Agenda of Special Called / Workshop Meeting

The Board of Trustees
Copperas Cove Independent School District

A Special Called / Workshop Meeting of the Board of Trustees of Copperas Cove Independent School District will be held December 8, 2025, beginning at 6:00 PM in the CCISD Board Room, 408 S. Main St., Copperas Cove, TX 76522.

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. Call to Order
2. Mission Statement:
   The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction, which inspires academic success, personal excellence, and responsible citizenship.
3. Citizen Comments
4. Certificate of Election, Oaths of Office and Statement of Office
5. Reorganization of the Board of Trustees
6. Good Things
   A) Student: 4
      - CCHS Varsity Football Team
      - National Math Stars Finalist
      - FFA Quiz Team
      - Speech & Debate Team

   B) Staff: 5
      - Retirements
7. Information Items
   A) Principal Report: 6
      - Mae Stevens Early Learning Academy
      - Martin Walker Elementary
      - J.L. Williams/Lovett Ledger Elementary
      - House Creek Elementary
      - Hettie Halstead Elementary

- Fairview/Miss Jewell Elementary
- C.R. Clements/Hollie Parsons Elementary
- SC Lee Junior High School
- Copperas Cove Junior High School
- Crossroads High School
- Copperas Cove High School

B) Instructional Services: 28
- Special Needs
- Digital Learning & Innovation
- Counseling and Student Support

C) Operations & Support: 32
- Health / Nursing
- Child Nutrition
- Safety & Security
- Transportation
- Maintenance & Facilities

D) Specialized Programs & Activities: 78
- CTE (Career & Technical Education)
- Athletics
- Fine Arts

E) Finance: 83
- Tax Report | Analysis of Delinquent Taxes & Services
- Monthly | Quarterly Financial Report
- Financial Statements & Payment of Bills

F) Human Resources: 99
- New Hires 2025 - 2026 School Year
- Resignations
- Personnel Vacancies
- Support Personnel Vacancies

G) Technology Department 107

H) Board Activity Calendar: 113
- December 2025
- January 2026

8. Administrative Reports
   A) Construction Report - Dr. Hawkins
   B) College for All Report - Dr. Hawkins
9. Consent Agenda
   A) Board of Trustees Meeting Minutes 115
      - Special Called Meeting — November 14, 2025
      - Workshop Meeting — November 17, 2025
      - Regular Meeting — November 18, 2025
   B) Items Exceeding $50,000
      1. Consider and Discuss Copperas Cove High School Roof Repair (Honey's Roofing LLC, TIPS 24060401 - $147,975.00) 121

2. Re-Consider and Possible Action to Approve Bid for White Fleet Vehicles - $190,000.00 from Budgeted Funds 125

C) Out of State Trip(s) 126
Legislative Action Conference (School Nutrition Association) March 7-10, 2026 — Washington, DC

D) Consideration to Approve Board Policy Update 126 129

E) Consideration to Approve an Interlocal Agreement for the 2026–2027 School Year with the Region 10 Education Service Center for Child Nutrition Cooperative Purchasing and Commodity Processing 161

F) Consideration to Approve District Plan for 2025-2026 School Year 176

G) Consideration to Approve Campus Plans for 2025-2026 School Year 199

H) Consideration to Approve Local Improvement Plan for Hettie Halstead Elementary

I) Consideration to Approve the Purchase of Recommended Library Books 580

10. Action Items
    A) Deliberation and possible action to select an architect for the 2025 Bond Projects and Construction Manager-Agent delivery method
    B) Deliberation and possible action to approve the Owner-Construction Manager-Agent Agreement for the 2025 Bond Projects
    C) Deliberation and possible action to determine the prevailing wage rate for the 2025 Bond Projects
    D) Deliberation and possible action to delegate authority to the Superintendent of Schools regarding the 2025 Bond Projects
    E) Consideration to Approve the Purchase of Six K-5 Elementary Playgrounds (Lea Park & Play BuyBoard #781-25, $2,693,185.68 - Fund Balance) 602
11. Closed Meeting:
    If, during the course of the meeting, the Board determines that a closed session is required, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Tex. Government Code, including but not limited to:
    551.071, Consultation with Attorney
    551.072, Real Property
    551.074, Personnel Matters
    551.075, Conference with Employees
    551.076, Security Devices
    551.082, School Children/District Employees/Disciplinary Matter or Complaint
    551.083 Considering the standards, guidelines, terms, or conditions the Board will follow or will instruct its representatives to follow, in consultation with representatives of employee groups
    551.084, Investigation
    A) 557.074 - Personnel Matters
        1. Superintendent Self Report
12. Reconvene Meeting
13. Consideration to Approve Hiring Professional Employee
14. Consideration to Approve Items Discussed in Closed Session
15. Adjournment

Copperas Cove ISD does not discriminate against any person because of race, color, religion, sex, national origin, disability, age or on any other basis prohibited by law.

Board of Trustees

Date of Meeting: December 15, 2025

Item Type: Recognition

Item Name	Student Recognition
District Goal	Communications/Community Partnerships: Promote positive undertakings in CCISD that demonstrate effective learning, highlight district successes, and share student college and career readiness.
Summary (Purpose/ Objective)	1) Recognition of CCHS Varsity Football Team for finishing in the top four in District 12-6A and advancing to the UIL Class 6A Division II playoffs 2) Recognition of Ellie Carpenter for being named National Math Stars finalist 3) Recognition of the FFA Quiz Team, Chapter Conducting team, Greenhand Team and individuals for placing at the Bosque River District LDE Contest 4) Speech & Debate students who have qualified for State
Fiscal Impact	N/A
Administrative Recommendation	N/A
Attachments	N/A

Contact Person: Kurtis Quillin, Director of Communications and Public Information

E-Mail Address: quillink@ccisd.com

revised 12.12.2018

Board of Trustees

Date of Meeting: December 16, 2025

Item Type: Recognition

Item Name	Staff Recognition
District Goal	Communications/Community Partnerships: Promote positive undertakings in CCISD that demonstrate effective learning, highlight district successes, and share student college and career readiness.
Summary (Purpose/ Objective)	1) Presentations of staff retirements with 20+ years of service in public schools
Fiscal Impact	N/A
Administrative Recommendation	N/A
Attachments	N/A

Contact Person: Kurtis Quillin, Director of Communications and Public Information

E-Mail Address: quillink@ccisd.com

revised 12.12.2018

Copperas Cove Independent School District
408 South Main
Copperas Cove, Texas 76522

School Board Report
Mae Stevens Early Learning Academy
December 2025

Enrollment	Students on Campus	Attendance Rate
Total	290	93.7% (3rd 6 Weeks)
		94.4 (Annual overall)

Mae Stevens is the place to be for the month of December!

Great things:

- We had 146 parents/family members RSVP for our Thanksgiving feast on November 18.
- We held our annual veterans' parade and reception for our Mae Stevens' families' veterans on November 7
- We took our first field trip on November 14. Students walked to the Cinergy movie theater and enjoyed a movie about migration and families. We had many family members join us, and the students had a wonderful time-many had never been in a movie theater. A shout out to Cinergy Movie Theater for being an outstanding community partner!

Attendance matters:

- Mae Stevens has a goal to increase our attendance rate this year! As of right now, we are at 94.4%, staying above our goal of 94%. In addition, last year during the 3rd 6 weeks, our ADA was 90.6%, so we are showing good improvement this year!

What are we learning:

- Students are learning about showing compassion and making good independent choices, recognizing rhyming words, the letters Y and Z, the big 8 sight words, how to compare and contrast, counting up to 15, counting up to 10 objects, identifying 0-5, shapes of oval and rectangle, and AABB patterns, and about holidays, Christmas around the world, baking and recipes, gingerbread

What is coming up in December:

- We will be celebrating the holidays with the 15 days of Christmas carols: dress up days, trivia, contests, potlucks and prizes to go forth into the holiday season with joy!

- Our PTO is sponsoring a Christmas store fundraiser and students will be able to shop for affordable gifts for their family.
- We will have an angel tree where staff and students will be able to help students and their families that are in need.
- Both the SCLee and CCJH bands will be coming to perform for our students in December! We love being a part of their holiday tour!
- We will be hosting our annual Holiday Family Reading Night on December 16 from 4:30-6PM. Staff read stories and complete fun activities with our students and families.

The Mae Stevens Family is thankful for the commitment from the school board and district for investing in our students' well-being and educational growth. Please always feel welcome to stop in and join us for any of our events! We appreciate the time you take investing in our students and staff! Go Dawgs! May you have a peaceful holiday break full of love and rest!

Heather Peacock, Principal
Mae Stevens Early Learning Academy

Martin Walker Elementary School

100 FM 3046 · Copperas Cove, Texas 76522 · Phone (254) 547-2238 · Fax (254) 547-5984

Kelly Thompson, Principal
Emily Swank, Assistant Principal
Susan McGuire, Principal's Secretary
Hillary Newton, Counselor

Copperas Cove ISD School Board Report

Martin Walker Elementary, December 2025

Grade Level	Enrollment	YTD Attendance
Kindergarten	57	95.45
1st Grade	53	95.35
2nd Grade	55	96.17
3rd Grade	64	95.20
4th Grade	58	97.00
5th Grade	55	95.86
Total	**360**	**95.83**

Campus Happenings and Activities

November was packed with fun, family engagement, and memorable experiences at Martin Walker Elementary! We hosted over 175 families for our Thanksgiving Lunch on November 18, creating a warm and festive atmosphere for students and their loved ones. Our first annual Kindergarten Thanksgiving Feast was a huge hit—students gathered in the gym to watch *Charlie Brown Thanksgiving* and enjoyed snacks inspired by the film.

Students had a blast during our Food Fight incentive, which was a whole lot of messy and gross fun! They also turned our counselor, Mrs. Newton, into an ice cream sundae—thank goodness we have a shower at school! PBIS points were put to good use during Hot Chips & Hoops, where students enjoyed snacks and basketball fun.

We were honored to welcome Board Member and former CCISD principal Mr. Mike Wilburn, who read a Thanksgiving story to our second graders and reconnected with former students who are now part of our MWE staff family. Our Penny Wars fundraiser for the Copperas Cove Education Foundation brought out the competitive spirit—students are eagerly awaiting to see whether Mrs. Newton or Mrs. Thompson will be covered head-to-toe in temporary tattoos!

Our World's Finest Chocolate fundraiser wrapped up with sweet rewards: students who sold five or more boxes enjoyed Pizza with the Principal, and our top sellers took home giant chocolate bars—including a five-pound bar that looked extra adorable in the hands of a tiny first grader!

November was truly a month of joy, community, and creativity at Martin Walker Elementary. We are thankful for our students, staff, and community who make these moments possible!

Upcoming December Events

- December 2: Reading Released STAAR
- December 4: Science Released STAAR & Honey Money Dress-Up Day (Hoodie Day)
- December 9: Math Released STAAR
- December 10: Kona Ice Truck
- December 11: Grade-Level Honey Money Event
- December 18: Campus Honey Money Event (Cookie Decorating)
- December 19: School-Wide Christmas Sing-Along
- Holiday-Themed Dress-Up Days every day in December

As we close out the semester, our focus remains on fostering a positive campus culture, celebrating student success, and creating meaningful learning experiences. Thank you for your continued support in making Martin Walker Elementary a place where students thrive academically and socially.

Thank you,

Kelly Thompson

Proud Principal, Martin Walker Elementary

J.L. Williams/Lovett Ledger Elementary

Every Student, Every Day… that's the Williams Ledger Way!

Principal: Jenny Cresswell
Assistant Principal: Lauryn Canto
Assistant Principal: Dianna Armstrong
Principal's Secretary: Stacey Stark
Counselor: Sarah McNeel
Counselor: Mary Mobley

Copperas Cove ISD School Board Report

Williams Ledger Elementary, December 2025

Grade Level	Enrollment	YTD Attendance
Kindergarten	88	94.78%
1st Grade	88	94.03%
2nd Grade	88	96.88%
3rd Grade	88	95.88%
4th Grade	102	95.03%
5th Grade	109	96.05%
Total	**597**	**95.5%**

Campus Happenings and Activities

November has been a month filled with gratitude, celebration, and connection at Williams Ledger Elementary. From honoring our veterans to reuniting our entire campus for an academic pep rally, our students continue to make lasting memories and meaningful progress together.

We proudly celebrated Veterans Day at both of our host campuses. At Martin Walker Elementary, our students and staff honored veterans with a drive-thru parade, complete with signs, music, and cheers of appreciation. Meanwhile, at Fairview Jewell Elementary, we hosted Bring Your Veteran to School Day, where students invited family members who served to join them for classroom visits and special recognition. Both events served as heartfelt reminders of the service and sacrifice of our nation's heroes.

This month, we made a special change to our academic pep rally—thanks to the gracious support of our Transportation Department, we were able to bus our 4th and 5th grade students from Martin Walker to Fairview Jewell so that our entire campus could reunite under one roof. It was an incredible moment for our school community to come together again. Our feeder campus, S.C. Lee Junior High, sent their cheerleaders to help pump up the energy, and our winning Champion Challenge teams got to participate in fun games on stage. We even had a surprise visit from Sparky who added extra excitement to the event!

We welcomed families for our Thanksgiving Feast, where students shared a meal and gratitude with loved ones. We also kicked off our Adventure Dash fundraiser, which encouraged students to set goals, get active, and raise funds for student activities and incentives.

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.909 Courtney Lane ▪ Copperas Cove, TX 76522 ▪ Phone: 254-542-3070 ▪ Fax: 254-542-3348/254-542-2794

Our first graders enjoyed a special guest reader, Mr. Wilburn, from the School Board, who visited to share a story and inspire our youngest learners with his passion for reading and connection to our school community. Additionally, our second graders went on a field trip to the Mayborn Museum, where they explored hands-on exhibits that enriched their science and social studies learning.

In recognition of positive choices and great behavior, we hosted a PBIS "Hot Chips & Hoops" event. Students who earned Cub Cash got to celebrate with snacks and basketball in a fun, encouraging environment. These moments help reinforce the importance of responsibility, respect, and kindness—core values we work to model daily.

As we reflect on this season of gratitude, we want to express our sincere thanks to the School Board for your continued support. Your approval of the necessary repairs to our campus and your commitment to student success mean the world to our staff, students, and families. Because of your leadership, we are one step closer to returning home to Williams Ledger and continuing our work in a fully restored environment.

November reminded us what makes Williams Ledger so special—our strong sense of community, our commitment to growth, and our shared gratitude for those who make our success possible.

Upcoming Events

- 12/2 RLA STAAR Released Testing at MWE
- 12/3 RLA STAAR Released Testing at FJE
- 12/4 Science STAAR Released Testing at MWE
- 12/4 Adventure Dash Fun Run
- 12/9 Math STAAR Released Testing at MWE
- 12/10 Math STAAR Released Testing at FJE
- 12/11 Kona Ice
- 12/5 1st Grade Field Trip to the Waco Zoo
- 12/16 3rd Grade Field Trip to Mayborn Science Theatre
- 12/18 PBIS Event: Cookies with Claus
- 12/19 Christmas Sing-Along

Jenny Cresswell, Proud Principal
Williams Ledger Elementary

CCISD Board Report

House Creek Elementary

November 18, 2025

Enrollment	Bulldawgs on Campus	Attendance Rate (YTD)
Kindergarten	88	94.86%
1st Grade	108	95.35%
2nd Grade	103	96.54%
3rd Grade	100	95.19%
4th Grade	129	96.65%
5th Grade	120	95.81%
Total	**648**	**95.73%**

Campus Happenings & Activities:

I am pleased to share the exciting events and activities that have taken place at House Creek Elementary School during the month of November.

On November 6th we held our Top Dawg Pep Rallies for our Kindergarten through 5th Grade classes to recognize students' academic accomplishments, perfect attendance, and outstanding character. Students were very excited to celebrate with the Copperas Cove High School Cheerleaders, Sparky, and the S.C. Lee Junior High Cheerleaders. A special thank you to these groups for performing for our students and filling them with school spirit and pride!

November 7th marked our annual Veteran's Day Parade. Veterans were invited to parade through the halls with their family members to be recognized by all students and staff for the sacrifices they have made for our community. After the parade they enjoyed a performance by the House Creek Choir, as well as snacks and refreshments.

The CIS 4H Club took a field trip to the Ag Department at CTC. Students toured the ranch area and learned about equine science. They also had the opportunity to go to the greenhouse and learn about horticulture and hydroponics from one of the CTC professors.

Our PTA is hosting a Little Shoppers Shoppe the week of November 17th – 21st to allow students to shop for their families for Christmas. This week students will also express our gratitude for the things we have in our lives by participating in dress-up days. Classes also competed against each other to provide more items for our Foods for Families drive. The class in each grade level that brought in the most donations won a pizza party.

We had around 200 parents join our students for a Thanksgiving Feast on November 18th. Students enjoyed sharing this special time with their families, eating lunch and spending time together.

On November 19th, our students participated in a PBIS event playing Dodgeball against their teachers. Students earned Creek Cash for following behavior expectations and working hard in class. They used their funds to participate in the dodgeball game. Students also had an opportunity to spend their Creek Cash at the Creek Cash store hosted by the PTA this month.

Every Friday we continue to recognize and celebrate our House Creek Heroes by calling student names over the intercom that are chosen by their teachers for consistently displaying our character trait of the week.

We look forward to seeing our students grow academically, socially, and emotionally this year. Thank you to our parents for working hard to ensure our students are on time for school and present each day for learning.

Upcoming Events:

December 5th: Selected members of the HCE Choir will be performing at Chic-Fil-A at 6:00 PM

December 11th: The HCE Choir will perform at the Tower Lighting Ceremony at CTC beginning at 6:00 PM.

December 16th: Choir performances – 2nd Grade at 5:00 PM, HCE Choir at 5:30 PM, and 3rd grade at 6:00 PM in the House Creek Cafeteria

December 19th – Students will participate in their classroom holiday/winter celebrations.

We look forward to fostering our students' love of learning and having a fantastic school year. House Creek Elementary is continuously grateful for all the support you provide for our campus and the district.

Carolyn Jackson
Principal
House Creek Elementary
It's a great day to be a Bulldawg!

Hettie Halstead Elementary

December 2025

Enrollment Grade	Student Enrollment	Attendance Rate (YTD) November 2025
Kindergarten	61	**96.45%**
1st Grade	88	**94.78%**
2nd Grade	67	**96.93%**
3rd Grade	57	**96.28%**
4th Grade	65	**95.95%**
5th Grade	68	**95.53%**
Total	**406**	**95.91%**

November was a packed and quick moving month filled with energy, celebrations, and learning on our campus! Throughout the month, our staff remained committed to student success by completing the second round of RtI meetings and preparing for the first released STAAR assessments—important steps in ensuring our students are ready to shine.

After-school activities continued with our Robotics and Rhythmic Basketball clubs, giving students hands-on opportunities to build skills and explore new interests. Our 3rd and 4th graders lit up the stage for music performances. We had a high-spirited campus pep rally where the Pride of Cove Drumline was a huge hit (several students have now said they want to join band and be in the drumline!). We honored our Top Dawg classes, awarded the coveted Spirit Stick, and capped it all off with a thrilling teacher-versus-student whole-body "Rock, Paper, Scissors" game! The momentum of celebration continued November 12 as we proudly hosted our Veterans Day Parade and Breakfast, a heartfelt opportunity to honor the service of our local veterans. Adding to the excitement, STUCO has been wrapping up their campus-wide tab-pull competition, where classes have raced to collect the most tabs in support of the Ronald McDonald House, showcasing both school spirit and the impact of student-led service.

We continued to celebrate student achievement and positive behavior through various initiatives, including Perfect Attendance recognition, Bulldawg of the Month awards, Positive Office Referrals, and PBIS activities. These programs continue to reinforce our commitment to building a positive school culture and strong Bulldawg Pride.

December Highlights

- **December (Ongoing):** Continuation of afterschool tutorials and clubs, including Robotics and Rhythmic Basketball.
- **December 2nd:**
  - 3rd-5th STAAR Reading Released
- **December 4th:**
  - 5th STAAR Science Released
  - Anti-Bullying Parent Workshop-PCOC
- **December 9th:**
  - 3rd-5th STAAR Math Released
- **December 10-16th :**
  - PTO Christmas Store
  - Volunteer Orientation
- **December 11th :**
  - Santa Night
- **December 17th :**
  - PTO Holiday Dinner
- **December 18th :**
  - Car Seat Inspection-PCOC

Thank you to our students, families, staff, and community for making November a success.

Dr. Tonya Sweeney

Hettie Halstead Elementary, Principal

Every Moment Counts – Time Spent Learning is Worth Every Second

Fairview/Miss Jewell Elementary

710 South 5th Street · Copperas Cove, Texas 76522 · Phone (254)547-4530 · Fax (254)547-6378

Rebekah Shuck, Principal
Vanessa Vazquez, Assistant Principal
Amanda Brown, Counselor

CCISD Board Report
Fairview/Miss Jewell Elementary School
November 2025

Attendance By Month By Grade Level

Kindergarten	93.16%
1st Grade	93.19%
2nd Grade	95.27%
3rd Grade	95.78%
4th Grade	95.35%
5th Grade	95.1%

Campus Happenings & Activities

Academic Pep Rally

In November, Fairview/Miss Jewell Elementary hosted its second **Academic Pep Rally** to celebrate our students' hard work and achievements. The event was filled with energy, excitement, and school spirit as we recognized students for **high attendance**, **reading and math fluency growth**, and our **Principal's Award winners**.

We were thrilled to welcome special guests from **Copperas Cove High School**, including members of the **volleyball team**, who helped us get loud and proud for our students' accomplishments. Their enthusiasm set the tone for a truly memorable celebration!

Our newly formed **Student Lighthouse Team** assisted classes in finding their seats and modeling responsibility and teamwork throughout the event. The pep rally not only honored academic progress but also strengthened our campus culture of pride, leadership, and learning.





Thanksgiving Lunch With Parents

This week, our campus hosted a Thanksgiving Lunch With Parents, welcoming families to join their children for a special holiday meal on Tuesday. The event created a meaningful opportunity for students and their families to connect, share in the school environment, and celebrate the spirit of gratitude together.

The lunch was a tremendous success, with students and parents expressing excitement and joy at being able to spend time together on campus. Families were warmly welcomed, and the positive interactions throughout the event contributed to a memorable and heartwarming experience for all.

This annual tradition continues to strengthen the partnership between our campus and families, reinforcing the importance of family engagement in fostering student success and building a strong school community.




Student Lighthouse Team Update

The Student Lighthouse Team held its monthly meeting to plan and prepare for several upcoming service and leadership initiatives. The team is organizing a campus-wide food drive to support families in need during the holiday season and will also participate in the CTC Tree Decorating event for their annual tree lighting ceremony.

In addition to service projects, the Student Lighthouse Team continues to support campus leadership efforts by monitoring the staff Wildly Important Goals (WIGs). Students compile and share a monthly report showing staff progress toward meeting these goals. This process not only strengthens staff-student collaboration but also models effective goal-setting practices for students as they create and track their own WIGs.




Upcoming Events:

December 2nd, 3rd, and 10th- Released STAAR testing for Science, RLA, and Math

December 2nd- Archery Parent night 5:00

December 4th- Adventure Dash

December 5th- CCJHS Band Christmas Expo 8:30 am

December 11th- Art tutorials 3:45 pm

December 12th- Winter Family Formal 5:00 pm

C.R. Clements/Hollie Parsons Elementary
Copperas Cove Independent School District
Robin Grabitz, Principal
Indira Smith, Assistant Principal
Kristen Butterworth, Assistant Principal
1115 Northern Dancer Dr. Copperas Cove, TX 76522
Phone (254)547-2235, Fax (254)547-0845

Topic: Submission for CCISD Board Report (Clements/Parsons Elementary School)
Date: November 18, 2025

Grade	Student Count	Attendance
Kindergarten	118	93.2%
1st	128	96.9%
2nd	132	93.2%
3rd	131	98.5%
4th	142	96.5%
5th	151	96.1%
	802-Total	95.8%

CPE's November Happenings

November is shaping up to be an exciting and activity-filled month at CPE, highlighting both student achievement and community engagement. We began with Fall Picture Days on November 3rd and 4th, followed by our Bubbles & Chalk Academic Celebration. Our 4th and 5th grade students represented us well during their nightly musical performances. On November 7th, we celebrated over 75 veterans with breakfast, art displays, a musical performance, and a campus parade. We hosted TEA visitors and school administrators from other Texas districts for Blended Learning Walks. Our students and staff celebrated World Kindness Day on November 13th and Diabetes Awareness Day November 14th. We held our 2nd Lil Pups' Camp on November 14th and hosted our Thanksgiving Lunch with Parents on November 18th. Together, these events showcase the vibrant, supportive, and connected school culture we continue to build for our students and families. Wrapping up the month of November, we are excited to announce three of our staff members won grants from the Educational Foundation to support our students in BIG ways! It's always a great day to be a BULLDAWG!

December CPE Upcoming Events

- December 2nd- RLA STAAR Released Test; PTO Meeting
- December 4th- Science Released STAAR; 12 Days of Christmas Begins (Dress Up Days)
- December 5th- Kona Ice Day
- December 9th- Math Released STAAR
- December 10th- 3rd Grade Concert
- December 11th- PTO Movie Night
- December 12th- Bilingual Walks/Lil' Pups Camp
- December 17th- CPE Staff Meeting
- December 18th- SPED PLC/PBIS Event
- December 19th- Early Out; End Of 3rd 6 Weeks; Christmas Parties; Honor Choir Caroling

The Copperas Cove Independent School District does not discriminate on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law in its programs, activities, or employment practices. For inquiries regarding the non-discrimination policies, contact: Director of Human Resources or Director of Student Services at (254) 547-1227, 408 S. Main Street, Copperas Cove, TX 76522.

S.C. Lee Jr. High School

Marshal Chauvin	Lydia Burse	Betsy Orr	Christopher Perez	Kianna Childers
Principal	Assistant Principal	Assistant Principal	Counselor	Counselor

Enrollment and Attendance Data

Maintaining strong student attendance is a priority at SC Lee Middle School, as it directly impacts academic success and student engagement. Below is our current daily attendance data by grade level:

- 6th Grade: 94.84%
- 7th Grade: 94.15%
- 8th Grade: 94.27%

We continue to encourage students and families to prioritize daily attendance, as being present in the classroom is essential to academic growth and success.

Campus Activities Report – SC Lee Middle School
November 2025

November brought several exciting opportunities for students to demonstrate their dedication, talent, and hard work.

On November 3rd and 4th, Boys' basketball tryouts were held. Simultaneously, from November 4th to 6th, Girls' powerlifting tryouts took place. On November 4th, the NJHS Fall Clean-up event occurred allowing students an opportunity to participate in community service.

The JS2S club held its regular meeting on November 6th. On November 8th, individual band auditions for All Region were held at Smith Middle School.

NJHS held its monthly meeting on November 12th. Girls' basketball also held a scrimmage on November 12th. The PJ Pep-Rally took place on November 14th, involving all staff and students to celebrate the six-week period. In addition, the All-Region Band Clinic was held on the same day. The Girls' basketball team also participated in a tournament from November 14th to 15th. On November 15th, students performed in the All-Region Band Concert.

From November 17th to 21st, the JS2S club conducted a Food Drive to help support the local community. The Robotics Club met on November 18th.

On November 21st, the Girls' basketball team played Lake Belton at home while the Boys' basketball team traveled for their away game.

1205 Courtney Lane ▪ Copperas Cove, TX 76522 ▪ Phone: 254-542-7877 ▪ Fax: 254-542-8103

S.C. Lee Jr. High School

Marshal Chauvin	Lydia Burse	Betsy Orr	Christopher Perez	Kianna Childers
Principal	Assistant Principal	Assistant Principal	Counselor	Counselor

NJHS also participated in the preparation of wreaths for the Veteran's Cemetery on November 22nd as a community service project. On November 29th, NJHS participated in the Veteran's Cemetery wreath-laying ceremony.

Looking Ahead

December promises a festive and busy month for SC Lee Middle School, with multiple music events for students to demonstrate their progress and celebrate the season.

December 3–Boys' Basketball against Midway, Girls' Basketball at Midway

December 4–Beginning Band Concert Rehearsal

December 9–Band Christmas concert will be held featuring the wind ensembles and jazz band.

December 10–Boys' Basketball at Belton, Girls' Basketball against Belton

December 12–Wind Ensemble will visit local elementary schools to perform holiday music for students, bringing festive cheer for younger students.

December 16–Choir Christmas concert at Lea Ledger Auditorium.

December 18–Girls' Basketball at Cove

1205 Courtney Lane ▪ Copperas Cove, TX 76522 ▪ Phone: 254-542-7877 ▪ Fax: 254-542-8103

Copperas Cove Jr. High School

Roger McNeel	Candace Martin	Michael Supinski	Julie Armstrong	Yoshenobia Harris
Principal	Assistant Principal	Assistant Principal	Counselor	Counselor

Enrollment and Attendance November Data

Grade Level	Students on Campus	Attendance Rate
6th Grade	281	96.31%
7th Grade	281	95.69%
8th Grade	272	94.81%

Campus Update

November

Our Chess team earned second place at the tournament on November 15. Coach Burke shared that the following week, students came back even more motivated and determined to take first place at the next competition.

He also noted that an eighth-grade student who joined the team late—despite previously struggling with behavior and not working to his full potential—placed third in the tournament. Afterward, the student asked Coach Burke when the next competition would be because he was going to take first place. His English teacher has already reported noticeable improvement in his behavior and increased engagement in class.

We held a small assembly on November 7th to honor our staff members who are veterans, followed by a positive referral/recognition celebration at the end of the day. Both events were a great success.

Our veterans were very appreciative and enjoyed the opportunity to visit with one another during first period while also being treated to breakfast. The Honor Choir performed the Star-Spangled Banner in their honor, which made the event even more special.

Later in the day, students who received a positive referral were rewarded with ice cream to celebrate their hard work and positive choices.

Mr. Max (CIS) will be doing a drawing for a pair of Jordans. Students with perfect attendance from October 24th through the end of the semester will be entered into the drawing. We will also offer the same incentive during the spring semester. He approached me about this because he said we need them here so that they can learn.

Capturing Kids' Hearts

Parents are receiving a monthly newsletter in both English and Spanish that includes questions they can ask their child related to the character trait of the month. The trait for October was Gratitude. Teachers greet students at the door each day, and social contracts have been developed in classrooms to build a positive school culture and shared expectations. They have started referring to them when redirecting students.

Academic Pep Rally

Our first academic pep rally was held on November 14th at 3:00 p.m. This was the first academic pep rally I have organized, and the teachers were excited to see academics being celebrated in such a big way.

702 Joe Lombardi Way ▪ Copperas Cove, TX 76522 ▪ Phone: 254-547-6959 ▪ Fax: 254-518-2620

We recognized students in five categories: A Honor Roll, AB Honor Roll, Perfect Attendance, Highest Grade-Level ADA, and the Grade Level with the Most Positive Referrals. Sixth grade earned two of the awards, while seventh grade earned the remaining three. Since the pep rally, I have already seen an increase in positive referrals from eighth grade, which is great momentum moving forward.

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CROSSROADS HIGH SCHOOL

From the Principal's Desk

November 2025

Hello Crossroads families,

I'm excited to bring you our November update. The school year has gotten off to an good and productive start, and the following are highlights of some achievements and upcoming events that showcase XRHS.

First and foremost, let's celebrate our stars! Big congratulations to Mrs. Dever, who has been named our Staff Member of the Month for November! Her hard work and commitment to our students truly make a difference. We also had a blast at the recent Trunk-or-Treat event, where XRHS proudly took home the award for the funniest trunk! A heartfelt thank you to everyone who participated and contributed to making this event a success. In our efforts to promote a positive school culture, we participated in the Paint the School Orange competition for Anti-Bullying month, and I'm happy to report that we secured second place! Both staff and students did an amazing job transforming our hallways and classrooms into vibrant displays of unity.

Several of our students showcased their creativity at the Recycle Fashion Show during the Eco-Harvest Fest in Ogletree Gap Park, where two talented individuals impressively earned first and third place. What a wonderful way to promote sustainability! We also celebrated Red Ribbon Week with a fantastic turnout. Our students enjoyed themed days such as Red Monday, Crazy Hat or Hair Tuesday, Mismatched Wednesday, and Team Jersey Thursday, all promoting drug awareness in fun and engaging ways.

As we move through November, I'd like to remind you of some important dates and events. Our faculty had a professional development day on the 31st of October, allowing them to enhance their skills while students enjoyed a day off. We'll be focusing on TSI testing on the 3rd and 4th, so let's encourage our students to give it their best shot!

Yesterday was election day and I am very pleased to report that Propositions A & B both passed. This will allow for expansion and renovations to campuses that are desperately needed. Thank you for voting and helping the students of Copperas Cove.

We are honored to invite everyone to our Veterans Day Parade on November 11th, starting at 10:00 a.m. We'll be showing appreciation for our veterans, so I hope to see many of you there. For route details, please check out the VFW Post 8577 website. http://www.vfw8577.com/veterans-day-parade.html

306 East Ave. E ● Copperas Cove, Texas 76522 ● Voice (254) 547-9164 ● Fax (254) 547-4039 ● www.ccisd.com



CROSSROADS HIGH SCHOOL

Looking ahead, mark your calendars for the Fourth Annual Turkey Bowl on Friday, November 21st, at Bulldawg Stadium, where our students will be seeking revenge against our adopted unit after last year's defeat. Come support them and enjoy the festivities!

Lastly, as Thanksgiving approaches, I wish all our families a joyful and safe break from November 24th to 28th.

On the academic front, our teachers and students are working hard preparing for the upcoming STAAR EOC test scheduled for early December. The ASVAB has been rescheduled for December 15th, thanks to some recent changes. I'm thrilled to share that our Capturing Kids Hearts program is making commendable progress! We've seen negative referrals drop while positive referrals have skyrocketed by over 100% compared to this time last year—proof of the positive environment we are cultivating together.

And I'm excited to announce that five more students have completed their coursework and will participate in our January graduation ceremony. We are incredibly proud of their accomplishments!

Thank you for your continued support of Crossroads High School. Here's to a productive and engaging month ahead!

Sincerely,

Patrick Crawley
Principal
XRHS/DAEP
One Pack
One Purpose

306 East Ave. E ● Copperas Cove, Texas 76522 ● Voice (254) 547-9164 ● Fax (254) 547-4039 ● www.ccisd.com

CCISD Board Report
Copperas Cove High School
December - 2025

Enrollment	Bulldawgs on Campus	Attendance Rate (YTD)
9th Grade	572	94.61%
10th Grade	572	93.45%
11th Grade	537	94.72%
12th Grade	505	94.53%
Total	2186	94.32%

Good Things

- We have been working to improve the culture here at CCHS. One area of focus for us in tardiness. I am pleased to report that we saw a 23% decrease instances of tardiness from the 1st 6-Week Grading Period to the 2nd 6-Week Grading Period. While we still have a long way to go, we are moving in the right direction.
- Another major initiative is to increase the numbers of positive referrals. CCHS had an increase in positive classroom referrals of 137%. We know that this goes a long way in building positive relationships with our students and parent. We will continue to recognize our students for positive behaviors in the classroom and hopefully continue this upward trend.
- Thanks to Mr. Turner and his CTE Department for an amazing Farmer's Market event on Saturday, November 15th.
- Congratulations to Mrs. Yates on being awarded the Texas Foreign Language Association (TFLA) Excellence in Teaching Award and being named as the TFLA Teacher of the Year for 2025!
- Congratulations to Ms. Boyce and her students for their outstanding achievements in Debate.

Debate Award Recipients

- Krish Bhakta - 1st UIL Congressional Debate
- Ben Cunningham - 4th UIL Congressional Debate
- Dani Davis - 9th UIL Congressional Debate

- **State Qualifers**
- Krish Bhakta
- Ben Cunningham (alternate)

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- Congratulations to Coach Thompson and her Bulldawg Volleyball players! As is the tradition, not only do these girls excel athletically, but also academically. 12 varsity girls received Academic All-District and 4 were named **Academic** All – State.

Academic Volleyball Honors

• **Academic All-District**	• **Academic All-State**
• Ann Akindayomi	• Avery Robinson
• Ava Casson	• Breann Buckram
• Kamryn Fox	• Erinn Sewell
• Tracey Martin	•
• Taylor Moosman	•
• A'arrah Mouton-Paulk	•
• Cassiddee Tiuasopo	•
• Kaitlyn Urquidez	•
• Bre Buckram	•
• Avery Robinson	•
• Erinn Sewell	•
• Taylor Wright	•

- We just wrapped up our Fall sports and are transitioning to our Winter sports. While we are in a lull, I know we will have great things to report in the coming weeks regarding Winter activities.
- It's concert season! Our Fine Arts programs our finalizing plans for Winter concerts. Mrs. Kenobbie will be sharing updates regarding times and locations soon!
- The CTE programs continue to do amazing work. Mr. Turner will share their impressive results in his CTE report.

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December Calendar of Events

30	01 Girl's Soccer Tryouts Soccer field by Cafeteria 4:30-6:00 pm	02 Girl's Soccer Tryouts Soccer field by Cafeteria 4:30-6:00 pm	03 Carter Blood Drive 8:00 am - 2:00 pm Gym 2	04 Carter Blood Drive - Gym 2 8-2 Voice of Cove Christmas Concert 7:00 pm-8:15 pm CCHS Cafeteria	05	06 SAT 7:00-1:00 Rms. 241, 243, 244, & 246 Academic UIL Journalism Team Contest - 9:00-1:00 Rm. 219
07	08	09	10	11	12 Copperette Winter Show Rehearsal Lea Ledger Auditorium 5:30pm-7:30pm	13 Copperette Winter Show Lea Ledger Auditorium 5:30pm-7:30pm
14	15 Girls Track Parent Meeting 6:00 pm-7:00 pm CCHS Cafeteria	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	01	02	03
04	05	06	07	08	09	10

On behalf of the Copperas Cove High School staff and students, thank you again for supporting our campus. As always…IT IS A GREAT DAY TO BE A BULLDAWG!

Carlin D. Grammer
Copperas Cove High School Principal

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Special Education Department

Total Sped Population	2,119 (27.75%)
Total Student Population	7,639

Data As Of 11/17/2025	**Referrals**	**Number of 3-Year Re-Evals Remaining**	**Totals**
CCHS/Crossroads	43	67	110
S.C. Lee	28	41	69
CCJHS	31	43	74
CPE	41	27	68
FJE	23	15	38
HHE	28	13	41
HCE	21	24	45
WLE	33	24	57
MSELA	48	0	48
MWE	13	8	21
TOTALS	309	262	571

District/Campus Support

- District-wide meeting with campus-level special education team leads
- Training on student data trackers
- Three campus trainings to target individualized needs

Team Highlight

The Special Education Department hosted its annual Transition Fair on November 5, 2025, at the Lee Ledger Auditorium. The event was spearheaded by Denisa Temples, Compliance Coordinator, whose leadership was instrumental in its success.

A total of 23 presenters from a wide range of community agencies participated, including representatives from the military, colleges, and social service organizations. Approximately 374 students attended and had the opportunity to meet with representatives to gather information and insights designed to support their planning for post-secondary success.

