Regular Meeting

Monday, November 16, 2026 6:30 PM
Dalton L. James Administration Board Room, 200 E. Belt Line Rd., DeSoto, TX 75115

1.	**CALL MEETING TO ORDER**	
2.	**BOARD ORGANIZATION, OPERATIONS AND RECOGNITION**	
2.A.	Welcome, Invocation, Pledges, District Mission Statement and Emergency Statement, Establish Quorum Invocation: Pastor John Marin, Senior Pastor of Hampton Road Baptist Church	
3.	**PUBLIC COMMENTS ON AGENDA ITEMS ONLY**	
4.	**PUBLIC COMMENTS ON NON AGENDA ITEMS**	
5.	**BOARD MONITORING**	
5.A.	Campus and Student Recognition	**Presenter:** Tanya Dillard, K-6 Math Instructional Design Leader
5.B.	Goal Progress Monitoring	
5.B.1.	GPM 3.1 Math Kindergarten i-Ready ([BOY]) GPM 3.2 Math 1st Grade i-Ready ([BOY]) GPM 3.3 Math 2nd Grade i-Ready ([BOY])	**Presenter:** Dr. Raul Peña, Executive Director of School Leadership, and Mrs. Tanya Dillard
6.	**INFORMATION (Discussion Only)**	
6.A.	Bilingual Program Update	**Presenter:** Carminia Moreno, Director of Bilingual/ESL
6.B.	ParentSquare: District Family Communication Platform Update	**Presenter:** Michael White, Executive Director of Technology
6.C.	DeSoto High School Cafeteria Consolidation and Building Utilization Update	**Presenter:** Dr. Raul Peña, Executive Director of School Leadership and Kimberly Smith, Acting Principal
7.	**CLOSED SESSION ITEMS**	
7.A.	Deliberation regarding the appointment and employment of a Head Athletic Trainer, including duties, compensation, and terms of employment (§ 551.074).	
7.B.	Deliberation regarding the employment and proposed contract of Dr. Elna Davis as Superintendent of Schools for DeSoto ISD, and	

consultation with legal counsel regarding related legal matters, pursuant to Texas Government Code Sections 551.074 (Personnel Matters) and 551.071 (Consultation with Attorney).	
8. **ACTION/DISCUSSION ITEMS (Action Requested)**	
8.A. Consideration and Possible Approval of the Progress Monitoring Report	**Presenter:** Karen Lacy, President of Board of Trustees
8.B. Consideration and Possible Approval of the Targeted Improvement Plans (TIP) and TAP Plans for State Submission	**Presenter:** Dr. Raul Pena, Executive Director of School Leadership and Campus Principals
8.C. Consideration and Possible Approval to Proceed with Change Order No. 2 to Hellas Construction and the Reallocation of Bond Interest Funds to the DeSoto Athletics Project.	**Presenter:** Madeleine Sara-Colley, Procedeo
8.D. Discuss, consider, and take possible action to approve the employment contract for Dr. Elna Davis as Superintendent of Schools for DeSoto ISD and authorize the Board President to execute the contract on behalf of the District.	
8.E. Consideration and Possible Approval of the Recommendation for Head Athletic Trainer	
9. **ADJOURN**	

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Board Secretary

DeSoto ISD
Board Agenda Item Overview

Meeting Type	**Regular - Data**	Meeting Date	**11/16/26**

Policy Reference:	**AE (LOCAL)**

Related Board Goal: *Select a Goal(s) or type in specific Goals*	**Goal 3 - 3rd Grade Math STAAR**

Recommendation:	**No Action Required; Information Only**
Justification:	**Goal 3:** **The percentage of DeSoto ISD students who perform at the meets level or above in mathematics on the 3rd Grade STAAR Math assessment, will increase from 29% in May 2025 to 42% by May 2030.** **GPM 3.1- Kindergarten Math**

Funding	Cost: N/A ✔	
	Funding Source:	**NA**
	Currently Budgeted	**N/A**

Vendor	**NA**

Does this item require a Competitive Bid?	N/A ✔
Purchasing Mechanism	**NA**
Contract Term	**NA**
Finance Department Review By:	N/A ✔
Purchasing Manager:	
Comptroller Signature:	

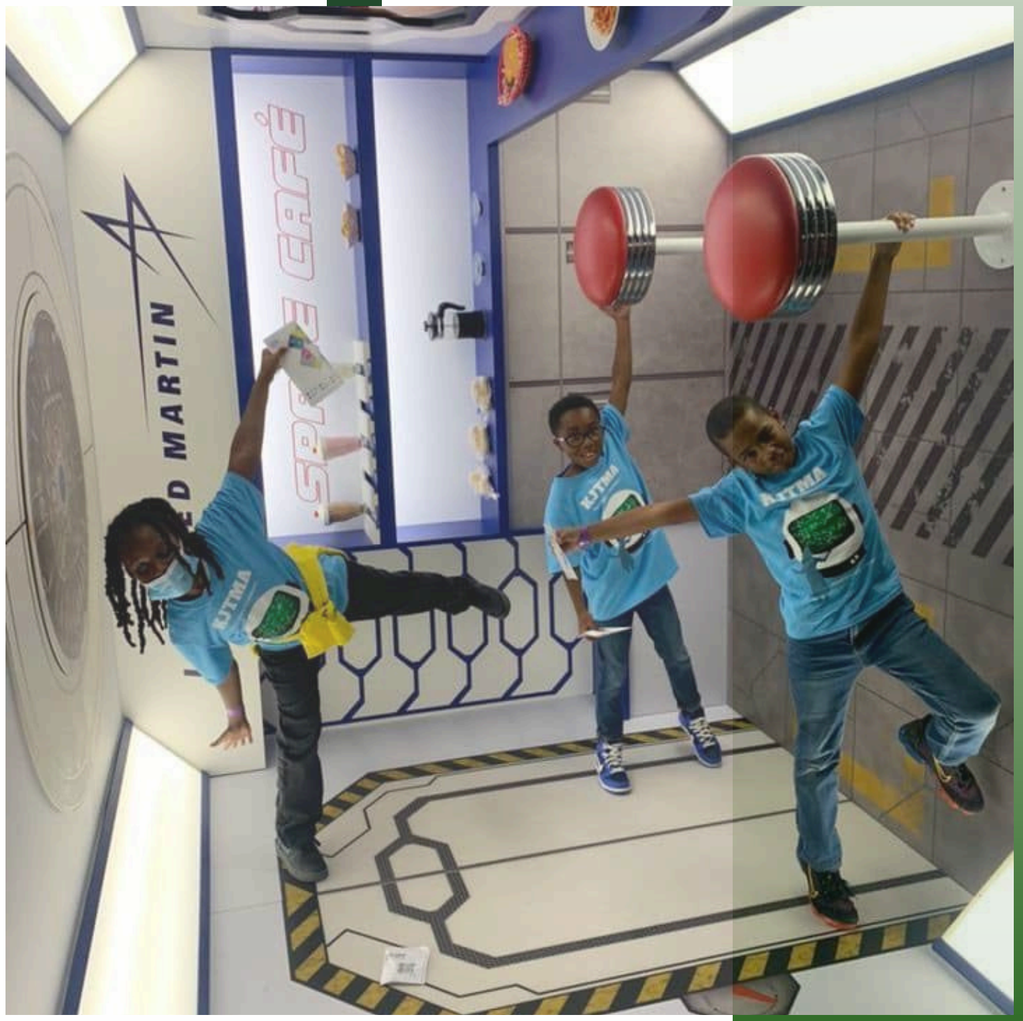
Name	**Dr. Raul Pena**	Title	**Ex. Dir. of School Improvement**
Department	**Teaching & Learning**	Phone#	**972-223-6666**

Legal Review	**N/A**	Date	
Department Review			
District Approval	Dr. Elma Davis		



Progress Monitoring

November 2026



MISSION

To ensure all students, without exception, learn and grow at their highest levels.



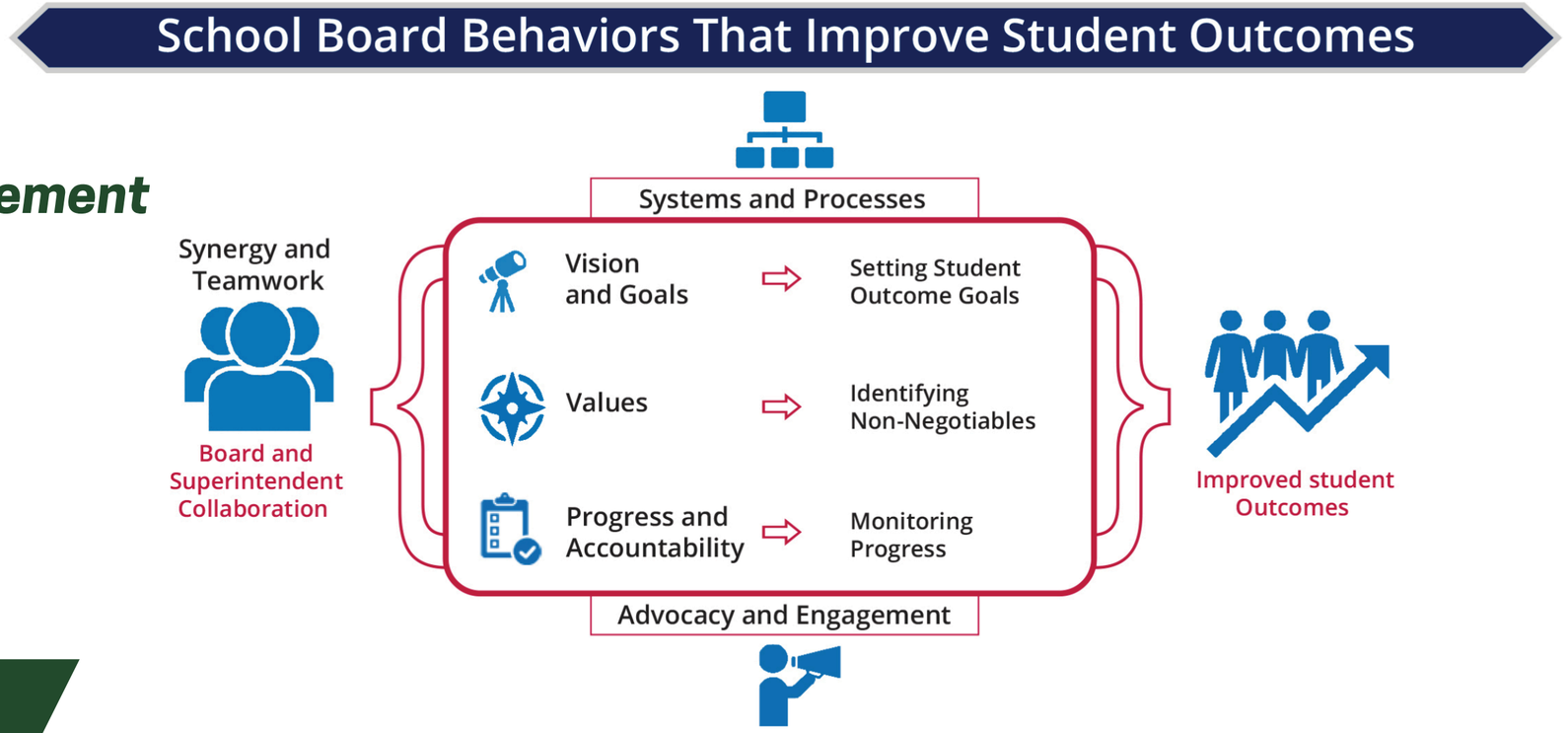
VISION

To inspire curiosity and consciousness, develop character, build courage, and nurture compassion.

Lone Star Governance *Focus Overview*

The framework is built around six research-informed competencies that describe school board behaviors and the degree to which they create the conditions for improvements in student outcomes:

- ***Vision & Goals***
- ***Values & Guardrails***
- ***Monitoring & Accountability***
- ***Communication & Collaboration***
- ***Unity, Trust & Continuous Improvement***



Student Outcomes Don’t Change Until Adult Behaviors Change



Board Goals

Goal 1: The percentage of DeSoto ISD students who graduate college, career, and military ready will increase from 88% in May 2025 to 96% by May 2030.

Goal 2: The percentage of DeSoto ISD students who perform at the meets level or above on the Third Grade STAAR Reading assessment, will increase from 33% in May 2025 to 48% by May 2030.

Goal 3: The percentage of DeSoto ISD students who perform at the meets level or above in mathematics on the Third Grade STAAR Math assessment, will increase from 29% in May 2025 to 42% by May 2030.

Goal 4: The percentage of Eighth grade students achieving meets or higher on STAAR/EOC math assessments will increase from 35% in May 2025 to 43% by May 2030.

Goal 5: The percentage of Eighth grade students achieving meets or higher on the STAAR reading assessment will increase from 45% in May 2025 to 56% by May 2030.

Superintendent Guardrails

In attaining the Board's student outcome goals, the Superintendent shall not allow:

Guardrail 1: The Superintendent shall not allow ineffective teaching, coaching, or instructional supports that do not directly contribute to improved classroom effectiveness and student outcomes.

Guardrail 2: The Superintendent shall not manage district finances in a manner that is inconsistent with the law or compromises long-term fiscal health, transparency, or alignment with student-centered priorities.

Guardrail 3: The Superintendent shall not make major decisions affecting district programming or restructuring without presenting a draft proposal to the Board prior to implementation.

Guardrail 4: The Superintendent shall not enforce or tolerate practices that undermine a positive school culture; ensuring all policies and actions promote inclusivity, respect, and a supportive environment for students and staff.

Guardrail 5: The Superintendent shall not pursue talent strategies that fail to prioritize the recruitment, retention, and support of highly qualified and diverse educators.

Goal Progress Monitoring
November 2026







Goal 3: The percentage of DeSoto ISD students who perform at the meets level or above in mathematics on the 3rd Grade STAAR Math assessment, will increase from 29% in May 2025 to 42% by May 2030.

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Progress Monitoring
November 2026

GPM 3.1-3.3 Inputs

BOY	Process	Impact
Curriculum and Instruction	• **High-Quality Instructional Materials (HQIM)**: Curriculum resource is Bluebonnet Learning, a TEKS-aligned curriculum that promotes alignment across classrooms and grade bands. • **Lesson Internalization**: Teachers were given training on internalizing the Bluebonnet lesson beforehand, working the problems and anticipating misconceptions prior to lesson delivery. • **Read-Draw-Write and Math Discourse**: Students learned to read, model, and solve word problems using a consistent strategy and explain their thinking with sentence stems. This problem solving strategy is used daily. • **District Assessments and Screen-to-Scratch Analysis:** Ongoing, pacing-aligned assessments expose students to STAAR-like questions, and teachers analyze student work to plan reteaching.	• Students build skills in a logical order, with fewer gaps between classrooms and grade levels while utilizing Bluebonnet manipulatives and models to deepen conceptual understanding. • Misconceptions are caught early, and students become familiar with STAAR format and rigor.
Professional Development	• **Curriculum Implementation Training prior to the start of school**: Teachers learned Bluebonnet's structure, pacing, and lesson routines so the curriculum is taught as designed. • **Lesson Design and Delivery PD:** Teachers unpacked the math curriculum, including the Year-at-a-Glance and Module 1 Scope and Sequence, reviewed lessons from the teacher and student perspective, and created an annotated pacing guide and a collaborative plan for beginning-of-year instruction. • **Research-Based Instructional Strategies (RBIS) Training from Region 10**: Math teachers learned proven strategies for engaging students, checking for understanding, and supporting struggling learners during instruction. • **Manipulatives and Models Training from Region 10**: Teachers used Bluebonnet tools like ten-frames, base-ten blocks, number lines, and tape diagrams to move students from concrete to abstract understanding.	• Students receive consistent, grade-level instruction in every classroom, reducing learning gaps between classrooms and grade levels. • Students are more engaged, misconceptions are caught and corrected during the lesson, and struggling learners get support before falling behind. • Students build a deeper understanding of math concepts and solve problems more accurately and independently.

PROGRESS MONITORING

NOVEMBER 2026

Desoto ISD Math i-Ready 2025-26 Overall Placement by Grade Level BOY

Grade	Overall Grade-Level Placement					
Grade K		6%	9%	85%	0%	0%
Grade 1		4%	6%	76%	14%	0%
Grade 2		2%	6%	55%	37%	0%

Desoto ISD Math i-Ready 2026-27 Overall Placement by Grade Level BOY

Grade	Overall Grade-Level Placement					
Grade K		6%	11%	83%	0%	0%
Grade 1		3%	6%	76%	14%	0%
Grade 2		3%	10%	55%	32%	0%

- % Students Mid or Above Grade Level
- % Students Early On Grade Level
- % Students One Grade Level Below
- % Students Two Grade Levels Below
- % Students Three or More Grade Levels Below



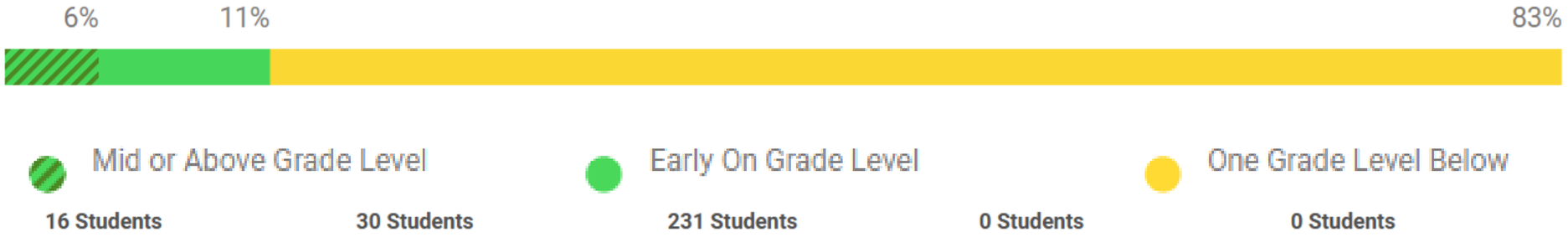
PROGRESS MONITORING

NOVEMBER 2026

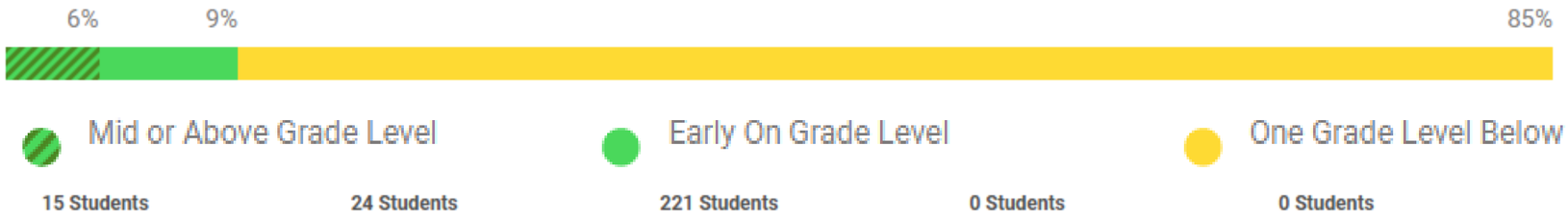
GPM 3.1: The percentage of Kindergarten students that are meeting mid-on grade level on the i-Ready EOY Math diagnostic assessment will increase from 51.4% in May 2025 to 60% by May 2030.

KINDERGARTEN

Desoto ISD Math i-Ready 2026-27
Overall Placement **BOY**



Desoto ISD Math i-Ready 2025-26
Overall Placement **BOY**



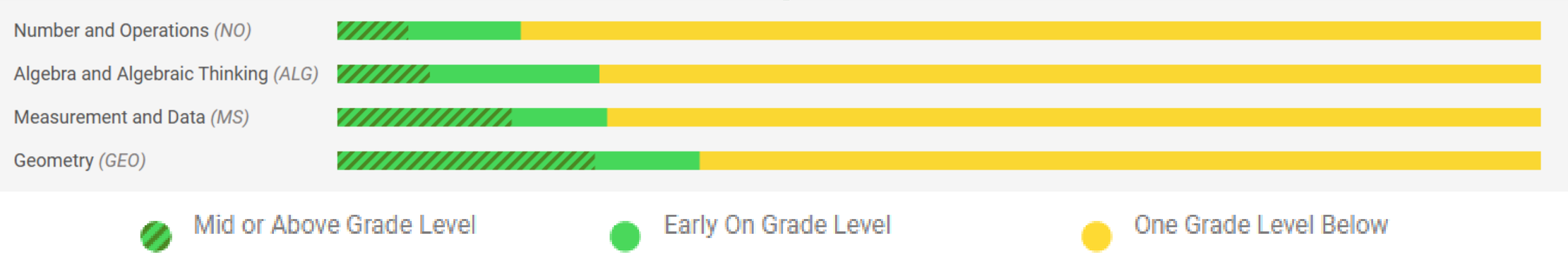
PROGRESS MONITORING

NOVEMBER 2026

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KINDERGARTEN

Desoto ISD Math i-Ready 2026-27
Placement by Domain BOY



Desoto ISD Math i-Ready 2025-26
Placement by Domain BOY



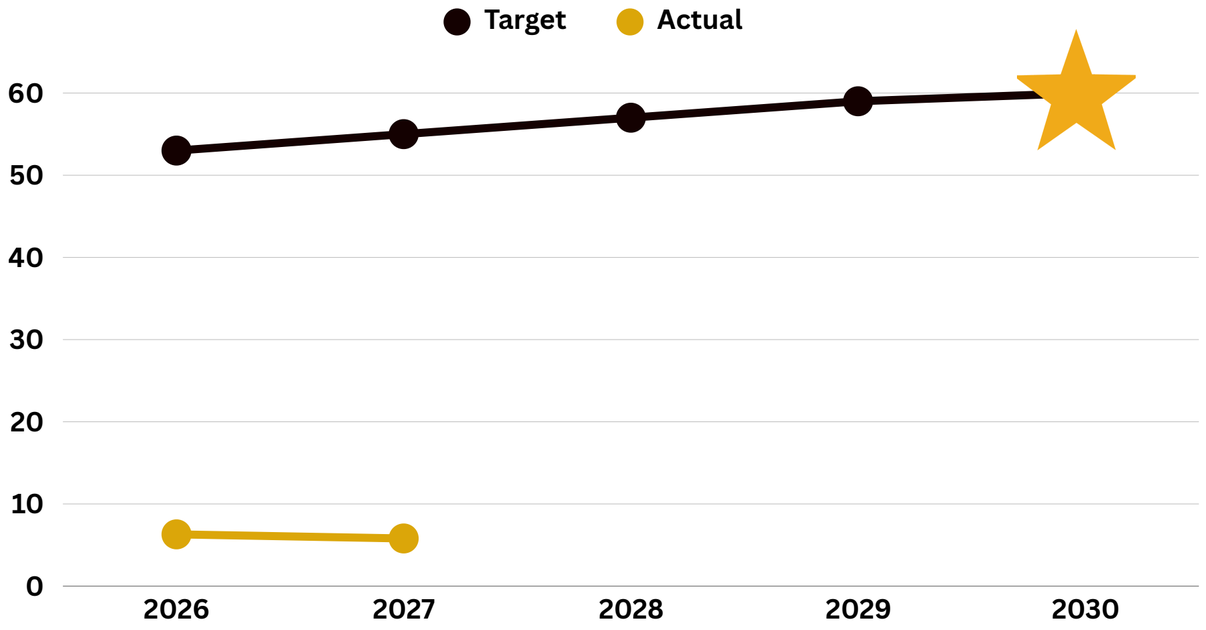
PROGRESS MONITORING

NOVEMBER 2026

Goal 3: The percentage of DeSoto ISD students who perform at the meets level or above in mathematics on the 3rd Grade STAAR Math assessment, will increase from 29% in May 2025 to 42% by May 2030.

GPM 3.1: The percentage of Kindergarten students that are meeting mid-on grade level on the i-Ready EOY Math diagnostic assessment will increase from 51.4% in May 2025 to 60% by May 2030.

GPM 3.1 IS OFF TRACK



	26-27 BOY Total # of TESTED	26-27 BOY % of Student On Track	25-26 BOY % of Student On Track	Diff BOY 2026 to BOY 2025	26-27 Annual Target %	% Distance from Annual Target	# of Students Needed
ALL	274	5.8%	6.3%	-0.5%	55.0%	-49.2%	135
BLACK	193	6.2%	5.4%	0.9%	62.0%	-55.8%	108
HISPANIC	60	5.0%	7.3%	-2.3%	64.0%	-59.0%	35
WHITE	10	0.0%	20.0%	-20.0%	55.0%	-55.0%	6
TOM	*	*	*	*	*	*	*
SPED	23	0.0%	11.1%	-11.1%	37.0%	-37.0%	9
ECODIS	152	3.9%	8.1%	-4.2%	58.0%	-54.1%	82
EB	39	2.6%	6.9%	-4.3%	59.0%	-56.4%	22

Progress		
26-27 BOY	**25-26 BOY**	**26-27 Annual Target**
5.8%	**6.3%**	**55.0%**

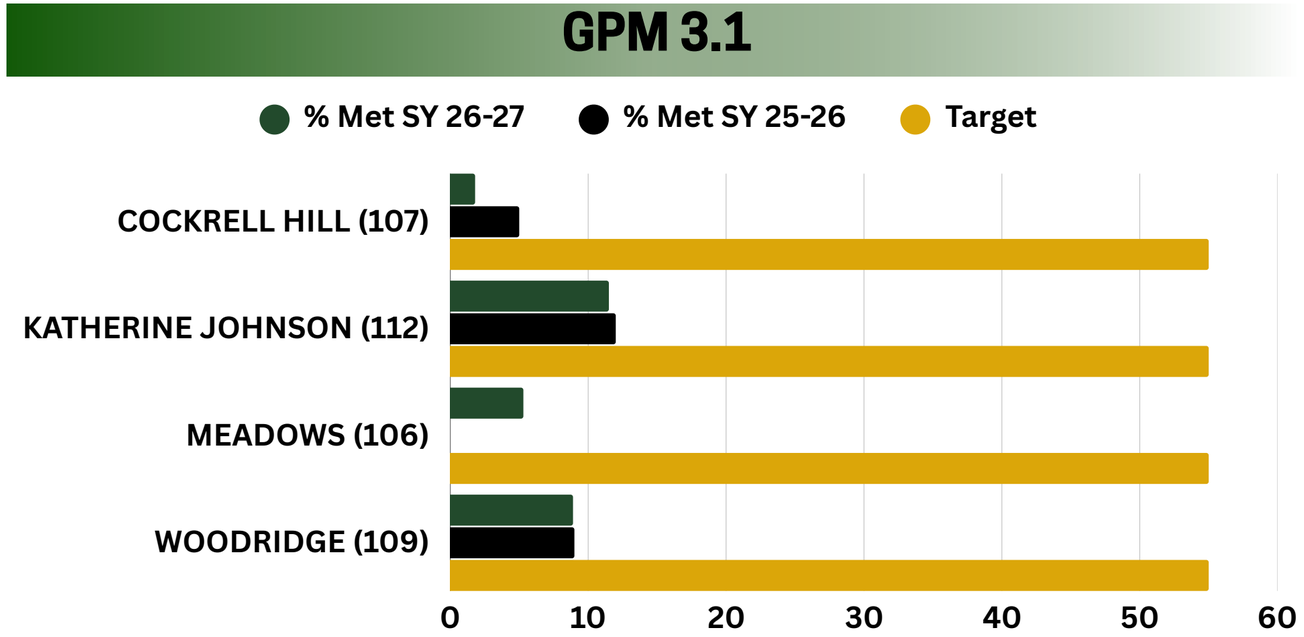
Key
At or Above EOY Target
Less than or equal to 5% below EOY Target
More than 5% below EOY Target
* Board Target not set 10 students or less

PROGRESS MONITORING

NOVEMBER 2026

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COCKRELL HILL ELEMENTARY SCH	109	1.8%	3.0%	-1.2%	55%	-53.2%	58
Katherine Johnson Tech Magnet School	52	11.5%	19.0%	-7.5%	55%	-43.5%	23
MEADOWS ELEMENTARY SCHOOL	57	5.3%	6.0%	-0.7%	55%	-49.7%	28
WOODRIDGE ELEMENTARY SCHOOL	56	8.9%	8.0%	0.9%	55%	-46.1%	26

Key
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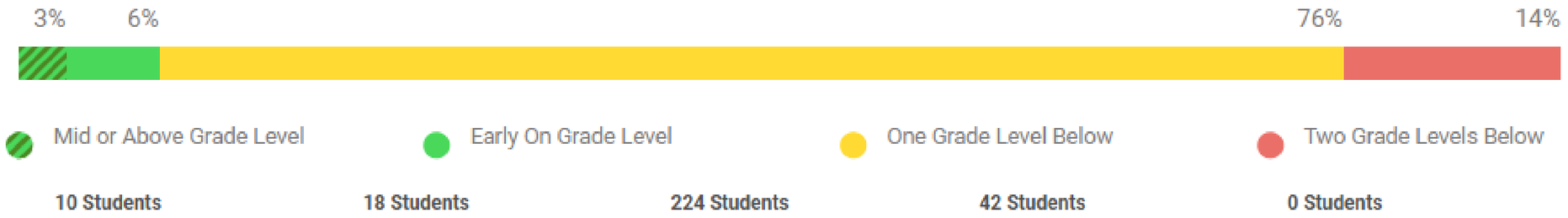
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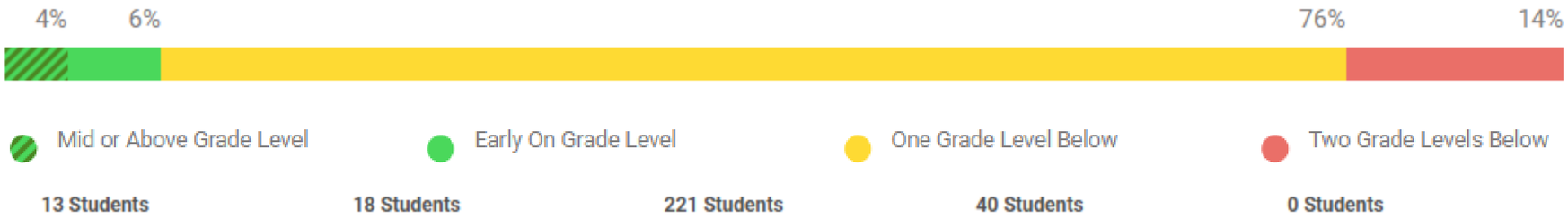
GPM 3.2: The percentage of first grade students that are meeting mid-on grade level on the iReady EOY Math diagnostic assessment will increase from 34.3% in May, 2025 to 45% by May, 2030.

FIRST GRADE

Desoto ISD Math i-Ready 2026-27
Overall Placement BOY



Desoto ISD Math i-Ready 2025-26
Overall Placement BOY



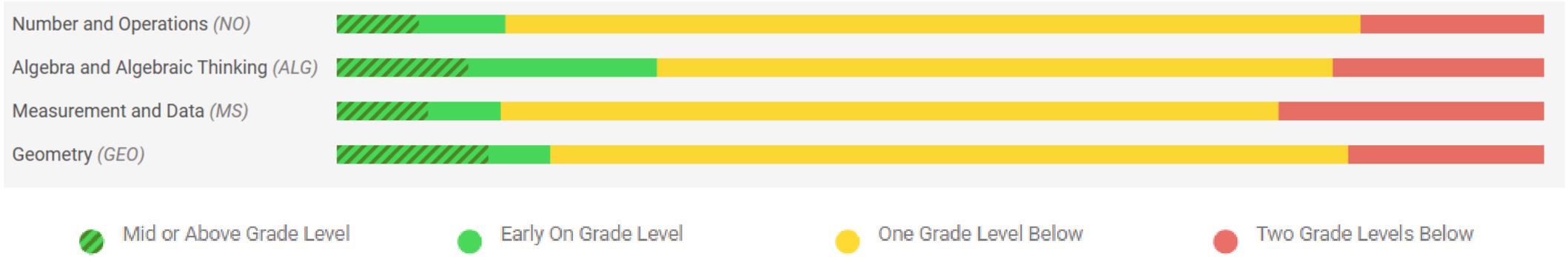
PROGRESS MONITORING

NOVEMBER 2026

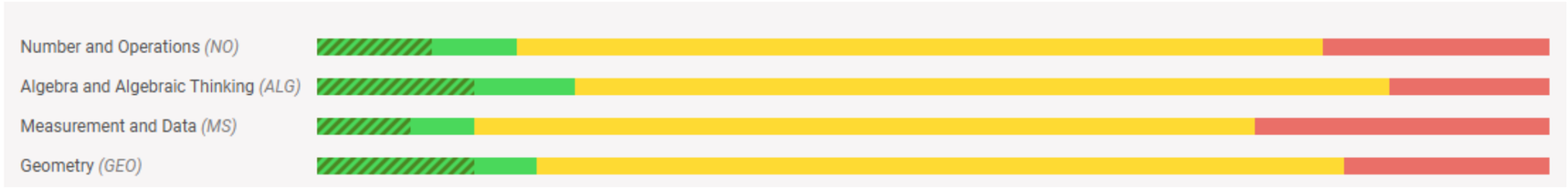
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FIRST GRADE

Desoto ISD Math i-Ready 2026-27
Placement by Domain **BOY**



Desoto ISD Math i-Ready 2025-26
Placement by Domain **BOY**



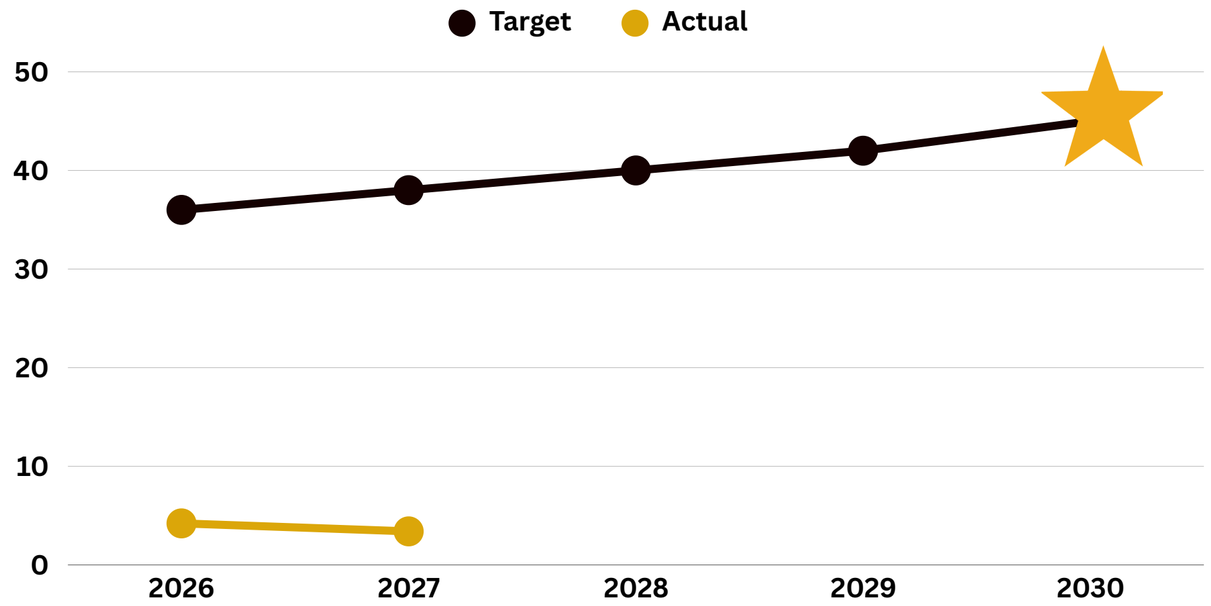
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NOVEMBER 2026

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GPM 3.2 IS OFF TRACK



Progress		
26-27 BOY	**25-26 BOY**	**26-27 Annual Target**
3.4%	**4.1%**	**38.0%**

	26-27 BOY Total # of TESTED	26-27 BOY % of Student On Track	25-26 BOY % of Student On Track	Diff BOY 2026 to BOY 2025	26-27 Annual Target %	% Distance from Annual Target	# of Students Needed
ALL	292	3.4%	4.1%	-0.7%	38.0%	-34.6%	101
BLACK	217	2.8%	5.1%	-2.3%	40.0%	-37.2%	81
HISPANIC	54	5.6%	0.0%	5.6%	34.0%	-28.4%	15
WHITE	*	*	*	*	*	*	*
TOM	*	*	*	*	*	*	*
SPED	42	2.4%	5.0%	-2.6%	32.0%	-29.6%	12
ECODIS	170	2.9%	2.0%	1.0%	33.0%	-30.1%	51
EB	43	7.0%	0.0%	7.0%	32.0%	-25.0%	11

Key
At or Above EOY Target
Less than or equal to 5% below EOY Target
More than 5% below EOY Target
* Board Target not set 10 students or less

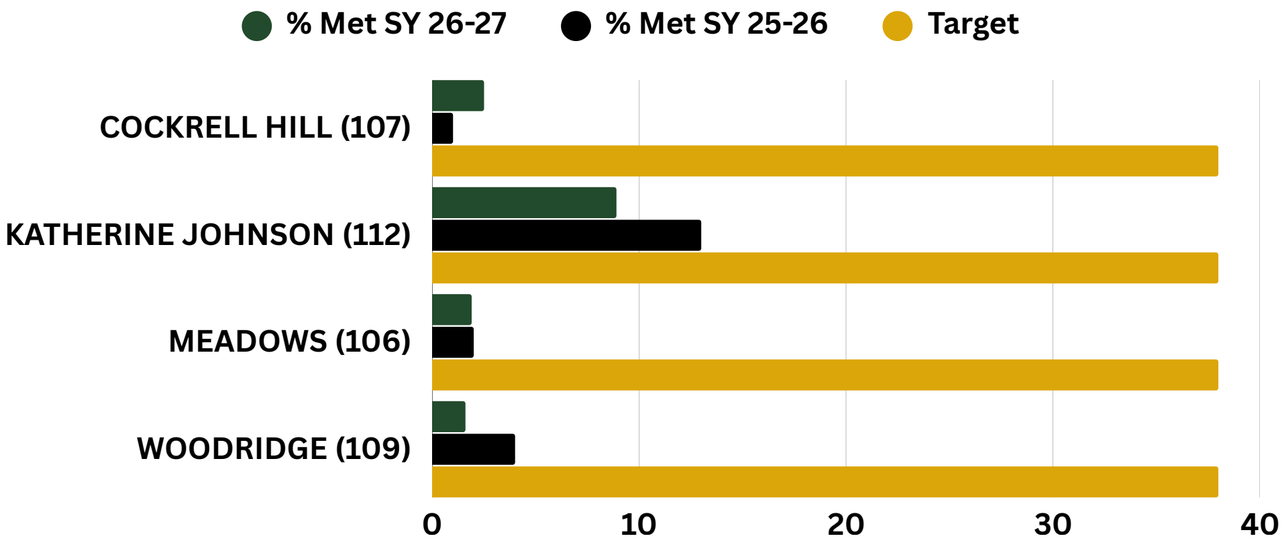
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GPM 3.2



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COCKRELL HILL ELEMENTARY SCH	120	2.5%	0.8%	1.7%	38.0%	-35.5%	43
Katherine Johnson Tech Magnet School	56	8.9%	1.8%	7.1%	38.0%	-29.1%	16
MEADOWS ELEMENTARY SCHOOL	54	1.9%	1.9%	0.0%	38.0%	-36.1%	20
WOODRIDGE ELEMENTARY SCHOOL	62	1.6%	1.6%	0.0%	38.0%	-36.4%	23

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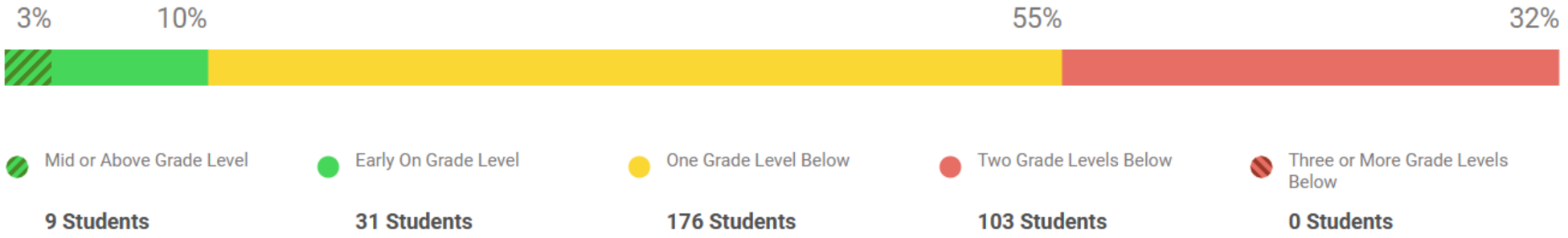
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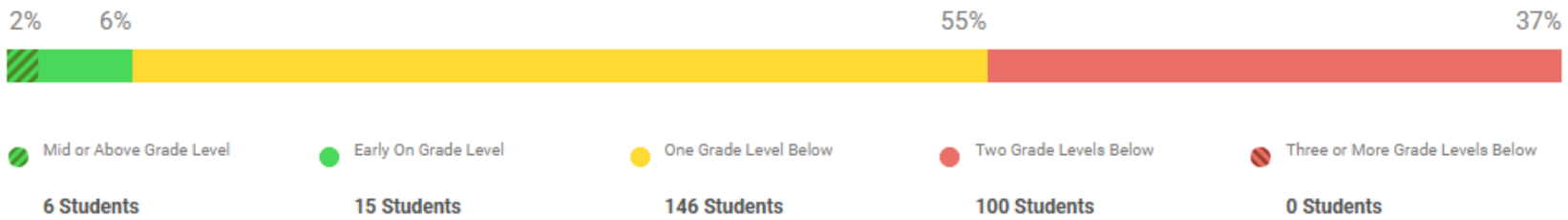
GPM 3.3: The percentage of second grade students that are meeting mid-on grade level on the iReady EOY Math diagnostic assessment will increase from 22.6% in May, 2025 to 45% May, 2030.

