas flags, during which each student may reflect, pray, meditate, or engage in other silent activity not likely to interfere with others;

WHEREAS, the Alief Independent School District (the “District”) Board of Trustees (the “Board”) recognizes and reaffirms the rights protected by the First Amendment to the United States Constitution—including the Free Exercise Clause, the Establishment Clause, and the Free Speech Clause—which together protect private religious expression while prohibiting government establishment of religion in public schools; and

WHEREAS, the Board desires to reaffirm its commitment to respect and safeguard the personal religious liberty of students and staff.

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

1. Pursuant to Texas Education Code § 25.0823, the Board has considered whether to adopt a policy creating a daily period for prayer and reading of the Bible or other religious texts and hereby declines to adopt such a policy;
2. The Board reaffirms the District’s commitment to the First Amendment rights of students and staff, including their rights to the free exercise of religion and to engage in private, voluntary religious expression consistent with law;
3. The Board reaffirms its view that decisions regarding religious belief, expression, and practice are inherently personal matters best left to individuals and their families, and not to the Board of Trustees or the District. The Board believes its proper role is to respect and protect the constitutional rights of all students and staff by maintaining a neutral environment in which individual freedom of conscience is preserved.

4. The District shall continue to comply with Texas Education Code § 25.082 by: (a) providing the pledges of allegiance to the United States and Texas flags once each school day at each campus; and (b) observing a one-minute period of silence immediately following the pledges, during which students and staff may, at their choice, reflect, pray, meditate, or engage in other silent, non-disruptive activity; and
5. Nothing in this Resolution limits or abridges any right of students or employees under the United States Constitution, the Texas Constitution, or applicable state and federal law regarding voluntary religious expression in public schools.

ADOPTED AND APPROVED this ___ day of February, 2026, by a vote of ___ ayes and ___ nays, with ___ abstentions, of the Board of Trustees of the Alief Independent School District.

President, Board of Trustees
Alief Independent School District

Secretary, Board of Trustees
Alief Independent School District