Parents were also invited, and this year's parental attendance was the highest we have recorded to date.

DIGITAL LEARNING DEPARTMENT

We aim to drive incredible impact across the district by expanding access to technology, empowering educators, and supporting STEM, GT, and fun student-centered events.

November 2025

BLENDED LEARNING

- Hosted TEA's Blended Learning Site visit for new LASO Grant district staff
- UTeach Blended Learning PD with 56 teachers
- 93 classroom observations and surveys submitted to TEA

TRAININGS

22 Trainings provided

- 7 campus specific
- 9 applications
- 3 departments
- 9 after school

DLT created 2 new websites to support teacher extended learning and support



TEACHER SUPPORT

- Progess Learning Virtual PD
- Met with Digital Learning Leaders to develop goals for supporting campus teachers
- Google for Education sessions Virtual/In-person
- Created eDynamic Agilix Buzz accounts
- Trained at FJE for Reading Coach in Microsoft Teams

Incident IQ Tickets

82 resolved





CELEBRATIONS

- Every elementary & junior high campus has a robotics club with dedicated sponsors and students!
- $1,000 Alamo STEAM Grant
- Sibme support for campus Admin has been successful
- FriED AI w/ Instructional coaches - Focused on Gemini!
- GT meeting focused on Motivation and Reasoning
- Hosted Librarian PLC focused on weeding
- Hosted Robotics Sponsor meeting
- Supported Families with Schoology and Skyward at FJE parent informational session

UPCOMING EVENTS

- UTeach Blended Learning PDs Jan. 13th & 14th
- Google training and Dec. 4th
- Hour of Code - December 1 - 5, 2025

FriED Self-Paced Courses

Completed 262

Enrolled 502

CCISD Counseling and Student Support



Transition Fair
Hayleigh Byers and Mikayla Parker

Sped and 504 Transition Fair

The Copperas Cove ISD Special Education and Section 504 Transition Fair took place in the Lea Ledger Lobby on November 5, 2025.

High School 504 Facilitator and 504 Clerk participated, along with multiple vendors showcasing the many opportunities available to students after high school.

November Counselor Spotlights:

- Yoshenobia Harris
- Jessica Salazar

The Texas Model for Comprehensive School Counseling Programs (CSCP)

Find the Guidebook HERE

November Events:

- Veteran's Day
- World Kindness Day
- Attitude of Gratitude

Upcoming Events:

- December 2: National Special Education Day
- Holiday Dress-Up days occurring throughout the month of December!

CCISD Counseling and Student Support

Breaking Down the Numbers:

Texas Comprehensive School Counseling Program:

Guidance Curriculum: "The guidance curriculum is designed to provide lessons systematically to students that facilitate growth and development in the areas of educational, career, personal, and social development."

Responsive Services: "In responsive services the school counselor responds effectively to problematic or critical incidents to support students and offer services in their time of need. School counselors are highly qualified to meet the needs of students."

Individual Planning: "The purpose of the individual planning system is to guide all students as they plan, monitor, and manage their own educational, career, personal, and social development."

System Support: "The system of support component is necessary for the ongoing administration and program management of a comprehensive school counseling program...System support is the foundation of the school counseling program."

During each month, counselors across the district track their time in each of these components. Here is the breakdown for October:

Guidance Curriculum: 400+ hours were spent providing Guidance lessons to students on topics such as Respect, Responsibility, Kindness, College Prep, Friendship Skills, etc.

Responsive Services: 900+ hours were spent providing individual and small group counseling, DAEP visits, peer mediation, ARD/504 consults, behavior interventions, etc.

Individual Planning: 300+ hours were spent working with students on academic, behavioral, and personal planning services.

System Support: 500+ hours were spent involved in professional development, BRtI meetings, data analysis, advisory council meetings, etc.

SCHOOL NURSING

Copperas Cove ISD
School Nursing

What does a school nurse do?

PROVIDE FIRST AID AND EMERGENCY CARE

CHRONIC CONDITION MANAGEMENT

HEALTH SCREENINGS

MEDICATION ADMINSTRATION

HEALTH EDUCATION & ADVOCACY

MONITOR ILLNESS & PREVENT THE SPREAD OF INFECTION

SUPPORT MENTAL HEALTH AND WELL-BEING

Respiratory Illness Report

These numbers come from parent report and students sent home. These numbers are reported to the state for the respiratory illness counts.

10/27- 10/31

Flu 1, COVID 3, flu like illness 18

11/1- 11/7:

Flu 0, COVID 0, flu like illness 15

11/8- 11/14:

Flu 1, COVID 1, flu like illness 29

Office visits

11/01/25 up to 11/18/2025

Number of visits

3556 visits

not counting all med and diabetic visits

Sent home

129

sent home by nursing

Emergency

1

student sent out by EMS

3.6% were sent home by nursing staff

WHAT IS GOING ON IN THE SCHOOLS

HEARING, VISION AND SPINAL SCREENINGS STILL ONGOING FOR STUDENTS UNTIL END OF DECEMBER

EDUCATION ON HAND HYGIENE



Future

CPR class will be done on the next staff day January 5th.

All schools are continuing their vision, hearing and spinal screenings.
This will continue until Christmas break.

Respiratory report submitted to state every Monday for

- Positive flu
- Flu like illness
- Positive COVID

AS A SCHOOL NURSE, WE HAVE THE OPPORTUNITY TO HEAL THE HEART, MIND, SOUL AND BODY OF OUR PATIENTS, THEIR FAMILIES AND OURSELVES.
MAYA ANGELOU

THANK YOU!

Holiday Health and Safety Tips

The holidays are a time to celebrate, give thanks, and reflect. They are also a time to pay special attention to your health. Give the gift of health and safety to yourself and others by following these holiday tips.



1 Wash your hands often.
Keeping hands clean is one of the most important steps you can take to avoid getting sick and spreading germs to others. Wash your hands with soap and clean running water for at least 20 seconds. If soap and clean water are not available, use an alcohol-based product.



2 Stay warm.
Cold temperatures can cause serious health problems, especially in infants and older adults. Stay dry, and dress warmly in several layers of loose-fitting, tightly woven clothing. Check on children, the elderly and pets.



3 Manage stress.
The holidays don't need to take a toll on your health. Keep a check on over-commitment and over-spending. Balance work, home, and play. Get support from family and friends. Keep a relaxed and positive outlook. Get enough sleep.



4 Travel safely.
Whether you're traveling across town or around the world, help ensure your trip is safe. Don't drink and drive, and don't let someone else drink and drive. Wear a seat belt every time you drive or ride in a motor vehicle. Always buckle your child in the car using a child safety seat, booster seat, or seat belt according to his/her height, weight, and age. Get vaccinations if traveling out of the country.



Copperas Cove ISD
Child Nutrition Department and Warehouse Department

The Child Nutrition Department DECEMBER 2025 Nutrition Nibbles:

All Students Eat Free Breakfast and Free Lunch at Copperas Cove ISD!

November 1- 18, 2025 Meal Counts: (10 Serving Days)

Breakfast	28,623	Lunch 46,631

We hosted the Thanksgiving Feast across the district on November 18th with 976 parents joining in the celebration! Check out these smiles!





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

Copperas Cove ISD
Child Nutrition Department and Warehouse Department



Students at C/P were so excited to see their very own Principal; Robin Grabitz helping serve them their Thanksgiving Meal! 100% BEST Cornbread Stuffing Scooper!







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

Copperas Cove ISD
Child Nutrition Department and Warehouse Department







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

Copperas Cove ISD
Child Nutrition Department and Warehouse Department

Thanksgiving Feast Behind- The- Scenes Preparation by all the amazing Child Nutrition Staff!











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

Copperas Cove ISD
Child Nutrition Department and Warehouse Department

Cafeteria Manager Spotlight:



Name: Wendy Funug

School: Fairview/Miss Jewell Elementary

Years Feeding Kids: 12 Years

Best Part of Job: Seeing the kids' smile and hearing them come through The serving line using good manners.

If I weren't working in a cafeteria, I'd be a:
I dreamt of being a Flight Attendant.

Catchphrase I use the most: "Calgon take me away", and I'm blessed With a good crew and Thank you Ladies...goodnight.

What are some of the most important things you have learned through your career in Child Nutrition:
Each day is a new beginning and to help encourage healthy choices.

What does a typical day look like for you: A typical day for me is up at 4am, in to work by 6am. Once arriving at work, I zip around the kitchen turning on all the equipment and setting up breakfast. Once it is time for breakfast to start I help on the serving line—I am just one of the crew.

Is there anything about your job that you wish people knew or understood better? I think I'm too shy and too focused...work is my life.
What is your favorite meal as a kid you ate in cafeteria and what is your favorite now? My favorite meal now is our Sloppy Joe.



NEW MENU ITEM ALERT!

We will roll out our NEW MENU ITEM the Egg Scramble Grill on January 7, 2026



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

Copperas Cove ISD
Child Nutrition Department and Warehouse Department

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



Warehouse Deliveries: November 1-17, 2025

Monthly number of Office Supplies delivered to schools: 10

Monthly number of Custodial Deliveries to schools: 11

Monthly number of deliveries of Child Nutrition items to cafeterias: 56

Number of Deliveries from Vendors to CCISD Warehouse: 12

Monthly number of transcripts ordered by former CCISD Students:
58 ordered / 11 for pick up / 47 mailed out

Monthly - 184 pieces of mail per day delivered

Monthly number of textbooks delivered to campuses: 856

Schools Ce - D (K-12 Schools)
Copperas Cove Independent School District TX

Date	Type	LastName	OrderID	Amount	Handling Fee	CC Fees	Net Amount	Transaction ID	Processing Group	Purchase Type
		LAST REPORT WAS IN SEPTEMBER 2025								

DISPOSAL REPORT (NOVEMBER 2025)

DATE	COMPLETED	WORKORDER	QTY	DISPOSAL ITEM DISCRIPTION	DEFECT	LOCATION	WHITE TAG	ISSUED TO
11/6/2025	11/12/2025	WO008776	1	BLK METAL 2 DOOR CABINET	RUST/BROKEN	LEE		
11/6/2025	11/12/2025	WO008775	1	ROUND TABLE	BROKEN	CJH		
11/6/2025	11/12/2025	WO008775	1	ISS DESK	BROKEN	CJH		
11/6/2025	11/12/2025	WO008775	2	COMBO DESK	BROKEN	CJH		
11/6/2025	11/12/2025	WO008775	5	STUDENT CHAIRS	BROKEN	CJH		
11/6/2025	11/12/2025	WO008775	2	METAL/PLASTIC PADS	BROKEN	CJH		
11/6/2025	11/12/2025	WO008775	2	STUDENT DESK	BROKEN	CJH		

END OF NOVEMBER REPORT

IF YOUR CAMPUS HAS ITEMS THEY NO LONGER USE PLEASE CONTACT MARY SANCHEZ

UPDATED NOVEMBER 2025

ALL ITEMS ARE FIRST COME BASIS



100



ALL SIZE BINDERS

101

102



103



104

*



105



SKELETON IN A BX

106

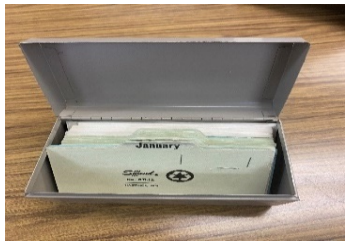


107

108



109

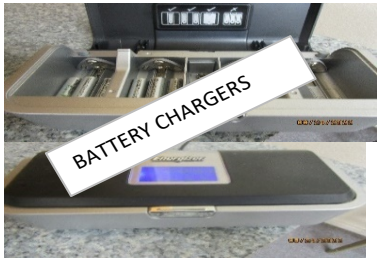
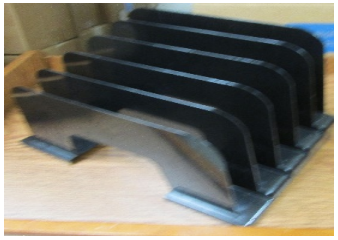


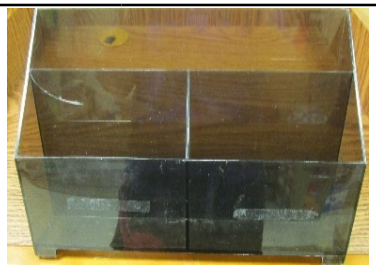
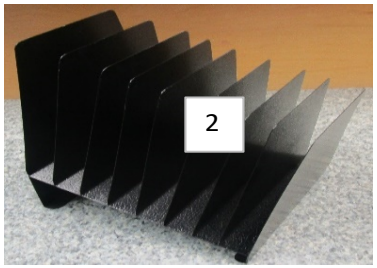
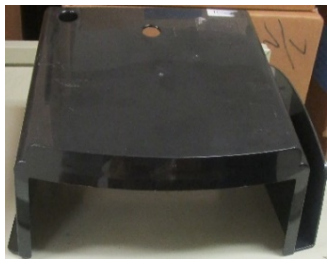
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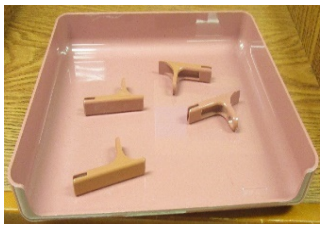
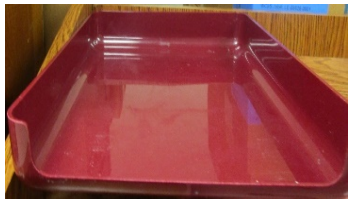
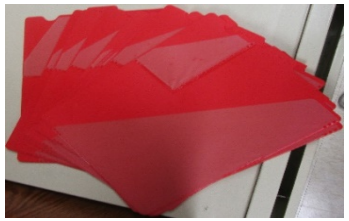
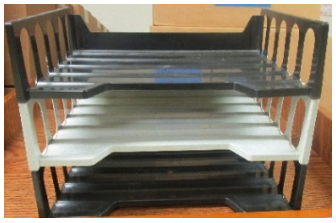
110



111

 112	 113	 114	 115
 116	 117	 118	 119
 120	 121	122	 123
 124	 125	 126	 127

 128	 129	 130	 131
 132	 133	 134	 135
 COIN COUNTER 136	 137	 138	 139
 140	 141	 142	 143

 144	 145	 146	 147
 148	 149	150	151

SURPLUS REPORT 3rd QUARTER

ITEM #	DESCRIPTION	Nov-25
3	Student Desk	2
4	Teacher desk	2
5	Student Combo desk	10
6	Large Student Chairs (PLASTIC)	3
8	Medium Student Chairs (PLASTIC)	0
10	Small Student Chairs (Plastic) Assorted Colors	300
12	Office Chairs (All different colors)	10
13	ISS DESK	40
14	WHEELCHAIR DESK	2
15	File Cabinets/Organizers	0
16	Wood &/or Metal Cabinets	0
17	Different size tables	6
18	Shelves	5
19	Office Partitions	1
24	Cafeteria tables w/ NO SEATS	2
25	Cafeteria tables w/ SEATS	2

CCISD GOVDEALS AUCTION

ITEM #	DESCRIPTION	LAST NAME	FIRST NAME	PICKED UP	ACTUAL SOLD AMT	OTHER AMT	BUYER'S PREMIUM	SALES TAX	BP TAX	TOTAL AMT

NO AUCTION ACTIVITY AT THIS TIME
NOVEMBER 2025

SAFETY AND SECURITY

MARSHALS

- 18 Total Positions
- 1 attending Marshal school in December (all will be certified Marshals)

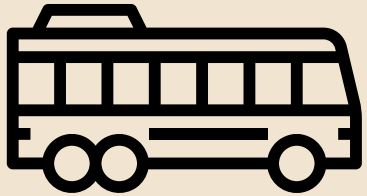
MARSHAL TRAINING

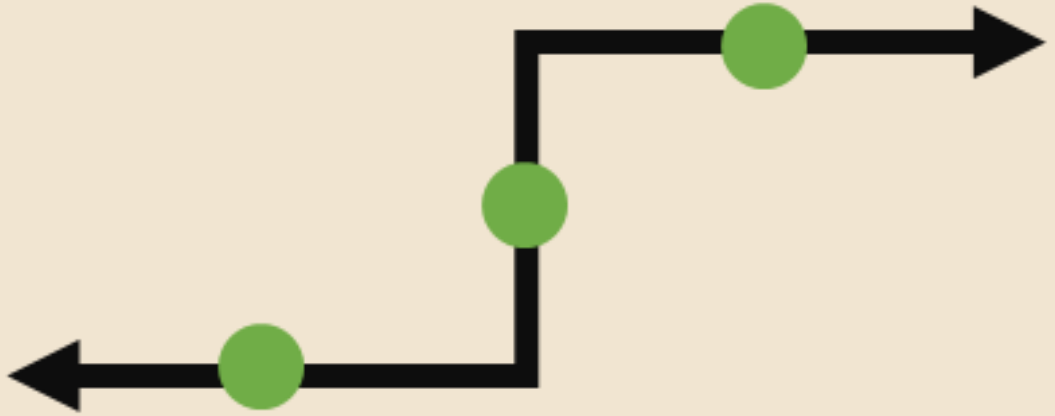
- December 8th and 9th firearms training with CCPD
- Jan 5 Shield and Breaching tool training with CCPD

UPCOMING PROJECTS

- Working with IT to formulate procedures for access control

CCISD TRANSPORTATION DECEMBER 2025









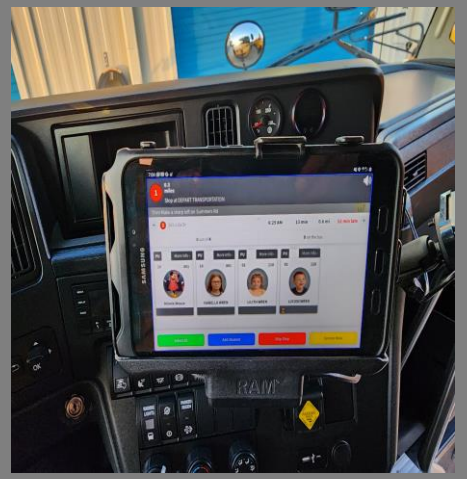


CCISD TRANSPORTATION "TRANSFINDER".

MAPPING



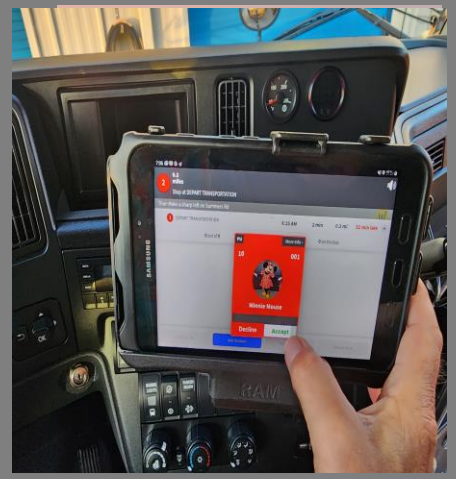
PICK UP



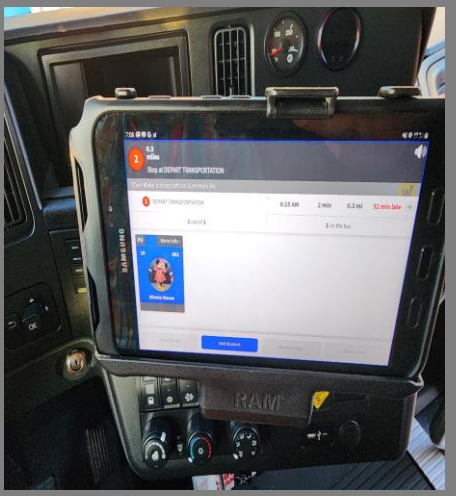
STUDENT TAG IN

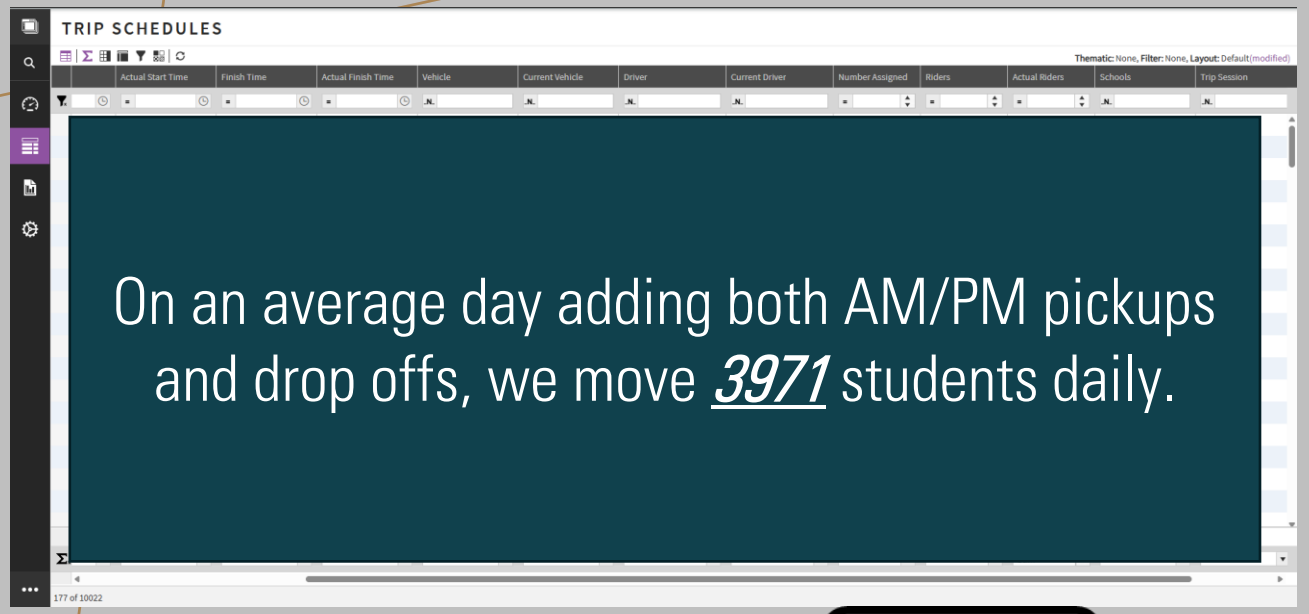


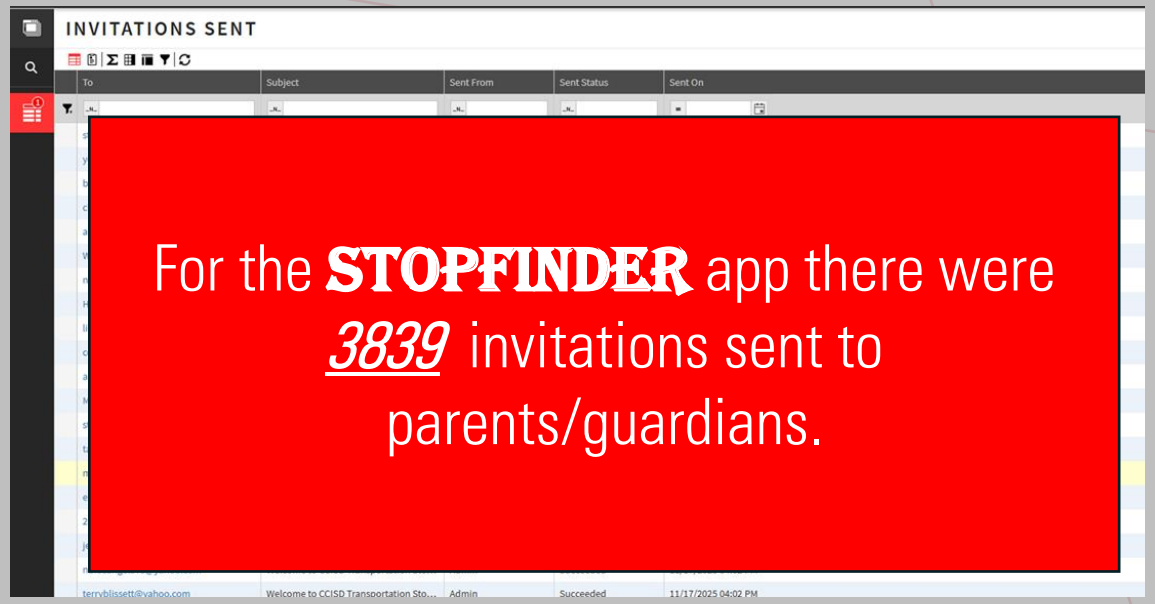
CONTROL

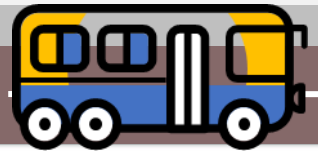


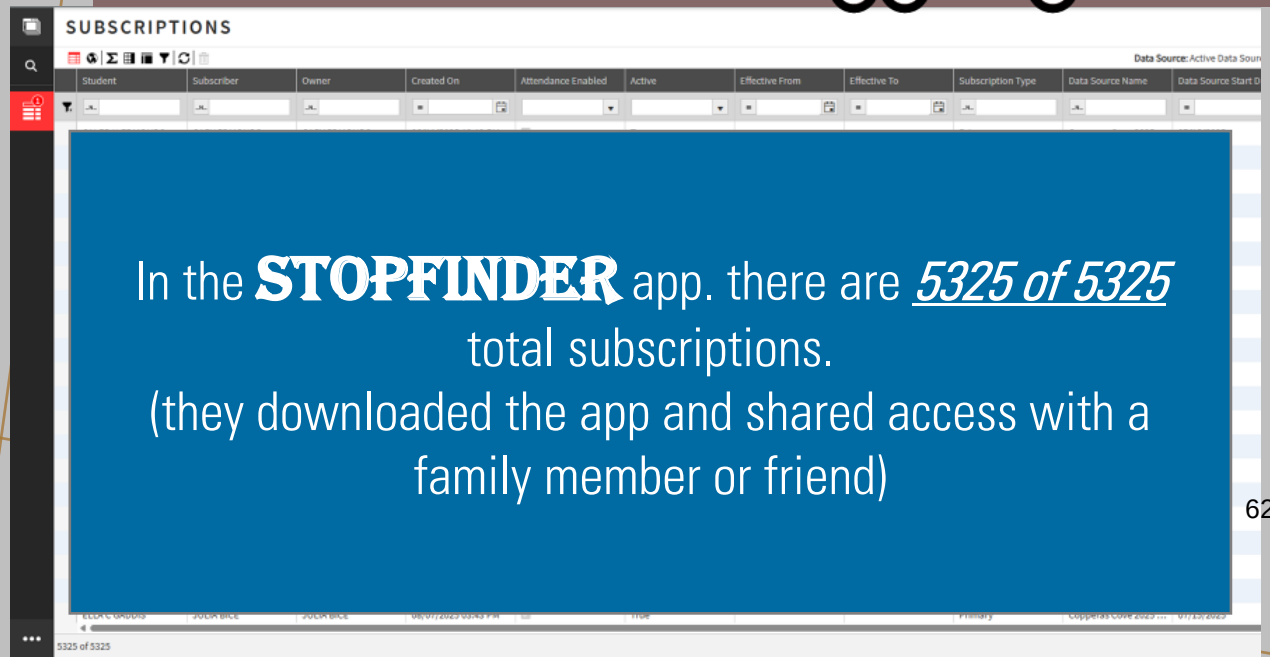
CLOSURE

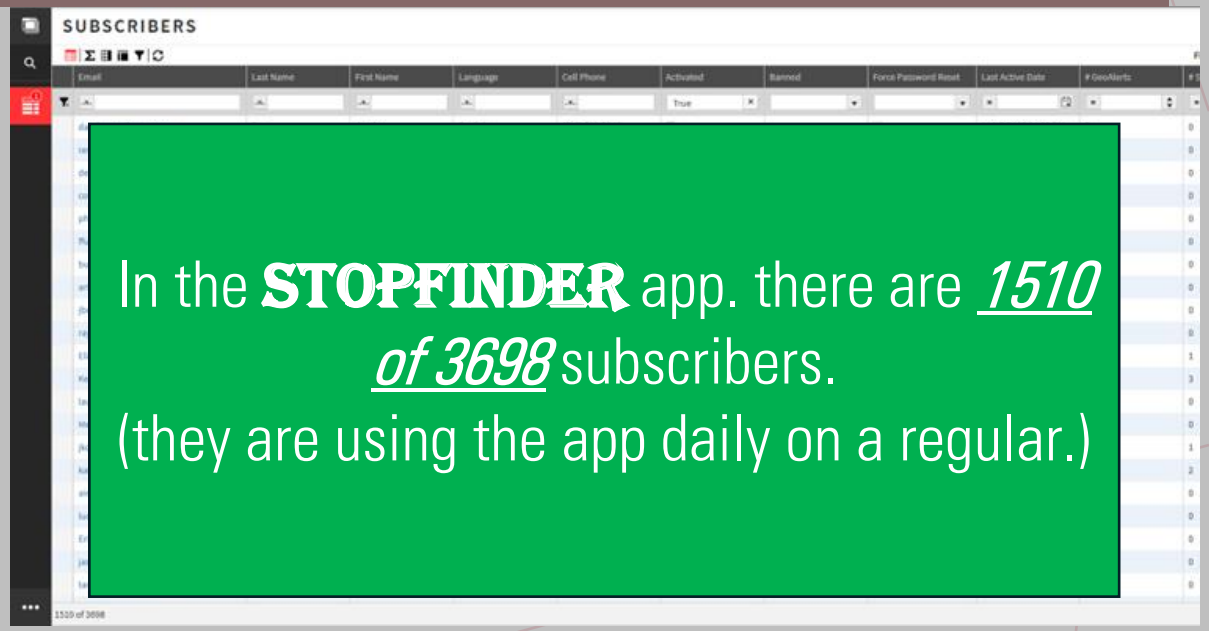



TRIP SCHEDULES
On an average day adding both AM/PM pickups and drop offs, we move 3971 students daily.


INVITATIONS SENT
For the STOPFINDER app there were 3839 invitations sent to parents/guardians.




SUBSCRIPTIONS
In the STOPFINDER app. there are 5325 of 5325 total subscriptions.
(they downloaded the app and shared access with a family member or friend)


SUBSCRIBERS
In the STOPFINDER app. there are 1510 of 3698 subscribers.
(they are using the app daily on a regular.)

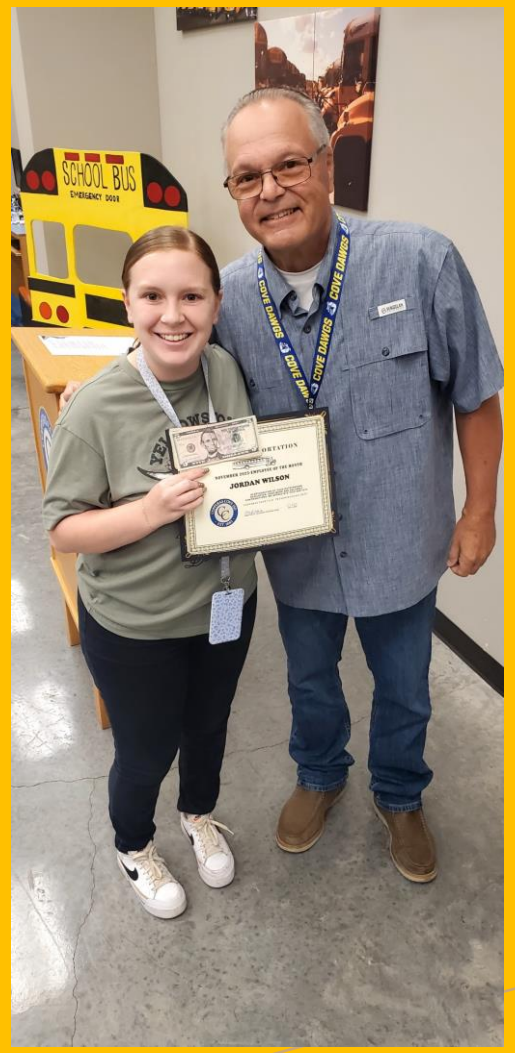
Employees of the month, for November 2025



Christina Hall
Bus driver



Jordan Wilson
PCP (bus aide)



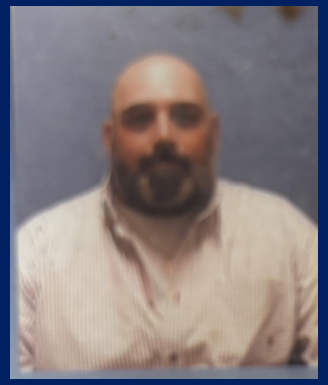
MAINTENANCE

Department Updates

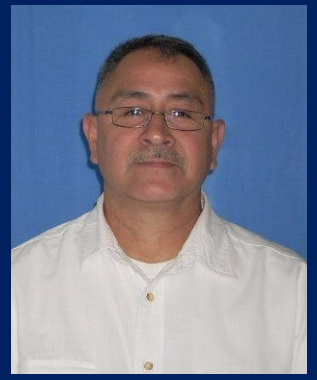
LEADERSHIP:



Thomas Haire
Director



Christopher Richards
Assistant Director

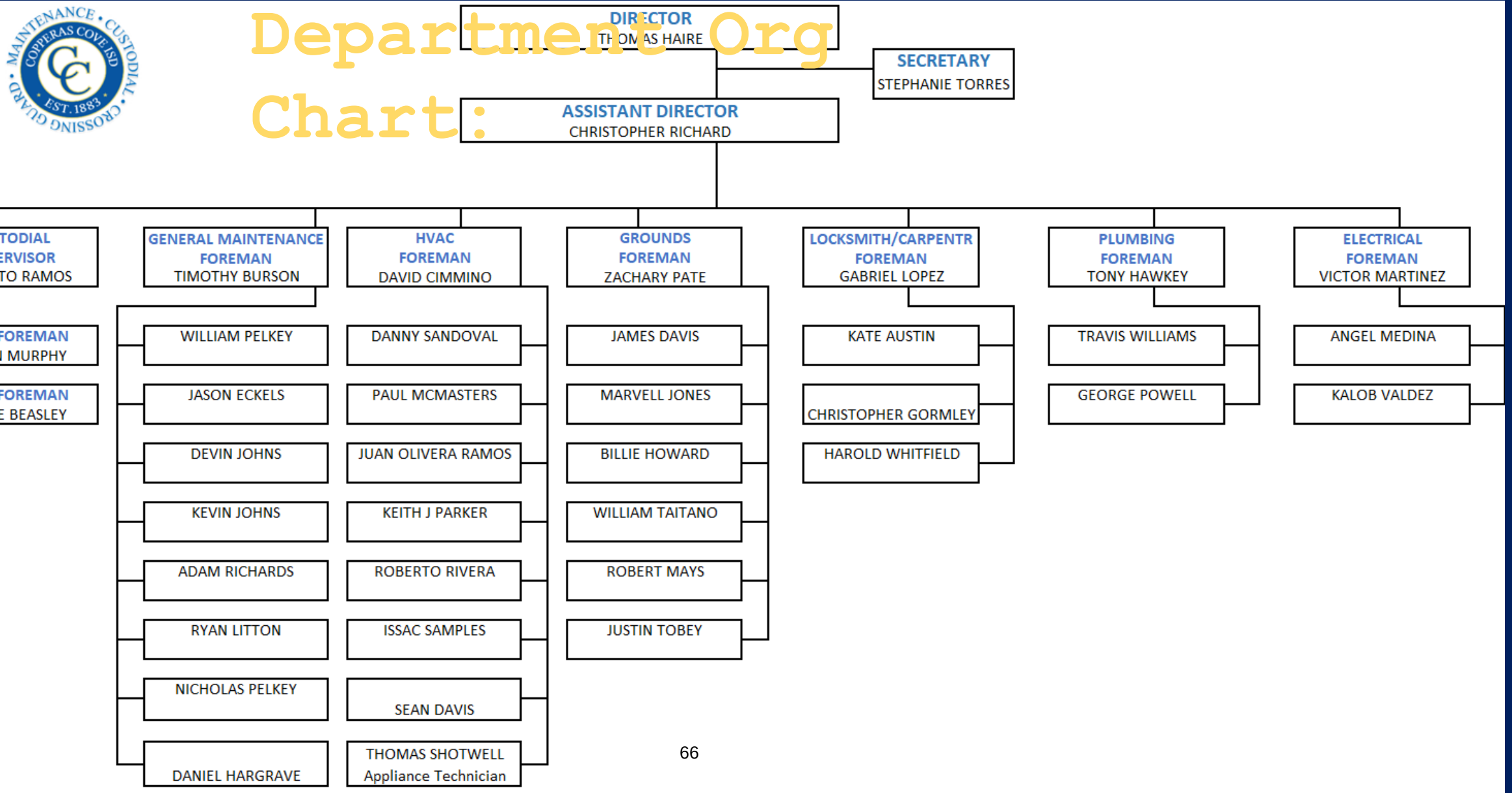


Robert Ramos
Custodial & Crossing guard supervisor



Stephanie Torres
Secretary

Maintenance Department Org Chart:



CUSTODIAL OVERVIEW:

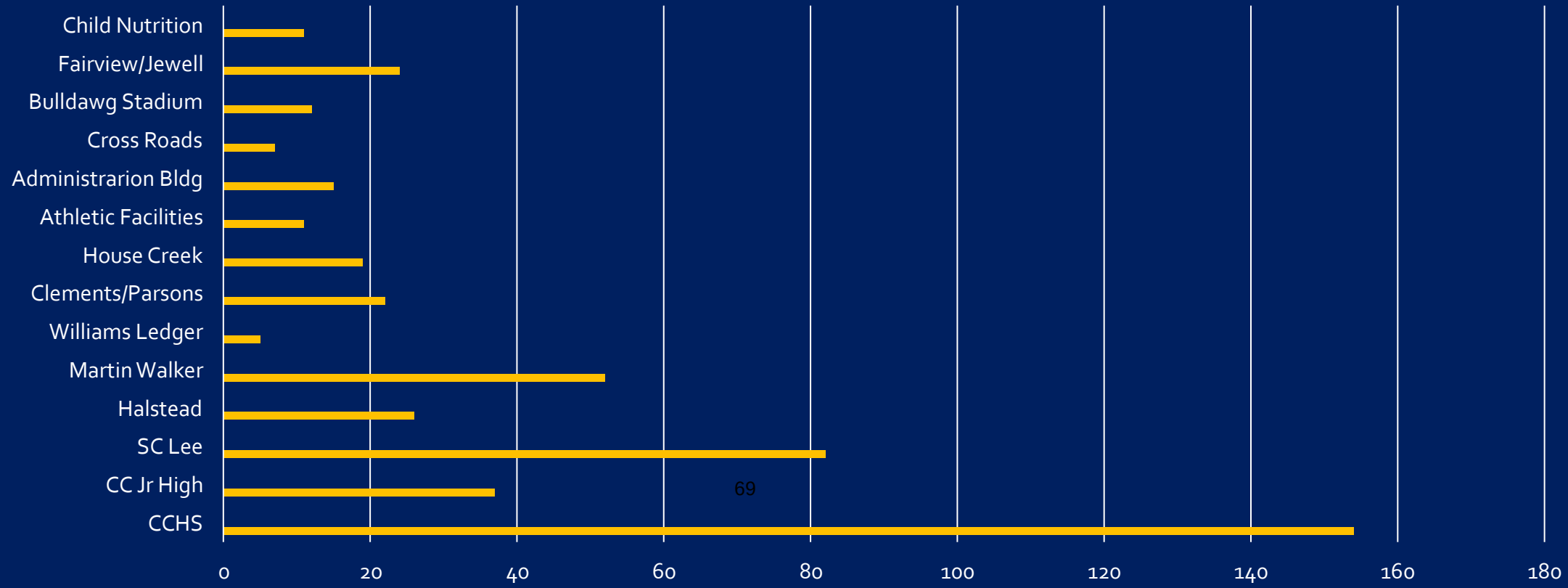
- 4 vacancies.
- 1 New Floor tech starting December 1st.
- Routinely changing ceiling tiles.
- Routinely changing lightbulbs.