SECOND GRADE

Desoto ISD Math i-Ready 2026-27
Overall Placement **BOY**



Desoto ISD Math i-Ready 2025-26
Overall Placement **BOY**



PROGRESS MONITORING

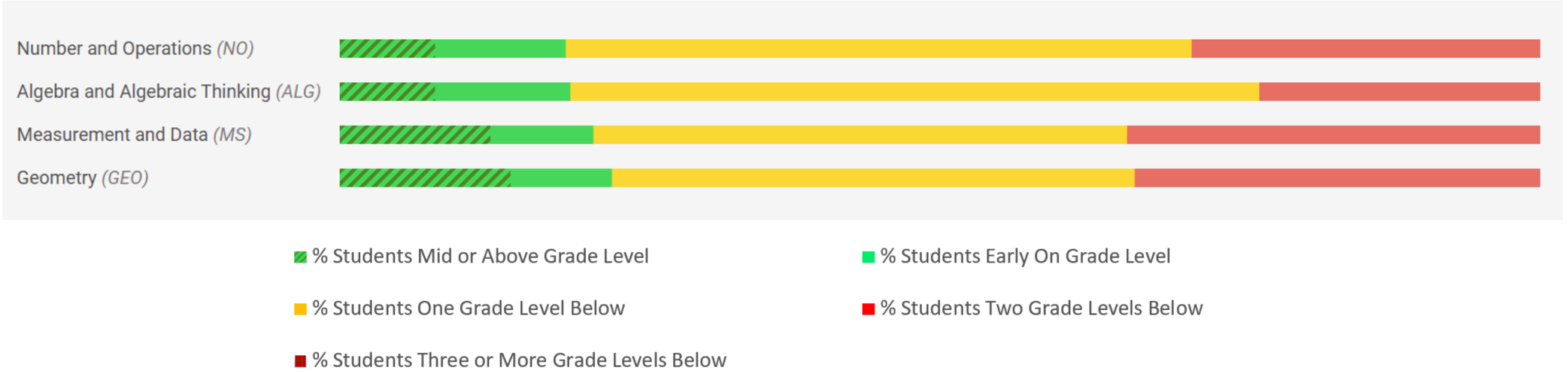
NOVEMBER 2026

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SECOND GRADE

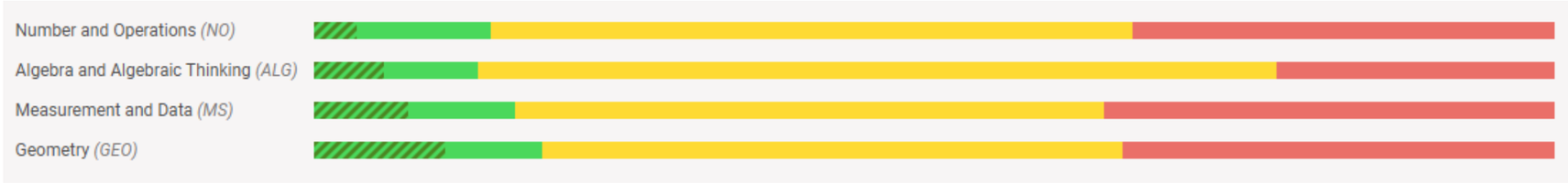
Desoto ISD Math i-Ready 2026-27

Placement by Domain BOY



Desoto ISD Math i-Ready 2025-26

Placement by Domain BOY



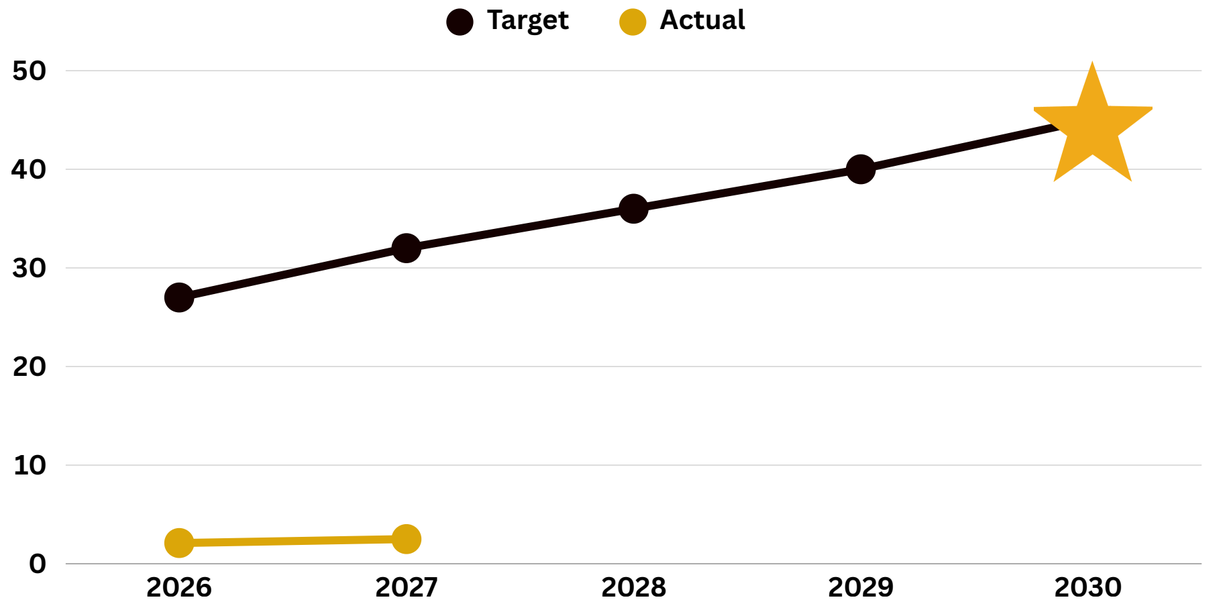
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GPM 3.3 IS OFF TRACK



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ALL	315	2.5%	2.1%	0.5%	32.0%	-29.5%	93
BLACK	243	2.1%	1.0%	1.1%	33.0%	-30.9%	75
HISPANIC	57	1.8%	4.2%	-2.5%	33.0%	-31.2%	18
WHITE	*	*	*	*	*	*	*
TOM	*	*	*	*	*	*	*
SPED	39	2.6%	3.3%	-0.8%	22.0%	-19.4%	8
ECODIS	170	1.8%	1.5%	0.3%	32.0%	-30.2%	51
EB	42	2.4%	3.0%	-0.6%	26.0%	-23.6%	10

Progress		
26-27 BOY	**25-26 BOY**	**26-27 Annua Target**
2.5%	**2.1%**	**32.0%**

Key
At or Above EOY Target
Less than or equal to 5% below EOY Target
More than 5% below EOY Target
* Board Target not set 10 students or less

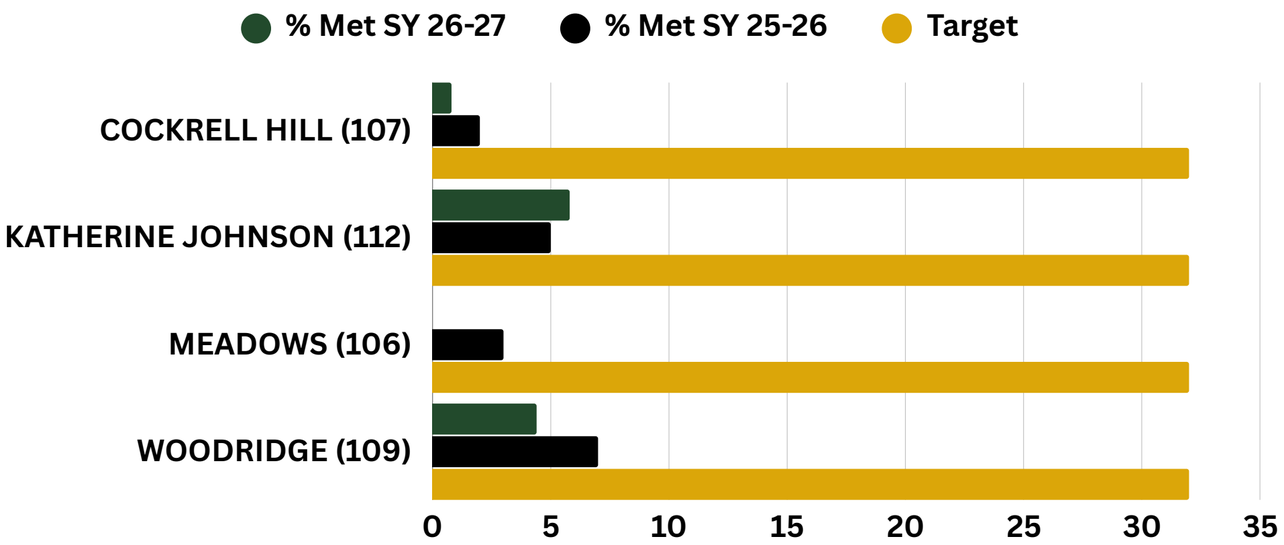
PROGRESS MONITORING

NOVEMBER 2026

Goal 3: The percentage of DeSoto ISD students who perform at the meets level or above in mathematics on the 3rd Grade STAAR Math assessment, will increase from 29% in May 2025 to 42% by May 2030.

GPM 3.3: The percentage of second grade students that are meeting mid-on grade level on the iReady EOY Math diagnostic assessment will increase from 22.6% in May, 2025 to 45% May, 2030.

GPM 3.3



	26-27 BOY Total # of TESTED	26-27 BOY % of Student On Track	25-26 BOY % of Student On Track	Diff BOY 2026 to BOY 2025	26-27 Annual Target %	% Distance from Annual Target	# of Students Needed
COCKRELL HILL ELEMENTARY SCH	119	0.8%	1.9%	-1.1%	32%	-31.2%	37
Katherine Johnson Tech Magnet School	69	5.8%	5.1%	0.7%	32%	-26.2%	18
MEADOWS ELEMENTARY SCHOOL	59	0.0%	2.8%	-2.8%	32%	-32.0%	19
WOODRIDGE ELEMENTARY SCHOOL	68	4.4%	6.6%	-2.2%	32%	-27.6%	19

Key
At or Above EOY Target
Less than or equal to 5% below EOY Target
More than 5% below EOY Target
* Board Target not set 10 students or less



Thank You!

2026 Bilingual Program Evaluation

Annual evaluation under 19 TAC §89.1265

What Chapter 89 requires us to report

Because DeSoto ISD operates under a bilingual exception and ESL waiver, we also report exception and waiver staffing, certification progress, and students served through alternative methods.

Academic Progress

STAAR results for emergent bilingual students, by program model

English Proficiency

TELPAS growth by program model, plus partner-language proficiency for dual language students

Reclassification

How many students were reclassified, and how they perform afterward.

Staff training

Teachers and aides trained in second language acquisition and the results.

Who is an emergent bilingual student?

Many of our EBs are Hispanic but not all Hispanic students are EBs.

Identification starts with the state Home Language Survey.
A language other than English triggers an English proficiency test.

New this year: American Sign Language alone no longer triggers testing.

Current EB's
October 2026

662

93% speak Spanish at home
Others include:
Arabic, French, Vietnamese, Igbo, Farsi and Russian

Two program models

Content - based ESL is stronger, but would require an ESL waiver for every secondary content teacher without ESL certification.

Dual Language One- Way

Spanish and English

K-5

Cockrell Hill Elementary

Students build both languages at once

264 Students

ESL Pull- out

All other EBs

K-12

Taught by an ESL - Certified ELA teacher

416 Students

Reaching English Proficiency takes all three

1
TELPAS

Advanced High composite score

2
STAAR or EOC

Approaches Grade Level or above in reading

3
Teacher

State teacher evaluation rubric

WHAT · RECLASSIFICATION

30

students reclassified in 2025–26

18

in 2024–25

EB leads reviewed the data, found students close to reclassifying, and supported them to it.

What - TELPAS and STAAR

Results by program model

STAAR is an area of opportunity; our comprehensive campuses' results affect EBs too.

2025–26	Dual language	ESL	All students
TELPAS Advanced High	3%	9%	8% (all testers)
Grew one or more TELPAS levels	37%	28%	30% (all testers)
STAAR reading, Approaches+	50%	58%	70%
STAAR math, Approaches+	52%	56%	60%

Reclassified students outperform the district

100%

Monitored and former EBs, 2026 STAAR reading Approaches +

70%

All DeSoto students

54%

Current EBs

Accountability

Where EB students stand in Closing the Gaps

Measure (2026)	All students	EB current	EB + monitored
Reading: Meets grade level	45%	31%	36%
Math: Meets grade level	29%	24%	29%
Reading: growth score	64%	55%	58%
Math: growth score	59%	50%	53%
STAAR component score	38	30	34
Graduation rate (class of 2025)	88.5%	81.1%	83.0%
College, career & military ready (2025)	85%	86%	86%

Accountability: STAAR by Program Model

STAAR results by Program 2026 (2025)

Measure (2026)	All students	EB current	EB + monitored
Reading: Meets grade level	45%	31%	36%
Math: Meets grade level	29%	24%	29%
Reading: growth score	64%	55%	58%
Math: growth score	59%	50%	53%
STAAR component score	38	30	34
Graduation rate (class of 2025)	88.5%	81.1%	83.0%
College, career & military ready (2025)	85%	86%	86%

DeSoto ISD Emergent Bilingual Profile

Total Number of EB's	
Percent of district enrollment	
Newcomers	
Percent of Newcomers within EB's	

PreK	
Kinder	
First	
Second	
Third	
Fourth	
Fifth	
Sixth	

Seventh	
Eight	
Ninth	
Tenth	
Eleventh	
Twelveth	

English Language Proficiency

One in three EB students met TELPAS progress.

33%

140 of 457 current EB students made expected progress on TELPAS in 2026

2026 TELPAS K-12

Number of student reclassified=

District Composite Scores %

Number of Students	Beginner	Intermediate	Advanced	Advanced High

Dual Language Program

Every tested dual language student was in an exception classroom in 25-26

23%
met grade level in reading, down from 32%

48%
showed annual growth, down from 58%

3%
met grade level in science (26% approaches)

A key driver is staffing. Exception classrooms are mostly led by teachers without bilingual certification. One certified 5th grade teacher is paired with non-certified colleagues.

ESL Program

Students with an ESL certified teacher vs. students on

ESL pull-out

79%	50%	68%
Approaches	Meets	Annual growth

ESL waiver

57%	29%	50%
Approaches	Meets	Annual growth

Waiver bright spots since 2025: reading Meets 27% → 35%, science Approaches 48% → 67%, annual growth 45% → 50%.

After Reclassification

Reclassified students

ESL pull-out

79%	50%	68%
Approaches	Meets	Annual growth

ESL waiver

57%	29%	50%
Approaches	Meets	Annual growth

Waiver bright spots since 2025: reading Meets 27% → 35%, science Approaches 48% → 67%, annual growth 45% → 50%.

Board Action Needed

Approval of the recommended actions—funding reallocation, staffing approvals, and targeted metric goals—at the next board meeting. This enables implementation to begin at the start of the upcoming grading cycle, aligning resources with accountability and student services priorities.

TELPAS & State Accountability

TELPAS growth counts toward each campus's A–F rating.

- Measures EB students' English growth (K–12) in listening, speaking, reading and writing
- Counts in Domain 3, Closing the Gaps, under English Language Proficiency
- Campuses earn points when EB students gain at least one proficiency level

Implementation Plan

Step 1

Hispanic Heritage outreach to boost family engagement and attendance through events and bilingual communications.

Step 2

Targeted instructional interventions: sheltered instruction, small-group EL blocks, newcomer bootcamps.

Step 3

Professional development: TELPAS calibration and language acquisition strategies for X teachers.

Step 4

Progress monitoring cadence: biweekly formative checks and mid-cycle TELPAS practice.

Step 5

Resource allocation: dedicated EL coach FTEs and instructional materials budget.

DeSoto Independent School District
Office of School Leadership | 2026–27 School Improvement | Targeted Improvement Plan (TIP)

Curtistene S. McCowan Middle School and Fine Arts Academy

Targeted Improvement Plan (TIP) · 2026–27

PLAN	SCHOOL YEAR	PRINCIPAL	DCSI
Targeted Improvement	**2026–27**	**Chenae Washington**	**Dr. Raul Peña**

Targeted Improvement Plan (one year).

CONTENTS

1. District and Campus Information 2. Needs Assessment, Stakeholder Engagement, and Assurances 3. School Improvement Strategy 4. Curriculum and Instruction 5. Assessment Plan 6. Student Monitoring, Intervention, and PLCs 7. Capacity Building 8. Milestones 9. Performance Management 10. Student Outcome Goals

1 DISTRICT AND CAMPUS INFORMATION

District Name	DeSoto ISD
Name of the person completing this form	Chenae Washington
Email of responder	chenae.washington@desotoisd.org
Role of the responder	Principal
Name of Campus Requiring a Targeted Improvement Plan	Curtistene S. McCowan Middle School and Fine Arts Academy

2 NEEDS ASSESSMENT, STAKEHOLDER ENGAGEMENT, AND ASSURANCES

1.1 Campus on-site needs assessment completed (TEC §39A.053).	Yes. A local needs assessment used key findings from the 2026 Closing the Gaps report: • Math Meets fell from 32% to 27%, and math academic growth fell from 62% to 53%, earning 0 of 32 possible Closing the Gaps points in math. • RLA Meets rose from 40% to 44% and met the state target. • TELPAS progress rose from 17% to 24% against a 30% target. • Students receiving special education services remain the lowest-performing group, with a STAAR component score of 14 against a target of 23.
1.2 Local needs assessment meets TEC §39A.053; results available upon request.	Yes. The needs assessment results and supporting evidence are kept on file at the campus and are available upon request.
1.3 Campus will join the Exchange and use the Instructional Insights App for observation and feedback in 2026–27.	Yes. Admin at McCowan will also use the TEA LIFT Observation Tools and Companion Guides for Reading/Social Studies and Math/Science (linked in 9.3) for classroom observation and feedback. Observations are logged in Eduphoria, the district system, and in the LIFT tracker.

1.4 If no, artifacts demonstrating a robust observation and feedback system are uploaded.	Yes. Artifacts demonstrating the campus observation and feedback system will be uploaded.
1.5 Campus Intervention Team (CIT) held a public meeting with the principal, campus planning and decision-making committee, parents, and community members to review the rating and solicit input.	Yes. The public meeting was held on October 6, 2026, during the Title I meeting. The agenda, sign-in sheets, and comments received are kept on file.
1.6 Written notice of all public meetings was provided to parents and students and posted on the campus website with the date, time, and place.	Yes. A copy of the written notice and a record of the campus website posting are kept on file.
1.7 The Board held a hearing (TEC §§39A.055, 39A.057), solicited public comment, and posted the plan on the district website before the hearing.	Yes. Board hearing date: November 16, 2026. The plan will be posted on the district website on November 17, 2026, after Board approval.
1.8 Date of Board approval.	November 16, 2026
1.9 Documentation of stakeholder feedback or of the stakeholder engagement process is uploaded (TEC §§39A.055, 39A.104).	Stakeholder comments will be compiled after the Title I meeting on October 6, 2026, and the Board meeting on November 16, 2026, and uploaded with the plan.

3 SCHOOL IMPROVEMENT STRATEGY

2.1 Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2026-2027 school year.	Intensive Curriculum & Instruction Improvements McCowan will strengthen Tier 1 instruction in every core classroom, with mathematics as the first priority. On the 2026 Closing the Gaps report, math earned 0 of 32 possible points: Meets fell from 32% to 27% and academic growth fell from 62% to 53%. RLA made gains, with Meets rising from 40% to 44% and meeting the state target. The strategy rests on four actions: consistent use of Bluebonnet Learning Math and Savvas myPerspectives as designed; weekly PLCs using the TEA LIFT protocol; frequent observation and feedback for every core teacher; and data-driven intervention for students below grade level, emergent bilingual students, and students receiving special education services.
2.2 Which, if any, program is this campus engaged with for the 26-27 school year?	TEA LIFT/LASO, with coaching from Region 10 Education Service Center. McCowan is not engaged with any other program for 2026-27.
2.3 Which, if any, program is your school system interested in to support this strategy?	Continued LIFT support for instructional leadership, PLC coaching, and implementation of high-quality instructional materials. No additional programs are planned.
2.4 Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.	Region 10 Education Service Center (Dr. Melani Hawkins, Region 10 Coach), through the TEA LIFT program.

2.5 How many district staff members will be responsible for capacity building with this campus?	Seven: six DeSoto ISD staff members and one Region 10 coach, listed in 2.6.
2.6 What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? (Name, Role, Percent)	• Dr. Melani Hawkins, Region 10 Coach, 50% • Dr. Shanta Duren, LASO Director, 50% • Dr. Raul Peña, Executive Director of School Leadership and DCSI, 25% • Tarsha Lunkin, Director of Teaching and Learning, 25% • Carminia Moreno, EB/ESL Director, 25% • Dr. Raisha Allen, Curriculum Lead, 10% • Dr. Brian Becksmith, Curriculum Lead, 10%
2.7 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).	• **Region 10 ESC:** Dr. Hawkins has an extensive school improvement coaching record, serving multiple school districts in the Best Southwest area. • **District team:** Dr. Shanta Duren, Dr. Raul Peña, Tarsha Lunkin, Carminia Moreno, Dr. Raisha Allen, and Dr. Brian Becksmith have experience in school turnaround with one or more school districts in Texas.
2.8 Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.	• The following resources are already funded by the school district: – Region 10 and LIFT coaching and calibration support: – Bluebonnet Learning Math printed materials and product training: – i-Ready diagnostic and personalized instruction licenses: – Special education inclusion supports and training: • The following resources will be budgeted within our Title I budget: – Tutoring and accelerated instruction, including extra-duty pay for staff: $25 – **Emergent bilingual tutoring and TELPAS preparation:** $25
2.9 If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?	The core of this strategy does not depend on grant funding. Bluebonnet Learning Math is already adopted, weekly PLCs are already in place, and observation and feedback are carried out by campus and district staff. If grant funding is reduced or not awarded, the district will keep the staff assignments listed in 2.6, prioritize Title I, Part A and State Compensatory Education funds for tutoring and intervention, and deliver training through district curriculum leads and Region 10 in place of outside providers. Title I funds remain available for this purpose.
2.10 How will the campus or district redistribute talent and resources to proportionately support this campus's needs?	District staff time is assigned to McCowan in proportion to need (see 2.6), including a Region 10 coach at 50%. Because math shows the largest gap, district curriculum support and Region 10 coaching will be concentrated in math classrooms first, beginning with Grade 7. • Campus leaders will review teaching assignments so the strongest math teachers serve the courses and students with the greatest need. • Inclusion teachers and aides will be scheduled into the math and RLA classes with the most students receiving special education services. • The EB/ESL Director's support will be directed to classrooms serving emergent bilingual students. • If progress is limited at the January 2027 checkpoint, the district will increase coaching and monitoring and add instructional resources.

4 CURRICULUM AND INSTRUCTION

Mathematics

Adopted curriculum	Bluebonnet Learning Math 6-8
Is this the curriculum that will be implemented for the duration of the plan?	Yes
What new curriculum will be adopted?	Bluebonnet Learning Math 6-8, current
When will the district adopt the new curriculum?	2026-27
How many instructional minutes per week are in master schedule for this curriculum delivery?	• 275 instructional minutes per week • 55 minutes daily (one class period)
Does the amount of minutes meet the required/recommended number of minutes for this curriculum?	Yes

Reading Language Arts

Adopted curriculum	Savvas: myPerspectives 6-8
Is this the curriculum that will be implemented for the duration of the plan?	Savvas will conclude after the 2026-2027 school year.
What new curriculum will be adopted?	There is no new curriculum being adopted at this time.
When will the district adopt the new curriculum?	2027-28
How many instructional minutes per week are in master schedule for this curriculum delivery?	• 275 instructional minutes per week • 55 minutes daily (one class period)
Does the amount of minutes meet the required/recommended number of minutes for this curriculum?	Yes

Instructional Calendar

3.37 How many instructional days are included in the 2026-2027 calendar?	171 instructional days
3.38 If there are fewer than 165 instructional days in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?	N/A

5 ASSESSMENT PLAN

3.39 Assessment tools, owner, frequency, and how results are used.

Assessment	Campus or District	Frequency	Purpose: how results are used
BOY/ MOY/ EOY (i-Ready)	District	3x a year • Fall (August) • Winter (December) • Spring (May)	Identify each student's grade-level placement and skill gaps in reading and math. Set typical and stretch growth goals, form intervention groups, and measure growth from BOY to MOY to EOY. Results are reviewed by grade and student group in PLCs and leadership data meetings.
Midterm (Semester Exam)	District	2x a year • Fall Semester (December) • Spring Semester (May)	Measure mastery of the TEKS taught each semester. Teachers analyze results by TEKS, item, and student group to plan reteach and spiral review, adjust pacing, and project STAAR performance at Approaches, Meets, and Masters.
DOL (Demonstration of Learning)	District	Every 2–3 weeks	Check mastery of the priority TEKS taught over the previous two weeks. Teams review results and student work in weekly PLCs, plan reteach for standards below mastery, and adjust small groups and tutoring rosters.
Exit Ticket	Campus	Daily	Check whether students met the day's lesson objective. Teachers use the results to adjust the next day's instruction and to pull students for small-group reteach.

6 STUDENT MONITORING, INTERVENTION, AND PLCS

3.40 Describe the campus system for monitoring student growth data, please include how student growth data be tracked and monitored.

McCowan monitors student growth at three levels.

- **Student:** Each teacher keeps a tracker showing every student's 2026 STAAR performance level, i-Ready placement and growth goal, and DOL results by TEKS. Students set and review their own goals after each i-Ready window.
- **PLC:** Weekly PLCs review exit ticket and DOL results and student work, identify students who need reteach or extension, and assign each next step an owner and a date.
- **Campus:** After BOY, MOY, and EOY, the leadership team reviews growth by grade, teacher, and student group (special education, emergent bilingual, economically disadvantaged, and gifted and talented) and updates intervention groups. Academic growth is half of the Closing the Gaps score, and math growth fell from 62% to 53% in 2026. Leaders therefore track each student's progress toward the STAAR performance level needed to earn growth credit in 2027. Data is kept digitally in Eduphoria, i-Ready reports, and a shared campus tracker. It is also posted in the data room, especially DOL data.

3.41 What is the campus plan for student intervention and supporting students below grade level and in special populations?	Strong Tier 1 instruction with grade-level materials is the first support for every student. Additional supports: • **In-class reteach:** Class periods are 55 minutes, 10 minutes longer than the 45-minute session Bluebonnet lessons are paced for. Teachers use that time for exit tickets and small-group reteach based on the previous day's results. • **Targeted intervention:** Students below grade level on i-Ready or below Approaches on STAAR receive small-group instruction and i-Ready personalized lessons, with progress checked every two weeks through DOLs. Tutoring takes place after school throughout the week. • **Special education:** Inclusion teachers and aides attend weekly PLCs and plan accommodations and specially designed instruction for upcoming lessons. Case managers review IEP goal progress alongside DOL and i-Ready data. • **Emergent bilingual students:** Teachers build language objectives and content-based language supports aligned to the ELPS into each lesson, with coaching from the district EB/ESL Director. The goal is to raise TELPAS progress from 24% to the 30% target. • **Advanced learners:** Math growth for gifted and talented students fell from 92% to 51% in 2026. Students at Meets and Masters receive extension tasks during small-group time. • **MTSS:** Students who do not respond to classroom reteach are referred to the campus MTSS team, which reviews their data and adjusts support.
3.42 Will the campus(es) implement a PLC structure?	Yes, weekly PLC meetings have been occurring at McCowan since August 2026.

3.43 How will PLCs be organized (by grade level, content area, etc.)?	PLCs are organized by content and grade level:
	• RLA 6-8
	  – Mondays, 3rd period (10:39-11:34): Littlejohn (6th), Harris (7th), Sturgeon (6th/8th Honors), Brown (8th)
	• Math 6
	  – Tuesdays, 2nd period (9:40-10:35): Carr (6th)
	• Math 7
	  – Tuesdays, 2nd period (9:40-10:35): Bickham (6th Honors, 7th)
	  – Tuesdays, 2nd period (9:40-10:35): Hurd (7th Honors, 8th)
	• Math 8
	  – Wednesdays, 2nd period (9:40-10:35): J. Johnson (8th, Algebra I)
	• Social Studies 8
	  – Mondays, 6th period (2:26-3:21): D. Roberts (7th Honors, 8th), K. Johnson (8th Honors)
	• Social Studies 6-7
	  – Tuesdays, 6th period (2:26-3:21): Spivey (6th Honors, 6th), Phifer (7th Honors, 7th)
	• Science 6-8
	  – Tuesdays, 5th period (1:27-2:22): Bacot (6th), Crew (7th), Lee (7th Honors/8th), Stansberry (8th Honors)

3.44 How frequently will PLCs occur?	Weekly (see the schedule above)
3.45 Who will facilitate PLCs?	Campus Administration • Dr. Cora Garner, Assistant Principal (RLA, Social Studies) • LaDee Ajuobi, Assistant Principal (Math, Science)

3.46 Who is required to attend PLCs?	• All Core Content Teachers, 6-8 • Inclusion teachers and aides who provide SPED services
3.47 Please describe the PLC protocol you use at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.	Campus admin utilizes the TEA LIFT PLC Protocols for all core content areas (Reading/Social Studies and Math/Science).

7 CAPACITY BUILDING

9.1 Please describe your planned training/PD sessions (and who delivers and attends) for: ● Principal manager ● Principal ● Other campus admin (assistant principals, instructional coaches) ● Teachers	• **Principal manager:** Dr. Shanta Duren, LASO Director, takes part in TEA LIFT training and calibration with Region 10, delivered by Dr. Melani Hawkins, Region 10 Coach, on calendaring, calibrated observation and feedback, and performance management using the T-TESS rubric. She then works alongside Dr. Hawkins to provide sessions on the same topics for campus admin. • **Principal:** Chenae Washington will receive coaching from the principal manager (Dr. Shanta Duren) and the Region 10 coach (Dr. Melani Hawkins) on leading PLCs, data meetings, and observation and feedback, plus district principal learning sessions coordinated by the Executive Director of School Leadership and DCSI (Dr. Raul Peña). • **Assistant principals:** Dr. Cora Garner and LaDee Ajuobi receive training on the LIFT observation tools, choosing action steps, and delivering feedback, with joint classroom walks with the Region 10 coach to calibrate. • **Teachers:** All core content teachers receive monthly PD related to instructional resources (Savvas, Bluebonnet Learning), lesson internalization, data analysis, and pedagogical strategies. These PD sessions are delivered by the district curriculum leads (Dr. Raisha Allen and Dr. Brian Becksmith) and external trainers. Additional training on support for emergent bilingual students is led by the EB/ESL Director, Carminia Moreno.
9.2 How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?	Teachers are placed in support tiers each grading period using observation evidence and student data (exit tickets, DOLs, and i-Ready growth). • **Teachers with less than two years of experience:** a campus mentor, weekly observation and feedback, co-planning and lesson rehearsal before teaching, and visits to model classrooms. • **Teachers needing improvement:** one focused action step at a time, modeling by an administrator or coach, a follow-up observation within one week, and a T-TESS-aligned growth plan where needed. • **Proficient teachers:** observation and feedback at least twice a month, with opportunities to model lessons and lead parts of PLC. • **Leaders new to their role:** more frequent coaching from the principal manager and the Region 10 coach, including joint classroom walks and feedback on PLC facilitation and feedback conversations.

9.3 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 TEA LIFT Observation Tools and Companion Guides for Reading/Social Studies and Math/Science (see links below), along with the T-TESS rubric.
	TEA LIFT Protocol
	• Reading/Social Studies
	  – Observation Tool
	  – Companion Guide
	• Math/Science
	  – Observation Tool
	  – Companion Guide Look-Fors
	• The lesson is aligned to the grade-level TEKS and uses the adopted materials as designed.
	• The objective and the exit ticket or DOL match the lesson.
	• Students do the thinking and the work on grade-level tasks, including discussion and independent practice.
	• The teacher checks for understanding and responds to misconceptions during the lesson.
	• Accommodations and language supports are in place for students receiving special education services and emergent bilingual students.
	• Action steps from PLC and prior feedback appear in instruction.
	• Instruction runs bell to bell.

9.4 How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	Every core content teacher is observed at least twice a month by the principal, assistant principal, or Region 10 coach. Each observation is followed by feedback and one action step within 24-48 hours, and a follow-up check on that action step. Teachers in their first two years and teachers in priority math classrooms are observed weekly. All LIFT cycles are logged in a shared tracker.
9.5 What capacity building supports related to supporting students in special populations will teachers and administrators receive?	• **Emergent bilingual students:** Training for teachers on the ELPS, content-based language instruction, and TELPAS expectations, led by the district EB/ESL Director. Administrators learn what language supports to look for during walkthroughs. • **Special education:** Training for general education teachers, inclusion teachers, and aides on accommodations, specially designed instruction, and co-teaching. Administrators review IEP implementation during observations. • **Advanced learners:** Training on extension and depth for students at Meets and Masters, including the annual gifted and talented update. • **All teachers:** Weekly PLC time to plan scaffolds that keep tasks at grade level and to review the work of students in special populations.

8 MILESTONES

Milestones (2026–27)

MILESTONE 1

All math teachers complete Bluebonnet Learning Math training and internalize each unit and lesson before teaching it.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• **December 2026:** training verified; internalization in every math PLC • **May 2027:** materials used as designed in observed math lessons • **August 2027:** new staff trained before school starts	• Principal • Assistant Principals • Curriculum leads	• Training rosters • Annotated lessons • Observation data	• Region 10 and district Bluebonnet training

MILESTONE 2

Hold weekly PLCs for every content and grade-level team using the TEA LIFT protocol: lesson internalization, rehearsal, and student work analysis.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• **December 2026:** weekly PLCs held; agendas on file • **May 2027:** PLC quality reviewed with the LIFT rubric; action steps seen in classrooms • **August 2027:** 2027-28 PLC calendar and facilitators set	• Principal • Assistant Principals • Region 10 coach	• PLC agendas • LIFT rubrics • Student work • Action steps	• Region 10 PLC coaching

MILESTONE 3

Every core teacher receives observation and feedback at least twice a month, logged in a shared tracker.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• **December 2026:** cadence met for all core teachers • **May 2027:** follow-through on action steps reviewed • **August 2027:** teacher support tiers updated for 2027-28	• Principal • Assistant Principals • Region 10 coach	• Tracker with observation dates, action steps, and follow-up	• Calibration walks with the principal manager and Region 10

MILESTONE 4

Carry out a focused support plan for Grade 7 math (2026: 16% Approaches, 8% Meets).

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• **December 2026:** weekly observation and co-planning in place; DOL mastery tracked • **May 2027:** STAAR goal of 30% Approaches and 15% Meets • **August 2027:** results and teaching assignments reviewed	• Principal • Curriculum lead • Region 10 coach • Grade 7 math teachers	• DOL and i-Ready growth data • Observation records	• District math curriculum support on campus

MILESTONE 5

Use exit tickets daily and DOLs every two weeks in all core classes, with reteach planned in PLC for standards below mastery.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• **December 2026:** DOL trackers used by every core team; semester exam analysis complete • **May 2027:** reteach results reviewed; spring semester exam analysis complete • **August 2027:** assessment calendar updated	• Teachers • PLC facilitators • Assistant Principals	• DOL trackers • Reteach plans • Semester exam analysis	• District assessment calendar and DOLs

MILESTONE 6

Provide targeted intervention and accelerated instruction to students below grade level, with progress reviewed every two weeks.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• **December 2026:** groups set from BOY i-Ready and 2026 STAAR; rosters on file • **May 2027:** MOY and EOY growth reviewed; groups adjusted • **August 2027:** 2027 STAAR results used to set new groups	• Assistant Principals • Teachers • Intervention staff	• Intervention rosters • Attendance logs • I-Ready growth reports	• Funding and scheduled time for tutoring

MILESTONE 7

Strengthen inclusion support so students receiving special education services have access to grade-level instruction (2026 Meets: RLA 18%, math 15%).

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• **December 2026:** inclusion staff attend weekly PLCs; accommodations planned in advance • **May 2027:** IEP progress and assessment results reviewed • **August 2027:** inclusion schedules built from student needs	• Assistant Principals • Inclusion teachers and aides • General education teachers	• PLC attendance • Lesson plans with accommodations • Progress reports	• District special education training

MILESTONE 8

Raise TELPAS progress from 24% to the 30% state target through language supports in every core class.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• **December 2026:** teachers trained on the ELPS and language supports • **May 2027:** TELPAS complete; language supports seen in observations • **August 2027:** TELPAS results reviewed; student plans updated	• EB/ESL Director • Assistant Principals • Teachers	• Training rosters • Observation data • TELPAS results	• EB/ESL Director coaching

MILESTONE 9

Sustain RLA gains with Savvas myPerspectives and prepare for the 2027-28 RLA curriculum transition.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• **December 2026:** RLA PLCs internalizing each unit before teaching it • **May 2027:** new RLA curriculum selected; teacher training scheduled • **August 2027:** RLA teachers trained on new materials	• Director of Teaching and Learning • Curriculum lead • Principal	• RLA DOL data • Adoption decision • Training schedule	• District adoption timeline and training

MILESTONE 10

Hold BOY, MOY, and EOY data reviews and milestone checks with district leaders, and adjust support when progress is limited.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2026 • May 2027 • August 2027 • BOY, MOY, EOY routines	• Principal • Principal manager • Region 10 coach	• Data review agendas • Milestone tracker • Action plans	• District performance management meetings

9 PERFORMANCE MANAGEMENT

11.1 Please describe how district and campus leaders will monitor the successful implementation of this plan	Campus and district leaders review implementation and student results together on a set cycle. • **Weekly:** The principal and assistant principal review PLC agendas, the observation tracker, and exit ticket and DOL data. • **Every two weeks:** The principal manager and the Region 10 coach walk classrooms with campus leaders and check implementation of the plan. • **Monthly:** District performance management reviews progress on each milestone. • BOY, MOY, and EOY: Leaders review results against the student outcome goals in Section 12. If progress is limited at the January 2027 checkpoint, the district will increase coaching and monitoring and revise campus actions.
11.2 Who will be responsible for reviewing progress towards the milestones described in the previous section?	• **Campus:** Chenae Washington, Principal; Dr. Cora Garner, Assistant Principal; and LaDee Ajuobi, Assistant Principal • **District:** Dr. Raul Peña, Executive Director of School Leadership and DCSI; Dr. Shanta Duren, LASO Director; Tarsha Lunkin, Director of Teaching and Learning; Carminia Moreno, EB/ESL Director; and the district curriculum leads, each for their area • **Region 10:** Dr. Melani Hawkins, Region 10 Coach
11.3 How frequently will progress toward milestones be reviewed?	Weekly by the campus leadership team, every two weeks with the principal manager and Region 10 coach, monthly in district performance management, and formally at the December, May, and August checkpoints.
11.4 How will milestone progress data be collected?	A milestone tracker lists each action, owner, due date, evidence, status, and next step. Evidence comes from PLC agendas and LIFT rubrics, the observation and feedback tracker, exit ticket and DOL data, i-Ready reports, semester exam results, intervention rosters and attendance, and training rosters. Leaders verify each completed action with evidence and check its effect in classrooms and on student results.
11.5 How will milestone progress data be shared with district leadership and other relevant stakeholders?	The principal reports progress to the principal manager and district leadership through monthly performance management. Staff receive updates in PLCs and faculty meetings. The campus planning and decision-making committee and families receive a summary after each BOY, MOY, and EOY review, and progress is reported to the Board of Trustees as required. Each update includes progress, remaining needs, assigned support, and the next review date.

10 STUDENT OUTCOME GOALS

Goal	Previous (2026)	STAAR 2027	STAAR 2028
12.1 Enter the campus goal for RLA approaches, meets, and masters on STAAR.	6th Grade: Approaches- 61% Meets- 35% Masters- 13% 7th Grade: Approaches- 66% Meets- 42% Masters- 18% 8th Grade: Approaches- 74% Meets- 46% Masters- 16%	6th Grade: Approaches- 65% Meets- 40% Masters- 20% 7th Grade: Approaches- 70% Meets- 45% Masters- 25% 8th Grade: Approaches- 80% Meets- 50% Masters- 25%	6th Grade: Approaches- 70% Meets- 45% Masters- 25% 7th Grade: Approaches- 75% Meets- 50% Masters- 30% 8th Grade: Approaches- 80% Meets- 55% Masters- 30%
12.2 Enter the campus goal for Math Approaches, Meets, and Masters on STAAR.	6th Grade: Approaches- 66% Meets- 28% Masters- 6% 7th Grade: Approaches- 16% Meets- 8% Masters- 0% 8th Grade: Approaches- 76% Meets- 37% Masters- 6%	6th Grade: Approaches- 70% Meets- 35% Masters- 15% 7th Grade: Approaches- 30% Meets- 15% Masters- 5% 8th Grade: Approaches- 85% Meets- 45% Masters- 15%	6th Grade: Approaches- 75% Meets- 40% Masters- 20% 7th Grade: Approaches- 35% Meets- 20% Masters- 10% 8th Grade: Approaches- 90% Meets- 50% Masters- 20%
12.3 Enter your OVERALL goal for Approaches, Meets, and Masters on STAAR.	Approaches- 58% Meets- 31% Masters- 10%	Approaches- 65% Meets- 45% Masters- 25%	Approaches- 70% Meets- 50% Masters- 30%
12.4 Using Component Points (remember this is a percentage), what is your campus goal for Academic Achievement in Domain III?	31.3% 10/32 points	37.5% 12/32 points	46.9% 15/32 points
12.5 Using Component Points, what is your campus goal for the ELP Component of Domain III?	50% 2/4 points for English Language Proficiency	Goal of 75% 3/4 points for English Language Proficiency	Goal of 100% 4/4 points for English Language Proficiency
12.12 Using Component Points, what is your campus goal for the Growth Component of Domain III?	28.1% 9/32 points	Goal of 37.5% (12/32 points)	Goal of 50.0% (16/32 points)
12.13 Using Component Points, what is your campus goal for the Student Success Component of Domain III?	6.3% 1/16 points	25.0% (4/16 points)	37.5% (6/16 points)

✓ PLAN REVIEW AND APPROVAL

Role	Name	Signature	Date
Principal	Chenae Washington		
Executive Director of School Leadership and DCSI	Dr. Raul Peña		
Interim Superintendent	Dr. Elna Davis		

Board of Trustees approval: **November 16, 2026**

DeSoto Independent School District
Office of School Leadership | 2026–27 School Improvement | Targeted Improvement Plan (TIP)

DeSoto West Middle School

Targeted Improvement Plan (TIP) · 2026–27

PLAN	SCHOOL YEAR	PRINCIPAL	DCSI
Targeted Improvement	**2026–27**	**Dr. Brittany Strickland**	**Dr. Raul Peña**

Targeted Improvement Plan (one year).

CONTENTS

1. District and Campus Information 2. Campus Needs and Focus 3. Needs Assessment, Stakeholder Engagement, and Assurances 4. School Improvement Strategy 5. Curriculum and Instruction 6. Assessment Plan 7. Student Monitoring, Intervention, and PLCs 8. Capacity Building 9. Milestones 10. Performance Management 11. Student Outcome Goals

1 DISTRICT AND CAMPUS INFORMATION

District Name	DeSoto ISD (057906)
Name of the person completing this form	Dr. Raul Peña
Email of responder	raul.pena@desotoisd.org
Role of the responder	Executive Director of School Leadership and DCSI
Name of Campus Requiring a Targeted Improvement Plan	DeSoto West Middle School (CDCN 057906042)

2 CAMPUS NEEDS AND FOCUS

Last year's TIP shows that West's Grade 6 RLA Meets increased from 19% to 25%. Grade 7 math was approximately 20% Approaches and 8% Meets. Grade 8 math Approaches decreased from 58% to 50%, Grade 8 RLA Approaches decreased from 78% to 69%, and Grade 8 social studies Approaches decreased from 30% to 15%. These campus results were reported using preliminary STAAR data. They are not final accountability ratings or goals for this TIP.

West needs stronger math instruction, more effective intervention, and consistent instructional planning. Social studies is also a concern. The campus plan describes clear leadership responsibilities and safe transitions as strengths, while lesson internalization, differentiation, PLC effectiveness, and coaching follow-through need support.

3 NEEDS ASSESSMENT, STAKEHOLDER ENGAGEMENT, AND ASSURANCES

1.1 Campus on-site needs assessment completed (TEC §39A.053).	Yes. The campus completed an Effective Schools Framework (ESF) Diagnostic site visit on November 7, 2023, and updated its local needs assessment using 2026 STAAR results, student work, assessment data, and PLC, coaching, and intervention evidence.
1.2 Local needs assessment meets TEC §39A.053; results available upon request.	Yes. The needs assessment results and supporting evidence are kept on file at the campus and are available upon request.
1.3 Campus will join the Exchange and use the Instructional Insights App for observation and feedback in 2026–27.	Yes. Campus administrators will also use the TEA LIFT Observation Tools and Companion Guides for Reading and Math. Observations, action steps, feedback, and follow-up are logged in Eduphoria and the LIFT tracker.

1.4 If no, artifacts demonstrating a robust observation and feedback system are uploaded.	N/A. The campus is opting in to the Instructional Insights App (see 1.3). The coaching calendar, completed cycles, and tracker records are kept on file.
1.5 Campus Intervention Team (CIT) held a public meeting with the principal, campus planning and decision-making committee, parents, and community members to review the rating and solicit input.	Yes. The public meeting was held on **September 8, 2026**. The agenda, sign-in sheets, and comments received are kept on file.
1.6 Written notice of all public meetings was provided to parents and students and posted on the campus website with the date, time, and place.	Yes. A copy of the written notice and a record of the campus website posting are kept on file.
1.7 The Board held a hearing (TEC §§39A.055, 39A.057), solicited public comment, and posted the plan on the district website before the hearing.	Yes. Board hearing date: November 17th. The plan was posted on the district website before the hearing.
1.8 Date of Board approval.	November 16, 2026 (scheduled)
1.9 Documentation of stakeholder feedback or of the stakeholder engagement process is uploaded (TEC §§39A.055, 39A.104).	Stakeholder comments from the public meeting and Board hearing are compiled and uploaded with the plan. If no comments are received, the district will upload a summary of the public comment process.

