

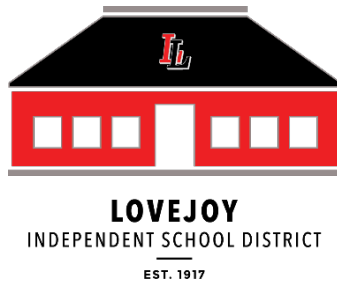
Board Workshop
Monday, September 14, 2026 5:00 PM

Carrie L. Lovejoy Child Development Center:
Library
256 Country Club Road
Allen, TX 75002

Agenda

1. Call to Order
Presenter: Julie McLaughlin, President
2. Roll Call and Announcement by President that a quorum is present, that the meeting has been duly called, and that notice of the meeting has been duly posted for time and manner as required by law
Presenter: Julie McLaughlin, President
3. Closed Session, Gov't. Code 551.071-551.084. The Board May Retire into Closed Session in Accordance with the Texas Open Meetings Act
Presenter: Julie McLaughlin, President
 - 3.A. 551-071 For the purpose of a private consultation with its attorney only when it seeks the attorney's advice about pending or contemplated litigation or a settlement offer or on a matter in which the duty of the attorney to the Board under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with the requirement for open meetings.
 - 3.A.1. Consultation with legal counsel regarding Construction Manager at Risk (CMAR) Services.
 - 3.B. 551-072 For the purpose of deliberating the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the position of the District in negotiations with a third person.
 - 3.B.1. Collin CAD Geo No. R681300007401 / PID # 1217720.
 - 3.C. 551-073 For the purpose of deliberating a negotiated contract for a prospective gift donation to the District if deliberation in an open meeting would have a detrimental effect on the Board's position in negotiations with a third person.
 - 3.D. 551-074 For the purpose of deliberating the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee or to hear a complaint or charge against an officer or employee. However, the Board may not conduct a closed meeting for these purposes if the officer or employee who is the subject of the deliberation or hearing requests a public hearing.
 - 3.D.1. Evaluation of employees.
 - 3.E. 551-076 For the purpose of deliberating the deployment, or specific occasions for implementation, of security personnel, devices or security audits.
 - 3.E.1. Report of Three-year Safety Audit.
 - 3.F. 551-082 For the purpose of deliberating in a case involving discipline of a public school child, or in which a complaint or charge is brought against a District employee by another employee and the complaint or charge directly results in the need for a hearing. However, the Board may not conduct a closed meeting for this purpose if the employee against whom the complaint or charge is brought makes a written request for an open hearing.

- 3.G. 551-0821 For the purpose of deliberating a matter regarding a student if personally identifiable information about the student will necessarily be revealed by the deliberation. This exception does not apply if an open meeting about the matter is requested in writing by a parent or guardian of the student or by the student if the student has attained 18 years of age.
- 3.H. 551-083 For the purpose of discussing or deliberating the standards, guidelines, terms or conditions the Board will follow, or will instruct its representative to follow, in consultation with representatives of employee groups.
- 3.I. 551-084 For the purpose of excluding a witness from a hearing during the examination of another witness.
- 4. Return to Open Meeting for Action, If Necessary, On Matters Discussed In Closed Session
Presenter: Julie McLaughlin, President
- 5. Public Comments
Presenter: Julie McLaughlin, President



School Board Public Comments Sign In

The Board of Trustees encourages public comment. All public comment at a meeting other than a regularly scheduled meeting should be limited to agenda items posted for the meeting. By signing up to provide public comment at a Board meeting, you are acknowledging and accepting the procedures for public comment available online at lovejoyisd.net.

Any individual seeking to speak during the public comment session of a regular board meeting must complete and submit the public comment card by no later than 15 minutes prior to the designated start time provided on the meeting notice. Public comment cards must be completed in their entirety with accurate and truthful information and must designate whether the speaker is speaking on a specific agenda item. Failure to designate an agenda item relevant to the speaker's comments will result in the classification of the public comment as a non-agenda item comment, to be heard at a later time in the meeting. Public comment cards are only applicable to the meeting in which they are completed and submitted by the established deadline.

Each individual will have one opportunity per meeting to share their comments with the Board of Trustees, not multiple opportunities per individual agenda items. If a speaker is not present when his/her name is called, the speaker forfeits the opportunity to speak at that meeting. All speakers will be limited to no more than three minutes. The presiding officer reserves the right to reduce the number of minutes per speaker to no less than one minute per speaker in order to maintain effective meeting management. The speakers will be recognized in the order in which each person signs up. If there are more speakers than time allotted for public comment, the amount of time per speaker may be reduced, as determined appropriate by the Board of Trustees. If time does not allow for you to speak at public comment, the Board of Trustees may allot additional time for public comment or defer specific agenda items for review at a subsequent meeting in an effort to allow more public comment, as determined necessary by the Board. This public comment card will not be maintained from one meeting to the next and is only applicable to the meeting on the date in which it was submitted.

If you have a specific concern related to an employee of the District or a specific student issue, you are encouraged to utilize the District's grievance procedures provided in Board Policies DGBA (LOCAL), FNG (LOCAL), and GF (LOCAL) or applicable grievance process. Each grievance procedure allows for an individual to redress grievances with the Board of Trustees. All relevant policies are available online at lovejoyisd.net.

Disruptive behavior will not be tolerated in the meeting. If after the provision of a single warning, the disruptive behavior continues, the disruptive individual may be escorted out of the meeting by District officials and/or law enforcement. It is a criminal offense for a person, with the intent to prevent or disrupt a lawful meeting, to substantially obstruct or interfere with the ordinary conduct of a meeting by physical action or verbal utterance.

The Board of Trustees appreciates your active participation in the school district.

****Failure to Complete the Form in Its Entirety will result in you not being able to speak****

First and Last Name:

Relationship to Lovejoy ISD (Choose one):

☐ Resident

☐ Parent/Guardian

☐ Non-resident

Designate the Item as an agenda or non-agenda item, and if non-agenda, provide a brief description of the topic in 3 – 5 words.

☐ agenda item #: _____

☐ non-agenda item topic: _____

Email Address:

Phone:

Organization and Campus(es) your student(s) attend (if applicable):

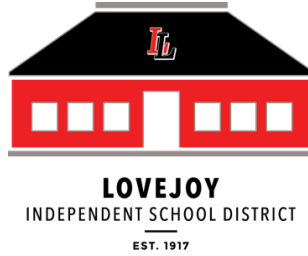
- ☐ I acknowledge I read, understand, and agree to the public comment procedures and regulations, particularly as it relates to disruptive behavior.
- ☐ I understand non-agenda items may be moved to the end of the meeting, , if necessary for effective meeting management, and are only permitted at regular meetings
- ☐ I reviewed the form in its entirety and understand that a failure to complete this form will result in my inability to speak at today's meeting.

Print:

Signature:

Date:

6. Presentation: Foundation for Lovejoy Schools Annual Report
Presenter: Katie Kordel, Superintendent



Lovejoy Independent School District Board of Trustees

Date of Meeting	September 14, 2026
Document Title	Foundation for Lovejoy Schools Annual Report
Presented For	Board Action X Report/Review Only
Supporting Documents	None X Attached Provided Later
Administrator Responsible	Katie Kordel, Superintendent
Executive Summary	
The Foundation for Lovejoy Schools Executive Director, Sarah Brown, will provide the Board of Trustees with an annual report.	
Fiscal Implications	
No fiscal implications at this time.	
Administrator Recommendation	
Report/Review only. No administrator recommendation.	
District Priority	
05 Parent and Community Partnerships: Lovejoy ISD will prioritize community, connection, and communication.	



CLASSROOM ENHANCEMENTS

\$267,000

HOLIDAY BONUSES

\$125,000

NURSES

\$100,000

SAFETY AND SECURITY

\$145,000

TOTAL GIVEN TO LOVEJOY ISD

\$637,000



UPCOMING EVENTS

- **North Texas Giving Day-** September 17, 2026
- **Lovejoy Ladies' Night-** October 21, 2026
- **Lovejoy Tour of Homes-** November 7, 2026
- **Denim & Diamonds-** March 6, 2027
- **Taste of Fairview-** April 2, 2027
- **Men's Cornhole Tournament-** April 8, 2027

7. Presentation: 2025-2026 House Bill 3: Early Childhood Literacy, Early Childhood Math, College, Career and Military Readiness Proficiency Goals and Progress Measures and Student Achievement Update

Presenter: Dr. Chad Burnett, Chief Leadership and Learning Officer



LOVEJOY
INDEPENDENT SCHOOL DISTRICT
EST. 1917

Lovejoy Independent School District Board of Trustees

Date of Meeting	September 14, 2026
Document Title	Presentation: School year 2025-2026 House Bill 3: Early Childhood Literacy, Early Childhood Math, College, Career and Military Readiness Proficiency Goals and Progress Measures & Student Academic Achievement
Presented For	Board Action X Report/Review Only
Supporting Documents	None X Attached Provided Later
Administrator Responsible	Dr. Chad Burnett, Chief Leadership & Learning Officer
Executive Summary	
Administration will provide an update on the review of student achievement data from the previous school year and the actions being taken to promote and support all Lovejoy ISD students in reaching high levels of success.	
Fiscal Implications	
No additional financial impact.	
Administrator Recommendation	
N/A Presentation only.	
District Priority	
03 Learning: Lovejoy ISD will cultivate academic growth and high achievement so every student graduates future ready.	
05 Parent and Community Partnerships: Lovejoy ISD will prioritize community, connection, and communication.	

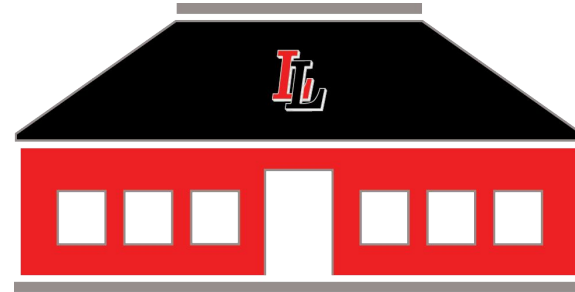
STUDENT ACADEMIC ACHIEVEMENT UPDATE

DR. CHAD BURNETT

CHIEF LEADERSHIP & LEARNING OFFICER

September 14, 2026

Board Workshop



LOVEJOY
INDEPENDENT SCHOOL DISTRICT

EST. 1917

A Balanced View of Student Learning

No single assessment tells the complete story of student learning.

A balanced assessment approach uses multiple measures at different points in the instructional process to understand achievement, growth, foundational skills, and instructional needs.



Different measures. Different questions. One coherent picture of learning.

Different Assessments. Different Questions.

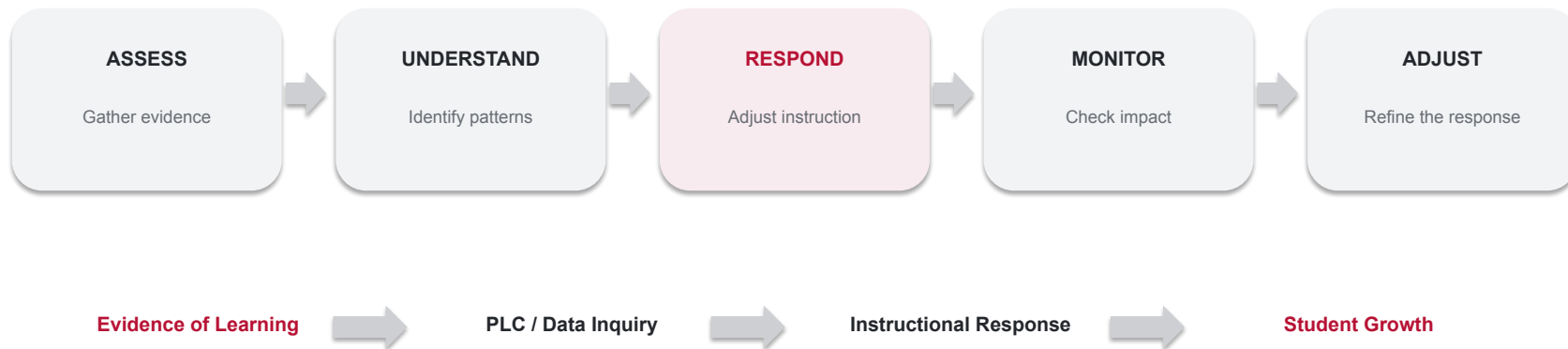
Each measure contributes a different piece of evidence to the instructional story.