CROSSING GUARDS:

- Fully Staffed.
- Following safety procedures.

WORK ORDERS:

Work Order Submission Monthly Average by Location:



CARPENTRY/ LOCK SMITH:

- Fully Staffed.
- Completing Work Orders.
- Lock PM’s.
- Installed two doors at admin’s new offices.

ELECTRICAL:

- Fully staffed at 3.
- Working on lights at the baseball field.
- Changed Wall Pack's at Halstead and Martin Walker.

GENERAL MAINTENANCE:

- Fully Staffed.
- Finished remodel at admin building, including building and installing furniture.
- Built a wall at the Technology building.
- Completing work orders.

GROUNDS:

- Fully Staffed.
- Treating ants district wide.
- Completing work orders.
- Routine grass mowing district wide.

HVAC:

- Fully staffed.
- Routine Filter Changes.
- PM's
- Completing work orders.
- Preparing campuses for winter.
- Replaced HVAC coil in room 224 at SC Lee Junior High.
- Boiler replacement completed at SC Lee Junior High.

PLUMBING:

- Fully staffed.
- Repaired 6-inch sewer line at the baseball field.
- Completing work orders.

MAJOR PROJECTS:

- None at this time.

OUR TEAM IS PROUD TO SERVE CCISD!!



CCISD

Career & Technical Education

College, Career, and Military Readiness (CCMR) is a measure of how well schools prepare students for life after high school. Whether students plan to attend college, join the workforce, or serve in the military, CCMR ensures they have the skills and credentials needed for success.

25-26 CCMR x Cohort

2026 Cohort	2027 Cohort	2028 Cohort	2029 Cohort
44%	15%	7%	1%

*** Texas EOY Average CCMR is 76% According to Most Recent TAPR Report



FFA student Makayla Gonzalez earned Grand Champion Wether Doe and 1st place in both rings at the Cypress Springs Showdown, highlighting her hard work, growing skill, and strong momentum heading into the major show season.



Construction Trades students completed a full shed build—from framing to roofing—and transported and assembled it on-site for a customer, gaining real-world experience in construction processes, tool use, and project management.

43 # of IBC's already earned this school year.

UPCOMING EVENTS

- December 5th-6th - FFA State Competition
- December 17th - Santa Social & CTE Market
- January 12th-16th - Coryell County Youth Fair
- January 29th - School Board Appreciation Lunch
- February 21st- FFA Farmers Market



PROGRAM SPOTLIGHT

FFA hosted its first Farmer's Market this weekend with 26 vendors, including community partners, MWE STUCO, and several student-led CTE businesses such as Bulldawg BBQ, Bulldawg Brew, Dawghouse Diner, Sparky's Sweets & Treats, and Bulldawg Engineering. FFA students also offered floral arrangements, firewood, and a small petting zoo. The event was well attended, all programs were profitable, and the success of this launch sets the foundation for future markets to support student entrepreneurship.

CTE ACTIVITIES REPORT

FFA students earned multiple top finishes at the Area VIII Bosque River District LDE Contests, bringing home banners in Senior Quiz (1st), Greenhand Quiz (3rd), Greenhand Creed (5th), Radio (4th), Greenhand Chapter Conducting (3rd), and Senior Chapter Conducting (2nd), along with additional top-10 individual results.

FFA also celebrated a major win at the Cypress Springs Showdown, where Makayla Gonzalez earned Grand Champion Wether Doe and first place in both rings.

Across other pathways, Food Processing students partnered with Bulldawg BBQ to complete a full brisket trimming lab, learning to identify cuts, assess marbling, and prepare briskets for offset smoking.

BULLDAWG ATHLETICS NOVEMBER 2025

VOLLEYBALL-

The following girls were selected by the Texas Girls Coaches Association for Academic All State. They had to have a cumulative GPA of 92 or higher for all 4 years of high school to be nominated.

Academic All State

2nd Team- Avery Robinson

Honorable Mention- Breanna Buckram & Erinn Sewell

FOOTBALL-

Advances to the playoffs for the first time since 2018!

Coming up:

FINE ARTS BY THE NUMBERS

Our social media presence is growing! Here are our partial November numbers:

- Views 33K
- Reach 6K
- Reaction 1041
- Pg Visits 828
- Followers +27

UPCOMING EVENTS

- 12/2 : CCJH Theatre Christmas Scenes
- 12/4: CCJH Theatre Christmas Scenes
- 12/4: CCHS Choir Christmas Concert
- 12/5: CCJH Theatre Christmas Scenes
- 12/5: HCE Singing at Chick Fil A
- 12/6: CCHS Band at TMEA region auditions
- 12/6: CCISD at Krist Kindl Mart
- 12/8: CCJH Band Concert
- 12/9: SCLJH Band Christmas Concert
- 12/9: CCHS Choir at Feast of Sharing
- 12/11: CCHS Band Christmas Concert
- 12/12: CCJH Musical Theatre Performance
- 12/13: Copperette's Winter Show
- 12/16: HCE Winter Program
- 12/16: SCLJH Choir Christmas Concert

CCISD Fine ARTS

TEACHER SPOTLIGHT

Copperas Cove High School art teacher Mrs. Bachie was awarded a $3,476 grant from the Copperas Cove Education Foundation to support an exciting new project focused on glass and clay fusion. This grant will allow students to explore advanced techniques, expand their creative skills, and experience innovative materials not typically accessible in the classroom. We are incredibly proud of Mrs. Bachie for her dedication to growing our Fine Arts program and providing meaningful, hands-on opportunities for our students.



creating MAGIC



Hettie Halstead Elementary 4th graders delivered a heartfelt Veterans Day performance under the direction of Ms. Duckworth, showcasing strong musical skills and patriotism in a beautiful tribute to those who serve.

November CLASSROOMS VISITED:

19



The Pride of Cove Band and Copperettes honored their senior members during the final home game, celebrating their leadership, dedication, and outstanding contributions to our spirit and performance programs.







Clements/Parsons Elementary 4th graders delivered an outstanding musical performance under the direction of Ms. Raoelina and Mr. Sanchez. Students shared songs and rhythms from around the world with confidence and energy.



PLC: COLLABORATION SHOUTOUT



Copperettes Head Director Heather Owens continues to shine as a true collaborator, supporting multiple Fine Arts programs across CCHS. This month, she partnered with both Band and Show Choir to choreograph routines and elevate performances. Her teamwork and willingness to jump in wherever needed make her an invaluable asset to our Fine Arts family.

CELEBRATE THE DAWGS



CCHS Dawghouse Theatre delivered an outstanding production of Almost, Maine, showcasing impressive student talent and strong direction from Mrs. Barnes and Mr. Tabor. The cast and crew earned enthusiastic praise from audiences all weekend.



The Voices of Cove's Tyson Hart advanced to Area as an All-State Choir qualifier, earning a spot in the final round of auditions. His outstanding performance continues to elevate Cove's choral program!



CCJH had 19 All-Region qualifiers; S.C. Lee had 35 qualifiers—the highest in the region for the second consecutive year.



Six CCHS choir students represented the district with excellence at the Region 8 Clinic & Concert. Their dedication and outstanding performances showcased the strength of our choral program and the exceptional talent of our students.



Board of Trustees

Date of Meeting: December 12, 2025

Item Type: Information

Item Name	Monthly Delinquent Tax Collections Report Report (Written Only)
District Goal	Budget Management: All stakeholders will optimize resources to enhance student success.
Summary (Purpose/ Objective)	CCISD utilizes Perdue Brandon Fielder Collins & Mott, LLP, to collect delinquent property taxes. The attached report summarizes their activity on the district's behalf for the proceeding month to include a monthly delinquent collections overview, collection highlights, a 5-year collections summary, and any upcoming court settings.
Fiscal Impact	None
Administrative Recommendation	No action required
Attachments	PBFCM Monthly Collections Report - November 2025

Contact Person: Cliff Heath, Chief Financial Officer

E-Mail Address: heathc@ccisd.com

revised 12.12.2018

Board of Trustees

Date of Meeting: December 12, 2025

Item Type: Information

Item Name	Montly/Quarterly Financial Report (Written Only)
District Goal	Budget Management: All stakeholders will optimize resources to enhance student success.
Summary (Purpose/ Objective)	Financial reports of revenues and expenditures are provided monthly for Board information. Investment report for the 4th quarter of the year (September 1, 2025 to November 31, 2025) is presented in December 2025.
Fiscal Impact	None
Administrative Recommendation	No action required
Attachments	November 2025 Monthly Financial Report 4th Quarter Investment Report (September 1, 2025 to November 31, 2025)

Contact Person: Cliff Heath, Chief Financial Officer

E-Mail Address: heathc@ccisd.com

revised 12.12.2018

Copperas Cove ISD

Comparison Reports

As of November 30, 2025

	199 General Operating	511 Interest & Sinking	240 Child Nutrition
Revenue:	$35,006,540.11	$6,107.91	$945,510.90
Expenditure:	$28,591,855.58	$0.00	$1,237,603.32
Encumbered:	$11,910,355.81	$0.00	$384,424.07
Balance:	($5,495,671.28)	$6,107.91	($676,361.13)

Copperas Cove ISD

Quarterly Investment Report

Quarter: 09/01/2025 to

11/30/2025

The District's cash and investment balances for the three-month period of September 1, 2025 thru November 30, 2025, reflect the investment objectives and guidelines expressed in the District's Investment Policy. District investments include:

- long term securities
- temporary investments held by TASB Lone Star Investment Pool
- temporary investments held by the Texas Local Government Investment Pool (TexPool)

The following is a summary of the District's cash and temporary investment position by fund group on November 30, 2025. These funds are liquid and available immediately, subject to outstanding obligations.

	Cash	Investments	Total
General & Special Funds	$ 18,552,781.64	$ 65,919,761.55	$ 84,472,543.19
Child Nutrition Services Fund	$ 25,185.85	$ 111,219.97	$ 136,405.82
Debt Service Fund	$ 483.44	$ 773,143.16	$ 773,626.60
Insurance Fund	$ 7,940.33	$ 513,199.55	$ 521,139.88
Capital Projects Fund	$ 43,050.15	$ 1,395.09	$ 44,445.24
	$ 18,629,441.41	$ 67,318,719.32	$ 85,948,160.73

Investment Securities

Per CCISD's legal and local investment policy, an investment is authorized in several different instruments. Currently, the District has investments in federal agencies and municipal bonds. These funds are semi-liquid; they become available upon maturity, or when called or sold. The following table lists the investment bonds owned by CCISD as of November 30, 2025.

Bond Investment	Interest Rate	Date Purchased	Maturity Date	Par Value	Cost(Units)	Market Value	Annual Interest
FFCB NOTE	4.75	11/1/2011	1/16/2029	$398,000.00	$398,000.00	$411,404.64	$ 18,905.00
FFCB NOTE	4.3	11/1/2011	11/24/2028	$948,000.00	$948,000.00	$966,884.16	$ 40,764.00
FFCB NOTE	4.93	11/1/2011	2/1/2028	$236,000.00	$236,000.00	$242,810.96	$ 11,634.00
FFCB NOTE	4	11/1/2011	6/15/2027	$69,000.00	$69,000.00	$69,417.45	$ 2,760.00
FHLB NOTE	5	11/1/2011	9/28/2029	$230,000.00	$230,000.00	$241,265.40	$ 11,500.00
FNMA NOTE	2.125	5/16/2016	4/24/2026	$2,000,000.00	$2,000,000.00	$1,987,040.00	$ 42,500.00
FNMA	1.875	10/6/2016	9/24/2026	$500,000.00	$500,000.00	$492,790.00	$ 9,375.00
			TOTAL	$4,381,000.00	$4,381,000.00	$4,411,612.61	$ 137,438.00

Interest

The following table depicts the interest earned by each investment category. The District's total interest earnings from investments were $1,364,461.24 for the September 1, 2025 thru November 30, 2025 quarter.

Interest Earned for the Quarter Ending November 30, 2025				
	Sep-25	Oct-25	Nov-25	Total
Checking	$ 10,703.36	$ 11,624.95	$ 12,257.00	$ 34,585.31
Lone Star	$ 224,856.10	$ 231,652.41	$ 210,779.26	$ 667,287.77
TexPool	$ 141.84	$ 143.32	$ 134.04	$ 419.20
Securities	$ 556,075.98	$ 53,067.36	$ 53,025.62	$ 662,168.96
Total	$ 791,777.28	$ 296,488.04	$ 276,195.92	$ 1,364,461.24

Portfolio Composition as of November 30, 2025:

Entity	Amount	% of total
Bancorp South	$ 18,629,441.41	20.62%
Lone Star Investment Pool	$ 67,277,705.55	74.46%
TexPool Investment Pool	$ 41,013.77	0.05%
Security (Market Value)	$ 4,411,612.61	4.88%
Total	$ 90,359,773.34	100.00%

Compliance Certification

This investment Report is in full compliance with Copperas Cove ISD's Investment Policy and relevant provisions of Texas Government Code Chapter 2256.

Clifton Heath

Clifton Heath

Chief Financial Officer

Check Number	Payee	Check Amount	Check Date
EFT	NWEA	-$97,242.00	11/04/2025
162500	BEYOND SOCIAL SKILLS	-$91.90	11/05/2025
164194	BRIGHTSPEED (DBA), CONN PARENT CORP	-$2,131.86	11/05/2025
164624	BOYCE, KEYLYNN FAYE	$216.00	11/05/2025
164625	FRANCIS, KATRINA RENEE	$612.00	11/05/2025
164626	GATES, RICKY S	$360.00	11/05/2025
164627	REGION 8 VOCAL DIVISION	$390.00	11/05/2025
164628	SAN MIGUEL ARCANGEL LLC, ALICIA RODRIGUEZ	$135.66	11/05/2025
164629	TMEA REGION 8 - MUSIC	$385.00	11/05/2025
164630	WATSON, MARIO	$625.00	11/05/2025
164631	AMERICAN FENCE & SUPPLY CO	$15,361.17	11/10/2025
164632	ARMADILLO CLAY & SUPPLY, CRAIG FREIBURGE	$486.00	11/10/2025
164633	AT&T MOBILITY	$6,145.64	11/10/2025
164634	BAKER DISTRIBUTING COMPANY LLC	$0.00	11/10/2025
164635	BAKER DISTRIBUTING COMPANY LLC	$1,601.93	11/10/2025
164636	BEYOND SOCIAL SKILLS	$91.90	11/10/2025
164637	BOCAL MAJORITY BASSOON CAMP, LLC	$300.00	11/10/2025
164638	BRIGHTSPEED (DBA), CONN PARENT CORP	$4,269.79	11/10/2025
164639	BSN SPORTS LLC	$0.00	11/10/2025
164640	BSN SPORTS LLC	$21,340.15	11/10/2025
164641	CAMDEN, CHRISTOPHER	$325.00	11/10/2025
164642	CEN-TEX FIRE & SECURITY, LLC	$0.00	11/10/2025
164643	CEN-TEX FIRE & SECURITY, LLC	$1,756.38	11/10/2025
164644	CHALK'S TRUCK PARTS INC	$466.89	11/10/2025
164645	CHEAPER THAN DIRT	$5,310.00	11/10/2025
164646	CI SOLUTIONS	$0.00	11/10/2025
164647	CI SOLUTIONS	$22,858.00	11/10/2025
164648	CITY OF COPPERAS COVE *AMBULANCE	$450.00	11/10/2025
164649	COPPERAS COVE LEADER PRESS	$390.00	11/10/2025
164650	CORKYS AUTOMOTIVE	$344.00	11/10/2025
164651	CORYELL CENTRAL APPRAISAL DISTRICT	$87,779.29	11/10/2025
164652	CORYELL COUNTY TAX OFFICE	$45,360.00	11/10/2025
164653	COURSEY, ORLANDO	$215.00	11/10/2025
164654	CROSS, DALTON	$110.00	11/10/2025
164655	CTRMA PROCESSING	$76.93	11/10/2025
164656	DAVENPORT, GENE	$145.00	11/10/2025
164657	DEALERS ELECTRICAL SUPPLY COMPANY	$0.00	11/10/2025
164658	DEALERS ELECTRICAL SUPPLY COMPANY	$3,552.56	11/10/2025
164659	DECKER EQUIPMENT/SCHOOL FIX	$278.14	11/10/2025
164660	DELANDRO, ROGER	$160.00	11/10/2025
164661	DON HEWLETT CHEVROLET BUICK INC	$47,800.04	11/10/2025
164662	EASY WAY SAFETY SERVICES, INC.	$1,420.00	11/10/2025
164663	EDUCATION SERVICE CTR REG 10	$7,666.35	11/10/2025
164664	EDUCATION SERVICE CTR REG 12	$30.00	11/10/2025
164665	ELLIOTT ELECTRIC SUPPLY	$948.85	11/10/2025
164666	ELLIOTT, WAYNE	$160.00	11/10/2025

164667	FELLOWS, III, PAUL D	$275.00	11/10/2025
164668	FISHER, AMY	$300.00	11/10/2025
164669	FISHER, JUSTIN	$160.00	11/10/2025
164670	FORMAL FASHIONS INC	$1,266.84	11/10/2025
164671	GRAINGER	$0.00	11/10/2025
164672	GRAINGER	$0.00	11/10/2025
164673	GRAINGER	$3,887.32	11/10/2025
164674	GULF COAST PAPER COMPANY INC, IMPERIAL BAG &	$0.00	11/10/2025
164675	GULF COAST PAPER COMPANY INC, IMPERIAL BAG &	$522.35	11/10/2025
164676	HADLEY, RALPH	$160.00	11/10/2025
164677	HANDLE WITH CARE BEHAVIOR MANAGEMENT	$6,888.33	11/10/2025
164678	HAWKEY, ANTHONY WADE	$300.00	11/10/2025
164679	HEAT TRANSFER SOLUTIONS, HTS TEXAS	$302.40	11/10/2025
164680	HEIGHTS LUMBER & SUPPLY	$0.00	11/10/2025
164681	HEIGHTS LUMBER & SUPPLY	$0.00	11/10/2025
164682	HEIGHTS LUMBER & SUPPLY	$10,249.62	11/10/2025
164683	HMH EDUCATION COMPANY	$97,242.00	11/10/2025
164684	HOLT TRUCK CENTERS OF TEXAS LLC	$2,889.50	11/10/2025
164685	HONEY'S ROOFING LLC	$1,165.00	11/10/2025
164686	KEITH ACE HARDWARE	$0.00	11/10/2025
164687	KEITH ACE HARDWARE	$0.00	11/10/2025
164688	KEITH ACE HARDWARE	$0.00	11/10/2025
164689	KEITH ACE HARDWARE	$0.00	11/10/2025
164690	KEITH ACE HARDWARE	$0.00	11/10/2025
164691	KEITH ACE HARDWARE	$0.00	11/10/2025
164692	KEITH ACE HARDWARE	$0.00	11/10/2025
164693	KEITH ACE HARDWARE	$0.00	11/10/2025
164694	KEITH ACE HARDWARE	$0.00	11/10/2025
164695	KEITH ACE HARDWARE	$0.00	11/10/2025
164696	KEITH ACE HARDWARE	$0.00	11/10/2025
164697	KEITH ACE HARDWARE	$0.00	11/10/2025
164698	KEITH ACE HARDWARE	$0.00	11/10/2025
164699	KEITH ACE HARDWARE	$0.00	11/10/2025
164700	KEITH ACE HARDWARE	$0.00	11/10/2025
164701	KEITH ACE HARDWARE	$0.00	11/10/2025
164702	KEITH ACE HARDWARE	$0.00	11/10/2025
164703	KEITH ACE HARDWARE	$0.00	11/10/2025
164704	KEITH ACE HARDWARE	$0.00	11/10/2025
164705	KEITH ACE HARDWARE	$0.00	11/10/2025
164706	KEITH ACE HARDWARE	$0.00	11/10/2025
164707	KEITH ACE HARDWARE	$0.00	11/10/2025
164708	KEITH ACE HARDWARE	$0.00	11/10/2025
164709	KEITH ACE HARDWARE	$0.00	11/10/2025
164710	KEITH ACE HARDWARE	$0.00	11/10/2025
164711	KEITH ACE HARDWARE	$0.00	11/10/2025
164712	KEITH ACE HARDWARE	$0.00	11/10/2025
164713	KEITH ACE HARDWARE	$3,709.98	11/10/2025

164714	KEMPNER WATER SUPPLY	$163.30	11/10/2025
164715	KILLEEN DAILY HERALD	$1,358.00	11/10/2025
164716	KIMBALL MIDWEST	$742.26	11/10/2025
164717	KING, CHARLES	$325.00	11/10/2025
164718	LANE, RUSSELL	$160.00	11/10/2025
164719	LANGO LLC	$101.40	11/10/2025
164720	LAWSON PRODUCTS INC	$485.28	11/10/2025
164721	LINDE GAS & EQUIPMENT INC., PRAXAIR DISTR	$14,955.35	11/10/2025
164722	MANNING, JOAN	$170.00	11/10/2025
164723	MARTIN WALKER ELEMENTARY PTA	$225.00	11/10/2025
164724	MCDANIEL, DARREN	$160.00	11/10/2025
164725	MISSION RESTAURANT SUPPLY	$3,141.00	11/10/2025
164726	MOBILE COMMUNICATIONS AMERICA, INC, MCA	$423.20	11/10/2025
164727	NATIONAL WHOLESALE SUPPLY, INC, NWS	$0.00	11/10/2025
164728	NATIONAL WHOLESALE SUPPLY, INC, NWS	$0.00	11/10/2025
164729	NATIONAL WHOLESALE SUPPLY, INC, NWS	$1,556.38	11/10/2025
164730	NELSON, ERROL	$215.00	11/10/2025
164731	NORTH AMERICAN RESCUE LLC	$729.40	11/10/2025
164732	O'REILLY AUTO PARTS*	$0.00	11/10/2025
164733	O'REILLY AUTO PARTS*	$0.00	11/10/2025
164734	O'REILLY AUTO PARTS*	$0.00	11/10/2025
164735	O'REILLY AUTO PARTS*	$0.00	11/10/2025
164736	O'REILLY AUTO PARTS*	$0.00	11/10/2025
164737	O'REILLY AUTO PARTS*	$0.00	11/10/2025
164738	O'REILLY AUTO PARTS*	$0.00	11/10/2025
164739	O'REILLY AUTO PARTS*	$0.00	11/10/2025
164740	O'REILLY AUTO PARTS*	$6,368.17	11/10/2025
164741	ORIENTAL TRADING COMPANY, 25365747	$21.83	11/10/2025
164742	PAPERGRAPHICS, LTD	$1,991.33	11/10/2025
164743	PEARSON EDUCATION INC	$245.10	11/10/2025
164744	PETERSON, MICHAEL	$375.00	11/10/2025
164745	PETTIFORD, ISAIAH	$241.50	11/10/2025
164746	PHILLIPS, JEFFREY SCOTT	$525.00	11/10/2025
164747	PRESTO-X-RENTOKIL NORTH AMERICA, INC.	$0.00	11/10/2025
164748	PRESTO-X-RENTOKIL NORTH AMERICA, INC.	$5,972.41	11/10/2025
164749	QUILL CORPORATION	$85.89	11/10/2025
164750	RAE SECURITY	$2,976.00	11/10/2025
164751	REYNOLDS, AARON KEITH	$110.00	11/10/2025
164752	RHEA, RICHARD	$145.00	11/10/2025
164753	ROADRUNNER CHARTERS INC	$2,145.00	11/10/2025
164754	SADLER, CALEB	$110.00	11/10/2025
164755	SHERWIN-WILLIAMS	$347.25	11/10/2025
164756	SOUTHERN TIRE MART	$3,110.20	11/10/2025
164757	SOUTHSIDE BANK	$44,122.01	11/10/2025
164758	SPENCER, CHRISTOPHER MICHAEL	$325.00	11/10/2025
164759	STEVE WEISS MUSIC, INC.	$1,725.00	11/10/2025
164760	SUJACK, THOMAS	$170.00	11/10/2025

164761	SWAN, CONROY	$160.00	11/10/2025
164762	TAPT/TEXAS ASSOCIATION FOR PUPIL	$140.00	11/10/2025
164763	TASB RMF WORKER'S COMP	$22,928.75	11/10/2025
164764	TEXAS COMMISSION ON LAW ENFORCEMENT	$150.00	11/10/2025
164765	WARD'S SCIENCE	$3,013.38	11/10/2025
164766	WC OF TEXAS	$84.78	11/10/2025
164767	ZEARN	$500.00	11/10/2025
EFT	ADVANCE AUTO PARTS	$801.79	11/10/2025
EFT	ALLEN, NATHAN GEORGE	$160.00	11/10/2025
EFT	AMAZON.COM LLC	$7,002.31	11/10/2025
EFT	AMERICAN EXPRESS PURCHASING	$569.52	11/10/2025
EFT	BANEY, KATHERINE JEANNE	$86.00	11/10/2025
EFT	BLICK ART MATERIALS LLC	$39.95	11/10/2025
EFT	CHRISTNER, PHILIP WAYNE	$37.52	11/10/2025
EFT	COONS, MARK ADAM	$12.00	11/10/2025
EFT	COONS, THERESA MARIE	$75.95	11/10/2025
EFT	CRAWLEY, AMANDA	$86.00	11/10/2025
EFT	CRESSWELL, JENNIFER JOY	$53.76	11/10/2025
EFT	DELL MARKETING L P	$93,916.16	11/10/2025
EFT	DERY, VICTOR L	$31.67	11/10/2025
EFT	DINGIANNI, VINCENT MITCHELL	$441.50	11/10/2025
EFT	DJ'S CREATIVE CORNER	$245.00	11/10/2025
EFT	FLI CUSTOMS LLC	$2,080.00	11/10/2025
EFT	HEB GROCERY COMPANY	$7,016.93	11/10/2025
EFT	HENRY SCHEIN INC	$650.00	11/10/2025
EFT	HOLLIS, KEVIN ANDREW	$23.03	11/10/2025
EFT	J. W. PEPPER & SON, INC	$143.23	11/10/2025
EFT	JACKSON PSYCHOLOGICAL CONSULTING SERVICES, STEPHANIE JACKSON	$1,500.00	11/10/2025
EFT	LEGO BRAND RETAIL, INC., LEGO EDUCATION NA	$359.90	11/10/2025
EFT	LENNOX INDUSTRIES INC	$1,049.50	11/10/2025
EFT	LOWMAN CONSULTING, LLC	$3,500.00	11/10/2025
EFT	NEW DIRECTION SOLUTIONS, LLC, DBA PROCARE THERA	$2,724.40	11/10/2025
EFT	NEXTIVA, INC	$258.41	11/10/2025
EFT	PARTS TOWN, LLC.	$250.90	11/10/2025
EFT	PERRY OFFICE PLUS	$961.04	11/10/2025
EFT	PIONEER DRAMA SERVICE INC	$681.57	11/10/2025
EFT	RUDD, JARED D	$182.45	11/10/2025
EFT	STEWART, DOMONICK D	$65.38	11/10/2025
EFT	SUMMERS, CHADRICK E	$350.00	11/10/2025
EFT	TEX AIR FILTERS, AIR RELIEF TECH	$5,307.84	11/10/2025
EFT	TK ELEVATOR	$26,036.77	11/10/2025
EFT	TURNER, KATHERINE B	$86.00	11/10/2025
EFT	UNIFIRST HOLDINGS, INC.	$4,145.58	11/10/2025
EFT	VIRKIM INC	$4,257.20	11/10/2025
164183	AT&T MOBILITY	-$2,993.96	11/13/2025
164184	AT&T MOBILITY	-$1,800.00	11/13/2025
164185	AT&T MOBILITY	-$1,800.00	11/13/2025

164454	VALERO MARKETING & SUPPLY, WEX BANK	-$223.18	11/13/2025
164768	ACE MART RESTAURANT SUPPLY CO	$2,636.23	11/17/2025
164769	ALL AMERICANLOOK INC., ALL AMERICAN PR	$1,046.86	11/17/2025
164770	AT&T MOBILITY	$2,993.96	11/17/2025
164771	AT&T MOBILITY	$1,800.00	11/17/2025
164772	AT&T MOBILITY	$1,800.00	11/17/2025
164773	BARNES, HANNAH GUEST	$594.00	11/17/2025
164774	BRUCE, KASSIDY KAY	$1,800.00	11/17/2025
164775	BSN SPORTS LLC	$5,935.33	11/17/2025
164776	C & G SPORTING GOODS, LLC, BAREFOOT ATHLET	$762.40	11/17/2025
164777	C AND C SPORTING GOODS	$70.00	11/17/2025
164778	CAMDEN, CHRISTOPHER	$312.50	11/17/2025
164779	CI SOLUTIONS	$4,575.00	11/17/2025
164780	CITY OF COPPERAS COVE *AMBULANCE	$412.50	11/17/2025
164781	CITY OF COPPERAS COVE *DUMP	$392.95	11/17/2025
164782	COPPERAS COVE CHAMBER COMMERCE	$360.00	11/17/2025
164783	CROSSIN RESTORATION, LLC	$1,179,629.98	11/17/2025
164784	CURRY, PHELAN ADONIS	$170.00	11/17/2025
164785	DOMINO'S PIZZA- COPPERAS COVE	$55.93	11/17/2025
164786	EASY WAY SAFETY SERVICES, INC.	$120.00	11/17/2025
164787	ELLIOTT, WAYNE	$160.00	11/17/2025
164788	ESPARZA, CHRISTOPHER	$170.00	11/17/2025
164789	EWELL EDUCATIONAL SERVICES, INC.	$2,630.00	11/17/2025
164790	FFA AREA VIII	$0.00	11/17/2025
164791	FFA AREA VIII	$327.25	11/17/2025
164792	FISHER FIRM, PLLC	$5,162.95	11/17/2025
164793	FLOWERS BAKING CO OF SAN ANTONIO	$6,075.12	11/17/2025
164794	FORMAL FASHIONS INC	$844.56	11/17/2025
164795	GRAINGER	$298.91	11/17/2025
164796	HANEN, KEVIN	$145.00	11/17/2025
164797	HANNON, MICHAEL A	$180.00	11/17/2025
164798	HARDIES FRESH FOODS	$27,229.20	11/17/2025
164799	HCTRA, VIOLATIONS	$38.56	11/17/2025
164800	HONEY'S ROOFING LLC	$2,830.00	11/17/2025
164801	HOSA TA	$20.00	11/17/2025
164802	INTEGRITY URGENT CARE, BILLING DEPART	$145.00	11/17/2025
164803	JOHNSON, BRYAN SCOTT	$180.00	11/17/2025
164804	KING, TANNER	$160.00	11/17/2025
164805	LABATT FOOD SERVICE	$210,728.60	11/17/2025
164806	LAKESHORE LEARNING MATERIALS	$132.98	11/17/2025
164807	LOWE'S COMPANIES, INC, LOWE'S HOME CEN	$5,446.87	11/17/2025
164808	MACK, JEROME	$140.00	11/17/2025
164809	MANSFIELD OIL COMPANY OF GAINESVILLE INC.	$38,339.44	11/17/2025
164810	MARTINEZ, MARCO ALEXANDER	$468.75	11/17/2025
164811	MCCREA KILN REPAIR LLC, CLIFFORD N MCCREA	$270.24	11/17/2025
164812	MCDANIEL, DARREN	$160.00	11/17/2025
164813	NIX, JONATHAN	$312.50	11/17/2025

164814	OAK FARMS	$48,569.09	11/17/2025
164815	PETERS, DARYL KEITH	$170.00	11/17/2025
164816	PHILLIPS, JEFFREY SCOTT	$312.50	11/17/2025
164817	PINNACLE MEDICAL MGMT CORPORATION	$4,070.00	11/17/2025
164818	PORTIONPAC CHEMICAL CORPORATION	$0.00	11/17/2025
164819	PORTIONPAC CHEMICAL CORPORATION	$1,362.13	11/17/2025
164820	RAMOS, CATHLEEN ROSE	$95.00	11/17/2025
164821	RAPTOR TECHNOLOGIES LLC	$448.50	11/17/2025
164822	READ NATURALLY INC	$2,300.00	11/17/2025
164823	RLS INTERESTS INC DBA PRIME SYSTEMS	$100,128.00	11/17/2025
164824	RUSH BUS CENTER	$0.00	11/17/2025
164825	RUSH BUS CENTER	$599.69	11/17/2025
164826	SCHOLASTIC BOOK FAIRS	$200.00	11/17/2025
164827	SINGLETON, CLARK & COMPANY, PC	$30,750.00	11/17/2025
164828	SMITH SUPPLY CO LLC	$2,773.00	11/17/2025
164829	SOSA, CELESTINO	$2,400.00	11/17/2025
164830	SPENCER, CHRISTOPHER MICHAEL	$233.50	11/17/2025
164831	STAR AUTISM SUPPORT INC	$7,518.50	11/17/2025
164832	STEVE WEISS MUSIC, INC.	$227.84	11/17/2025
164833	STUTZ, KYLE	$160.00	11/17/2025
164834	TAIVALKOSKI, GREG	$160.00	11/17/2025
164835	TASB RMF WORKER'S COMP	$17,365.99	11/17/2025
164836	TASB, INC.	$2,500.00	11/17/2025
164837	TEAL, BERRNARD	$160.00	11/17/2025
164838	TEMPLE BASKETBALL OFFICIALS ASSOC, TIFFANY GRAVES	$200.00	11/17/2025
164839	TEXAS COUNSELING ASSN	$185.00	11/17/2025
164840	TEXAS DEPARTMENT OF PUBLIC SAFETY	$66.00	11/17/2025
164841	TEXAS MUSIC EDUCATORS ASSN	$135.00	11/17/2025
164842	VALERO MARKETING & SUPPLY, WEX BANK	$223.18	11/17/2025
164843	VEX ROBOTICS INC	$1,766.63	11/17/2025
164844	WAKEFIELD, CHRIS	$145.00	11/17/2025
164845	WALSH GALLEGOS KYLE ROBINSON & ROALSON P.C.	$5,015.27	11/17/2025
164846	WEST ISD ATHLETICS	$1,064.00	11/17/2025
164847	WORKERS ASSISTANCE PROGRAM, INC	$2,262.40	11/17/2025
164848	ZIMMERMAN, CHAD	$160.00	11/17/2025
EFT	AEROWAVE TECHNOLOGIES	$104.42	11/17/2025
EFT	ALLEN, NATHAN GEORGE	$170.00	11/17/2025
EFT	BACHIE, CRISSY NICOLE	$102.00	11/17/2025
EFT	BACHIE, KRISTINA LEANN	$3.92	11/17/2025
EFT	BEATON, RENEE MARIE	$103.50	11/17/2025
EFT	BRUCE, KASSIDY KAY	$233.80	11/17/2025
EFT	DIGITAL RESOURCES, INC.	$715,977.51	11/17/2025
EFT	DINGIANNI, VINCENT MITCHELL	$225.00	11/17/2025
EFT	ERICKSON, MICHELLE ROBIN	$55.02	11/17/2025
EFT	FOLLETT CONTENT SOLUTIONS	$711.95	11/17/2025
EFT	HARRIS, MARCUS JAMAL	$102.00	11/17/2025
EFT	J. W. PEPPER & SON, INC	$771.48	11/17/2025

EFT	KATTNER, BRITNI MARIA	$17.01	11/17/2025
EFT	LAPIERRE, LINDA SCHNEIDER	$102.00	11/17/2025
EFT	LEWIS, KATHERINE E	$1,750.00	11/17/2025
EFT	THE LITTLE SIGN COMPANY	$225.00	11/17/2025
EFT	MOSLEY, JASMINE LAQUISE	$9.52	11/17/2025
EFT	NATIONAL HEALTHCAREER ASSOCIATION, ASSESS TECH INST	$10,473.00	11/17/2025
EFT	PARTS TOWN, LLC.	$4,797.97	11/17/2025
EFT	PETERSON FARMS FRESH, LLC.	$9,992.40	11/17/2025
EFT	ROBBINS, MADDISON GRACE	$926.28	11/17/2025
EFT	SMITH, CHANTEL ADONNA	$250.40	11/17/2025
EFT	SUMMERS, CHADRICK E	$550.00	11/17/2025
EFT	SUTHERLAND BUILDING MATERIAL CENTERS, LP, HOMEBASE	$2,571.23	11/17/2025
EFT	TEXAS ALTERNATOR STARTER SERVICE, THE MCADAMS GRO	$580.00	11/17/2025
EFT	VARSITY SPIRIT FASHIONS & SUPPLIES LLC	$915.00	11/17/2025
EFT	WALKER, AMANDA MICHELLE	$10.92	11/17/2025
164289	MARK'S PLUMBING, JOHN GASPARINI	-$278.15	11/18/2025
164291	MATH TEACHERS PRESS, INC.	-$3,462.00	11/18/2025
EFT	NATIONAL HEALTHCAREER ASSOCIATION, ASSESS TECH INST	-$10,473.00	11/19/2025
164530	BLUETRITON BRANDS INC	-$479.16	11/20/2025
164849	WEST, DANIEL ALLEN	$216.00	11/20/2025
EFT	NATIONAL HEALTHCAREER ASSOCIATION, ASSESS TECH INST	$10,473.00	11/20/2025
164286	LANCASTER, TODD	-$145.00	11/21/2025
164287	LANE, RUSSELL	-$375.00	11/21/2025
164288	LEIFESTE, MICHAEL	-$145.00	11/21/2025
164329	TEXAS DEPARTMENT OF LICENSING &	-$325.00	11/21/2025
164850	ALERT SERVICES INC	$2,004.10	11/24/2025
164851	ARBITERSPORTS LLC	$4,690.00	11/24/2025
164852	ATMOS ENERGY	$0.00	11/24/2025
164853	ATMOS ENERGY	$0.00	11/24/2025
164854	ATMOS ENERGY	$0.00	11/24/2025
164855	ATMOS ENERGY	$7,189.11	11/24/2025
164856	ATTAINMENT COMPANY, INC.	$2,037.89	11/24/2025
164857	AUTISTIC TREATMENT CENTER, INC.	$40,963.07	11/24/2025
164858	BAND SHOPPE	$651.80	11/24/2025
164859	THE BANDWAGON MUSIC STORE & REPAIR	$8,580.00	11/24/2025
164860	BELTON ISD ATHLETICS	$700.00	11/24/2025
164861	BRIGHTSPEED (DBA), CONN PARENT CORP	$2,115.05	11/24/2025
164862	BSN SPORTS LLC	$6,754.18	11/24/2025
164863	BUTLER, VICTORIA	$3,000.00	11/24/2025
164864	C AND C SPORTING GOODS	$1,821.00	11/24/2025
164865	CF SUPPLY INC	$1,011.25	11/24/2025
164866	CITY OF COPPERAS COVE UTILITY ADMIN	$0.00	11/24/2025
164867	CITY OF COPPERAS COVE UTILITY ADMIN	$0.00	11/24/2025
164868	CITY OF COPPERAS COVE UTILITY ADMIN	$0.00	11/24/2025
164869	CITY OF COPPERAS COVE UTILITY ADMIN	$0.00	11/24/2025
164870	CITY OF COPPERAS COVE UTILITY ADMIN	$26,332.40	11/24/2025
164871	CLAY'S CUSTOM DESIGNS, LUCY BOWMAN	$2,640.00	11/24/2025