4 SCHOOL IMPROVEMENT STRATEGY

2.1 Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2026-2027 school year.	Intensive Curriculum & Instruction Improvements. We will strengthen Tier 1 math instruction with Bluebonnet, improve RLA planning with confirmed secondary materials, and use weekly PLCs, coaching, and student work to guide reteach and intervention. Social studies planning and data will also be reviewed because of the campus need identified in last year's TIP.
2.2 Which, if any, program is this campus engaged with for the 26-27 school year?	TEA LIFT/LASO Cycle 4, with coaching from Region 10 Education Service Center.
2.3 Which, if any, program is your school system interested in to support this strategy?	Continued LIFT support for instructional leadership, PLC coaching, and implementation of high-quality instructional materials. No additional programs are planned.
2.4 Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.	Region 10; the DCSI/principal manager; district curriculum leaders; the LIFT leadership team; and West's campus leaders and instructional coaches/academic facilitators.
2.5 How many district staff members will be responsible for capacity building with this campus?	Five district staff members (listed in 2.6), supported by one Region 10 LIFT coach.

2.6 What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? (Name, Role, Percent)	• Dr. Raul Peña, Executive Director of School Leadership and District Coordinator of School Improvement (DCSI), 25% • Tarsha Lunkin, Director of Teaching and Learning, 15% • Carminia Moreno, EB/ESL Director, 15% • Dr. Raisha Allen, Curriculum Lead, 10% • Dr. Brian Becksmith, Curriculum Lead, 10% • Dr. Melanie Hawkins, Region 10 LIFT Coach (external partner)
2.7 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).	• **Region 10 ESC:** Dr. Melanie Hawkins, LIFT coach, has an extensive school improvement coaching record, serving multiple school districts in the Best Southwest area. • **District team:** Dr. Raul Peña, Executive Director of School Leadership and DCSI, and the district instructional leaders listed in 2.6 have experience in school turnaround with one or more school districts in Texas, including principal coaching, calibrated observation and feedback, PLC development, and performance management. • **Campus:** West's Grade 6 RLA Meets increased from 19% to 25%, showing improvement the team will extend to math and social studies.
2.8 Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.	• Already funded by the district: – Region 10 and LIFT coaching and calibration support (LIFT SI PLC district award). – Bluebonnet Learning Math materials and product training. – i-Ready diagnostic and personalized instruction licenses. – Special education inclusion supports and training. • Budgeted within the campus Title I budget: – Tutoring and accelerated instruction, including extra-duty pay :$16,900 – **Emergent bilingual tutoring and TELPAS preparation:** No Funding for Campus
2.9 If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?	If grant funding changes, prioritize district staff time for coaching, weekly PLCs, data reviews, and intervention monitoring. Use the materials already adopted and identify approved local funding for essential training and support.
2.10 How will the campus or district redistribute talent and resources to proportionately support this campus's needs?	Use biweekly campus check-ins and implementation reviews for West, monthly performance management, and differentiated Region 10 coaching. Prioritize Grade 7 and Grade 8 math and Grade 8 social studies while maintaining RLA support. If impact remains limited at the January 2027 checkpoint, increase monitoring and coaching, revise campus actions, and add district instructional resources as planned in last year's TIP.

5 CURRICULUM AND INSTRUCTION

Mathematics

Adopted curriculum	Bluebonnet Learning Math 6–8 (Algebra I for Grade 8 accelerated students
Is this the curriculum that will be implemented for the duration of the plan?	Yes

What new curriculum will be adopted?	No additional math product is being adopted. The priority is stronger implementation of Bluebonnet Learning Math.
When will the district adopt the new curriculum?	Bluebonnet Learning Math 6–8 was adopted for 2026–27.
How many instructional minutes per week are in the master schedule for this curriculum delivery?	**275 instructional minutes per week**
Does the amount of minutes meet the required/recommended number of minutes for this curriculum?	**yes**

Reading Language Arts

Adopted curriculum	Savvas: myPerspectives 6–8
Is this the curriculum that will be implemented for the duration of the plan?	Yes. This is a one-year plan; Savvas will conclude after the 2026–27 school year.
What new curriculum will be adopted?	There is no new curriculum being adopted at this time.
When will the district adopt the new curriculum?	2027–28
How many instructional minutes per week are in the master schedule for this curriculum delivery?	**275 instructional minutes per week**
Does the amount of minutes meet the required/recommended number of minutes for this curriculum?	**yes**

Social studies: Grade 8 teachers will use aligned tasks and student work analysis to address the need identified in last year's TIP. Current materials, pacing, and assessment calendar.

Instructional Calendar

3.37 How many instructional days are included in the 2026-2027 calendar?	171 instructional days
3.38 If there are fewer than 165 instructional days in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?	N/A

6 ASSESSMENT PLAN

3.39 Assessment tools, owner, frequency, and how results are used.

Assessment	Campus or District	Frequency	Purpose: how results are used
District benchmarks / DCAs	District	Per district calendar	Review performance by TEKS, grade/course, and student group. Set reteach and coaching priorities, including math and social studies.

Assessment	Campus or District	Frequency	Purpose: how results are used
Common formative assessments / CBAs	Campus	During each unit	Check learning on priority standards and plan the next instructional response.
Power DOLs, exit tickets, and student work	Campus with district resources	During lessons; reviewed weekly in PLCs	Check independent learning and misconceptions. Review whether reteach helped.
i-Ready diagnostics and growth data	District	3x a year (BOY, MOY, EOY)	Identify student needs and growth. Use with classroom evidence to adjust WIN support.
Bluebonnet math assessments	District	Per adopted sequence and district calendar	Review conceptual understanding and independent work.
Intervention and MTSS checks	Campus	Regular checks during support; biweekly implementation review	Review student response, group assignments, and intervention effectiveness.
STAAR results	State	Annual; use available releases	Review achievement patterns and plan support. Keep preliminary and final results clearly labeled.

7 STUDENT MONITORING, INTERVENTION, AND PLCS

3.40 Describe the campus system for monitoring student growth data, please include how student growth data be tracked and monitored.	Use West's student trackers, data walls, hopper/dropper trackers, and available assessment results to review progress by student, TEKS, course, and student group. Combine benchmarks, CFAs, i-Ready growth, and DOL/student work evidence. Check who needs reteach, who is responding to support, and who needs enrichment. Review trends in weekly PLCs, biweekly implementation checks, and monthly performance management. See Student Outcome Goals
3.41 What is the campus plan for student intervention and supporting students below grade level and in special populations?	Protect WIN/i-Ready intervention time described in the campus plan. Use current evidence to plan small groups, targeted reteach, and enrichment. Check that intervention addresses the student's specific need and provides access to grade-level work. Include EB and special education staff so language supports and accommodations connect to classroom instruction. Track the response through MTSS and intervention records and adjust support when progress is limited.
3.42 Will the campus(es) implement a PLC structure?	Yes. Weekly PLCs for School Improvement campuses are specified in the DeSoto LIFT plan.
3.43 How will PLCs be organized (by grade level, content area, etc.)?	By grade/course and content. Prioritize math and RLA; include Grade 8 social studies planning and data review.
3.44 How frequently will PLCs occur?	Weekly.
3.45 Who will facilitate PLCs?	Principal, APs, and instructional coaches/academic facilitators, with a named facilitator for each team. Region 10 will provide PLC coaching and calibration support.
3.46 Who is required to attend PLCs?	Campus administration, content teachers, coaches, and special population teachers, consistent with the LIFT PLC expectations. Share plans when service schedules prevent attendance.

3.47 Please describe the PLC protocol you use at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.	Check the last action step and student response. Review the TEKS, objective, and aligned assessment. Internalize an upcoming lesson using the adopted materials. Plan explicit instruction, likely misconceptions, and support that keeps the task rigorous. Rehearse a key teaching move and give feedback. Review scored student work and DOL/CFA results. Plan reteach, intervention, and enrichment and decide how to check learning again. End with the owner and due date for each next step. Use the LIFT agenda and observation rubrics to review PLC quality. Campus leaders will look for the planned instruction in classrooms and bring the related student evidence back to PLC.

8 CAPACITY BUILDING

9.1 Please describe your planned training/PD sessions (and who delivers and attends) for: o Principal manager o Principal o Other campus admin (assistant principals, instructional coaches) o Teachers	• **Principal manager:** Dr. Raul Peña, Executive Director of School Leadership and DCSI, and district leaders take part in monthly TEA LIFT training and calibration with Region 10 on RBIS, observation and feedback, and performance management, and use implementation reviews to check West's progress and follow-through. • **Principal:** Focuses on protecting instructional leadership time, leading data reviews, coaching teachers, and monitoring intervention, with district principal learning sessions and differentiated Region 10 support. • **Assistant principals and coaches/academic facilitators:** Practice classroom and PLC observation, action-step selection, feedback, and follow-up; coaching assignments and tracker evidence are reviewed with the principal. • **Teachers:** Complete RBIS and Bluebonnet training, with make-up sessions as needed, and continue job-embedded internalization, rehearsal, and student work analysis in weekly PLCs. Deeper product learning needs are identified from classroom evidence.
9.2 How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?	West's summary identifies many inexperienced teachers and a need for stronger internalization and coaching. Provide modeled planning, rehearsal, and smaller action steps for teachers needing more support. The campus summary describes teacher tiering but notes that clear criteria were not evident. Define the criteria using observation evidence and student work, communicate them, and revisit support assignments regularly.
9.3 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?	Use district observation tools, Eduphoria/coaching trackers, the MI dashboard, and LIFT PLC observation and agenda rubrics. Look for standards alignment, use of adopted materials, explicit instruction, mathematical independence, productive struggle, differentiation, and checks for learning. Check whether PLC plans appear in classroom instruction. Calibrate scoring and action steps through joint walks.
9.4 How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	Every teacher is observed at least twice a month by a campus leader or coach, with monthly calibration with the Region 10 provider. Each cycle includes observation, action step, feedback or coaching, and a follow-up observation. District walks occur every three weeks, with separate biweekly school improvement implementation checks.
9.5 What capacity building supports related to supporting students in special populations will teachers and administrators receive?	Include special population teachers in PLCs and intervention planning. Build capacity around language supports, accommodations, differentiation, and rigorous grade-level tasks. Review EB and special education student work and response to support. The district needs assessment emphasizes protecting WIN time and making sure students receiving specialized services are fully supported.

9 MILESTONES

Milestones (2026–27)

MILESTONE 1

Complete RBIS and product training; provide follow-up and align teaching to current materials.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• **December:** verify training and classroom use. • **May:** review deeper learning/support. • **August:** orient new staff.	• Principal • curriculum leaders • campus coach	• Attendance • lesson annotations • observation evidence	• Region 10 RBIS and Bluebonnet support

MILESTONE 2

Use the approved framework and agreed look fors in planning and coaching.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• **December:** verify framework and campus rollout. • **May:** review alignment. • **August:** revise onboarding.	• LIFT team • curriculum leaders • principal	• Approved framework • aligned tools • staff learning	• District Math Instructional Framework rollout and January professional learning

MILESTONE 3

Hold weekly PLCs with internalization, rehearsal, and student work analysis.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• **December:** weekly routines and calibration. • **May:** review PLC quality and classroom transfer. • **August:** update scope/sequence.	• Principal • APs • coaches • facilitators	• Agendas • LIFT rubrics • student work • action steps	• Region 10 PLC coaching; district observations at least quarterly

MILESTONE 4

Complete teacher coaching and follow-up using a shared tracker.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• **December:** establish cadence and log cycles. • **May:** review follow-through. • **August:** revise support assignments.	• Principal • APs • coaches • district leaders	• Observation dates • feedback • action steps • follow-up	• Tools, proration guide, tiering criteria, calibration

MILESTONE 5

Monitor WIN/intervention and reteach in priority courses, including Grade 7/8 math and Grade 8 social studies.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• **December:** verify groups and learning checks. • **May:** review response and adjust support. • **August:** update intervention plans.	• Teachers • support staff • campus leaders	• Student trackers • MTSS/intervention plans • reassessment	• Protected WIN time; curriculum and student support staff

MILESTONE 6

Complete data and fidelity reviews; adjust support when impact is limited.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• **BOY:** September 1 target. • **MOY:** January 15 target. • **Spring review:** April 15 target. • **August:** use final results.	• DCSI • principal manager • principal • LIFT/RED team	• Biweekly checks • monthly PM • quarterly milestones • action plans	• District dashboard and Region 10 review support

MILESTONE 7

Protect instructional time through consistent schoolwide routines.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• **December:** verify refreshers and monitoring. • **May:** review routines/student learning time. • **August:** reset expectations.	• Principal • APs • campus leadership team	• Routine look fors • walkthroughs • staff training	• Use existing safe transitions; bell-to-bell expectations

10 PERFORMANCE MANAGEMENT

11.1 Please describe how district and campus leaders will monitor the successful implementation of this plan	Review West's student learning and implementation together. Use biweekly implementation/fidelity checks, monthly district performance management, and quarterly milestone reviews. Check PLC quality, coaching follow-through, Bluebonnet use, student work, intervention response, and leadership monitoring. Use the West plan's BOY September 1, MOY January 15, and spring/EOY April 15 targets, then update the review with final year-end evidence.
11.2 Who will be responsible for reviewing progress towards the milestones described in the previous section?	• **Campus:** Principal and campus leadership team. • **District:** Dr. Raul Peña, Executive Director of School Leadership and DCSI; Tarsha Lunkin, Director of Teaching and Learning; Carminia Moreno, EB/ESL Director; and district curriculum leads, each for their area. • **Region 10:** LIFT coach. • The Superintendent and cabinet review campus progress in district performance management.

11.3 How frequently will progress toward milestones be reviewed?	Weekly in PLCs and coaching routines; every two weeks in school improvement campus check-ins and fidelity checks with the DCSI; monthly in district performance management; and formally at the December, May, and August checkpoints (BOY September 1, MOY January 15, spring review April 15).
11.4 How will milestone progress data be collected?	Keep a tracker with each action, owner, due date, evidence, status, and next step. Use Eduphoria and coaching records, PLC agendas/rubrics, DOLs and student work, benchmark/i-Ready results, MTSS/intervention records, and leadership scorecards. Verify completed actions with evidence and check their effect on instruction and student response.
11.5 How will milestone progress data be shared with district leadership and other relevant stakeholders?	The principal reports progress to the DCSI and district leadership through monthly performance management and cabinet-level reviews. The campus planning and decision-making committee and families receive a summary after each BOY, MOY, and EOY review, and progress is reported to the Board of Trustees as required. Each update includes progress, remaining needs, assigned support, and the next review date.

At the January 2027 checkpoint, if impact is limited, the district will intensify coaching, increase monitoring, revise campus actions, and add district instructional resources, recording the added support, owner, deadline, and next evidence check.

11 STUDENT OUTCOME GOALS

Goal	STAAR 2027
12.1 Enter the campus goal for RLA approaches, meets, and masters on STAAR.	Approaches: **80** / Meets: **45** / Masters: **15**
12.2 Enter the campus goal for Math Approaches, Meets, and Masters on STAAR.	Approaches: **75** / Meets: **40** / Masters: **15**
12.3 Enter your OVERALL goal for Approaches, Meets, and Masters on STAAR.	Approaches: **75** / Meets: **40** / Masters: **15**
12.4 Using Component Points (remember this is a percentage), what is your campus goal for Academic Achievement in Domain III?	45%
12.5 Using Component Points, what is your campus goal for the ELP Component of Domain III?	50%
12.12 Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?	85%
12.13 Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?	80%

✓ PLAN REVIEW AND APPROVAL

Role	Name	Signature	Date
Principal	Dr. Brittany Strickland		

Role	Name	Signature	Date
Executive Director of School Leadership and DCSI	Dr. Raul Peña		
Interim Superintendent	Dr. Elna Davis		

Board of Trustees approval: **November 16, 2026 (scheduled)**

DeSoto Independent School District
Office of School Leadership | 2026–27 School Improvement | Turnaround Plan (TAP)

The Meadows Elementary

Turnaround Plan (TAP) · 2026–27 and 2027–28

PLAN	SCHOOL YEAR	PRINCIPAL	DCSI
Turnaround Plan	**2026–27 and 2027–28**	**Shauntai Hicks**	**Dr. Raul Peña**

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1 DISTRICT AND CAMPUS INFORMATION

District Name	DeSoto ISD
Name of the person completing this form	Shauntai Hicks
Email of responder	shauntai.hicks@desotoisd.org
Role of the responder	Principal
Name of Campus Requiring a Turnaround Plan	The Meadows Elementary

2 NEEDS ASSESSMENT, STAKEHOLDER ENGAGEMENT, AND ASSURANCES

1.1 Campus on-site needs assessment completed (TEC §39A.053).	Yes. A local needs assessment reviewed 2026 STAAR and accountability results, i-Ready diagnostic data, walkthrough data, and PLC and coaching evidence. The campus returned to an F rating in 2026 after improving from an F to a D in 2025 (a 17-point gain).
1.2 Local needs assessment meets TEC §39A.053; results available upon request.	Yes. The needs assessment results and supporting evidence are kept on file at the campus and are available upon request.
1.3 Campus will join the Exchange and use the Instructional Insights App for observation and feedback in 2026–27.	Yes. Campus administrators will also use the TEA LIFT Observation Tools and Companion Guides for Reading and Math. Observations are logged in Eduphoria and the LIFT tracker.
1.4 If no, artifacts demonstrating a robust observation and feedback system are uploaded.	N/A. The campus is opting in to the Instructional Insights App (see 1.3). Supporting artifacts are kept on file.
1.5 Campus Intervention Team (CIT) held a public meeting with the principal, campus planning and decision-making committee, parents, and community members to review the rating and solicit input.	Yes. The public meeting was held on **[date]**. The agenda, sign-in sheets, and comments received are kept on file.

1.6 Written notice of all public meetings was provided to parents and students and posted on the campus website with the date, time, and place.	Yes. A copy of the written notice and a record of the campus website posting are kept on file.
1.7 The Board held a hearing (TEC §§39A.055, 39A.057), solicited public comment, and posted the plan on the district website before the hearing.	Yes. Board hearing date: November 16th. The plan was posted on the district website before the hearing.
1.8 Date of Board approval.	November 16, 2026 (scheduled)
1.9 Documentation of stakeholder feedback or of the stakeholder engagement process is uploaded (TEC §§39A.055, 39A.104).	Stakeholder comments from the public meeting and Board hearing are compiled and uploaded with the plan. If no comments are received, the district will upload a summary of the public comment process.

3 SCHOOL IMPROVEMENT STRATEGY

2.1 Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2026-2027 school year.	Intensive Curriculum & Instruction Improvements
2.2 Which, if any, program is this campus engaged with for the 26-27 school year?	LIFT (LASO 4)
2.3 Which, if any, program is your school system interested in to support this strategy?	LIFT
2.4 Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.	Region 10 Jynine Caldwell, Region 10, Consultant Melanie Hawkins, Region 10, LIFT grant Coach
2.5 How many district staff members will be responsible for capacity building with this campus?	Four district staff members (listed in 2.6), supported by one Region 10 LIFT coach.
2.6 What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? (Name, Role, Percent)	• Dr. Raul Peña, Executive Director of School Leadership and District Coordinator of School Improvement (DCSI), 30% • Carminia Moreno, Director of Bilingual/ESL, 15% • Tanya Dillard, Math Instructional Design Lead, 20% • Dr. Melanie Hawkins, Region 10 LIFT Coach (external partner)

2.7 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).	• **Region 10 ESC:** Dr. Melanie Hawkins, LIFT coach, has an extensive school improvement coaching record, serving multiple school districts in the Best Southwest area. • **District team:** Dr. Raul Peña, Executive Director of School Leadership and DCSI, and the district instructional leaders listed in 2.6 have experience in school turnaround with one or more school districts in Texas, including principal coaching, calibrated observation and feedback, PLC development, and performance management. • **Campus:** In the principal's first year, The Meadows improved from an F to a D (a 17-point gain). The district has identified the campus for Tier 3 support to regain and build on that progress.
2.8 Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.	LIFT SI PLC District Award was $120,000. Region 10 is the service provider for LIFT services for K-12 Math Implementation and RLA Planning. This includes an assigned LIFT coach, Dr. Melanie Hawkins.
2.9 If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?	Principal managers will complete curriculum walks and support lesson internalization PLCs through pre-planning and/or in the moment coaching.
2.10 How will the campus or district redistribute talent and resources to proportionately support this campus's needs?	This is the principal 3rd year in the role. The first year in the role the campus made substantial progress going from and F to a D (17 point gain). Last school year, the campus fell backwards resulting in a return rating of an F. The campus has been identified as a Tier 3 rating by Principal Manager/DCSI due to intense support needed, campus restructuring, and campus rating.

4 CURRICULUM AND INSTRUCTION

Mathematics

Adopted curriculum	Bluebonnet Learning
Is this the curriculum that will be implemented for the duration of the plan?	Yes
What new curriculum will be adopted?	Bluebonnet Math
When will the district adopt the new curriculum?	2026-27 school year
How many instructional minutes per week are in the master schedule for this curriculum delivery?	450 (K-5)
Does the amount of minutes meet the required/recommended number of minutes for this curriculum?	Yes

Reading Language Arts

Adopted curriculum	SAVVAS
Is this the curriculum that will be implemented for the duration of the plan?	Yes
What new curriculum will be adopted?	No new RLA curriculum is being adopted at this time.
When will the district adopt the new curriculum?	2027-28 school year
How many instructional minutes per week are in master schedule for this curriculum delivery?	450-600 minutes
Does the amount of minutes meet the required/recommended number of minutes for this curriculum?	Yes

Instructional Calendar

3.37 How many instructional days are included in the 2026-2027 calendar?	171
3.38 If there are fewer than 165 instructional days in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?	N/A

5 ASSESSMENT PLAN

3.39 Assessment tools, owner, frequency, and how results are used.

Assessment	Campus or District	Frequency	Purpose: how results are used
i-Ready	District	3x a Year (BOY, MOY, EOY) / Daily (Pathway)	We utilize it as a diagnostic, personalized instructional, and progress-monitoring tool to identify student learning gaps, provide targeted Reading & Math interventions, monitor academic growth and inform data driven instructional decisions to improve student achievement.
End of Module Unit Assessment	District	4-6 weeks	End of Module results will guide PLC analysis, targeted reteaching, WIN Time interventions, and instructional adjustments for mastery.
Mid Module Assessment	Campus	2-3 weeks	Mid Module results are used to monitor student progress throughout the module, identify learning gaps, and make timely instructional adjustments.

6 STUDENT MONITORING, INTERVENTION, AND PLCS

3.40 Describe the campus system for monitoring student growth data, please include how student growth data be tracked and monitored.	i-Ready (District): Administered three times per year at BOY, MOY, and EOY, with daily personalized pathways. We use the results to identify student learning gaps, provide targeted Reading and Math support, monitor growth, and make instructional decisions from interventions. End-of-Module Unit Assessments (District): Every 4–6 weeks. Results will be reviewed in PLCs to plan reteaching, WIN Time interventions, and instructional adjustments. Mid-Module Assessments (Campus): Every 2–3 weeks. Teachers use results to monitor progress during the module, identify misconceptions, and make timely adjustments. We also monitor through our teacher and student trackers.
3.41 What is the campus plan for student intervention and supporting students below grade level and in special populations?	Students will use I-Ready for targeted, personalized I-Ready lessons and differentiated classroom support. We will use MTSS to adjust interventions (behaviors/academics) and accelerate student growth.
3.42 Will the campus(es) implement a PLC structure?	Yes
3.43 How will PLCs be organized (by grade level, content area, etc.)?	PLCs by grade level and content.
3.44 How frequently will PLCs occur?	PLCs occur weekly
3.45 Who will facilitate PLCs?	PLCs are facilitated by members of our leadership team: ELAR is facilitated by the assistant principal while Math is facilitated by the principal.
3.46 Who is required to attend PLCs?	All teachers for the grade level and content are required to attend the PLC. SpED inclusion teachers are included in PLC invite as available and are provided with the lesson plans to strengthen instructional support.
3.47 Please describe the PLC protocol you use at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.	Our PLC protocol is centered around Lesson Rehearsal & Internalization and Look Back PLC (looking back at data and making reteach plan).

7 CAPACITY BUILDING

9.1 Please describe your planned training/PD sessions (and who delivers and attends) for: Principal manager Principal Other campus admin (assistant principals, instructional coaches) Teachers	• **Principal manager:** Dr. Raul Peña, Executive Director of School Leadership and DCSI, takes part in monthly professional learning focused on LIFT Observation Tool calibration walks with Region 10. • **Principal:** Receives coaching from TEA LIFT and School Improvement (Region 10) and from the principal manager. • **Assistant principal:** Meets with the principal weekly to build capacity, follow up on observation and feedback, set instructional priorities, and ensure follow-through. The AP also participates in the Region 10 Assistant Principal Leadership Academy (APLA), a year-long professional learning experience that strengthens essential leadership practices. • **Teachers:** Capacity building is provided by campus and district instructional leaders; 19 days are built into the school calendar (14 in fall, 5 in spring). Topics include RBIS, curriculum updates, data reflections, campus and district operating procedures, and learning determined by T-TESS goals.

9.2 How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?	Teachers that are new to the campus/district receive additional days of professional learning starting in July. First year teachers are assigned a mentor teacher on the campus that attends training, provides in-class coaching and feedback.
9.3 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?	We use LIFT observation tools for RLA & Math. These tools are aligned to the RBIS for each of the subjects and they focus in the three areas (learning environment, instructional delivery, and monitoring and responding to student learning). Campus and district leaders calibrate with R10 coaches at least once per month using the companion guide to ensuring consistency in scoring.
9.4 How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	Each teacher must receive at least 10 walkthroughs per year. After teachers are tiered based on Instruction (Domain 2) and Learning Environment (Domain 3), the frequency of walkthroughs is adjusted according to the chart to ensure appropriate instructional support.
9.5 What capacity building supports related to supporting students in special populations will teachers and administrators receive?	At the campus level, Special populations teachers add value to the instruction team by scaffolding instruction, planning for reteach, and anticipating misconceptions by meeting with teachers but also coaching and feedback as well.

8 MILESTONES

Year 1 Milestones (2026–27)

MILESTONE 1 · Planning and Implementation

100% of math teachers will complete Bluebonnet Math and RBIS training and begin internalization PLCs. Leaders will establish PLC, coaching, and intervention monitoring calendars and action step owners.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2026 • May 2027 • August 2027 • Establish at BOY; refine after each quarterly review. • Training by October 2026; unit reviews each six weeks.	• Principal Hicks • DCSI Dr. Raul Peña • Executive Director • Campus leadership team • Math teachers • District curriculum leaders • LIFT District and Campus Coaches	• Campus implementation calendar; differentiated teacher coaching supports; PLC expectations; intervention monitoring plan; baseline data and assigned action step owners. • Training attendance; internalized lessons; six-week pacing plans; completed unit reviews, including November 6 and December 4 checkpoints.	• District LIFT expectations, calendars, and tracker access; Region 10 school improvement coaching; differentiated LIFT/LASO Cycle 4 support. • District product training and RBIS make-ups; LIFT coaching; Grade 4–5 unit planning support.

MILESTONE 2 · Implementation

DDI and Student Work Analysis will begin in PLCs after the first CFA or module assessment; lesson internalization will continue. Teachers will identify gaps, plan reteach lessons, and review results.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2026 • May 2027 • August 2027 • Begin with first assessment; review each assessment cycle.	• Principal Hicks • PLC facilitators • Math and RLA teachers • Special population teachers	• PLC agendas and student work protocols; identified gaps; reteach plans; before-and-after student work and assessment results.	• Region 10 PLC coaching and data-driven planning support; LIFT PLC protocols and observation tools.

MILESTONE 3 · Monitoring

Campus leaders will observe instructional delivery at least twice monthly using LIFT tools. Each cycle includes an observation, action step, coaching, and follow-up observation. Campus leaders will use a tracker to capture evidence of action steps assigned and completed, and changes in practice based on identified instructional needs.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2026 • May 2027 • August 2027 • At least twice monthly per teacher; increase support by need.	• Principal Hicks • Campus instructional leaders • DCSI Dr. Raul Peña • Executive Director	• Differentiated teacher coaching supports; observation and coaching records; action step owner and due date; follow-up evidence; cycle completion and teacher growth trends.	• LIFT Classroom Observation Tools and Action Step Guides; District and Campus Coach support; Eduphoria and tracker training.

MILESTONE 4 · Monitoring

Campus and district leaders will calibrate LIFT classroom observation scoring at The Meadows for explicit modeling, checks for understanding, and questions and tasks. Leaders will debrief and identify coaching action steps while comparing September baseline walkthrough data and subsequent walkthrough data to determine coaching support for teachers.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2026 • May 2027 • August 2027 • Elementary walks in November and February; monthly coaching support.	• Principal Hicks • DCSI • Executive Director • LIFT District and Campus Coaches	• Calibration notes; paired observation scores; agreed evidence and action steps; comparison of priority indicators to the September baseline.	• LIFT calibration protocol; monthly implementation support; district coordination of calibration walks.

MILESTONE 5

The Meadows instructional leaders will facilitate lesson internalization and Student Work Analysis. Biweekly fidelity checks will inform facilitator coaching and follow-up observations. District leaders will observe PLCs at least quarterly using LIFT tools to strengthen facilitation and consistent student work protocols identified in the June SI Progress Monitoring reflection.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2026 • May 2027 • August 2027 • Biweekly fidelity checks; quarterly district PLC observations.	• Principal Hicks • PLC facilitators • District instructional leaders • LIFT Campus Coach	• PLC observation scores; facilitator coaching records; action step owner, due date, and completion evidence; follow-up observation showing improvement.	• Region 10 PLC coaching; LIFT PLC observation and calibration tools; protected facilitator preparation time.

MILESTONE 6 · Implementation

Data meetings will be focused around reviewing data from benchmarks, CFAs, i-Ready diagnostics, and module assessments. The Meadows teachers will track achievement and growth.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2026 • May 2027 • August 2027 • Review after key assessments; monitor priority students biweekly.	• Principal Hicks • Grade 3–5 teachers • Campus instructional leaders • District assessment staff	• Grade-level and student trackers; TEKS gap analysis; student achievement and i-Ready growth data; instructional adjustments and subsequent results.	• District assessment reports and data templates; Region 10 data-driven instructional planning support; assessment alignment review.

MILESTONE 7

Teachers will submit intervention plans with target students, priority TEKS, resources, and progress measures. The Meadows leaders will observe intervention and review delivery and responses biweekly. Teams will adjust instruction and grouping.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2026 • May 2027 • August 2027 • Biweekly checks; adjustments after each data review.	• Principal Hicks • Intervention and MTSS team • Classroom teachers • District instructional staff	• Student intervention plans; attendance and service logs; progress monitoring results; regrouping decisions; follow-up student work.	• District-approved intervention resources; MTSS support; Region 10 intervention planning and monitoring guidance.

MILESTONE 8 · **Implementation**

Campus professional learning will be focused around the revised Math Instructional Framework and bell-to-bell instruction. Teachers will plan practice, discussion, representation, writing, and revision. Following January training, one weekly spring coaching cycle will focus on productive struggle.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2026 • May 2027 • August 2027 • Framework review in November; January training; weekly spring coaching.	• Principal Hicks • Campus instructional leaders • Math teachers • LIFT Coaches	• Framework-aligned lesson plans; routine look-fors and walkthrough data; coaching records; student work showing mathematical thinking and revision.	• District framework rollout and January professional learning; LIFT productive struggle and schoolwide routine support.

MILESTONE 9

RLA teachers will complete RBIS training and apply district-selected spring look-fors in adopted materials. Campus and district leaders will develop RLA PLC and observation expectations and plan for product training and summer facilitator preparation for LIFT's proposed Year 2 reading rollout.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2026 • May 2027 • August 2027 • Winter RBIS training; spring protocols and summer preparation.	• Principal Hicks • RLA teachers and PLC facilitators • District RLA leaders • LIFT Coaches	• RBIS attendance; RLA walkthrough findings; revised PLC protocols; materials access check; summer training and implementation plan.	• District RLA RBIS training, adopted-materials support, and confirmed procurement and rollout decisions.

MILESTONE 10

The Meadows biweekly implementation reviews, monthly district performance management, and quarterly milestone reviews will examine student learning, PLC quality, coaching cycle completion, and intervention effectiveness. Data will be shared with district leaders, including the Superintendent.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2026 • May 2027 • August 2027 • Monthly reviews; MOY by January 15; EOY by April 15.	• Principal Hicks • DCSI Dr. Raul Peña • Executive Director • District leaders and Superintendent	• BOY/MOY/EOY decks; linked data; milestone completion percentages; action step tracker; January support adjustments; EOY Start–Stop–Keep decisions.	• Region 10 SI support; LIFT performance management routines and dashboard; LIFT/LASO Cycle 4 differentiated support.

Year 2 Milestones (2027–28)

MILESTONE 1 · Planning and Implementation

Year 1 of lesson internalization and Student Work Analysis implementation will continue in PLCs. Campus leaders will use Year 1 results to revise coaching, intervention, and PLC supports. New learning will deepen Math unit internalization and RBIS lesson modeling, with feedback on explicit instruction, productive struggle, and independent practice.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2027 • May 2028 • August 2028 • Plan by August 2027; revise quarterly. • Summer onboarding; ongoing six-week unit reviews.	• Principal Hicks • DCSI • Executive Director • Campus leadership team • Math teachers and PLC facilitators • District Math leaders • LIFT Coaches	• Year 1 Start–Stop–Keep review; revised campus calendars and support tiers; training plan; updated baseline measures and action step owners. • Training records; unit and lesson internalization products; model lesson feedback; pacing checks; student work showing independence.	• District confirmation of RLA materials and rollout; LIFT Year 2 planning and dashboard support; Region 10 coaching. • District product refreshers and new-hire training; LIFT unit internalization and RBIS model lesson support.

MILESTONE 2

Leaders will finalize The Meadows RLA rollout plan using Year 1 PLC observations, RBIS learning, and curriculum feedback. Building on Year 1 planning, the plan will identify district-approved materials, product training, materials access, facilitator preparation, and pacing expectations for LIFT Year 2 implementation.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2027 • May 2028 • August 2028 • Plan before BOY; refine at quarterly reviews.	• Principal Hicks • District RLA leaders • LIFT District and Campus Coaches • PLC facilitators	• Campus RLA rollout plan; confirmed materials and training schedule; PLC calendar; facilitator preparation records.	• District adoption and procurement decisions; RLA product training; LIFT PLC facilitator training and implementation support.

MILESTONE 3

DDI and Student Work Analysis implementation using The Meadows Year 1 protocols will continue in PLCs. Teachers will use assessment and observation trends to plan reteach lessons and review student work to plan for addressing misconceptions.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2027 • May 2028 • August 2028 • Each assessment cycle; monthly trend review.	• Principal Hicks • PLC facilitators • Math and RLA teachers • Special population teachers	• PLC agendas linking data to instruction; completed analysis protocols; reteach results; grade-level and subgroup trend reports.	• Region 10 and LIFT coaching based on observed PLC needs; district assessment and student work analysis support.

MILESTONE 4 · Monitoring

Campus leaders will continue observation and feedback cycles with weekly RBIS-specific feedback and monthly calibration, as outlined in LIFT Year 2. Action steps assigned and completed, follow-up observation evidence, and student work will be documented in The Meadows tracker. Leaders will compare Year 1 and Year 2 data to monitor improvement and adjust coaching action steps.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2027 • May 2028 • August 2028 • Weekly feedback; monthly cycle and impact review. • Monthly calibration and review.	• Principal Hicks • Campus instructional leaders • DCSI • Executive Director • District and Campus Coaches	• Teacher-level coaching histories; action step completion rates; follow-up observations; RBIS indicator trends; evidence of teacher growth. • Calibration records; scoring comparisons; agreed feedback; walkthrough trends; coaching priorities connected to identified gaps.	• LIFT Classroom Observation Tools and Action Step Guides; differentiated District and Campus Coach support. • LIFT calibration protocols; district walkthrough coordination; Region 10 coaching as scheduled.

MILESTONE 5 · Monitoring

PLC facilitators will lead unit and lesson internalization, model lessons, and Student Work Analysis. Coaching action steps will build on Year 1 observation and feedback data. Quarterly district PLC observations examine improvements in planning and the use of student work to adjust instruction.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2027 • May 2028 • August 2028 • Biweekly implementation reviews; quarterly district PLC observations.	• Principal Hicks • PLC facilitators • District instructional leaders • LIFT Campus Coach	• Facilitator development plans; observation trends; completed coaching cycles; improved PLC products and follow-up student results.	• District facilitator training; LIFT PLC tools; Region 10 PLC coaching based on identified campus needs.

MILESTONE 6

Data meetings will be implemented to compare current Math and RLA achievement and i-Ready growth with The Meadows Year 1 trends. Grade-level and subgroup data analysis will determine whether instructional adjustments have addressed the June-identified Grade 3 and Grade 5 Math needs and have sustained areas of Grade 4 progress.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2027 • May 2028 • August 2028 • After key assessments; monthly campus review.	• Principal Hicks • Grade 3–5 teachers • District assessment staff • Campus instructional leaders	• Comparable assessment trend reports; student assessment trackers; TEKS and subgroup analysis; documented adjustments and follow-up results.	• District assessment alignment and reporting support; Region 10 data-driven instructional planning support.

MILESTONE 7

The Meadows intervention teams will continue biweekly data analysis of student work across consecutive intervention cycles, building on Year 1 monitoring. Teams will adjust grouping, resources, and instruction based on student needs. Leaders will compare intervention progress with Tier 1 student work and grade-level assessment results to determine whether students demonstrated growth.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2027 • May 2028 • August 2028 • Biweekly checks; monthly effectiveness review.	• Principal Hicks • Intervention and MTSS team • Classroom teachers • District instructional staff	• Service logs; progress monitoring trends; revised intervention plans; MTSS decisions; classroom work and assessment results.	• District intervention resources and MTSS expertise; coaching on adapting instruction and monitoring transfer.

MILESTONE 8

Leaders will monitor Bluebonnet Math and the revised math instructional framework against The Meadows Year 1 walkthrough and student work baseline data. Evidence of explicit instruction, productive struggle, and mathematical independence will determine RBIS-aligned coaching action steps and upcoming unit plan revisions.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2027 • May 2028 • August 2028 • Weekly walkthroughs; monthly performance management reviews.	• Principal Hicks • Campus instructional leaders • District Math leaders • LIFT Coaches	• Math walkthrough trends; student work showing practice, discussion, representation, writing, and revision; unit plan refinements; coaching action steps and follow-up evidence.	• LIFT Math observation tools and action step guidance; district unit planning support; performance management dashboard.

MILESTONE 9

The RLA Instructional Framework, RBIS-aligned unit internalization, and assessment-based reteach routines prepared in Year 1 will be implemented in PLCs. The Meadows will adopt Bluebonnet Reading if the curriculum is district-adopted and approved for rollout; otherwise, district-adopted RLA materials will be implemented. Weekly walks will monitor use of materials, evidence of independent reading, writing transitions, and student work.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2027 • May 2028 • August 2028 • Summer preparation; implementation from BOY. • Weekly monitoring; monthly trend review.	• Principal Hicks • RLA teachers and PLC facilitators • District RLA leaders • LIFT Coaches • Campus instructional leaders • Teachers • LIFT Campus Coach	• Verified materials access; product training records; internalization products; RLA walkthrough trends; assessment-based reteach plans. • Campus routine goals; weekly walkthrough evidence; instructional time trends; student data reflections; professional learning follow-up.	• District confirmation of adoption and procurement; RLA product and RBIS training; LIFT implementation coaching. • LIFT schoolwide routine support; district framework and RBIS look-fors; onboarding for new staff.

MILESTONE 10

The Meadows will continue biweekly implementation tracking, monthly district reviews, and quarterly milestone reviews using the LIFT dashboard. Leaders will review student learning, RBIS fidelity, materials use, PLC quality, coaching cycle completion, and intervention response. Data will inform action steps, assigned action step owners, and follow-up to verify completion and impact and determine supports to sustain or revise for 2028–2029.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2027 • May 2028 • August 2028 • BOY, MOY, EOY routines; quarterly milestone reviews.	• Principal Hicks • DCSI Dr. Raul Peña • Executive Director • District leaders and Superintendent	• Dashboard and stepback decks; milestone completion and impact data; completed action steps; Start–Stop–Keep review; 2028–2029 support plan.	• LIFT dashboard and performance management support; Region 10 SI coaching; district data reporting and resource decisions.

9 PERFORMANCE MANAGEMENT

11.1 Please describe how district and campus leaders will monitor the successful implementation of this plan.	District and campus leaders will monitor implementation of The Meadows Elementary's Turnaround Plan through a layered system that pairs qualitative instructional evidence with quantitative student outcome data. At the campus level, principal Hicks and assistant principal Holland will use the district's walkthrough tracker (housed in the district's Principal LaunchPad) to document tiered classroom observations aligned to the plan's instructional strategies, ensuring implementation fidelity is visible in real time rather than assessed retroactively. Campus leadership will also maintain a dynamic data room reflecting current BOY, MOY, and EOY diagnostic results for i-Ready data, and student group performance, used during regularly scheduled data discussions within PLCs. At the district level, the District Coordinator of School Improvement (DCSI), will conduct scheduled campus visits, calibration walks (in partnership with Region 10 ESC consultant, Dr. Caldwell and LIFT coach Dr. Hawkins), and formal Campus Improvement Plan (CIP) progress-monitoring reviews at defined checkpoints across the school year. This dual-layer structure ensures both the fidelity of the strategies being implemented and their measurable impact on student outcomes are monitored continuously, not just at year-end.
11.2 Who will be responsible for reviewing progress towards the milestones described in the previous section?	Campus Principal — primary owner of day-to-day milestone tracking, walkthrough data review, and PLC/DDI facilitation oversight. Assistant Principal — conduct classroom-level monitoring, coach teachers on strategy implementation, and maintain the campus data room. DCSI — reviews cross-campus milestone progress during monthly Principal Meetings and the Instructional Campus Leadership Collaboration. Will work collaboratively with Region 10 consultant Dr. Jynine Caldwell and LIFT coach Dr. Melanie Hawkins

11.3 How frequently will progress toward milestones be reviewed?	Weekly — Campus-level review of walkthrough and coaching data during grade-level PLC/DDI meetings as monitored through the campus tracker. Monthly — District-level review during Principal Meetings and the Instructional Campus Leadership Collaboration, including calibration walks with Region 10 Consultant Dr. Jynine Caldwell and LIFT Coach Dr. Melanie Hawkins. Each administration window — Milestone review following every i-Ready diagnostic (BOY, MOY, EOY). TEA submission checkpoints — Formal progress reporting aligned to the state's BOY, Progress 1, Progress 2, and EOY TAP submission windows.
11.4 How will milestone progress data be collected?	Walkthrough Tracker (Principal LaunchPad) — documents tiered classroom observations, coaching conversations, and implementation fidelity of the strategies outlined in the plan. i-Ready Diagnostic Data — BOY, MOY, and EOY results in Reading and Math, disaggregated by grade level, teacher, and student student group. Campus Data Room Artifacts — data walls, DDI meeting notes, and action-plan documentation showing how data is translated into instructional adjustments. T-TESS Observation and Coaching Logs — evidence of teacher growth aligned to plan strategies. Attendance, Behavior, and Grades (BAG) Data — pulled from the student information system to monitor non-academic factors affecting achievement. Stakeholder Feedback — Panorama climate survey data and CIT meeting notes capturing staff and community input on implementation.
11.5 How will milestone progress data be shared with district leadership and other relevant stakeholders?	Campus MTSS Meetings — data reviewed collectively at each formal milestone checkpoint, with minutes documented and retained for TEA reporting. Monthly Principal Meetings / Instructional Campus Leadership Collaboration — campus leaders report out on milestone status, walkthrough alignment, and data room progress to district instructional leadership. Board of Trustees Progress Monitoring Updates— periodic campus data presentations included in board meetings to maintain public transparency on campus progress. TEA/ISAM Submission — formal milestone and metric data submitted to the agency at each required TIP/TAP checkpoint (BOY, Progress 1, Progress 2, EOY). Campus Staff and Family Communication — high-level progress shared through staff meetings, SBDM committee updates, and campus newsletters to maintain stakeholder engagement and trust throughout implementation.