MEASURE	HELPS US UNDERSTAND	QUESTION WE ASK
DRA & mCLASS	Foundational literacy development	Are students developing the skills necessary to become successful readers?
MAP Growth / CGI	Individual and group academic growth	Are students growing and are they exceeding typical growth?
STAAR & EOC	Achievement against state standards	Are students demonstrating the depth of learning expected by the state?
College, Career, and Military Readiness	Postsecondary readiness and pathways	Are students graduating prepared for college, career, or military success?

Together, these measures move us from simply measuring outcomes to using evidence to improve instruction.

Assessment in Service of Instruction

The purpose is not more assessment. It is better instruction.



Assessment has value when the evidence changes what we do for students.

How We Will Look at the Data Today

ACHIEVEMENT

STAAR & EOC & CCMR

Where did students finish?

GROWTH

MAP CGI

How much did students grow?

FOUNDATIONS

DRA & mCLASS

Are our youngest learners developing essential reading skills?

For each measure, we will examine:

RESULTS What does the data show?

LEARN Celebrations & opportunities

RESPOND What are we doing about it?

Our goal is not simply to report data. It is to understand what the evidence tells us about teaching and learning and what we will do next.

District-Level Takeaways STAAR

2025-2026 **STAAR and EOC RESULTS**

STAAR & EOC: What We Learned

AREAS OF CELEBRATION

What is working that we should sustain or replicate?

- Strong Literacy Performance Across the Elementary and Intermediate Grades
- Significant Growth in Science Achievement
- Sustained Excellence Across Multiple Secondary EOC Areas

AREAS OF GROWTH

Where do results show the greatest opportunity for improvement?

- Increase Masters-Level Performance
- Strengthen Growth Across All Performance Levels
- Variability Across Grade Levels and Campuses

STAAR & EOC: What We Are Doing About It

01

Maintain High Achievement

Continue strong Tier 1 instruction to **sustain our high Meets/Approaches performance and ensure students remain successful across grade levels and courses.**

02

Increase Masters Performance

Focus on **depth, rigor, and extension** so more students move from Meets to Masters and students already at Masters continue performing at that level.

03

Accelerate & Sustain Growth

Ensure students **maintain or improve their performance level year over year**, with particular attention to preventing performance drops and accelerating students who need more than one year's growth.

2025-2026

Early Literacy

Early Literacy Overview

Two complementary measures help us understand whether our youngest students are developing the skills needed to become successful readers.

mCLASS

Benchmark status and foundational skill development across the year.

DRA

Reading-level progress and the percentage of students reading on or above grade level.

Early Literacy: DRA & mCLASS: What We Learned

AREAS OF CELEBRATION

What is working that we should sustain or replicate?

- Strong Early Literacy Growth
- Strong Implementation of Core Literacy Practices

AREAS OF GROWTH

Where do results show the greatest opportunity for improvement?

- Accelerating Students Beginning Below Grade Level
- Strengthen Consistency of Progress Monitoring & Differentiation

Early Literacy: DRA & mCLASS: What We Are Doing About It

01

Strengthen Core Literacy Implementation

Maintain consistent, high-fidelity implementation of the district literacy resource and aligned curriculum across classrooms.

02

Expand Diagnostic & Differentiated Instruction

Provide additional professional learning on assessment and diagnostic tools within the literacy resource so teachers can pinpoint skill deficits and provide targeted instruction.

03

Monitor Growth & Respond Throughout the Year

Use district curriculum tools, embedded assessments, and progress-monitoring data to regularly evaluate student growth and adjust instruction before students fall off trajectory.

2025-2026

MAP Growth Results

How to Read CGI

CGI tells us how much students grew relative to similar students nationally.

Above 0

POSITIVE CGI

Growth exceeded the NWEA growth norm.

0.0

ZERO CGI

Growth matched the typical NWEA growth norm.

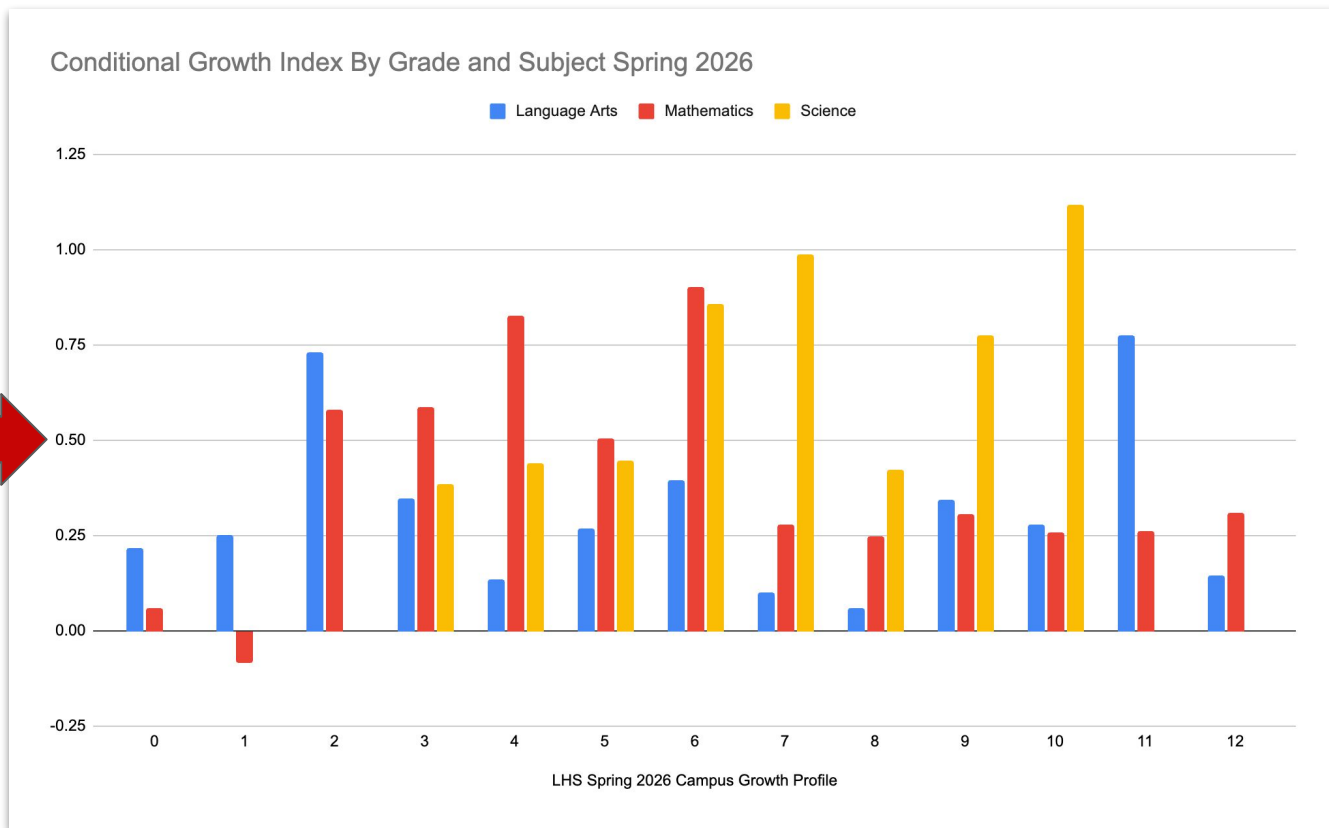
Below 0

NEGATIVE CGI

Growth was below the NWEA growth norm.

Are students simply meeting typical growth measure? → Are we accelerating growth over time?

District CGI Overview



MAP CGI: What We Learned

AREAS OF CELEBRATION

What is working that we should sustain or replicate?

- Districtwide Growth Above Projection
- Strong Growth in Key Areas

AREAS OF GROWTH

Where do results show the greatest opportunity for improvement?

- Move From Expected to Accelerated Growth
- Ensure Growth for Every Learner

MAP CGI: What We Are Doing About It

01

Data-Driven Instructional Response

Use MAP CGI at the **district, campus, grade/content, and teacher levels** to identify where growth is accelerating or slowing and determine specific instructional practices to **replicate or refine**.

02

Differentiation for Every Learner

Strengthen differentiation within Tier 1 instruction so students receive the **intervention, challenge, and extension needed to exceed projected growth**, regardless of their starting achievement level.

03

Collaborative Inquiry & Progress Monitoring

Use **PLCs, leadership data reviews, and ongoing progress monitoring** to regularly examine evidence of student growth, adjust instructional responses, and maintain a sustained focus on accelerating learning throughout the year.

2025-2026 CCMR

College, Career and Military Readiness Board Goal

The percentage of graduates that meet the criteria for CCMR will increase from 91% to 95% by 2029 (CCMR data is a reported a year behind).

TSI

Texas Success Initiative (TSI) criteria in both ELA/Reading and Math will increase from 71% to 90% by 2029

AP Exams

AP exam in any subject will increase from 59% to 70% by 2029

IBC

Industry Based Certification will increase from 43% to 50% by 2029

- IBC attainment decreased from **43% to 20%**; however, an IBC is only **one of multiple pathways** for students to demonstrate CCMR.
- Overall CCMR remained strong with an overall increase at **93%**, indicating the IBC decline reflects a **shift in readiness pathways - not a decline in overall student readiness**.

CCMR: What We Learned

AREAS OF CELEBRATION

What is working that we should sustain or replicate?

- High Overall College, Career, and Military Readiness
- Strong Participation and Success Across Multiple Advanced Pathways

AREAS OF GROWTH

Where do results show the greatest opportunity for improvement?

- Close the Readiness Gap for Student Groups
- Strengthen Mathematics College Readiness

CCMR: What We Are Doing About It

01

Monitor Every Student

Identifying students who are not yet on track and intervening before senior year.

02

Expand and Strengthen Opportunities

Opportunities to demonstrate readiness through advanced academics, industry-based certifications, dual credit, college-preparatory coursework, and other aligned pathways.

03

Increase Individual Student Planning

Connecting students' interests and postsecondary goals to coursework, credentials, and experiences that lead to college, career, or military readiness.

House Bill 3 5 Year Board Goals

Early Literacy

GOAL 1

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 80% to 91% by June 2029.

Early Math

GOAL 2

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 80% to 93% by June 2029.

CCMR

GOAL 3

The percentage of graduates that meet the criteria for CCMR will increase from 91% to 95% by 2029.

House Bill 3 5 Year Board Goals

Early Literacy

GOAL 1

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 80% to 91% by June 2029.

2026 Goal

84%

2026 Actual

83%

**Draft
2027 Goal**

86%

House Bill 3 5 Year Board Goals

Early Math

GOAL 2

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 80% to 93% by June 2029.

2026 Goal

90%

2026 Actual

84%

**Draft
2027 Goal**

89%

House Bill 3 5 Year Board Goals

CCMR

GOAL 3

The percentage of graduates that meet the criteria for CCMR will increase from 91% to 95% by 2029.

2026 Goal

92%

2026 Actual

93%

**Draft
2027 Goal**

94%

House Bill 3 Board Goals 2026 - 2027

MAINTAIN THE DIRECTION

The district's five-year goals remain appropriate and ambitious. Current results provide confidence that the long-term targets remain attainable.

FOCUS ON THE GAPS

Our next level of work is not a new direction, it is greater consistency: increasing Masters performance, accelerating growth for every learner, and closing remaining achievement and readiness gaps.

REFINE HOW WE MEASURE PROGRESS

Consider shifting the IBC progress measure to the ***percentage of students meeting at least one CCMR criterion by the end of 11th grade***, keeping the focus on early readiness while allowing students to demonstrate CCMR through pathways aligned to their postsecondary goals.

SET THE NEXT MILESTONE

At the next meeting, the Board will have the opportunity to consider annual targets for 2026–2027 that maintain the trajectory toward the established 2029 goals while reflecting current student performance.





Questions?