164872	COCHRAN, RUSSEL	$540.00	11/24/2025
164873	COLLEGE STATION INDEPENDENT SCHOOL DISTRICT	$400.00	11/24/2025
164874	COPPERAS COVE LEADER PRESS	$780.00	11/24/2025
164875	CORYELL COUNTY TAX OFFICE	$7,159.21	11/24/2025
164876	CUNDIFF, OWEN	$187.50	11/24/2025
164877	DE LOS SANTOS JR, RUDY	$657.00	11/24/2025
164878	DE LOS SANTOS JR, RUDY	$657.00	11/24/2025
164879	DIVINE SIGNS & PRINTING, SHANNON DODD	$225.00	11/24/2025
164880	EASY WAY SAFETY SERVICES, INC.	$95.00	11/24/2025
164881	EDUCATION SERVICE CTR REG 12	$1,590.00	11/24/2025
164882	EWELL EDUCATIONAL SERVICES, INC.	$40.00	11/24/2025
164883	FREEMAN, ELVIN LAMAR	$130.00	11/24/2025
164884	GANDY INK	$2,472.00	11/24/2025
164885	GEORGETOWN ISD ATHLETICS, CHRIS CORLEY	$800.00	11/24/2025
164886	H & B SUPPLY INC	$708.37	11/24/2025
164887	H & H OIL LP	$170.00	11/24/2025
164888	H & H T-SHIRT PRINTING INC	$1,582.10	11/24/2025
164889	HANK'S TIRE & MUFFLER	$331.45	11/24/2025
164890	HAWKINS, BRIAN	$96.00	11/24/2025
164891	HOLT TRUCK CENTERS OF TEXAS LLC	$0.00	11/24/2025
164892	HOLT TRUCK CENTERS OF TEXAS LLC	$0.00	11/24/2025
164893	HOLT TRUCK CENTERS OF TEXAS LLC	$0.00	11/24/2025
164894	HOLT TRUCK CENTERS OF TEXAS LLC	$10,553.40	11/24/2025
164895	HOTSY CARLSON EQUIPMENT CO.	$668.45	11/24/2025
164896	HOUSE OF RIBBONS	$437.95	11/24/2025
164897	THE INSTRUMENTALIST AWARDS LLC	$17.00	11/24/2025
164898	JOHNSON, BRYAN SCOTT	$130.00	11/24/2025
164899	KIMBALL MIDWEST	$623.91	11/24/2025
164900	LAMPASAS ISD	$1,000.00	11/24/2025
164901	LANCASTER, TODD	$145.00	11/24/2025
164902	LANE, RUSSELL	$375.00	11/24/2025
164903	LEANDER ISD ATHLETICS	$500.00	11/24/2025
164904	LEIFESTE, MICHAEL	$145.00	11/24/2025
164905	LEWISVILLE ISD	$350.00	11/24/2025
164906	LINDE GAS & EQUIPMENT INC., PRAXAIR DISTR	$504.91	11/24/2025
164907	MARBLE FALLS HIGH SOFTBALL	$400.00	11/24/2025
164908	MARK'S PLUMBING, JOHN GASPARINI	$0.00	11/24/2025
164909	MARK'S PLUMBING, JOHN GASPARINI	$465.11	11/24/2025
164910	MARSH, REBECCA	$200.00	11/24/2025
164911	MATH TEACHERS PRESS, INC.	$7,848.00	11/24/2025
164912	MIDWAY ISD ATHLETICS	$1,125.00	11/24/2025
164913	NORTH TEXAS TOLLWAY AUTHORITY	$62.02	11/24/2025
164914	O'REILLY AUTO PARTS*	$0.00	11/24/2025
164915	O'REILLY AUTO PARTS*	$1,931.58	11/24/2025
164916	PEARSON EDUCATION INC	$250.00	11/24/2025
164917	PETET, BEN	$696.00	11/24/2025
164918	POWERPRINT TEES	$31.25	11/24/2025

164919	REDING, CALLY MCKENZIE	$99.00	11/24/2025
164920	ROADRUNNER CHARTERS INC	$4,650.00	11/24/2025
164921	ROBINSON HIGH SCHOOL TENNIS	$450.00	11/24/2025
164922	ROMEO MUSIC	$11,752.97	11/24/2025
164923	STAPLES CONTRACT AND COMMERCIAL, LLC	$138.36	11/24/2025
164924	TASB HR SERVICES	$100.00	11/24/2025
164925	TASB, INC.	$11,500.00	11/24/2025
164926	TASBO	$680.00	11/24/2025
164927	TAYLOR, CHRISTOPHER	$100.00	11/24/2025
164928	TEXAS ASSN OF FUTURE EDUCATORS	$675.00	11/24/2025
164929	TEXAS ASSN OF FUTURE EDUCATORS	$195.00	11/24/2025
164930	TEXAS HIGH SCHOOL WOMEN'S POWERLIFTING	$100.00	11/24/2025
164931	TEXAS HIGH SCHOOL POWERLIFTING ASSOCIATION	$75.00	11/24/2025
164932	TITAN SUPPORT SYSTEMS	$4,298.50	11/24/2025
164933	TXU ENERGY	$94,381.29	11/24/2025
164934	VALERO MARKETING & SUPPLY, WEX BANK	$419.12	11/24/2025
164935	VISTA RIDGE CROSS COUNTRY BOOSTER	$550.00	11/24/2025
164936	WARD'S SCIENCE	$61.74	11/24/2025
164937	WHITE, ANTHONY	$130.00	11/24/2025
164938	WILSON LANGUAGE TRAINING CORP	$28.00	11/24/2025
164939	WOODROW MUSIC LLC, HALEY WOODROW	$500.00	11/24/2025
EFT	CITIBANK, N.A.	$73,702.61	11/24/2025
EFT	ADVANCE AUTO PARTS	$448.02	11/24/2025
EFT	AMAZON.COM LLC	$10,344.33	11/24/2025
EFT	BACHIE, CRISSY NICOLE	$85.40	11/24/2025
EFT	BEATON, RENEE MARIE	$108.00	11/24/2025
EFT	BLICK ART MATERIALS LLC	$923.37	11/24/2025
EFT	BLUETRITON BRANDS INC	$479.16	11/24/2025
EFT	BOND, REGINA LYNN	$102.00	11/24/2025
EFT	THE COLLEGE BOARD	$1,031.78	11/24/2025
EFT	COULTER VENTURES LLC, ROGUE FITNESS	$2,568.47	11/24/2025
EFT	DELL MARKETING L P	$53,740.40	11/24/2025
EFT	FISCHER, FRED W	$130.00	11/24/2025
EFT	FLI CUSTOMS LLC	$2,412.00	11/24/2025
EFT	GROUNDFORCE BUILDING SYSTEMS, LLC	$4,500.00	11/24/2025
EFT	GWIN III, RICKY DALE	$240.00	11/24/2025
EFT	HILGENBERG, KELLY TERESE	$119.70	11/24/2025
EFT	IAMS, GILBERT	$252.55	11/24/2025
EFT	J. W. PEPPER & SON, INC	$601.99	11/24/2025
EFT	LANDERS, MICHELLE DENISE	$41.86	11/24/2025
EFT	LOPEZ TORRES, SAYRA M	$34.44	11/24/2025
EFT	MENDEZ LIZARDO, YARELIS	$54.67	11/24/2025
EFT	MILLER, LEAH DARLENE	$366.00	11/24/2025
EFT	NEW DIRECTION SOLUTIONS, LLC, DBA PROCARE THERA	$2,240.00	11/24/2025
EFT	PERRY OFFICE PLUS	$717.99	11/24/2025
EFT	POWELL LAW GROUP, LLP	$13,440.54	11/24/2025
EFT	RIVERSIDE ASSESSMENTS, LLC	$1,858.12	11/24/2025

EFT	ROCHESTER ARMORED CAR CO, INC	$790.55	11/24/2025
EFT	SCHOOL SPECIALTY INC	$382.96	11/24/2025
EFT	SHEAFFER, TRICIA RENE	$58.73	11/24/2025
EFT	SHERWIN-WILLIAMS	$22.50	11/24/2025
EFT	SPECTRUM PRINTING	$1,722.60	11/24/2025
EFT	WADHWANI, NITU B	$80.71	11/24/2025
EFT	WENDT, DIANIA MARIE	$76.51	11/24/2025
EFT	YAWN, SARAH ELAINE	$63.70	11/24/2025

Board of Trustees

Date of Meeting: December 15, 2025

Item Type: Action

Item Name	New Hires
District Goal	Human Resources: CCISD will recruit, develop and retain a high-quality and diverse staff.
Summary (Purpose/ Objective)	New hire recommendations for the 2025-2026 school year are submitted for the November 2025 board meeting.
Fiscal Impact	None
Administrative Recommendation	Administration recommends approval of the recommendations attached.
Attachments	New Hire Recommendations

Contact Person: Tracie Phillips, Executive Director of Human Resources

E-Mail Address: phillipst@ccisd.com

revised 12.12.2018

2025-2026 NEW HIRE PROFESSIONAL CONTRACTS

NAME	EMP/TRANS DATE	POSITION	CAMPUS	YEARS EXP IN PROPOSED POSITION	YEARS EXP IN EDUCATION OR FIELD	COLLEGE TO ISSUE DEGREE	CERTIFICATION	LAST DISTRICT TAUGHT
Farquhar, Britteny	12/1/2025	Teacher, Science	Copperas Cove Junior High	14	14	Texas State University	English Language Art and Reading Grades (4-8), English Language Art and Reading Grades (7-12), English Second Language Supplemental Grades (4-12), Generalist Grades (4-8), Social Studies Grades (7-12)	Jerrell ISD
Mobley, Mary	12/1/2025	Counselor	Williams Ledger Elementary		7	Angelo State University	English Second Language Supplemental Grades (EC-12), Family Consumer Sciences Grades (6-12), Health Grades (EC-12), Generalist Grades (4-8), School Counselor (EC-12)	Copperas Cove ISD
O'Niell Almquist, Lindsie	1/5/2026	Executive Director of Human Resources	District	10	6	Texas State University	English Second Language Supplemental Grades (EC-12), Principal (EC-12), Generalist Grades (4-8), School Counselor (EC-12), Superintendent (EC-12)	Austin ISD
	*tentative date	*subject TBD					*Certification Pending/ **Emergency Permit/ ***DOI Local Certification	

2025-2026 NEW HIRE PROFESSIONAL CONTRACTS

Board of Trustees

Date of Meeting: December 15, 2025

Item Type: Report

Item Name	Resignations (Written Only)
District Goal	Human Resources: CCISD will recruit, develop and retain a high-quality and diverse staff.
Summary (Purpose/ Objective)	Resignations are provided, as needed, for Board information.
Fiscal Impact	None
Administrative Recommendation	None
Attachments	Resignations

Contact Person: Tracie Phillips, Executive Director of Human Resources

E-Mail Address: phillipst@ccisd.com

2026-2025 Resignations Instructional Support

NAME	TERM DATE	POSITION	CAMPUS	REASON
Love, Richard	5/22/2026	Teacher, Math	Crossroads High School	Retirement

2025-2026 Vacancies Instructional Support

Position	# of Vacancies	Campus/Department	as of Date	Notes
Aide, Instructional	1	Clements Parsons Elementary		
Aide, ESL	1	Copperas Cove High School		
Aide, SPED	2	Copperas Cove High School		
Aide, SPED	1	Copperas Cove Junior High School		
Teacher, Interventionist	1	Fairview Jewell Elementary		
Aide, Instructional	1	Hettie Halstead Elementary		
Aide, SPED	1	Hettie Halstead Elementary		
Aide, SPED	2	House Creek Elementary		
Aide, Instructional Prekindergarten	1	Mae Stevens Early Learning Academy		
Aide, ISS	1	Martin Walker Elementary		
Aide, SPED Life Skills	1	Martin Walker Elementary		
Aide, Library	1	S.C. Lee Junior High		
Aide, SPED Life Skills	1	S.C. Lee Junior High		
Teacher, History	1	S.C. Lee Junior High		
Aide, Speech	2	Special Education Department		
Aide, SPED Bilingual	1	Special Education Department		
School Psychologist	1	Special Education Department		
Speech Language Pathologist	2	Special Education Department		
Speech Language Pathologist Assistant	1	Special Education Department		
Aide, SPED	1	Williams Ledger Elementary		
Aide Total Vacancies -	18			
Teacher Total Vacancies -	2			
Professional Support Vacancies -	4			
Admin Total Vacancies -	0			

2025-2026 Vacancies Instructional Support

SUPPORT PERSONNEL VACANCIES - DECEMBER 2025				
POSITION	**CAMPUS/DEPT**	**# of Vacancies**	**as of date**	**Notes**
Cafeteria Worker/Cook	Child Nutrition	2	11/19/2025	
Cafeteria Monitor	HHE	1	11/19/2025	
Crossing Guard	Maintenance	1	11/19/2025	
Custodian	Maintenance	2	11/19/2025	
Floor Technician	Maintenance	2	11/19/2025	
Special Assignment - Special Education Assistant/Bus Aide	Transportation	1	11/19/2025	
Bus Drivers	Transportation	4	11/19/2025	
Cafeteria Monitor	WLE	1	11/19/2025	

Report Date: December 2025
Prepared by: Technology Department

Overview

This month feels like a defining moment for Copperas Cove ISD Technology. As we have built this ship it's time to take it out of the safety of the harbor, and into the open water, that is what ships are built for. We have pushed off from the dock, caught the wind, and we are finally moving toward the work that needs to be done rather than waiting for calm seas. Our ship is out of the harbor, and we are sailing toward real progress with purpose and confidence.

As we close out 2025 and look toward 2026, there is fresh energy across the department and across the District. The opportunities made possible through the bond are already opening doors for our students, our teachers, and our community. Dr Hawkins has described this as a community bond, and he is absolutely right. This is part of bringing back our identity with a renewed focus on what has always mattered most. Student success.

We do not have many new items beyond what was reported last month, but our work continues at full speed. We delivered all new devices to principals, complete with the Dawg logo etch, which was completed by our talented CTE students. Next up is the rollout to our Math teachers, giving them tools that make it easier to move, teach, and innovate in the classroom. My team and I are truly grateful for the support and engagement the Board continues to show as we build something special here.

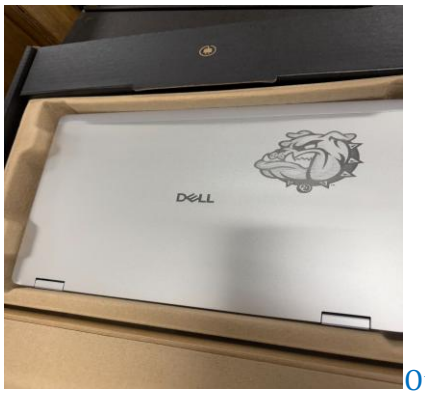
William Ledger Elementary continues to make excellent progress. I am excited to showcase this campus as our model site for technology and safety integration. What we are building there sets the expectation for the work ahead at the High School, Cove Junior High, and Fairview Jewell Elementary. From classroom tools to safety and security upgrades, this work will set CCISD apart from any District in the state.

I want to close by expressing sincere appreciation to the Board. Your support and your willingness to stay involved in this work truly move the District forward. My department and the entire District recognise the time and commitment you invest to strengthen Copperas Cove ISD and to create real opportunities for our students. And let’s be honest, you all deserve a raise…..a big one. Unfortunately, that would require you to actually be paid in the first place. Most people have no idea how many hours you put in or that you do it solely because you care about this community and not because there is a paycheck waiting at the end.

Thank you for everything you do, and I hope you all have a wonderful holiday season.

CCISD Technology Report Flyer – December 2025

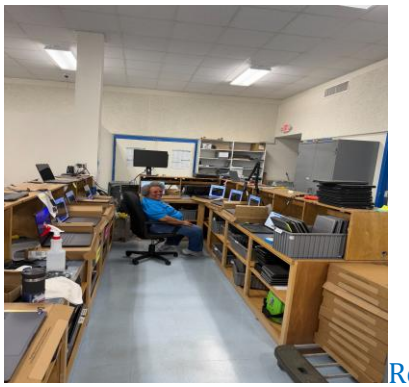
CTE-Etched Dawg Devices



Our new staff devices feature the Dawg etched logo, completed by our talented CTE students. This custom etching is more than decoration. It represents ownership, pride, and a sense of identity for our staff. The students who create these etches are learning real industry skills while helping shape the look and feel of our district. Every device that goes out carries their craftsmanship and a reminder of what makes Copperas Cove ISD unique.Math Teacher Device Rollout

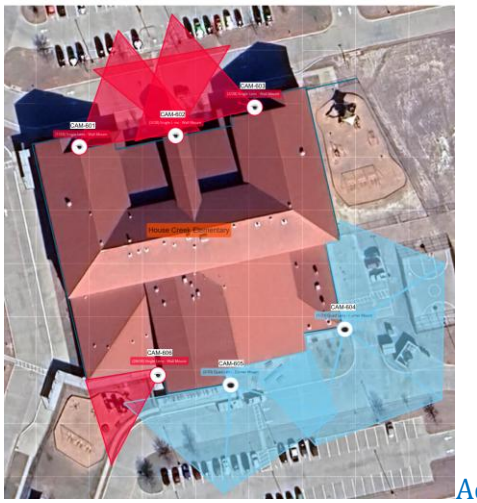


The first wave of our five year staff device replacement plan is rolling out to Math teachers. This upgrade gives them the power, speed, and flexibility that modern instruction demands. These new devices remove years of tech limitations and open the door for stronger classroom engagement, faster data access, and more dynamic teaching. This cycle also sets the standard for every future rollout, ensuring our staff always have the tools they need to support student success.Imaging Lab – Rybyn at Work



Robyn one of the campus techs, is preparing and imaging devices, helping streamline technology support and training. She may be even more excited than the teachers receiving these devices. She completed the imaging work for this entire batch and is thrilled to see what these upgrades will allow teachers to do in their classrooms. This rollout not only improves instruction but also gives our techs more time to support instructional technology and hands-on training instead of fixing outdated equipment..

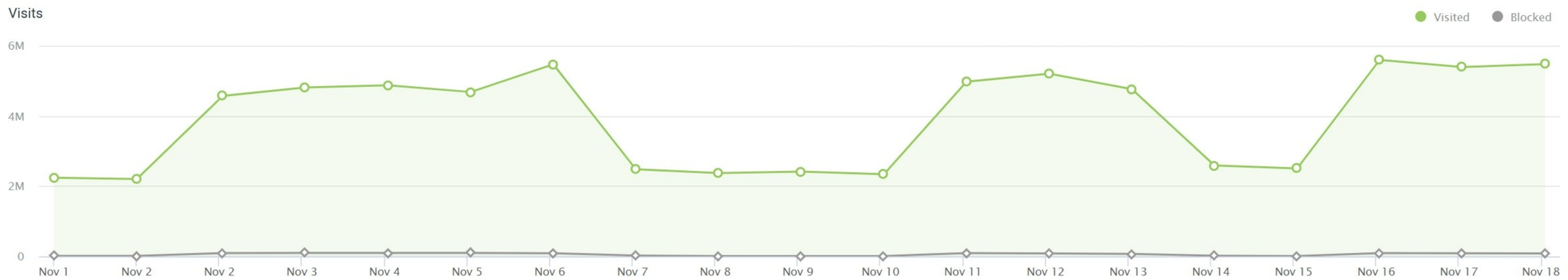
Campus Security Camera Coverage



Advanced exterior camera coverage provides enhanced safety and monitoring for all campuses. These upgraded systems offer wider angles, clearer visibility, and smarter analytics that allow our security team to respond faster and more accurately. Every exterior door will be fully monitored, giving our campuses a stronger protective layer and bringing CCISD closer to the safety standard we expect for our students and staff. This project represents the new direction we are taking — modern, proactive, and built for the future.

Internet overview

Nov 1, 2025 - Nov 19, 2025



75.0M
Website visits

1.1M
Website blocks

8
Search blocks

0
Flags

Top activities

View all

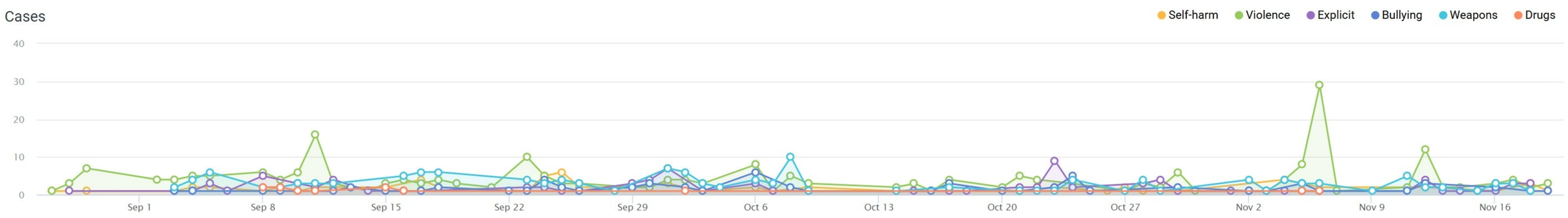
Miscellaneous	Education	Search	YouTube	Communication	AI
77.8%	17.4%	3.7%	0.6%	0.3%	0.2%

Alert

Last 90 days | View all cases

41	597	430	536
OPEN CASES	CLOSED CASES	USERS	UNASSIGNED CASES

Cases



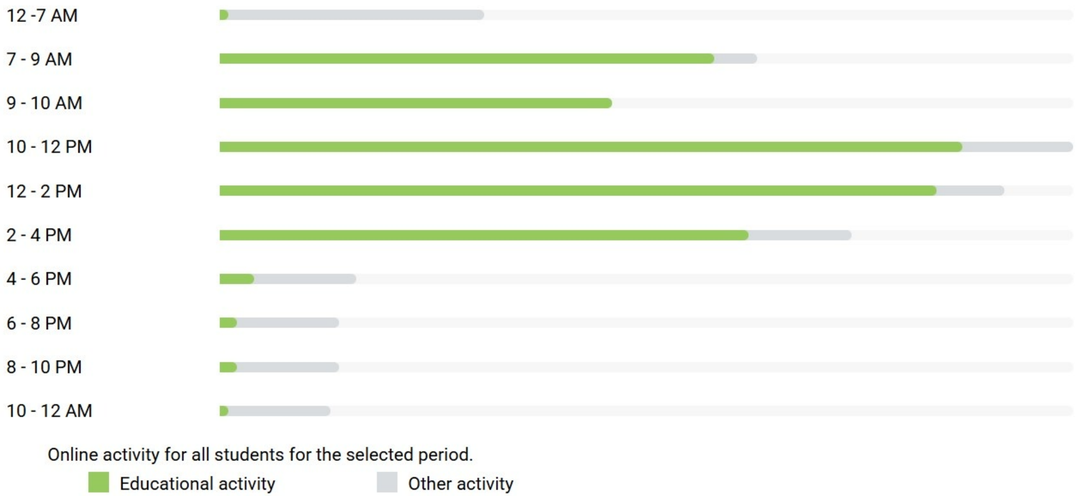
Online activity

Nov 1, 2025 - Nov 19, 2025

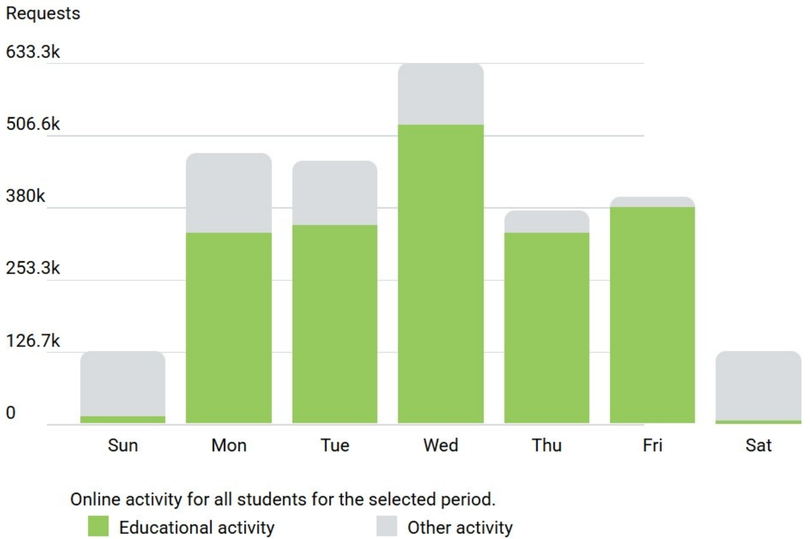
43%
of requested content is education related

88%
of requests made 7 AM - 4 PM

Activity by time of day



Activity by day of week



December 2025

December 2025

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Nov 30	Dec 1	2 8:00am 9:00am CCHS Golf 4:30pm 5:30pm Girls BB 5:00pm 6:00pm Board	3	4 12:00pm 2:00pm Boys BB 3:50pm 4:50pm CCJH Band 3:50pm 4:50pm LEE Band	5 7:00am 8:00am Boys BB v 8:00am 9:00am Wrestling - B 5:00pm 6:00pm Fort Hood	6 Swim Meet - time TBA (Temple ISD Swim Center) 8:30am 9:30am Wrestling - B
7	8 6:00pm 8:00pm CCHS Band - CCJHS Concert (Lea 6:00pm 8:00pm Workshop	9 6:00pm 8:00pm CCHS Band - 6:00pm 7:00pm Girls vs. 6:15pm 7:15pm Boys BB vs	10 3:00pm 4:30pm Quarterly Summit Meeting - Hosted 5:30pm 6:30pm Wrestling v.	11 Girls Varsity Tournament TBA (Robinson) Boys BB vs. Midway 4:00pm 7:00pm CCJH Theatre	12 1:30pm 2:30pm Wrestling - 5:00pm 6:00pm Boys	13 Boys BB vs. Midway 9:30am 10:30am Wrestling -
14 Jeff Gorres BD - Happy Birthday!	15 5:00pm 6:00pm Boys 5:00pm 6:00pm Boys BB 6:00pm 7:00pm Regular SB	16 5:00pm 7:00pm Girls vs. 5:00pm 6:00pm HCE Winter 5:30pm 6:30pm Girls	17	18 Boys BB vs. Lampasas Tourney (tba) 5:30pm 6:30pm Wrestling v. 6:00pm 7:00pm Football	19 Girls Soccer v. Marble 4:30pm 5:30pm Boys	20 11:00am Christmas Break 9:00am 10:00am Wrestling -
21	22	23	24	25	26	27
Christmas Break						
28 9:00am 9:30am Heather Copeland BD - Happy	29 Boys BB vs. Glenn Tournament (tba)	30 6:00pm 7:00pm Boys	31	Jan 1, 26	2	3
Christmas Break						

January 2026

January 2026

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Dec 28	29	30	31	Jan 1, 26 Christmas Break Boys Soccer vs. Kerrville - TBA (Kerryville) Girls Soccer College Station Tournament - TBA	2	3
4 Christmas Break 12:00pm	5	6 2:30pm 3:30pm MWE - Pep 5:00pm 8:00pm Boys 5:00pm 8:00pm Boys	7 9:30am 10:30am Mae Stevens Bulldawg Assembly (Mae's Ridge (3965 Ranch	8 Girls Soccer Midway Classic Tournament - TBA 8:40am 9:30am House Creek 1:25pm 2:15pm House Creek	9 WLE Pep Rally TBD (MWE) 7:50am 8:30am Hettie Halstead	10 9:00am 10:00am Wrestling - 10:00am 11:00am Swim - Last
11	12 5:00pm 6:00pm Powerlifting Tri Meet 1 (Home) 6:00pm 7:00pm Military	13 4:30pm 5:30pm Lady 5:00pm 6:00pm Boys 5:00pm 6:00pm Boys BB	14 Mike Wilburn's Birthday 4:00pm 5:00pm Powerlifting 5:30pm 6:30pm Wrestling v.	15 Boys Soccer JVB/A Belton Tournament - TBA (Away) 8:30am 9:30am Crossroads Board of Trustees	16 8:30am 9:00am FVJ SB 9:00am 10:00am FVJ Pep Rally	17 8:30am 9:30am Wrestling - Mabry/Cougarette Invitational (Comal HS,
18	19 Martin Luther King Day (United States) 7:30am 4:15pm CCISD Offices	20 4:30pm 8:30pm Boys 5:00pm 8:00pm Boys BB 5:00pm 8:00pm Lady BB	21	22 Swim - District V Temple ISD Swim Center (Temple ISD) 9:00am 10:00am House Creek -	23 Joan Manning's Birthday Wrestling JV District 10:00am 11:00am Mae Stevens	24 8:00am 9:00am Powerlifting - 8:00am 9:00am softball v. 9:30am 10:30am softball v.
25	26 1:00pm 2:00pm CPE hosting SB Recognition (CPE) 5:00pm 6:00pm Softball v.	27 8:30am 10:00am Martin 4:30pm 8:00pm Girls BB 5:00pm 9:00pm Boys BB	28 Wrestling District 13 Championship - TBA (Vandegrift HS)	29 11:30am 12:30pm CCHS School 5:00pm 6:30pm CPE: Open 5:30pm 7:30pm CCHS Band	30 8:00am 9:00am Spring Tennis 4:30pm 8:30pm Boys 5:00pm 9:00pm Girls	31 HS Color Guard Contest - 8:00am 9:00am Powerlifting - 11:00am 12:00pm Baseball

Board of Trustees

Date of Meeting: December 15, 2025

Item Type: Action

Item Name	Consider and Take Action to Approve Board of Trustees Meeting Minutes
District Goal	Community Partnerships: Create community involvement opportunities that foster further academic success, personal excellence, and responsible citizenship.
Summary (Purpose/ Objective)	The minutes for the Board of Trustees meetings held on: November 14, 2025 November 17, 2025 November 18, 2025 Will be brought before the Board for approval
Fiscal Impact	None
Administrative Recommendation	The administration recommends the minutes to be approved, or the minutes to be corrected and then approved, and then be filed
Attachments	Special Called Meeting - November 14, 2025 Workshop Meeting - November 17, 2025 Regular Meeting - November 18, 2025

Contact Person: Monica Hall, Secretary to the Superintender

E-Mail Address: hallm@ccisd.com

Minutes of Special Called Meeting

The Board of Trustees
Copperas Cove Independent School District

A Special Called Meeting of the Board of Trustees of Copperas Cove Independent School District was held Friday, November 14, 2025, beginning at 5:00 PM in the CCISD Board Room, 408 S. Main St., Copperas Cove, TX 76522.

Members Present: John Gallen, Mike Wilburn, Heather Copeland, Jeff Gorres, Sherry Hoffpauir
Members Absent: Joan Manning & Tim Traeger
Staff Present: Dr. Brent Hawkins, Amanda Crawley, Dr. Jimmy Shuck, Monica Hall, Kip Robins, and Kurtis Quillin

1. Call to Order
   Vice President John Gallen called the Special Called Meeting to order at 5:00 p.m. on November 14, 2025
2. Pledges of Allegiance
   Presented by **Mrs. Heather Copeland**
3. Invocation
   Presented by **Mr. Mike Wilburn**
4. Mission Statement:
   The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction, which inspires academic success, personal excellence, and responsible citizenship.
   Presented by **Mr. John Gallen**
5. Citizen Comment on Agenda Items
   No Comment
6. Consider and Take Action to Approve and Adopt an Order Canvassing the Election Returns for the November 4, 2025, Bond Election
   A motion was made by Heather Copeland to approve and adopt an order canvassing the election returns for the November 4, 2025 bond election.
   Mike Wilburn seconded the motion.
   All members present voted by saying 'Aye'.
   Voting Detail:

John Gallen	Aye
Mike Wilburn	Aye
Heather Copeland	Aye
Jeff Gorres	Aye
Sherry Hoffpauir	Aye

   Voting Summary: Aye; Nay; - Motion Carries

7. Consider and Take Action to Canvass and Approve Returns from the November 4, 2025, Board of Trustees Election

   A motion was made by Mike Wilburn to approve the returns from the November 4, 2025, Board of Trustees Election.

   Sherry Hoffpauir seconded the motion.

   Voting Detail:

John Gallen	Aye
Mike Wilburn	Aye
Heather Copeland	Aye
Jeff Gorres	Aye
Sherry Hoffpauir	Aye

   Voting Summary: Aye; Nay; - Motion Carries

8. Adjourn

   The Vice-President, John Gallen, declared the meeting adjourned at 5:03 p.m.

_____

John Gallen, Board Vice-President

_____

Board Secretary

Minutes of Regular Meeting

The Board of Trustees
Copperas Cove Independent School District

A Regular Meeting of the Board of Trustees of Copperas Cove Independent School District was held Tuesday, November 18, 2025, beginning at 6:00 PM in the CCISD Board Room, 408 S. Main St., Copperas Cove, TX 76522.

Members Present: Joan Manning, John Gallen, Mike Wilburn, Heather Copeland, Jeff Gorres, Sherry Hoffpauir, Tim Traeger
Members Absent:
Staff Present: Dr. Brent Hawkins, Amanda Crawley, Dr. Jimmy Shuck, Monica Hall, Clifton Heath, Kip Robins, and Kurtis Quillin

Others Present: Killeen Daily Herald – Erik Walsh

1. Call to Order
   Board President, Joan Manning, called the meeting to order at 6:00 p.m.
2. Pledges of Allegiance — **Students from Mae Stevens Early Learning Academy**
3. Invocation
   Presented by Mr. Mike Wilburn
4. Mission Statement:
   The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction, which inspires academic success, personal excellence, and responsible citizenship.
   Presented by Mr. Timoth Traeger
5. Citizen Comments on Agenda Items
   Heather Morris
6. Good Things

A) Student
   1. Lady Dawg Volleyball Team
   2. Cross Country Regional Qualifier
   3. CC HS Tennis

B) Staff
   4. Emergent Bilingual Program
   5. 2025 Teacher of the Year
   6. Employee Appreciation

C) Board Member Recognition

7. Consent Agenda

A) Board of Trustees Meeting Minutes:
   SB Workshop/Public Hearing (FIRST Report) Meeting — October 20, 2025
   Workshop Board Training Meeting — October 23, 2025
   SB Regular Meeting — October 27, 2025

B) Items Exceeding $50,000

1. Replace 96 HVAC Units at Williams/Ledger ES (Rabroker - BuyBoard #720-23 - $1,254,288.00 from Fund Balance)
2. Purchase of Servers and Speakers for Williams Ledger Elementary School (Lockstep Technology Group - TIPS #230504 - $122,890.90 from Budgeted Funds)
3. Purchase of 20 Dell Laptops for the Engineering Program at CCHS (DIR CPO 5792 Dell - $53,740.40 from Budgeted Funds)
4. Renewal of Imagine Learning Edgenuity for CCISD High Schools (BB 748-24 - $66,240.00 from IMAFunds)
5. Cabling Infrastructure for Williams Ledger Elementary (Rightway Connections of Texas, Inc. DIR-CPO-4780 - $141,726.25 from Budgeted Funds)

C) Contracted Services Agreement between CCISD and New Direction Solutions for Speech Language Pathologist Assistant Services for District SPED Students (Licensed Speech Path -$95,000.00 from Budgeted Funds)

D) Payment of Teacher Designation Fees for the Teacher Incentive Allotment Program ($45,500.00 from Budgeted Funds)

E) Consider and Approve Superintendent Constraints

F) Consider and Approve CCISD's Impact Aid Authorized Representatives for the 2025-2026 School Year

G) Donation(s)

1. Copperas Cove Education Foundation (CCEF) Grants — $40,614.00

A motion was made by Mike wilburn and seconded by Timothy Traeger to approve consent agenda as presented.
Motion Carried:
Sherry Hoffpauir – Aye
John Gallen – Aye
Mike Wilburn – Aye
Joan Manning – Aye
Heather Copeland – Aye
Jeff Gorres – Aye
7-0

8. Action Items

A) Consider and Approve the Votes for Candidates for the Board of Directors for Coryell Central Appraisal District

A motion as made by Mike Wilburn and seconded by Heather Copeland to approve
give the 424 votes for Inez Faison for the Board of Directors for Coryell Central Appraisal District
Motion Carred:
Sherry Hoffpauir – Aye
John Gallen – Aye
Mike Wilburn – Aye
Joan Manning – Aye
Heather Copeland – Aye
Jeff Gorres – Aye
7-0

9. Closed Meeting:

The Board Members did not go into closed session

10. Reconvene Meeting
11. Adjournment

Board President, Joan Manning, declared the meeting adjourned at 6:33 p.m.