10 STUDENT OUTCOME GOALS

Goal	STAAR 2027	STAAR 2028
12.1 Enter the campus goal for RLA approaches, meets, and masters on STAAR.	Approaches- 70 Meets- 40 Masters- 15	Approaches- 78 Meets- 52 Masters- 22
12.2 Enter the campus goal for Math Approaches, Meets, and Masters on STAAR.	Approaches- 65 Meets- 35 Masters- 15	Approaches- 75 Meets- 50 Masters- 20

Goal	STAAR 2027	STAAR 2028
12.3 Enter your OVERALL goal for Approaches, Meets, and Masters on STAAR.	Approaches- 70 Meets- 40 Masters-15	Approaches- 75 Meets- 50 Masters- 20
12.4 Using Component Points (remember this is a percentage), what is your campus goal for Academic Achievement in Domain III?	25%	31%
12.5 Using Component Points, what is your campus goal for the ELP Component of Domain III?	ELP component is not evaluated for accountability for The Meadows .	ELP component is not evaluated for accountability for The Meadows.

✓ PLAN REVIEW AND APPROVAL

Role	Name	Signature	Date
Principal	Shauntai Hicks		
Executive Director of School Leadership and DCSI	Dr. Raul Peña		
Interim Superintendent	Dr. Elna Davis		

Board of Trustees approval: **November 16, 2026 (scheduled)**

DeSoto Independent School District
Office of School Leadership | 2026–27 School Improvement | Targeted Improvement Plan (TIP)

Cockrell Hill Elementary

Targeted Improvement Plan (TIP) · 2026–27

PLAN	SCHOOL YEAR	PRINCIPAL	DCSI
Targeted Improvement	**2026–27**	**David Paraham**	**Dr. Raul Peña**

Targeted Improvement Plan (one year). Year 2 milestones are not required.

CONTENTS

1. District and Campus Information 2. Needs Assessment, Stakeholder Engagement, and Assurances 3. School Improvement Strategy 4. Curriculum and Instruction 5. Assessment Plan 6. Student Monitoring, Intervention, and PLCs 7. Capacity Building 8. Milestones 9. Performance Management 10. Student Outcome Goals

1 DISTRICT AND CAMPUS INFORMATION

District Name	DeSoto ISD
Name of the person completing this form	Dr. Raul Peña
Email of responder	raul.pena@desotoisd.org
Role of the responder	Executive Director of School Leadership and DCSI
Name of Campus Requiring a Targeted Improvement Plan	Cockrell Hill Elementary

2 NEEDS ASSESSMENT, STAKEHOLDER ENGAGEMENT, AND ASSURANCES

1.1 Campus on-site needs assessment completed (TEC §39A.053).	Yes. A local needs assessment reviewed 2026 STAAR and accountability results, i-Ready diagnostic data, Bluebonnet module assessment data, walkthrough data, and PLC evidence.
1.2 Local needs assessment meets TEC §39A.053; results available upon request.	Yes. The needs assessment results and supporting evidence are kept on file at the campus and are available upon request.
1.3 Campus will join the Exchange and use the Instructional Insights App for observation and feedback in 2026–27.	Yes. Campus administrators will also use the TEA LIFT Observation Tools and Companion Guides for Reading and Math. Observations are logged in Eduphoria and the LIFT tracker.
1.4 If no, artifacts demonstrating a robust observation and feedback system are uploaded.	N/A. The campus is opting in to the Instructional Insights App (see 1.3). Supporting artifacts are kept on file.
1.5 Campus Intervention Team (CIT) held a public meeting with the principal, campus planning and decision-making committee, parents, and community members to review the rating and solicit input.	Yes. The public meeting was held on 9-10-26. The agenda, sign-in sheets, and comments received are kept on file.

1.6 Written notice of all public meetings was provided to parents and students and posted on the campus website with the date, time, and place.	Yes. A copy of the written notice and a record of the campus website posting are kept on file.
1.7 The Board held a hearing (TEC §§39A.055, 39A.057), solicited public comment, and posted the plan on the district website before the hearing.	Yes. Board hearing date: 11-16-26. The plan was posted on the district website before the hearing.
1.8 Date of Board approval.	November 16, 2026 (Scheduled)
1.9 Documentation of stakeholder feedback or of the stakeholder engagement process is uploaded (TEC §§39A.055, 39A.104).	Stakeholder comments from the public meeting and Board hearing are compiled and uploaded with the plan. If no comments are received, the district will upload a summary of the public comment process.

3 SCHOOL IMPROVEMENT STRATEGY

2.1 Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2026-2027 school year.	Intensive Curriculum & Instruction Improvements
2.2 Which, if any, program is this campus engaged with for the 26-27 school year?	LIFT (LASO) 4
2.3 Which, if any, program is your school system interested in to support this strategy?	LIFT
2.4 Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.	Region 10
2.5 How many district staff members will be responsible for capacity building with this campus?	Two district staff members (listed in 2.6), supported by one Region 10 LIFT coach.
2.6 What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? (Name, Role, Percent)	• Dr. Raul Peña, Executive Director of School Leadership and District Coordinator of School Improvement (DCSI), 30% • Tanya Dillard, Math Instructional Design Lead, 20% • Dr. Melanie Hawkins, Region 10 LIFT Coach (external partner)
2.7 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).	• **Region 10 ESC:** Dr. Melanie Hawkins, LIFT coach, has an extensive school improvement coaching record, serving multiple school districts in the Best Southwest area. • **District team:** Dr. Raul Peña, Executive Director of School Leadership and DCSI, and the district instructional leaders listed in 2.6 have experience in school turnaround with one or more school districts in Texas, including principal coaching, calibrated observation and feedback, PLC development, and performance management.

2.8 Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.	• Already funded by the district: – LIFT SI PLC district award ($120,000). Region 10 is the service provider for LIFT services for K–12 Math implementation and RLA planning, including an assigned LIFT coach. – Bluebonnet Learning and SAVVAS materials and product training. – i-Ready diagnostic and personalized instruction licenses. • Budgeted within the campus Title I budget: – **WIN Time tutors (4) and intervention materials:** $10,000 – After-school tutoring and accelerated instruction, including extra-duty pay: $5,000
2.9 If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?	The core of this strategy does not depend on grant funding. Bluebonnet Learning Math is adopted, weekly PLCs are in place, and observation and feedback are carried out by campus and district staff. If grant funding is reduced or not awarded, the district will keep the staff assignments in 2.6, prioritize Title I, Part A and State Compensatory Education funds for tutoring and intervention, and deliver training through district instructional leaders. Principal managers will continue curriculum walks and support lesson internalization PLCs.
2.10 How will the campus or district redistribute talent and resources to proportionately support this campus's needs?	District staff time is assigned to Cockrell Hill in proportion to need (see 2.6). • The DCSI and principal manager conduct biweekly walkthroughs and calibration with campus leaders. • Region 10 LIFT coaching is concentrated in Math and RLA classrooms, beginning with teachers in Tier 3. • Four-WIN Time interventionists serve students two or more grade levels below on i-Ready. • If progress is limited at the January 2027 checkpoint, the district will increase coaching and monitoring and add instructional resources.

4 CURRICULUM AND INSTRUCTION

Mathematics

Adopted curriculum	Bluebonnet Learning
Is this the curriculum that will be implemented for the duration of the plan?	Yes
What new curriculum will be adopted?	N/A
When will the district adopt the new curriculum?	N/A
How many instructional minutes per week are in the master schedule for this curriculum delivery?	K-5 (450 minutes)
Does the amount of minutes meet the required/recommended number of minutes for this curriculum?	Yes

Reading Language Arts

Adopted curriculum	SAVVAS
Is this the curriculum that will be implemented for the duration of the plan?	Yes
What new curriculum will be adopted?	N/A
When will the district adopt the new curriculum?	N/A
How many instructional minutes per week are in the master schedule for this curriculum delivery?	K-2-600 minutes 3-5-450 minutes
Does the amount of minutes meet the required/recommended number of minutes for this curriculum?	Yes

Instructional Calendar

3.37 How many instructional days are included in the 2026-2027 calendar?	171 instructional days
3.38 If there are fewer than 165 instructional days in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?	N/A

5 ASSESSMENT PLAN

3.39 Assessment tools, owner, frequency, and how results are used.

Assessment	Campus or District	Frequency	Purpose: how results are used
Bluebonnet Module	District	Once every 4-6 weeks	Learning captured in eduphoria. Principal/AP will lead data meetings. Data visualizations captured by DCSI.
STAAR Interim	Campus	Once per semester	Assess growth from previous STAAR baseline.
Exit Tickets	Campus	Tracked Weekly	Analyze effectiveness of daily Tier 1 instruction with a rigorous exit ticket completed independently.

6 STUDENT MONITORING, INTERVENTION, AND PLCS

3.40 Describe the campus system for monitoring student growth data, please include how student growth data be tracked and monitored.	Exit Ticket Tracker (Tracks exit ticket performance) Student Data Tracker (tracks progress on iReady, district, and STAAR Interim Assessments.

3.41 What is the campus plan for student intervention and supporting students below grade level and in special populations?	Students will have target interventions during WIN Time. 4 WIN Tutors will pull student groups (2 or more grades below in iReady) Monday-Friday (Focus 2nd-5th grades) 2nd Grade-39 students 3rd Grade-32 students 4th Grade-19 students 5th Grade-12 students Total: 102 students
3.42 Will the campus(es) implement a PLC structure?	Yes
3.43 How will PLCs be organized (by grade level, content area, etc.)?	By grade level and content
3.44 How frequently will PLCs occur?	Weekly for 45 minutes
3.45 Who will facilitate PLCs?	Principal, AP and Intervention Specialist:
3.46 Who is required to attend PLCs?	All teachers
3.47 Please describe the PLC protocol you use at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.	Look Forward PLC-Lesson Internalization & Rehearsal Look Back PLC-Student work analysis data meeting

7 CAPACITY BUILDING

9.1 Please describe your planned training/PD sessions (and who delivers and attends) for: Principal manager Principal Other campus admin (assistant principals, instructional coaches) Teachers	• **Principal manager:** Dr. Raul Peña, Executive Director of School Leadership and DCSI, takes part in monthly TEA LIFT training and LIFT Observation Tool calibration walks with Region 10. • **Principal:** Receives coaching from the principal manager and the Region 10 LIFT coach on leading PLCs, data meetings, and observation and feedback, plus monthly district principal learning sessions. • **Assistant principal and instructional coach:** Training on the LIFT observation tools, choosing action steps, and delivering feedback, with joint calibration walks with the Region 10 coach. • **Teachers:** 19 professional learning days are built into the calendar (14 in fall, 5 in spring), covering RBIS, curriculum updates, data reflections, and T-TESS goals, plus weekly PLCs.
9.2 How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?	0-2 years or ineffective teachers will receive extended instructional planning with curriculum support staff including lesson internalization, lesson rehearsal, co-teaching and live feedback.
9.3 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?	LIFT observation Tools focusing on learning environment, instructional delivery and monitoring and feedback.
9.4 How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	Tier 3-Bi-Weekly Tier 1 &2-Weekly

9.5 What capacity building support related to supporting students in special populations will teachers and administrators receive?	MTSS, accommodations in classroom training, scaffolding.

8 MILESTONES

Year 1 Milestones (2026–27)

MILESTONE 1

100% of Math and RLA teachers will complete product training and begin internalization PLCs

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2026 • May 2027	• Region 10 District Coach, Campus Coach, and PLC Support	• Sign in at product trainings • PLC agendas that reflect lesson internalization	• In the first semester, Region 10 will provide product academies, PLC observation tools, and a gradual release model in the facilitation of PLCs.

MILESTONE 2

PLCs begin DDI and Student Work Analysis after the first CFA is given. Lesson internalization PLCs continue.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2026 • May 2027 • August 2027	• Region 10 District Coach, Campus Coach, and PLC Support	• PLC agendas that reflect student work analysis as well as lesson internalization	• Region 10 will continue to provide a gradual release model in the facilitation of PLCs, especially in the area of student work analysis.

MILESTONE 3

Campus leaders complete observation and feedback cycles according to teacher tiering. This cycle includes observations with the LIFT documents, assigning an action step from the guide, and documenting look fors and action steps in the tracker.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2026 • May 2027 • August 2027	• Principal and CLT (minimum of 5 times per week) • DCSI and Principal Manager (bi-weekly) • Region 10 (bi-weekly)	• Look for scoring and teacher action steps are documented in the O/F tracker	• Region 10 will partner with campus and district leaders for calibration to ensure scoring is consistent across the campus and district.

MILESTONE 4

Campus professional learning is provided around Academic Monitoring. Teachers will complete AcMo pathway based on student growth goal.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2026 • May 2027 • August 2027	• Principal • Instructional Coach	• Teachers will bring completed AcMo trackers to PLC to use as a data set along with Student Work.	• Academic Monitoring training deck from R10 Teacher Tools

MILESTONE 5

Data analysis meetings are held to review STAAR Interim data and to determine small group instruction and priority TEKS.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2026 • May 2027 • August 2027	• Principal • Campus Intervention Specialist	• Teachers will submit intervention plans with target students and priority TEKS. • CLT members will observe planned intervention times.	• Provide intervention planning template to teachers • Create look fors for interventions times and teacher feedback

MILESTONE 6

Lesson internalization and Student Work Analysis portions of PLCs are led by campus instructional leaders.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2026 • May 2027 • August 2027	• Campus Instructional Leaders/PLC Facilitators • Region 10 PLC Support	• Facilitator internalization/prep for PLC • R10 coaching documentation	• R10 observes monthly and provides coaching feedback.

MILESTONE 7

3rd grade teachers set STAAR achievement goals using module assessments and fall STAAR Interim as a baseline.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2026 • May 2027 • August 2027	• Principal • Campus Intervention Specialist • 3rd grade Teachers	• All 3rd grade students will have a completed goal setting form and will track spring data compared to their goal.	• Student Goal Setting template from Growth Matters training

MILESTONE 8

Performance management data compiled, reflected upon, and shared with district leaders including the Superintendent. This routine examines student learning data and observation and feedback data.

TIMELINE	RESPONSIBLE	EVIDENCE OF COMPLETION	SUPPORT NEEDED
• December 2026 • May 2027 • August 2027 • BOY, MOY, EOY routines	• DCSI • District Leaders • R10 School Improvement • TEA Campus Support Specialist	• Visualizations of student learning data and observation/ feedback trends. • Completed slide decks.	• Our R10 School Improvement Coach will assist with the deck completion and provide questions that prompt for root causes and next steps.

9 PERFORMANCE MANAGEMENT

11.1 Please describe how district and campus leaders will monitor the successful implementation of this plan	Campus and district leaders review implementation and student results together on a set cycle. • **Weekly:** The principal and ILT review PLC agendas, the observation tracker, exit tickets, and student data trackers. • **Every two weeks:** The DCSI and principal manager walk classrooms with campus leaders, calibrate using the LIFT tools, and check implementation of the plan. • **Monthly:** District performance management, led by the Executive Director of School Leadership, reviews progress on each milestone. • BOY, MOY, and EOY: Campus and district leaders review results against the student outcome goals and adjust support. If progress is limited at the January 2027 checkpoint, the district will increase coaching and monitoring and revise campus actions.
11.2 Who will be responsible for reviewing progress towards the milestones described in the previous section?	• **Campus:** Principal and the campus instructional leadership team (ILT), with teachers for their classes. • **District:** Dr. Raul Peña, Executive Director of School Leadership and DCSI; district instructional leaders for their content areas. • **Region 10:** LIFT coach.
11.3 How frequently will progress toward milestones be reviewed?	Weekly by the ILT, every three weeks in campus data meetings, every two weeks with the DCSI and principal manager, monthly in district performance management, and formally at the December, May, and August checkpoints.
11.4 How will milestone progress data be collected?	A milestone tracker lists each action, owner, due date, evidence, status, and next step. Evidence comes from student data trackers, exit ticket trackers, PLC agendas, the observation and feedback tracker, i-Ready reports, and module assessment results.
11.5 How will milestone progress data be shared with district leadership and other relevant stakeholders?	The principal reports progress to the DCSI and district leadership through monthly performance management using progress monitoring reports (i-Ready and DOL data). BOY, MOY, and EOY Stepback decks are shared with the Superintendent, and progress is reported to the Board of Trustees as required.

10 STUDENT OUTCOME GOALS

Goal	STAAR 2027	STAAR 2028
12.1 Enter the campus goal for RLA approaches, meets, and masters on STAAR.	Approaches- 80% Meets- 50% Masters- 25%	Approaches-90% Meets- 60% Masters-30%
12.2 Enter the campus goal for Math Approaches, Meets, and Masters on STAAR.	Approaches- 80% Meets- 50% Masters- 25%	Approaches- 90% Meets- 60% Masters- 30%
12.3 Enter your OVERALL goal for Approaches, Meets, and Masters on STAAR.	Approaches- 80% Meets- 50% Masters-25%	Approaches-90% Meets- 60% Masters- 30%

Goal	STAAR 2027	STAAR 2028
12.4 Using Component Points (remember this is a percentage), what is your campus goal for Academic Achievement in Domain III?	African American: RLA-50% Math-50% Hispanic-50% Special Education-30%	African American: RLA-50% Math-50% Hispanic-50% Special Education-30%
12.5 Using Component Points, what is your campus goal for the ELP Component of Domain III?	4 points for EL students in Domain 3	4 points

✓ PLAN REVIEW AND APPROVAL

Role	Name	Signature	Date
Principal	David Paraham	D. Paraham	11-11-26
Executive Director of School Leadership and DCSI	Dr. Raul Peña		
Interim Superintendent	Dr. Elna Davis		

Board of Trustees approval: **November 16, 2026 (scheduled)**

DeSoto ISD
Board Agenda Item Overview

Meeting Type	**Special Called**	Meeting Date	**11/16/26**

Policy Reference:	**CV - Legal & Local**

Related Board Goal: *Select a Goal(s) or type in specific Goals*	**Goals 1 - 5**

Recommendation:	**Approve as Submitted**
Justification:	**Consideration and Possible Approval to Proceed with Change Order No. 2 to Hellas Construction and the Reallocation of Bond Interest Funds to the DeSoto Athletics Project, in Conjunction with the 2025 Bond Program, to Address Increased Project Costs Resulting from Comments Received from the City of DeSoto.**

Funding	Cost: N/A ☐	**$600,000**
	Funding Source:	**Fund 698 - 2025 Bond Program**
	Currently Budgeted	**N/A**

Vendor	**Hellas Construction, Inc.**

Does this item require a Competitive Bid?	N/A ✔
Purchasing Mechanism	**1GPA Contract #23-01DP-03 and #24-06DP-04**
Contract Term	**2025 Bond Program**
Finance Department Review By:	N/A ☐
Purchasing Manager:	
Comptroller Signature:	

Name	**Madeleine Sara-Colley**	Title	**PROCEDEO-VP of Operations**
Department	**2025 Bond Program**	Phone#	**MadeleineSara@ProcedeoGroup.c**

Legal Review	**N/A**	Date	
Department Review			
District Approval	Dr Elma Rivera		

DESOTO ISD
BOND 2025

November 16, 2026

Board Meeting

Board of Trustees,

In alignment with the approval of the DeSoto ISD Bond Program in May 2025, the following table reflects our current and amended budgets allocated for the 2025 Bond projects. Comments received from the City of DeSoto have required revisions to the initial design, resulting in increased project costs. To maintain the original scope, a budget reallocation from available bond interest earnings is necessary to fund the proposed Hellas Change Order #2 and allow the associated work to proceed.

Org	School / Project	Initial Budget	Current Budget	Transfer	Amended Budget
001-01	DeSoto High School Academics	$33,735,000.00	$33,955,000.00*	$0.00	$34,490,985.00
001-02	DeSoto High School Success Center	$30,570,000.00	$30,570,000.00	$0.00	$30,570,000.00
041-01	Ruby Young STEAM	$1,745,000.00	$24,580.00[1]	$0.00	$24,580.00
042-01	West Middle School	$10,484,999.00	$10,484,999.00	$0.00	$10,484,999.00
043-01	McCowan Middle School	$7,255,000.00	$7,373,614.00[1]	$0.00	$7,373,614.00
106-01	The Meadows Elementary School	$8,935,000.00	$8,935,000.00	$0.00	$8,935,000.00
107-01	Cockrell Hill Elementary School	$18,815,000.00	$18,815,000.00	$0.00	$18,815,000.00
108-01	Frank Moates Elementary School	$49,385,002.00	$49,385,002.00	$0.00	$49,385,002.00
109-01	Woodridge Elementary School	$8,935,000.00	$8,935,000.00	$0.00	$8,935,000.00
112-01	Katherine Johnson Elementary School	$935,000.00	$1,415,000.00*	$0.00	$1,415,000.00
113-01	Amber Terrace Elementary School	$8,935,001.00	$9,711,807.00[1]	$0.00	$9,711,807.00
745-01	Central Administration Support	$3,495,000.00	$3,620,000.00*	$0.00	$3,620,000.00
873-01	DeSoto Athletics Fields	$8,065,000.00	$8,065,000.00	$600,000.00	$8,665,000.00
873-02	DeSoto Eagle Stadium	$8,565,000.00	$8,565,000.00	$0.00	$8,565,000.00
	Total	**$199,855,002.00**	**$199,855,002.00**	**$0.00**	**$200,455,002.00**
000-00	Bond Interest as of June 30, 2026	$2,446,165.00	$2,446,165.00	($600,000.00)	$1,846,165.00
Total 2025 Bond Budget Amount with interest		**$202,301,167.00**	**$202,301,167.00**	**$0.00**	**$202,301,167.00**

* Approved by Board of Trustees on Regular Business Meetings: April 28th, 2025, October 27th, 2025, January 20th, 2026, March 26th, 2026, for Technology Initiatives

[1] Approved by Board of Trustees on Special Meeting: June 29th, 2026, to move funds from Ruby Young to McCowan & Amber Terrace.

Should this agenda item not receive Board approval, the District will need to reassess the available funding and determine the appropriate path forward for the proposed scope of work and deductions. Until a funding resolution is identified, portions of the work associated with the baseball, softball, and multi-practice fields may need to be temporarily suspended or deferred. This could result in adjustments to the project scope and construction schedule, potentially delaying completion and impacting the upcoming athletic seasons.

Thank you for your consideration.

HELLAS CONSTRUCTION, INC.

Change Order No. 2 (CO#2)

Storm Drainage and Detention Redesign — Supporting Documentation

DeSoto Independent School District · DeSoto High School Baseball, Softball and Practice Fields
Hellas Jobs 260562 and 260561 · 1GPA Contracts #23-01DP-03 and #24-06DP-04
Submitted to Procedeo (Annan Wang, Design Manager; Abed Kaaki, Owner's Representative) · October 28, 2026

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Tab	Document
1	Change Order No. 2 (CO#2) — Change Proposal (letter)
A	Estimate summary by labor and material, and by field
B	Narrative of drawing changes; City review memoranda; Exhibit E; October 19, 2026 drawing sheets
C	Excavated material basis — limestone, and geotechnical report DE26-018 (full report)
D	Credit build-up — collector drainage
E	Contract Time — duration analysis and project schedule (data date October 28, 2026)
F	RFI log

Summary	
Proposed adjustment to the Contract Sum	**$697,724.14**
Proposed adjustment to the Contract Time	**66 working days**
Original Contract Sum	$8,063,785.50
Proposal as % of Contract Sum	8.7%

CONTRACT BY PO		
Base Amount	$	6,309,479.00
Allowance	$	799,284.50
Maintenance Package	$	230,000.00
873-01 Athletics	**$**	**7,338,763.50**
873-01 Contingency	**$**	**203,247.00**
873-02 Stadium	**$**	**521,775.00**
Hellas Total Contract Amount	**$**	**8,063,785.50**
Change Order #2 (Increase)		600,000.00
New Contract Total	**$**	**8,663,785.50**

FUNDS FOR CHANGE ORDER REQUEST	
Hellas Change Order Request	697,724.14
From Interest	(600,000.00)
From Owner Contingency	(97,724.14)
	-

TAB 1

Change Order No. 2 (CO#2) — Change Proposal (letter)

Hellas Construction, Inc.
12000 West Parmer Lane
Cedar Park, TX 78613

October 28, 2026

Annan Wang
Design Manager
Procedeo
annanwang@procedeogroup.com
cc: Abed Kaaki, Owner's Representative

RE: DeSoto High School Baseball, Softball and Practice Fields
Change Order No. 2 (CO#2) — Change Proposal for Storm Drainage and Detention Redesign
Hellas Jobs 260562 (Baseball / Softball) and 260561 (Practice Field)
1GPA Contracts #23-01DP-03 and #24-06DP-04

Ms. Wang,

Hellas Construction, Inc, a TenCate company, submits this Change Proposal under Section 7.1.4 of the General Conditions (AIA A201-2017 as modified, executed May 21, 2026). It is priced by labor and by material and equipment.

BASIS OF THE CHANGE

The Contract was priced on Hellas' proposal dated March 24, 2026 and the permit drawing set dated May 28, 2026, which provided a perforated HDPE collector drainage system for each field. At the request of the City of DeSoto, the engineer of record, Tait-Pitkin Sports Engineers, redesigned the storm drainage to provide underground detention. The redesign was issued in revised sets dated July 31, August 6, August 20, September 16, October 7 and October 19, 2026. The August 20 set was reviewed for the City by Freese and Nichols (memoranda of September 10 and 15, 2026), and the October 19 set incorporates Revision 1 (October 6, 2026, City comments — Baseball drainage). A narrative of the drawing changes and the City review memoranda are attached.

The revised design replaces the collector system with stone-filled detention galleries and controlled outfalls:

- *Baseball* – two detention systems (DA P-1A West and DA P-2A East), 20 ft wide by 4 ft deep, one line of 36" perforated HDPE (747 LF), two outflow control structures, and a new level spreader with riprap at the east outfall (Sheet D1.3, Detail 3).
- *Softball* – detention gallery 20 ft wide by 2'-9" deep with one line of 24" perforated HDPE and one outflow control structure.
- *Practice Field* – revised collector sizes, a detention gallery of 8,160 SF, 20 ft wide by 4'-3" deep with one line of 24" pipe (Sheet C5.6), two outflow control structures (Football and East Detention Pond) and three 24" headwalls.
- *Weir plates and orifices* – per Sheets D1.2 and D1.3 of the October 19 set.

EXCAVATED MATERIAL

The material excavated at the Baseball, Softball and Practice Field detention gallery and outfall locations is limestone, not clean fill, as documented in geotechnical report DE26-018 (borings B-1 through B-5 at the Practice Field, B-6 through B-9 at the Softball field and B-10 through B-13 at the Baseball field; full report attached). Rock excavation is excluded from the Contract (proposal of March 24, 2026, Exclusion 4). Haul-off is therefore priced as limestone, with the number of loads calculated by weight (14 tons per load at 137 lb/cf), including the disposal fee for material that is not clean fill and the additional crew and equipment days required for production in rock. The calculation is attached.

CREDITS

Under Section 7.3.7, Hellas credits the actual cost of the original collector drainage Work: the collector pipe material and its installation labor, the 3 ft × 3 ft trench gravel around the collector pipe and its placement labor, and the associated spoil haul-off for each field. The Practice Field 15" headwall is relocated to the Baseball/Softball outfalls. Overhead and profit apply to the credit, as the mark-up below is calculated on the net of credits and additions.

Equipment, fuel, crew lodging and supervision are not part of the credit. These costs support all of the Work on each field and are still incurred; replacing the collector pipe does not reduce them. Conversely, the equipment, fuel and crew costs included in the additions are limited to the detention gallery operation, which is new Work. The build-up of the credit from the Contract estimate is attached.

FLAT PANEL DRAINS

The 12"x1" flat panel drains (Baseball 3,742 LF, Softball 1,206 LF, Practice Field 6,825 LF) are shown on every drawing set but were removed from the Contract at award by Deduct Alternate. The design requires them for the performance of the synthetic turf system, and Hellas will install the flat panel drains at no cost to the District. Their cost, material and installation labor, is shown in the estimate and credited in full by Hellas (Section B). The Deduct Alternate amounts credited at award (Baseball $11,850; Softball $5,015; Practice Field $21,060; total $37,925) remain with the Owner.

PROPOSED ADJUSTMENT TO THE CONTRACT SUM

Section	Labor	Material & Equipment	Total
A. Collector drainage credit	($50,231.96)	($157,591.15)	($207,823.11)
B. Flat panel drains — credit by Hellas	($17,659.50)	($28,262.50)	($45,922.00)
C. Replacement pipe and fittings	$68,466.08	$89,288.06	$157,754.14
D. Detention galleries — stone, excavation, haul-off and disposal	$68,175.00	$518,806.30	$586,981.30
E. Outflow control structures (5 EA)	$0.00	$19,670.00	$19,670.00
F. Headwalls	$0.00	$12,000.00	$12,000.00
G. Flat panel drains — reinstated (material and installation)	$17,659.50	$28,262.50	$45,922.00
H. Baseball east level spreader	$17,984.12	$39,897.42	$57,881.54
Direct cost	**$104,393.24**	**$522,070.63**	**$626,463.87**

Direct cost — Hellas' own forces (labor, material and equipment)	$626,463.87
Overhead and profit at 10% (§7.1.5)	$62,646.39
Subtotal	**$689,110.26**
Payment and performance bond at $7.00 per $1,000	$4,823.77
1GPA cooperative fee at 0.55%	$3,790.11
PROPOSED ADJUSTMENT TO THE CONTRACT SUM	**$697,724.14**

Overhead and profit are applied at 10% on Work performed by Hellas' own forces, as required by Section 7.1.5; no Work in this proposal is subcontracted. No home office overhead, delay costs or lost profit are included. Original Contract Sum: $8,063,785.50. This proposal represents 8.7% of the Contract Sum.

Proposed adjustment by field

Field	Labor	Material & Equipment	Direct cost	Total	Share
Baseball	$74,097.60	$279,825.16	$353,922.76	$394,181.48	56%
Softball	$15,899.59	$88,755.29	$104,654.88	$116,559.37	17%
Practice Field	$14,396.05	$153,490.18	$167,886.23	$186,983.29	27%
Total	**$104,393.24**	**$522,070.63**	**$626,463.87**	**$697,724.14**	**100%**

Total includes overhead and profit, bond and 1GPA fee. The breakdown by section, field, labor and material and equipment is in Attachment A.

PROPOSED ADJUSTMENT TO THE CONTRACT TIME

Hellas requests an extension of the Contract Time for the Baseball, Softball and Practice Field Work, in working days (Monday through Friday), as shown for each field in the attached duration analysis and current project schedule (data date October 28, 2026). The extension covers:

1. *Suspension period* – the drainage Work, and the Work that follows it, has been on hold from September 8, 2026, the last day of activity on site, pending the revised drainage design. Field work resumes on November 2, 2026 per the current project schedule.
2. *Added Work* – the detention galleries and the reinstated flat panel drains on each field, with the outflow control structures, headwalls and level spreader, as sequenced in the project schedule.

The extension is based on approval of this Change Order on October 28, 2026, the date of this submission. Any period between that date and execution of the Change Order will be added to the Contract Time, day for day.

This Change Proposal also serves as Hellas' written notice of the delay. The supporting analysis and the current project schedule (data date October 28, 2026) are attached.

QUALIFICATIONS AND EXCLUSIONS

1. Excavation is priced on limestone at the quantities shown. Rock quantity or hardness beyond this basis will be submitted as a separate Change Proposal.
2. Drainage stone is based on the neat-line gallery dimensions shown on the drawings and the bedding around the new perforated pipe, and includes delivery and placement losses and rock overbreak beyond the neat line in the limestone documented in geotechnical report DE26-018.
3. Drainage stone is priced at $48.00 per ton delivered, including the supplier's fuel surcharge based on diesel at $4.00 per gallon. If diesel exceeds $4.00 per gallon at the time of delivery, the surcharge difference will be billed at actual cost per supplier invoices.
4. The ADA ramp shown on Sheet D1.2 is part of the Contract scope and is not included in this proposal.
5. Handrail, concrete flatwork and gates shown on Sheet D1.2 without plan quantities are not included in this proposal.
6. Trench safety and shoring and dewatering are excluded.
7. All exclusions of the proposal dated March 24, 2026 remain in effect.

APPROVAL

In accordance with Section 7.1.1.1, Hellas will not proceed with the changed Work until a Change Order has been approved by the Owner's Board of Trustees and executed. Hellas is available to review this proposal at your convenience.

Sincerely,

Felipe Borges Ferreira, EIT
Project Manager
(469) 469-8837 · f.borges@hellas.com

Attachments

- A – Estimate summary by labor and material, and by field
- B – Narrative of drawing changes; City review memoranda (Freese and Nichols); Exhibit E; October 19, 2026 drawing sheets
- C – Excavated material basis: proposal Exclusion 4; geotechnical report DE26-018 boring logs; haul-off weight calculation
- D – Credit build-up from the Contract estimate
- E – Contract Time duration analysis and project schedule
- F – RFI log

TAB A

Estimate summary by labor and material, and by field

HELLAS CONSTRUCTION, INC. — Change Order No. 2 (CO#2)

Attachment A — Estimate summary by labor and material

DeSoto High School Baseball, Softball and Practice Fields · Jobs 260562 / 260561 · Basis: Construction Set dated 10/19/2026

Section	Description	Labor	Material & Equipment	Total
A	Collector drainage credit — collector pipe and installation, 3 ft × 3 ft trench gravel and placement, spoil haul-off	($50,231.96)	($157,591.15)	**($207,823.11)**
B	Flat panel drains — credit by Hellas: reinstated at no cost to the District (material and installation)	($17,659.50)	($28,262.50)	**($45,922.00)**
C	Replacement pipe and fittings — Baseball, Softball and Practice Field per 10/19/2026 drawings, with installation	$68,466.08	$89,288.06	**$157,754.14**
D	Detention galleries — drainage stone (galleries and pipe bedding), excavation, haul-off and disposal (limestone), equipment, crew and supervision	$68,175.00	$518,806.30	**$586,981.30**
E	Outflow control structures (5 EA) — concrete, reinforcing, grates, weir plates	-	$19,670.00	**$19,670.00**
F	Headwalls — 24" (3 EA, Practice Field); Practice Field 15" headwall relocated to Baseball/Softball	-	$12,000.00	**$12,000.00**
G	Flat panel drains — reinstated, material and installation (Baseball, Softball, Practice Field)	$17,659.50	$28,262.50	**$45,922.00**
H	Baseball east level spreader — excavation, haul-off and disposal, riprap, concrete, labor, equipment and materials	$17,984.12	$39,897.42	**$57,881.54**
	DIRECT COST	**$104,393.24**	**$522,070.63**	**$626,463.87**
	Overhead and profit at 10% — Hellas' own forces (§7.1.5)			$62,646.39
	Subtotal			**$689,110.26**
	Payment and performance bond at $7.00 per $1,000			$4,823.77
	1GPA cooperative fee at 0.55%			$3,790.11
	PROPOSED ADJUSTMENT TO THE CONTRACT SUM			**$697,724.14**

No Work in this proposal is subcontracted. Equipment is carried with material.

Credits (Section A) are at the actual cost of the original collector drainage Work per the Contract estimate; mark-up is applied to the net of credits and additions.

Estimate summary by field

Direct cost by section and field. Field-specific items (pipe, flat drains, headwalls, level spreader and credits) are assigned to their field; the flat panel drains are reinstated and credited in full by Hellas; outflow control structures by count; drainage stone by each field's neat-line gallery and pipe-bedding quantity; other shared gallery costs (excavation, haul-off and disposal, crew, equipment and supervision) by detention gallery volume — Baseball 48%, Softball 19%, Practice Field 33%.

Section	Baseball	Softball	Practice Field	Section total
A. Collector drainage credit	($66,312.59)	($34,657.40)	($106,853.12)	**($207,823.11)**
B. Flat panel drains — credit by Hellas	($14,792.17)	($4,767.33)	($26,362.50)	**($45,922.00)**
C. Replacement pipe and fittings	$88,419.35	$25,680.70	$43,654.09	**$157,754.14**
D. Detention galleries	$266,066.46	$109,697.58	$211,217.26	**$586,981.30**
E. Outflow control structures (2 / 1 / 2)	$7,868.00	$3,934.00	$7,868.00	**$19,670.00**
F. Headwalls	—	—	$12,000.00	**$12,000.00**
G. Flat panel drains	$14,792.17	$4,767.33	$26,362.50	**$45,922.00**
H. Baseball east level spreader	$57,881.54	—	—	**$57,881.54**
Direct cost	**$353,922.76**	**$104,654.88**	**$167,886.23**	**$626,463.87**

Change Order total by field

	Baseball	Softball	Practice Field	Total
Labor	$74,097.60	$15,899.59	$14,396.05	$104,393.24
Material & Equipment	$279,825.16	$88,755.29	$153,490.18	$522,070.63
Direct cost	**$353,922.76**	**$104,654.88**	**$167,886.23**	**$626,463.87**
Overhead and profit 10%	$35,392.28	$10,465.49	$16,788.62	$62,646.39
Payment and performance bond ($7 per $1,000)	$2,725.21	$805.84	$1,292.72	$4,823.77
1GPA cooperative fee (0.55%)	$2,141.23	$633.16	$1,015.72	$3,790.11
Total	**$394,181.48**	**$116,559.37**	**$186,983.29**	**$697,724.14**
Share of Change Order	56%	17%	27%	100%

Totals agree with the Change Order: direct cost $626,463.87; proposed adjustment to the Contract Sum $697,724.14.

Baseball — labor, material and equipment by section

Section	Labor	Material & Equipment	Total
A. Collector drainage credit	($15,307.54)	($51,005.05)	**($66,312.59)**
B. Flat panel drains — credit by Hellas	($5,613.00)	($9,179.17)	**($14,792.17)**
C. Replacement pipe and fittings	$38,374.44	$50,044.91	**$88,419.35**
D. Detention galleries	$33,046.58	$233,019.88	**$266,066.46**
E. Outflow control structures (2 / 1 / 2)	—	$7,868.00	**$7,868.00**
G. Flat panel drains	$5,613.00	$9,179.17	**$14,792.17**
H. Baseball east level spreader	$17,984.12	$39,897.42	**$57,881.54**
Direct cost — Baseball	**$74,097.60**	**$279,825.16**	**$353,922.76**

Softball — labor, material and equipment by section

Section	Labor	Material & Equipment	Total
A. Collector drainage credit	($8,082.30)	($26,575.10)	**($34,657.40)**
B. Flat panel drains — credit by Hellas	($1,809.00)	($2,958.33)	**($4,767.33)**
C. Replacement pipe and fittings	$11,145.55	$14,535.15	**$25,680.70**
D. Detention galleries	$12,836.34	$96,861.24	**$109,697.58**
E. Outflow control structures (2 / 1 / 2)	—	$3,934.00	**$3,934.00**
G. Flat panel drains	$1,809.00	$2,958.33	**$4,767.33**
Direct cost — Softball	**$15,899.59**	**$88,755.29**	**$104,654.88**

Practice Field — labor, material and equipment by section

Section	Labor	Material & Equipment	Total
A. Collector drainage credit	($26,842.12)	($80,011.00)	**($106,853.12)**
B. Flat panel drains — credit by Hellas	($10,237.50)	($16,125.00)	**($26,362.50)**
C. Replacement pipe and fittings	$18,946.09	$24,708.00	**$43,654.09**
D. Detention galleries	$22,292.08	$188,925.18	**$211,217.26**
E. Outflow control structures (2 / 1 / 2)	—	$7,868.00	**$7,868.00**
F. Headwalls	—	$12,000.00	**$12,000.00**
G. Flat panel drains	$10,237.50	$16,125.00	**$26,362.50**
Direct cost — Practice Field	**$14,396.05**	**$153,490.18**	**$167,886.23**

TAB B

Narrative of drawing changes; City review memoranda; Exhibit E; October 19, 2026 drawing sheets

Narrative of drawing changes

Changes from the permit drawings dated May 28, 2026, on which the Contract was priced, to the Construction Set dated October 19, 2026, sealed by Tait-Pitkin Sports Engineers. The Freese and Nichols review memoranda follow this page.

Drawing and City review history

Date	Document	Change / content
May 28, 2026	Permit drawings (Contract basis)	Perforated HDPE collector drainage on each field; drainage plans C5.1 and C5.2 only; no detention
July 31, 2026	Construction Set	Drainage calculations and existing / proposed drainage area maps added (C3.4, C5.3–C5.6) — start of the detention design; Practice Field collector quantities unchanged
August 6, 2026	Construction Set	Reissue of the detention design
August 20, 2026	Construction Set — submitted to the City	Drainage trenches (detention galleries) at the Baseball, Softball and Practice Field, detention pond at the Practice Field
September 10, 2026	City review — Freese and Nichols, Review #1 (preliminary)	Did not meet City criteria: outfalls released overland on school property, not to a recognized watercourse (Trib 3A15 of Ten Mile Creek); offsite runoff not included; analysis of existing vs. proposed flows required
September 15, 2026	City review — Freese and Nichols, Review #1	Generally meets City standards; comments: detention easements (Section 2.2); additional erosion control at the outfalls, only one called out for riprap
September 16, 2026	Construction Set	Revised in response to the City review
October 7 and 19, 2026	Construction Set, Revision 1 (October 6, 2026 — City comments, Baseball drainage)	Baseball divided into two detention systems; second outflow control structure; 36" pipe 747 LF; level spreader with riprap at the Baseball east outfall

Changes by element

Element	Permit drawings (5/28/2026)	Construction Set (10/19/2026)
Storm drainage concept	Perforated HDPE collector system on each field, discharging to headwalls	Underground stone detention galleries with outflow control structures, required by the City of DeSoto
Baseball	Collector pipe; 18" outflow to headwall	Two detention systems (DA P-1A West, DA P-2A East), 12,713 SF, 20 ft wide × 4 ft deep, one line of 36" perforated HDPE (747 LF); two outflow control structures with weir plates; 15" outfalls to headwalls
Baseball east outfall	—	New level spreader with riprap, concrete level spreader and 8"×18" concrete strips, 6" underdrain (Sheet D1.3, Detail 3)
Softball	Collector pipe; 15" outflow to headwall	Detention gallery 7,273 SF, 20 ft wide × 2'-9" deep, one line of 24" perforated HDPE (367 LF); one outflow control structure
Practice Field	12" (1,065 LF) and 15" (257 LF) collector, 6" trench drain (608 LF), 15" headwall	Detention gallery 8,160 SF, 20 ft wide × 4'-3" deep, one line of 24" perforated HDPE; 12" (983 LF), 15" (405 LF) and 24" (405 LF) perforated pipe; two outflow control structures (Football, East Pond); three 24" headwalls
Field laterals (BB / SB)	8" (831 LF), 10" (320 LF), 12" collector (1,015 LF)	8" (825 LF), 10" (308 LF); 12" collector removed

Element	Permit drawings (5/28/2026)	Construction Set (10/19/2026)
Flat panel drains	Shown on drawings; removed from the Contract at award by Deduct Alternate	Shown on drawings: Baseball 3,742 LF, Softball 1,206 LF, Practice Field 6,825 LF
Detention storage	None	Baseball 11,256 CF (West) + 13,640 CF (East); Softball 8,249 CF (Sheet C5.4)

MEMORANDUM

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www.freese.com

TO: MD Hossain, PE, PMP, CFM, ENV SP

CC: Jeremy D. Dixon, P.E., CFM

FROM: Maria Velazquez Ortiz, EIT, CFM

SUBJECT: DeSoto High School Plan Set Review #1

DATE: 9/10/2026

PROJECT: DES26077

Freese and Nichols, Inc. (FNI) has completed a high-level, preliminary review of the referenced plan set submittal for DeSoto High School in DeSoto, TX at the request of the City of DeSoto (City). The plan set was submitted to the City by Tait-Pitkin Sports Engineers, and dated August 20, 2026. The City provided the pdf document for review on September 3, 2026.