Supporting Data



State of Texas Assessments of Academic Readiness

END OF COURSE EXAMS
2026 SPRING RESULTS

EOC STAAR READING LANGUAGE ARTS RESULTS 2026

Comparison two different cohort groups of students

Grade Level	Masters 2025	Masters 2026	Meets 2025	Meets 2026	Approaches 2025	Approaches 2026	Did Not Meet 2025	Did Not Meet 2026
Eng 1	46.34%	45.18%	92.41%	93.11%	98.37%	96.97%	1.63%	3.03%
Eng 2	29.27%	30.96%	93.23%	93.70%	97.66%	98.68%	2.34%	1.64%

EOC STAAR MATH RESULTS 2026

Comparison two different cohort groups of students

Grade Level	Masters 2025	Masters 2026	Meets 2025	Meets 2026	Approaches 2025	Approaches 2026	Did Not Meet 2025	Did Not Meet 2026
Alg 1 (LHS)	13.70%	27.85%	41.10%	68.99%	91.78%	94.94%	8.22%	5.06%
Alg 1 (WSMS)	88.89%	84.36%	98.41%	99.18%	100%	100%	0%	0%

EOC STAAR SCIENCE RESULTS 2026

Comparison two different cohort groups of students

Grade Level	Masters 2025	Masters 2026	Meets 2025	Meets 2026	Approaches 2025	Approaches 2026	Did Not Meet 2025	Did Not Meet 2026
Biology	44.14%	72.13%	92.92%	96.72%	100%	99.73%	0%	0.27%

EOC STAAR SOCIAL STUDIES RESULTS 2026

Comparison two different cohort groups of students

Grade Level	Masters 2025	Masters 2026	Meets 2025	Meets 2026	Approaches 2025	Approaches 2026	Did Not Meet 2025	Did Not Meet 2026
U.S. History	65.05%	64.36%	90.05%	92.27%	98.92%	99.72%	0.94%	0.28%



State of Texas Assessments of Academic Readiness

GRADES 3-8 EXAMS
2026 PRELIMINARY
RESULTS

GRADES 7-8 READING LANGUAGE ARTS RESULTS 2026

Comparison two different cohort groups of students

Grade Level	Masters 2025	Masters 2026	Meets 2025	Meets 2026	Approaches 2025	Approaches 2026	Did Not Meet 2025	Did Not Meet 2026
7 RLA	59.13%	62.78%	83.90%	84.38%	94.12%	94%	5.88%	6%
8 RLA	71.63%	65.45%	90.45%	91.01%	97.19%	98.60%	2.81%	1.4%

GRADES 5-6 READING LANGUAGE ARTS RESULTS 2026

Comparison two different cohort groups of students

Grade Level	Masters 2025	Masters 2026	Meets 2025	Meets 2026	Approaches 2025	Approaches 2026	Did Not Meet 2025	Did Not Meet 2026
5 RLA	55.64%	60.97%	82.71%	85.50%	94.36%	95.91%	5.64%	4.09%
6 RLA	60.23%	59.64%	83.92%	84.64%	95.61%	96.43%	4.39%	3.57%

GRADE 4 READING LANGUAGE ARTS RESULTS 2026

Comparison two different cohort groups of students

Grade Level	Masters 2025	Masters 2026	Meets 2025	Meets 2026	Approaches 2025	Approaches 2026	Did Not Meet 2025	Did Not Meet 2026
4 HART	.41.53%	48.65%	80.51%	81.08%	98.31%	93.69%	1.69%	6.31%
4 PUSTER	51.88%	45.45%	85.31%	84.64%	95.10%	96.43%	1.50%	4.90%
4 OVERALL	47.01%	46.85%	81.67%	83.46%	98.41%	94.49%	1.59%	5.51%

GRADE 3 READING LANGUAGE ARTS RESULTS 2026

Comparison two different cohort groups of students

Grade Level	Masters 2025	Masters 2026	Meets 2025	Meets 2026	Approaches 2025	Approaches 2026	Did Not Meet 2025	Did Not Meet 2026
3 HART	35.42%	48.76%	68.75%	83.47%	87.50%	93.39%	12.50%	6.61%
3 PUSTER	49.15%	51.53%	80.34%	82.10%	91.03%	93.45%	8.97%	6.55%
3 OVERALL	49.15%	54.63%	80.34%	83%	91.03%	93.52%	8.97%	6.48%

GRADES 4-8 READING LANGUAGE ARTS RESULTS 2026

Student Growth Cohort Percentiles (Same group of students)

Assessment	Masters Change	Meets Change	Approaches Change	Does Not Meet Change
4th HES RLA	+13.23	+12.33	+6.19	-6.19
4th PES RLA	-13.25	-3.26	+1.62	-1.62
4th Overall RLA	-2.3	-7.57	+3.46	-3.46
5th SCIS RLA	+13.96	+3.38	-2.5	+2.5
6th SCIS RLA	+4	+2.94	+2.07	-2.07
7th WSMS RLA	+2.55	+0.46	-1.01	+1.01
8th WSMS RLA	+6.32	+7.11	+4.48	-4.48

GRADES 7-8 MATH RESULTS 2026

Comparison two different cohort groups of students

Grade Level	Masters 2025	Masters 2026	Meets 2025	Meets 2026	Approaches 2025	Approaches 2026	Did Not Meet 2025	Did Not Meet 2026
7 On Level	9.57%	9.89%	44.68%	42.86%	68.09%	67.03%	31.91%	32.97%
8 STAAR	53.71%	45.35%	81.33%	83.20%	92.07%	94.65%	7.93%	5.35%

GRADES 5-6 MATH RESULTS 2026

Comparison two different cohort groups of students

Grade Level	Masters 2025	Masters 2026	Meets 2025	Meets 2026	Approaches 2025	Approaches 2026	Did Not Meet 2025	Did Not Meet 2026
5 On Level	34.16%	34.52%	71.29%	73.10%	94.06%	95.43%	5.94%	4.57%
6 On Level 5th GT	41.19%	48.10%	75.82%	85.47%	95.22%	96.89%	4.78%	3.11%

GRADES 3-4 MATH RESULTS 2026

Comparison two different cohort groups of students

Grade Level	Masters 2025	Masters 2026	Meets 2025	Meets 2026	Approaches 2025	Approaches 2026	Did Not Meet 2025	Did Not Meet 2026
4 HES	65.25%	64.86%	90.68%	86.49%	99.15%	94.59%	0.85%	5.41%
4 PES	64.18%	51.05%	88.81%	79.72%	97.01%	92.31%	2.99%	7.69%
4 Overall	64.68%	57.09%	89.68%	82.68%	98.02%	93.31%	1.98%	6.69%

GRADES 3-4 MATH RESULTS 2026

Comparison two different cohort groups of students

Grade Level	Masters 2025	Masters 2026	Meets 2025	Meets 2026	Approaches 2025	Approaches 2026	Did Not Meet 2025	Did Not Meet 2026
3 HES	37.50%	51.24%	69.79%	75.21%	86.46%	88.43%	13.54%	11.57%
3 PES	64.49%	75%	86.96%	93.52%	94.93%	97.92%	5.07%	2.78%
3 Overall	49.15%	62.44%	80.34%	83.34%	91.03%	95%	8.97%	7.42%

GRADES 4-8 MATH RESULTS 2026

Student Growth Cohort Percentiles (Same group of students 2025 STAAR to 2026 STAAR)

Assessment	Masters Change	Meets Change	Approaches Change	Does Not Meet Change
4th HES Math	+27.36	+16.7	+8.13	-8.13
4th PES Math	-13.43	-7.24	-2.62	+2.62
4th Overall Math	+3.67	+2.71	+3.41	-3.41
5th SCIS Math	-30.16	-16.58	-2.59	+3.59
6th SCIS Math	+13.94	+14.18	+2.83	-2.83
6th SCIS GT Math	+39	0	0	0

GRADE 8 SOCIAL STUDIES RESULTS 2026

Comparison two different cohort groups of students

Grade Level	Masters 2025	Masters 2026	Meets 2025	Meets 2026	Approaches 2025	Approaches 2026	Did Not Meet 2025	Did Not Meet 2026
8 Social Studies	56.06%	51.98%	75.77%	77.12%	92.39%	90.11%	7.61%	9.89%



Grades 5 and 8 Grade Science
2028 Results Released July 28, 2026
(New Standards Assessed)

GRADE 5 SCIENCE RESULTS 202

Comparison two different cohort groups of students

Grade Level	Masters 2025	Masters 2026	Meets 2025	Meets 2026	Approaches 2025	Approaches 2026	Did Not Meet 2025	Did Not Meet 2026
5 Science	21%	37%	50%	62%	87%	86%	13%	14%

GRADE 8 SCIENCE RESULTS 2026

Grade Level	Masters 2025	Masters 2026	Meets 2025	Meets 2026	Approaches 2025	Approaches 2026	Did Not Meet 2025	Did Not Meet 2026
8 Science	41%	65%	79%	84%	94%	96%	6%	4%

Early Childhood Literacy Assessments

Kinder - 2nd Grade	Phonics & Phonemic Awareness	Comprehension, Fluency, & Vocabulary
	mCLASS	 DRA ³

Literacy Progress Measure 1A

The percentage of Kindergarten students that score at Benchmark or above on **mCLASS** will increase from 85% to 93% by June 2029.

Year	Target	Actual Overall	HES	PES
2024	91%	91%	92%	89%
2025	92%	85%	81%	89%
2026	87%	59% BOY	51% BOY	70% BOY
		79% MOY	75% MOY	86% MOY
		91% EOY	89% EOY	97% EOY
2027	89%			
2028	91%			
2029	93%			

Data reflects mCLASS BOY, MOY, and EOY assessment results

Literacy Progress Measure 1B

The percentage of 1st grade students that score at Benchmark or above on **mCLASS** will increase from 88% to 94% by June 2029.

Year	Target	Actual	HES	PES
2024	85%	85%	87%	84%
2025	86%	88%	86%	91%
2026	89%	78% BOY	73% BOY	76% BOY
		79% MOY	80% MOY	77% MOY
		86% EOY	84% EOY	87% EOY
2027	91%			
2028	93%			
2029	94%			

Data reflects mCLASS BOY, MOY, and EOY assessment results

Literacy Progress Measure 1C

The percentage of 2nd grade students that score at Benchmark or above on **mCLASS** will increase from 84% to 94% by June 2029.

Year	Target	Actual	HES	PES
2024	87%	87%	85%	88%
2025	88%	84%	87%	81%
2026	89%	81% BOY	79% BOY	86% BOY
		84% MOY	82% MOY	86% MOY
		86% EOY	85% EOY	86% EOY
2027	91%			
2028	93%			
2029	94%			

Data reflects mCLASS BOY, MOY, and EOY assessment results

Literacy Progress Measure 2A

The percentage of Kindergarten students that are reading on grade level or above on **DRA** will increase from 80% to 91% by June 2029.

Year	Target	Actual	HES	PES
2024	82%	82%	83%	80%
2025	84%	80%	81%	79%
2026	84%	N/A BOY	N/A BOY	N/A BOY
		98% MOY	97% MOY	100% MOY
		91% EOY	93% EOY	88% EOY
2027	86%			
2028	88%			
2029	91%			

Data reflects DRA BOY, MOY, and EOY assessment results

Literacy Progress Measure 2B

The percentage of 1st grade students that are reading on grade level or above on **DRA** will increase from 82% to 90% by June 2029.

Year	Target	Actual	HES	PES
2024	80%	71%	80%	62%
2025	82%	82%	81%	84%
2026	84%	69% BOY	69% BOY	69% BOY
		79% MOY	75% MOY	83% MOY
		83% EOY	81% EOY	86% EOY
2027	86%			
2028	88%			
2029	90%			

Data reflects DRA BOY, MOY, and EOY assessment results

Literacy Progress Measure 3C

The percentage of 2nd grade students that are reading on grade level or above on **DRA** will increase from 91% to 95% by June 2029.

Year	Target	Actual	HES	PES
2024	85%	85%	81%	88%
2025	86%	91%	89%	89%
2026	92%	82% BOY	83% BOY	81% BOY
		87% MOY	85% MOY	90% BOY
		93% EOY	94% EOY	93% EOY
2027	93%			
2028	94%			
2029	95%			

Data reflects DRA BOY, MOY, and EOY assessment results

Early Childhood Math Assessments

**Kinder - 2nd
Grade**

map GROWTH₊

Math Progress Measure 1A

The total percentage of Kindergarten students meeting or exceeding annual individual growth projections on NWEA MAP Math will meet or exceed the national norm of 50%.

Year	Target	Actual	HES	PES
2025	50%	57%	63%	51%
2026	50%	N/A BOY	N/A BOY	N/A BOY
		61% MOY	60% MOY	62% MOY
		57% EOY	48% EOY	68% EOY
2027	50%			
2028	50%			
2029	50%			
2029	50%			

Data reflects NWEA MAP Math EOY, MOY, and EOY assessment results

Math Progress Measure 1A

The total percentage of 1st grade students meeting or exceeding annual individual growth projections on NWEA MAP Math will meet or exceed the national norm of 50%.

Year	Target	Actual	HES	PES
2025	50%	41%	28%	53%
2026	50%	60% BOY	67% BOY	53% BOY
		47% MOY	38% MOY	67% MOY
		49% EOY	35% EOY	62% EOY
2027	50%			
2028	50%			
2029	50%			
2029	50%			

Data reflects NWEA MAP Math BOY, MOY, and EOY assessment results

Math Progress Measure 1A

The total percentage of 2nd grade students meeting or exceeding annual individual growth projections on NWEA MAP Math will meet or exceed the national norm of 50%.