_____

Joan Manning, Board President

_____

Board Secretary

Board of Trustees

Date of Meeting: December 15, 2025

Item Type: Action

Item Name	Consider and Discuss the Repair of the Roof at Copperas Cove High School ($147,975.00 Honey's Roofing LLC, TIPS# 24060401)
District Goal	Budget Management: All stakeholders will optimize resources to enhance student success.
Summary (Purpose/ Objective)	The roof lining at one section Copperas Cove High School must be repaired due to hail damage received from prior storms. This expense will be reimbursed by TASB insurance.
Fiscal Impact	$147,975.00 - Fund balance
Administrative Recommendation	Approve repair of roof lining up to $147,975.00.
Attachments	Roof Repair Quote (Honey's Roofing LLC, TIPS# 24060401)

Contact Person: Dr. Jimmy Shuck, Deputy Superintendent

E-Mail Address: jimmy@ccisd.com

revised 12.12.2018

Commercial Roofing Proposal

Submitted To: Dr. Shuck
Project Name: Copperas Cove High School – Remaining Durolast Section
Contact Number: 254-258-8954

Submitted By: Justin Mahan
Honey's Roofing LLC
254-722-3348 / justin@honeysroofingllc.com
TIPS Contractor # 24060401

Date: 11/07/2025

Project Overview:

Mule-Hide 60mil TPO roof system overlay application

Scope of Work:

Flat Roof System: Mule-Hide 60mil TPO single-ply, ½" EPS insulation board
Roof Field Area: Approx. 15,000 square feet including interior parapet walls

Scope Includes:

1.) PREP ROOFS FOR INSTALLATION OF NEW MULE-HIDE 60MIL SINGLE-PLY TPO ROOF SYSTEM. REMOVE EXISTING FAILED DURO-LAST MEMBRANE SYSTEM. EXISTING UNDERLYING INSULATION AND BUILT-UP ROOF SYSTEM TO REMAIN.
2.) MECHANICALLY FASTEN A ½" EPS FANFOLD INSULATION OVER EXISTING INSULATION AND BUILT-UP ROOF AND IN TO EXISTING STEEL DECK WITH MULE-HIDE REQUIRED COATED FASTENERS.
3.) MECHANICALLY FASTEN A WHITE, 60MIL SINGLE-PLY MULE-HIDE TPO ROOF SYSTEM AT A FASTENING RATE OF 12" O/C IN THE FIELD AND 6" O/C IN PERIMETERS AND CORNERS WITH MULE-HIDE REQUIRED COATED FASTENERS. INCLUDES ALL PIPES, PENETRATIONS, CURBS AND SPECIFIED INTERIOR PARAPET WALLS TO BE WRAPPED IN MULE-HIDE 60MIL TPO. INSTALL NEW MULE-HIDE RETRO-FIT DRAIN INSERTS INTO EXISTING ROOF DRAINS PER MANUFACTURER REQUIREMENTS.
4.) INTERIOR PARAPET WALLS ABOVE 18" IN INTERIOR HEIGHT WILL BE FULLY ADHERED WITH MULE-HIDE TPO BONDING ADHESIVE PER MANUFACTURER REQUIREMENTS. INSTALL WALK PADS TO SERVICE SIDE OF HVAC UNITS.
5.) TERMINATE TO OUTSIDE PERIMETER EDGE WITH A 24GA SHOP FABRICATED KYNAR COATED PREFINISHED DRIP EDGE (COLOR OPTIONAL AMONGST STANDARD COLOR CHOICES). INCLUDES INSTALLING TPO PITCH PANS AND TPO PIPE BOOTS WITH CLAMP RINGS TO SPECIFIED PENETRATIONS. TERMINATE AND FLASH TPO TO EXISTING HVAC CURBS WITH SHOP FABRICATED A/C CURB FLASHING AND 1" TERMINATION BAR, BACKSEALED PERMANUFACTURER REQUIREMENTS.
6.) INCLUDES 25 YEAR MANUFACTURER MATERIAL AND LABOR NDL WARRANTY (MULE-HIDE PRODUCTS). A MULE-HIDE REPRESENTATIVE/INSPECTOR WILL PERFORM A FULL INSPECTION OF ROOF ONCE PROJECT APPLICATION IS COMPLETE.
7.) INCLUDES HONEY'S ROOFING 15YR WORKMANSHIP WARRANTY (NO CHARGE).
8.) DISPOSE OF ALL TRASH AND DEBRIS IN AN APPROVED FACILITY IN ACCORDANCE WITH LOCAL, STATE AND FEDERAL REGULATIONS.
9.) INCLUDES ALL WORKER COMPENSATION AND GENERAL LIABILITY INSURANCE.
10.) INCLUDES ALL LIFT/LOAD EQUIPMENT NEEDED TO PERFORM JOB ACCORDINGLY.

Pricing & Payment Terms:

Description	Cost
Roof System Installation	Included
Materials & Labor	Included
Cleanup & Disposal	Included
Warranty	Included
Total	**$ 147,975.00**
Bonding	2% additional of total contract price

Payment Terms:

- Project start payment - TBD with approved SOV
- Progress payments throughout project duration
- Final amount due upon completion

Warranties:

Warranty Type	Duration
Mule-Hide Manufacturer Material and Labor (NDL)	25 Years (NDL)
Honey's Roofing Workmanship	15 Years

Why Choose Honey's Roofing?

- ✅ Certified applicator, bonded, and insured
- ✅ OSHA-compliant job sites
- ✅ 22 years of experience in commercial flat roof, coatings, metal and shingle roof system applications
- ✅ Thermal imaging & drone inspection capability
- ✅ Maintenance and Inspection Programs
- ✅ References available upon request

Estimated Project Timeline:

Start Date: TBD

Duration: Approx 2-week application (weather permitting)

Authorization:

To accept this proposal and schedule your project, please sign below:

Client Signature: _____

Name/Title: _____

Date: _____

Attachments:

- Roof layout below

Exclusions:

- Any work not stated in above breakdown



Board of Trustees

Date of Meeting: December 12, 2025

Item Type: Action

Item Name	Consider and possible action to approve bid for White Fleet Vehicles.
District Goal	Budget Management: All stakeholders will optimize resources to enhance student success.
Summary (Purpose/ Objective)	The district solicited bids for six (6) white fleet vehicles; three (3) 2 door 1/2 ton trucks; one (1) cargo van; one (1) Suburban or similar vehicle; and one (1) 4 door 3/4 ton dually HD Diesel truck. The ½ ton trucks, van, and Suburban or similar vehicle will replace existing ones in our Transportation department that are no longer in service. The diesel truck will provide Career and Technology Education students with a reliable vehicle to pull livestock trailers and other items to competitions. The competitive sealed bid was posted in the Cove Leader Press on October 31, 2025 and November 7, 2025, and the CCISD Purchasing website. The bid was closed on November 21, 2025. 3 competitive sealed bids were received and evaluated by a committee of CCISD employees. This action item is replaces previous actions items submitted and approved by the Board in September 2025. Those action items in September were not purchased for the following reasons; 1) the Buyboard contract for the 3/4 ton dually HD Diesel truck was expired at the time the item was presented to the Board and; 2) procurement laws for Texas Public Schools (TEC 44.031) require purchases of $100,000 or over to be subject to formal procurement methodologies: competitive bidding, competitive sealed proposals, or utilizing a purchasing cooperative. Administration took this action to provide a better value in purchasing which was discovered after the previous Board action.
Fiscal Impact	$269,442 Budgeted Funds
Administrative Recommendation	Administration recommends the approval of Sames Laredo Chevrolet and Don Hewlett Chevrolet, Buick as vendors for white fleet vehicles.
Attachments	Bids of awarded vendor

Contact Person: Cliff Heath, CFO

E-Mail Address: heathc@ccisd.com

revised 12.12.2018

Board of Trustees

Date of Meeting: December 15, 2025

Item Type: Action

Item Name	Out-of-State Trip Request - March 7-10, 2026 to Washington D.C. for Legislative Action Conference
District Goal	Teaching and Learning: Actively engage both teachers and students in comprehensive and consistent educational experiences that foster meaningful learning.
Summary (Purpose/ Objective)	An out-of-state trip to Washington D.C. will allow for our Director of Child Nutrition to advocate for changes to the Child Nutrition Programs that benefit the students of CCISD. The Director will meet with Legislators to discuss needs for CCISD and the state. Additionally, the Director will attend conference meetings to help with training needs for Child Nutrition Staff and count towards required USDA annual professional development training hours.
Fiscal Impact	$5,490.00 - Budgeted Funds
Administrative Recommendation	Administration recommends approval of this trip.
Attachments	Out of State Trip Request

Contact Person: Dr. Jimmy Shuck, Deputy Superintendent

E-Mail Address: jimmy@ccisd.com

revised 12.12.2018

Out of State Trip Request Form

Submitted by: Melissa Bryan

Date Submitted: October 22, 2025

Campus: Child Nutrition Department

Who will go on the trip?	Melissa Bryan; Director of Child Nutrition Amy Santagate; Asst. Director of Child Nutrition	
What is the purpose of the trip?	Legislative Action Conference (School Nutrition Association)	
When will the trip take place?	March 7-10, 2026	
Where will the person/people go?	Washington, D.C.	
What is the account number for funding the trip? ***Must come from 6411 or 6412***	2401E3564400924099240	
What is the cost of the trip?	Registration fee: $555.00x2=$1110.00	
	Meals: 300.00	
	Mileage: 0	Airfare: 1000.00
	Substitute: NONE	
	Hotel:$1540.00 (4 nights)$385.00 Includes feesx2=3080.00	
	Other expenses (e.g. Airport Shuttle/Parking): $60.00 Round Trip from airport	
	Total: $5490.00	
How is this trip addressed in your campus or the district plan?	**District Plan Goal Advocate for Changes to Child Nutrition Programs to benefit the students of CCISD. Meet with Legislators to discuss needs of district and state. Attend conference meetings to help with training for needs of district. Also help with Required USDA Professional Development Training Annual Hours. Network for resources to use to bring Nutrition Education opportunities to CCISD.**	

★ **Car Rental – Contact the Business Office for Vendors**

★ Attach supporting documentation and the principal's / director's letter of approval.

★ Submit form and documentation to the Superintendent's Secretary. Information must be received two weeks prior to the regularly scheduled Board meeting. If Board approval is necessary for purchasing airline tickets or for paying pre-registration fees, information must be submitted three months prior to the out of state trip.

Be part of advocacy in action when you attend SNA's Legislative Action Conference in the nation's capital.

March 8-10, 2026 | Washington, D.C.

More information will be available in the fall of 2025.



Summary of Local Policy Recommendations

Update 126 includes the following local policy recommendations:

Local Policy	What Changed	Why it Changed
BE: Board Meetings	Several recommended revisions have been made to this policy on board meetings. SB 12 prompted new language at Meeting Place and Time indicating that board meetings will be held outside of typical work hours. Language at Notice to Members has been adjusted to reflect HB 1522, which requires board agendas to be posted for three business days, rather than 72 hours, before the meeting. At Deadline, the recommended revisions are also in response to HB 1522. We offer for consideration language requiring that agenda items be submitted 10 calendar days before a meeting. This deadline would provide the district sufficient time to compile items and post an agenda by the statutory deadline. SB 413 requires roll call voting, so the language at Record Vote has been revised accordingly. A paragraph in the Minutes section has been removed, as the statement is true for all district records and it is not necessary to separately address retention in this policy. Please refer to CPC(LOCAL) and the district's record retention procedures.	SB 12 HB 1522 SB 413
BED: Board Meetings, Public Participation	Recommended revisions comply with the SB 12 requirement that public comment occur at the beginning of board meetings.	SB 12
CJ: Contracted Services	Recommended new provisions reflect that contractors may not engage in or assign instructional activities prohibited by law or diversity, equity, and inclusion (DEI) duties under SB 12. Violations will result in termination of the contract.	SB 12
CJA: Contracted Services, Background Checks and Required Reporting	The subtopic name has been adjusted to Background Checks and Required Reporting to more accurately describe the contents of the legal framework at this code. No changes have been made to the local text, and the district has not been charged for this revision.	Subtopic name change

Local Policy	What Changed	Why it Changed
CLE: Buildings, Grounds, and Equipment Management, Required Displays	The subtopic name has been adjusted to Required Displays to more accurately describe the contents of the legal framework at this code. No changes have been made to the local text, and the district has not been charged for this revision.	Subtopic name change
CQB: Technology Resources, Cybersecurity	Recommended revisions comply with HB 150, which moves cybersecurity training requirements from the Department of Information Resources to the Texas Cyber Command and includes details about notifications for cybersecurity incidents in addition to security breaches.	HB 150
CQD: Technology Resources, Artificial Intelligence	This new recommended policy addresses artificial intelligence training requirements based on HB 150 and HB 1500, as well as the use of artificial intelligence by district employees and students.	HB 150 HB 1500
CSA: Facility Standards, Safety and Security	SB 8 from the Second Special Session prompted the inclusion of a section on Designation and Use of Private Spaces. The superintendent is directed to designate private spaces in accordance with law and to develop regulations to ensure compliance.	SB 8
CV: Facilities Construction	The competitive purchasing threshold established in law has changed from $50,000 to $100,000 as reflected in CH(LEGAL). The language at Construction Contracts is recommended for revision here to refer to the legal threshold rather than a specific dollar amount. Policy BJA(LOCAL) establishes the superintendent's delegation authority; therefore "or designee" is recommended for deletion at Project Administration.	SB 1173
DBD: Employment Requirements and Restrictions, Conflict of Interest	A new recommended section on Personal Services Performed by an Administrator includes language relating to administrator work from HB 3372.	HB 3372
DEC: Compensation and Benefits, Leaves and Absences	HB 2 prompted recommended revisions to include Daily Rate of Pay under the Definitions section, as well as a section regarding Concurrent Use of Paid Leave during Family and Medical Leave for classroom teachers.	HB 2

Local Policy	What Changed	Why it Changed
DFBB: Term Contracts, Nonrenewal	Based on SB 12, engaging or assigning diversity, equity, and inclusion duties, as well as instructional activities prohibited by law, are recommended for inclusion in the list of reasons a term contract employee may be nonrenewed. The item related to disability and the ability to perform the essential functions of the job has been amended for clarity.	SB 12
DGBA: Personnel-Management Relations, Employee Complaints/ Grievances	We recommend for consideration this revised policy, which includes revisions prompted by the applicable portions of SB 12.	SB 12
DH: Employee Standards of Conduct	The recommended revision to the text at Weapons Prohibited – Exceptions reflects changes under SB 706 regarding reciprocity with a handgun license from another state. Sections on Prohibited Classroom Instruction or Activities; Prohibited Diversity, Equity, and Inclusion Duties; and Social Transitioning are recommended for inclusion pursuant to SB 12. At Relationships with Students, the recommended revision addresses the requirement under SB 571 regarding notice of suspected misconduct by an educator or district service provider.	SB 706 SB 12 SB 571
EEP: Instructional Arrangements, Lesson Plans	This new local policy includes recommended language from SB 12 on instructional plans and course syllabi.	SB 12
EFA: Instructional Resources, Instructional Materials	In accordance with SB 12, a section on Parent Request for Instructional Material Review is recommended for inclusion. The policy requires the superintendent to develop administrative regulations to ensure that parents or guardians can request review of instructional materials individually or through a petition process with other parents.	SB 12
EHBAF: Special Education, Video/ Audio Monitoring	The enclosed revisions are recommended to update language regarding special education classrooms in accordance with HB 2 and to update the timeframe for reporting suspected misconduct or child abuse as required by SB 571.	HB 2 SB 571

Local Policy	What Changed	Why it Changed
EIA: Academic Achievement, Grading/Progress Reports to Parents	Recommended revisions reflect the SB 12 requirement that each parent of a student be afforded the opportunity for at least two in-person conferences with the student's teacher per year. At Academic Dishonesty, language is recommended that indicates the use of artificial intelligence without permission constitutes academic dishonesty.	SB 12
FA: Parent Rights and Responsibilities	This new local policy is recommended for inclusion in the district's manual to address the SB 12 requirement to establish a parent portal on the district's website, through which parents may submit comments to administrators or the board.	SB 12
FEF: Attendance, Released Time	This local policy is recommended for inclusion in the district's manual to reflect SB 1049 requirements regarding released time courses.	SB 1049
FFAC: Wellness and Health Services, Medical Treatment	A recommended revision at Medication Provided by Parent has been made due to SB 920, which now allows school employees, including nurses, to administer nonprescription medication in accordance with legal requirements. At Epinephrine, references to "epinephrine auto-injector" have been updated to "epinephrine delivery system" in accordance with SB 1619.	SB 920 SB 1619
FFB: Student Welfare, Crisis Intervention	As required by HB 2, a provision is recommended for inclusion addressing the required notification that must be provided to teaching staff when a threat is made against the campus.	HB 2
FFF: Student Welfare, Student Safety	HB 2 prompted recommended revisions to this local policy regarding notifying a parent of a student with whom an employee or service provider is alleged to have engaged in misconduct.	HB 2
FFG: Student Welfare, Child Abuse and Neglect	A recommended change at Reporting Child Abuse or Neglect reflects that SB 571 requires reporting within 24 hours of learning of the facts giving rise to suspicion of abuse or neglect of a child. The revision to item 1 at Making a Report also comes from SB 571.	SB 571

Local Policy	What Changed	Why it Changed
FNG: Student Rights and Responsibilities, Student and Parent Complaints/ Grievances	Substantial revisions to this student and parent complaint policy are recommended to reflect requirements in SB 12 and other legal requirements reflected in the legal framework at this code.	SB 12
FO: Student Discipline	Minor edits are recommended to the language regarding Video and Audio Monitoring that make such monitoring permissive and clarify what should happen when video and audio recording equipment is in use. HB 6 removed a district's authority to exempt itself from student discipline requirements through a District of Innovation plan. If the district had District of Innovation text at this code, it is recommended for deletion.	HB 6
GF: Public Complaints	We recommend for consideration this revised public complaint policy, which includes revisions prompted by the applicable portions of SB 12.	SB 12
GKA: Community Relations, Conduct on School Premises	Language regarding handguns is recommended for revision due to SB 706.	SB 706

The Legal Tips for Policy Development, available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices relating to many of these policies.

Explanatory Notes
TASB Localized Policy Manual Update 126

Copperas Cove ISD

ATTN(NOTE) GENERAL INFORMATION ABOUT THIS UPDATE

Please note:

Changes at Update 126 are based almost exclusively on legislation from the 89th Regular Legislative Session. Please note that documents provided in the legal framework are not adopted by the board.

Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB), House Bills (HB), or House Concurrent Resolutions (HCR) from the 89th Regular Legislative Session. All referenced bills have already gone into effect unless otherwise noted.

TASB Policy Service hosted and recorded a webinar to review the content of Update 126. That recorded webinar is available with your Update 126 materials on Policy Online.

AE(LEGAL) EDUCATIONAL PHILOSOPHY

HB 2 updated the existing goals of education and added an additional two.

AF(LEGAL) INNOVATION DISTRICTS

The ability for a district to exempt itself from certain laws through a District of Innovation plan was impacted by SB 12, HB 2, and HB 6. SB 571 amended and redesignated the requirements related to termination of a district's designation as a District of Innovation.

AG(LEGAL) HOME-RULE DISTRICTS

SB 571 amended the language at Education Code 12.0271 and redesignated material from Education Code 22.085 and 22.092. Changes to the legal framework have been made accordingly.

AIA(LEGAL) ACCOUNTABILITY: ACCREDITATION AND PERFORMANCE INDICATORS

An Appeal and Revision section has been added to reflect changes in 19 Administrative Code 97.1002.

AIB(LEGAL) ACCOUNTABILITY: PERFORMANCE REPORTING

A section addressing the Performance of Students Receiving Special Education Services has been added to reflect changes from HB 2.

AIC(LEGAL) ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS

The section on Intervention Programs has been amended to reflect changes from HB 2.

AIE(LEGAL) ACCOUNTABILITY: INVESTIGATIONS

SB 571 added a reason the commissioner is authorized to conduct a special investigation.

B(LEGAL) LOCAL GOVERNANCE

The section B table of contents has been revised to add the new code BT, Prohibition on Diversity, Equity, and Inclusion Activities.

BBA(LEGAL) BOARD MEMBERS: ELIGIBILITY/QUALIFICATIONS

Registration as a Sex Offender has been added under Ineligibility in response to HB 3629, which prohibits an individual who must register as a sex offender from serving as a trustee.

Copperas Cove ISD

BBB(LEGAL) BOARD MEMBERS: ELECTIONS

The board may adopt a resolution to change the length of terms of trustees no later than December 31, 2030, and may change its election date to the November uniform election date in accordance with HB 3546.

BBBA(LEGAL) ELECTIONS: CONDUCTING ELECTIONS

Electioneering may not be conducted within 20 feet of a parking space designated for curbside voting in accordance with HB 521.

BBD(LEGAL) BOARD MEMBERS: TRAINING AND ORIENTATION

Revisions throughout are due to adopted amendments to 19 Administrative Code 61.1 related to board member training.

BBE(LEGAL) BOARD MEMBERS: AUTHORITY

A section relating to access to information by board members under the Public Information Act has been added pursuant to HB 4310.

BE(LEGAL) BOARD MEETINGS

SB 413 requires the recording of all board meetings. SB 413 also added language regarding inclusion in board meeting minutes of each board member's vote on any item and a requirement to post on the district's website any resolution adopted by the board. HB 1522 changed the required posting time for board agendas from 72 hours to 3 business days.

BE(LOCAL) BOARD MEETINGS

Several recommended revisions have been made to this policy on board meetings. SB 12 prompted revised language at Meeting Place and Time indicating that board meetings will be held outside of typical work hours. Language at Notice to Members has been adjusted to reflect HB 1522, which requires board agendas to be posted for three business days, rather than 72 hours, before the meeting. This recommended revision appropriately adjusts when the notice of the meeting will be provided to board members.

At Deadline, the recommended revisions are also in response to HB 1522. We offer for your consideration language requiring that agenda items be submitted 10 calendar days before a meeting. This deadline would provide the district sufficient time to compile items and post an agenda by the statutory deadline. If the district would like to adjust the deadline, please contact your policy consultant.

SB 413 requires roll call voting, so the language at Record Vote has been revised accordingly. A paragraph in the Minutes section has been removed, as the statement is true for all district records and it is not necessary to separately address retention in this policy. Please refer to CPC(LOCAL) and your district's record retention procedures.

Please note: As a result of the recommended changes noted above and related changes in the corresponding legal framework, the district's locally developed text submitted in August for processing is recommended for deletion. Please contact your policy consultant if you have any questions.

The Legal Tips for Policy Development, available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

Copperas Cove ISD

BEC(LEGAL) BOARD MEETINGS: CLOSED MEETINGS

Trustees may now address matters of cybersecurity and critical infrastructure facilities in closed meetings, in accordance with HB 3112.

BED(LEGAL) BOARD MEETINGS: PUBLIC PARTICIPATION

HB 5238 amended the offense of disruption of a meeting to include virtual meetings and electronic disturbances like hacking.

BED(LOCAL) BOARD MEETINGS: PUBLIC PARTICIPATION

Recommended revisions comply with the SB 12 requirement that public comment occur at the beginning of board meetings.

The Legal Tips for Policy Development, available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

BF(LEGAL) BOARD POLICIES

A Compliance section has been added pursuant to SB 12's requirement that districts must implement and comply with policies the district is required to adopt.

BJA(LEGAL) SUPERINTENDENT: QUALIFICATIONS AND DUTIES

Provisions regarding required certifications to TEA have been added to this policy. Information on the do-not-hire registry are in accordance with HB 2. SB 12 requires board approval of the superintendent's certification relating to diversity, equity, and inclusion prohibitions. A section on Testimony Before the SBOE has also been added pursuant to SB 12.

BJB(LEGAL) SUPERINTENDENT: RECRUITMENT AND APPOINTMENT

Notice of vacant positions must now be posted five, rather than 10, school days before the date on which a district fills the position according to HB 2.

BT(LEGAL) PROHIBITION ON DIVERSITY, EQUITY, AND INCLUSION ACTIVITIES

This new policy code addresses SB 12's prohibition on diversity, equity, and inclusion activities. Definitions and prohibited activities and certification requirements are included.

C(LEGAL) BUSINESS AND SUPPORT SERVICES

The section C table of contents has been updated to reflect revised subtopics for CJA, now named Background Checks and Required Reporting, and CLE, now named Required Displayed. A new code CQD, on Artificial Intelligence, has also been added.

CBA(LEGAL) STATE AND FEDERAL REVENUE SOURCES: STATE

A section has been included to reflect that HB 2 added an allotment for basic costs of $106 for each student. At New Instructional Facility Allotment, HB 2 and HB 120 add a renovated portion of an instructional facility to the definition of a new instructional facility.

Copperas Cove ISD

CCA(LEGAL) LOCAL REVENUE SOURCES: BOND ISSUES

HB 103, HB 3526, and SB 843 all relate to bond databases. Extensive revisions throughout comport with these new laws. HB 4395 required the addition of an Electronic Submission and Delivery subsection under Attorney General Review and Approval.

CCG(LEGAL) LOCAL REVENUE SOURCES: AD VALOREM TAXES

HB 1522 requires specific notices to be provided when the board will discuss or adopt the budget, and HB 1453 allows districts to approve an interest and sinking (I & S) rate that exceeds the rate to maintain the same level of maintenance and operations revenue and pay debt service under specific conditions. Sections have been added to address these requirements. A deletion at Voter-Approval Tax Rate is due to HB 2. SB 1502 restricts a district's ability to approve disaster pennies. At Proposition, SB 1025 requires a proposition that increases a tax to include the statement "THIS IS A TAX INCREASE."

CCGA(LEGAL) AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS

Contingent on a constitutional amendment, SB 4 will raise the homestead exemption to $140,000. SB 23, also contingent on a constitutional amendment, raises the disabled and elderly exemption to $60,000. HB 2742 amends the requirements around split payments for districts that collect their own taxes and eliminates Tax Code 31.04(c). Other revisions have been made for clarity.

CCGB(LEGAL) AD VALOREM TAXES: ECONOMIC DEVELOPMENT

SB 2900 repealed the JETI Oversight Committee, so related language in the Governor Action on Application section has been removed. HB 1620 repealed Tax Code 313.007, which was found in the Texas Economic Development Act section.

CE(LEGAL) ANNUAL OPERATING BUDGET

Language at Authorized Expenditures has been updated to reflect changes from HB 2.

CFEA(LEGAL) PAYROLL PROCEDURES: SALARY DEDUCTIONS AND REDUCTIONS

The Professional or Other Dues section has been amended to address HB 2 changes for salary deductions.

CH(LEGAL) PURCHASING AND ACQUISITION

SB 1173 changes the competitive procurement threshold from $50,000 to $100,000.

Please note: In many districts' CH(LOCAL), the purchasing authority of the superintendent is established. This is a different threshold from what has been changed statutorily. For that reason, CH(LOCAL) is not included in this update. Please review your CH(LOCAL) and, if any revisions are necessary, please contact your policy consultant.

CHE(LEGAL) PURCHASING AND ACQUISITION: VENDOR DISCLOSURES AND CONTRACTS

HB 210 creates a criminal offense for a vendor to bid or contract with the district if it has a close relationship with a trustee. A new section called Prohibited Activities by Vendors has been created to reflect this change. SB 33 adds to the prohibition against using taxpayer resource transactions for abortion-related expenses.

Copperas Cove ISD

CHF(LEGAL) PURCHASING AND ACQUISITION: PAYMENT PROCEDURES

Language has been added to reflect an exception to the Exception for bona fide disputes between a district and vendor for purposes of prompt payment in construction projects, in accordance with HB 3005.

CJ(LEGAL) CONTRACTED SERVICES

A section on Severance Pay has been added to address HB 762, which restricts severance agreements for independent contractors. The provisions also apply to employees, as reflected in policy DEA.

CJ(LOCAL) CONTRACTED SERVICES

Recommended new provisions reflect that contractors may not engage in or assign instructional activities prohibited by law or diversity, equity, and inclusion (DEI) duties under SB 12. Violations will result in termination of the contract. Therefore, the locally developed text submitted for processing in August is recommended for deletion. Please contact your policy consultant if you have any questions.

CJA(LEGAL) CONTRACTED SERVICES: BACKGROUND CHECKS AND REQUIRED REPORTING

The subtopic of this code, previously Criminal History, has been renamed Background Checks and Required Reporting. SB 571 transferred Education Code 22.085 to Chapter 22A and redesignated it as 22A.157. That change is reflected at Disqualifying Conviction and District Responsibility to Ensure Compliance. Extensive new sections on Requirement to Report Service Provider Misconduct and Consent for Release of Records and Preservice Affidavit have been added pursuant to SB 571.

CJA(LOCAL) CONTRACTED SERVICES: BACKGROUND CHECKS AND REQUIRED REPORTING

The subtopic name has been adjusted to Background Checks and Required Reporting to more accurately describe the contents of the legal framework at this code. No changes have been made to the local text, and the district has not been charged for this revision.

CK(LEGAL) SAFETY PROGRAM/RISK MANAGEMENT

SB 57 changes at the Responsibilities subsection under Safety and Security Committee reflect the need to recommend accommodations for a student with an IEP or 504 plan. Additional changes from SB 57 are reflected in the Meetings subsection. HB 33 and HB 121 both speak to Sheriff-Led School Safety Meetings, which apply differently depending on the size of the county. A section about Public Information Officer for Emergency Communications has been added based on new requirements in HB 33. A clerical error in a citation as well as codes that were redesignated during the legislative session have been corrected.

CKA(LEGAL) SAFETY PROGRAM/RISK MANAGEMENT: SAFETY AND SECURITY AUDITS AND MONITORING

Revisions throughout are in compliance with HB 33, HB 2, and HB 121.

CKC(LEGAL) SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY PLANS

At Emergency Response Map and Walk-Through, the requirement to provide a map to the Department of Public Safety has been included in compliance with HB 121. Changes in the Emergency Operations Plan section are due to changes from HB 33, HB 131, SB 57, and HB 121. SB 57 made significant changes to Education Code 37.1086, as reflected in the Recommendations and Guidelines for Individuals with Disabilities or Impairments section. The requirement to provide information to parents about safe firearm storage three times per year pursuant to HB 121 is in the Safe Firearm Storage section. At Confidential

Copperas Cove ISD

Information under the Texas Disaster Act, the language has been amended to reflect changes from HB 132.

CKD(LEGAL) SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY MEDICAL EQUIPMENT AND PROCEDURES

The Automated External Defibrillators section has been amended to include, amongst other changes, an Inspection subsection that is required under SB 865. The Cardiac Emergency Response Plan has also been amended to meet the requirements of that bill. A section on Airway Clearance Devices has been added pursuant to HB 549.

CKE(LEGAL) SAFETY PROGRAM/RISK MANAGEMENT: SECURITY PERSONNEL

Retired and reserve police officers are addressed in the Armed Security Officer Required section pursuant to HB 1458. Language regarding the expiration and renewal of good cause exceptions to the armed security officer requirement is included from HB 121. HB 121 also necessitated additional language in the Alternative Standard section.

CKEA(LEGAL) SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS

Language has been added pursuant to HB 33, which requires law enforcement agencies to have a Public Information Officer for Emergency Communications. Reserve police officers, as allowed in HB 1458, are similarly addressed in a new section. In accordance with HB 33, an Active Shooter Incident subsection has been added under Required Policies, along with a section requiring Access to a Breaching Tool and Ballistic Shield. A section on Donation of Surplus Law Enforcement Equipment to a School District has been included pursuant to HB 1851. Law enforcement agencies are authorized to acquire and possess epinephrine delivery systems, and that section has been updated due to changes in SB 1619. HB 4504 from the 88th Regular Legislative Session necessitated an update to the Code of Criminal Procedure citations throughout.

CKEB(LEGAL) SECURITY PERSONNEL: SCHOOL MARSHALS

Language at Board Regulations has been revised to reflect that uniformed school marshals may now open carry a firearm on campus pursuant to SB 870. HB 4504 from the 88th Regular Legislative Session necessitated an update to the Code of Criminal Procedure citations throughout.

CL(LEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT

HB 2 creates a requirement for districts to report facility usage to TEA.

CLB(LEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT: MAINTENANCE

A section on Fire Safety Inspection Reports has been included to reflect that SB 1177 requires fire safety inspections to include inspections of automated external defibrillators (AEDs) and that fire safety reports be filed at the campus level.

CLE(LEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT: REQUIRED DISPLAYS

The subtopic name has been adjusted to Required Displays to more accurately describe the contents at this code. A section heading for Flags has been added for clarity. SB 10's requirements regarding conspicuously displaying the Ten Commandments have been added.

Copperas Cove ISD

CLE(LOCAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT: REQUIRED DISPLAYS

The subtopic name has been adjusted to Required Displays to more accurately describe the contents of the legal framework at this code. No changes have been made to the local text, and the district has not been charged for this revision.

CMD(LEGAL) EQUIPMENT AND SUPPLIES MANAGEMENT: INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING

19 Administrative Code 67.1003(i), which became effective June 8, 2025, relates to district entitlement to state aid regardless of whether the district uses the amount provided during the school year, and has been included here. Extensive additions regarding open education resource instructional materials has been added pursuant to 19 Administrative Code 67.1004, which also became effective June 8, 2025. SB 13 allows instructional material and technology allotment funds to be used for costs associated with complying with Education Code 33.023, which is set out more fully in EFB, and is referenced here. Beginning in the 2026-27 school year, districts may not adopt or use instructional material included on the list of rejected instructional materials maintained by the SBOE, and that has been included at Prohibited Expenditures. New provisions regarding commissioner's rules relating to the Instructional Materials and Technology Allotment have been added in accordance with 19 Administrative Code 67.1001, which became effective June 8, 2025. Changes at Requisitions, Use, and Distribution have been made pursuant to HB 2.

CNA(LEGAL) TRANSPORTATION MANAGEMENT: STUDENT TRANSPORTATION

A section on Special Transportation Services has been added after HB 2 amended Education Code 48.151(g).

CNC(LEGAL) TRANSPORTATION MANAGEMENT: TRANSPORTATION SAFETY

School buses are required to be equipped with three-point seat belts by 2029 in accordance with SB 546. Language to that effect has been added, including required reports that must be submitted to TEA if a board determines that the district’s budget does not permit the district to purchase a bus equipped with the required seat belts.

COB(LEGAL) FOOD AND NUTRITION MANAGEMENT: FREE AND REDUCED-PRICE MEALS

SB 314 applies beginning with the 2026-27 school year, which necessitated a section on Prohibition on Certain Additives.

CQA(LEGAL) TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

SB 12 creates a deadline for updating board information online and adds annual updating to TEA. Those changes are reflected in the Required Trustee Information subsection. Rule changes also necessitated an update to a citation in the Required Website Postings section. Additional required postings listed come from SB 12 and SB 13.

CQB(LEGAL) TECHNOLOGY RESOURCES: CYBERSECURITY

HB 150 moves cybersecurity duties from the Department of Information Resources (DIR) to Texas Cyber Command. Both HB 150 and HB 1500 amend the requirements relating to training. HB 1500 also changes who takes cybersecurity training. HB 150 provides a definition of "cybersecurity incident." Finally, HB 5331 affects contracts for cybersecurity insurance.

Copperas Cove ISD

CQB(LOCAL) TECHNOLOGY RESOURCES: CYBERSECURITY

Recommended revisions comply with HB 150, which moves cybersecurity training requirements from the Department of Information Resources to the Texas Cyber Command and includes details about notifications for cybersecurity incidents in addition to security breaches.

CQD(LEGAL) TECHNOLOGY RESOURCES: ARTIFICIAL INTELLIGENCE

This new code includes information relating to artificial intelligence (AI) based on new laws from SB 1964 (regulating the use of AI by governmental entities), HB 149 (regulating the use of AI), and HB 150 and HB 1500 (addressing training related to AI).

CQD(LOCAL) TECHNOLOGY RESOURCES: ARTIFICIAL INTELLIGENCE

This new recommended policy addresses artificial intelligence training requirements based on HB 150 and HB 1500, as well as the use of artificial intelligence by district employees and students.

CRD(LEGAL) INSURANCE AND ANNUITIES MANAGEMENT: HEALTH AND LIFE INSURANCE

Qualifying districts that discontinued participation in TRS-ActiveCare may elect to participate based on HB 3126.

CS(LEGAL) FACILITY STANDARDS

The date of the International Energy Conservation Code is no longer relevant and has been removed.

CSA(LEGAL) FACILITY STANDARDS: SAFETY AND SECURITY

HB 121 puts an expiration date on the HB 3 good cause exception relating to Safety and Security Requirements for Facilities, so the requirement to renew the exception at least every five years has been included, in addition to a subsection on Security Review. The requirement to have at least one breaching tool and one ballistic shield available for use at each campus has also been included. SB 1620 necessitated a citation adjustment.

SB 8 from the Second Special Session becomes effective December 4, 2025. In addition to providing definitions, it requires districts to designate each multiple-occupancy private space for use only by individuals of one sex and to take every reasonable step to ensure an individual does not enter the wrong private space. SB 8 also provides for investigations by the attorney general, private causes of action, and civil penalties.

CSA(LOCAL) FACILITY STANDARDS: SAFETY AND SECURITY

SB 8 from the Second Special Session prompted the inclusion of a section on Designation and Use of Private Spaces. The superintendent is directed to designate private spaces in accordance with law and to develop regulations to ensure compliance.

CV(LEGAL) FACILITIES CONSTRUCTION

The procurement threshold for contracts has increased to $100,000. HB 1620 required a citation adjustment. SB 687 adds land surveyors to the statute pertaining to architects and engineers.

CV(LOCAL) FACILITIES CONSTRUCTION

As reflected in CH(LEGAL), the competitive purchasing threshold established in law has changed from $50,000 to $100,000. The language at Construction Contracts is recommended for revision here to refer

Copperas Cove ISD

to the legal threshold rather than a specific dollar amount. Policy BJA(LOCAL) establishes the superintendent's delegation authority; therefore "or designee" is recommended for deletion at Project Administration.

The Legal Tips for Policy Development, available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

Please note: The superintendent's authority to approve construction contracts is reflected with a dollar amount in many districts' CV(LOCAL) that matched the previous competitive purchasing threshold. We have not revised the provisions reflecting the superintendent's authority to approve construction contracts. If the board wishes to update the superintendent's authority to approve contracts, please contact your policy consultant.

DBA(LEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: CREDENTIALS AND RECORDS

Under Notice to Parents, HB 2 requires the superintendent to use, if available, the model notice provided by TEA. HB 2 also prohibits using a District of Innovation plan to exempt from the notice requirement. Teacher certification requirements were impacted heavily by HB 2, which required additional language at Professional Personnel. HB 2 also impacted the School District Teaching Permit section. SB 865 amends the requirement for cardiopulmonary resuscitation (CPR) certifications, which has been updated at CPR and AED Certification.

DBAA(LEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: PRE-EMPLOYMENT REVIEWS

Revisions throughout are due to SB 571. New language reflects additional offenses included in the crimes prohibiting employment with the district and removes the victim age requirement.

DBD(LEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: CONFLICT OF INTEREST

A section on Personal Services Performed by Administrators, often referred to as "moonlighting," has been added to reflect changes from HB 3372.

DBD(LOCAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: CONFLICT OF INTEREST

A new recommended section on Personal Services Performed by an Administrator includes language relating to administrator work from HB 3372.

DC(LEGAL) EMPLOYMENT PRACTICES

HB 2 amends Education Code 11.1513 to change the requirement for posting of vacancies from 10 days to five days. HB 2 also requires an employment policy relating to daily rate of pay, which is found in DEC(LOCAL).

DEA(LEGAL) COMPENSATION AND BENEFITS: COMPENSATION PLAN

The Increase in Basic Allotment and Maintenance of Salary sections have been deleted after HB 2 repealed those provisions. A section on Severance Pay has been added based on HB 762. Under TRS Surcharge for Rehired Retirees, the No Recovery of Costs subsection has been deleted pursuant to HB 2. The Temporary Exception subsection has been deleted as that provision has expired.

Copperas Cove ISD

DEAA(LEGAL) COMPENSATION PLAN: INCENTIVES AND STIPENDS

Extensive revisions throughout this policy reflect changes from HB 2.

DEC(LEGAL) COMPENSATION AND BENEFITS: LEAVES AND ABSENCES

A subsection addressing the option for classroom teachers to use noncurrent use of Family Medical Leave has been added pursuant to HB 2. A section on Daily Rate of Pay has also been added pursuant to HB 2.

DEC(LOCAL) COMPENSATION AND BENEFITS: LEAVES AND ABSENCES

HB 2 prompted recommended revisions to include Daily Rate of Pay under the Definitions section, as well as a section regarding Concurrent Use of Paid Leave during Family and Medical Leave for classroom teachers.

The Legal Tips for Policy Development, available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

DF(LEGAL) TERMINATION OF EMPLOYMENT

SB 12 adds sanctions through the State Board for Educator Certification for encouraging a child to withhold evidence. SB 571 renumbered the provisions regarding the do-not-hire registry and expanded the misconduct included. SB 571 also changes the offenses requiring termination, which is reflected here. Based on SB 12, sections addressing Prohibition on DEI and Prohibited Classroom Instruction have also been included.