This review is not considered all-inclusive and does not relieve the Owner, Developer, Responsible Engineer and/or Surveyor from the due diligence necessary for completion of all aspects of the project according to the City's Ordinances, Regulations, Design and Construction Criteria, and Development Standards. This submittal has been reviewed for general conformance to the City of DeSoto Engineering Standards.

Review Summary

In general, the proposed drainage improvements were evaluated only considering the area of improvements for runoff and do not consider additional offsite runoff that may be contributing. Additionally, the captured flow is proposed to be released overland within the school property and not a recognized watercourse, which does not meet City criteria. Please respond to all unaddressed comments.

High-Level Plan Set Review

1. The plan set provides drainage improvements related to the construction of a softball field, a baseball field, two soccer fields, and updates to the track around the existing football field at DeSoto High School. There are proposed drainage trenches and a detention pond for the proposed soccer field, as well as proposed drainage trenches for the softball and baseball fields. All proposed outfall locations release flow overland onto the school property, except for the baseball field outfall, which proposes to tie into an existing inlet. Section 2.1 of the City of DeSoto Engineering Standards states that "Increases, in storm water runoff due to new development must not adversely affect adjoining property or properties downstream as far as recognized watercourse". The outfalls of the proposed sports fields detention pond and multiple drainage trench improvements do not directly release flow to the nearest recognized watercourse, Trib 3A15 of Ten Mile Creek. Please analyze runoff impacts to downstream properties and storm drain systems to ensure there are no adverse impacts of the proposed project.

2. The delineated drainage areas do not fully capture all contributing drainage area. Additionally, the drainage areas only account for runoff produced by the proposed turf fields, and do not account for offsite runoff that would be captured in the drainage trenches and detention pond, misrepresenting total flow. Please revise the drainage areas to follow existing grade based on the topography, and include offsite areas that would drain to the proposed detention improvements. The results of the analysis should show at discrete design points the existing and proposed conditions flow rates, demonstrating that there are no increases in flow due to the project.

MEMORANDUM

FREESE AND NICHOLS

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www.freese.com

TO: MD Hossain, PE, PMP, CFM, ENV SP

CC: Jeremy D. Dixon, P.E., CFM

FROM: Maria Velazquez Ortiz, EIT, CFM, Justin Oswald, PE, CFM

SUBJECT: DeSoto High School Plan Set Review #1

DATE: 9/15/2026

PROJECT: DES26077

Freese and Nichols, Inc. (FNI) has completed the first review of the referenced plan set submittal for DeSoto High School in DeSoto, TX at the request of the City of DeSoto (City). The plan set was submitted to the City by Tait-Pitkin Sports Engineers, and dated August 20, 2026. The City provided the pdf document for review on September 3, 2026.

This review is not considered all-inclusive and does not relieve the Owner, Developer, Responsible Engineer and/or Surveyor from the due diligence necessary for completion of all aspects of the project according to the City's Ordinances, Regulations, Design and Construction Criteria, and Development Standards. This submittal has been reviewed for general conformance to the City of DeSoto Engineering Standards.

Review Summary

The proposed drainage plan generally meets the City of Desoto standards. Minor comments were noted below.

Review Comments:

1. Coordinate with the City of Desoto to determine if the requirements of Section 2.2 regarding dedicating detention easements applies to this development.
2. Consider if additional erosion control measures should be applied to the outfalls from the softball/football/soccer fields. It is not evident from the plans that these outfalls discharge to receiving swales and only one is called out for riprap. Because these outfalls are within private property this comment is advisory only.

SCOPE OF WORK, CONTRACT SUM AND ACCEPTED ALTERNATES

This Exhibit is incorporated into the Agreement between the Owner and Contractor. The Contractor shall furnish all labor, materials, equipment, supervision, and services necessary to perform the Work described herein in accordance with the Contract Documents.

Baseball Field

Base Scope: $1,513,860.00

Accepted Alternates:

- Add Alternate 1 – Outfield Fence: $66,500.00
- Add Alternate 2 – Foul Line Fence: $34,450.00
- Deduct Alternate – Flat Drains: ($11,850.00)
- Add Alternate 3 – Soil Stabilization: $345,000.00
- Add Alternate 4 – Outfield Logos: $12,155.00
- Add Alternate 6 – Clean Sweeps (Qty 8): $40,000.00

Softball Field

Base Scope: $568,360.00

Accepted Alternates:

- Add Alternate 1 – Outfield Fence: $30,450.00
- Add Alternate 2 – Foul Line Fence: $22,900.00
- Deduct Alternate – Flat Drains: ($5,015.00)
- Add Alternate 3 – Soil Stabilization: $140,000.00
- Add Alternate 4 – Outfield Logos: $8,100.00
- Add Alternate 6 – Clean Sweeps (Qty 8): $32,000.00

Practice Fields

Base Scope: $2,243,010.00

Accepted Alternates:

- Add Alternate 1 – Perimeter Fencing: $154,660.00
- Deduct Alternate – Flat Drains: ($21,060.00)
- Add Alternate 3 – Soil Stabilization: $540,000.00
- Add Alternate 4 – Logos ($7,500 per field): $15,000.00
- Add Alternate 5 – Clean Sweeps (Qty 8): $72,000.00

Indoor Facility

Base Scope: $120,000.00

Tennis Courts

Base Scope: $50,000.00

Accepted Alternates:

- Allowance – Substrate Repairs: $5,000.00

Stadium Track

Base Scope: $521,775.00

Accepted Alternates:

- Allowance – Soil Stabilization: $504,284.50
- Add Alternate 3 – Track Cleanings (Qty 2): $25,000.00
- Add Alternate 4 – Clean Sweeps (Qty 8): $36,000.00

McCowan Middle School Track

Base Scope: $240,565.00

Accepted Alternates:

- Allowance – Soil Stabilization: $290,000.00
- Add Alternate 1 – Track Cleaning (Qty 2): $25,000.00

West Middle School Track

Base Scope: $242,430.00

Contract Summary

Total Amount: $7,860,538.50

Owner Contingency: $203,247.00

Total Contract Amount: $8,063,785.50

DESOTO INDEPENDENT SCHOOL DISTRICT

SUBMITTAL DRAWINGS FOR:

DESOTO HIGH SCHOOL

DeSoto, Texas

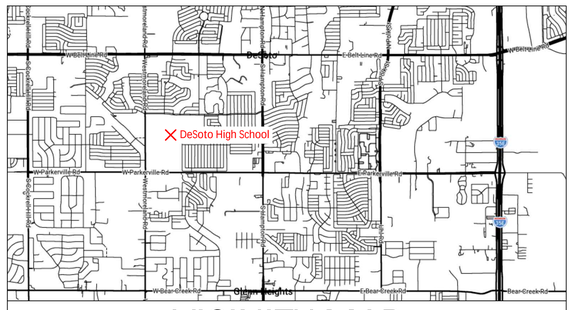
Hellas
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Austin, TX 78613
(P) (512) 250-2910
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hellasconstruction.com

epiQ TRACKS

matrix TURF

TAIT-PITKIN
SPORTS ENGINEERS

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(512) 293-1862
info@tait-pitkin.com
Texas Firm Registration No. F007361



VICINITY MAP

DESOTO HIGH SCHOOL: 600 EAGLE DR, DESOTO, TX 75115



SITE LOCATION PLAN

811
Know what's below.
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EV1.3 EROSION AND SEDIMENTATION CONTROL PLAN
EV2.1 ENVIRONMENTAL DETAILS

ISSUE: FOR REVIEW

DATE: October 19, 2026

Hellas
A TENCATE COMPANY
Hellas (P) (512) 250-2910
12000 West Parmer Lane (F) (512) 250-1960
Austin, TX 78613 hellasconstruction.com

OWNER:
DeSoto Independent School District
DeSoto High School
600 Eagle Dr, DeSoto, TX 75115
(972) 230 0726

PROJECT:
SYNTHETIC TURF FIELDS CONSTRUCTION

PROJECT LOCATION:
DESOTO, TEXAS

matrix TURF
epiQ TRACKS

TAIT-PITKIN
SPORTS ENGINEERS

12000 W Parmer Lane
Suite 200
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Texas Firm Registration No. F007361

STATE OF TEXAS
ANDRES AVALA
155947
LICENSED
PROFESSIONAL ENGINEER

COMMENTS:
Drawing scale accurate ONLY when printed on 24x36 paper.

DRAWN BY: ES | REV BY: JA

All drawings and written material appearing herein constitute original unpublished work, and may not be duplicated, used or disclosed without the written consent of Hellas Construction, Inc.

DATE:
October 19, 2026

REVISION LIST

NO.	DATE	DESCRIPTION
1	10/6/2026	CITY COMMENTS–BB DRAINAGE

SHEET TITLE:
COVER PAGE

SHEET NUMBER:
C0.0



MATERIAL QUANTITIES	
8" PERF. HDPE PIPE	825 LF
10" PERF. HDPE PIPE	308 LF
24" PERF. HDPE PIPE	367 LF
36" PERF. HDPE PIPE	747 LF
36" SOLID HDPE PIPE	39 LF
15" SOLID HDPE PIPE	188 LF
12"X1" FLAT DRAIN BB	3,742 LF
12"X1" FLAT DRAIN SB	1,206 LF
15" HEADWALL	3 EA
PIPE FITTING - ○	

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DeSoto High School
600 Eagle Dr, DeSoto, TX 75115
(972) 230 0726

PROJECT:
SYNTHETIC TURF FIELDS
CONSTRUCTION

PROJECT LOCATION:
DESOTO, TEXAS

matrix TURF
epiQ TRACKS

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Texas Firm Registration
No. F007361

STATE OF TEXAS
ANDRES AVALA
155947
LICENSED
PROFESSIONAL ENGINEER

COMMENTS:
Drawing scale accurate ONLY when printed on 24x36 paper.

DRAWN BY: ES | REV BY: JA

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DATE:
October 19, 2026

REVISION LIST

NO.	DATE	DESCRIPTION
1	10/6/2026	CITY COMMENTS – BB DRAINAGE

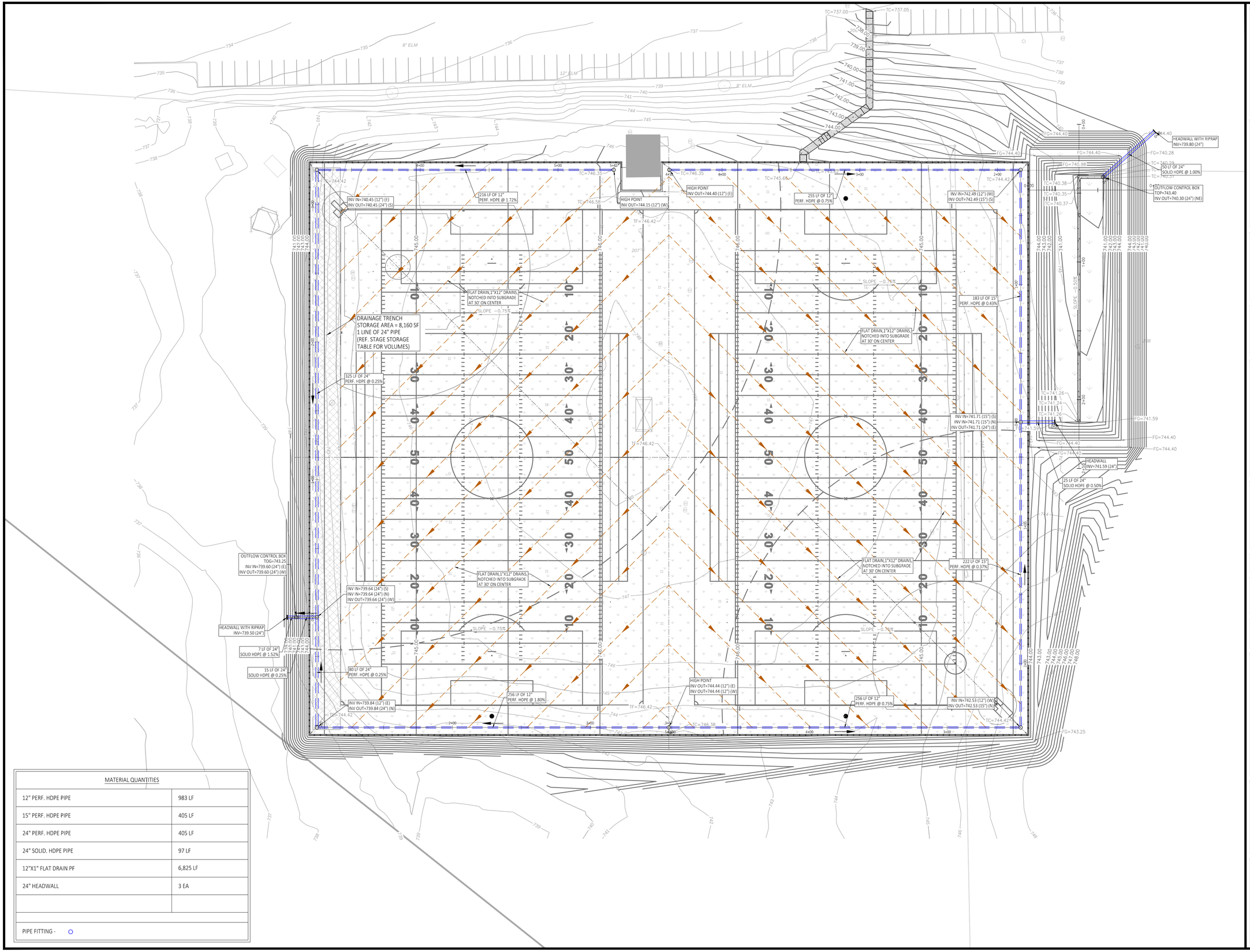
SHEET TITLE:
DRAINAGE PLAN

SHEET NUMBER:
C5.1

N

SCALE: 1:50

0 25 50 100



MATERIAL QUANTITIES	
12" PERF. HDPE PIPE	983 LF
15" PERF. HDPE PIPE	405 LF
24" PERF. HDPE PIPE	405 LF
24" SOLID. HDPE PIPE	97 LF
12"X1" FLAT DRAIN PF	6,825 LF
24" HEADWALL	3 EA
PIPE FITTING - ○	

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DeSoto High School
600 Eagle Dr, DeSoto, TX 75115
(972) 230 0726

PROJECT:
SYNTHETIC TURF FIELDS
CONSTRUCTION

PROJECT LOCATION:
DESOTO, TEXAS

matrix TURF
epiQ TRACKS

TAIT-PITKIN
SPORTS ENGINEERS
12000 W Parmer Lane
Suite 200
Austin, Texas 78613
(512) 293-1862
Texas Firm Registration
No. F007361

STATE OF TEXAS
ANDRES AYALA
155947
LICENSED
PROFESSIONAL ENGINEER

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REVISION LIST

NO.	DATE	DESCRIPTION
1	10/6/2026	CITY COMMENTS-BB DRAINAGE

SHEET TITLE:
DRAINAGE PLAN

SHEET NUMBER:
C5.2

N

SCALE: 1:30

0 15 30 60

DRAINAGE NARRATIVE

THE PROPOSED IMPROVEMENTS CONSIST OF REPLACING THE EXISTING NATURAL GRASS SOFTBALL FIELD TO SYNTHETIC TURF WHILE MAINTAINING THE THE SAME LIMITS, SLOPES AND DRAINAGE PATTERNS. AN UNDERGROUND DETENTION SYSTEM CONSISTING OF DRAINAGE STONE AND PERFORATED HDPE PIPE WILL BE INSTALLED BENEATH THE FIELD. THE MODELED 100-YEAR WSE REMAINS BELOW THE FINISHED TURF ELEVATION. AN OUTLET CONTROL STRUCTURE WITH AN ORIFICE AND SECONDARY WEIR WILL RESTRICT POST-DEVELOPMENT PEAK DISCHARGE TO AT OR BELOW EXISTING-CONDITION PEAK DISCHARGE RATES. CONTROLLED OUTFLOW WILL DISCHARGE TO THE EXISTING DRAINAGE DITCH SHOWN ON THE PLANS.

WATERSHED SUMMARY

PROPOSED CONDITIONS UNDETAINED PEAK DISCHARGE - SYNTHETIC TURF SOFTBALL FIELD

SN	BASIN DESCRIPTION	AREA	C	PEAK DISCHARGE					TIME OF CONCENTRATION
				2-YR	5-YR	10-YR	25-YR	100-YR	
		(AC)		(CFS)	(CFS)	(CFS)	(CFS)	(CFS)	(MIN)
1	DA P-2	1.07	0.95	3.25	4.00	4.62	5.47	6.76	22.8
INCREASE IN UNDETAINED PEAK DISCHARGE				1.98	2.43	2.81	3.32	4.10	

DETENTION SUMMARY

PRIMARY DISCHARGE: 6.5-INCH DIAMETER ORIFICE ON WEIR PLATE IN STRUCTURE

SECONDARY DISCHARGE: 2.5-FOOT-WIDE RECTANGULAR WEIR IN STRUCTURE

SN	DESCRIPTION	STORM EVENT				
		2-YR	5-YR	10-YR	25-YR	100-YR
1	Critical Rainfall Duration (min)	**48**	**55**	**60**	**60**	**69**
2	Peak Inflow at Critical Duration (cfs)	**2.12**	**2.4**	**2.63**	**3.13**	**3.55**
3	Primary - Peak Outflow (cfs)	**1.16**	**1.32**	**1.44**	**1.61**	**1.82**
4	Secondary - Peak Outflow (cfs)	**0**	**0**	**0**	**0**	**0.59**
5	Peak Water Surface Elevation (ft)	**681.62**	**681.93**	**682.21**	**682.63**	**683.22**
6	Peak Storage Volume (cf)	**3085**	**4105**	**4998**	**6262**	**8021**
7	Peak Outflow - Total (Post Det.) (cfs)	1.16	1.32	1.44	1.61	2.41
8	Peak Discharge Reduction (Δ) (cfs)	0.11	0.25	0.37	0.54	0.25

DRAINAGE NARRATIVE

THE PROPOSED IMPROVEMENTS CONSIST OF REPLACING THE EXISTING NATURAL GRASS BASEBALL FIELD TO SYNTHETIC TURF WHILE MAINTAINING THE THE SAME LIMITS, SLOPES AND DRAINAGE PATTERNS. AN UNDERGROUND DETENTION SYSTEM CONSISTING OF DRAINAGE STONE AND PERFORATED HDPE PIPE WILL BE INSTALLED BENEATH THE FIELD. THE MODELED 100-YEAR WSE REMAINS BELOW THE FINISHED TURF ELEVATION. AN OUTLET CONTROL STRUCTURE WITH AN ORIFICE AND SECONDARY WEIR WILL RESTRICT POST-DEVELOPMENT PEAK DISCHARGE TO AT OR BELOW EXISTING-CONDITION PEAK DISCHARGE RATES. THE CONTROLLED OUTFLOW OF DA P-1A WILL DISCHARGE TO THE EXISTING DRAINAGE SWALE, MATCHING THE EXISTING DOWNSTREAM DRAINAGE PATH. THE CONTROLLED OUTFLOW OF DA P-2A WILL DISCHARGE THROUGH A HEADWALL AND RIPRAP, TO A 60 FOOT LEVEL SPREADER. THE LEVEL SPREADER WILL DISTRIBUTE THE CONTROLLED DISCHARGE ACROSS THE EXISTING HILLSIDE, REDUCING UNIT DISCHARGE AND EROSION POTENTIAL PRIOR TO FLOW ENTERING THE EXISTING ALLEY DRAINAGE PATH.

BASEBALL
DRAINAGE TRENCH DETAIL

WATERSHED SUMMARY

PROPOSED CONDITIONS UNDETAINED PEAK DISCHARGE - SYNTHETIC TURF BASEBALL FIELD

SN	BASIN DESCRIPTION	AREA	C	PEAK DISCHARGE					TIME OF CONCENTRATION
				2-YR	5-YR	10-YR	25-YR	100-YR	
		(AC)		(CFS)	(CFS)	(CFS)	(CFS)	(CFS)	(MIN)
1	DA P-1A	1.45	0.95	4.34	5.34	6.17	7.3	9.02	20.9
2	DA P-1B	1.23	0.3	1.38	1.70	1.97	2.33	2.88	16.7
	DA P-1 TOTAL	2.68		5.72	7.04	8.14	9.63	11.90	
3	DA P-2A	1.49	0.95	4.46	5.5	6.35	7.51	9.28	23.2
4	DA P-2B	0.81	0.3	1.18	1.45	1.68	2.00	2.47	8.9
	DA P-2 TOTAL	2.30		5.64	6.95	8.03	9.51	11.75	
	TARGET Q EX-1			1.54	1.90	2.19	2.60	3.22	
	TARGET Q EX-2			1.41	1.74	2.01	2.37	2.94	
	INCREASE IN UNDETAINED PEAK DISCHARGE - WEST			2.80	3.44	3.98	4.70	5.80	
	INCREASE IN UNDETAINED PEAK DISCHARGE - EAST			3.05	3.76	4.34	5.14	6.34	

DETENTION SUMMARY - DA P-1A (WEST)

PRIMARY DISCHARGE: 6.5-INCH DIAMETER ORIFICE ON WEIR PLATE IN STRUCTURE

SECONDARY DISCHARGE: 2.5-FOOT WIDE RECTANGULAR WEIR IN STRUCTURE

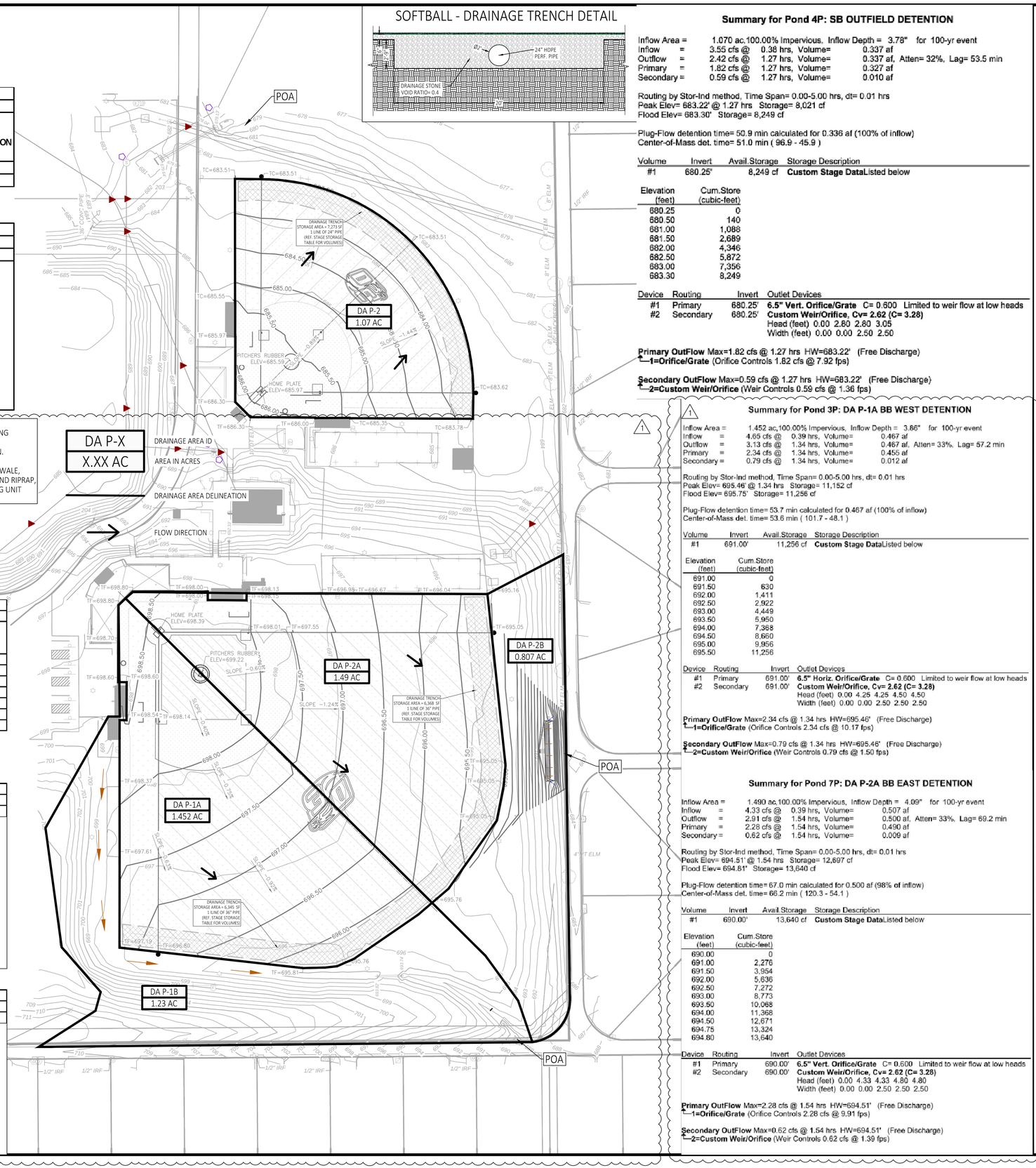
SN	DESCRIPTION	STORM EVENT				
		2-YR	5-YR	10-YR	25-YR	100-YR
1	Critical Rainfall Duration (min)	**49**	**57**	**60**	**60**	**73**
2	Peak Inflow at Critical Duration (cfs)	**2.84**	**3.19**	**3.57**	**4.24**	**4.65**
3	Primary - Peak Outflow (cfs)	**1.52**	**1.71**	**1.86**	**2.07**	**2.34**
4	Secondary - Peak Outflow (cfs)	**0**	**0**	**0**	**0**	**0.79**
5	Peak Water Surface Elevation (ft)	**692.88**	**693.36**	**693.80**	**694.48**	**695.46**
6	Peak Storage Volume (cf)	**4086**	**5539**	**6814**	**8598**	**11152**
7	Peak Outflow - Total (Post Det.) (cfs)	1.52	1.71	1.86	2.07	3.13
8	Peak Discharge Reduction (Δ) (cfs)	2.82	3.63	4.31	5.23	5.89
9	Peak Discharge (Post Detention) DA P-1 TOTAL	2.90	3.41	3.83	4.40	6.01
8	Peak Discharge Reduction (Δ) (cfs)	0.02	0.19	0.33	0.53	0.09

DETENTION SUMMARY - DA P-2A (EAST)

PRIMARY DISCHARGE: 6.5-INCH DIAMETER ORIFICE ON WEIR PLATE IN STRUCTURE

SECONDARY DISCHARGE: 2.5-FOOT-WIDE RECTANGULAR WEIR IN STRUCTURE

SN	DESCRIPTION	STORM EVENT				
		2-YR	5-YR	10-YR	25-YR	100-YR
1	Critical Rainfall Duration (min)	**60**	**60**	**61**	**70**	**85**
2	Peak Inflow at Critical Duration (cfs)	**2.57**	**3.17**	**3.63**	**3.93**	**4.33**
3	Primary - Peak Outflow (cfs)	**1.39**	**1.59**	**1.74**	**1.97**	**2.28**
4	Secondary - Peak Outflow (cfs)	**0**	**0**	**0**	**0**	**0.62**
5	Peak Water Surface Elevation (ft)	**691.85**	**692.32**	**692.74**	**693.42**	**694.51**
6	Peak Storage Volume (cf)	**5132**	**6671**	**7990**	**9862**	**12697**
7	Peak Outflow - Total (Post Det.) (cfs)	1.39	1.59	1.74	1.97	2.90
8	Peak Discharge Reduction (Δ) (cfs)	3.07	3.91	4.61	5.54	6.38
9	Peak Discharge (Post Detention) DA P-2 TOTAL	2.57	3.04	3.42	3.97	5.37
8	Peak Discharge Reduction (Δ) (cfs)	0.02	0.15	0.27	0.40	0.04



SOFTBALL - DRAINAGE TRENCH DETAIL

Summary for Pond 4P: SB OUTFIELD DETENTION

Inflow Area = 1.070 ac,100.00% Impervious, Inflow Depth = 3.78" for 100-yr event
Inflow = 3.55 cfs @ 0.38 hrs, Volume= 0.337 af
Outflow = 2.42 cfs @ 1.27 hrs, Volume= 0.337 af, Atten= 32%, Lag= 53.5 min
Primary = 1.82 cfs @ 1.27 hrs, Volume= 0.327 af
Secondary = 0.59 cfs @ 1.27 hrs, Volume= 0.010 af

Routing by Stor-Ind method, Time Span= 0.00-5.00 hrs, dt= 0.01 hrs
Peak Elev= 683.22' @ 1.27 hrs Storage= 8,021 cf
Flood Elev= 683.30' Storage= 8,249 cf

Plug-Flow detention time= 50.9 min calculated for 0.336 af (100% of inflow)
Center-of-Mass det. time= 51.0 min (96.9 - 45.9)

Volume	Invert	Avail.Storage	Storage Description
#1	680.25'	8,249 cf	**Custom Stage Data**Listed below

Elevation (feet)	Cum.Store (cubic-feet)
680.25	0
680.50	140
681.00	1,088
681.50	2,689
682.00	4,346
682.50	5,872
683.00	7,356
683.30	8,249

Device	Routing	Invert	Outlet Devices
#1	Primary	680.25'	**6.5" Vert. Orifice/Grate** C= 0.600 Limited to weir flow at low heads
#2	Secondary	680.25'	**Custom Weir/Orifice, Cv= 2.62 (C= 3.28)** Head (feet) 0.00 2.80 2.80 3.05 Width (feet) 0.00 0.00 2.50 2.50

Primary OutFlow Max=1.82 cfs @ 1.27 hrs HW=683.22' (Free Discharge)
└**1=Orifice/Grate** (Orifice Controls 1.82 cfs @ 7.92 fps)

Secondary OutFlow Max=0.59 cfs @ 1.27 hrs HW=683.22' (Free Discharge)
└**2=Custom Weir/Orifice** (Weir Controls 0.59 cfs @ 1.36 fps)

Summary for Pond 3P: DA P-1A BB WEST DETENTION

Inflow Area = 1.452 ac,100.00% Impervious, Inflow Depth = 3.86" for 100-yr event
Inflow = 4.65 cfs @ 0.39 hrs, Volume= 0.467 af
Outflow = 3.13 cfs @ 1.34 hrs, Volume= 0.467 af, Atten= 33%, Lag= 57.2 min
Primary = 2.34 cfs @ 1.34 hrs, Volume= 0.455 af
Secondary = 0.79 cfs @ 1.34 hrs, Volume= 0.012 af

Routing by Stor-Ind method, Time Span= 0.00-5.00 hrs, dt= 0.01 hrs
Peak Elev= 695.46' @ 1.34 hrs Storage= 11,152 cf
Flood Elev= 695.75' Storage= 11,256 cf

Plug-Flow detention time= 53.7 min calculated for 0.467 af (100% of inflow)
Center-of-Mass det. time= 53.6 min (101.7 - 48.1)

Volume	Invert	Avail.Storage	Storage Description
#1	691.00'	11,256 cf	**Custom Stage Data**Listed below

Elevation (feet)	Cum.Store (cubic-feet)
691.00	0
691.50	630
692.00	1,411
692.50	2,922
693.00	4,449
693.50	5,950
694.00	7,368
694.50	8,660
695.00	9,956
695.50	11,256

Device	Routing	Invert	Outlet Devices
#1	Primary	691.00'	**6.5" Horiz. Orifice/Grate** C= 0.600 Limited to weir flow at low heads
#2	Secondary	691.00'	**Custom Weir/Orifice, Cv= 2.62 (C= 3.28)** Head (feet) 0.00 4.25 4.25 4.50 4.50 Width (feet) 0.00 0.00 2.50 2.50 2.50

Primary OutFlow Max=2.34 cfs @ 1.34 hrs HW=695.46' (Free Discharge)
└**1=Orifice/Grate** (Orifice Controls 2.34 cfs @ 10.17 fps)

Secondary OutFlow Max=0.79 cfs @ 1.34 hrs HW=695.46' (Free Discharge)
└**2=Custom Weir/Orifice** (Weir Controls 0.79 cfs @ 1.50 fps)

Summary for Pond 7P: DA P-2A BB EAST DETENTION

Inflow Area = 1.490 ac,100.00% Impervious, Inflow Depth = 4.09" for 100-yr event
Inflow = 4.33 cfs @ 0.39 hrs, Volume= 0.507 af
Outflow = 2.91 cfs @ 1.54 hrs, Volume= 0.500 af, Atten= 33%, Lag= 69.2 min
Primary = 2.28 cfs @ 1.54 hrs, Volume= 0.490 af
Secondary = 0.62 cfs @ 1.54 hrs, Volume= 0.009 af

Routing by Stor-Ind method, Time Span= 0.00-5.00 hrs, dt= 0.01 hrs
Peak Elev= 694.51' @ 1.54 hrs Storage= 12,697 cf
Flood Elev= 694.81' Storage= 13,640 cf

Plug-Flow detention time= 67.0 min calculated for 0.500 af (98% of inflow)
Center-of-Mass det. time= 66.2 min (120.3 - 54.1)

Volume	Invert	Avail.Storage	Storage Description
#1	690.00'	13,640 cf	**Custom Stage Data**Listed below

Elevation (feet)	Cum.Store (cubic-feet)
690.00	0
691.00	2,276
691.50	3,954
692.00	5,636
692.50	7,272
693.00	8,773
693.50	10,068
694.00	11,368
694.50	12,671
694.75	13,324
694.80	13,640

Device	Routing	Invert	Outlet Devices
#1	Primary	690.00'	**6.5" Vert. Orifice/Grate** C= 0.600 Limited to weir flow at low heads
#2	Secondary	690.00'	**Custom Weir/Orifice, Cv= 2.62 (C= 3.28)** Head (feet) 0.00 4.33 4.33 4.80 4.80 Width (feet) 0.00 0.00 2.50 2.50 2.50

Primary OutFlow Max=2.28 cfs @ 1.54 hrs HW=694.51' (Free Discharge)
└**1=Orifice/Grate** (Orifice Controls 2.28 cfs @ 9.91 fps)

Secondary OutFlow Max=0.62 cfs @ 1.54 hrs HW=694.51' (Free Discharge)
└**2=Custom Weir/Orifice** (Weir Controls 0.62 cfs @ 1.39 fps)

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SYNTHETIC TURF FIELDS CONSTRUCTION

PROJECT LOCATION:
DESOTO, TEXAS

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DATE:
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REVISION LIST

NO.	DATE	DESCRIPTION
1	10/6/2026	CITY COMMENTS – BB DRAINAGE

SHEET TITLE:
PROPOSED DRAINAGE AREA MAP - BBSB

SHEET NUMBER:
C5.4

SCALE: 1:40
0 20 40 80

WATERSHED SUMMARY									
EXISTING CONDITIONS PEAK DISCHARGE: PRACTICE FB FIELD									
SN	BASIN DESCRIPTION	AREA	C	PEAK DISCHARGE					TIME OF CONCENTRATION
				2-YR	5-YR	10-YR	25-YR	100-YR	
		(AC)		(CFS)	(CFS)	(CFS)	(CFS)	(CFS)	(MIN)
1	EX-1	5.41	0.3	6.88	8.49	9.81	11.65	14.43	12.7
2	EX-2	3.01	0.3	3.80	4.68	5.41	6.42	7.96	13.0

WATERSHED SUMMARY									
PROPOSED CONDITIONS UNDETAINED PEAK DISCHARGE - SYNTHETIC TURF PRACTICE FB FIELD									
SN	BASIN DESCRIPTION	AREA	C	PEAK DISCHARGE					TIME OF CONCENTRATION
				2-YR	5-YR	10-YR	25-YR	100-YR	
		(AC)		(CFS)	(CFS)	(CFS)	(CFS)	(CFS)	(MIN)
1	DAP-1A	2.48	0.95	7.91	9.75	11.26	13.33	16.48	20.9
2	DAP-1B	2.58	0.3	3.19	3.93	4.54	5.39	6.68	13.8
	DAP-1 TOTAL	5.06		11.10	13.68	15.80	18.72	23.16	
3	DAP-2A	2.85	0.87	8.32	10.25	11.83	14.01	17.32	20.9
4	DAP-2B	0.84	0.31	1.07	1.32	1.53	1.81	2.25	13.8
	DAP-2 TOTAL	3.69		9.39	11.57	13.36	15.82	19.57	
			TARGET Q EX-1	3.69	4.56	5.27	6.26	7.75	
			TARGET Q EX-2	2.73	3.36	3.88	4.61	5.71	
			INCREASE IN UNDETAINED PEAK DISCHARGE - WEST	4.22	5.19	5.99	7.07	8.73	
			INCREASE IN UNDETAINED PEAK DISCHARGE - EAST	5.59	6.89	7.95	9.40	11.61	

DETENTION SUMMARY - DA P-1A (WEST)						
PRIMARY DISCHARGE: 10.5-INCH DIAMETER ORIFICE ON WEIR PLATE IN STRUCTURE						
SN	DESCRIPTION	STORM EVENT				
		2-YR	5-YR	10-YR	25-YR	100-YR
1	Critical Rainfall Duration (min)	36	39	41	45	48
2	Peak Inflow at Critical Duration (cfs)	5.87	6.89	7.72	8.64	10.29
3	Primary - Peak Outflow (cfs)	3.56	4.15	4.6	5.18	5.89
4	Secondary - Peak Outflow (cfs)	0	0	0	0	1.499
5	Peak Water Surface Elevation (ft)	741.55	741.97	742.56	743.24	744.17
6	Peak Storage Volume (cf)	5870	7247	9197	11428	14510
7	Peak Outflow - Total (Post Det.) (cfs)	3.56	4.15	4.60	5.18	7.39
8	Peak Discharge Reduction (Δ) (cfs)	4.35	5.60	6.65	8.15	9.09
9	Peak Discharge (Post Detention) DAP-1 TOTAL	6.75	8.08	9.14	10.57	14.07
8	Peak Discharge Reduction (Δ) (cfs)	0.13	0.41	0.67	1.08	0.36

DETENTION SUMMARY - DA P-2A (EAST)						
PRIMARY DISCHARGE: 9.5-INCH DIAMETER ORIFICE ON WEIR PLATE IN STRUCTURE						
SECONDARY DISCHARGE: 2.5-FOOT-WIDE RECTANGULAR WEIR IN STRUCTURE						
SN	DESCRIPTION	STORM EVENT				
		2-YR	5-YR	10-YR	25-YR	100-YR
1	Critical Rainfall Duration (min)	50	57	60	60	72
2	Peak Inflow at Critical Duration (cfs)	5.04	5.73	6.43	7.63	8.44
3	Primary - Peak Outflow (cfs)	2.72	3.03	3.26	3.55	3.86
4	Secondary - Peak Outflow (cfs)	0	0	0	0	1.79
5	Peak Water Surface Elevation (ft)	742.02	742.33	742.59	742.95	743.35
6	Peak Storage Volume (cf)	7782	10433	12780	16115	20322
7	Peak Outflow - Total (Post Det.) (cfs)	2.72	3.03	3.26	3.55	5.65
8	Peak Discharge Reduction (Δ) (cfs)	5.60	7.22	8.57	10.46	11.67
9	Peak Discharge (Post Detention) DAP-2 TOTAL	3.79	4.35	4.79	5.36	7.90
8	Peak Discharge Reduction (Δ) (cfs)	0.01	0.33	0.62	1.06	0.06

Summary for Pond 8P: WEST DETENTION POND FIELD

Inflow Area = 2.486 ac,100.00% Impervious, Inflow Depth = 3.28" for 100-yr event
Inflow = 10.29 cfs @ 0.35 hrs, Volume= 0.680 af
Outflow = 7.37 cfs @ 0.90 hrs, Volume= 0.679 af, Atten= 28%, Lag= 32.9 min
Primary = 5.89 cfs @ 0.90 hrs, Volume= 0.659 af
Secondary = 1.49 cfs @ 0.90 hrs, Volume= 0.021 af

Routing by Stor-Ind method, Time Span= 0.00-5.00 hrs, dt= 0.01 hrs
Peak Elev= 744.17' @ 0.90 hrs Storage= 14,510 cf
Flood Elev= 744.42' Storage= 15,271 cf

Plug-Flow detention time= 30.6 min calculated for 0.678 af (100% of inflow)
Center-of-Mass det. time= 30.9 min (65.3 - 34.5)

Volume	Invert	Avail.Storage	Storage Description
#1	739.60'	15,271 cf	**Custom Stage Data**Listed below

Elevation (feet)	Cum.Store (cubic-feet)
739.60	0
740.00	488
740.50	2,025
741.00	3,880
741.50	5,700
742.00	7,350
742.50	8,991
743.00	10,637
743.50	12,287
744.00	13,943
744.40	15,271

Device	Routing	Invert	Outlet Devices
#1	Primary	739.60'	**10.5" Vert. Orifice/Grate** C= 0.600 Limited to weir flow at low heads
#2	Secondary	739.60'	**Custom Weir/Orifice, Cv= 2.62 (C= 3.28)** Head (feet) 0.00 4.25 4.25 4.80 Width (feet) 0.00 0.00 2.50 2.50

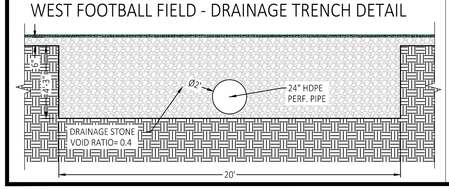
Primary OutFlow Max=5.89 cfs @ 0.90 hrs HW=744.17' (Free Discharge)
└─**1=Orifice/Grate** (Orifice Controls 5.89 cfs @ 9.79 fps)

Secondary OutFlow Max=1.49 cfs @ 0.90 hrs HW=744.17' (Free Discharge)
└─**2=Custom Weir/Orifice** (Weir Controls 1.49 cfs @ 1.85 fps)

DRAINAGE NARRATIVE

THE PROPOSED IMPROVEMENTS CONSIST OF REPLACING THE EXISTING NATURAL GRASS FOOTBALL FIELD TO SYNTHETIC TURF WHILE MAINTAINING THE THE SAME LIMITS, SLOPES AND DRAINAGE PATTERNS. AN UNDERGROUND DETENTION SYSTEM CONSISTING OF DRAINAGE STONE AND PERFORATED HDPE PIPE WILL BE INSTALLED BENEATH THE FIELD. THE MODELED 100-YEAR WSE REMAINS BELOW THE FINISHED TURF ELEVATION. AN OUTLET CONTROL STRUCTURE WITH AN ORIFICE AND SECONDARY WEIR WILL RESTRICT POST-DEVELOPMENT PEAK DISCHARGE TO AT OR BELOW EXISTING-CONDITION PEAK DISCHARGE RATES. CONTROLLED OUTFLOW WILL DISCHARGE TO THE EXISTING STORM DRAIN INLET SHOWN ON THE PLANS.