Year	Target	Actual	HES	PES
2025	50%	49%	50%	47%
2026	50%	36% BOY	30% BOY	42% BOY
		85% MOY	91% MOY	80% MOY
		77% EOY	85% EOY	67% EOY
2027	50%			
2028	50%			
2029	50%			
2029	50%			

Data reflects NWEA MAP BOY, MOY, and EOY assessment results

**COLLEGE, CAREER,
AND MILITARY
READINESS**

College, Career and Military Readiness Board Goal

The percentage of graduates that meet the criteria for CCMR will increase from 91% to 95% by 2029.

Yearly Target Goals

2026 GOAL PERCENTAGE MET

92%

ACTUAL 2026 PERCENTAGE MET

93%*

*2025 Graduates

Baseline	Updated Yearly Target Goals				
2024	2025	2026	2027	2028	2029
92%	91%	92%	94%	95%	96%

CCMR Progress Measure 1

Graduates who meet Texas Success Initiative (TSI) criteria in both ELA/Reading and Math will increase from 71% to 90% by 2029.

Baseline	Yearly Target Goals				
2024	2025	2026	2027	2028	2029
Goal	84%	84%	86%	88%	90%
Actual	71%	76.8%			

CCMR Progress Measure 2

**Graduates who meet criterion on an AP exam in any subject
will increase from 59% to 70% by 2029.**

Baseline	Yearly Target Goals				
2024	2025	2026	2027	2028	2029
Goal	64%	64%	67%	68%	70%
Actual	59%	66%			

CCMR Progress Measure 3

**Graduates who earn an industry based certification will increase
from 43% to 50% by 2029.**

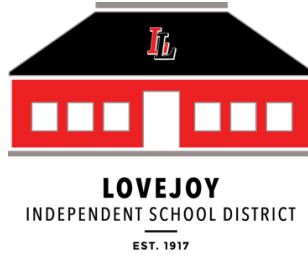
	Yearly Target Goals				
	2025	2026	2027	2028	2029
Goal	42%	44%	46%	48%	50%
Actual	43%	20%			



THANK YOU

8. Presentation: Teacher Incentive Allotment (TIA)

Presenter: Heather Cox, Chief Human Resources and Communications Officer



Lovejoy Independent School District Board of Trustees

Date of Meeting	September 14, 2026
Document Title	Teacher Incentive Allotment
Presented For	Board Action X Report/Review Only
Supporting Documents	None X Attached Provided Later
Administrator Responsible	Heather Cox Chief Human Resources Officer
Executive Summary	
An update on the Teacher Incentive Allotment implementation process and timeline will be provided. No board action is needed.	
Fiscal Implications	
No fiscal implications at this time.	
Administrator Recommendation	
Report/Review only. No administrator recommendation.	
District Priority	
02 People: Lovejoy ISD will value our exceptional educators and staff as our greatest asset in serving students.	
04 Culture of Progress: Lovejoy ISD will build on our legacy of excellence by fostering a culture of innovation, collaboration, continuous improvement, and stewardship to meet the evolving needs of our students and staff.	

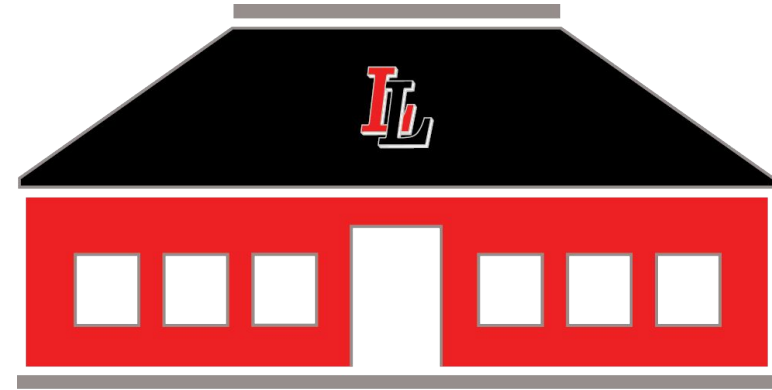
TEACHER INCENTIVE ALLOTMENT

HEATHER COX

CHIEF HUMAN RESOURCES OFFICER

September 14, 2026

Board Workshop



LOVEJOY
INDEPENDENT SCHOOL DISTRICT

EST. 1917



**WHAT IS
TIA?**



**TEACHER
INCENTIVE
ALLOTMENT**



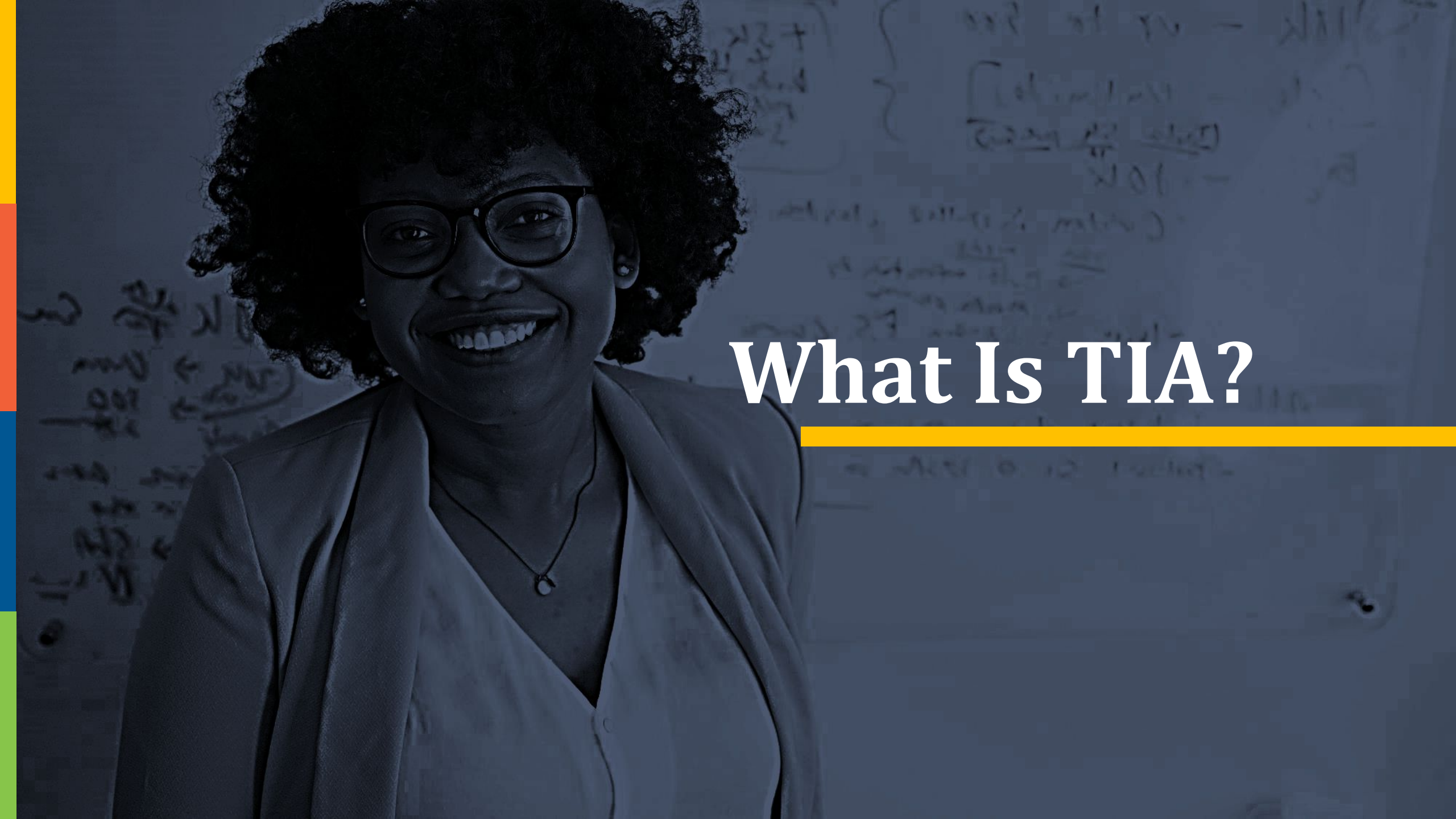
WHY TIA?



OUR SYSTEM



NEXT STEPS

A smiling woman with curly hair and glasses is positioned in the foreground. Behind her is a whiteboard filled with handwritten notes and diagrams. The image has a dark blue overlay. A yellow horizontal bar is located below the title text. On the far left, there is a vertical bar with yellow, orange, and blue segments.

What Is TIA?

The Teacher Incentive Allotment (TIA)
provides an accessible pathway for
effective teachers to earn a higher income
while remaining in the classroom.



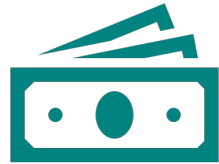
Sustainable funding for
teachers written into statute
with no caps on teacher
designations or allotment
funds.

How TIA Works



Four Levels of Designation

Acknowledged
Recognized
Exemplary
Master



\$3,000 to \$36,000

Annual additional
funding for each
designated
teacher



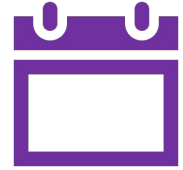
Prioritizes Hard-to-Staff Positions

Greater funding
for high-needs
and rural
campuses



Teacher Focused Funding

90% of all TIA
funds go towards
teacher pay



Five Year Validity

Teachers retain
designations for 5
years regardless
of placement



\$3-\$9K



\$5-\$15K



\$9-\$25K



\$12-\$36K

TIA Provides Extra Funding Per Designated Teacher to Districts–With More Money for High-Needs and Rural Campuses

Allotments are based on teacher designation level, campus socioeconomic level, and campus rural status.

[TIA -Funding Map](#)

TIA

By the Numbers

665 Participating Districts

42,294 Designated Teachers

\$481 Million Allotment Funds Distributed

At Its Core, A Local Designation System is Comprised of Three Major Components

ELIGIBLE ASSIGNMENTS & CAMPUSES

All teaching assignments can be eligible for TIA as long as they have valid and reliable data from teacher observation scores and student growth data. Some districts choose to start with a subset of eligible assignments and then expand their system later.

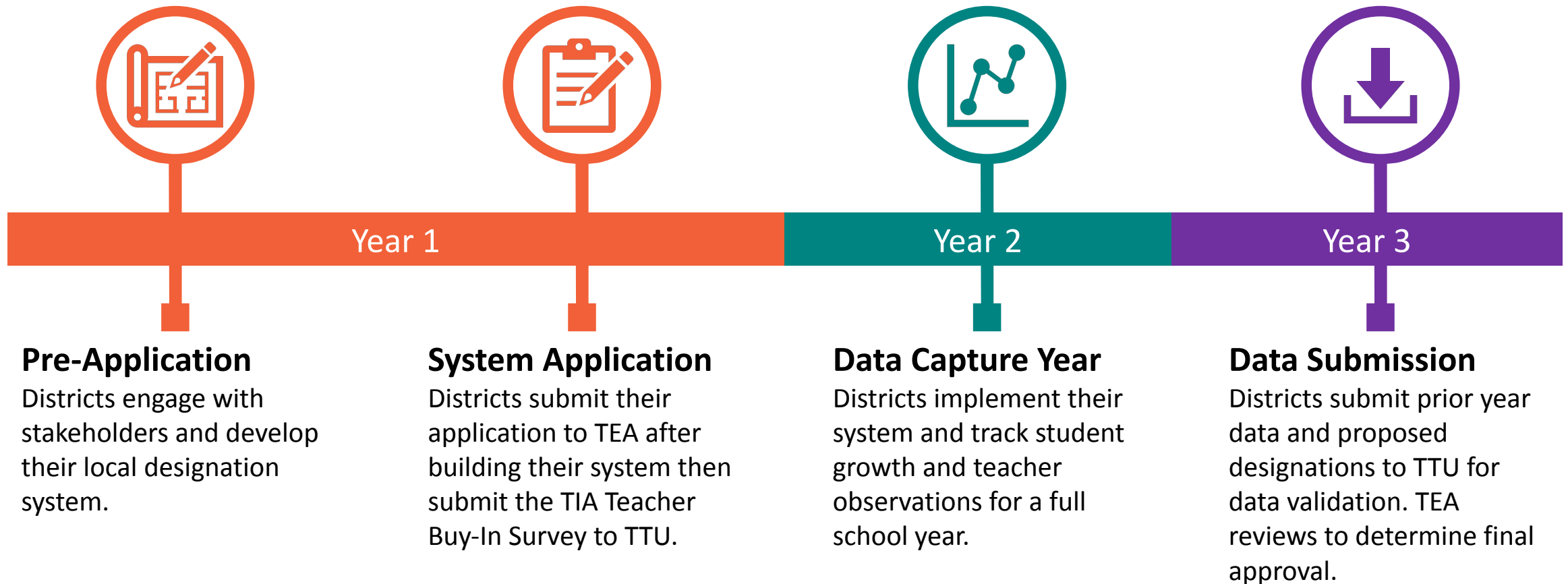
TEACHER PERFORMANCE DATA

Teacher observation data, student growth data, and data from optional components the district chooses to include in their system make up teacher performance data. Districts use the performance data to determine teacher designations.