DFBA(LEGAL) TERM CONTRACTS: SUSPENSION/TERMINATION DURING CONTRACT

SB 571 renumbered the statute and changed timelines for principals to report misconduct to the superintendent.

DFBB(LOCAL) TERM CONTRACTS: NONRENEWAL

Based on SB 12, engaging or assigning diversity, equity, and inclusion duties, as well as instructional activities prohibited by law, are recommended for inclusion in the list of reasons a term contract employee may be nonrenewed. The item related to disability and the ability to perform the essential functions of the job has been amended for clarity.

DFD(LEGAL) TERMINATION OF EMPLOYMENT: HEARINGS BEFORE HEARING EXAMINER

A section on Dismissal of hearings before a hearing examiner has been included to reflect changes in HB 2.

DFE(LEGAL) TERMINATION OF EMPLOYMENT: RESIGNATION

Under Contract Abandonment, a subsection on Sanctions Prohibited has been included pursuant to HB 2. The Good Cause subsection has been removed as the rule it is based on conflicts with provisions in HB 2. Revisions in the Mitigating Factors section are due to rule changes found in 19 Administrative Code 249.17 that were published on May 18, 2025. Revisions in Required Report to SBEC, Investigation, and Report by Principal are due to SB 571.

Copperas Cove ISD

DG(LEGAL) EMPLOYEE RIGHTS AND PRIVILEGES

In response to SB 11, new provisions are included to address the option of a board to adopt a policy designating a time for prayer and reading of the Bible or other religious text. The new law requires the board to take a vote on whether to permit this activity within six months of the legislation's effective date. Since the law was effective on September 1, the board would need to take a vote prior to March 1, 2026. [See also FNA(LEGAL), below.]

Also, a section on Right to Engage in Religious Speech or Prayer has been included pursuant to SB 965.

DGA(LEGAL) EMPLOYEE RIGHTS AND PRIVILEGES: FREEDOM OF ASSOCIATION

HB 2 tasks TEA with providing services for a classroom teacher and prohibits districts from interfering.

DGBA(LEGAL) PERSONNEL-MANAGEMENT RELATIONS: EMPLOYEE COMPLAINTS/GRIEVANCES

All of the revisions in this policy reflect applicable changes from SB 12. Substantially similar revisions are being made to the grievance policies at FNG, regarding student and parent complaints, and GF, regarding public complaints.

DGBA(LOCAL) PERSONNEL-MANAGEMENT RELATIONS: EMPLOYEE COMPLAINTS/GRIEVANCES

All recommended revisions to this local policy on employee complaints stem from the applicable portions of SB 12.

The Legal Tips for Policy Development, available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

DGC(LEGAL) EMPLOYEE RIGHTS AND PRIVILEGES: IMMUNITY

SB 920 necessitated a revision related to immunities under Administration of Medication. HB 6 led to the addition of the section on Immunity for Disciplinary Actions.

DH(LEGAL) EMPLOYEE STANDARDS OF CONDUCT

Provisions regarding Duty to Report have always been in FFG(LEGAL) but have been duplicated here to ensure prominent placement and understanding. Sections on Retaliation Against Grievant and Social Transitioning have been included pursuant to SB 12. In the Low-THC Cannabis section, storage has been added pursuant to HB 46.

DH(LOCAL) EMPLOYEE STANDARDS OF CONDUCT

The recommended revision to the text at Weapons Prohibited – Exceptions reflects changes under SB 706 regarding reciprocity with a handgun license from another state.

Sections on Prohibited Classroom Instruction or Activities; Prohibited Diversity, Equity, and Inclusion Duties; and Social Transitioning are recommended for inclusion pursuant to SB 12. Therefore, the detailed provisions submitted by the district for processing in August related to social transitioning, controversial topics, and DEI are recommended for deletion. Please contact your policy consultant if you have any questions.

At Relationships with Students, the recommended revision addresses the requirement under SB 571 regarding notice of suspected misconduct by an educator or district service provider.

Copperas Cove ISD

The Legal Tips for Policy Development, available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

DHB(LEGAL) EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO STATE BOARD FOR EDUCATOR CERTIFICATION

Substantial revisions throughout this code are required pursuant to SB 571. Revisions relating to Solicitation of a Romantic Relationship are due to rule changes at 19 Administrative Code 249.3.

DHC(LEGAL) EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO TEXAS EDUCATION AGENCY

Substantial revisions throughout reflect changes from SB 571.

DMA(LEGAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

Revisions at Cybersecurity are due to HB 150. A new section on Artificial Intelligence Training is included in accordance with HB 3512. A new section for Mathematics Achievement Academies is included to reflect changes in HB 2. Information relating to CPR has been included pursuant to SB 865.

DP(LEGAL) PERSONNEL POSITIONS

Changes relating to school psychologists result from HB 2598. All other revisions are due to SB 571.

EA(LEGAL) INSTRUCTIONAL GOALS AND OBJECTIVES

Revisions at College, Career, and Military Readiness Plans as well as at Website Posting are due to HB 2.

EEP(LEGAL) INSTRUCTIONAL ARRANGEMENTS: LESSON PLANS

This new legal framework document contains the SB 12 legal requirements for Disclosure of Instructional Plans.

EEP(LOCAL) INSTRUCTIONAL ARRANGEMENTS: LESSON PLANS

This new local policy includes recommended language from SB 12 on instructional plans and course syllabi.

EFA(LEGAL) INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS

A subsection on Notice of Entitlement to Review Materials has been added pursuant to SB 12. Provisions at Parent Request for Instructional Material Review, including Mandatory Review on Petition by Group of Parents, have been added based on a new rule at 19 Administrative Code 67.69.

EFA(LOCAL) INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS

In accordance with SB 12, a section on Parent Request for Instructional Material Review is recommended for inclusion. The policy requires the superintendent to develop administrative regulations to ensure that parents or guardians can request review of instructional materials individually or through a petition process with other parents.

The Legal Tips for Policy Development, available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

Copperas Cove ISD

EFB(LEGAL) INSTRUCTIONAL RESOURCES: LIBRARY MATERIALS

The School Library section has been deleted based on the 5th Circuit decision in *Little v. Llano County* and new provisions in SB 13 related to removal of library materials during challenges. The remaining revisions regarding the procurement of library materials are also in response to SB 13.

EHA(LEGAL) CURRICULUM DESIGN: BASIC INSTRUCTIONAL PROGRAM

Changes to Videotape or Recording to include "or contractor" are from SB 12.

EHAA(LEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

A subsection on Parent Consent within the Human Sexuality Instruction section has been added due to SB 12. A cross-reference to EEP(LEGAL) has been added at Scope and Sequence and Instructional Materials for clarity after SB 12 revisions.

EHAC(LEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (SECONDARY)

A change relating to substituting AP courses has been added at Personal Financial Literacy, pursuant to HB 27. Nutrition and Wellness information has also been included, based on SB 25.

EHB(LEGAL) CURRICULUM DESIGN: SPECIAL PROGRAMS

Removal of the definitions of dyslexia and related disorders and changes at Screening, Testing, and Identification and at Talking Book Program Notification are all based on HB 2.

EHBA(LEGAL) SPECIAL PROGRAMS: SPECIAL EDUCATION

HB 2 prompted new language related to specialized technical assistance at Interventions and Sanctions as well as the removal of a parenthetical at State-Supported Living Center referring to state schools.

EHBAA(LEGAL) SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY

SB 2 prompted the addition of a Students Not Enrolled in District section, which contains full and individual initial evaluation requirements. The language at Psychological Examinations was repealed by HB 2 and has been removed. A new section at Children with Visual Impairments and revisions at Eligibility and Reevaluations and at Visual and Auditory Impairments are also due to HB 2.

EHBAB(LEGAL) SPECIAL EDUCATION: ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM

Language at Intellectual Disability and Developmental Delay Information has been added as a result of HB 1188. All other revisions have been made pursuant to HB 2.

EHBAC(LEGAL) SPECIAL EDUCATION: STUDENTS IN NONDISTRICT PLACEMENT

HB 2 prompted revisions at Residential Placement as well as at Grant for Community-Based Support Services.

EHBAF(LEGAL) SPECIAL EDUCATION: VIDEO/AUDIO MONITORING

The term "contractor" has been added at Parent Consent Not Required due to SB 12. The definition of "self-contained" has been deleted and that term has been replaced with "special educational classroom"

Copperas Cove ISD

throughout in accordance with HB 2. A definition of “special education classroom or other special education setting” has been added.

EHBAF(LOCAL) SPECIAL EDUCATION: VIDEO/AUDIO MONITORING

The enclosed revisions are recommended to update language regarding special education classrooms in accordance with HB 2 and to update the timeframe for reporting suspected misconduct or child abuse as required by SB 571.

EHBC(LEGAL) SPECIAL PROGRAMS: COMPENSATORY SERVICES AND INTENSIVE PROGRAMS

The Use subsection under Compensatory Education Allotment has been deleted due to HB 2, which repealed Education Code 48.104(k). The provision on Virtual School Network has also been deleted, as it was repealed by SB 569. Amendments at At-Risk Student are due to SB 991. The Accelerated Instruction Program section has been deleted due to the repeal of Education Code 28.006(g) and (g-1) by HB 2.

EHBCA(LEGAL) COMPENSATORY SERVICES AND INTENSIVE PROGRAMS: ACCELERATED INSTRUCTION

HB 2 prompted the addition of language at High-Impact Tutoring Providers.

EHBE(LEGAL) SPECIAL PROGRAMS: BILINGUAL EDUCATION/ESL

Revisions at Exceptions and Waivers under the Bilingual and ESL Programs section are due to HB 2.

EHBF(LEGAL) SPECIAL PROGRAMS: CAREER AND TECHNICAL EDUCATION

Revisions at Certification Subsidy are due to HB 2. A section on Applied Sciences Pathway Program has been added pursuant to HB 20.

EHBG(LEGAL) SPECIAL PROGRAMS: PREKINDERGARTEN

Revisions throughout are due to HB 2.

EHBH(LEGAL) SPECIAL PROGRAMS: OTHER SPECIAL POPULATIONS

Revisions throughout are pursuant to HB 2.

EHBK(LEGAL) SPECIAL PROGRAMS: OTHER INSTRUCTIONAL INITIATIVES

A section on Gifted and Talented Week has been added pursuant to HCR 64.

EHDD(LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: COLLEGE COURSE WORK/DUAL CREDIT

A note referencing the Texas Virtual School Network (TXVSN) has been removed pursuant to a repeal by SB 569. Language added at the FAST Program section is from HB 2, and other revisions to that section are due to SB 1786.

EHDE(LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: DISTANCE LEARNING

Substantial additions to this legal framework document have been made related to Virtual and Hybrid Courses due to SB 569. Provisions related to the TXVSN have been removed, also due to SB 569.

Copperas Cove ISD

EIA(LEGAL) ACADEMIC ACHIEVEMENT: GRADING/PROGRESS REPORTS TO PARENTS

SB 12 prompted amended language at Progress Reports and Conferences.

EIA(LOCAL) ACADEMIC ACHIEVEMENT: GRADING/PROGRESS REPORTS TO PARENTS

Recommended revisions reflect the SB 12 requirement that each parent of a student be afforded the opportunity for at least two in-person conferences with the student's teacher per year. At Academic Dishonesty, language is recommended that indicates the use of artificial intelligence without permission constitutes academic dishonesty.

EIF(LEGAL) ACADEMIC ACHIEVEMENT: GRADUATION

SB 2314 prompted amendments at High School Diploma as well as an additional section on Direct Admissions Data Sharing Election. Revisions in the Endorsements section are due to HB 2.

EK(LEGAL) TESTING PROGRAMS

Amended language at Benchmark Assessment Instruments is due to terminology changes found in SB 1418. College Preparation Assessments revisions were prompted by HB 2.

EKB(LEGAL) TESTING PROGRAMS: STATE ASSESSMENT

Revisions at Accountability Testing are due to rule changes found at 19 Administrative Code 101.4002.

EKC(LEGAL) TESTING PROGRAMS: READING ASSESSMENT

Substantial revisions throughout are due to HB 2.

EKD(LEGAL) TESTING PROGRAMS: MATHEMATICS ASSESSMENT

The Mathematics Diagnosis section has been removed since Education Code 28.007 was repealed by HB 2. A section on Mathematics Instruments has been added based on the same bill.

EL(LEGAL) CAMPUS OR PROGRAM CHARTERS

The Failure to Discharge or Refuse to Hire section has been amended based on SB 571.

EMB(LEGAL) MISCELLANEOUS INSTRUCTIONAL POLICIES: TEACHING ABOUT CONTROVERSIAL ISSUES

Revisions throughout are due to SB 12.

F(LEGAL) STUDENTS

The section F table of contents has been revised to update the subtopic name for policy code FOB from Out-of-School Suspension to Suspension since that code now houses provisions on in-school and out-of-school suspension. In addition, the subtopic for policy code FNCE has been updated from Personal Telecommunications/Electronic Devices to Personal Communication Devices/Electronic Devices.

FA(LEGAL) PARENT RIGHTS AND RESPONSIBILITIES

A section on Right to Select School has been added pursuant to HB 2495. A statement prohibiting boards from adopting rules or policy regulating home schools has been added due to HB 2674. All other revisions have been made because of SB 12, including the addition of a Policy on Parental Engagement section. A district's policy on parental engagement must provide for an internet portal through which parents

Copperas Cove ISD

may submit comments to administrators and the board, require the board to prioritize public comments by presenting those comments at the beginning of the meeting, and require board meetings to be held outside of typical work hours.

FA(LOCAL) PARENT RIGHTS AND RESPONSIBILITIES

This new local policy is recommended for inclusion in the district's manual to address the SB 12 requirement to establish a parent portal on the district's website, through which parents may submit comments to administrators or the board.

FD(LEGAL) ADMISSIONS

A section on Parental Child Safety Placement has been added pursuant to SB 226. The section on Foreign Military Force Parent has been added due to HB 2757.

FEA(LEGAL) ATTENDANCE: COMPULSORY ATTENDANCE

Revisions and citation changes at Accelerated, Intervention, and Compensatory Programs are due to HB 2. Under Excused Absences for Compulsory Attendance Determinations, attending a released time course has been added pursuant to SB 1049. SB 207 made clear that Health-Care Appointments includes appointments with mental health professionals, which has been added. HB 367 added specific requirements relating to Serious or Life-Threatening Illness and the form that the district must use for this purpose.

FEB(LEGAL) ATTENDANCE: ATTENDANCE ACCOUNTING

A new section on Emergency or Crisis has been added pursuant to SB 569.

FED(LEGAL) ATTENDANCE: ATTENDANCE ENFORCEMENT

HB 4504 from the 2023 88th Regular Legislative Session necessitated an update to the Code of Criminal Procedure citation relating to expunction of records.

FEF(LEGAL) ATTENDANCE: RELEASED TIME

This new legal framework document reflects the requirements around released time courses in SB 1049.

FEF(LOCAL) ATTENDANCE: RELEASED TIME

This local policy is recommended for inclusion in the district's manual to reflect SB 1049 requirements regarding released time courses.

FFA(LEGAL) STUDENT WELFARE: WELLNESS AND HEALTH SERVICES

Substantial revisions throughout are due to SB 12.

FFAC(LEGAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

SB 9 permits employees, including nurses, to administer nonprescription medication to a student without receiving additional documentation from that student's health care provider if the parent consents. Revisions at Administering Medication reflect those changes. SB 1619 required adding a definition of epinephrine delivery system and replacing "epinephrine auto-injector" with "epinephrine delivery system" throughout the policy. New Concussion Response Policy and Academic Accommodations sections were added in response to SB 2398. A citation error has been corrected at Maintenance and Administration of Medication for Respiratory Distress.

Copperas Cove ISD

FFAC(LOCAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

A recommended revision at Medication Provided by Parent has been made due to SB 920, which now allows school employees, including nurses, to administer nonprescription medication in accordance with legal requirements.

The Legal Tips for Policy Development, available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

Please note: Contact your policy consultant if this policy needs adjustments to address provisions regarding athletic trainers, epinephrine, or respiratory distress medication.

FFB(LEGAL) STUDENT WELFARE: CRISIS INTERVENTION

A new item 6 at Threat Assessment and Safe and Supportive Schools Team has been added due to HB 2. Revisions to the General Team Composition subsection under Membership have been made pursuant to HB 6. All other revisions are due to HB 121.

FFB(LOCAL) STUDENT WELFARE: CRISIS INTERVENTION

As required by HB 2, a provision is recommended for inclusion addressing the required notification that must be provided to teaching staff when a threat is made against the campus.

FFEA(LEGAL) COUNSELING AND MENTAL HEALTH: COUNSELING

Additional text at Higher Education Counseling has been included due to HB 2. The citation adjustment at Automatic Admission is due to rule redesignation to 19 Administrative Code 78.2001.

FFEB(LEGAL) COUNSELING AND MENTAL HEALTH: MENTAL HEALTH

Changes have been made at Consent to Examinations, Tests, and Treatment and a cross-reference to materials regarding parental consent for psychological and psychiatric exams, tests, and treatment has been added in response to changes made by SB 12.

FFF(LEGAL) STUDENT WELFARE: STUDENT SAFETY

A section on Notice of Suspected Criminal Offense has been added due to SB 12. All other revisions and additions have been made pursuant to SB 571.

FFF(LOCAL) STUDENT WELFARE: STUDENT SAFETY

HB 2 prompted recommended revisions to this local policy regarding notifying a parent of a student with whom an employee or service provider is alleged to have engaged in misconduct.

FFG(LEGAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT

Definition changes are due to HB 1106, HB 1151, and SB 571. Reports of suspected abuse or neglect must now be made within 24, rather than 48, hours pursuant to SB 571. SB 571 additionally defined the law enforcement agencies to which such a report may be made at Abuse and Neglect Involving School Personnel and Those Responsible for Care. A section on Civil Liability has been included due to HB 4623. Citation changes at SBEC Disciplinary Action have been made pursuant to SB 571. The new 24 hour reporting requirement from SB 571 is also reflected in the Reporting Policy section.

Copperas Cove ISD

FFG(LOCAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT

A recommended change at Reporting Child Abuse or Neglect reflects that SB 571 requires reporting within 24 hours of learning of the facts giving rise to suspicion of abuse or neglect of a child. The revision to item 1 at Making a Report also comes from SB 571.

The Legal Tips for Policy Development, available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

FFH(LEGAL) STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

A section on Civil Liability has been added pursuant to HB 4623.

FL(LEGAL) STUDENT RECORDS

A section on Vital Statistics Records has been added due to changes in HB 229. Under Disclosure with Consent, a reference to FFA has been added for clarity in light of SB 12 requirements. SB 12 also prompted changes relating to Access by Parents. A new section on My Texas Future Admissions Data Sharing has been added to reflect changes in SB 2314. A section on Records Requests Under Education Savings Account Program has been added pursuant to SB 2.

FM(LEGAL) STUDENT ACTIVITIES

A cross-reference to FFAC has been included to ensure clarity around the rules surrounding concussions from SB 2398. Revisions in Parental Notice and Consent are due to SB 12. SB 401 prompted additional information at Participation by Homeschooled Students.

Please note: Information and a survey was emailed to districts in July regarding homeschool student participation in UIL activities. Districts that responded they were opting out of permitting homeschool students to participate in UIL activities received a draft of FD(LOCAL) with that opt-out language; a cross reference to FD(LOCAL) was placed at FM(LOCAL) for those same districts. Please contact your policy consultant if you have questions.

FNA(LEGAL) STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT EXPRESSION

The word "encouraged" has been deleted under Prayer at School Activities pursuant to SB 11. A section on Designated Time for Prayer and Religious Reading has been included in alignment with SB 11.

In response to SB 11, new provisions are included to address the option of a board to adopt a policy designating a time for prayer and reading of the Bible or other religious text. The new law requires the board to take a vote on whether to permit this activity within six months of the legislation’s effective date. Since the law was effective on September 1, the board would need to take a vote prior to March 1, 2026.

FNAB(LEGAL) STUDENT EXPRESSION: USE OF SCHOOL FACILITIES FOR NONSCHOOL PURPOSES

A section on Student Clubs has been added pursuant to SB 12.

FNCD(LEGAL) STUDENT CONDUCT: TOBACCO USE AND POSSESSION

Revisions to this code are due to SB 2024.

Copperas Cove ISD

FNCE(LEGAL) STUDENT CONDUCT: PERSONAL COMMUNICATION DEVICES/ELECTRONIC DEVICES

Extensive revisions throughout are due to HB 1481. In addition, the subtopic for this policy code has been updated from Personal Telecommunications/Electronic Devices to Personal Communication Devices/Electronic Devices.

FNCG(LEGAL) STUDENT CONDUCT: WEAPONS

SB 1596 repealed short-barrel firearms as a prohibited weapon in the Penal Code, so that provision has been deleted.

FNG(LEGAL) STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT AND PARENT COMPLAINTS/GRIEVANCES

A section on Notice to Teacher or Employee has been added pursuant to HB 2. The provisions at Disruption have been removed at this code but remain in BED(LEGAL). All other revisions are due to SB 12.

FNG(LOCAL) STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT AND PARENT COMPLAINTS/GRIEVANCES

We recommend for your consideration this revised student and parent complaint policy, which includes revisions prompted by the applicable portions of SB 12. We have retained the four-level complaint process currently reflected in this policy. If this is no longer the district's practice or if the district wishes to make additional revisions, please contact your policy consultant.

The Legal Tips for Policy Development, available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

FO(LEGAL) STUDENT DISCIPLINE

HB 6 removed a district's authority to exempt itself from student discipline requirements through a District of Innovation plan; therefore, the Note indicating such an exemption has been deleted. Requirements relating to discipline for first-time vape offenses and information about parental involvement policies for school disciplinary placements have been added pursuant to HB 6. A section on Determination of Antisemitism has been added due to SB 326. Substantial revisions in the section on Campus Behavior Coordinators and the Parent Involvement Policy are due to HB 6. A section called No Restriction of Recess or Physical Activity has been added pursuant to SB 25. Inclusion of contractors in Videotapes and Recordings is due to SB 12.

FO(LOCAL) STUDENT DISCIPLINE

HB 6 removed a district's authority to exempt itself from student discipline requirements through a District of Innovation plan. The District of Innovation text is, therefore, recommended for deletion. Minor edits are recommended to the language regarding Video and Audio Monitoring that make such monitoring permissive and clarify what should happen when video and audio recording equipment is in use.

FOA(LEGAL) STUDENT DISCIPLINE: REMOVAL BY TEACHER OR BUS DRIVER

Extensive revisions throughout this legal framework are due to HB 6.

FOB(LEGAL) STUDENT DISCIPLINE: SUSPENSION

Revisions throughout are due to HB 6, including changes regarding both in- and out-of-school suspension, necessitating a change to the policy subtopic name.

Copperas Cove ISD

FOC(LEGAL) STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

HB 1422 changed the victim age relating to the crime of voyeurism from younger than 14 to younger than 18. All other revisions are pursuant to HB 6.

FOD(LEGAL) STUDENT DISCIPLINE: EXPULSION

The section on Consideration of Virtual Education as Alternative to Expulsion is included pursuant to SB 569. All other revisions are due to HB 6.

FODA(LEGAL) EXPULSION: JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM

A citation adjustment has been made at Court-Ordered Placement after HB 6 repealed Education Code 37.007(d).

FOE(LEGAL) STUDENT DISCIPLINE: EMERGENCY AND ALTERNATIVE PLACEMENT

A subsection called Single Incident has been added under Emergency Placements due to changes from HB 6.

FOF(LEGAL) STUDENT DISCIPLINE: STUDENTS WITH DISABILITIES

HB 6 amended Education Code 37.001(b-1), and a slight revision under ARD Committee Required has been made as a result.

FP(LEGAL) STUDENT FEES, FINES, AND CHARGES

The section on TXVSN has been retitled Hybrid or Virtual Course with language revised in accordance with SB 569. Attorney general guidance regarding Authorized Fees has also been added.

GBA(LEGAL) PUBLIC INFORMATION PROGRAM: ACCESS TO PUBLIC INFORMATION

In the Information That Must Be Disclosed section, a subsection on Personal Services Contract has been added pursuant to HB 3372. A citation at Student Victim Information has been revised based on SB 571. Employee Victims has been amended based on revisions in SB 2601. Language has been added at Cybersecurity Information pursuant to HB 3112. HB 150 Cyber Command revisions prompted language and citation changes in the Texas VIRT Information section. SB 1540 adds election officials to the list of individuals who have the option to restrict access to some personal information. Additional language is included in Board Member and Employee Personnel Information due to SB 370.

GBAA(LEGAL) ACCESS TO PUBLIC INFORMATION: REQUESTS FOR INFORMATION

Changes throughout are due to HB 4219.

GC(LEGAL) PUBLIC NOTICES

A section on Digital Newspaper has been added due to SB 1062.

GF(LEGAL) PUBLIC COMPLAINTS

Revisions throughout are the result of SB 12.

Copperas Cove ISD

GF(LOCAL) PUBLIC COMPLAINTS

All recommended revisions to this local policy on public complaints stem from the applicable portions of SB 12.

The Legal Tips for Policy Development, available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

GKA(LEGAL) COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

Additional language at Refusal of Entry or Ejection of Unauthorized Persons has been included pursuant to SB 2929.

GKA(LOCAL) COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

Language regarding handguns is recommended for revision due to SB 706.

The Legal Tips for Policy Development, available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

GNB(LEGAL) RELATIONS WITH EDUCATIONAL ENTITIES: REGIONAL EDUCATION SERVICE CENTERS

The revisions relating to special education service group and dyslexia are due to HB 2.

GRAA(LEGAL) STATE AND LOCAL GOVERNMENTAL AUTHORITIES: LAW ENFORCEMENT AGENCIES

Citation revisions are due to HB 6 and to correct a formatting issue.

Instruction Sheet

TASB Localized Policy Manual Update 126

Copperas Cove ISD

Code	Type	Action To Be Taken	Note
ATTN	(NOTE)	No policy enclosed	See explanatory note
AE	(LEGAL)	Replace policy	Revised policy
AF	(LEGAL)	Replace policy	Revised policy
AG	(LEGAL)	Replace policy	Revised policy
AIA	(LEGAL)	Replace policy	Revised policy
AIB	(LEGAL)	Replace policy	Revised policy
AIC	(LEGAL)	Replace policy	Revised policy
AIE	(LEGAL)	Replace policy	Revised policy
B	(LEGAL)	Replace table of contents	Revised table of contents
BBA	(LEGAL)	Replace policy	Revised policy
BBB	(LEGAL)	Replace policy	Revised policy
BBBA	(LEGAL)	Replace policy	Revised policy
BBD	(LEGAL)	Replace policy	Revised policy
BBE	(LEGAL)	Replace policy	Revised policy
BE	(LEGAL)	Replace policy	Revised policy
BE	(LOCAL)	Replace policy	Revised policy
BEC	(LEGAL)	Replace policy	Revised policy
BED	(LEGAL)	Replace policy	Revised policy
BED	(LOCAL)	Replace policy	Revised policy
BF	(LEGAL)	Replace policy	Revised policy
BJA	(LEGAL)	Replace policy	Revised policy
BJB	(LEGAL)	Replace policy	Revised policy
BT	(LEGAL)	ADD policy	See explanatory note
C	(LEGAL)	Replace table of contents	Revised table of contents
CBA	(LEGAL)	Replace policy	Revised policy
CCA	(LEGAL)	Replace policy	Revised policy
CCG	(LEGAL)	Replace policy	Revised policy
CCGA	(LEGAL)	Replace policy	Revised policy
CCGB	(LEGAL)	Replace policy	Revised policy
CE	(LEGAL)	Replace policy	Revised policy
CFEA	(LEGAL)	Replace policy	Revised policy
CH	(LEGAL)	Replace policy	Revised policy
CHE	(LEGAL)	Replace policy	Revised policy
CHF	(LEGAL)	Replace policy	Revised policy

Copperas Cove ISD

Code	Type	Action To Be Taken	Note
CJ	(LEGAL)	Replace policy	Revised policy
CJ	(LOCAL)	Replace policy	Revised policy
CJA	(LEGAL)	Replace policy	Revised policy
CJA	(LOCAL)	Replace policy	Revised policy
CK	(LEGAL)	Replace policy	Revised policy
CKA	(LEGAL)	Replace policy	Revised policy
CKC	(LEGAL)	Replace policy	Revised policy
CKD	(LEGAL)	Replace policy	Revised policy
CKE	(LEGAL)	Replace policy	Revised policy
CKEA	(LEGAL)	Replace policy	Revised policy
CKEB	(LEGAL)	Replace policy	Revised policy
CL	(LEGAL)	Replace policy	Revised policy
CLB	(LEGAL)	Replace policy	Revised policy
CLE	(LEGAL)	Replace policy	Revised policy
CLE	(LOCAL)	Replace policy	Revised policy
CMD	(LEGAL)	Replace policy	Revised policy
CNA	(LEGAL)	Replace policy	Revised policy
CNC	(LEGAL)	Replace policy	Revised policy
COB	(LEGAL)	Replace policy	Revised policy
CQA	(LEGAL)	Replace policy	Revised policy
CQB	(LEGAL)	Replace policy	Revised policy
CQB	(LOCAL)	Replace policy	Revised policy
CQD	(LEGAL)	ADD policy	See explanatory note
CQD	(LOCAL)	ADD policy	See explanatory note
CRD	(LEGAL)	Replace policy	Revised policy
CS	(LEGAL)	Replace policy	Revised policy
CSA	(LEGAL)	Replace policy	Revised policy
CSA	(LOCAL)	Replace policy	Revised policy
CV	(LEGAL)	Replace policy	Revised policy
CV	(LOCAL)	Replace policy	Revised policy
DBA	(LEGAL)	Replace policy	Revised policy
DBAA	(LEGAL)	Replace policy	Revised policy
DBD	(LEGAL)	Replace policy	Revised policy
DBD	(LOCAL)	Replace policy	Revised policy

Copperas Cove ISD

Code	Type	Action To Be Taken	Note
DC	(LEGAL)	Replace policy	Revised policy
DEA	(LEGAL)	Replace policy	Revised policy
DEAA	(LEGAL)	Replace policy	Revised policy
DEC	(LEGAL)	Replace policy	Revised policy
DEC	(LOCAL)	Replace policy	Revised policy
DF	(LEGAL)	Replace policy	Revised policy
DFBA	(LEGAL)	Replace policy	Revised policy
DFBB	(LOCAL)	Replace policy	Revised policy
DFD	(LEGAL)	Replace policy	Revised policy
DFE	(LEGAL)	Replace policy	Revised policy
DG	(LEGAL)	Replace policy	Revised policy
DGA	(LEGAL)	Replace policy	Revised policy
DGBA	(LEGAL)	Replace policy	Revised policy
DGBA	(LOCAL)	Replace policy	Revised policy
DGC	(LEGAL)	Replace policy	Revised policy
DH	(LEGAL)	Replace policy	Revised policy
DH	(LOCAL)	Replace policy	Revised policy
DHB	(LEGAL)	Replace policy	Revised policy
DHC	(LEGAL)	Replace policy	Revised policy
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DP	(LEGAL)	Replace policy	Revised policy
EA	(LEGAL)	Replace policy	Revised policy
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EEP	(LOCAL)	ADD policy	See explanatory note
EFA	(LEGAL)	Replace policy	Revised policy
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EFB	(LEGAL)	Replace policy	Revised policy
EHA	(LEGAL)	Replace policy	Revised policy
EHAA	(LEGAL)	Replace policy	Revised policy
EHAC	(LEGAL)	Replace policy	Revised policy
EHB	(LEGAL)	Replace policy	Revised policy
EHBA	(LEGAL)	Replace policy	Revised policy
EHBAA	(LEGAL)	Replace policy	Revised policy
EHBAB	(LEGAL)	Replace policy	Revised policy

Copperas Cove ISD

Code	Type	Action To Be Taken	Note
EHBAC	(LEGAL)	Replace policy	Revised policy
EHBAF	(LEGAL)	Replace policy	Revised policy
EHBAF	(LOCAL)	Replace policy	Revised policy
EHBC	(LEGAL)	Replace policy	Revised policy
EHBCA	(LEGAL)	Replace policy	Revised policy
EHBE	(LEGAL)	Replace policy	Revised policy
EHBF	(LEGAL)	Replace policy	Revised policy
EHBG	(LEGAL)	Replace policy	Revised policy
EHBH	(LEGAL)	Replace policy	Revised policy
EHBK	(LEGAL)	Replace policy	Revised policy
EHDD	(LEGAL)	Replace policy	Revised policy
EHDE	(LEGAL)	Replace policy	Revised policy
EIA	(LEGAL)	Replace policy	Revised policy
EIA	(LOCAL)	Replace policy	Revised policy
EIF	(LEGAL)	Replace policy	Revised policy
EK	(LEGAL)	Replace policy	Revised policy
EKB	(LEGAL)	Replace policy	Revised policy
EKC	(LEGAL)	Replace policy	Revised policy
EKD	(LEGAL)	Replace policy	Revised policy
EL	(LEGAL)	Replace policy	Revised policy
EMB	(LEGAL)	Replace policy	Revised policy
F	(LEGAL)	Replace table of contents	Revised table of contents
FA	(LEGAL)	Replace policy	Revised policy
FA	(LOCAL)	ADD policy	See explanatory note
FD	(LEGAL)	Replace policy	Revised policy
FEA	(LEGAL)	Replace policy	Revised policy
FEB	(LEGAL)	Replace policy	Revised policy
FED	(LEGAL)	Replace policy	Revised policy
FEF	(LEGAL)	ADD policy	See explanatory note
FEF	(LOCAL)	ADD policy	See explanatory note
FFA	(LEGAL)	Replace policy	Revised policy
FFAC	(LEGAL)	Replace policy	Revised policy
FFAC	(LOCAL)	Replace policy	Revised policy
FFB	(LEGAL)	Replace policy	Revised policy

Copperas Cove ISD

Code	Type	Action To Be Taken	Note
FFB	(LOCAL)	Replace policy	Revised policy
FFEA	(LEGAL)	Replace policy	Revised policy
FFEB	(LEGAL)	Replace policy	Revised policy
FFF	(LEGAL)	Replace policy	Revised policy
FFF	(LOCAL)	Replace policy	Revised policy
FFG	(LEGAL)	Replace policy	Revised policy
FFG	(LOCAL)	Replace policy	Revised policy
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FNAB	(LEGAL)	Replace policy	Revised policy
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FNCE	(LEGAL)	Replace policy	Revised policy
FNCG	(LEGAL)	Replace policy	Revised policy
FNG	(LEGAL)	Replace policy	Revised policy
FNG	(LOCAL)	Replace policy	Revised policy
FO	(LEGAL)	Replace policy	Revised policy
FO	(LOCAL)	Replace policy	Revised policy
FOA	(LEGAL)	Replace policy	Revised policy
FOB	(LEGAL)	Replace policy	Revised policy
FOC	(LEGAL)	Replace policy	Revised policy
FOD	(LEGAL)	Replace policy	Revised policy
FODA	(LEGAL)	Replace policy	Revised policy
FOE	(LEGAL)	Replace policy	Revised policy
FOF	(LEGAL)	Replace policy	Revised policy
FP	(LEGAL)	Replace policy	Revised policy
GBA	(LEGAL)	Replace policy	Revised policy
GBAA	(LEGAL)	Replace policy	Revised policy
GC	(LEGAL)	Replace policy	Revised policy
GF	(LEGAL)	Replace policy	Revised policy
GF	(LOCAL)	Replace policy	Revised policy
GKA	(LEGAL)	Replace policy	Revised policy
GKA	(LOCAL)	Replace policy	Revised policy

Copperas Cove ISD

Code	Type	Action To Be Taken	Note
GNB	(LEGAL)	Replace policy	Revised policy
GRAA	(LEGAL)	Replace policy	Revised policy

Board of Trustees

Date of Meeting: December 15, 2025

Item Type: Action

Item Name	Consider and Take Action to Approve an Interlocal Agreement for the 2026-2027 School Year with the Region 10 Education Service Center for Child Nutrition Cooperative Purchasing and Commodity Processing
District Goal	Budget Management: All stakeholders will optimize resources to enhance student success.
Summary (Purpose/ Objective)	The CCISD Child Nutrition Department has been a member of the Region 10 ESC Multi-Region Purchasing Cooperative for many years. The Cooperative provides purchasing and commodity processing with the goal of obtaining substantial savings on food service items through volume pricing. There is no cost to the District for being a member. It is required that School Board approve the agreement and a representative from School Board sign Interlocal Agreement.
Fiscal Impact	None
Administrative Recommendation	The District recommends the approval of the Interlocal Agreement for the 2026-2027 school year with the Region 10 Education Service Center Multi-Region Purchasing Cooperative.
Attachments	Interlocal Agreement

Contact Person: Melissa Bryan; Director of Child Nutrition & Warehouse Services

E-Mail Address: murraym@ccisd.com

revised 12.12.2018

ACTION REQUIRED!
Due Date: February 27, 2026

October 10, 2025

Re: Membership and Participation in the Region 10 ESC Multi-Region Purchasing Cooperative, SY 2026-2027

Dear Food Service Director Addressed:

Multi-Region Purchasing Cooperative (hereafter "R10MRPC") requires all Interlocal Agreements (hereafter "Agreement") to be approved by each Recipient Agency's (hereafter "RA") Board of Directors if applicable. Completed Agreements must be submitted with proof of Board approval or authorized signature. The Agreement encompasses membership roles, responsibilities, and bid participation for the agreement term. Region 10 Education Service Center is the "Coordinating Entity and Fiscal Agent" for R10MRPC.

This packet includes the Interlocal Agreement for RAs participating in the School Nutrition Programs that wish to purchase food service products or services through the R10MRPC formally procured and awarded bids. If the RA does not plan to purchase from any of the awarded bids, there is no need to complete this Interlocal Agreement.

The ***Interlocal Agreement*** (pages 3-11) is a "membership and participation" agreement that commences on July 1st and extends through June 30th of the following calendar year. By signing the Agreement, you agree to the General Provisions of Member Roles and Responsibilities with your bid participation selection(s) indicating your entity's purchasing commitment. Members must provide estimated quantities for each product planned for each bid category selected. This is done through a specialized software created by R10MRPC called "Maestro Forecasting."

The Multi-Region Purchasing Cooperative is fully self-funded through a Vendor Participation Fee. This fee is collected directly from the awarded vendors offering commercial products only. Fees are used to cover expenses related to the administration and operation of R10MRPC and the growth in services and benefits offered to our members. Studies indicate that school districts benefit through cooperative participation with considerable cost savings. While the purchasing power of the R10MRPC is significant, the costs of goods and services continue to rise annually. Studies prove that schools participating in a child nutrition purchasing cooperative receive better pricing and a higher selection of products with higher fill rates. Additional benefits of participating in the R10MRPC include training and technical support for child nutrition programs, compliant solicitations, and high-level customer service.

Thank you for considering participating in the SY 2026-2027 with R10MRPC. If you have any questions, please contact me.

Sincerely,

Keri Warnick

Keri Warnick
Program Coordinator
Keri.warnick@region10.org
972.348.1448

Enclosures

INTERLOCAL AGREEMENT

The following Interlocal Agreement (pages 3-11) is to be completed by all recipient agencies (RA) that wish to participate in Region 10 ESC Multi-Region Purchasing Cooperative (R10MRPC) and purchase from formally procured bids.