WEST FOOTBALL FIELD - DRAINAGE TRENCH DETAIL



Summary for Pond 8P: EAST DETENTION POND FIELD

Inflow Area = 2.853 ac, 87.63% Impervious, Inflow Depth = 3.52" for 100-yr event
Inflow = 8.44 cfs @ 0.35 hrs, Volume= 0.837 af
Outflow = 5.66 cfs @ 1.31 hrs, Volume= 0.834 af, Atten= 33%, Lag= 57.9 min
Primary = 5.66 cfs @ 1.31 hrs, Volume= 0.834 af

Routing by Stor-Ind method, Time Span= 0.00-5.00 hrs, dt= 0.01 hrs
Peak Elev= 743.35' @ 1.31 hrs Storage= 20,322 cf
Flood Elev= 743.42' Storage= 21,021 cf

Plug-Flow detention time= 54.8 min calculated for 0.834 af (100% of inflow)
Center-of-Mass det. time= 54.7 min (101.1 - 46.5)

Volume	Invert	Avail.Storage	Storage Description
#1	740.30'	31,221 cf	**Custom Stage Data**Listed below

Elevation (feet)	Cum.Store (cubic-feet)
740.30	0
741.00	1,108
741.50	3,879
742.00	7,643
742.50	11,896
743.00	16,634
743.50	21,857
744.00	27,564
744.30	31,221

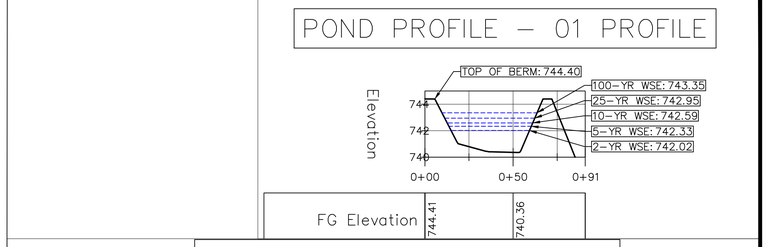
Device	Routing	Invert	Outlet Devices
#1	Primary	740.30'	**24.0" Round Culvert** L= 50.0' CMP, square edge headwall, Ke= 0.500 Inlet / Outlet Invert= 740.30' / 739.80' S= 0.0100 '/' Cc= 0.900 n= 0.012 Corrugated PP, smooth interior, Flow Area= 3.14 sf
#2	Device 1	740.30'	**9.5" Vert. Orifice/Grate** C= 0.600 Limited to weir flow at low heads
#3	Device 1	740.30'	**Custom Weir/Orifice, Cv= 2.62 (C= 3.28)** Head (feet) 0.00 2.69 2.69 3.10 Width (feet) 0.00 0.00 2.50 2.50

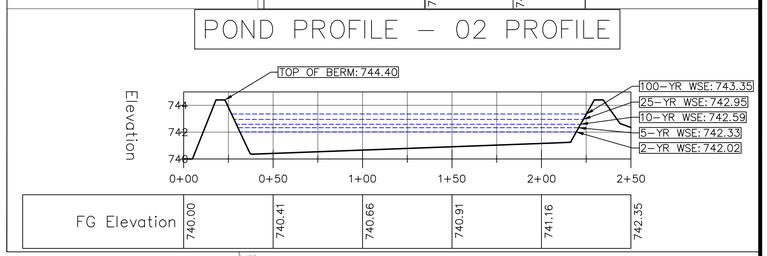
Primary OutFlow Max=5.65 cfs @ 1.31 hrs HW=743.35' (Free Discharge)
└─**1=Culvert** (Passes 5.65 cfs of 21.67 cfs potential flow)
└─**2=Orifice/Grate** (Orifice Controls 3.86 cfs @ 7.85 fps)
└─**3=Custom Weir/Orifice** (Weir Controls 1.79 cfs @ 1.97 fps)

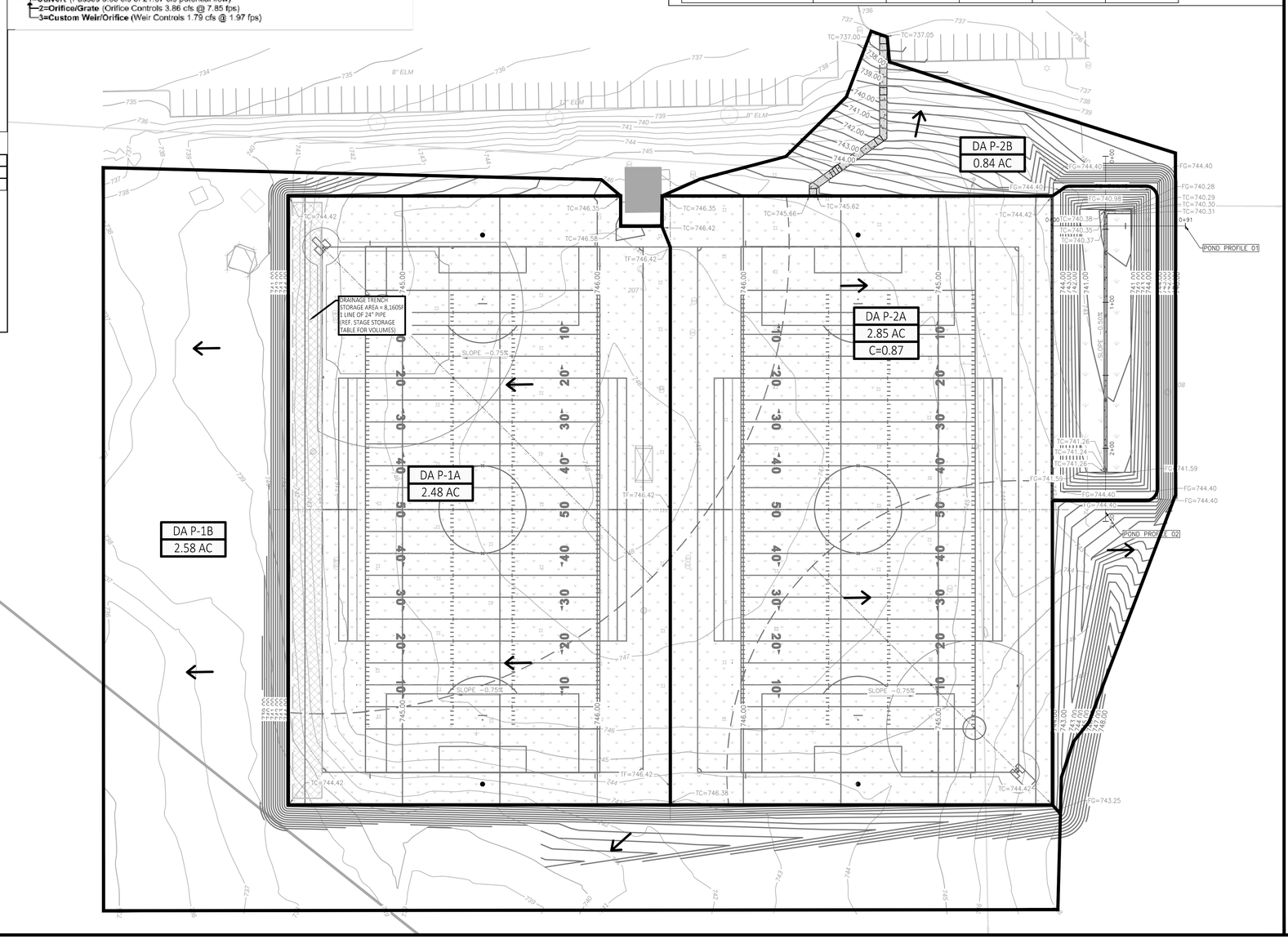
CONTROL POINT TABLE				
POINT	DESCRIPTION	NORTHING	EASTING	ELEV.
206	CP X-CUT	6,898,281.94	2,470,630.40	738.31'
207	CP CIR58	6,898,140.38	2,470,461.06	747.24'
208	CP CIR58	6,898,056.09	2,470,821.79	739.67'
209	CP X-CUT	6,898,332.01	2,470,982.54	728.31'

DA P-X
X.XX AC

DRAINAGE AREA ID
AREA IN ACRES
DRAINAGE AREA DELINEATION
FLOW DIRECTION







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600 Eagle Dr, DeSoto, TX 75115
(972) 230 0726

PROJECT:
SYNTHETIC TURF FIELDS CONSTRUCTION

PROJECT LOCATION:
DESOTO, TEXAS

matrix TURF
epiQ TRACKS

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COMMENTS:
Drawing scale accurate ONLY when printed on 24x36 paper.

DRAWN BY: ES | REV BY: JA

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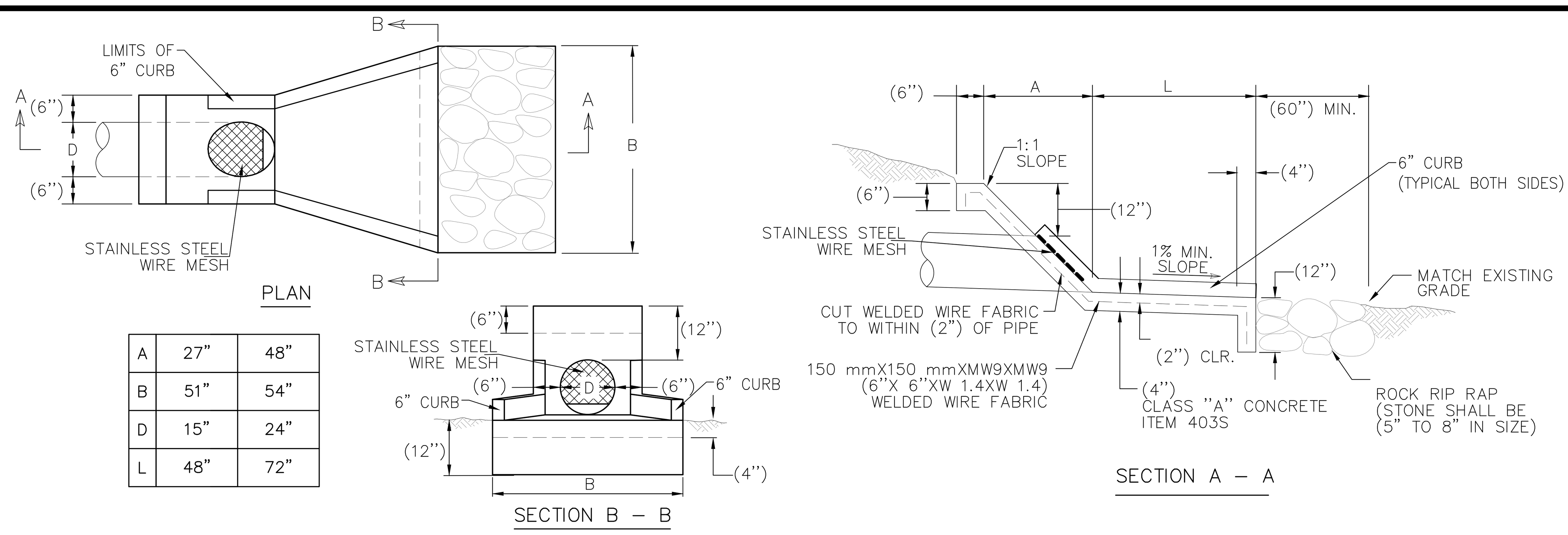
DATE:
October 19, 2026

REVISION LIST		
NO.	DATE	DESCRIPTION
1	10/6/2026	CITY COMMENTS – BB DRAINAGE

SHEET TITLE:
PROPOSED DRAINAGE AREA MAP - FB FIELD

SHEET NUMBER:
C5.6

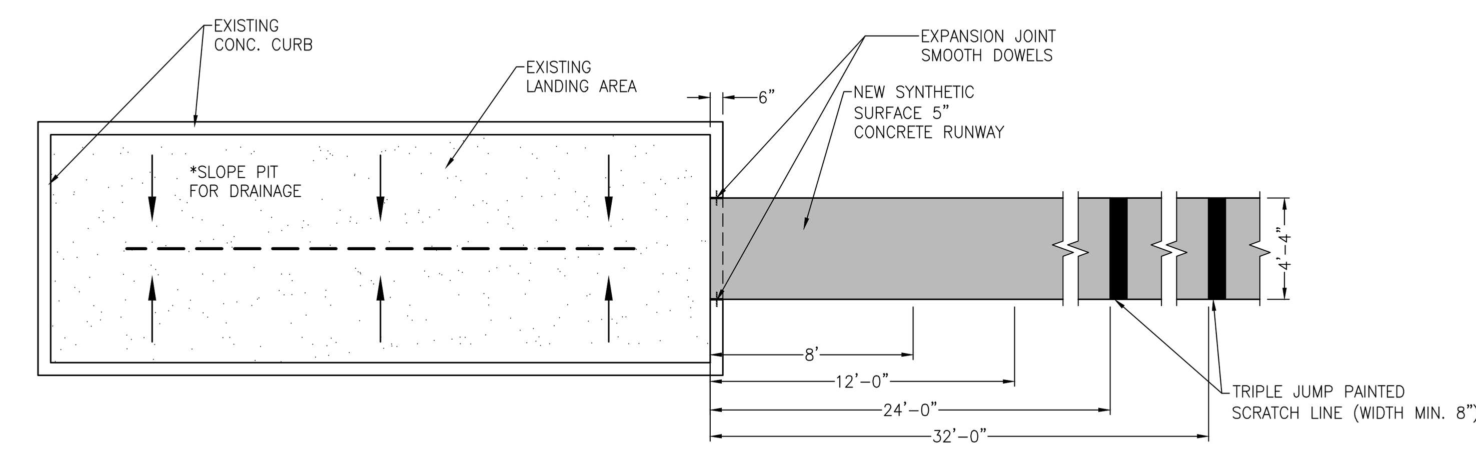
N
SCALE: 1:30
0 15 30 60



A	27"	48"
B	51"	54"
D	15"	24"
L	48"	72"

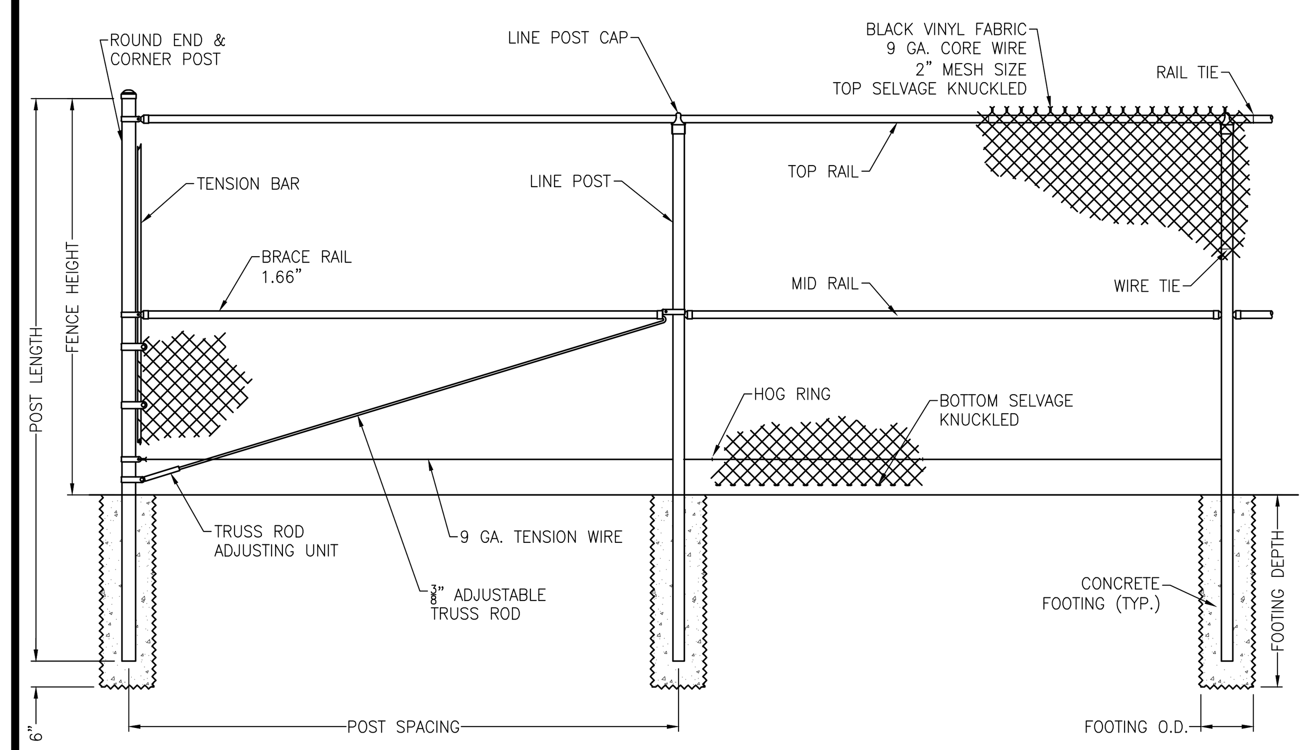
1 CONCRETE HEADWALL DETAIL (TYP.)

Scale: NTS



2 LONG JUMP / TRIPLE JUMP EVENT DETAIL

Scale: NTS



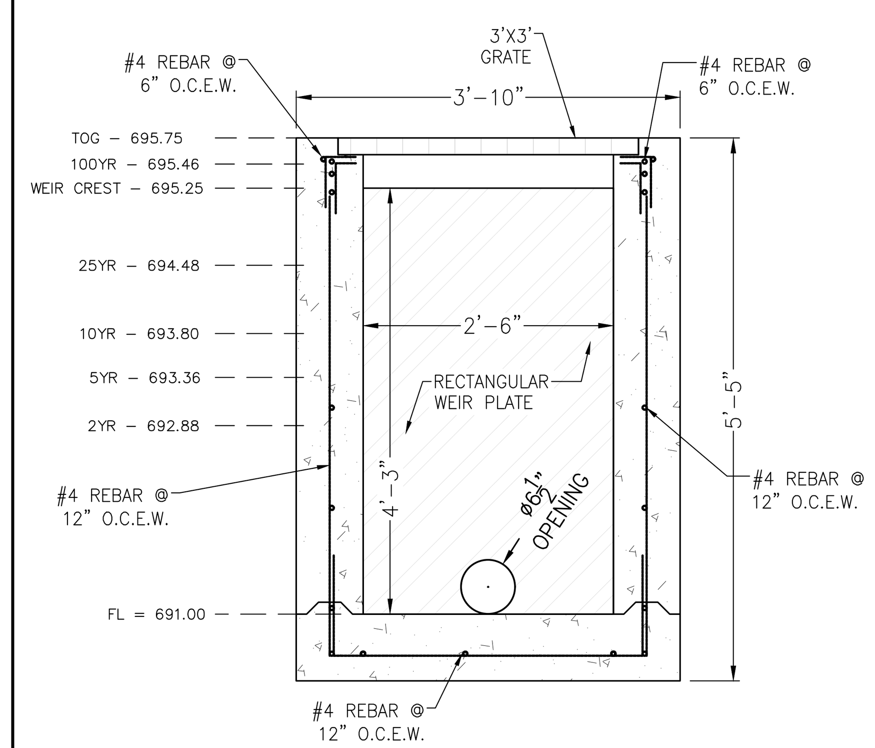
NOTE:
ALL FENCE POSTS SHALL BE HIGH STRENGTH MATERIAL (50,000 PSI) HEAVY INDUSTRIAL STEEL PIPE MEETING OR EXCEEDING F1043 GROUP IC REQUIREMENTS.

FENCE SUMMARY

	4' HIGH BLACK VINYL CHAIN LINK FENCE	6' HIGH BLACK VINYL CHAIN LINK FENCE	8' HIGH BLACK VINYL CHAIN LINK FENCE
END AND CORNER POST O.D.	3"	3"	4"
LINE POST O.D.	3"	3"	3"
POST LENGTH TOTAL	7.0'	10.0'	12.0'
POST SPACING	10.0' O.C. MAX	10.0' O.C. MAX	8.0' O.C. MAX
TOP RAIL O.D.	1.66"	1.66"	1.66"
MID RAIL O.D.	N/A	N/A	N/A
FOOTING O.D.	12"	12"	12"
FOOTING DEPTH	3.5'	4'	4.5'

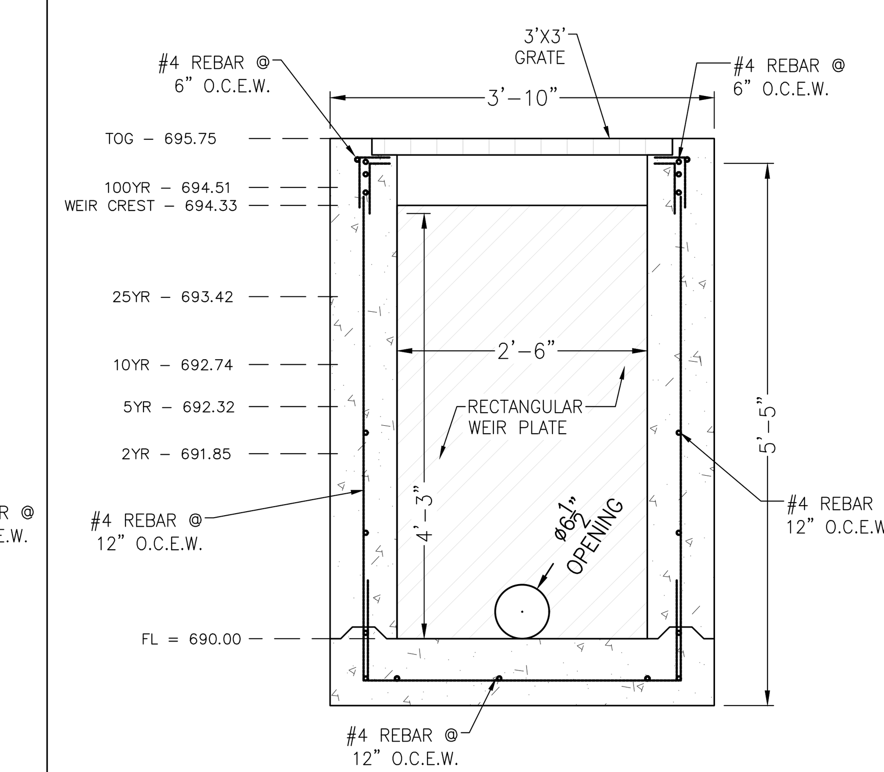
3 BV CHAIN LINK FENCE DETAIL (TYP.)

Scale: NTS



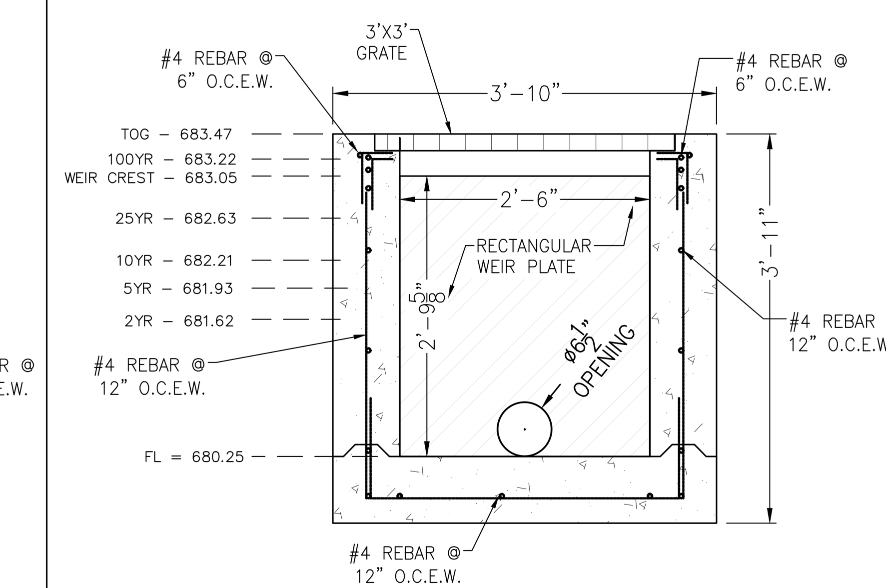
4-1 WEIR PLATE DA P-1A - BASEBALL WEST

Scale: NTS



4-2 WEIR PLATE DA P-2A - BASEBALL EAST

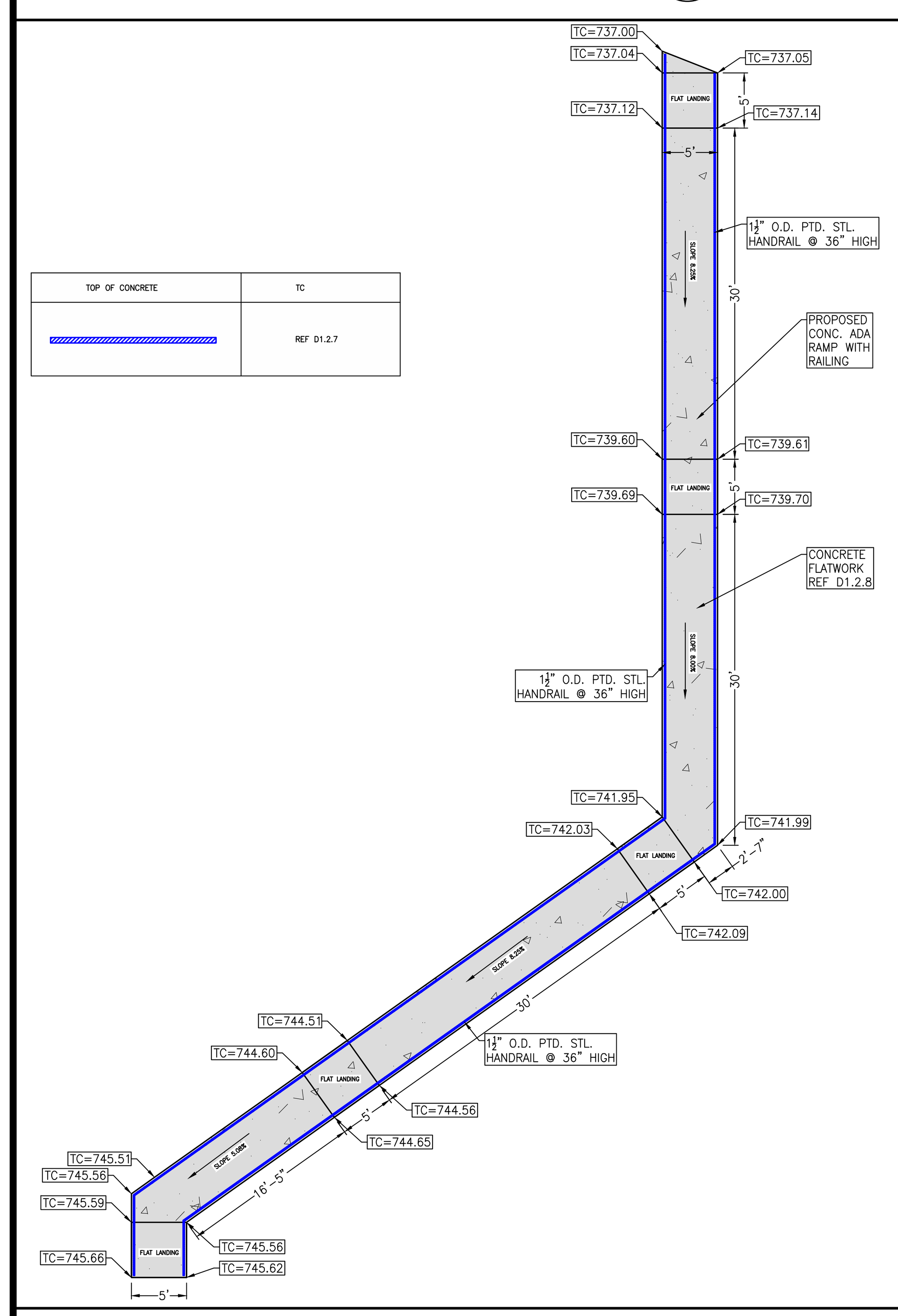
Scale: NTS



5 WEIR PLATE DETAIL - SOFTBALL

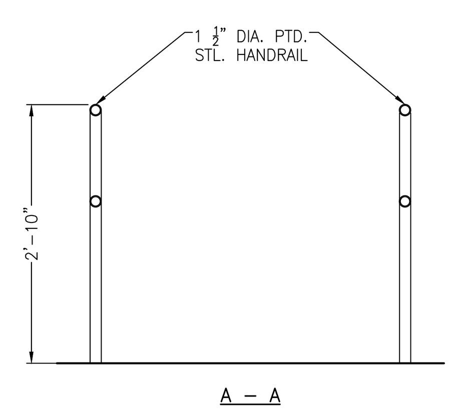
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TOP OF CONCRETE	TC
	REF D1.2.7

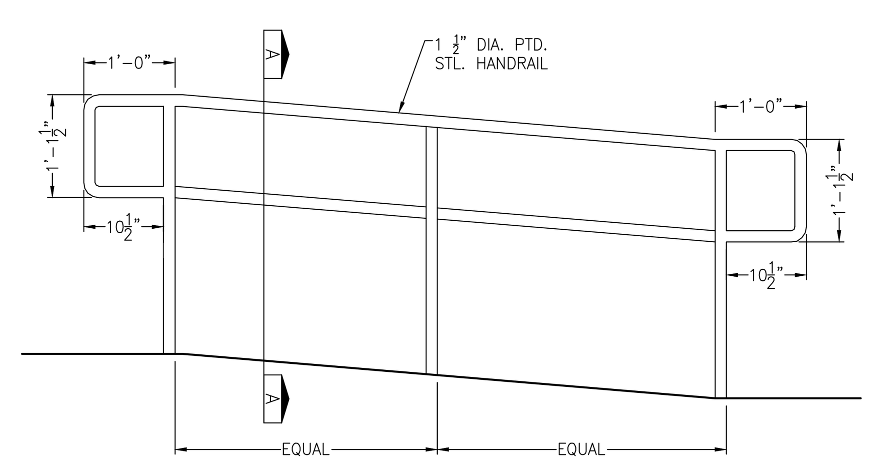


6 ADA RAMP PLAN

Scale: NTS

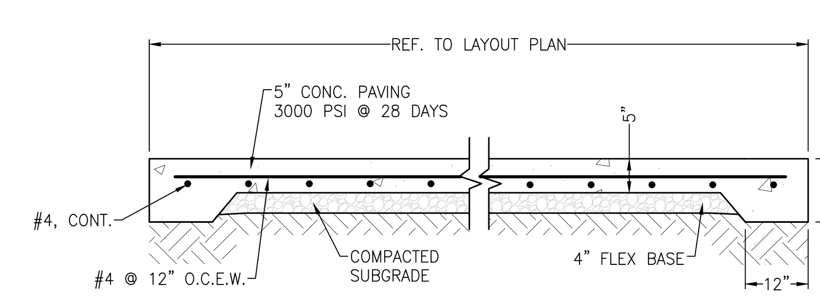


NOTE:
* REF. SITE PLAN FOR HANDRAIL LOCATION AND QUANTITY
* TOP OF GRIPPING SURFACES OF HANDRAILS SHALL BE 34 INCHES VERTICALLY ABOVE WALKING SURFACES, STAR NOSINGS AND RAMP SURFACES



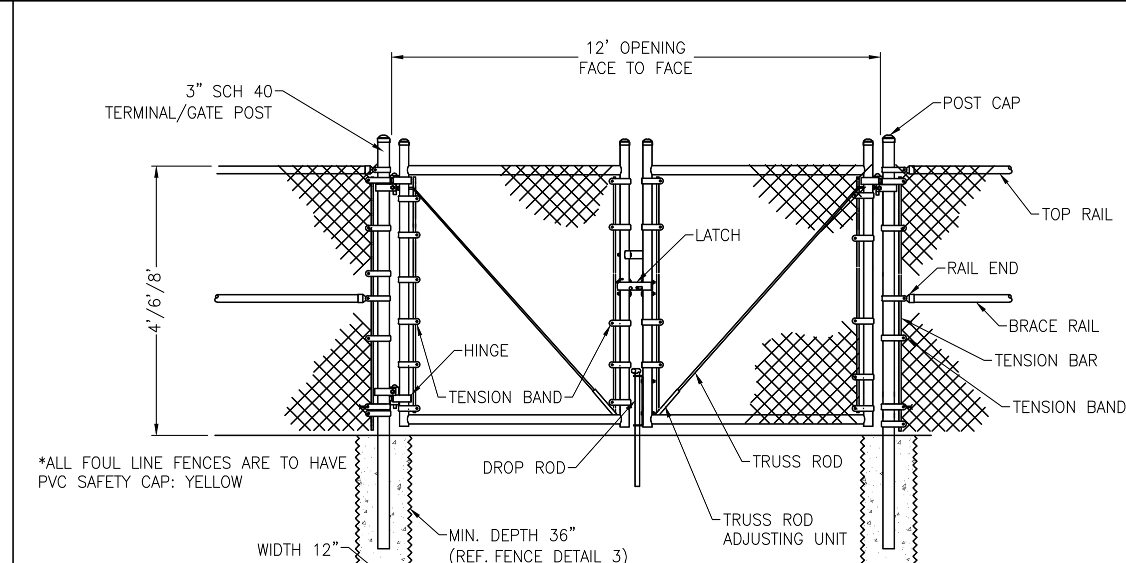
7 HANDRAIL DETAIL

Scale: NTS



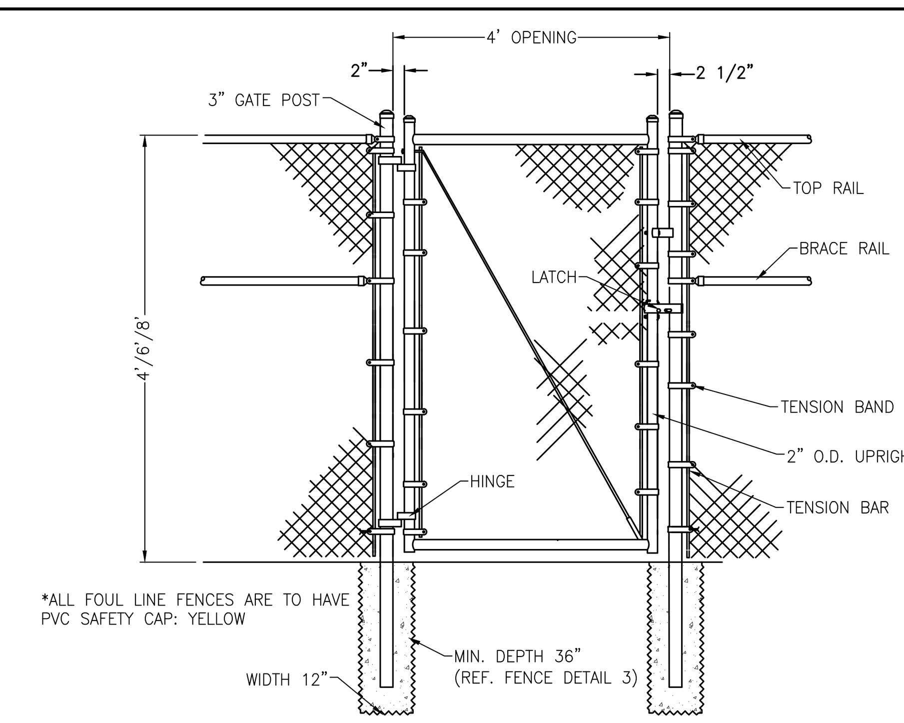
8 CONCRETE FLATWORK DETAIL

Scale: NTS



9 DOUBLE GATE DETAIL (TYP.)

Scale: NTS



10 SINGLE GATE DETAIL (TYP.)

Scale: NTS

REINFORCED CONCRETE NOTES:

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3. REINFORCING STEEL SHALL BE ASTM / ANSI A615, GRADE 60. DETAILING, FABRICATION, AND ERECTION SHALL BE IN ACCORDANCE WITH THE AMERICAN CONCRETE INSTITUTE "MANUAL OF STANDARD PRACTICE FOR DETAILING REINFORCED CONCRETE STRUCTURES" ACI 315.
4. CONCRETE CONSTRUCTION INCLUDING MINIMUM REINFORCING STEEL COVERAGE BY CONCRETE SHALL BE IN ACCORDANCE WITH THE AMERICAN CONCRETE INSTITUTE "BUILDING CODE REQUIREMENTS FOR REINFORCED CONCRETE", ACI 318, UNLESS OTHERWISE NOTED.
5. PROVIDE SUPPORTS OR CHAIRS TO SUPPORT REBAR AT THE APPLICABLE POSITIONS AS REQUIRED TO PROVIDE PROPER REBAR SUPPORT.
6. LAP CONTINUOUS UNSCHEDULED REINFORCING BARS SHALL BE EQUIVALENT TO 20 BAR DIAMETERS UNLESS OTHERWISE NOTED.
7. THE CONTRACTOR SHALL INSURE THAT EMBEDDED ITEMS ARE DELIVERED IN A TIMELY FASHION AND INSTALLED IN THE FORM WORK PRIOR TO PLACEMENT OF CONCRETE.
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11. THE CONTRACTOR SHALL USE CARE TO PROPERLY VIBRATE CONCRETE DURING PLACING OPERATIONS TO ENSURE GOOD DENSITY OF CONCRETE AND TO MINIMIZE DEFECTS.
12. FORM WORK FOR SURFACES EXPOSED TO VIEW IN THE FINISHED CONSTRUCTION SHALL BE SMOOTH, EITHER WOOD OR METAL FORMS SHALL BE FREE OF RAISED GRAIN, TORN SURFACES, WORN EDGES, PATCHES, DENTS, OR OTHER DEFECTS. STRENGTH OF FORMS SHALL BE SUCH THAT NO WARPING, BULGING, OR BOWING OCCURS UNDER THE WEIGHT OF WET CONCRETE, JOINTS SHALL BE SMOOTH AND MORTAR TIGHT, FORMS WHICH DO NOT PRESENT A SMOOTH SURFACE OR DO NOT LINEUP PROPERLY SHALL NOT BE USED. FORMS SHALL BE FREE OF RUST GREASE, OR OTHER FOREIGN SURFACES THAT MAY DISCOLOR THE FINISHED CONCRETE.

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PROJECT:
SYNTHETIC TURF FIELDS CONSTRUCTION

PROJECT LOCATION:
DESOTO, TEXAS

matrix TURF
epiQ TRACKS

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DRAWN BY: ES | REV BY: JA

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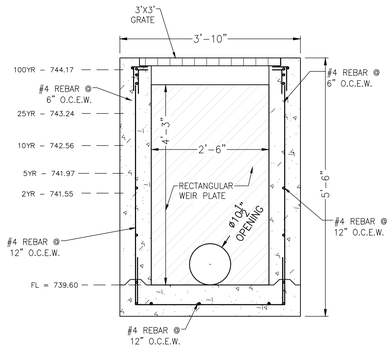
DATE:
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REVISION LIST

NO.	DATE	DESCRIPTION
1	10/6/2026	CITY COMMENTS–BB DRAINAGE

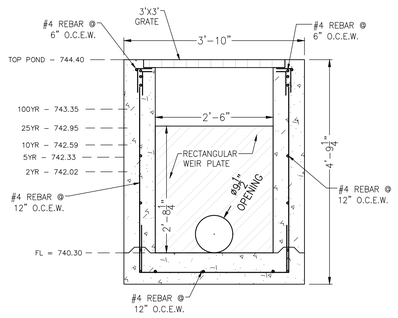
SHEET TITLE:
SECTIONS AND DETAILS

SHEET NUMBER:
D1.2



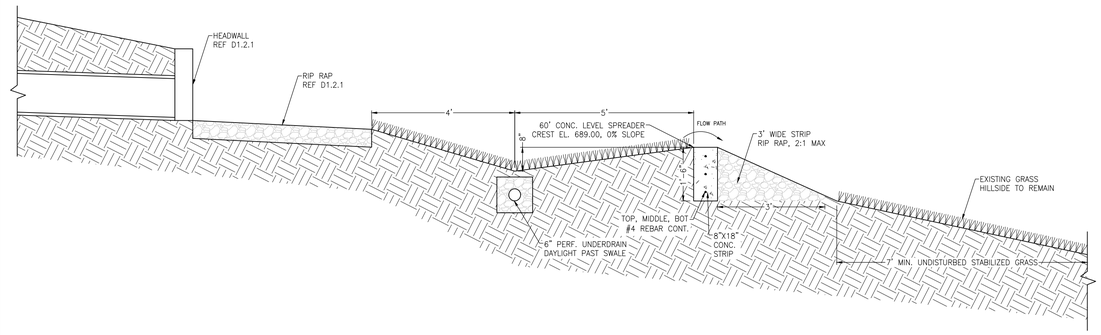
1 WEIR PLATE DETAIL - FOOTBALL

Scale: NTS



2 WEIR PLATE DETAIL - EAST FOOTBALL DETENTION POND

Scale: NTS



3 LEVEL SPREADER DETAIL

Scale: NTS

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DATE:
October 19, 2026

REVISION LIST

NO.	DATE	DESCRIPTION
1	10/6/2026	CITY COMMENTS-BB DRAINAGE

SHEET TITLE:
SECTIONS AND DETAILS

SHEET NUMBER:
D1.3

Plot By: ALEXANDER JEA - V:\Construction Documents\Updated - 2025\D1.3.dwg
Plot Date/Time: 10/21/2025 - 10:12am

TAB C

Excavated material basis — limestone, and geotechnical report DE26-018 (full report)

Excavated material basis — limestone

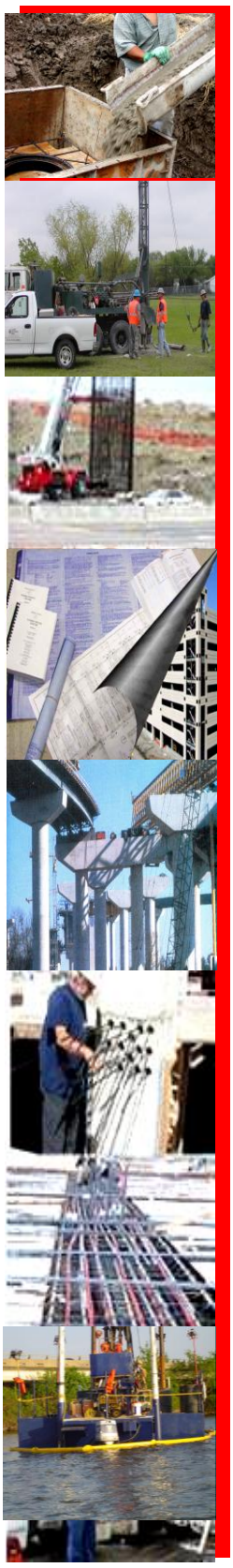
Rock excavation is excluded from the Contract: Hellas proposals of March 24, 2026, Exclusion 4 ("Rock excavation or trenching"). The geotechnical report for the playing fields (Alliance Geotechnical Group, AGG Report DE26-018, February 27, 2026) reports weathered to very hard limestone in the borings for all three fields, with several borings terminated in very hard limestone. The report's excavation tables for both fields reference excavating until hard competent limestone is encountered. The full report follows this page.

Borings — all fields

Boring	Field	Material encountered (DE26-018 logs)
B-1	Practice Field	Clay with limestone; hard tan weathered limestone, fractured; very hard gray limestone
B-2	Practice Field	Sandy clay with limestone fragments; severely weathered limestone; very hard gray limestone
B-3	Practice Field	Calcareous clay with weathered limestone; hard to very hard weathered limestone; terminated at 10 ft
B-4	Practice Field	Calcareous clay with broken limestone; very hard weathered limestone; terminated at 10 ft
B-5	Practice Field	Hard to very hard tan weathered limestone; terminated at 10 ft
B-6	Softball	Clay over severely weathered limestone; very hard limestone; terminated at 8 ft
B-7	Softball	Clay with limestone fragments; hard weathered limestone; very hard gray limestone
B-8	Softball	Clay fill with crushed limestone; very hard gray weathered limestone
B-9	Softball	Clayey sand fill; weathered limestone; very hard gray limestone; terminated at 8 ft
B-10	Baseball	Broken limestone mixed with clay layers (fill)
B-11	Baseball	Clayey sand fill; calcareous clay; weathered limestone; very hard gray limestone
B-12	Baseball	Clay fill; hard tan weathered limestone, fractured; very hard gray limestone
B-13	Baseball	Calcareous clay; firm severely weathered limestone, highly fractured

Haul-off quantity — by weight

Item	Value	Basis
Dry unit weight	118 lb/cf	Field takeoff, Baseball level spreader
Moisture content	16%	
Moist unit weight	137 lb/cf	118 × 1.16
Weight per bank cubic yard	1.85 tons	137 × 27 / 2,000
Truck capacity	14 tons per load	Load limited by weight
Bank volume per load	≈7.6 CY	vs. ≈20 CY per load for clean fill
Gallery excavation, bank volume	≈3,909 CY	BB 12,713 SF × 4.0 ft; SB 7,273 SF × 2.75 ft; PF 8,160 SF × 4.25 ft
Loads	**517**	3,909 × 1.85 / 14, rounded up
Level spreader	28 loads	5,675 SF × 1 ft × 137 lb/cf = 388.7 tons / 14



GEOTECHNICAL INVESTIGATION

PLAYING FIELD RENOVATIONS

DESOTO HIGH SCHOOL

AGG REPORT: DE26-018

FEBRUARY 27, 2026

PREPARED FOR:

DESOTO ISD

PRESENTED BY:

ALLIANCE GEOTECHNICAL GROUP

Geotechnical Engineering – Construction Services – Construction Materials Engineering Testing
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ALLIANCE GEOTECHNICAL GROUP

GEOTECHNICAL ENGINEERING
ENVIRONMENTAL CONSULTING
CONSTRUCTION MATERIALS ENGINEERING AND TESTING
CONSTRUCTION INSPECTION

February 27, 2026

Ms. Annan Wang
Design Manager
DeSoto ISD
200 Bailey Ave. #201B
Fort Worth, Texas 76107

Cell: (469) 992-8684
E-mail: annanwang@procedeogroup.com

Re: Geotechnical Investigation
Playing Field Renovations
DeSoto High School
DeSoto ISD
DeSoto, Texas
AGG Project No. DE26-018

Dear Ms. Wang:

Please find enclosed our report summarizing the results of the geotechnical investigation performed at the above-referenced project. We trust the recommendations derived from this investigation will provide you with the information necessary to complete your proposed project successfully.