COMPENSATION PLAN

Districts are required to spend at least **90% of their allotment funds on teacher compensation** on the campus where the designated teacher works. Districts may use up to 10% for costs associated with implementing a local designation system or supporting teachers in earning a designation.

Three-Year Approval Process





Goal That Every Teacher Has The Potential to Be Designated

Districts choose when and how to roll out eligible assignments with stakeholder feedback and district needs in mind.

In order to be designated, teachers must at minimum:

- Be employed in an eligible teaching assignment during the data capture year, there is no opt out option if you are in a eligible assignment
- Be employed and compensated by the recommending district in a teacher role for a creditable year of service during the designation year (school year following data capture)
- Meet the district's designation criteria outlined in their local designation system, which **MUST** include student growth data and teacher observation data

Districts Report Dimension-Level Appraisal Data From All Observable Domains

TIA aligns the teacher observation requirements to T-TESS. Districts that use T-TESS for their appraisal system already incorporate the requirements needed for TIA.

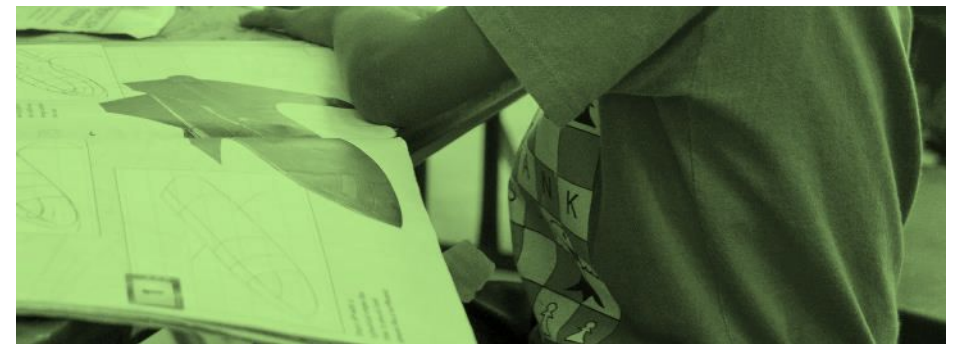
Appraisal Waivers are not allowed for any teacher in an eligible assignment during the Data Capture Year

Minimum of one 45 minute full observation required

Ratings from Domains 2 and 3 are used when determining designations

Measuring Individual Student Growth – NOT Achievement

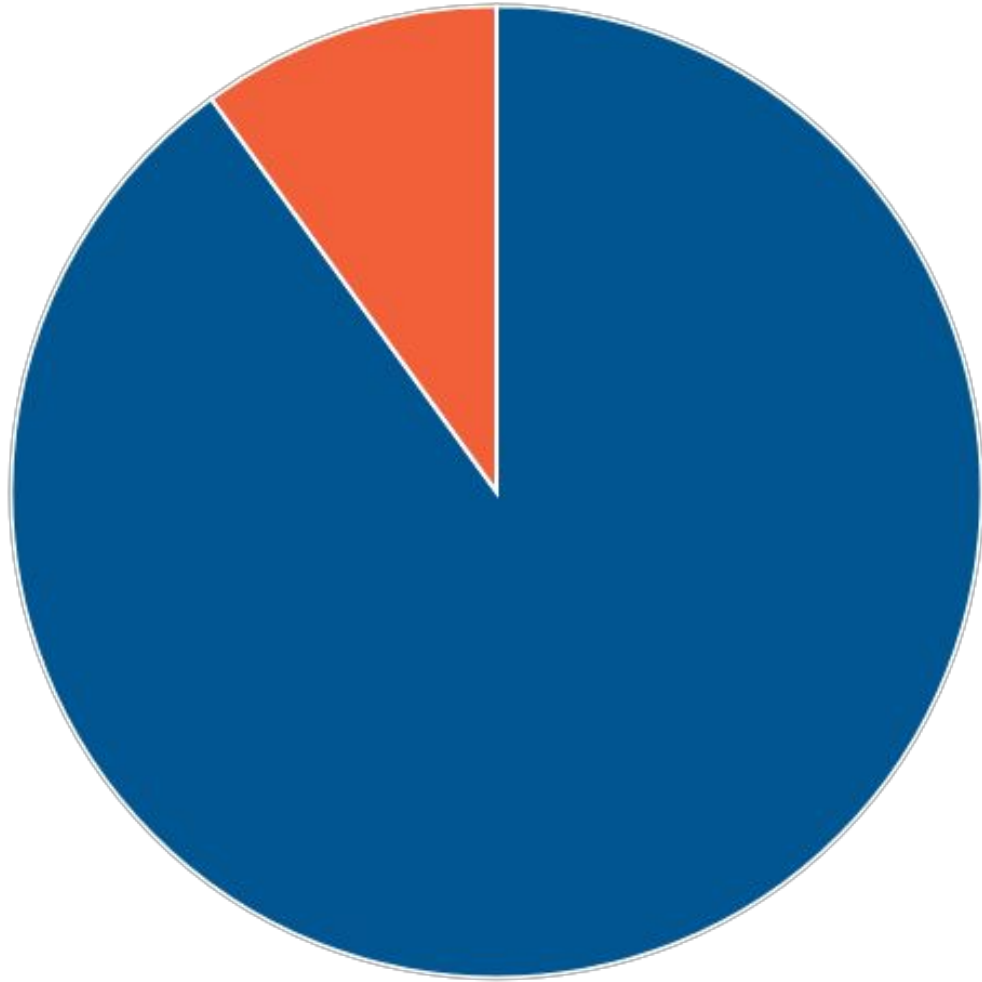
Student growth is measured by the **teacher's percentage of students who meet or exceed an expected growth target over the course of a single school year**. Rather than using the magnitude of growth, effectiveness is measured by the impact teachers have on all students by setting individualized growth targets.



Statewide Performance Standards Guide Designations

Districts set local cut points for each level of designation. Any teacher that meets a local designation system’s eligibility requirements and the minimum proficiency observation ratings may be submitted for designation. Districts may find that they have more or less than the numbers represented.

DESIGNATION LEVEL	STATEWIDE PERCENTAGES	TEACHER OBSERVATION PERFORMANCE STANDARDS	STUDENT GROWTH PERFORMANCE STANDARDS
Acknowledged	Top 50%	3.5 or 70% of possible points	50% met or exceeded
Recognized	Top 33%	3.7 or 74% of possible points	55% met or exceeded
Exemplary	Top 20%	3.9 or 78% of possible points	60% met or exceeded
Master	Top 5%	4.5 or 90% of possible points	70% met or exceeded



90% Of All TIA Funds Must Go to Teacher Compensation

Teachers do not apply for TIA. Unlike previous education programs, the Teacher Incentive Allotments are additional state funding written into statute allowing for sustainable funding. There are no caps on teacher designations or allotment funds.

Allotment Funding Amounts May Differ Per Campus

Base Allotment

Each designation level starts with a base amount and a multiplier rate.

Campus Socioeconomic Level

Socioeconomic levels are determined by assigning a point value to each student based on the Compensatory Education block tier.

Campus Rural Status

Students at rural campuses will receive a 2-tier boost to their point value with a max value of Tier 5.



Why TIA?

TIA Compliments & Enhances Established District Systems & Goals





Strengthen Student
Outcomes



Improve Teacher
Retention



Increase Recruitment
Rates



Reward Quality
Instruction



Incentivize
Hard-to-Staff
Positions &
High-Needs Schools



Support Educator
Development



Encourage
Professional
Collaboration



Maintain a
Competitive Market



Lovejoy ISD

Our Planned
Local Designation System



Lovejoy ISD TIA Mission

To remain competitive in recruiting and retaining teachers, our district is exploring participation in the Teacher Incentive Allotment (TIA). Our aim is to recognize and reward dedicated educators who go above and beyond in the classroom, retain high-quality teachers, maximize learning opportunities for our students, and support the professional growth of our staff.

Lovejoy ISD District
Appraisal Calendar
26-27

Our District's System Components

Eligible Teacher Category Description	Observation Rubric	Student Growth Measure [Weighting Tab]
K, 1, 2, 3 Reading and Math 4, 6, 7 Science Algebra II Geometry English III and IV *General & Special Education	T-TESS	Pre-Post Test: BOY NWEA MAP EOY NWEA MAP
	Weight 50%	Weight 50%
	Growth Target: Determined by NWEA	

Our District's System Components

Eligible Teacher Category Description	Observation Rubric	Student Growth Measure [Weighting Tab]
4-8 Reading 4-8 Math Algebra I English I and II *General & Special Education	T-TESS	Pre-Post Test: BOY Previous Year STAAR EOY STAAR Assessment
	Weight 50%	Weight 50%
	Growth Target: STAAR Transition Table	

Our District's System Components

Eligible Teacher Category Description	Observation Rubric	Student Growth Measure [Weighting Tab]
5 and 8 Science 8 Social Studies Biology US History and AP US History *General & Special Education	T-TESS	Pre-Post Test: STAAR Released Test EOY STAAR Assessment
	Weight 50%	Weight 50%
	Growth Target: Determined by District	

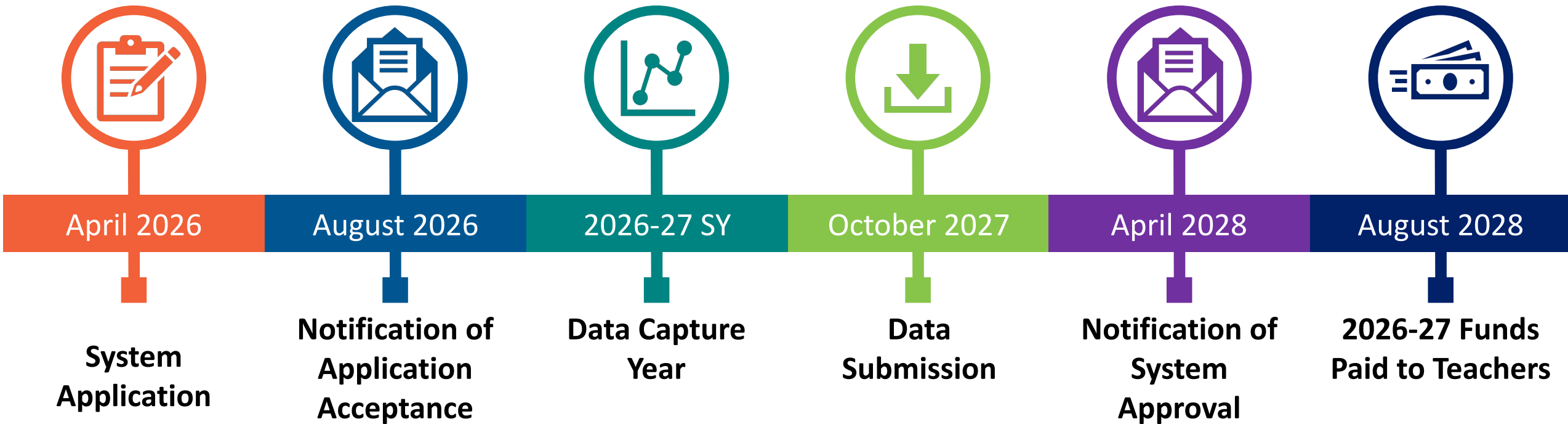
Our District's System Components

Eligible Teacher Category Description	Observation Rubric	Student Growth Measure [Weighting Tab]
6 and 7 Social Studies *General & Special Education	T-TESS	Pre-Post Test: BOY TEKS Ready Pre Test EOY TEKS Ready Post Test
	Weight 50%	Weight 50%
	Growth Target: Determined by District	