This Interlocal Agreement is a one-year agreement for the school year 2026-2027 (July 1, 2026, through June 30, 2027). If completed, a fully executed copy will be returned to the RA and kept on file with R10MRPC indefinitely.

Each RA wishing to purchase from any procured and awarded bid must complete and sign all required pages. Each RA is asked to consider which bids best fit their needs. R10MRPC requires members to forecast their product and/or service needs through R10MRPC's customized software before all bid renewals and new bids are released.

The fully completed and signed Interlocal Agreement must be approved by your school Board of Trustees or Authorized Representative and returned no later than February 28, 2026. Please note that Interlocal Agreements received after the due date or later after bids have been released may not be approved due to forecasting requirements and procurement regulations.

Please return pages 3-11 of the completed Agreement to:
Angela McCrary: angela.mccrary@region10.org

Region 10 Education Service Center
Multi-Region Purchasing Cooperative
SY26-27: INTERLOCAL AGREEMENT

This Interlocal Agreement (hereafter the "Agreement") is entered into by and between the agencies shown below as contracting parties for a single-year term, per the section entitled "Membership Term" below. The Member Recipient Agency (RA) is responsible for paying vendors' invoices for goods and services purchased by the RA through the effective termination date. Region 10 ESC is the MRPC "Coordinating Entity and Fiscal Agent."

Contracting Parties

Region 10 Education Service Center	**057-950**	
Fiscal Agent/Coordinating Entity	County District Number	
Copperas Cove ISD	510-910	4011384
District/Recipient Agency Name (RA)	RA County District Number	RA ID (WBSCM Operation ID)

STATEMENT OF SERVICE'S TO BE PERFORMED

The Region 10 Multi-Region Purchasing Cooperative (hereafter the "R10MRPC") organizes and administers the child nutrition cooperative purchasing and commodity processing program for RAs in Texas. Authority for such service is granted by Section 8.053 of the Texas Education Code, Chapter 791 of the Texas Government Code, and Chapter 271, Subchapter F, of the Texas Local Government Code. The goal of MRPC is to obtain substantial savings on food service items through volume purchasing. There is no fee to join R10MRPC.

MEMBERSHIP:

Membership is a single-year term in the R10MRPC. The R10MRPC offers a variety of formally procured bids utilizing the competitive requests for proposals (RFP) method to assist RAs with their fiscal budgetary needs. RAs may commit to any bid(s) that best fits their needs. Members' bid selection is a commitment to purchase from the R10MRPC awarded vendor(s). Before releasing any formal solicitation or bid renewal, members must provide estimated quantities/forecasts for each product they plan to purchase on each bid selected. Currently, the following formally procured bids are offered:

1. USDA Processed Foods
2. Full-Line Grocery Distributor (to include processed commodities)
3. Manufacturer Direct-to-District Delivery (commercial foods; approval required)
4. Small-wares
5. Kitchen Chemicals & Cleaning Products (products only)
6. Sanitation System & Safety Training (services)
7. Fresh Produce & Raw Meats
8. Fresh Bread
9. Milk Full-Service Delivery
10. Ice Cream Novelties
11. Chips and Snacks
12. Beverages (container)
13. GDSN Connection Software

LIMITATION OF AGREEMENT:

The R10MRPC reviews this Agreement annually to ensure compliance with United States Department of Agriculture (USDA) and Texas Department of Agriculture (TDA) regulations. If, following such review, the R10MRPC discovers that any provision contained herein is not in accordance with USDA and TDA regulations, R10MRPC will have 30 days to make all necessary updates and require that each participating RA sign a new Agreement. If R10MRPC does not amend the provision within the given timeframe, the RA may terminate this agreement on 10 days' written notice to R10MRPC. Child Nutrition Federal Funds are governed by USDA and TDA regulations. EDGAR does not apply to child nutrition federal funds.

GENERAL PROVISIONS:

1. The Parties agree to comply with all applicable federal, state, and local statutes, ordinances, rules, and regulations in connection with the procurement activities and programs contemplated under this Agreement. This Agreement is subject to all applicable present and future valid laws governing such programs.

2. This Agreement shall be governed by the law of the State of Texas and the venue for any dispute resolution shall be in the county where the administrative offices of Region 10 ESC are located, which is currently Dallas County, Texas.

3. The R10MRPC reserves the right, but is not obligated, to add additional members and allow participation. Adding an RA may "materially change the existing contract(s)" and, thereby, require rebidding of said contract(s). Consequently, the RA may not be permitted to participate in those affected contracts to avoid rebidding and negatively impacting the membership in place at the time of the current contract(s) award. The membership of a new RA may become effective upon any new bids, rebids being awarded, new fiscal year, or as permitted at the sole discretion of the R10MRPC.

4. This Agreement and any addenda executed by the parties contains the entire agreement of the Parties hereto concerning the matters covered by its terms, and it may not be modified in any manner without the express written consent of both Parties. Modifications may be required by law or regulation, which shall require action by the R10MRPC and the RA. Failure to act by either party, within a reasonable period, on legally required modifications shall constitute good cause to terminate this Agreement effective upon written notification to the other party.

5. If any term(s) or provision(s) of this Agreement are held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the provisions of this Agreement shall remain in full force and effect.

6. The Executive Director of Region 10 ESC or his or her designee and authorized agent of the member district shall attempt to resolve any disputes that develop under this Agreement. If any dispute is unable to be resolved, both Parties agree to nonbinding mediation before either Party may resort to litigation. The selection of the mediator shall be mutually agreed upon, and the costs for such mediation borne equally between the Parties.

7. No Party to this Agreement waives or relinquishes any immunity or defense on behalf of itself, its trustees, directors, officers, employees, and agents, because of its execution of this Agreement or the performance of the functions and obligations set forth herein.

8. All parts of this Agreement, when executed by both Parties, are binding upon the Parties, and may be changed only by written agreement executed by authorized representatives of the Parties.

9. Per USDA Federal Regulations and TDA Administrator's Reference Manual (ARM) Section 17, the R10MRPC is a Child Nutrition Program (CNP) Operator-Only Cooperative that is categorized as a "for-profit cooperative". Per ARM Section 17, R10MRPC is required to return "unanticipated profits" to the member. This Agreement allows R10MRPC to deduct the cost of services from the collected vendor fees and pay any remaining amount to members regularly. The R10MRPC's "profit margin", for purposes of this Agreement, shall be defined as the revenue received by the R10MRPC through the charging of the vendor fees outlined in the "Membership Fees" section below minus the expenses to the R10MRPC to operate the cooperative. The Coordinating Entity shall retain the profit margin; however, any revenue received more than the profit margin ("unanticipated profit") will be distributed to the R10MRPC's participating members by the Fiscal Agent. R10MRPC is not permitted per state regulations to collect a profit from sales of processed commodities.

R10MRPC adheres to the following rebate system.

A. R10MRPC will collect all Vendor Participation Fees quarterly.
B. R10MRPC does not charge a Vendor Fee to any USDA commodity processor.
C. R10MRPC will utilize a year-end revenue report that details each participating member's generated sales with each awarded vendor.
    1) R10MRPC applies an equal percentage of the operational cost to each RFP.
    2) Total overhead and expenses are calculated for each RFP based on shared percentage.
    3) Total collected revenue is calculated against shared operational costs for each RFP. Any RFP that does not generate enough revenue to cover the shared percentage of expenses is not eligible for a rebate.
    4) Any member purchasing USDA commodity foods through our awarded grocery distributor will receive a rebate of collected fees minus the shared expenses.
    5) Any member participating in bids that have an excess of fees collected beyond the shared expenses will receive a rebate.
    6) Rebate amounts are calculated in October once the Region 10 ESC books are closed.
    7) Rebate checks are mailed to each eligible participating member in late November or December. Checks include a letter with instructions about the rebate check and that it must be deposited into the child nutrition fund account.
    8) R10MRPC will send out an email notification to each food service director that includes the amount of their rebate.

10. This Agreement and any modification(s) may be executed in separate copies; however, the Agreement must be Board of Trustee approved and physically signed by both participating parties using a "physical signature." Electronic or typed signatures will not be accepted. This Agreement may be exchanged and/or transmitted electronically via fax or scanned email. Proof of Board approval acceptable to R10MRPC must be submitted along with a completed and signed Agreement.

Membership Term. This Agreement shall be for a one-year term unless sooner terminated per the provisions of this Agreement. The conditions outlined in this Agreement shall apply to this single-year term. The Agreement year for each purchasing cooperative program commences July 1st and will extend through June 30th of the following calendar year.

Membership Fees. No membership fee shall be directly charged to participating members of the R10MRPC.

The United States Department of Agriculture (USDA) does not allow federal funds received by ESC Child Nutrition components to be used to support purchasing cooperatives. Therefore, the R10MRPC is a fully self-funded entity through a "Vendor Participation Fee" on all commercial sales. This fee is collected directly from the awarded vendors in the fixed amount of .0085 for every $1.00 of revenue. R10MRPC "does not charge" any fees to the Commodity Processors. All fees are used to cover expenses related to the administration, direct operation, and growth in services or software programs offered by the Cooperative to the members that benefit their foodservice operation. RAs, even though they may incur these fees indirectly, pay no direct fee to R10MRPC for participation.

The parties agree that the payments under this Agreement and any related exhibits and documents are amounts that fairly compensate the Coordinating Entity for the services or functions to be performed under the Agreement.

Authorization to Participate. The R10MRPC and each RA represent and warrant, by the execution and delivery of the Interlocal Agreement, that they have obtained all requisite authority through governing board action to enter and perform the terms of this Agreement. Proof of Board approval through Board meeting notes is accepted. If your school does not have a Board of Directors, the authorized representative's signature is acceptable.

Cooperation and Access. Each party agrees to cooperate with any reasonable requests for information and records made by the other party. Each party reserves the right to audit the relevant records of the other party during normal business hours. Any breach of this Article shall be considered material and shall make the Agreement subject to termination on ten (10) days' written notice to the RA.

Primary and Secondary Contact. The RA agrees to appoint a primary and secondary contact who shall have express authority to represent and bind the RA, and R10MRPC will not be required to contact any other individual regarding program matters. Any notice to a primary or secondary contact shall be binding upon the RA. The RA reserves the right to change the designated contacts as needed by giving written notice to R10MRPC. Such notice is not effective until actual receipt by R10MRPC.

Defense and Prosecution of Claims. The RA authorizes the Fiscal Agent, only concerning matters arising out of or contemplated by this Agreement: (1) to control the commencement, defense, intervention, or participation in a judicial, administrative, or other governmental proceeding; (2) to represent the R10MRPC in an arbitration, mediation, or any other form of alternative dispute resolution; (3) to represent the R10MRPC in any other appearance necessary to protect the rights of the R10MRPC relating to actions concerning any past or current, including any appearances and actions in litigation, claim or dispute; and (4) to engage legal counsel and appropriate experts that, in the Fiscal Agent's sole discretion, will assist with such defense or prosecution of any action or claim in matters arising out of this Agreement. The RA agrees that any suit brought against R10MRPC, the Fiscal Agent, or a R10MRPC or Fiscal Agent employee or agent may be defended in the name of R10MRPC, Region 10 Education Service Center, or the RA by the

counsel selected by the Fiscal Agent, in its sole discretion, or its designee, on behalf of and at the expense of the R10MRPC as necessary for the prosecution or defense of any litigation or claim. Full cooperation by the RA shall be extended to supplying any information needed or requested by the Fiscal Agent or R10MRPC in such prosecution or defense. Subject to specific revocation, the RA designates the Fiscal Agent to function as a class representative on its behalf in matters arising from this Agreement.

Governance. R10MRPC shall be governed by the Fiscal Agent's Board of Trustees (hereinafter the "Board") per applicable law and regulations. Procurement processes and procedures are governed by applicable laws and regulations.

Limitations of Liability. The Fiscal Agent, its endorsers, and servicing contractors do not guarantee that the operation or use of R10MRPC services will be uninterrupted or error-free. The Fiscal Agent, its endorsers, and servicing contractors, disclaim all warranties, express or implied, regarding any information, product, or service furnished under this Agreement, including without limitation, any implied warranties of merchantability or fitness for a particular purpose. The Parties agree that regarding all causes of action arising out of or relating to this Agreement, neither Party shall be liable to the other under any circumstances for special, incidental, consequential, or exemplary damages, even if it has been advised of the possibility of such damages.

Notice. Any written notice to the R10MRPC or the Fiscal Agent shall be made by: first class mail, postage prepaid and delivered to the Multi-Region Purchasing Cooperative, Region 10 Education Service Center, 400 E Spring Valley Rd, Richardson, TX 75081-1300; Attn: Keri Warnick (contact person); or emailed to keri.warnick@region10.org with a copy to sue.hayes@region10.org.

Acceptance of USDA Foods Sent for Further Processing. The R10MRPC, through the Fiscal Agent, is granted the right to issue a cooperative bid/proposal (RFP) for the processing of selected USDA commodity foods donated by participating members. The R10MRPC, through the Fiscal Agent, is further granted the right to enter a Contract for Services with the commodity food processor(s) receiving the processing award(s) for agreed-upon processed end-products, to execute a service agreement on behalf of participating members. Participating members will have the right and responsibility to accept the processed end-product(s) for the life of the contract between R10MRPC, through the Fiscal Agent, and the processor for all commodity foods donated to, and for which processing was subsequently procured through, the R10MRPC. Excess commodities may be distributed according to USDA or TDA regulations and guidance.

Payment for Goods. Each Party, paying for any goods or services under this Agreement or related to this Agreement, must pay for such goods and services from available current revenues only.

PARTY ROLES AND RESPONSIBILITIES:

***Role of the R10MRPC, through the Fiscal Agent*:**

1. Provide for the organizational and administrative structure of the program.
2. Provide staff with the time necessary for the efficient operation of the program.
3. The R10MRPC shall coordinate the Competitive Procurement Process for all Awarded Contracts using the Formal Procurement method of Requests for Proposals (RFP).
4. The R10MRPC shall follow the local, State, and Federal procurement guidelines as listed below:

a. United States Department (USDA) Code of Federal Regulations (2 CFR) parts 200.318-200.327 and Appendix II, along with any other required CFR citations.
b. Texas Department of Agriculture's (TDA) Administrator's Reference Manual (ARM) Sections 16 and 17, 17a, 17b, and 17c.
c. Requiring Board of Directors' approval of all R10MRPC bid award recommendations.
d. Texas Education Code 44.031 relating to purchasing contracts.
e. Education Department General Administrative Regulations (EDGAR) as the guidelines pertain to Purchasing Cooperatives' procuring on behalf of its RAs. EDGAR refers to and requires Child Nutrition Food Purchasing Cooperatives to adhere to USDA Federal Regulations located at 2 CFR 200.318-200.327.
f. Form 1295 will be required to be filled out and filed with the Texas Ethics Commission by all awarded vendors and will be managed by the Fiscal Agent's Business Office.

5. Send solicitations for the Further Processing of USDA foods to all companies found on the TDA "Approved List of Vendors" without limitations.
6. Enter into a detailed agreement with distributors that distribute processed end-products containing USDA Foods including language to ensure proper resolution of errors such as data, pricing, product, reports, etc.
7. Do the following regarding USDA Foods:
    a. Track and assist RAs with the management of their USDA Processed Foods inventory balances to ensure compliance with TDA and USDA Foods inventory requirements.
    b. Assist RAs with Sales Verifications of end products sold through a distributor, including but not limited to verification of rebates, discounts, and credits.
    c. Provide RAs with information on commodity processing, including, but not limited to, anticipated delivery dates, product recalls or production issues, discontinued products, and replacement recommendations.
    d. Receive quantity requests from RAs for commodity processing through district entries into the online software and prepare appropriate quantity totals by item.
    e. Provide a delivery schedule, on behalf of each RA, for all selected USDA Foods for Further Processing to each processor and distributor based on information collected from each RA.
8. The R10MRPC assumes no responsibility for failure of delivery by vendors, however, the R10MRPC will assist all RAs with service and product quality issues to ensure all vendors adhere to the terms and conditions of the awarded contract.
9. Initiate and implement activities related to the bidding and vendor selection process. Competitive bidding procedures for Texas public schools using Child Nutrition federal funds will be strictly followed.
10. Provide RAs with procedures for ordering, delivery, and billing.
11. Mediate problems/concerns between vendors and RAs.
12. Provide RAs access to all records, reports, and documents to ensure rebates, discounts and other applicable credits will accrue to the RA.
13. Make available or provide easy access to all procurement documents created and received for each awarded RFP and vendor, as required and in compliance with State Agency Administrative and Procurement Reviews.
14. Act ethically always and in accordance with all federal, state, and local guidelines.
15. Create an Advisory Committee to function as liaison between R10MRPC and the membership base if needed, communicate information received from TDA to R10MRPC as necessary, and review sample products to assist in the streamlining of offered bid awards and best products.

***Role of the RA*:**

1. Commit to the General Provisions and Roles and Responsibilities of this Agreement by authorization of its governing body (School Board of Trustees or Authorized Person) and by execution by an approved foodservice employee in the appropriate spaces on page 11 (physical signature copy must be provided to R10MRPC promptly following execution).
2. Designate primary and secondary contacts.
3. Commit to purchasing from each selected bid on the Bid Participations Selection, page 10.
4. Provide an estimated quantity for each of the products planned for purchase using the required online software Maestro Forecasting or as requested by the Program Coordinator during any single-year term of Participation. A RA that does not forecast may place themselves at risk of not being allowed to purchase from the awarded vendor due to material change in contract value based on adding products.
5. Comply with all USDA and TDA regulations.
6. Prepare purchase orders issued to the appropriate vendor from the official award list provided by R10MRPC.
7. Accept shipments of products ordered from vendors per standard purchasing procedures.
8. Address product warranties and product qualities with the manufacturer.
9. Pay vendors' net amount due within agreed-upon terms after receipt of a correct monthly statement.
10. Participate in bid evaluation committees for the bids that the RA is utilizing. Evaluation committee meetings will include, but not be limited to, face-to-face group meetings, online voting, or any other form of participation as requested by the R10MRPC.
11. Act ethically always and in accordance with all Federal, State, and local guidelines, as well as R10MRPC Member Roles. The R10MRPC shares information with participating members that at times is considered confidential and proprietary. Members may be asked to sign Non-Disclosure Agreements and agree to adhere to the terms set forth in those agreements. Future membership in the R10MRPC may be jeopardized based on unethical handling of sensitive R10MRPC and/or vendor information.
12. Attend R10MRPC meetings and training classes to stay informed of the cooperative processes and services offered. Training classes are specific to the "tools" offered by R10MRPC. Attending meetings and classes helps ensure your success as a participating RA in the R10MRPC.
13. Participate in a Member Advisory Committee when offered. The Member Advisory Committee is a small committee of R10MRPC participating members formed every 2 years. The Advisory Committee serves as the liaison for all participating members when a conflict or concern arises regarding R10MRPC if needed and annually reviews all procurement practices by the R10MRPC to ensure compliance in all areas, along with other tasks.
14. The following roles will apply to participating members who commit entitlement dollars for the USDA processed commodity foods:
    a. The RA shall access the Web Based Supply Chain Management (WBSCM) system on a regular basis to effectively manage USDA Foods entitlement, food requests, and allocations.
    b. The RA shall track and manage USDA Foods inventory balances to ensure compliance with TDA and USDA Foods inventory requirements, i.e., inventory levels shall not exceed a six (6) month supply at any given time; access processor tracking systems (K12 Foodservice, ProcessorLink, or other) on a regular basis; and report inventory issues to R10MRPC.
    c. The RA shall conduct Sales Verifications of end-products sold through a distributor, t verification of rebates, discounts, and credits.
    d. The RA shall maintain copies of the original Label from the product, carton; or a photograph of label as it appears on the original product carton if available.

BID PARTICIPATION SELECTIONS for SY 2026-2027

The following Bid Participation agreement, as an integrated part of the Agreement, is entered into by and between the District/RA, as indicated below, and Region 10 Multi-Region Purchasing Cooperative (R10MRPC) for participation in one or more of the R10MRPC awarded bids. This agreement is a single-term agreement effective July 1, 2026, through June 30, 2027.

The R10MRPC formally procures competitive RFPs (Request for Proposals) on behalf of all participating members. Each member is required to complete this Bid Participation Agreement and forecast all products planned for purchase when required if they wish to utilize the R10MRPC awarded bids during the term of this agreement.

To help the R10MRPC represent the most accurate information to potential bidders, ***please place a check mark to the left of each bid listed below from which you "plan" to purchase during the SY 2026-2027***. Each RFP is explained on the next page to assist you in the best decision as to which bid(s) best fits your needs. The R10MRPC does not guarantee that any item will be purchased, however, members should seriously consider each selected bid as member forecasting of each product planned on each selected bid is required prior to the release of a new bid or renewal bid.

✓	Full-Line Grocery, NOI/FFS Distributor
✓	USDA Foods For Further Processing
✓	Milk: Full-Service Delivery
✓	Fresh Bread
✓	Ice Cream Novelties
✓	Beverages (container)
✓	Manufacturer Direct-to-District (commercial foods) – requires MRPC approval

	Chips & Snacks
✓	Fresh Produce & Raw Meat
✓	Small Wares
✓	Kitchen Chemicals & Cleaning Supplies
✓	Sanitation Systems & Safety Training
	GDSN Connection Software
✓	Kitchen Equipment Repair Services

Please provide us with your district's main address as listed on your website or in the directory:

COPPERAS COVE ISD	CHILD NUTRITION DEPARTMENT		
District Name	**Campus/Bldg. Name**		
408 S MAIN STREET	COPPERAS COVE	TX	76522
Street Number & Name	**City**	**State**	**Zip Code**

Interlocal Agreement for SY 2026-2027
Signature and Authorization Form

By signing this page, the RA confirms entering an interlocal agreement with Region 10 Education Service Center, as the Fiscal Agent and Coordinating Entity for the R10MRPC, per all Agreement terms, Membership Roles and Responsibilities, and Bid Participation selection(s) as stated on pages 3-10 and indicated on page 11.

As of July 1, 2026, COPPERAS COVE ISD (District Name/Recipient Agency (RA)) and the Region 10 Education Service Center/Fiscal Agent enter this Interlocal Agreement, including Bid Participation. As the authorized Agent for the Board of Trustees or Authorized Representative of the RA, I hereby execute this Agreement on behalf of RA and intend to be bound by the provisions set forth herein for a single-year term, unless otherwise terminated by either party per the terms outlined in the Agreement. Physical signatures are required, typed or digital signatures will not be accepted.

COPPERAS COVE ISD District/ Name	12 ESC Region	7629 2025-2026 Enrollment
11 # Of Participating Campuses	CORYELL County/Counties in Which Campuses are Located	
MELISSA BRYAN Printed Name: Primary Foodservice Contact	x Melissa Bryan Signature: Primary Foodservice Contact	11/17/2025 Date Signed
MURRAYM@CCISD.COM Email: Primary Contact		254-547-1227 X11500 Phone: Primary Contact
KASSIDY BRUCE Printed Name: Secondary Foodservice Contact	BRUCEK@CCISD.COM Email: Secondary Foodservice Contact	
254-547-1227 X11502 Phone: Secondary Foodservice Contact		

Board of Director Approval (or authorized rep): Signature Below or Meeting Minutes are acceptable.

Printed Name: Authorized Board Director (or Authorized Representative)	
x Signature: Authorized Board Director (or Authorized Representative)	Date Signed

Below Area: For Region 10 MRPC Use Only

R10MRPC Authorized Signature	Keri Warnick R10MRPC Contact Person	Date Signed
Program Coordinator Title of Contact Person	972-348-1448 Office Phone	

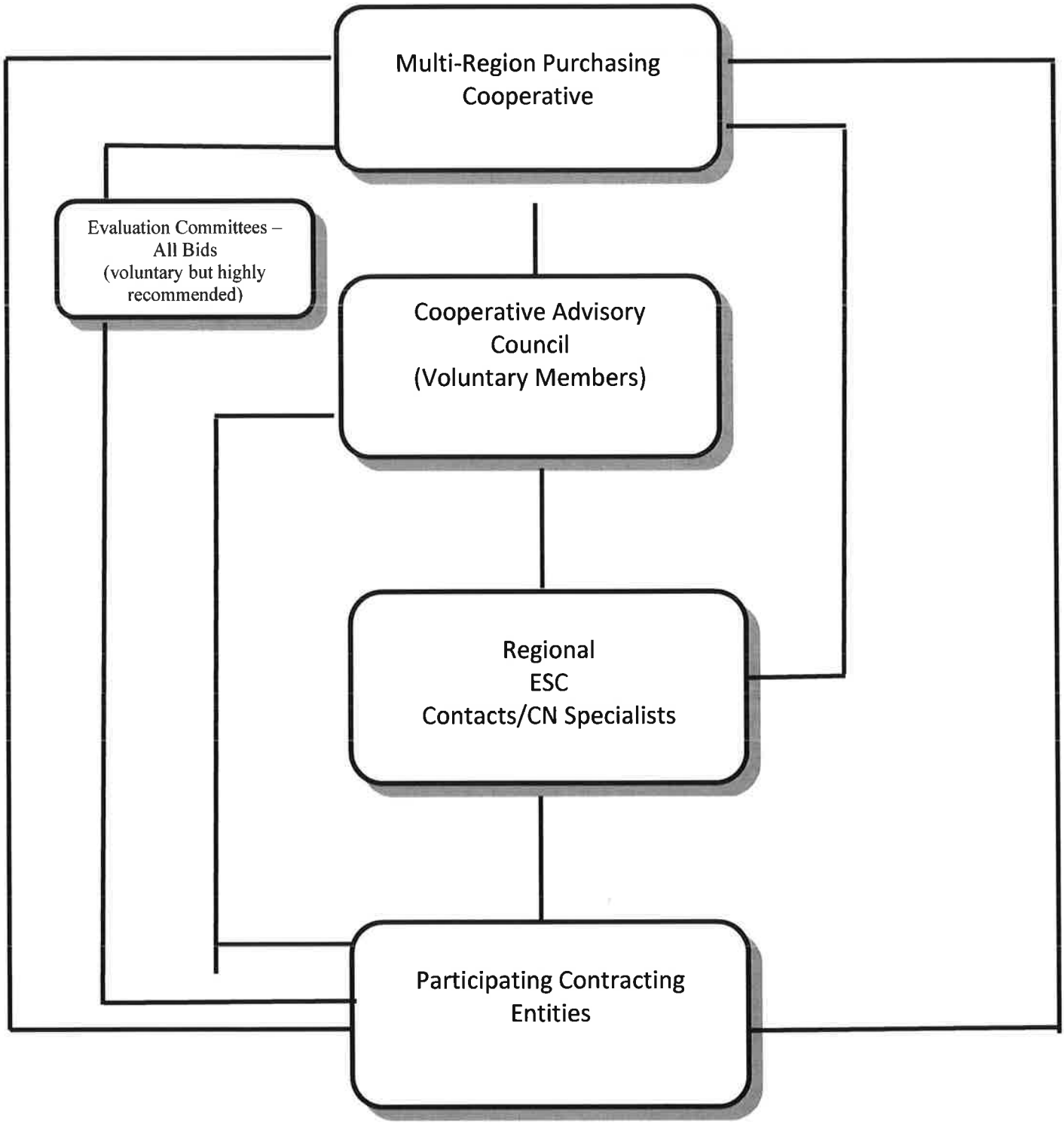
Bids Overview

Each year awarded bids are either renewed, if options are available, or released as new based on factors such as no remaining renewal options, material change in contract value, growth in cooperative membership participation, too many discontinuations or new items to consider, or restructuring of the areas to be serviced in the cooperative. The following is the list of RFPs that will be offered in SY26-27 and information if they will be new or renewed.

Bid Category	Bid Description	Current RFP #	Bid Status for SY26-27	Vendors To Be Renewed	Contract Year in SY26-27
Beverages - Container	Drinks in containers such as Coke, Dr Pepper, Gatorade, Water, that meet Smart Snack and/or used for before or after school events if managed by foodservice	2022-01-12	Renewal	Coca Cola; Dr Pepper; Master's Distribution	5 of 5
Chips & Snacks	Smart Snack approved chips and snacks for a' la carte sales	2022-02-13	Renewal	Master's Distribution	5 of 5
Fresh Bread	Direct delivery from bread vendor to campuses. Fresh bread products	2023-02	Renewal	Bimbo Bakery, Flowers Bakery	4 of 5
Fresh Produce & Raw Meats	Fresh produce and raw meat; produce held to monthly market price	2023-04	Renewal	Brother's Food Service; Farmers Market Ft Worth; R Craig Stephens; Walnut Creek Farms; Hardie's; Freshpoint	4 of 5
Full-Line Grocery, NOI & FFS Distributor	Main-line distributor of commercial foods, processed commodity foods, fresh produce, and non-food foodservice items.	TBD	New		1st
Ice Cream	Frozen Ice Cream novelties, delivered directly from vendor, smart snack compliant	TBD	New Bid		1st

Bid Category	Bid Description	RFP # in SY26-27	Will This Bid Be Renewed?	Vendors To Be Renewed	Contract Year in SY25-26
Kitchen Chemicals & Cleaning Supplies	Kitchen and cafeteria cleaning supplies such as chemicals, mops, gloves, as well as testing kits, etc.	2022-08	Renewal	Complete Supply, Eco Lab, Kirby	5 of 5
Manufacturer Direct-to-District	Direct delivery in bulk quantities to approved RAs of commercial foods only. Must have a loading dock, ability to unload the truck and large storage areas.	TBD	New		1st
Milk - Full-Service Delivery	Milk delivery, rotation and restock of needed products.	2025-01	Renewal	Oak Farms, Gandy's, Hiland	2 of 5
Sanitation Systems & Safety Training	Sanitation System, monthly visit from rep to restock needed sanitation products; staff training and safety training classes available	TBD	New		1st
Small Wares	All types of small wares for foodservice needs	2022-09	Renewal	Ace Mart, Sam Tell & Son, Strategic Equipment	5 of 5
USDA Foods for Further Processing	Processed USDA foods received through direct delivery, distributor, or contracted warehouse	2025-20	New	Multiple processors	1st
Software Services	GDSN Connection Software Service: Connect to product data in the Global Data Synchronization Network (GDSN) through an online software platform.	2024-01	Renewal	inTEAM Associates	3 of 5
Kitchen Equipment Repair Services	Repair services for multiple types of commercial equipment.	2025-02	Renewal	Multiple Vendors	2 of 5

Region 10 Education Service Center
Multi-Region Purchasing Cooperative



Board of Trustees

Date of Meeting: December 15, 2025

Item Type: Action

Item Name	Consider and Take Action to Approve the District Improvement Plan
District Goal	Teaching and Learning: Actively engage both teachers and students in comprehensive and consistent educational experiences that foster meaningful learning.
Summary (Purpose/ Objective)	The CCISD District Improvement Plan is part of the cycle of continuous improvement process in CCISD. The district annually engages in strategic planning and uses that data and information gathered to make a plan to address any areas of deficiency and to continue to strengthen areas that are showing growth. CCISD creates a District Improvement Plan with staff, parent, and external stakeholder input.
Fiscal Impact	N/A
Administrative Recommendation	Administration recommends the approval of the District Improvement Plan.
Attachments	CCISD District Improvement Plan

Contact Person: Amanda Crawley, Deputy Superintendent of Instructional Svcs. E-Mail Address: crawleya@ccisd.com

revised 12.12.2018

Copperas Cove Independent School District

District Improvement Plan

2025-2026

Mission Statement

The mission of Copperas Cove Independent School District is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship.

Vision

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

Table of Contents

Comprehensive Needs Assessment Data Documentation 4
Goals 6
Goal 1: Teachers engage all students daily with TEKS-aligned, high-quality instructional materials and assessments. 6
Goal 2: CCISD will retain and support high quality staff at all levels of the organization. 11
Goal 3: CCISD will develop systems which target social-emotional development for all students and staff. 13
Goal 4: Facilities will support future student enrollment, address safety and security, and allow for innovative instruction in a technological society. 19
Goal 5: Develop additional opportunities to increase a personalized culture of engagement. 21
Assurances 22
Statutorily Required Assurances 22

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Study of best practices
- Other additional data

Goals

Goal 1: Teachers engage all students daily with TEKS-aligned, high-quality instructional materials and assessments.

Performance Objective 1: Provide teachers with high-quality, standards aligned instructional materials, and the time to plan for effective implementation using high-yield instructional strategies to address the needs of all students.

Evaluation Data Sources: District Checkpoints, Released Assessment Data, STAAR/EOC Results, Teacher Surveys

Strategy 1 Details	Reviews			
Strategy 1: Provide aligned curriculum, instruction, and assessment that is targeted and differentiated.	Formative			Summative
Strategy's Expected Result/Impact: All students have access to a guaranteed and viable curriculum across all grade levels and content areas. Increased student achievement and academic growth on STAAR/EOC.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Deputy Superintendent of Instructional Services, Chief of Instructional Support, Director of Assessment and Accountability, Principals, Assistant Principals, and Instructional Coaches **Results Driven Accountability** **Funding Sources:** DMAC - $11,000, Classroom Materials, Instructional Software				

Strategy 2 Details	Reviews			
Strategy 2: Create systems of support for special populations across all campuses.	Formative			Summative
Strategy's Expected Result/Impact: Equip teachers working with special populations with the skills, support and training to close student academic and behavioral gaps. Increased academic growth on STAAR/EOC in the area of special populations.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Deputy Superintendent of Instructional Services, Chief of Instructional Support, Coordinator of 504 and Special Programs, Director of Special Education, Director of Emergent Bilingual, Director of Behavioral Support Services, Principals, Assistant Principals, and Interventionists **Results Driven Accountability** **Funding Sources:** mClass Texas (Dibels 8) - $6,500, WIST Protocols - $1,000, i-Ready - $97,000, Fundations Materials - $5,000, Social Skills Curriculum Resources - $4,000, Intervention Staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Establish and implement systems of collaboration and common planning for teachers throughout the district. **Strategy's Expected Result/Impact:** Data driven instruction and lesson plan internalization will strengthen classroom instruction, improve student mastery, and increase student achievement on STAAR/EOC. Teachers will use data from assessments and observations to guide their instruction to meet the needs of every student. **Staff Responsible for Monitoring:** Deputy Superintendent of Instructional Services, Chief of Instructional Support, Instructional Coaches, and Principals.				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Teachers engage all students daily with TEKS-aligned, high-quality instructional materials and assessments.

Performance Objective 2: Provide campus instructional leaders with professional development and access to time an data needed to reflect, monitor, and provide feedback on research based instructional practices and strategies

Evaluation Data Sources: Behavior Referral Counts, District Checkpoints, Released Assessment Data, STAAR/EOC Results, OnDataSuite, TAPR report, graduation rate, drop out rate, attendance rate.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a framework to build capacity in instructional leaders. **Strategy's Expected Result/Impact:** Equipping leaders with instructional best practices to improve teaching and learning throughout the district. **Staff Responsible for Monitoring:** Deputy Superintendent of Instructional Services, Chief of Instructional Support, Principals, Assistant Principals, and Instructional Coaches **Results Driven Accountability** **Funding Sources:** OnDataSuite Training - $1,200, Professional Development and Mentors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and implement a system of actionable feedback and evaluative calibration. **Strategy's Expected Result/Impact:** Administrators and instructional coaches provide consistent, specific, clear, and actionable feedback to teachers to improve classroom instruction, behavior management and increase student achievement. **Staff Responsible for Monitoring:** Deputy Superintendent of Instructional Services, Chief of Instructional Support, Principals, Assistant Principals, Instructional Coaches				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Teachers engage all students daily with TEKS-aligned, high-quality instructional materials and assessments.

Performance Objective 3: Develop comprehensive plan for replacement and maintenance of instructional technology devices that addresses removing barriers for teachers and staff.

Evaluation Data Sources: All special population subgroups will show growth and improved achievement on their End of Year tests/STAAR/EOC Results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a comprehensive plan for instructional technology for students, staff, and infrastructure that is communicated with all stakeholders. **Strategy's Expected Result/Impact:** SPP Indicator, PBMAS Indicator, ARD documentation **Staff Responsible for Monitoring:** Director of Special Education, Principals, Assessment Personnel **Funding Sources:** Digital Learning Coach - 199-Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Identify and address barriers to the use of technology (hardware and software) by collecting input form teachers and staff. **Strategy's Expected Result/Impact:** SPP Indicator, RDA Indicator, ARD documentation **Staff Responsible for Monitoring:** Director of Special Education, Principals, Assessment Personnel **Results Driven Accountability**				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Teachers engage all students daily with TEKS-aligned, high-quality instructional materials and assessments.

Performance Objective 4: Increase opportunities for blended learning and STEM in classrooms across the district to prepare students for post-secondary college and career readiness.

Evaluation Data Sources:
Classroom observations, review of student progress, and interviews with students, parents, teachers, and administrators.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop a framework that increases opportunities for blended learning and STEM in classrooms across the district. **Strategy's Expected Result/Impact:** The implementation of blended learning strategies and increased stem instruction and learning opportunities will develop student interest in STEM careers and promote achievement in math. **Staff Responsible for Monitoring:** Director of Digital Learning, Digital Learning Coordinators **Funding Sources:**				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: CCISD will retain and support high quality staff at all levels of the organization.

Performance Objective 1: Engage staff in meaningful feedback that results in staff involvement that is valued in the decision-making process.

Evaluation Data Sources: Analyzing student enrollment, property values, and state funding sources

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop processes that will allow all employees to be included in district decisions. **Strategy's Expected Result/Impact:** A strong fiscal budget that means the needs of district student objectives **Staff Responsible for Monitoring:** Chief Financial Officer and Finance Department				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: CCISD will retain and support high quality staff at all levels of the organization.

Performance Objective 2: Provide a variety of comprehensive systems to retain, support, and develop employees.

Evaluation Data Sources: Collaboration with department leaders and campus principals to determine their needs and objectives.

Strategy 1 Details	Reviews			
Strategy 1: Create a process to assimilate new employees and improve communication to promote a positive culture.	Formative			Summative
Strategy's Expected Result/Impact: Department and campus budgets will address their needs assessments for student learning. **Staff Responsible for Monitoring:** Chief Financial Officer and Finance Department	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Develop a process to identify employees' strengths, knowledge, and experience to retain, assign, and recruit to appropriate positions.	Formative			Summative
Funding Sources: Stipends to Teacher and Campus Admin Mentors	Nov	Jan	Mar	June

No Progress Accomplished Continue/Modify Discontinue

Goal 3: CCISD will develop systems which target social-emotional development for all students and staff.

Performance Objective 1: Cultivate emotional intelligence into professional development, practice, and student learning.