For your future construction materials testing and related quality control requirements, it is recommended that the work be performed by Alliance Geotechnical Group, Inc. to maintain continuity of inspection and testing services for the project under the direction of the Geotechnical Project Engineer.

We thank you for the opportunity to provide you with our professional services. If we can further assist, please do not hesitate to contact us.

Sincerely,
ALLIANCE GEOTECHNICAL GROUP, INC.

Francis Mbogning, P.E.
Project Engineer

ALLIANCE GEOTECHNICAL GROUP
STATE OF TEXAS
FRANCIS MBOGNING
130623
LICENSED
PROFESSIONAL ENGINEER
F-1970

Michael D. Roland, P.E.
Vice President

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GEOTECHNICAL INVESTIGATION
PLAYING FIELD RENOVATIONS
DESOTO HIGH SCHOOL
DESOTO, TEXAS

1.0 INTRODUCTION

1.1 PROJECT DESCRIPTION

The project consists of reconstructing the existing baseball and softball fields at the existing DeSoto High School located at 600 Eagle Drive Road in DeSoto, Texas. In addition, a new soccer field will be constructed on the southwest portion of the school campus. It is understood that a new synthetic turf will be installed on the existing playing fields. It is further understood that the potential upward soil swell movements within the playing field areas will need to be reduced to one inch, two inches and three inches.

1.2 PURPOSE AND SCOPE

The purposes of this geotechnical investigation were to: 1) explore the subsurface conditions at the site, 2) evaluate the pertinent engineering properties of the subsurface materials, 3) provide recommendations to reduce the upward soil swell movements beneath the playing fields to one inch, to two inches and to three inches, and 4) provide comments and recommendations for site grading and drainage. This report was prepared in general accordance with Alliance Geotechnical Group's Proposals P25-1207E-Rev-1 dated December 30, 2025.

2.0 FIELD INVESTIGATION

The field investigation consisted of drilling a total of thirteen (13) test borings (Borings B-1 thru B-13) within the existing playing fields. The test borings were typically drilled to depths of 10 feet below the existing grade. However, Borings B-16, B-9, and B-12 were terminated at depths ranging from 5 to 8 feet within very hard limestone.

A truck-mounted auger drill rig was used to advance the test borings and to obtain samples for laboratory evaluation. The borings were located at the approximate locations shown on the Plan of Borings (Figure 1).

Undisturbed samples of cohesive soils were obtained at intermittent intervals with standard, thin-walled, seamless tube samplers. These samples were extruded in the field, logged, sealed, and packaged to protect them from disturbance and maintain their in-situ moisture content during transportation to our laboratory.

The rock encountered in the test borings was evaluated by the Texas Department of Transportation Penetrometer (TxDOT Cone) Text. The TxDOT Cone is driven with the resulting penetration in inches recorded for 100 blows. The results of the TxDOT Cone Test are recorded at the respective testing depths on the Logs of Borings.

The results of the boring program are presented on the Logs of Borings, Figures 2 thru 14. A key to the descriptive terms and symbols used on the logs is presented in Figure 15.

3.0 LABORATORY TESTING

Laboratory tests were performed on representative samples of the soil to aid in classification of the soil materials. These tests included Atterberg limits tests, moisture content tests and unit weight determinations. Hand penetrometer tests were performed on the clay soil samples to provide indications of the swell potential and the foundation bearing properties of the subsurface strata. These test results are presented on the logs of borings (Figures 2 thru 14).

To provide additional information about the swell characteristics of these soils at their in-situ moisture conditioning, absorption swell tests were performed on selected samples of the clay soils (See Figure 16). To determine the optimum amount of hydrated lime required for stabilization, a lime / Atterberg limits series test was performed on a selected clay sample (see Figure 17).

4.0 SITE AND SUBSURFACE CONDITIONS

4.1 GENERAL SITE CONDITIONS

The project consists of reconstructing the existing baseball and softball fields at the existing DeSoto High School located at 600 Eagle Drive Road in DeSoto, Texas. In addition, a new soccer field will be constructed on the southwest portion of the school campus. The existing baseball and softball infields are covered with grass outfields and sand infields. The site for the new soccer field is covered with short grass and gently slopes downward from the center toward the edge of the field, with an elevation difference across the field on the order of 8 feet. See Plan of Borings (Figure 1) for site configuration, location and aerial view.

4.2 SITE GEOLOGY

As shown on the Dallas Sheet of the Geologic Atlas of Texas, the site is located in an area underlain by the Austin Chalk Limestone Formation. The formation typically consists of limestone with interbedded layers of clay. Soils derived from this formation are typically plastic clays exhibiting a moderate to high shrink/swell potential with variations in moisture content.

4.3 SUBSURFACE CONDITIONS

Subsurface conditions encountered in the borings, including descriptions of the various strata, their depths, and thicknesses, are presented on the Logs of Borings. Note that depth on all borings refers to the depth from the existing grade or ground surface present at the time of the investigation. Boundaries between the various soil types are approximate.

4.4 GROUNDWATER CONDITIONS

The borings were advanced using continuous flight auger methods. Advancement of the borings using these methods allows observation of the initial zones of seepage. Groundwater seepage was not encountered within the test borings during drilling and groundwater was not present at drilling completion. Shallow groundwater levels should be anticipated within the fractured weathered tan limestone if construction occurs during or after periods of rain.

It is not possible to accurately predict the magnitude of subsurface water fluctuations that might occur based upon short-term observations. The subsurface water conditions are subject to change with variations in climatic conditions and are functions of subsurface soil conditions, and rainfall.

4.5 EXISTING FILL SOILS

Existing fill soils were encountered within the majority of the test borings at depths ranging from 1 to 10+ feet below the existing ground surface grade at the test boring locations. If these existing fill soils were placed in a controlled manner with engineering supervision, then settlement / consolidation of these fill soils should be anticipated to range from 0.5% to 1% of the fill height. However, it is assumed that these existing fill soils were placed in thin compacted lifts during the construction of the original fields. Some of these existing fill soils will be reworked during the performance of the over-excavation and moisture conditioning as specified in Section 5.2 of this report.

5.0 ANALYSES AND RECOMMENDATIONS

5.1 SOIL MOVEMENT

The subsurface exploration revealed the presence of highly expansive clay and sandy clay soils and low to moderately expansive calcareous clay soils and severely weathered limestone. These materials will have a low to high shrink/swell potential depending upon the soil moisture condition at the time of construction. Potential soil swell movement calculations were performed using swell test results, pocket penetrometer readings, and moisture content tests to estimate the swell potential of the soil. Potential soil swell movement values based upon the current soil moisture conditions and current grades are generally in the ranges as shown in Table 1 below.

TABLE 1. POTENTIAL UPWARD SOIL SWELL MOVEMENTS

Field	Boring	Potential Upward Soil Swell Movements
Soccer	B-1 thru B-5	1.5 to 4.5 inches
Softball	B-6 thru B-9	Less than 1" to 3 inches
Baseball	B-10 thru B-11	Less than 1" to 2.5 inches

It should be noted that the subsurface soils were generally in average moisture condition at the time of this investigation within the test boring locations. If these clay soils are in a dry condition at the time of construction, the soil swell movements would typically exceed 6+ inches.

5.2 SITE PREPARATION WORK

It is understood that the existing baseball and softball fields will be reconstructed. It is also understood that a new soccer field will be constructed. It is understood that a new synthetic turf will be installed on these fields. We assume that at least 6 inches of gravel ballast and perforated drains will be installed beneath the turf to provide field drainage. It is understood that subgrade preparation to limit soil swell movements to 1 inch, 2 inches, and 3 inches is desired. Site preparation recommendations to reduce the soil swell movements and settlements are provided below.

1. Excavate to the required depths as shown in Tables 2 thru Table 4 below to achieve the desired reduced soil swell movements.

TABLE 2. REQUIRED EXCAVATION DEPTHS FOR THE SOCCER FIELD (Borings B-1 thru B-5)

Excavation Depth	Area*	Soil Swell Movements
Excavate to a depth of 6 feet below existing grades or until hard competent limestone is encountered, whichever is shallower as verified by AGG. *	Soccer Field	1 inch
Excavate to a depth of 3.5 feet below existing grades or until hard competent limestone is encountered, whichever is shallower as verified by AGG. *	Soccer Field	2 inches
Excavate to a depth of 1.5 feet below existing grade or until hard competent limestone is encountered, whichever is shallower as verified by AGG.	Soccer Field	3 inches

* See Item #3 below

TABLE 3. REQUIRED EXCAVATION DEPTHS FOR THE SOFTBALL FIELDS (Borings B-6 thru B-9)

Excavation Depth	Area*	Soil Swell Movements
Excavate to a depth of 4 feet below existing grades or until hard competent limestone is encountered, whichever is shallower as verified by AGG. *	Softball Field	1 inch
Excavate to a depth of 2.5" feet below existing grades or until hard competent limestone is encountered, whichever is shallower as verified by AGG. *	Softball Field	2 inches

* See Item #2 below

TABLE 4. REQUIRED EXCAVATION DEPTHS FOR THE BASEBALL FIELDS (Borings B-10 thru B-13)

Excavation Depth	Area*	Soil Swell Movements
Excavate to a depth of 5 feet below existing grades or until hard competent limestone is encountered, whichever is shallower as verified by AGG.	Baseball Field	1 inch
Excavate to a depth of 1 foot below existing grades or until hard competent limestone is encountered, whichever is shallower as verified by AGG.	Baseball Field	2 inches

Note 1: The above required excavation depths are based upon current moisture conditions. Therefore, if construction starts after July 31, 2026, we recommend that either shallow borings or test pits be performed in conjunction with swell testing to determine if deeper over-excavation and moisture conditioning is required. As an alternative, moisture maintenance should be performed within all playing fields with regular water sprinkling.

Excavations should extend 2 feet beyond the edges of the fields. The excavation should be tapered on a 1H:1V excavation taper or flatter depending upon OSHA standards. Excavation tapers within landscaping areas should be in accordance with OSHA standards and/or adequate measures for worker protections should be provided (See Note 2 below). We recommend that Alliance Geotechnical Group review the excavation plan for compliance with this report prior to construction bidding.

Note 2: Measures must be taken to protect workers from cave-ins / sloughing near any vertical excavation during construction. Measures include sloped cuts per OSHA standards and/or the use of protective measures for any equipment or personnel operating or working near any vertical excavation cut (within 1.5H of excavation where H is excavation depth).

Note 3: The excavations can be terminated at shallower depths wherever competent rock is encountered as field verified by AGG. See Borings B-1, B-5, B-6, B-9 and B-12.

2. After excavation has been approved, the upper 8 inches at base of cut should be scarified, moisture conditioned, and compacted as specified in item #3 below. Where competent hard tan limestone is present at the bottom of cut, the surface of the limestone should be moisture and compacted under visual observations of AGG. Scarification of the competent hard limestone should not be performed.

3. Fill to within 12 inches of final pad grade using on-site materials as follows:

   On-Site Clay having a PI of 47 or less: Compact on-site clay having a PI of 47 or less in maximum 8 inch loose lifts between +5% to +8% above optimum moisture content to a minimum of 92% of Standard Proctor density (ASTM D698). Clay soils having a PI greater than 45 should not be used as fill.

   On-Site Calcareous Clay and Severely Weathered Limestone with PI of 32 or less: Compact on-site calcareous clay and severely weathered limestone with a PI of 32 or less in maximum 8 inch loose lifts between +2% to +5% above optimum moisture content to a minimum of 95% of Standard Proctor density (ASTM D698).

   Proper moisture conditioning of the clay soils should be indicated with hand penetrometer readings within the following ranges.

Moisture Condition	Pocket Penetrometer Range
Clay Soils (PI of 47 or less)	1.2 tsf to 1.8 tsf
Calcareous Clay, sandy clay Soils & Severely Weathered Limestone (PI of 32 or less):	2.0 tsf to 3.0 tsf

Note 4: These "targeted" moisture contents are subject to soil swell and compressive strength verifications and adjustment per Section 7.3.2 of this report.

4. Fill to final pad grade with a minimum of 12 inches of low PI select fill. The bottom 6-inch layer of select fill should consist of sandy select fill, and the upper 6-inch layer should consist of flex base. The select fill should extend to the excavation limits (see Item 1 above).

The material used as sandy select fill should be a very sandy clay to clayey sand (uniform consistency free of clay clods) with a liquid limit of less than 35 and a plasticity index between 4 and 15. The fill should be spread in loose lifts, less than 8 inches thick, and uniformly compacted to a minimum of 95 percent of ASTM Standard D 698 between –2% and +2% of the soil's optimum moisture content.

The material used as select fill for the upper 6 inches should consist of crushed stone flex base and/or recycled crushed concrete flex base. The flex base should be compacted at optimum to +2% above optimum to a minimum of 95 percent of ASTM D1557. These base materials should comply with TxDOT Item 247, Type D, Grades 1 or 2. As an alternative, the entire 12 inches of low PI select fill could consist of crushed stone flex base (two lifts). The compaction requirements for the bottom 6-inch lift of crushed concrete base placed above the moisture conditioned clay soils could be reduced to a minimum of 90% of ASTM D1557.

5. As an alternative to capping the moisture conditioned soil with 12 inches of low PI select fill or crushed Chico stone flex base or recycled crushed concrete flex base, the upper twelve (12) inches of the subgrade pad could be lime-stabilized (two (2) 6-inch lifts). Based on the results of the lime series testing (Figure 17), seven (7) percent hydrated lime by dry weight (38 pounds per square yard per each 6-inch lift) will be required to stabilize the on-site clay soils. The actual lime requirement will depend upon the actual subgrade soils exposed at final grade and should be determined at the time of construction.

Note 5: Prior to liming, it should be verified that soluble sulfate levels are below 3,000 ppm.

The lime should be thoroughly mixed and blended with 6 inches of the clay subgrade per TxDOT Item 260. The mixture should be compacted to a minimum of 95 percent of maximum dry density as determined in accordance with ASTM D698, within 2 percentage points of the soil's optimum moisture content. We recommend that this lime stabilization extend to the excavation limits (see Item 1 above), in order to reduce the effects of shrinkage during extended dry periods.

Note 6: After final grading has been performed, depth checks and PI verification checks should be performed to verify that proper stabilization has been achieved as evidenced by a PI of 15 or less.

Project specifications should allow a curing period between initial and final mixing of the lime/soil mixture. After initial mixing, the lime treated subgrade should be lightly rolled and maintained at or to 5 percentage points above the soil's optimum moisture content until final mixing and compaction. We recommend a 3-day curing period for these soils. The following gradation requirements are recommended for the stabilized materials before final compaction:

	Percent
Minimum Passing 1 3/4" sieve	100
Minimum Passing 3/4" sieve	85
Minimum Passing No. 4 sieve	60

All non-slaking aggregates retained on the No. 4 sieve should be removed before testing.

The stabilized subgrade should be protected and moist cured or sealed with a bituminous material for a minimum of 5 days before further courses are added or any construction traffic/equipment permitted. The final lift should not be exposed for more than 14 days without protection or the placement of a base course. The playing field areas should be graded to prevent ponding and infiltration of excessive moisture on or adjacent to the pavement areas.

The owners should be advised of the importance of maintaining a moist soil condition within 5-feet of the field during prolonged periods of dry weather. Also, the owner should be advised that trees and deep-rooted shrubs should not be planted within 35-feet clear spacing between the edge of the field and the edge of the ultimate mature drip line of the trees to minimize settlements caused by ground shrinkage associated with moisture absorption of the tree root systems. Otherwise, an arborist should be contacted regarding the installation and use of root barriers and irrigated tree wells to minimize future settlements due to ground shrinkage caused by tree root absorption. Even if an arborist is consulted, no trees should be allowed within 20-feet of the field to minimize long term settlements caused by tree root desiccation. The area beneath the un-pruned mature tree drip lines and to limits of at least 10-feet beyond the drip line should not be paved. The area beneath the drip line should be landscaped and irrigated.

In order to minimize cracking due to edge drying, consideration should be given to using a suitable "Geogrid" at the bottom of the first lift of flex base. In addition, consideration should be given to placing a 20-mil poly barrier (with UV protection) beneath 12-inch compacted soil (compacted in 6-inch lifts to a minimum of 95% of ASTM D698) for a distance of at least 7-feet from the edges of the field within non-paved areas in order to minimize the effects of edge drying during drought conditions.

Note 7: Moisture maintenance is imperative. The moisture condition should be maintained between lifts and until the ballast is placed as verified by AGG.

Note 8: We recommend that a heavy duty poly (20-mil) with UV protection be placed between the top of the flex base and/or lime-stabilized subgrade and the drainage stone.

6.0 PROTECTION OF EXISTING STRUCTURE

Shoring and/or underpinning will be required prior to any excavation operations adjacent to existing structures, pavements and underground utilities. The shoring should be designed by a shoring specialist to prevent undermining and to prevent lateral loading and stresses from being imposed on the existing structures during excavation. The contract documents should specify that the contractor is responsible for preventing damage to all existing structures, pavements, and underground utilities.

7.0 EARTHWORK GUIDELINES

7.1 SITE GRADING AND DRAINAGE

All grading should provide positive drainage away from the proposed structure and should prevent water from collecting or discharging near the foundation. Water must not be permitted to pond adjacent to the structure during or after construction. Otherwise, differential soil swell movements and resulting differential foundation movements could exceed the estimates contained within this report.

Surface drainage gradients should be designed to divert surface water away from the field. Surface drainage gradients of sidewalks, pavements, and landscaping, within 20 feet of the field should be constructed with maximum slopes allowed by local codes and maintained after occupancy (5% minimum in landscaping areas and 2% minimum for flatwork subject to ADA requirements).

Provisions should be made for post-construction differential upward movement of adjacent flat work. Site grading plans should include provisions for the effects of soil swell movements on adjacent sidewalks, and all pavements. See Section 5.1 of this report.

7.2 UTILITY TRENCH EXCAVATION

Trench excavation for utilities should be sloped or braced in the interest of safety. Attention is drawn to OSHA Safety and Health Standards (29 CFR 1926/1910), Subpart P, regarding trench excavations greater than 5 feet in depth. Fill placement in trenches should be performed as specified below.

7.3 ON-SITE CLAY FILL PLACEMENT IN PLAYING FIELD AREAS

On-site clay soils may be used as fill in the playing field area. All fill should be placed and compacted in maximum 8-inch loose lifts. See Section 5.2 of this report.

7.3.1 MOISTURE CONDITIONING PRIOR TO COMPACTION

Each layer shall be leveled with approved equipment. After spreading, each layer shall be thoroughly manipulated by plowing, discing, or other approved methods of the full depth of the layer being placed to insure uniform density and moisture distribution for proper compaction. The moisture content at the time of compaction shall be within the range specified in these special provisions. If the material is too dry, it shall be moistened by watering before and during manipulation, to properly condition the material for compaction. If the material is too wet, the compaction operation shall be delayed until the moisture content has been reduced to within satisfactory compaction range.

Because of time of completion limitations, thoroughly processing of the on-site clay soils will be required during manipulation if the moisture content is below optimum at the time of placement. Each fill lift should be processed until the soil mixture is free of large clods to allow uniform moisture distribution and uniform compaction within the entire fill lift. This is particularly important if highly plastic clay soils are to be used as fill in the pads. The amount of processing and reworking required to achieve uniform moisture conditions can be reduced by pre-wetting the onsite soils prior to placement.

7.3.2 QUALITY ASSURANCE REQUIREMENTS

As a quality control measure, pocket penetrometer (P.P.) tests shall be performed with each field density test during construction as further verification that proper moisture conditioning is being achieved within the clay fill soils. Proper moisture conditioning should be indicated with hand penetrometer readings within the following ranges.

Moisture Condition	Pocket Penetrometer Range
Clay Soils (PI of 47 or less)	1.2 tsf to 1.8 tsf
Calcareous Clay Soils & Severely Weathered Limestone (PI of 32 or less):	2.0 tsf to 3.0 tsf

Similarly, P.P. tests should be performed on each Proctor Compaction Point in the laboratory for correlation and verification of the desired P.P. range with respect to Proctor moisture, density and swell (with verification that volumetric swell is less than 1% at the targeted moisture content). Prior to construction, it should be confirmed that the “targeted moisture contents” recommended in this report will result in an average volumetric swell of less than 1% within the moisture conditioned clay soils. This swell testing should be performed in conjunction with all proctor compaction testing. If the targeted moisture contents result in an average swell of over 1% or in a P.P. value outside the range indicated above, AGG should be contacted to determine

if the intent of the geotechnical design is being achieved with respect to required swell reduction and bearing capacity.

7.4 FLEX BASE

Base manufactured recycled crushed concrete and or crushed “Chico” stone flex base should have a gradation meeting requirements of TxDOT Item 247, Type D, Grades 1 or 2, compacted at optimum to +2% or above optimum moisture content to a minimum of 95% of Modified Proctor density (ASTM D1557).

7.5 SELECT FILL PLACEMENT IN PYAYING FIELD AREAS

The material used as select fill should be a sandy clay to clayey sand (uniform consistency free of clay clods) with a liquid limit of less than 35 and a plasticity index between 4 and 15. The fill should be spread in loose lifts, less than 8 inches thick, and uniformly compacted to a minimum of 95 percent of ASTM Standard D 698 between -2% and +2% above the soil's optimum moisture content.

8.0 FIELD SUPERVISION

Many problems can be avoided or solved in the field if proper inspection and testing services are provided. It is recommended that all pier excavations, footing excavations, proofrolling, site and subgrade preparation, subgrade stabilization and pavement construction be monitored by a qualified engineering technician. Density tests should be performed to verify compaction and moisture content of any earthwork. Inspection should be performed prior to and during concrete placement operations. Alliance Geotechnical Group employs a group of experienced, well-trained technicians for inspection and construction materials testing who would be pleased to assist you on this project.

9.0 LIMITATIONS

The professional services, which have been performed, the findings obtained, and the recommendations prepared were accomplished in accordance with currently accepted geotechnical engineering principles and practices. The possibility always exists that the subsurface conditions at the site may vary somewhat from those encountered in the test borings. The number and spacing of test borings were chosen in such a manner as to decrease the possibility of undiscovered abnormalities, while considering the nature of loading, size, and cost of the project. If there are any unusual conditions differing significantly from those described herein, Alliance Geotechnical Group, Inc. should be notified to review the effects on the performance of the recommended foundation system.

The recommendations given in this report were prepared exclusively for the use of the client, their client and their consultants. The information supplied herein is applicable only for the design of the previously described development to be constructed at locations indicated at this site and should not be used for any other structures, locations, or for any other purpose.

We will retain the samples acquired for this project for a period of 30 days subsequent to the submittal date printed on the report. After this period, the samples will be discarded unless otherwise notified by the owner in writing.

FIGURES



ALLIANCE GEOTECHNICAL GROUP	**Project No:** DE26-018	**PLAN OF BORING**
	PLAYING FIELD RENOVATION **DESOTO HIGH SCHOOL** **DESOTO, TEXAS**	**FIGURE NO:** 1

LOG OF BORING B-1

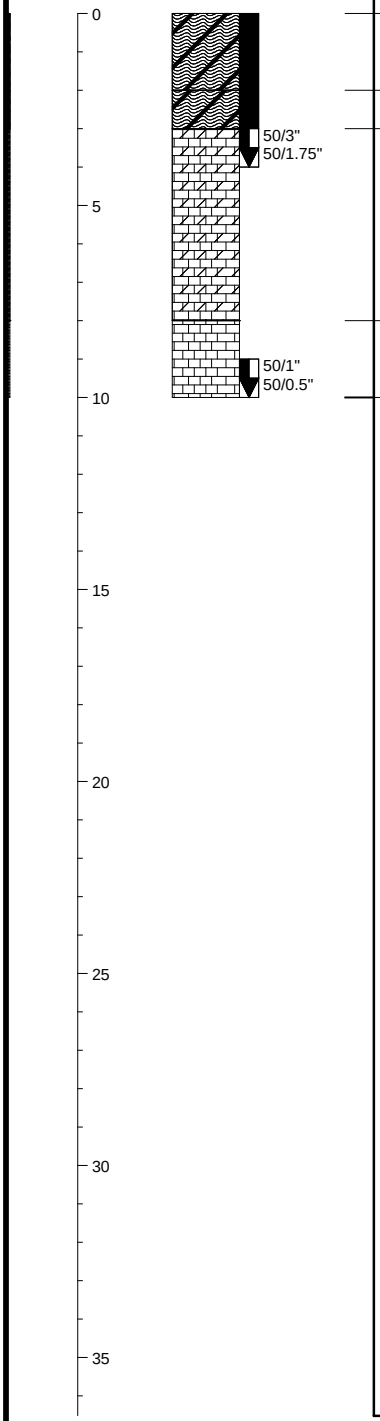
Project: **DeSoto High School - DeSoto, TX** Project No.: **DE26-018**

Date: **2/7/2026** Elev.: Location: **See Figure 1**

Depth to water at completion of boring: **Dry**

Depth to water when checked: was:

Depth to caving when checked: was:



DESCRIPTION	MC %	LL %	PL %	PI %	-200 %	DD pcf	P.PEN tsf	UNCON ksf	Strain %
Brown calcareous CLAY	20	47	18	29			4.5+ 3.25		
Tan and gray calcareous CLAY, w/ severely weathered limestone, calcareous nodules and iron stains	14	32	16	16			4.5++		
Hard tan weathered LIMESTONE, fractured, w/ calcareous clay seams									
Very hard gray LIMESTONE									
Boring terminated at 10 feet									

Notes:

FIGURE:2

LOG OF BORING B-2

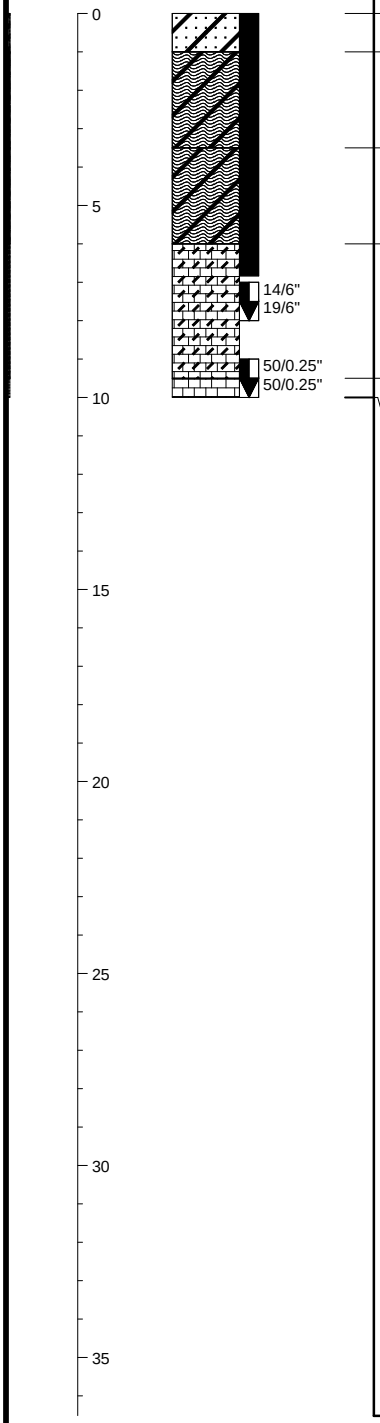
Project: **DeSoto High School - DeSoto, TX** Project No.: **DE26-018**

Date: **2/7/2026** Elev.: Location: **See Figure 1**

Depth to water at completion of boring: **Dry**

Depth to water when checked: was:

Depth to caving when checked: was:



DESCRIPTION	MC %	LL %	PL %	PI %	-200 %	DD pcf	P.PEN tsf	UNCON ksf	Strain %
Dark brown sandy CLAY,w/ limestone fragments and iron stains (FILL)	20	47	19	28			3.25		
							4.5+		
Brown calcareous CLAY, w/ calcareous nodules and iron stains	21	50	19	31			4.5+		
							4.5		
Tan calcareous CLAY, w/ iron seams and calcareous deposits							4.0		
	13	48	16	32		113	4.5++		
Firm tan severely weathered LIMESTONE, highly fractured, w/ calcareous clay layers	13	42	17	25		122	4.5+		
Very hard gray LIMESTONE									
Boring terminated at 10 feet									

Notes:

FIGURE:3

LOG OF BORING B-3

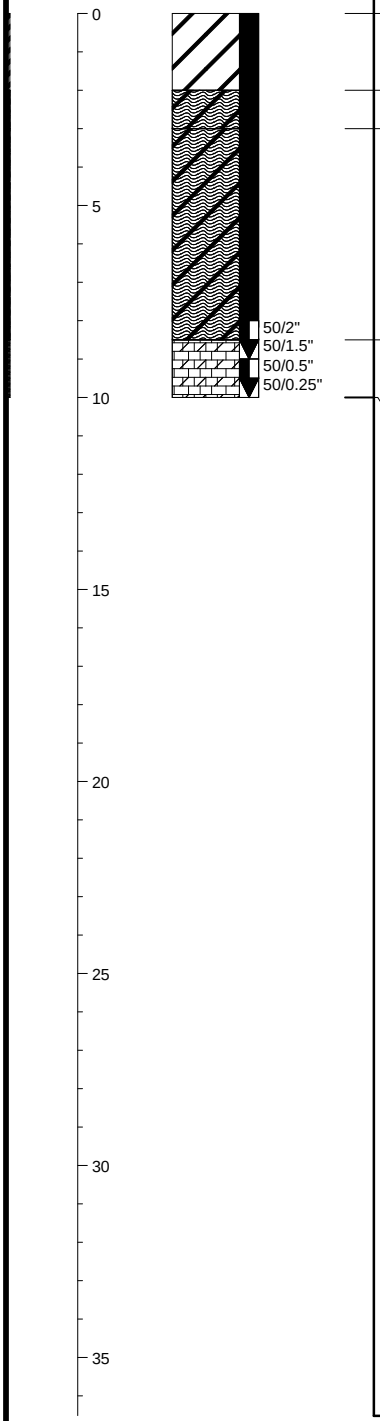
Project: **DeSoto High School - DeSoto, TX** Project No.: **DE26-018**

Date: **2/7/2026** Elev.: Location: **See Figure 1**

Depth to water at completion of boring: **Dry**

Depth to water when checked: was:

Depth to caving when checked: was:



DESCRIPTION	MC %	LL %	PL %	PI %	-200 %	DD pcf	P.PEN tsf	UNCON ksf	Strain %
Brown CLAY, slightly calcareous	21	51	19	32			4.0		
							4.5+		
Light brown calcareous CLAY	20	48	19	29		110	4.5+		
Tan calcareous CLAY, w/ weathered limestone fragments							4.5++		
	12						4.5++		
	13	49	19	30		109	4.5++		
Hard to very hard tan weathered LIMESTONE, fractured, w/ calcareous clay seams									
Boring terminated at 10 feet									

Notes:

FIGURE:4

LOG OF BORING B-4

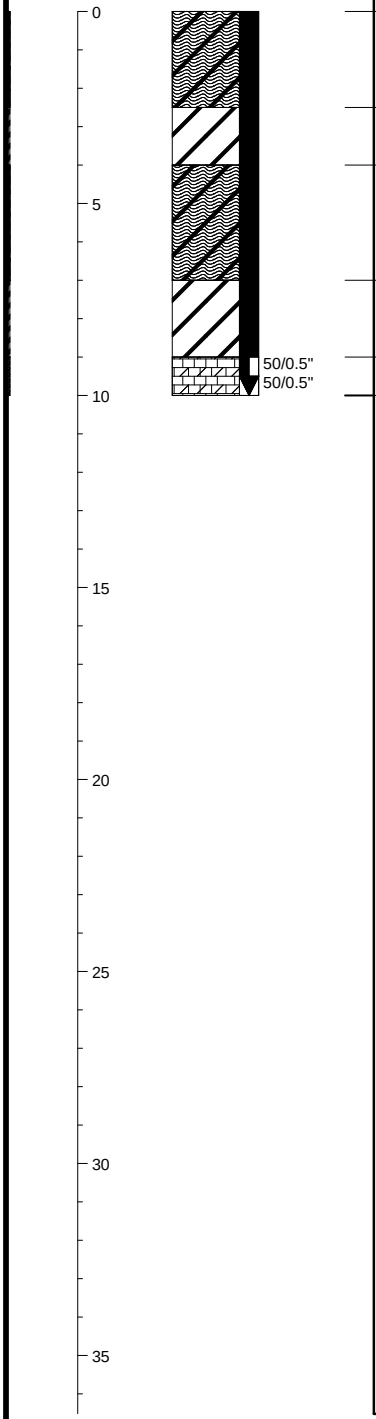
Project: **DeSoto High School - DeSoto, TX** Project No.: **DE26-018**

Date: **2/7/2026** Elev.: Location: **See Figure 1**

Depth to water at completion of boring: **Dry**

Depth to water when checked: was:

Depth to caving when checked: was:



ELEVATION/ DEPTH (feet)	SOIL SYMBOLS SAMPLER SYMBOLS & FIELD TEST DATA	DESCRIPTION	MC %	LL %	PL %	PI %	-200 %	DD pcf	P.PEN tsf	UNCON ksf	Strain %
		Brown calcareous CLAY, w/ broken limestone and iron stains (FILL)	13	42	20	22			4.5 4.0 4.5+		
		Dark brown CLAY, jointed, w/ calcareous nodules and iron stains	21	60	20	40		102	4.5+		
		Tan calcareous CLAY	15					118	4.5++ 4.5++ 4.5++		
		Tan CLAY, jointed	34	69	24	45		87	4.5++		
		Very hard tan weathered LIMESTONE, fractured, w/ calcareous clay seams									
		Boring terminated at 10 feet									

Notes:

FIGURE:5

LOG OF BORING B-5

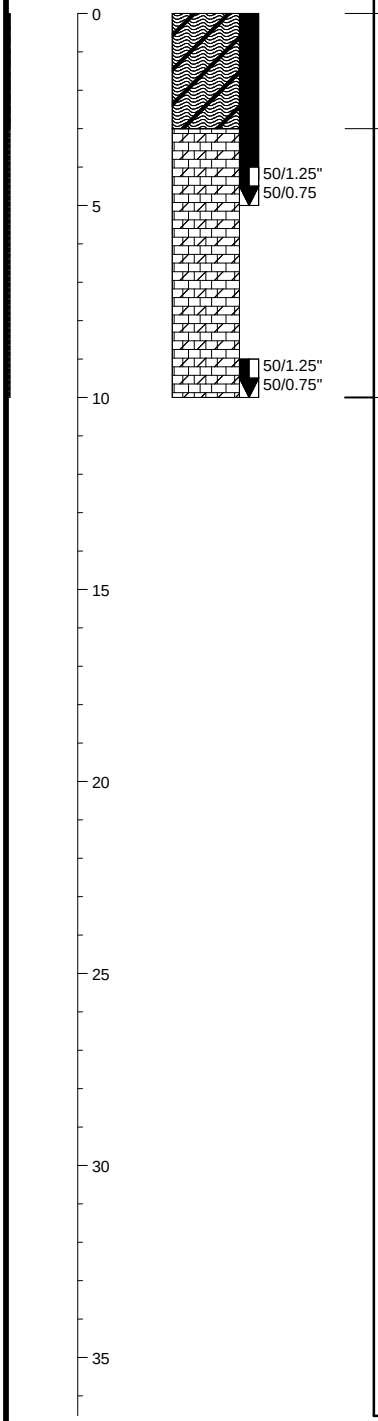
Project: **DeSoto High School - DeSoto, TX** Project No.: **DE26-018**

Date: **2/7/2026** Elev.: Location: **See Figure 1**

Depth to water at completion of boring: **Dry**

Depth to water when checked: was:

Depth to caving when checked: was:



ELEVATION/ DEPTH (feet)	DESCRIPTION	MC %	LL %	PL %	PI %	-200 %	DD pcf	P.PEN tsf	UNCON ksf	Strain %
	Tan and gray calcareous CLAY	20	45	20	25			3.5		
								4.5		
		16	42	20	22			4.5+		
	Hard to very hard tan weathered LIMESTONE, fractured, w/ calcareous clay seams	9						4.5++		
	Boring terminated at 10 feet									

Notes:

FIGURE:6

LOG OF BORING B-6

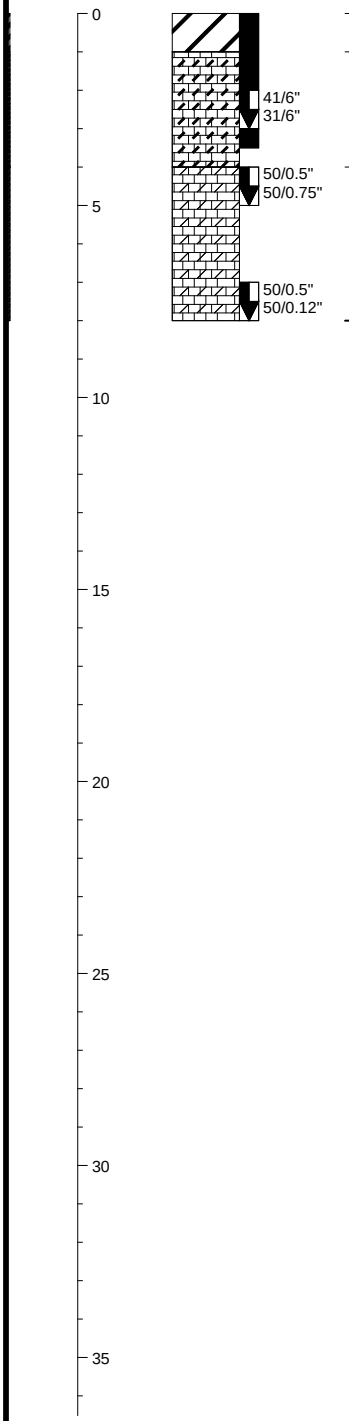
Project: **DeSoto High School - DeSoto, TX** Project No.: **DE26-018**

Date: **2/13/2026** Elev.: Location: **See Figure 1**

Depth to water at completion of boring: **Dry**

Depth to water when checked: was:

Depth to caving when checked: was:



ELEVATION/ DEPTH (feet)	SOIL SYMBOLS SAMPLER SYMBOLS & FIELD TEST DATA	DESCRIPTION	MC %	LL %	PL %	PI %	-200 %	DD pcf	P.PEN tsf	UNCON ksf	Strain %
		Dark brown CLAY, jointed	46	68	23	45			2.5		
		Firm tan severely weathered LIMESTONE, highly fractured, w/ calcareous clay layers	18						4.5 4.5++		
		Very hard tan and gray weathered LIMESTONE, fractured, w/ calcareous clay seams									
		Boring terminated at 8 feet									

Notes:

FIGURE:7

LOG OF BORING B-7

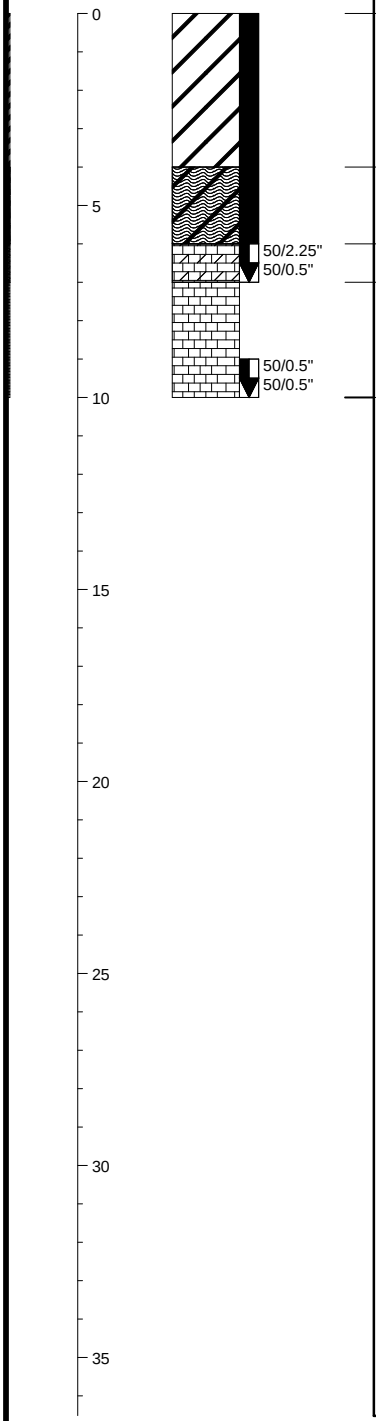
Project: **DeSoto High School - DeSoto, TX** Project No.: **DE26-018**

Date: **2/13/2026** Elev.: Location: **See Figure 1**

Depth to water at completion of boring: **Dry**

Depth to water when checked: was:

Depth to caving when checked: was:



ELEVATION/ DEPTH (feet)	DESCRIPTION	MC %	LL %	PL %	PI %	-200 %	DD pcf	P.PEN tsf	UNCON ksf	Strain %
	Dark brown and tan CLAY, w/ limestone fragments (FILL)	18	53	18	35			2.0 4.5+		
								3.5		
		17						4.5+		
	Tan calcareous CLAY, w/ severely weathered limestone layers	14	42	17	25		121	4.5+ 4.5++		
	Hard tan weathered LIMESTONE, fractured, w/ calcareous clay seams									
	Very hard gray LIMESTONE									
	Boring terminated at 10 feet									

Notes:

FIGURE:8

LOG OF BORING B-8

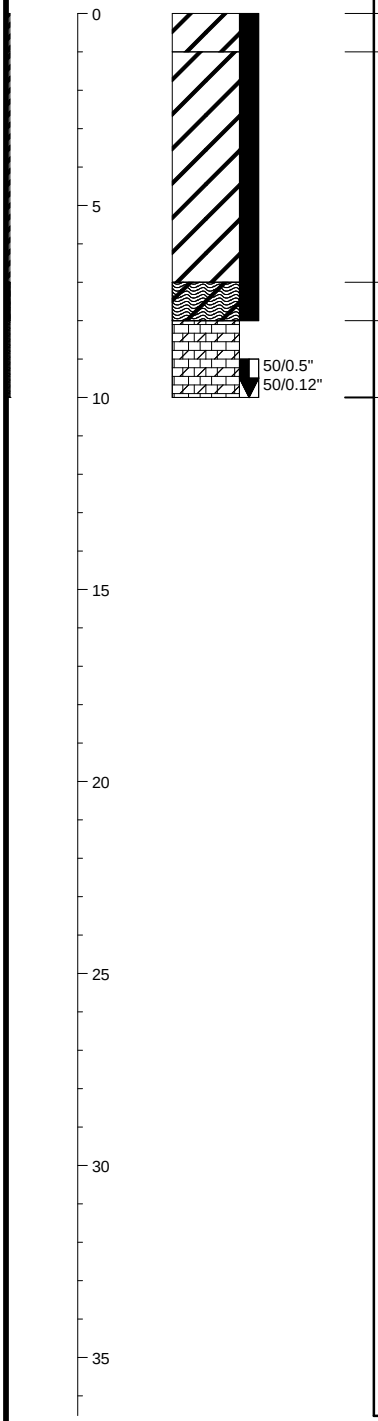
Project: **DeSoto High School - DeSoto, TX** Project No.: **DE26-018**

Date: **2/13/2026** Elev.: Location: **See Figure 1**

Depth to water at completion of boring: **Dry**

Depth to water when checked: was:

Depth to caving when checked: was:



ELEVATION/ DEPTH (feet)	DESCRIPTION	MC %	LL %	PL %	PI %	-200 %	DD pcf	P.PEN tsf	UNCON ksf	Strain %
	Dark brown CLAY (FILL)	31	62	19	43			2.0		
	Brown and tan CLAY, w/ crushed limestone (FILL)	22	59	20	39		105	4.5+ 4.5++ 4.5++ 3.25		
		21						2.75 3.25		
	Tan calcareous CLAY (FILL)	19	50	20	30		111	4.5+		
	Very hard gray weathered LIMESTONE, fractured, w/ calcareous clay seams									
	Boring terminated at 10 feet									

Notes:

FIGURE:9

LOG OF BORING B-9

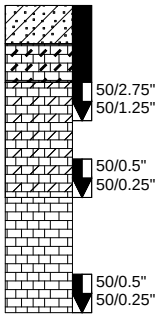
Project: **DeSoto High School - DeSoto, TX** Project No.: **DE26-018**

Date: **2/13/2026** Elev.: Location: **See Figure 1**

Depth to water at completion of boring: **Dry**

Depth to water when checked: was:

Depth to caving when checked: was:



ELEVATION/ DEPTH (feet)	DESCRIPTION	MC %	LL %	PL %	PI %	-200 %	DD pcf	P.PEN tsf	UNCON ksf	Strain %
0	Reddish-brown clayey SAND (FILL)	8	27	13	14	30		3.75		
	Firm tan severely weathered LIMESTONE, highly fractured, w/ calcareous clay layers	14						4.5++		
	Hard tan weathered LIMESTONE, fractured, w/ calcareous clay seams									
5	Very hard gray LIMESTONE									
	Boring terminated at 8 feet									
10										
15										
20										
25										
30										
35										

Notes:

FIGURE:10

LOG OF BORING B-10

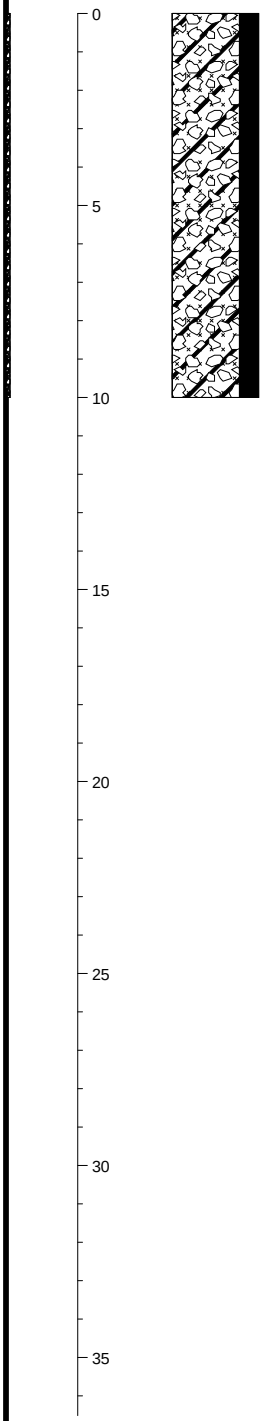
Project: **DeSoto High School - DeSoto, TX** Project No.: **DE26-018**

Date: **2/13/2026** Elev.: Location: **See Figure 1**

Depth to water at completion of boring: **Dry**

Depth to water when checked: was:

Depth to caving when checked: was:



ELEVATION/ DEPTH (feet)	SOIL SYMBOLS SAMPLER SYMBOLS & FIELD TEST DATA	DESCRIPTION	MC %	LL %	PL %	PI %	-200 %	DD pcf	P.PEN tsf	UNCON ksf	Strain %
		Tan, brown and light brown broken LIMESTONE, mixed w/ clay layers (FILL)							4.5+		
			22	63	19	44			4.5+		
									4.5+		
			16						4.5+		
									4.5+		
			16	44	17	27		118	4.5++		
									4.5+		
			23						4.5+		
									4.5+		
			17	55	18	37		116	4.5++		
		Boring terminated at 10 feet									

Notes:

FIGURE:11

LOG OF BORING B-11

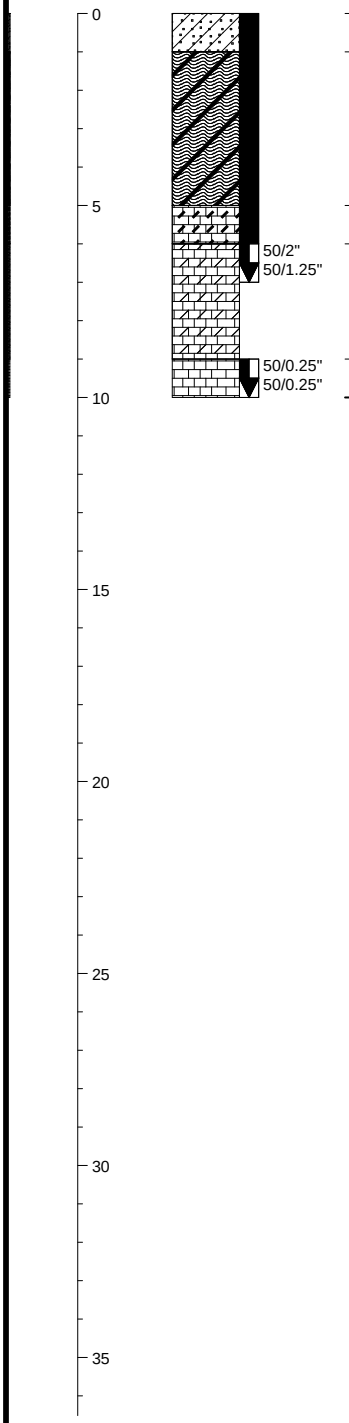
Project: **DeSoto High School - DeSoto, TX** Project No.: **DE26-018**

Date: **2/13/2026** Elev.: Location: **See Figure 1**

Depth to water at completion of boring: **Dry**

Depth to water when checked: was:

Depth to caving when checked: was:



DESCRIPTION	MC %	LL %	PL %	PI %	-200 %	DD pcf	P.PEN tsf	UNCON ksf	Strain %
Reddish-brown clayey SAND (FILL)	13	26	13	13			3.0		
Tan calcareous CLAY, w/ iron stains							3.5		
	21						4.5+		
							4.5+		
	17	50	18	32		112	4.5+		
							4.5++		
Firm tan severely weathered LIMESTONE, highly fractured, w/ calcareous clay layers							4.5+		
Hard tan weathered LIMESTONE, fractured, w/ calcareous clay seams									
Very hard gray LIMESTONE									
Boring terminated at 10 feet									

Notes:

FIGURE:12

LOG OF BORING B-12

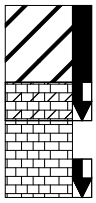
Project: **DeSoto High School - DeSoto, TX** Project No.: **DE26-018**

Date: **2/13/2026** Elev.: Location: **See Figure 1**

Depth to water at completion of boring: **Dry**

Depth to water when checked: was:

Depth to caving when checked: was:



ELEVATION/ DEPTH (feet)	DESCRIPTION	MC %	LL %	PL %	PI %	-200 %	DD pcf	P.PEN tsf	UNCON ksf	Strain %
0	Tan and brown CLAY, w/ sand and iron stains (FILL)	22	52	19	33			3.0 2.25		
	Hard tan weathered LIMESTONE, fractured, w/ calcareous clay seams									
5	Very hard gray LIMESTONE									
	Boring terminated at 5 feet									
10										
15										
20										
25										
30										
35										

Notes:

FIGURE:13

LOG OF BORING B-13

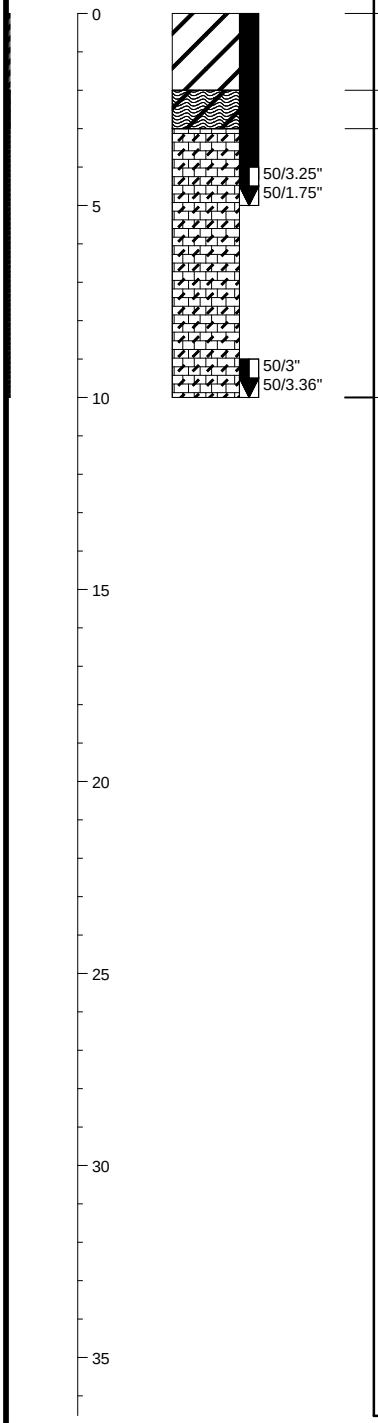
Project: **DeSoto High School - DeSoto, TX** Project No.: **DE26-018**

Date: **2/13/2026** Elev.: Location: **See Figure 1**

Depth to water at completion of boring: **Dry**

Depth to water when checked: was:

Depth to caving when checked: was:



DESCRIPTION	MC %	LL %	PL %	PI %	-200 %	DD pcf	P.PEN tsf	UNCON ksf	Strain %
Dark brown CLAY, w/ calcareous nodules and sand (FILL)	25	62	22	40			3.25 4.0		
Tan calcareous CLAY, w/ iron stains	23	54	20	34			4.0		
Firm tan severely weathered LIMESTONE, highly fractured, w/ calcareous clay layers	22						4.5++		
Boring terminated at 10 feet									

Notes:

FIGURE:14

KEY TO LOG TERMS & SYMBOLS

Symbol	Description
Strata symbols	
	CLAY, Calcareous
	LIMESTONE, weathered
	LIMESTONE
	CLAY, sandy
	LIMESTONE, severely weathered
	CLAY
	SAND, clayey
	Description not given for: "CX9"
Soil Samplers	
	Thin Wall Shelby Tube

Symbol	Description
	Auger
	THD Cone Penetration Test

Notes:

1. Exploratory borings were drilled on dates indicated using truck mounted drilling equipment.

2. Water level observations are noted on boring logs.

3. Results of tests conducted on samples recovered are reported on the boring logs. Abbreviations used are:

DD = natural dry density (pcf)	LL = liquid limit (%)
MC = natural moisture content (%)	PL = plastic limit (%)
Uncon.= unconfined compression (ksf)	PI = plasticity index
P.Pen.= hand penetrometer (tsf)	-200 = percent passing #200

4. Rock Cores
   - REC = (Recovery) sum of core sample recovered divided by length of run, expressed as percentage.
   - RQD = (Rock Quality Designation) sum of core sample recovery 4" or greater in length divided by the run, expressed as percentage.

FIGURE:15

SWELL TEST RESULTS

BORING NO.	DEPTH (FEET)	UNIT WEIGHT	ATTERBERG LIMITS			IN-SITU MOISTURE CONTENT	FINAL MOISTURE CONTENT	LOAD (PSF)	VERTICAL SWELL %
			LL	PL	PI				
B-2	5-6	113.1	48	16	32	13.2	21.0	688	2.5
	6-7	121.8	42	17	25	13.4	16.5	813	1.4
B-3	2-3	109.7	48	19	29	19.8	21.2	313	1.3
	6-7	108.8	49	19	30	12.6	23.2	813	2.3
B-4	3-4	101.5	60	20	40	20.9	26.0	438	5.4
	6-7	118.0	-	-	-	14.7	17.7	813	2.2
	7-8	86.6	69	24	45	34.0	38.2	938	4.8
B-7	5-6	120.9	42	17	25	14.4	15.7	688	1.4
B-8	2-3	104.6	59	20	39	21.5	23.2	313	2.8
	7-8	110.8	50	20	30	19.2	19.8	937	0.0
B-10	5-6	117.7	44	17	27	15.6	16.7	688	1.6
	9-10	116.3	55	18	37	16.7	17.0	1,188	0.5
B-11	4-5	112.0	50	18	32	16.7	19.0	563	2.3

PROCEDURE:

1. The subject sample is placed in a confined ring. Then, the design load (including overburden) is applied to the sample.
2. The confined ring with the sample is then submerged with free water with surfactant and allowed to swell completely.
3. Once the swell movement stabilized, the design load was removed and the sample was retrieved for final moisture content determination.

LIME SERIES RESULTS

BORING NO.	DEPTH (FEET)	LIME ADDED (%)	LIQUID LIMIT (%)	PLASTIC LIMIT (PL)	PLASTICITY INDEX (PI)
B-3	0-1	0%	51	19	32
		4%	46	29	17
		6%	44	29	15
		8%	44	32	12
		10%	40	32	8
B-6	0-1	0%	68	23	45
		4%	52	34	18
		6%	51	36	15
		8%	51	37	14
		10%	50	39	11

ALLIANCE GEOTECHNICAL GROUP

Project No: DE26-018

LIME SERIES TEST RESULTS

DESOTO HIGH SCHOOL
DESOTO, TEXAS

FIGURE NO: 17

TAB D

Credit build-up — collector drainage

Credit build-up — collector drainage

Basis: General Conditions §7.3.7 — credit at the actual cost of the original collector drainage Work. Pipe, installation labor and haul-off amounts are the direct costs carried in the Hellas Contract estimate for each field; trench gravel is calculated on a 3 ft × 3 ft section along the Contract collector pipe; overhead and profit apply to the credit through the mark-up on the net of credits and additions (Tab A).

Item	Labor	Material & Equipment	Credit (direct cost)
Baseball — collector pipe and installation	($12,702.50)	($16,525.00)	($29,227.50)
Softball — collector pipe and installation	($6,725.00)	($8,610.00)	($15,335.00)
Practice Field — collector pipe and installation	($23,311.50)	($30,920.00)	($54,231.50)
Trench gravel, 3 ft × 3 ft — Baseball & Softball, 2,166 LF (1,010.80 TN)	—	($45,486.00)	($45,486.00)
Trench gravel, 3 ft × 3 ft — Practice Field, 1,930 LF (900.67 TN)	—	($40,530.15)	($40,530.15)
Trench gravel placement labor — 1,911.47 TN	($7,492.96)	—	($7,492.96)
Trench spoil haul-off — 97 loads	—	($15,520.00)	($15,520.00)
Total credit	**($50,231.96)**	**($157,591.15)**	**($207,823.11)**

Method

Each field's complete Contract collector pipe system is credited (pipe material, installation labor, and the 3 ft × 3 ft trench gravel around the pipe with its placement labor; gravel at 9 CF per LF and 1.40 TN per CY), and the complete revised pipe system is added back at current pricing (Attachment A, Section C). Both sides are therefore priced on the same basis, with no netting of individual pipe sizes.

What is not credited, and why

Equipment, fuel, crew lodging, per diem and supervision are not part of the credit. These costs support all of the Work on each field — excavation, subgrade, stone base, curbs and turf — and they are still incurred; replacing the collector pipe does not reduce them. Correspondingly, the equipment, fuel and crew costs included in the additions are limited to the detention gallery operation (Attachment A, Section D), which is new Work with no counterpart in the Contract.

Flat panel drains

The flat panel drains were removed at award by Deduct Alternate (Baseball $11,850; Softball $5,015; Practice Field $21,060 — Exhibit E). Those amounts ($37,925 total) were already credited against the Contract Sum and are not credited again here. The drains are reinstated at no cost to the District: their cost ($45,922.00 direct, material and installation) is shown in Attachment A, Section G, and credited in full by Hellas in Section B.

TAB E

Contract Time — duration analysis and project schedule (data date October 28, 2026)

Contract Time — duration analysis

Requested under General Conditions §7.1.4.6 with this Change Proposal, in working days (Monday–Friday), for each field. On each field the detention galleries and flat panel drains precede the drainage stone and synthetic turf; the outflow control structures, headwalls and level spreader run concurrently with other Work on that field. The extension is based on approval of this Change Order on October 28, 2026; any period between that date and execution is added day for day. Weather days are not included and remain subject to the Contract. The current project schedule follows this page.

Suspension period

Suspension period	Date / days	Basis
Last day of activity on site	September 8, 2026	Moisture conditioning (A3510, A3570) started; drainage Work placed on hold pending revised design
Revised Construction Set issued	October 19, 2026	Revision 1 (10/6/2026) — City comments, Baseball drainage
Field work resumes	November 2, 2026	Practice Field mobilization, per current schedule
Suspension period	**38 working days**	Applies to all three fields

Extension by field (working days)

Field	Suspension	Added Work (field critical path)	Extension	Forecast completion
Baseball	38	Galleries A3780 11 + flat drains A3870 4 = 15	**53**	02-Apr-27
Softball	38	Galleries A3790 5 + flat drains A3860 4 = 9	**47**	11-Feb-27
Practice Field	38	Galleries A3800 20 + flat drains A3850 8 = 28	**66**	16-Apr-27

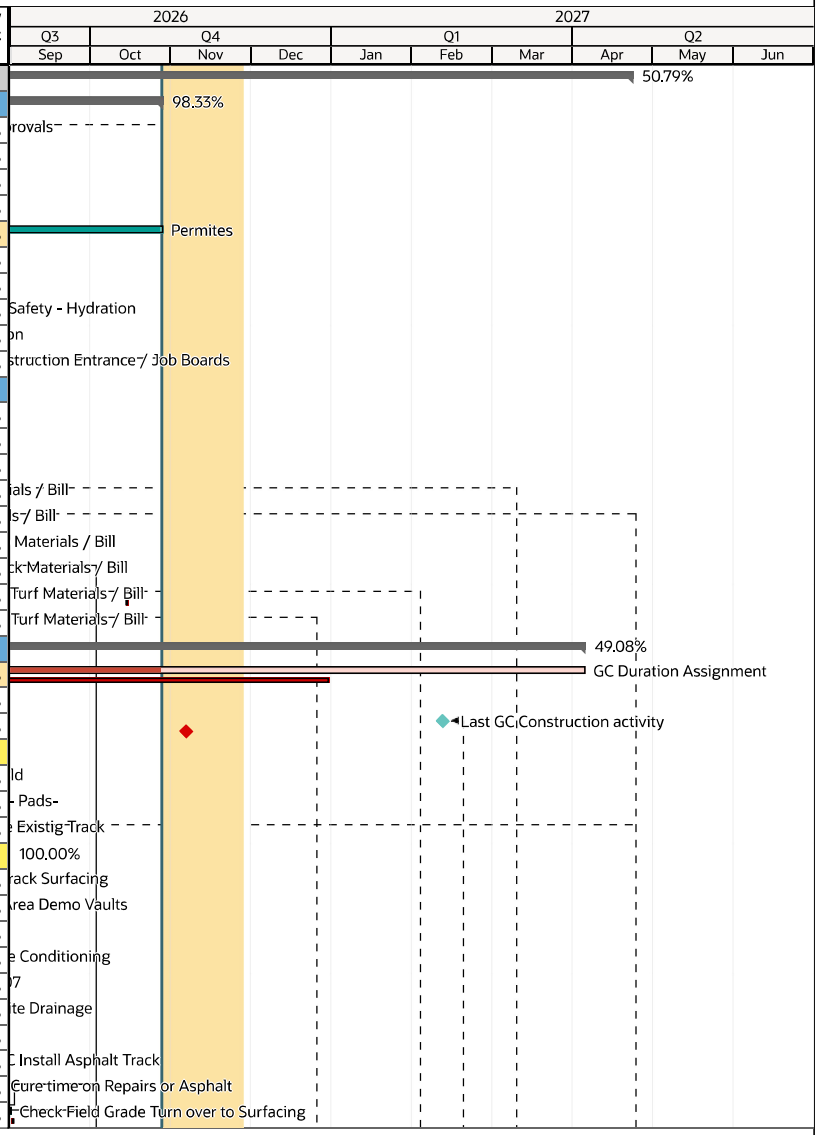
Forecast completion is the later of turf installation and fencing for each field in the current schedule (data date October 28, 2026). Substantial Completion SC1500: 16-Apr-27.

260416 / 0560-2

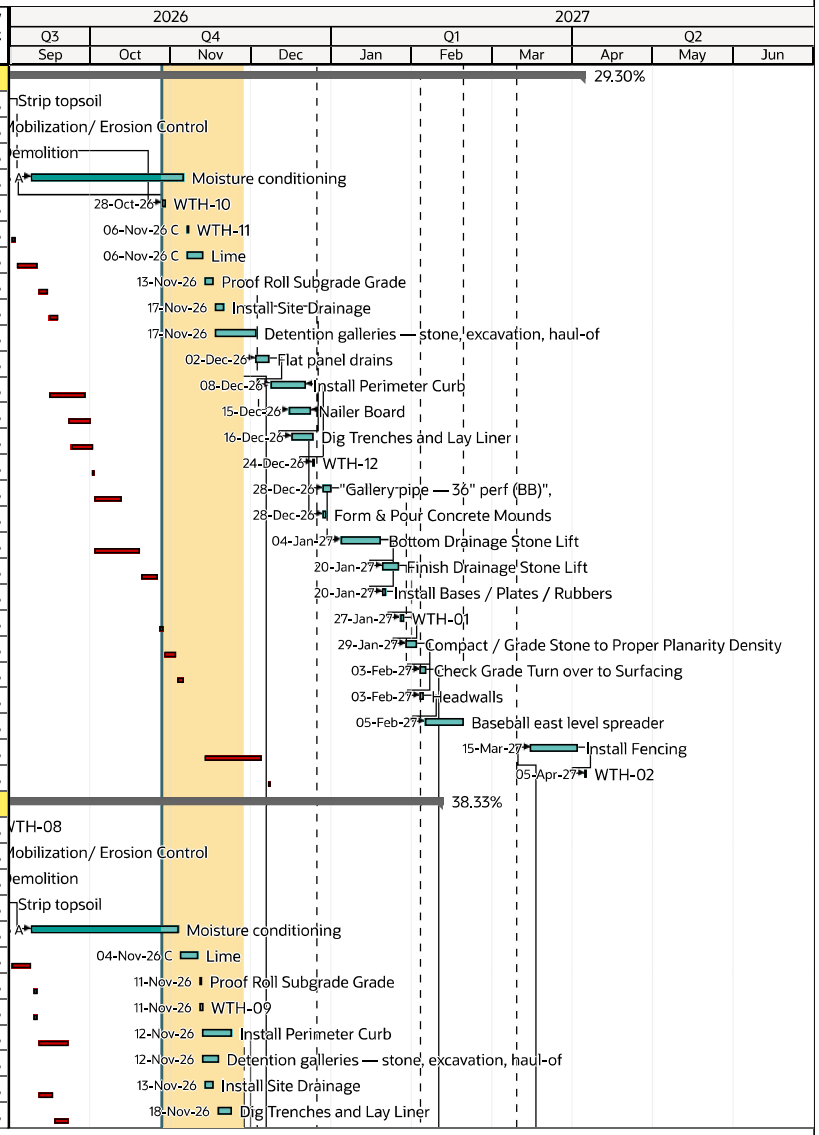
28-Oct-26 01:07 p.m.

DISD Desoto HS - Athletic Renovations

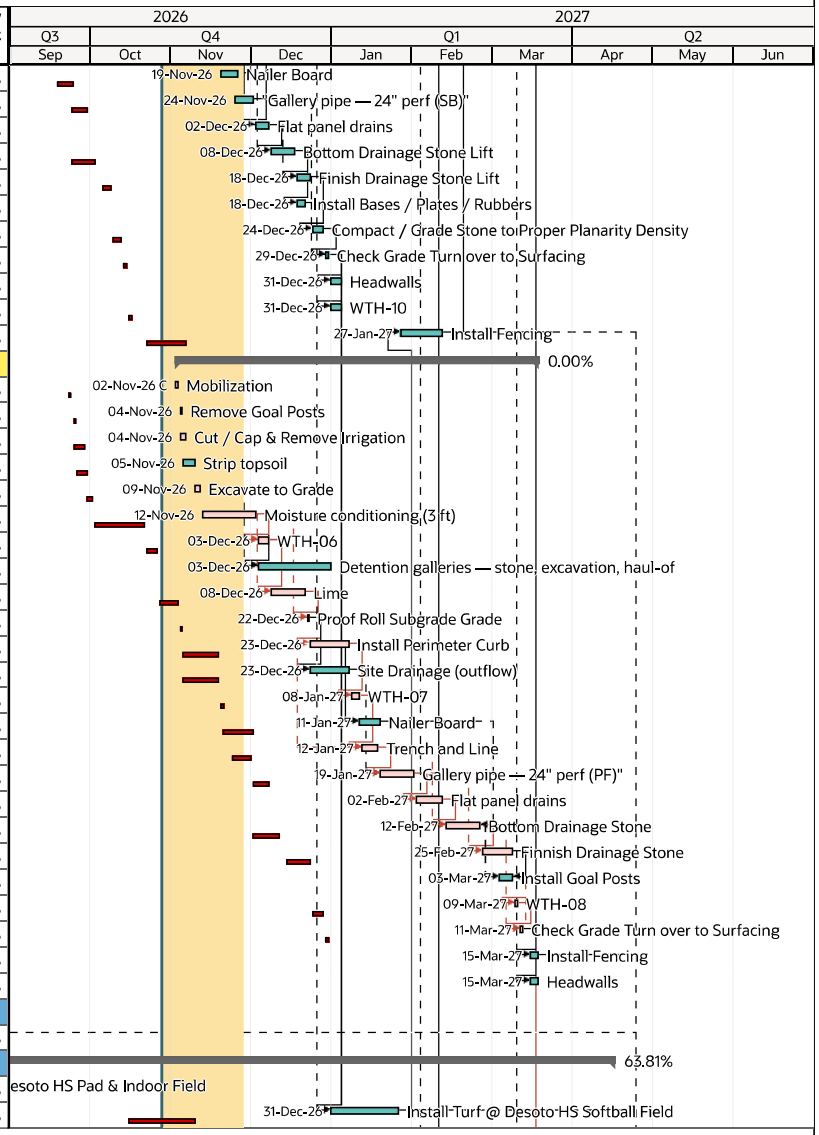
	ID	Name	Re... Du...	Start	Finish	Activity Status	Pla... Dur...	Activity Percent Compl...
1	260416 / 0560-2...	DISD Desoto HS - Athletic Renovations	125d	28-Apr-26 A	23-Apr-27		254d	
2	Pre-Constructio...	Pre-Construction	1d	28-Apr-26 A	28-Oct-26		60d	
3	A3410	Drawing / Design / Approvals	0d	28-Apr-26 A	25-Jun-26 A	Completed	12d	100.00%
4	A3470	Submittals	0d	07-May-26 A	14-Jul-26 A	Completed	4d	100.00%
5	A1840	Contracts / PO signed	0d	11-May-26 A		Completed	0d	100.00%
6	A1850	Project NTP	0d	28-May-26 A		Completed	0d	100.00%
7	A3460	Permites	1d	28-May-26 A	28-Oct-26	In Progress	10d	90.00%
8	A3590	WTH-05	0d	28-May-26 A	14-Jul-26 A	Completed	1d	100.00%
9	M1500	Mobilization	0d	29-May-26 A	02-Jun-26 A	Completed	3d	100.00%
10	A1860	Survey Project / Radius Mons / Safety - Hydration	0d	29-May-26 A	02-Jun-26 A	Completed	3d	100.00%
11	A1870	Storm Water Pollution Prevention	0d	03-Jun-26 A	04-Jun-26 A	Completed	2d	100.00%
12	A1880	Establish Construction Entrance / Job Boards	0d	20-Jul-26 A	21-Jul-26 A	Completed	2d	100.00%
13	Overview and ...	Material Orders	0d	28-May-26 A	28-Jul-26 A		98d	
14	O1000	Order Turf Materials	0d	28-May-26 A	29-May-26 A	Completed	2d	100.00%
15	O1001	Order Track Materials	0d	28-May-26 A	29-May-26 A	Completed	2d	100.00%
16	O1500	Order Job Materials	0d	28-May-26 A	29-May-26 A	Completed	2d	100.00%
17	B260561	PRACTICE Turf Materials / Bill	0d	30-Jun-26 A	30-Jun-26 A	Completed	1d	100.00%
18	B260416	INDOOR Turf Materials / Bill	0d	30-Jun-26 A	30-Jun-26 A	Completed	1d	100.00%
19	B1500	Receive Job Materials / Bill	0d	24-Jul-26 A	27-Jul-26 A	Completed	2d	100.00%
20	B260560	Receive Track Materials / Bill	0d	24-Jul-26 A	27-Jul-26 A	Completed	2d	100.00%
21	B260562-BB	BASEBALL Turf Materials / Bill	0d	25-Jul-26 A	28-Jul-26 A	Completed	1d	100.00%
22	B260562-SB	SOFTBALL Turf Materials / Bill	0d	25-Jul-26 A	28-Jul-26 A	Completed	1d	100.00%
23	WBS11 - GC Ov...	GC Overview	111d	28-May-26 A	05-Apr-27		218d	
24	A2160	GC Duration Assignment	111d	28-May-26 A	05-Apr-27	In Progress	218d	49.08%
25	A2210	First NEW GC Activity	0d	28-May-26 A		Completed	0d	100.00%
26	A3030	Last GC Construction activity	0d		11-Feb-27	Not Started	0d	0.00%
27	260416 - Ind...	Indoor Turf Field and Track Restripe	0d	28-May-26 A	17-Jul-26 A		36d	
28	A3440	Demor Remove Existing Turf Field	0d	28-May-26 A	02-Jun-26 A	Completed	4d	100.00%
29	A3450	Regrade asNeeded- Pads-	0d	03-Jun-26 A	07-Jul-26 A	Completed	4d	100.00%
30	A3430	Clean and Strpe Existig Track	0d	07-Jul-26 A	17-Jul-26 A	Completed	4d	100.00%
31	260560 - TK ...	Track Construction	0d	29-Jun-26 A	31-Aug-26 A		45d	
32	D1001	Demo / Remove Track Surfacing	0d	29-Jun-26 A	09-Jul-26 A	Completed	4d	100.00%
33	A2230	Clean off D Zone Area Demo Vaults	0d	07-Jul-26 A	09-Jul-26 A	Completed	3d	100.00%
34	A3630	WTH-06	0d	28-Jul-26 A	28-Jul-26 A	Completed	0d	100.00%
35	A2310	Moisture Conditioning	0d	29-Jul-26 A	07-Aug-26 A	Completed	10d	100.00%
36	A3640	WTH-07	0d	05-Aug-26 A	10-Aug-26 A	Completed	0d	100.00%
37	A2340	Install Site Drainage	0d	06-Aug-26 A	07-Aug-26 A	Completed	4d	100.00%
38	A2270	1' Cap	0d	06-Aug-26 A	11-Aug-26 A	Completed	5d	100.00%
39	A1140	HMAC Install Asphalt Track	0d	12-Aug-26 A	13-Aug-26 A	Completed	2d	100.00%
40	A1130	Cure time on Repairs or Asphalt	0d	13-Aug-26 A	28-Aug-26 A	Completed	12d	100.00%
41	A2360	Check Field Grade Turn over to Surfacing	0d	31-Aug-26 A	31-Aug-26 A	Completed	1d	100.00%



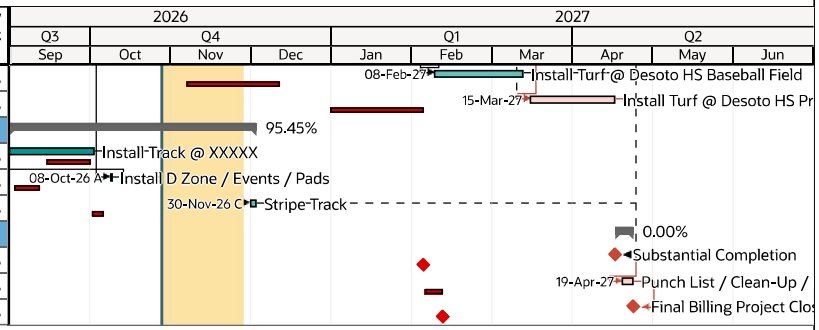
ID	Name	Re... Du...	Start	Finish	Activity Status	Pla... Dur...	Activity Percent Compl...
42	260562 - BB ... Baseball Construction	111d	24-Aug-26 A	05-Apr-27		157d	
43	A3090 Strip topsoil	0d	24-Aug-26 A	31-Aug-26 A	Completed	3d	100.00%
44	A3500 Mobilization/ Erosion Control	0d	24-Aug-26 A	24-Aug-26 A	Completed	1d	100.00%
45	A3540 Demolition	0d	24-Aug-26 A	25-Aug-26 A	Completed	2d	100.00%
46	A3510 Moisture conditioning	5d	08-Sep-26 A	05-Nov-26	In Progress	5d	0.00%
47	A3650 WTH-10	2d	28-Oct-26	29-Oct-26	Not Started	2d	0.00%
48	A3660 WTH-11	0d	06-Nov-26 C	06-Nov-26	Not Started	0d	0.00%
49	A3520 Lime	5d	06-Nov-26 C	12-Nov-26	Not Started	5d	0.00%
50	A3060 Proof Roll Subgrade Grade	2d	13-Nov-26	16-Nov-26	Not Started	2d	0.00%
51	A3380 Install Site Drainage	4d	17-Nov-26	20-Nov-26	Not Started	4d	0.00%
52	A3780 Detention galleries — stone, excavation, haul-of	11d	17-Nov-26	02-Dec-26	Not Started	11d	0.00%
53	A3870 Flat panel drains	4d	02-Dec-26	07-Dec-26	Not Started	4d	0.00%
54	A3070 Install Perimeter Curb	10d	08-Dec-26	21-Dec-26	Not Started	10d	0.00%
55	A3040 Nailer Board	7d	15-Dec-26	23-Dec-26	Not Started	7d	0.00%
56	A3100 Dig Trenches and Lay Liner	7d	16-Dec-26	24-Dec-26	Not Started	7d	0.00%
57	A3670 WTH-12	1d	24-Dec-26	24-Dec-26	Not Started	1d	0.00%
58	A2980 "Gallery pipe — 36" perf (BB)",	4d	28-Dec-26	31-Dec-26	Not Started	4d	0.00%
59	A3750 Form & Pour Concrete Mounds	2d	28-Dec-26	29-Dec-26	Not Started	2d	0.00%
60	A3320 Bottom Drainage Stone Lift	12d	04-Jan-27	19-Jan-27	Not Started	12d	0.00%
61	A3330 Finish Drainage Stone Lift	5d	20-Jan-27	26-Jan-27	Not Started	5d	0.00%
62	A3760 Install Bases / Plates / Rubbers	2d	20-Jan-27	21-Jan-27	Not Started	2d	0.00%
63	A3680 WTH-01	2d	27-Jan-27	28-Jan-27	Not Started	2d	0.00%
64	A3340 Compact / Grade Stone to Proper Planarity Density	3d	29-Jan-27	02-Feb-27	Not Started	3d	0.00%
65	A3000 Check Grade Turn over to Surfacing	3d	03-Feb-27	05-Feb-27	Not Started	3d	0.00%
66	A3810 Headwalls	2d	03-Feb-27	04-Feb-27	Not Started	2d	0.00%
67	A3880 Baseball east level spreader	10d	05-Feb-27	18-Feb-27	Not Started	10d	0.00%
68	A3050 Install Fencing	15d	15-Mar-27	02-Apr-27	Not Started	15d	0.00%
69	A3690 WTH-02	1d	05-Apr-27	05-Apr-27	Not Started	1d	0.00%
70	260562 - SB ... Softball Construction	74d	24-Aug-26 A	11-Feb-27		120d	
71	A3700 WTH-08	0d	24-Aug-26 A	24-Aug-26 A	Completed	2d	100.00%
72	A3530 Mobilization/ Erosion Control	0d	24-Aug-26 A	25-Aug-26 A	Completed	2d	100.00%
73	A3550 Demolition	0d	24-Aug-26 A	25-Aug-26 A	Completed	2d	100.00%
74	A3560 Strip topsoil	0d	25-Aug-26 A	31-Aug-26 A	Completed	2d	100.00%
75	A3570 Moisture conditioning	5d	08-Sep-26 A	03-Nov-26	In Progress	10d	50.00%
76	A3580 Lime	5d	04-Nov-26 C	10-Nov-26	Not Started	5d	0.00%
77	A3230 Proof Roll Subgrade Grade	1d	11-Nov-26	11-Nov-26	Not Started	1d	0.00%
78	A3710 WTH-09	2d	11-Nov-26	12-Nov-26	Not Started	2d	0.00%
79	A3200 Install Perimeter Curb	8d	12-Nov-26	23-Nov-26	Not Started	8d	0.00%
80	A3790 Detention galleries — stone, excavation, haul-of	5d	12-Nov-26	18-Nov-26	Not Started	5d	0.00%
81	A3390 Install Site Drainage	2d	13-Nov-26	16-Nov-26	Not Started	2d	0.00%
82	A3220 Dig Trenches and Lay Liner	4d	18-Nov-26	23-Nov-26	Not Started	4d	0.00%



	ID	Name	Re... Du...	Start	Finish	Activity Status	Pla... Dur...	Activity Percent Compl...
83	A3210	Nailer Board	5d	19-Nov-26	25-Nov-26	Not Started	5d	0.00%
84	A3190	"Gallery pipe — 24" perf (SB)"	5d	24-Nov-26	01-Dec-26	Not Started	5d	0.00%
85	A3860	Flat panel drains	4d	02-Dec-26	07-Dec-26	Not Started	4d	0.00%
86	A3350	Bottom Drainage Stone Lift	8d	08-Dec-26	17-Dec-26	Not Started	8d	0.00%
87	A3360	Finish Drainage Stone Lift	4d	18-Dec-26	23-Dec-26	Not Started	4d	0.00%
88	A3770	Install Bases / Plates / Rubbers	2d	18-Dec-26	21-Dec-26	Not Started	2d	0.00%
89	A3370	Compact / Grade Stone to Proper Planarity Density	2d	24-Dec-26	28-Dec-26	Not Started	2d	0.00%
90	A3130	Check Grade Turn over to Surfacing	2d	29-Dec-26	30-Dec-26	Not Started	2d	0.00%
91	A3820	Headwalls	2d	31-Dec-26	04-Jan-27	Not Started	2d	0.00%
92	A3720	WTH-10	2d	31-Dec-26	04-Jan-27	Not Started	2d	0.00%
93	A3160	Install Fencing	12d	27-Jan-27	11-Feb-27	Not Started	12d	0.00%
94	260561 - Pra...	Practice Field Construction	96d	02-Nov-26	18-Mar-27		96d	
95	D1510	Mobilization	2d	02-Nov-26 C	03-Nov-26	Not Started	2d	0.00%
96	D1500	Remove Goal Posts	1d	04-Nov-26	04-Nov-26	Not Started	1d	0.00%
97	D1000	Cut / Cap & Remove Irrigation	3d	04-Nov-26	06-Nov-26	Not Started	3d	0.00%
98	A3480	Strip topsoil	3d	05-Nov-26	09-Nov-26	Not Started	3d	0.00%
99	A2070	Excavate to Grade	3d	09-Nov-26	11-Nov-26	Not Started	3d	0.00%
100	A2090	Moisture conditioning (3 ft)	14d	12-Nov-26	02-Dec-26	Not Started	14d	0.00%
101	A3600	WTH-06	3d	03-Dec-26	07-Dec-26	Not Started	3d	0.00%
102	A3800	Detention galleries — stone, excavation, haul-of	20d	03-Dec-26	31-Dec-26	Not Started	20d	0.00%
103	A3490	Lime	10d	08-Dec-26	21-Dec-26	Not Started	10d	0.00%
104	A2150	Proof Roll Subgrade Grade	1d	22-Dec-26	22-Dec-26	Not Started	1d	0.00%
105	A2120	Install Perimeter Curb	10d	23-Dec-26	07-Jan-27	Not Started	10d	0.00%
106	A2370	Site Drainage (outflow)	10d	23-Dec-26	07-Jan-27	Not Started	10d	0.00%
107	A3610	WTH-07	2d	08-Jan-27	11-Jan-27	Not Started	2d	0.00%
108	A2130	Nailer Board	7d	11-Jan-27	19-Jan-27	Not Started	7d	0.00%
109	A2140	Trench and Line	5d	12-Jan-27	18-Jan-27	Not Started	5d	0.00%
110	A2110	Gallery pipe — 24" perf (PF)"	10d	19-Jan-27	01-Feb-27	Not Started	10d	0.00%
111	A3850	Flat panel drains	8d	02-Feb-27	11-Feb-27	Not Started	8d	0.00%
112	A2180	Bottom Drainage Stone	9d	12-Feb-27	24-Feb-27	Not Started	9d	0.00%
113	A3400	Finnish Drainage Stone	8d	25-Feb-27	08-Mar-27	Not Started	8d	0.00%
114	A3730	Install Goal Posts	4d	03-Mar-27	08-Mar-27	Not Started	4d	0.00%
115	A3620	WTH-08	2d	09-Mar-27	10-Mar-27	Not Started	2d	0.00%
116	A2050	Check Grade Turn over to Surfacing	2d	11-Mar-27	12-Mar-27	Not Started	2d	0.00%
117	A3740	Install Fencing	4d	15-Mar-27	18-Mar-27	Not Started	4d	0.00%
118	A3830	Headwalls	4d	15-Mar-27	18-Mar-27	Not Started	4d	0.00%
119	260416 - Tenni...	Tennis Courts	0d	02-Jul-26 A	02-Jul-26 A		1d	
120	TN1500	Tennis Resurfacing	0d	02-Jul-26 A	02-Jul-26 A	Completed	1d	100.00%
121	Turf - Turf Surf...	Turf Surfacing	76d	22-Jun-26 A	16-Apr-27		210d	
122	TF260416	Install Turf @ Desoto HS Pad & Indoor Field	0d	22-Jun-26 A	17-Jul-26 A	Completed	16d	100.00%
123	TF260562-SB	Install Turf @ Desoto HS Softball Field	18d	31-Dec-26	26-Jan-27	Not Started	18d	0.00%



	ID	Name	Re... Du...	Start	Finish	Activity Status	Pla... Dur...	Activity Percent Compl...
124	TF260562-BB	Install Turf @ Desoto HS Baseball Field	25d	08-Feb-27	12-Mar-27	Not Started	25d	0.00%
125	TF260561	Install Turf @ Desoto HS Practice Field	25d	15-Mar-27	16-Apr-27	Not Started	25d	0.00%
126	Track - Track Su...	Track Surfacing	3d	31-Aug-26 A	02-Dec-26		66d	
127	TR1500	Install Track @ XXXXX	0d	31-Aug-26 A	02-Oct-26 A	Completed	15d	100.00%
128	TR1510	Install D Zone / Events / Pads	0d	08-Oct-26 A	08-Oct-26 A	Completed	1d	100.00%
129	ST1500	Stripe Track	3d	30-Nov-26 C	02-Dec-26	Not Started	3d	0.00%
130	Close Out - Clo...	Close Out	5d	16-Apr-27	23-Apr-27		5d	
131	SC1500	Substantial Completion	0d		16-Apr-27	Not Started	0d	0.00%
132	PL1500	Punch List / Clean-Up / Final Walk	5d	19-Apr-27	23-Apr-27	Not Started	5d	0.00%
133	FB1500	Final Billing Project Closed	0d		23-Apr-27	Not Started	0d	0.00%



TAB F

RFI log

RFI log

RFI	Subject	Status
RFI-11	36" perforated pipe quantity — Sheet C5.1 table vs. C5.4 section	Closed — 10/19/26 C5.1 shows 747 LF, matching plan callouts
RFI-12	Practice Field drainage trench section	Closed — 10/19/26 C5.6 trench detail: 20 ft wide x 4'-3" deep, one 24" line