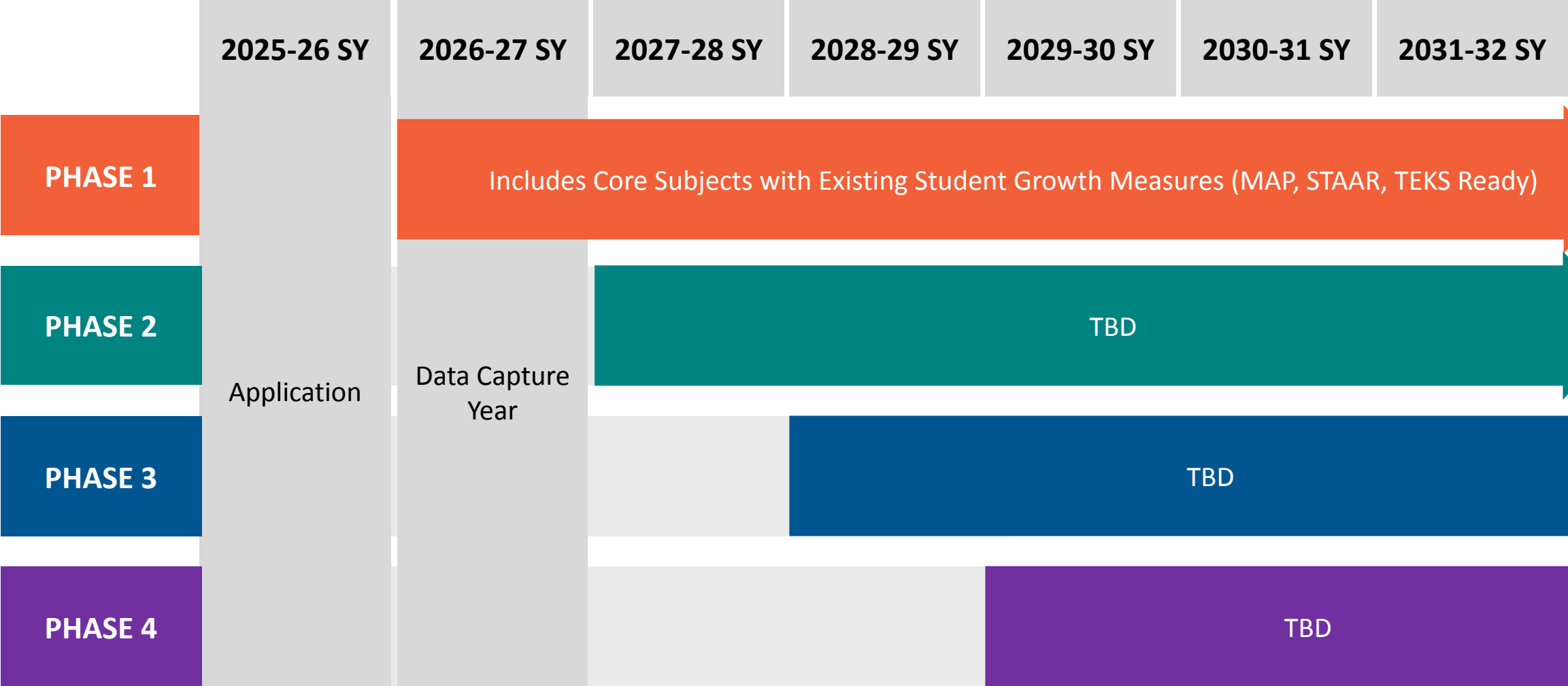
Our Lovejoy's TIA Spending Plan

Allotment Funds	Spending Plan	Movement of Teachers
90% of Allotment Going to Designated Teachers 0% of Allotment Going to other teachers on the campus	How and when will teachers receive TIA compensation? Lovejoy ISD will spend TIA allotment funds by August 31 in the first year. In subsequent years, 75% of the allotment will be paid in June and the remaining 25% of the allotment will be paid by August 31. 2028 Payout Plan If an employee will be retiring or leaving the district, the payment will be issued in June at 100%. All other designated teachers will be paid in August at 100%. 2029 and Beyond Payout Plan All designated teachers who are returning will receive 2 payouts - 75% of the allotment in June, and the other 25% paid out by August 31st. Retiring Teachers will receive 100% in June.	What happens if a teacher resigns? 2028 Payout Plan (Year 1) If an employee will be retiring or leaving the district, the payment will be issued in June at 100%. All other designated teachers will be paid in August at 100% Resignation (2029 and Beyond) Designated teachers who resign after the Class Roster Winter Submission and complete the school year will receive 75% of their allotment in June, but will not receive the final 25% of their allotment in August. The remaining 25% of the allotment will be divided equally among returning certified teachers (in 087 roles) on the campus at which the teacher worked.
10% of Allotment being retained by our district to support the implementation of the TIA plan including professional development, and third party assessments.		What happens if a teacher retires? Retirement Designated teachers who retire and complete the school year will receive a lump-sum payment in June.

Our District's Estimated Timeline



Phased-In Approach



Next Steps:

Lovejoy ISD is implementing the Teacher Incentive Allotment (TIA) in phases. As we develop Phase 2 and future phases, teacher voice will be essential to building a thoughtful, sustainable plan that reflects the range of teaching assignments, potential growth measures, and implementation considerations across the district.

The TIA Stakeholder Committee will serve as a representative group of teacher leaders who provide input, identify opportunities and potential barriers, and serve as informed ambassadors to colleagues throughout the planning and implementation process.

Test #1: Wed 3rd 5:44-7:3



$$\text{then } \cos \theta = \frac{\sqrt{a^2 - x^2}}{a}$$

$$\text{or } \sqrt{a^2 - x^2} = a \cos \theta$$

$$\text{If } x = a \sin \theta$$

$$\text{then } dx = a \cos \theta d\theta$$

$$\text{eg } \int x^5 \sqrt{9-x^2} dx \quad (\text{let } x = 3 \sin \theta)$$
$$= \int (3 \sin \theta)^5 (3 \cos \theta) 3 \cos \theta d\theta$$
$$= 3^7 \int \sin^5 \theta \cos^2 \theta d\theta$$

$$= 3^7 \int \sin \theta (\sin^4 \theta) \cos^2 \theta d\theta$$

$$= 3^7 \int (1 - \cos^2 \theta) \cos^2 \theta \sin \theta d\theta$$

$$= 3^7 \int (\cos^2 \theta - 2 \cos^4 \theta + \cos^6 \theta) \sin \theta d\theta$$

$$= 3^7 \left(-\frac{1}{3} \cos^3 \theta + \frac{2}{5} \cos^5 \theta - \frac{1}{7} \cos^7 \theta \right) + C$$

$$= 3^7 \left(-\frac{1}{3} \left(\frac{\sqrt{9-x^2}}{3} \right)^3 + \frac{2}{5} \left(\frac{\sqrt{9-x^2}}{3} \right)^5 - \frac{1}{7} \left(\frac{\sqrt{9-x^2}}{3} \right)^7 \right) + C$$

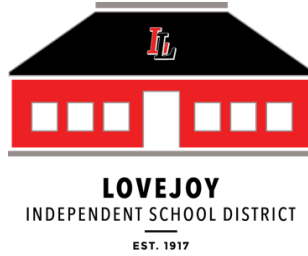
Thank You

Lovejoy ISD

Questions: send to tia@lovejoyisd.net

9. Consider and Act on the district's 3-Year School Safety and Security Audit Report and authorize the Board President and Superintendent to execute the required certification documents for submission to the Texas School Safety Center

Presenter: Kyle Pursifull, Chief Operations Officer



Lovejoy Independent School District Board of Trustees

Date of Meeting	September 14, 2026
Document Title	Lovejoy ISD 3-year School District Safety & Security Audit
Presented For	X Board Action Report/Review Only
Supporting Documents	X None Attached Provided Later
Administrator Responsible	Kyle Pursifull, Chief Operations Officer
Executive Summary	
Lovejoy ISD recently completed a comprehensive 3-year School District Safety & Security Audit of all campuses and support facilities from May–August 2026, as required by TEA. The assessment included physical inspections, staff interviews, document reviews, and evaluation of emergency management, access control, communications, surveillance, training, and overall security practices. The District Safety and Security Committee had an opportunity to review and provide feedback as part of the audit process.	
Fiscal Implications	
N/A	
Administrator Recommendation	
Recommend approval of the following motion: <i>“Move to accept the district's 3-Year School District Safety and Security Audit Report and authorize the Board President and Superintendent to execute the required certification documents for submission to the Texas School Safety Center.”</i>	
District Priority	

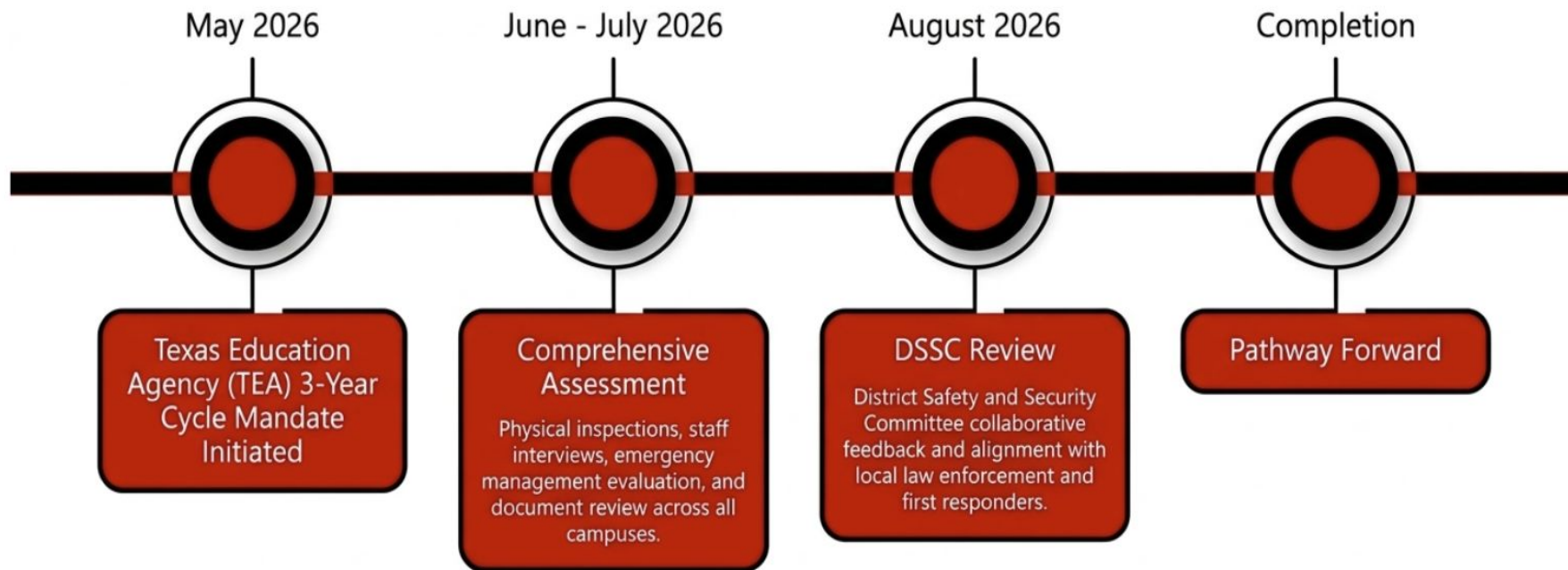
01 Safety: Lovejoy ISD will provide safe, secure, and welcoming learning environments.

Lovejoy ISD 3-Year School District Safety & Security Audit

Texas Education Agency (TEA) 3-Year Cycle Mandate

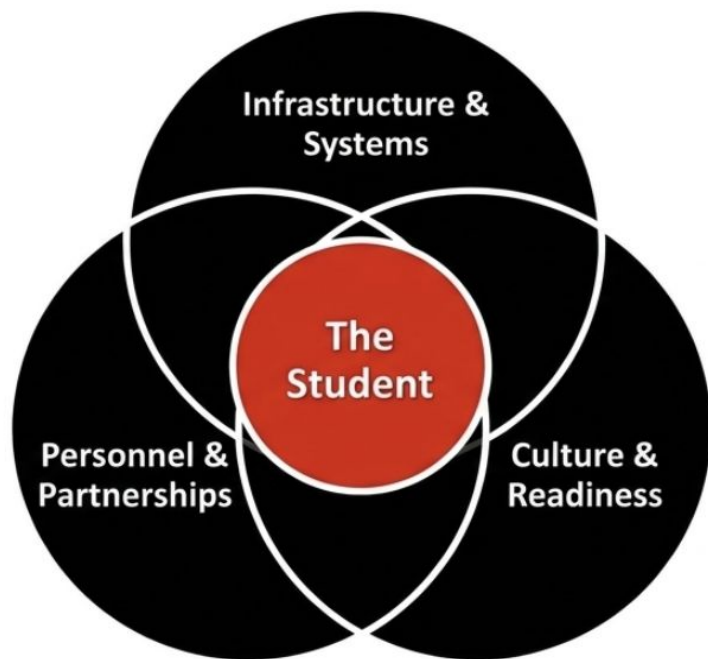


Evaluation & Compliance



The Overall Assessment: A Foundation of Readiness

The Layered Approach to Safety and Security



Lovejoy ISD possesses a **strong, multi-layered safety and security program** and a **positive culture of safety**. Staff and students consistently report **feeling safe**, supported by **deep partnerships with local first responders**.

Celebrating Our Strengths:



Physical & Systems Infrastructure

- Classroom door locking devices universally deployed.
- Effective visitor management systems.
- Improved radio and interagency communications infrastructure.



Personnel & Partnerships

- Comprehensive School Marshal coverage across instructional campuses.
- Advanced School Marshal training and equipment integration.
- Ongoing, embedded collaboration with local law enforcement.



Culture & Readiness

- Strong school climate supported by active anonymous reporting processes.
- Rigorous emergency planning, drills, and scenario exercises.
- High levels of staff and student situational awareness.

Our **Commitment** to **Continuous Improvement**

The audit serves as a dynamic blueprint. Lovejoy ISD is systematically addressing identified opportunities to maintain a leading-edge security posture.



Moving Forward



The audit confirms that Lovejoy ISD has a strong foundation and culture of safety.

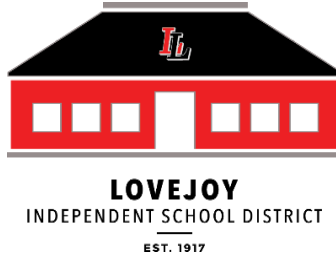
The Foundation

We will maintain our multi-layered approach, leaning on our School Marshals, strong infrastructure, and law enforcement partnerships.

The Work Ahead

We commit to systematic continuous improvement—making targeted investments and standardizing practices—to relentlessly protect our students, staff, and visitors.

10. Consider and Act on School Marshal Resolution
Presenter: Kyle Pursifull, Chief Operations Officer



Lovejoy Independent School District Board of Trustees

Date of Meeting	September 14, 2026
Document Title	School Marshal Resolution
Presented For	X Board Action Report/Review Only
Supporting Documents	None X Attached Provided Later
Administrator Responsible	Kyle Pursifull, Chief Operations Officer
Executive Summary	
The Administration recommends consideration be given to act on the School Marshal Resolution for Javier Rivera. Mr. Rivera has successfully completed the required TCOLE 80 hour School Marshal Course.	
Fiscal Implications	
N/A	
Administrator Recommendation	
Recommend approval of the following Motion: <i>"I move to approve the attached resolution regarding school marshal (Javier Rivera) as written."</i>	
District Priority	
01 Safety: Lovejoy ISD will provide safe, secure, and welcoming learning environments.	
02 People: Lovejoy ISD will value our exceptional educators and staff as our greatest asset in serving students.	

RESOLUTION

Authorization Pursuant to CKC (LOCAL) Policy

WHEREAS, the Lovejoy ISD Board of Trustees has adopted policy CKC (LOCAL), related to emergency plans and security measures; and

WHEREAS, policy CKC (LOCAL) requires the Board of Trustees to take specific action to authorize school administrators/employees to possess certain firearms on school property, at school-sponsored or -sanctioned events, and at school board meetings; and

WHEREAS, Javier Rivera has demonstrated to the Board of Trustees that he/she has met all training and licensing requirements established by the State of Texas and policy CKC (LOCAL) to carry a concealed/open carry (duty belt) handgun in accordance with state law;

Whereas, state law requires an armed individual on each campus, and in furtherance of compliance with state law as quickly as possible, the Board approves Javier Rivera as an individual who may possess certain firearms under CKC (LOCAL) subject to completion of all training requirements and verification by District administration of successful completion of all training requirements outlined by state law and CKC (LOCAL); now

THEREFORE, BE IT RESOLVED

THAT, by virtue of this Resolution, Javier Rivera is specifically authorized to be in possession of a concealed/open carry (duty belt) handgun on school property, at school-sponsored or -sanctioned events, and at school board meetings subject to completion of all training requirements and verification by District administration of successful completion of all training requirements outlined by state law and CKC (LOCAL); and be it further **RESOLVED**

THAT Javier Rivera is authorized to use this weapon in his/her best judgment and discretion for the purpose of protecting students, staff, and others lawfully on school property in emergency situations at school or school events, including invasion of the schools by an armed outsider, hostage situations, students who are armed and posing a direct threat of physical harm to themselves or to others, acts of terrorism and related criminal activity, and similar circumstances subject to completion of all training requirements and verification by District administration of successful completion of all training requirements outlined by state law and CKC (LOCAL); and be it further **RESOLVED**

THAT this Resolution be filed and maintained with the official records of Lovejoy ISD and a true and correct copy of this Resolution also be maintained in the personnel records of the authorized individual and that Javier Rivera maintain a true and correct

copy of this Resolution in his/her possession and on his/her person at all times that he/she is in possession of a concealed/open carry handgun on school property, at school-sponsored or -sanctioned events, and at school board meetings.

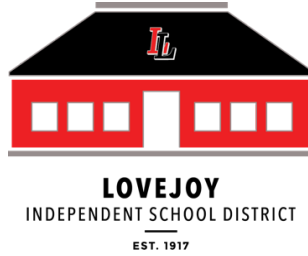
APPROVED BY A VOTE OF __ TO __ ON _____, 2026.

Board President

Board Secretary

11. Consider and Act on the Bond Implementation Committee Membership

Presenter: Kyle Pursifull, Chief Operations Officer and Thomas Willman, Chief Financial Officer



Lovejoy Independent School District Board of Trustees

Date of Meeting	September 14, 2026
Document Title	Bond Implementation Committee Membership
Presented For	X Board Action Report/Review Only
Supporting Documents	None Attached X Provided Later
Administrator Responsible	Kyle Pursifull, Chief Operations Officer Thomas Willman, Chief Financial Officer
Executive Summary	
The purpose of the Bond Implementation Committee is to provide feedback and guidance throughout the planning and execution of bond-funded projects, promoting transparency and alignment with community expectations. The committee is responsible for reviewing project planning and timelines, monitoring progress, and ensuring that expenditures align with the approved bond scope. Members will participate in regular meetings, offer input on key decisions, and help communicate updates to the broader community. While the committee does not have decision-making authority, it plays a critical advisory role in supporting accountability and public trust throughout the life of the bond program. The committee shall be fact-finding, deliberative, and advisory and shall not assume administrative duties or responsibilities.	
Fiscal Implications	
N/A	
Administrator Recommendation	

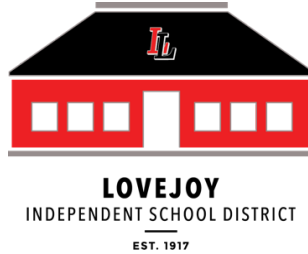
It is the recommendation of the Administration that the Board of Trustees approve the Bond Implementation Committee membership as presented.

District Priority

04 Culture of Progress: Lovejoy ISD will build on our legacy of excellence by fostering a culture of innovation, collaboration, continuous improvement, and stewardship to meet the evolving needs of our students and staff.

05 Parent and Community Partnerships: Lovejoy ISD will prioritize community, connection, and communication.

12. Discussion: Board Legislative Committee, September 8th Engagement Event
Presenter: Julie McLaughlin, President



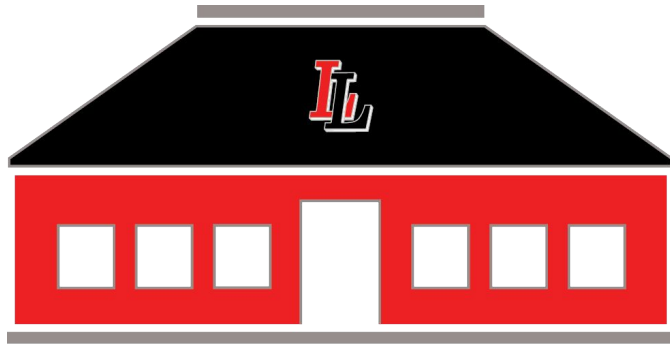
Lovejoy Independent School District Board of Trustees

Date of Meeting	September 14, 2026
Document Title	Board Legislative Committee, September 8th Engagement Event
Presented For	Board Action X Report/Review Only
Supporting Documents	None X Attached Provided Later
Administrator Responsible	Katie Kordel, Superintendent
Executive Summary	
The Board Legislative Committee will share information on the recent September 8th Legislative Engagement Event. The purpose of the event was to engage state legislators, community leaders, and district stakeholders in a focused conversation about Lovejoy ISD's comprehensive approach to school safety, including our School Marshal Program, the true cost of protecting students and staff, and the need for sustainable state funding to support these critical safety investments.	
Fiscal Implications	
No fiscal implications at this time.	
Administrator Recommendation	
Report/Review only. No administrator recommendation.	
District Priority	
05 Parent and Community Partnerships: Lovejoy ISD will prioritize community, connection, and communication.	

Board Legislative Committee, September 8th Engagement Event

Board of Trustees

September 14, 2026
Board Workshop



LOVEJOY
INDEPENDENT SCHOOL DISTRICT

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**MARK
WHEELIS**

VICE PRESIDENT



**MARVIN
BOBO**

SECRETARY



**AUBREY
STOCK**

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**JESSICA
PERRONI**

TRUSTEE



**JASON
JAYNES**

TRUSTEE



**BARRETT
OWENS**

TRUSTEE

2026 - 2027

BOARD OF TRUSTEES





Plan on a Page

DISTRICT MISSION

TO PROPEL EVERY PERSON TO PERSONAL EXCELLENCE.

CORE VALUES



DISTRICT PRIORITIES

01 : Safety

Lovejoy ISD will provide safe, secure, and welcoming learning environments.

02 : People

Lovejoy ISD will value our exceptional educators and staff as our greatest asset in serving students.

03 : Learning

Lovejoy ISD will cultivate academic growth and high achievement so every student graduates future ready.

04 : Culture of Progress

Lovejoy ISD will build on our legacy of excellence by fostering a culture of innovation, collaboration, continuous improvement, and stewardship to meet the evolving needs of our students and staff.

05: Parent and Community Partnerships

Lovejoy ISD will prioritize community, connection, and communication.



BOARD PRIORITIES

01 : Safety

The Lovejoy ISD Board of Trustees will support a safe and secure environment for all students and staff by ensuring appropriate policies, resources, and oversight are in place.

02: People

The Lovejoy ISD Board of Trustees will support and equip the superintendent to lead the district effectively, and will foster an environment and culture that attracts and retains top talent.

03: Learning

The Lovejoy ISD Board of Trustees will champion academic excellence by prioritizing rigorous instruction, monitoring student achievement, and supporting continuous improvement.

04: Culture of Progress

The Lovejoy ISD Board of Trustees will foster a culture of progress by encouraging thoughtful innovation to enhance student opportunity and meet the evolving needs of our district.

05: Governance

The Lovejoy ISD Board of Trustees will prioritize transparency and communication, and will operate in a governance role.

CULTURE COMMITMENTS

Relationships
Learning
Collaboration

Results
Fun



The Mandate

Texas HB 3 (TEC § 37.0814), Sept 2023 requires at least one armed security officer present during regular school hours at each district campus.



Insufficient State Funding
(Only \$33,540 per campus)

Lovejoy ISD utilizes the School Marshal Model to meet the mandate.

The Pivot

The "Good Cause Exception" (TEC § 37.0814(c)) allowing for alternative, board-approved standards.

The Solution

Authorized Alternative Personnel: School Marshals.

The Redline Shift: Elevating the Standard

	The Baseline	The Lovejoy Standard
Required Certification	80 hrs TCOLE	Basic SWAT School + ALERRT Training
Weapon Carry	Concealed or Locked	Overt carry in Level III Duty Holster + Marked Vest
Firing Qualification	70% threshold	90% threshold
Recurring Training	16 hours every 2 years	96-120 hours annually (Team-based)
Candidate Background	Any district employee	Strict Military, Law Enforcement, or Tactical background required

 After the 2022 Uvalde incident, our mission remained the same, but our standards transformed to prioritize training, gear and equipment, and leadership.

Anatomy of a Next-Generation School Marshal

The Hardware (Personal Carry Gear):

- Marked Identification...
- Duty Belt & Weapon...
- Medical Kit...
- Maps...
- Distraction Device...
- Flashlight...
- Radio...
- Overt Carry Kit...



The Hardware (Office and Vehicle):

- Breaching Equipment (Halligan, Axe, Sledge Hammer, Chop Saw, Rake Bar, etc...)
- Ballistic Shields
- Ballistic Helmets
- Medical Bags
- AR Pistols

A Specialized Immediate Action Team

7 TCOLE-certified Marshals protecting 6 campuses (2 assigned to the High School). Led by a Director of Safety & Security and a Lead School Marshal.



Drone Pilot (FAA Part 107)



Breacher



Team Medic



Team Leader



Shield Operator



Designated Marksman

Every Marshal maintains a specialty role, ensuring the Immediate Action Team operates as a self-sufficient, multi-disciplinary unit during critical incidents.

Advanced Instructor Capabilities: Includes internal Train-the-Trainers for ALERRT (C.R.A.S.E., E.R.A.S.E., FRM) and Stop the Bleed.



Event Operations: Anticipating the Threat

Utilizing a structured event designation protocol (Major, Special, Security, Non-Security) to dictate Marshal deployments (Overwatch, Undercover, Exterior Perimeter, EOC).

Advance Walk Protocol



Technology as a Force Multiplier

Joint autonomous drone capability operated in partnership with the Lucas Fire Department.

FAA Certified: Operated by internal Lovejoy ISD Part 107 Certified Pilots and Fire Department pilots.

Thermal Imaging: Nighttime operations and heat-signature tracking for rapid suspect or missing person location.



Autonomous Deployment: Rapid launch capabilities to provide real-time overhead situational awareness to ground units.

Internal Campus Sweeps: Utilization of internal drones to safely identify suspicious packages or persons before human engagement.

Operational Trust Development

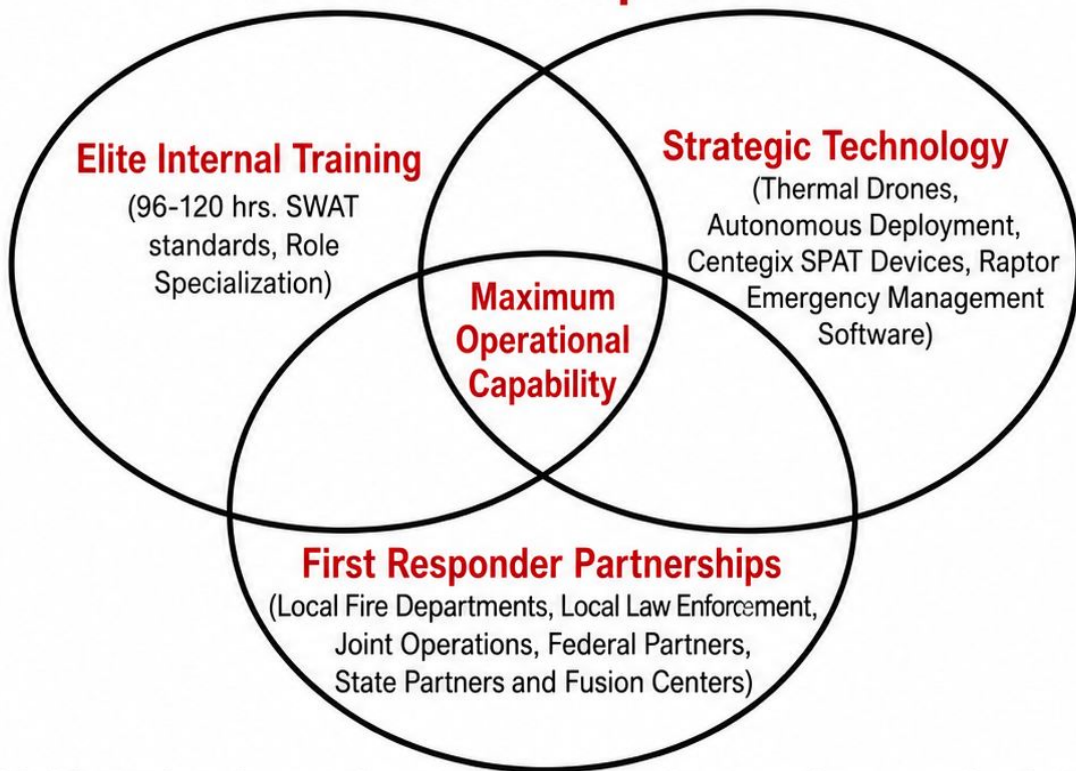
Lovejoy ISD explicitly builds familiarity before a crisis through joint training opportunities and shared communication expectations with local agencies.



“Relationships built during calm determine effectiveness during crisis.”

The Synthesis: How 7 Marshals Secure a District

The Force Multiplier Triad



A small, highly trained team leverages technology and external relationships to create a comprehensive, district-wide security umbrella.

The Ultimate Outcome: Community Confidence

Parent & Student Trust

Increased confidence driven by visible professionalism, proactive relationship-building by Marshals, and a focus on safety without creating a fear-based environment.

Stakeholder Alignment

Strong support from the Board of Trustees and community leaders due to extreme transparency, measurable standards, and rigorous accountability.

Cultural Shift

The district culture shifts from viewing security as a compliance checklist to recognizing it as a mature, continually optimized professional program.





SCHOOL MARSHAL

DEDICATED TO A SAFE, SECURE AND
SUPPORTIVE LEARNING ENVIRONMENT

SCHOOL MARSHAL STATS



Each Lovejoy school marshal has an
**Extensive Law Enforcement/
Military background.**



Serving students at 6 different
campuses ranging from ages 18
months to 21 years old.



The State of Texas has now excluded
\$1250 allotment per school marshal
for training reimbursement as
previously implemented.



**Protects over 5,225 students and
staff on a daily basis.**



Serving 280 Multiple district wide
events each school year protecting
7500+ attendees.



Average Annual Compensation and
Benefits for a Lovejoy School Marshal is
\$90,000.

The Capability Mandate

This work is not about creating a tactical identity. It is about stewardship.

Our students, staff members, and community deserve more than minimum statutory standards. They deserve an environment secured by professionalism, coordination, consistency, and true operational capability.

Lovejoy ISD Safety and Security Department





LEGISLATIVE TALKING POINTS

1

INVEST IN TEXAS PUBLIC SCHOOL CHILDREN

Ensure state funding reflects the true cost of protecting and educating every child.

Increase funding allotments to close the gap between funding and the actual cost of:

- Safety and Security: **Funding gap** of \$617,960 (\$164.10 per student) or 69%
- Special Education: **Funding gap** of \$1.84 million (\$4,381 per program student) or 35%
- Gifted and Talented: **Funding gap** of \$1.4 million (\$1,842 per program student) or 95% (766 students)
- Transportation: **Funding gap** of \$956,422 (\$3.89/mile) or 20.5%
- Extracurricular Participation: **Funding gap** of \$505,000 (\$394.00 per program student) or 100%
- Pre-Kindergarten: **Funding gap** of \$3,107 per eligible program student

Implement sustainable funding solutions to address:

- Competitive educator compensation and healthcare premiums
- Inflationary cost increases
- Funding based on enrollment rather than attendance

Texas school finance formulas should better reflect the realities faced by stable-enrollment mid-sized districts that operate comprehensive school systems but do not benefit from the scale efficiencies of larger districts. The current Small and Mid-Sized District Allotment eligibility cap of 5,000 students creates a funding structure that does not fully recognize the operational costs districts face as they maintain robust academic programming, facilities, staffing, and student services. **Increase the eligibility cap for the Small and Mid-Sized District Allotment from 5,000 to 7,500 students.** This would provide an additional \$2.3 million to help Lovejoy ISD.

Fund Texas schools based on enrollment rather than attendance. School districts have to maintain operational costs for all students, even if they are absent. Lovejoy ISD has lost **\$1.2 million** per year with an average attendance rate of 95.9% over the past two school years. It takes a \$340,000 increase in funding to provide a 1% pay increase to staff.

Lovejoy ISD is facing a multi-year deficit budget while absorbing millions in underfunded state mandates, including \$1.84 million in special education and over \$600,000 in safety requirements. Fully funding state-mandated programs, adjusting mid-size district funding thresholds to 7,500 students, and funding schools based on enrollment rather than attendance would stabilize district budgets and help ensure educators and students receive the support they need.

Texas public school children deserve an education system that is fully funded, future-focused, and responsive to rising operational and instructional costs.

2

SUPPORT FREEDOM AND FLEXIBILITY

The best decisions about student learning are made closest to the student.

Ensure Texas public schools are empowered to meet high standards while preserving the authority of locally elected school boards and reducing unnecessary legislative burden.

Strengthen community-focused governance and advance freedom and flexibility by:

- Protecting the authority and autonomy of locally elected school boards
- Requiring clear, transparent, and easily understood ballot language
- Limiting and streamlining education-related legislation
- Eliminating unfunded and underfunded mandates
- Providing districts flexibility in instructional delivery, staffing, and operations
- Supporting innovation aligned to community priorities
- Ensuring public school districts have the flexibility to compete and provide high-quality school choice options without the burden of continually increasing regulatory requirements

Texas public schools achieve excellence when expectations remain high, governance is local, and districts are empowered to serve their students and communities.



LEGISLATIVE TALKING POINTS

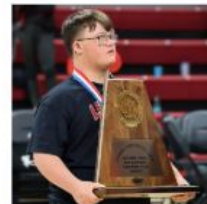


SAFETY & SECURITY

Increase the per-campus school safety allotment to \$90,000, fully funding the average annual compensation & benefit cost of armed marshals, and ensuring every school can maintain a safe and secure learning environment.

Lovejoy ISD prioritizes the safety and security of our students and staff. The state provides \$33,540 per school for the school safety allotment. Lovejoy refuses to compromise the safety of our students and operates a highly effective School Marshal program at a \$617,960 annual deficit.

SPECIAL EDUCATION



Provide ADA funding for special education students in addition to the supplemental special education allotment. The District has to maintain general education costs, even as specialized supports are delivered.

Properly funding special education is critical to ensuring every student receives the individualized support and resources needed to reach their full potential. Currently Lovejoy's Special Education funding gap is \$1.84 million. SB2 will move funding to an intensity of service model in 2026-2027. The financial impact of the new funding model is unclear.

GIFTED & TALENTED

Remove the 5% cap on GT services and provide adequate funding for all identified students.

Lovejoy ISD is consistently ranked as a top public school district located in North Texas. Families choose Lovejoy for its rigorous curriculum and academic excellence. In fact, 20.2% of Lovejoy ISD students qualify for Gifted & Talented services; however, Texas legislation currently caps funding for GT services at 5% of a District's total students in average daily attendance (ADA), resulting in a funding gap of \$1.4 million for required services.



EXTRACURRICULAR

Providing funding for extracurricular activities is essential to support student engagement, achievement, and well-rounded development without diverting resources from core academic instruction.

Extracurricular activities are linked to a range of positive outcomes, including improved academic performance, increased self-esteem, and reduced engagement in risky behaviors. 86% of Lovejoy High School students participate in one or more UIL extracurricular activity and 29% participate in more than one. Currently, the state does not provide any supplemental funding for extracurricular activities so the funding gap is \$505,000.



TRANSPORTATION

Fully fund student transportation at \$4.89 per mile, ensuring the District can safely and reliably transport students without diverting resources from classrooms or instructional programs.

Qualified staffing, fleet vehicles, maintenance, and fuel expenses far exceed the \$1.00/mile funded by the state, resulting in a funding gap of \$956,422/year for transportation services.



SCHOOL SAFETY FUNDING GAP

House Bill 2 strengthened the allotment — but recurring state funding still covers only 31% of Lovejoy ISD's actual School Marshal Program cost.

\$617,960

ANNUAL LOCAL FUNDING GAP

69% of the program cost
\$164.10 per student

ANNUAL SCHOOL MARSHAL PROGRAM COST

\$899,266



STATE FUNDING PROVIDED

\$281,306

Section 48.160, Education Code. School Safety Allotment increased from \$10 per ADA and \$15,000 per eligible campus to \$21.10 per ADA and \$33,540 per eligible campus.

LEGISLATIVE OPPORTUNITY

Increase the per-campus allotment to \$90,000 to more closely align recurring state support with the actual cost of trained, armed school safety personnel — without redirecting limited local resources from other essential educational priorities.





THANK YOU

13. Superintendent's Announcements
Presenter: Katie Kordel, Superintendent
14. Announcements
Presenter: Julie McLaughlin, President
15. Adjournment
Presenter: Julie McLaughlin, President