Evaluation Data Sources: HQ Report, Professional Development Training Calendar, and Survey results

Strategy 1 Details	Reviews			
Strategy 1: Establish appropriate programs that foster inclusive practices for all staff and students.	Formative			Summative
Strategy's Expected Result/Impact: Pre-Service Plan, Professional Development Schedules; Eduphoria Reports; SEL Scope and Sequence; Anti-Victimization Training for Staff, Youth Aware of Mental Health training for high school students; Behavior Coaching at all levels; Family connection and engagement through planned activities and newsletters; teacher newsletter for tips and support with behavior management and self-care. **Staff Responsible for Monitoring:** Instructional Services	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Implement and strengthen comprehensive bullying and harassment prevention programs by: Use evidence-based programs such as StopBullying.gov or Common Sense Education digital citizenship curricula. Train staff annually on bullying, cyberbullying, dating violence, hazing, harassment, and hit list prevention, including reporting procedures as per Tex. Educ. Code SSSS 21.451(d), 37.0832(c). Incorporate SEL (social-emotional learning) and restorative practices to reduce interpersonal conflict and foster positive relationships. **Strategy's Expected Result/Impact:** Reduction in the number of bullying complaints. **Staff Responsible for Monitoring:** Director of Counseling and Student Support	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Create and promote multiple anonymous and direct reporting avenues for students, staff, and parents.	Formative			Summative
Strategy's Expected Result/Impact: Implement and publicize an anonymous reporting system (digital form, hotline, or app). StopIt, Child Abuse Reporting Online & Phone Number, etc... Ensure reporting procedures are consistent with TASB Policy FFI(LOCAL) and provided in student/employee handbooks. **Staff Responsible for Monitoring:** Director of Counseling & Student Support	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Conduct regular campus climate surveys. Identify high-risk areas and populations for targeted intervention. Use feedback to adjust programming and resource allocation. **Strategy's Expected Result/Impact:** Increase positive perceptions of campus safety, security, high quality educational environment. **Staff Responsible for Monitoring:** Director of Counseling & Student Support				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: CCISD will develop systems which target social-emotional development for all students and staff.

Performance Objective 2: Ensure that restorative practices are implemented district-wide.

Strategy 1 Details	Reviews			
Strategy 1: Develop a plan that will allow student access to restorative practices during the school day.	Formative			Summative
	Nov	Jan	Mar	June

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: CCISD will develop systems which target social-emotional development for all students and staff.

Performance Objective 3: Ensure Timely and Appropriate Intervention and Support for All Students Affected by Victimization

Evaluation Data Sources: Discipline Data, Investigation Summaries, and Parent Complaint/Concerns

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement timely investigation and notification protocols. Investigate all allegations within 3 business days, in alignment with Tex. Educ. Code SS 37.0832(c). Notify both victim and alleged aggressor's parents/guardians as legally required. **Strategy's Expected Result/Impact:** Compliant Investigations **Staff Responsible for Monitoring:** Director of Counseling & Student Support Chief Administrative Officer				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide access to counseling and support for students involved in incidents. Notify victims, aggressors, and witnesses of counseling options (Tex. Educ. Code SS 37.0832(c)(6)). Coordinate with school counselors to develop individualized support plans (e.g., BIPs, check-ins, referral to community services). Implement student transfer options when appropriate. Allow for voluntary campus or classroom transfers for victims of bullying or dating violence (Tex. Educ. Code SSSS 25.0341, 25.0342). **Strategy's Expected Result/Impact:** Proper counseling for students who are involved in incidents. **Staff Responsible for Monitoring:** Director of Counseling & Student Support				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: CCISD will develop systems which target social-emotional development for all students and staff.

Performance Objective 4: Increase Awareness and Prevent Future Victimization through Education and Training

Evaluation Data Sources: Training Logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide age-appropriate, ongoing student education on victimization prevention. Incorporate digital citizenship and anti-cyberbullying education into the curriculum (Tex. Educ. Code SS 28.002(z)). Include instruction on sexting consequences, dating violence, consent, and safe online behavior (Tex. Educ. Code SS 37.218(c)). **Strategy's Expected Result/Impact:** Increased skills in students to prevent incidents. **Staff Responsible for Monitoring:** Director of Digital Learning Director of Counseling & Student Supports				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Train all staff in trauma-informed practices, threat assessment, and suicide prevention. Ensure compliance with House Bill 18 and Senate Bill 11 by training teachers and support staff to recognize early warning signs of abuse, suicide, and trauma (Tex. Educ. Code SS 38.351(e)). **Strategy's Expected Result/Impact:** Skilled teachers and Staff **Staff Responsible for Monitoring:** Director of Counseling & Student Supports				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Establish and train campus Threat Assessment and Safe and Supportive Schools Teams (TASSSTs). Ensure teams assess incidents involving bullying, self-harm, violence, or threats, and implement interventions per TASB Policy FFB(LEGAL). **Strategy's Expected Result/Impact:** Reduction in threats **Staff Responsible for Monitoring:** Director of Counseling & Student Support Director of Safety and Security				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Document all anti-victimization efforts, training, investigations, and disciplinary actions. Maintain detailed, FERPA-compliant records to protect the district and support any Title IX, Section 504, or civil rights claims. **Strategy's Expected Result/Impact:** Highly trained staff. **Staff Responsible for Monitoring:** Director of Counseling & Student Support Director of Safety and Security Director of Human Resources				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Collaborate with law enforcement when criminal conduct is suspected. Notify authorities when required under Tex. Educ. Code SSSS 37.015, 37.0151. Clarify roles of School Resource Officers (SROs) to align with Tex. Educ. Code SS 37.081. **Strategy's Expected Result/Impact:** Joint and Unified response to criminal offenders. **Staff Responsible for Monitoring:** Chief Administrative Officer Director of Counseling & Student Support Director of Safety and Security				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Facilities will support future student enrollment, address safety and security, and allow for innovative instruction in a technological society.

Performance Objective 1: Ensure safe, secure and efficient facilities through the utilization of a facility master plan.

Evaluation Data Sources: Reports, findings and recommendations of the Facilities Advisory Committee

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a long-range facility committee to create and update a Master Facility Plan. **Strategy's Expected Result/Impact:** Development of Plans, Reduced discipline referrals				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Facilities will support future student enrollment, address safety and security, and allow for innovative instruction in a technological society.

Performance Objective 2: Expand facilities and technology for future student enrollment.

Evaluation Data Sources: Facility Reports, Prioritized findings by the Facilities Advisory Committee

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure all future renovations and new buildings are equipped with the district's technology infrastructure of tomorrow standard. **Strategy's Expected Result/Impact:** Facility needs rosters and reports **Staff Responsible for Monitoring:** Deputy Superintendent O&S, Campus Principals				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: Develop and implement a plan to increase community partnerships in the education of our children.

Evaluation Data Sources: Parent Involvement Documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a comprehensive master communications plan to address both proactive and reactive communications with students, parents, and community partners across print, digital, and social media. **Strategy's Expected Result/Impact:** Parent Involvement Policy, meeting minutes, agenda				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Expand and promote the CCISD Partners in Education program to foster community stakeholder support through on-campus involvement and volunteerism. **Strategy's Expected Result/Impact:** Parent Sign in sheets, campus activities on calendar **Staff Responsible for Monitoring:** Principals on Title I campuses				

No Progress Accomplished Continue/Modify Discontinue

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Board of Trustees

Date of Meeting: December 15, 2025

Item Type: Action

Item Name	Consider and Take Action to Approve Campus Improvement Plans
District Goal	Teaching and Learning: Actively engage both teachers and students in comprehensive and consistent educational experiences that foster meaningful learning.
Summary (Purpose/ Objective)	Campus Improvement Plans are part of the cycle of continuous improvement process in CCISD. Campuses conduct an annual needs assessment and then make a plan to address any areas of deficiency and to continue to strengthen areas that are showing growth. Each campus in CCISD creates a CIP in a process involving all campus staff in conjunction with parent and external stakeholder input.
Fiscal Impact	N/A
Administrative Recommendation	Administration recommends the approval of Campus Improvement Plans.
Attachments	CCISD Campus Improvement Plans

Contact Person: Amanda Crawley, Deputy Superintendent of Instructional Svcs.

E-Mail Address: crawleya@ccisd.com

Copperas Cove Independent School District

Copperas Cove High School

2025-2026 Campus Improvement Plan

Mission Statement

The mission of Copperas Cove Independent School District is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship.

Vision

Copperas Cove Independent School District....A Foundation of Excellence - A Future of Success.

Table of Contents

Comprehensive Needs Assessment 4
Needs Assessment Overview 4
Demographics 5
Student Learning 6
School Processes & Programs 7
Perceptions 8
Priority Problem Statements 9
Comprehensive Needs Assessment Data Documentation 10
Goals 12
Goal 1: CCISD will actively engage teachers and students in comprehensive educational experiences that foster meaningful learning. 12
Goal 2: CCISD will recruit, develop, and retain a high quality diverse staff. 22
Goal 3: CCISD will ensure appropriate funding of CCISD's prioritized initiatives. 28
Goal 4: CCISD facilities will assure unmatched environments for student success and community partnerships. 32
Goal 5: CCISD will create an environment where technology is fully infused in all aspects of our district. 33
Goal 6: CCISD will create community involvement opportunities that foster further academic success, personal excellence, and responsible citizenship. 34
Site Based Decision Making Committee 37

Comprehensive Needs Assessment

Revised/Approved: August 14, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

The needs assessment identifies many areas of strength and weaknesses. As we develop our campus improvement plan it is vital that we continue to work on the climate and culture of the campus. Strategies and programs are available and must be used to facilitate positive change. Also, it requires all staff to buy-in to the improvement process. Teacher retention is directly tied to the idea of culture. If the culture of the campus improves so will the retention rate of all staff. Exploring processes to improve tardies and encourage students to be prompt to class will help to reduce tardy offenses. Consequences must also be in place to help facilitate change and improve student understanding of policy. Instruction and achievement will go hand and hand. As a staff we will reap what we sow. If we can continue to improve PLC collaboration with an emphasis on Lesson Internalization with fidelity we will become not only more effective teachers but our students will achieve higher. Prioritizing scheduling and master schedule will assist with putting staff into effective planning communities. CCHS has invested in high quality instructional materials and continues to use these products to improve instruction. Professional development opportunities need to be offered to further enhance instruction through TEKS alignment and staff understand of district expectations of lesson delivery. CCHS has a rich history of parent involvement in extracurricular and co-curricular events and activities. The focus needs to also engage parents in the academic aspects of student life. CCHS has continued to forge meaningful relationships with community partners and will continue to do so with the establishment of our P-TECH program.

Demographics

Demographics Summary

Copperas Cove High School is classified by the state as a Rural Fringe District. According to the 23-24 TAPR report CCHS had 2204 students. CCHS has had around 2200 students for the past five years. The demographic groups are diverse with 18.8% being African American, 29.4% Hispanic, 36.3% White, 1.6% Asian, 0.5% American Indian, 2.9% Pacific Islander and 10.5% two or more races. CCHS has an economically disadvantaged population of 53.2%. 50.0% of our students are connected to the military in some way, and our campus mobility rate is 14.4%.

The connection with the city, county, military and local businesses is very strong. We also have a partnership with Central Texas College, Tarleton State University, and Lamar College - Orange that provides opportunities for our students to continue their education through dual credit classes.

Demographics Strengths

We are a majority minority campus that is influenced by our military population. Several of our students have had the opportunity to travel the world and see other cultures and communities. Our low SES population is below state average and our students are exposed to many cultural opportunities. Our campus/district has the following programs in place to serve and support our student population: Bulldawg U, extra-curricular activities, clubs/organizations/athletics, 504, homebound, Crossroads High School, CIS, tutorials, STAAR/ EOC preparation, core subject review pullout program, math draft program, credit by exam, credit recovery, HB5 classes, financial assistance, AP Saturday student sessions, and UIL.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The ethnic makeup of teachers could better mirror our student population, especially in regards to our Hispanic population.
Root Cause: Teacher shortages could be a contributing factor.

Student Learning

Student Learning Strengths

Students that are on campus who have taken common or other district level assessments have shown improvement compared to previous years.

- TSI passing rates for graduates on English Language Arts were 32.1% above state average, while Math was 12.3% above state average.
- In Eng I our students that Met or Mastered grade level were above the state average.
- In Eng 2 our approaches and met grade level were above the state average.
- In US History our Masters and Met were both over 3% above state average.
- Graduation rate was 6.3% above the state average.
- The students who take the ACT/SAT score at the state average.
- CTE courses assist in bringing up scores as they provide real world applications
- Interventions are in place for assisting struggling students; tutorials, Bulldawg U, EOC pull outs, summer school.
- Tutoring is offered for students who are struggling or absent in Bulldawg U and transportation is provided.
- IPL has provided data driven instruction that has positively affected student performance

Problem Statements Identifying Student Learning Needs

Problem Statement 1: AP scores are below state averages.
Root Cause: Lack of focus on expectations for outcomes for the program.

School Processes & Programs

School Processes & Programs Summary

Instructional:

- Plus teams and PLC's were utilized on campus
- Teachers are provided instructional strategies based on need
- Teachers are looking at their data and common assessments to drive instruction
- Teachers are expected to utilize Lesson Internalization and practice instruction

Curriculum:

- Curriculum is aligned to the TEKS, ELPS, and CCRS
- Curriculum is vertically aligned as evidenced by documents embedded within Spring Board, TEKS Resources
- English is utilizing study sync curriculum and has been trained on implementation
- Alg I is utilizing Maneuvering the Middle as their curriculum and have been provided training and support

Teacher Training

- English teachers trained on study sync
- CCHS offers a mentoring program. Teachers are paired for two years. Mentors receive training and stipends
- PD is offered by campus, district as well as outside sources. Teachers are sent to PD based on teacher request, department and campus need and student data
- Strategies are communicated through faculty meetings, Department meetings and PLC's
- The campus is focused on student achievement. Teachers plan for student learning and most core teachers have common planning periods.
- Teachers would like to be more involved in decision making

Technology

- Teachers have an abundance of computers and other technology tools available for their use.
- Teachers utilized Schoology and other technology this year
- All students were issued laptops for instructional use

School Processes & Programs Strengths

Our campus offers PLC time for collaboration and lesson development and professional development opportunities for teachers. Additionally, we offer tutorial programs for students to make up missing work.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There are a high number of disciplinary incidents tied to tardiness and failure to report to class.
Root Cause: Lack of enforcement of expectations by campus staff.

Perceptions

Perceptions Summary

There is a general culture issue across CCISD and this carries over to CCHS. Cove High School is currently implementing Capturing Kids Hearts. Survey results indicate a bit of a disconnect between teacher perception of implementation and student and parent perceptions. Observations by campus administration indicate inconsistent implementation of the CKH practices and failure to reinforce expectations for timeliness by students in arriving to classes.

The majority of students at CCHS tend to be respectful and engaged in the school culture. However, a major culture issue stems from a large amount of tardiness to class. Students have also expressed concerns over the cleanliness and condition of facilities.

Perceptions Strengths

We have a wide range of ways in which students, families and staff can get involved. There is a lot of strong traditions on the campus that give students the opportunity to engage in campus life. Teachers have the opportunity to be engaged in many different option for professional development.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student attendance in class and being late is affecting student achievement
Root Cause: Students not motivated by classroom and desire to be there on time. Current punitive discipline procedures are not being effective in reducing tardies

Priority Problem Statements

Problem Statement 1: Student attendance in class and being late is affecting student achievement

Root Cause 1: Students not motivated by classroom and desire to be there on time. Current punitive discipline procedures are not being effective in reducing tardies

Problem Statement 1 Areas: Perceptions

Problem Statement 2: The ethnic makeup of teachers could better mirror our student population, especially in regards to our Hispanic population.

Root Cause 2: Teacher shortages could be a contributing factor.

Problem Statement 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: August 1, 2025

Goal 1: CCISD will actively engage teachers and students in comprehensive educational experiences that foster meaningful learning.

Performance Objective 1: By the end of the 2025-2026 school year student performance will increase by 5% in approaches, meets, and masters levels for EOC assessments in English 1 & 2, Algebra 1, and Biology. There will also be a % increase in meets and masters rates for US History.

Evaluation Data Sources: STAAR Summary Reports, TAPR, CollegeBoard assessment data, reports from Skyward

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: CCHS will explore new tutorial and remediation options to provide for students who have not passed the Algebra I, English I and English II STAAR tests after the summer administration. **Strategy's Expected Result/Impact:** To continue to provide support for students who had gaps through appropriate interventions, tutorials, remediation, and RTI processes. **Staff Responsible for Monitoring:** Principals, Counselors, Teachers, PLC staff. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	 No Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: STAAR EOC acceleration will be provided during the advisory period 1 day per week. **Strategy's Expected Result/Impact:** Increased student achievement on EOC scores, progress on objectives, six week grades, progress monitoring data, reduced failure rates, increased numbers of students staying for tutorials **Staff Responsible for Monitoring:** Teachers, campus administration, AYPYN Coordinator. **ESF Levers:** Lever 5: Effective Instruction	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: CCHS will continue to provide teachers with research-based based instructional resources. Teachers will develop mini-tasks that meet the TEKS utilizing research-based instructional resources. **Strategy's Expected Result/Impact:** Higher student engagement, reduced failure rates, enhanced rigor, differentiated instructional materials used by students. **Staff Responsible for Monitoring:** Teachers, administrators, ICs, department heads, IPL leaders, Early College Coordinator **ESF Levers:** Lever 5: Effective Instruction	 Some Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: College and Career Readiness Standards will be implemented across the curriculum. **Strategy's Expected Result/Impact:** Increased PSAT/SAT/ACT/TSI scores, increased EOC passing rate. **Staff Responsible for Monitoring:** Department heads, teachers, campus administrators	 Some Progress			

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Curriculum and instruction with TEKS will be aligned using the PLC process for all core classes 9th - 12th weekly. **Strategy's Expected Result/Impact:** Lesson plan and scope & sequence aligned, common assignments/assessments, mini-lessons, differentiated lessons. **Staff Responsible for Monitoring:** Instructional coaches, campus administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	 Accomplished			

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Intervention measures for ELL, special education, 504, and struggling learners will receive targeted instruction based on areas of need. **Strategy's Expected Result/Impact:** Progress monitoring, increased EOC scores/passing rate, reduced failure rate, evidence of differentiation within lesson plans **Staff Responsible for Monitoring:** Campus administration, counselors, teachers, and special education monitors **ESF Levers:** Lever 5: Effective Instruction	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: CCISD will actively engage teachers and students in comprehensive educational experiences that foster meaningful learning.

Performance Objective 2: Through dropout prevention efforts, the district will achieve a 100% graduation rate, a 0% drop out rate and at least a 95% attendance rate.

Evaluation Data Sources: STAAR Summary Reports, TAPR, campus report card

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Assistant principals and the truancy officer will address all students that are in danger of not meeting the 90% attendance requirement. **Strategy's Expected Result/Impact:** Increased student attendance, increased passing and graduation rates **Staff Responsible for Monitoring:** Truancy officer, assistant principals **ESF Levers:** Lever 3: Positive School Culture	 Considerable			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students will meet to discuss course selections to ensure students are taking classes aligned to their interests and help prepare them for post-secondary education or the workforce. **Strategy's Expected Result/Impact:** Decreased dropout and failure rate, increased course completion and graduation rate **Staff Responsible for Monitoring:** Counselors, academic advisors, campus administrators. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Conduct regular meetings with campus leadership to review any student who is considered to be at-risk, not on track with credits, or not meeting testing requirements to discuss appropriate interventions for student improvement **Strategy's Expected Result/Impact:** Increased student attendance, increased student success on six week grades, better performance on EOCs. **Staff Responsible for Monitoring:** Administration, counselors, special education staff, department chairs. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: CCISD will actively engage teachers and students in comprehensive educational experiences that foster meaningful learning.

Performance Objective 3: 100% of all special population student sub groups will meet or exceed state expectations for achievement on the STAAR EOC.

Evaluation Data Sources: PBMAS, TAPR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: CCHS will implement the Texas Education Agency's Achieve Texas Initiative, which focuses on establishing career pathway systems. All students will be assisted in developing a four-year graduation plan focusing on a chosen career cluster. **Strategy's Expected Result/Impact:** Completed four year graduation plans for all high school students, increased number of students who will graduate with endorsements **Staff Responsible for Monitoring:** Counselors, campus administrators **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Ensure accurate reporting of PEIMS data related to CTE. **Strategy's Expected Result/Impact:** Students are coded correctly in Skyward, accurate reports received by TEA **Staff Responsible for Monitoring:** PEIMS, associate principal **TEA Priorities:** Connect high school to career and college	 Considerable			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: CCHS will ensure all ARD meetings contain a CTE component whereby special needs students and their parents receive information regarding course options and career guidance services **Strategy's Expected Result/Impact:** ARD documentation by special education staff, increased number of students who receive SPED services are enrolled in a coherent sequence of CTE classes **Staff Responsible for Monitoring:** Campus administration, ARD facilitator **TEA Priorities:** Connect high school to career and college	 Accomplished			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: CCHS will coordinate efforts with CTE staff, Curriculum & Instruction personnel, and post-secondary institutions to develop CTE course offerings which can be taken for dual credit, tech prep articulated college credit, licensing, or certification. **Strategy's Expected Result/Impact:** Course catalog developed for student registration, increased program offerings that lead to college credit and/or certifications **Staff Responsible for Monitoring:** Associate principal, counselors, CTE faculty. **TEA Priorities:** Connect high school to career and college	 Accomplished			

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Every grading period, CCHS staff will identify and review struggling students, specifically focusing on ELL, GT, SPED, 504, and dyslexic students. **Strategy's Expected Result/Impact:** Sign-in sheets from accelerated instruction, increased EOC scores, Checkpoint scores, and six week grades; reduced failure rate, IPL documentation, evidence of differentiation within lesson plans, counselor and SPED monitor watch lists **Staff Responsible for Monitoring:** Campus administrators, counselors, ESL teacher, dyslexia teacher, special education monitors, teachers. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	 Some Progress			

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Every six weeks, CCHS staff will review at-risk lists of homeless and pregnancy-related students and monitor their academic progress/attendance. **Strategy's Expected Result/Impact:** increased six week grades, Checkpoint scores, and attendance; successful credit recovery, participation in programs and extra-curricular/co-curricular activities, passing EOC scores **Staff Responsible for Monitoring:** Registrar, counselors, administration **ESF Levers:** Lever 1: Strong School Leadership and Planning	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: CCISD will actively engage teachers and students in comprehensive educational experiences that foster meaningful learning.

Performance Objective 4: Copperas Cove High School will decrease the number of PEIMS 425 reports and other incident reports by 10% from the previous school year by providing a positive and safe learning environment of high risk behavior

Evaluation Data Sources: PEIMS 425 report, referral reports, CNA surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide for improved positive and respectful culture through the implementation of Capturing Kids Hearts and the use of Restorative discipline practices, including the enforcement of tardy policy, dress code, discipline matrix, ISS changes, and additional behavioral support options. **Strategy's Expected Result/Impact:** Improve level of respect between students and staff, in addition to providing for more time on task for students with their being in the classroom. **Staff Responsible for Monitoring:** Principals, Counselors and Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: CCHS will provide students with access to social and emotional supports through counseling appointments and advisory lessons. **Strategy's Expected Result/Impact:** Students are supported with any issues they are experiencing, safe place to discuss social/emotional issues. **Staff Responsible for Monitoring:** Counselors, MFLAC **ESF Levers:** Lever 3: Positive School Culture	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: CCHS will ensure consistent enforcement of campus rules and review DAEP placements **Strategy's Expected Result/Impact:** DAEP referrals mirror campus demographics, less referrals due to increased parent contact and consistent enforcement of campus rules **Staff Responsible for Monitoring:** Campus administration **ESF Levers:** Lever 3: Positive School Culture	 Some Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: CCHS will provide bullying/cyber-bullying awareness, drug/alcohol prevention campaign, and drug dog sweeps. **Strategy's Expected Result/Impact:** Student/teacher/parent surveys report a positive and safe school climate, decrease in incidents and office referrals, decrease in the number of illegal substances found by drug dogs **Staff Responsible for Monitoring:** Counselors, administration **ESF Levers:** Lever 3: Positive School Culture	 Some Progress			

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: CCHS will promote awareness of drug and alcohol abuse, bullying, and suicide issues using a variety of communication methods. **Strategy's Expected Result/Impact:** Student/teacher surveys indicate a safe and positive school climate, decrease in office referrals **Staff Responsible for Monitoring:** Campus administration, counselors, Director of Student Activities. **ESF Levers:** Lever 3: Positive School Culture	 Some Progress			

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Students will be provided the opportunity to report concerns anonymously through the Stop It, and Crime stoppers programs. **Strategy's Expected Result/Impact:** Provide for additional reporting opportunities for students who desire a safe campus but wish to remain anonymous. **Staff Responsible for Monitoring:** Associate Principal, Lead Counselor **ESF Levers:** Lever 3: Positive School Culture	 Accomplished			

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: CCHS will continue to utilize Hero and Raptor, increase, and update the video surveillance system, improve SRO visibility during the day in the building, conduct monthly safety drills, conduct searches for illegal drugs with drug dogs, and conduct background checks on all visitors to classrooms to provide a safe, secure, and violence-free learning environment **Strategy's Expected Result/Impact:** Positive security audit, logs of safety drills, Raptor data logs **Staff Responsible for Monitoring:** Campus administration, front office staff, teachers, SROs **ESF Levers:** Lever 3: Positive School Culture	 Moderate Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: CCISD will recruit, develop, and retain a high quality diverse staff.

Performance Objective 1: Copperas Cove High School will recruit, hire and train a diverse staff

Evaluation Data Sources: TAPR, job fair logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All teachers new to the district will receive a mentor teacher for two years. **Strategy's Expected Result/Impact:** Help improve both retention and quality instruction for new teachers **Staff Responsible for Monitoring:** Principals **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	 Considerable			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers, counselors, and administrators who provide instruction and services that are part of the program for gifted students will receive six or more hours of professional development each year in gifted education. **Strategy's Expected Result/Impact:** Certificate of participation, increase in scores on college entrance exams and summative assessments **Staff Responsible for Monitoring:** Campus administration, Deputy Superintendent of Curriculum & Instruction, Director of Secondary Education **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning	 Accomplished			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will receive one or more hours of ELL professional development. **Strategy's Expected Result/Impact:** Certificate of participation, increased six week grades, increased summative assessments, higher EOC passing rate **Staff Responsible for Monitoring:** Administration, Deputy Superintendent of Curriculum & Instruction, Director of Secondary Education **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning	 No Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: CCISD will recruit, develop, and retain a high quality diverse staff.

Performance Objective 2: Copperas Cove High School will comply with all state and federal guidelines.

Evaluation Data Sources: Handbooks, training logs, investigation reports, minutes from ARDs and 504s

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: CCHS will ensure compliance with the requirements of Title IX (Sexual Discrimination). Posted Notice Application Form, Student/Staff Handbooks and Parent Rights Booklet **Strategy's Expected Result/Impact:** Notices, Student/Staff Handbooks, Parent Rights Booklets, Application Form, enhanced communication between parents, students, and staff **Staff Responsible for Monitoring:** Administration, Director of Student Services	Accomplished			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: CCHS will ensure compliance with the requirements of the Title VI (Civil Rights). Posted Notice Application Form, Student/Staff Handbooks, and Parent Rights Booklet **Strategy's Expected Result/Impact:** Notices, Application Form, Student/Staff Handbooks, Parent Rights Booklets **Staff Responsible for Monitoring:** Administration, Director of Student Services	Accomplished			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: CCHS will ensure parents and students are informed of their rights and responsibilities. The Student Handbook/ Student Code of Conduct is translated into Spanish and other languages as needed, and information regarding parental involvement policy, G/T policy and procedures, special education rights, and parents' right to know is disseminated. **Strategy's Expected Result/Impact:** Student Handbook, Rights booklets, Handbook, Code of Conduct Parental Involvement Policy, G/T Policy and Procedures, Special Education Rights, Parents' Rights, enhanced communication between parents, students, and staff **Staff Responsible for Monitoring:** Campus administration, Diagnostician/LSSP, Special Education Department, Deputy Superintendent of Curriculum and Instruction	Accomplished			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: CCHS administration will work with Human Resources to hire new staff that are highly qualified. **Strategy's Expected Result/Impact:** Certification and qualification documents provided to HR for each new hire, increased student achievement **Staff Responsible for Monitoring:** Campus administration, Human Resources	 Some Progress			

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: CCHS will conduct a Needs Assessment, program evaluation, and Campus Improvement Plan facilitated through the SBDM. **Strategy's Expected Result/Impact:** Needs Assessment, CIP, enhanced communication between parents, students, and staff; increased student achievement, fewer discipline referrals, improved climate **Staff Responsible for Monitoring:** Campus administration, IPL Leads, teachers	 Some Progress			

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Conduct at least two SBDM committee meetings annually. **Strategy's Expected Result/Impact:** Minutes/agendas from SBDM meeting, enhanced communication between parents, students, and staff; increased student achievement, fewer discipline referrals, improved climate **Staff Responsible for Monitoring:** Principal	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: CCISD will recruit, develop, and retain a high quality diverse staff.

Performance Objective 3: All teachers and instructional staff at Copperas Cove High School will participate in high quality professional development to maintain a 100% highly qualified status.

Evaluation Data Sources: Professional development participation logs and certificates

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: CCISD/CCHS will provide professional development that includes providing skills to motivate 21st-century learners, cognitive coaching, walk-throughs, IPL initiative, content-specific technology integration, and best practices training. **Strategy's Expected Result/Impact:** Teacher evaluations of training, student engagement rates, walk-through data, teacher participation in training, increased student achievement **Staff Responsible for Monitoring:** Administration, ICs, teachers	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: CCHS will increase student success on college readiness exams by providing appropriate staff development **Strategy's Expected Result/Impact:** Increased AP Scores/ PSAT/SAT/ACT/TSI, certificates of completion/training **Staff Responsible for Monitoring:** Teachers, administration	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: In the event that core academic subjects become taught by teachers not meeting the highly qualified standards, the campus, with the assistance of the district's human resources personnel, will utilize federal, state and local funds as needed to ensure that all teachers teaching core academic subject areas become highly qualified within a reasonable time frame. Strategies include, but are not limited to, job fairs, postings in local and statewide media, as well as teacher education institutions, financial incentive offerings, and the implementation of the district-level strategic planning process for hiring highly-qualified teachers. **Strategy's Expected Result/Impact:** HQ Continuous Improvement Plan **Staff Responsible for Monitoring:** Principal, Human Resources	 Moderate Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: CCHS will recruit teachers to the campus by attending job fairs and disseminating information highlighting what the campus offers to prospective new teachers. **Strategy's Expected Result/Impact:** Job fair attendance by staff, recruit and hire highly qualified teachers for vacancies **Staff Responsible for Monitoring:** Principal, Human Resources	 No Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: CCISD will ensure appropriate funding of CCISD's prioritized initiatives.

Performance Objective 1: CCHS staff will investigate, identify, and generate potential funding sources and maximize current sources.

Evaluation Data Sources: Yearly review of budget, align budget to Campus Needs Assessment, maintain requisition approval process

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Purchases will involve finding competitive pricing and the highest quality product or bidder. **Strategy's Expected Result/Impact:** Maximize budget **Staff Responsible for Monitoring:** Principal, budget secretary	 Accomplished			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Copperas Cove High School will hold one to two fund raisers per campus organization to supplement campus needs. **Strategy's Expected Result/Impact:** Maximize budget **Staff Responsible for Monitoring:** Principal, club/organizational sponsor, student activities coordinator, district business office	 Accomplished			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: CCHS administration will stay abreast of the state and national legislative updates on public school finance. **Strategy's Expected Result/Impact:** Make budget changes as required **Staff Responsible for Monitoring:** Principal, superintendent, CFO	 Moderate Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Continue to assist the district in receiving the state's highest ratings on FAST, FIRST, and the district audit process. **Strategy's Expected Result/Impact:** Remain in compliance with regulations **Staff Responsible for Monitoring:** Principal, budget secretary, district business office	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: CCISD will ensure appropriate funding of CCISD's prioritized initiatives.

Performance Objective 2: CCHS staff will evaluate current spending and budget prioritization practices as well as create methods to formulate a fiscal effectiveness plan.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: CCHS administration will evaluate dollars spent on instructional programs as to their value and effectiveness. **Strategy's Expected Result/Impact:** Analyzing of cost/benefits **Staff Responsible for Monitoring:** Campus administration, budget secretary, and teachers	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The CCHS principal will monitor purchase requisitions to ensure alignment with campus needs. **Strategy's Expected Result/Impact:** Purchases align with CIP **Staff Responsible for Monitoring:** Principal, budget secretary	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: CCHS will continue to maintain a positive or balanced operating budget. **Strategy's Expected Result/Impact:** Analyzing of cost/benefits, make budget changes as required **Staff Responsible for Monitoring:** Principal, budget secretary, district business office	 Some Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: CCHS will create a fiscally sound and student-centered budget for the upcoming school year. **Strategy's Expected Result/Impact:** Analyzing of cost/benefits, make budget changes as required, budget is aligned with needs as presented through the CIP **Staff Responsible for Monitoring:** Principal, Hallmark Committee, budget secretary	 No Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: CCISD facilities will assure unmatched environments for student success and community partnerships.

Performance Objective 1: Copperas Cove High School will maintain safe facilities, equipment, and grounds to promote a positive learning environment.

Evaluation Data Sources: Log of maintenance requests

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus administrators will report facility needs to the Director of Maintenance in a timely manner to maintain longevity of the campus and its surroundings. **Strategy's Expected Result/Impact:** Submitted work orders, properly maintained campus **Staff Responsible for Monitoring:** Administration, teachers and staff, Director of Maintenance **ESF Levers:** Lever 3: Positive School Culture	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: CCHS staff will monitor facilities to ensure they are clean and well maintained **Strategy's Expected Result/Impact:** Spot checks, monthly inspections **Staff Responsible for Monitoring:** Teachers, administrators, custodians	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: CCISD will create an environment where technology is fully infused in all aspects of our district.

Performance Objective 1: All academic instruction at Copperas Cove High School will include technology integration and provide students with the skills to make informed decisions about technologies, for information acquisition, to work in solving problems, and as a communication tool.

Evaluation Data Sources: Technology budget, EOY technology survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Through IPL, teachers will incorporate technology in their daily lessons **Strategy's Expected Result/Impact:** Walk-through data, technology usage reports, increased student achievement **Staff Responsible for Monitoring:** Administration, IPL leaders **ESF Levers:** Lever 5: Effective Instruction	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: CCHS will seek avenues to leverage current technology to increase staff effectiveness. **Strategy's Expected Result/Impact:** Meeting minutes, increased student success **Staff Responsible for Monitoring:** Principal, campus techs **TEA Priorities:** Recruit, support, retain teachers and principals -	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: CCHS will identify and implement new strategies that leverage technology to increase student achievement. **Strategy's Expected Result/Impact:** Conference attendance, lesson plans that effectively incorporate technology, increased student achievement **Staff Responsible for Monitoring:** Principal, teachers, campus techs, campus technology committee	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: CCISD will create community involvement opportunities that foster further academic success, personal excellence, and responsible citizenship.

Performance Objective 1: CCHS staff will develop and implement a plan to increase community partnerships.

Evaluation Data Sources: Sign-in sheets from organizational meetings, EOY CNA surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Invite staff, parents, and community members to attend student events inside and outside of the school day, including Open House, Dawg House Welcome, College Fair, awards night, open computer labs for student registration with counselor support. **Strategy's Expected Result/Impact:** Increased parent participation, sign-in sheets, surveys **Staff Responsible for Monitoring:** Administration, counselors and teachers, Student Activities Coordinator	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Support civic organizations with campus involvement (Lions Club, Exchange Club, etc.). **Strategy's Expected Result/Impact:** Student participation logs **Staff Responsible for Monitoring:** Student Activities Coordinator, administration, teachers.	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: CCISD will create community involvement opportunities that foster further academic success, personal excellence, and responsible citizenship.

Performance Objective 2: CCHS staff will improve two-way communication between the district and community partners.

Evaluation Data Sources: Log of publicity from PIO

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct parent/teacher conferences. **Strategy's Expected Result/Impact:** Parent/student/teacher surveys, ARD minutes, 504 minutes, PTC logs, enhanced parent/teacher communication **Staff Responsible for Monitoring:** Teachers, administrators, counselors	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Announcements on TVs in small commons, the cafeteria, and in front lobby **Strategy's Expected Result/Impact:** Student/teacher feedback, greater participation in school activities, surveys **Staff Responsible for Monitoring:** Administration	 Accomplished			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Increase communication efforts with parents and community, including but not limited to, increasing the use of Schoology, and Skyward for reminders and to relay important information to parents/guardians, utilize the campus's Facebook and Instagram medium, consistently update the campus web page, send letters home (also made available in native language), call parents, and conduct parent/teacher conferences. **Strategy's Expected Result/Impact:** Parent/student/teacher surveys that indicate appropriate communication levels, greater participation of parents and students in extra-curricular and co-curricular events, surveys indicate positive school climate **Staff Responsible for Monitoring:** Administration, teachers	 Moderate Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Starting at the end of the 1st semester, Honor Roll letters for A, A/B will be sent home. **Strategy's Expected Result/Impact:** Honor Roll Lists **Staff Responsible for Monitoring:** Administration, PEIMS	 No Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Site Based Decision Making Committee

Committee Role	Name	Position
Campus Administrator	Carlin Grammer	Principal
Teacher	Andrew Conrood	CTE
Campus Administrator	Jeff Shannon	Associate Principal
Non-Teaching Professional	Tracy Patterson	Assistant Principal
Teacher	Jamie Cruz	Special Education
Teacher	Linda Lapierre	Fine Arts
Teacher	Anna Chauvin	ELAR
Teacher	Jonnee Riley	Science
Teacher	Angela Mietzner	LOTE
Teacher	Justin Likes	Social Studies
Teacher	Chandler Diaz	Physical Education
Teacher	Dawn Varra	Mathematics
Parent Representative	Emily Erquidez	Parent
Parent Representative	Katy Eden	Parent
Business Representative	Darla Tuiasosopo	Business Representative
Business Representative	Betina Cash	Business Representative
Community Representative	Jennifer Sparks	Community Representative
Community Representative	Fred Welch	Community Representative

Copperas Cove Independent School District

Crossroads High School

2025-2026 Campus Improvement Plan

Mission Statement

The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship.

Vision

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

Table of Contents

Comprehensive Needs Assessment 4
Needs Assessment Overview 4
Demographics 6
Perceptions 7
Priority Problem Statements 8
Comprehensive Needs Assessment Data Documentation 9
Goals 11
Goal 1: Teachers engage all students daily with TEKS-aligned, high quality instructional materials and assessments. 11
Goal 2: Provide all teachers with equal access to current and future innovative, functional technological resources to support instructional practices for all students. 21
Goal 3: CCISD will retain and support high quality staff at all levels of the organization. 23
Goal 4: CCISD will develop systems which target social emotional development for all students and staff. 25
Goal 5: Facilities will support future student enrollment, address safety and security, and allow for innovative instruction in a technological society. 27
Goal 6: Create community involvement opportunities that foster further academic success, personal excellence, and responsible citizenship. 29

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Crossroads High School Overview Summary

Crossroads High School serves a highly diverse and economically disadvantaged student population, with 100% identified as at-risk and nearly 75% economically disadvantaged. The ethnic composition includes roughly 25% African American, 26% Hispanic, 30% White, 3% Pacific Islander, and nearly 14% identifying as two or more races. The school experiences a high student mobility rate of 77%.

Strengths:

- Favorable teacher-to-student ratios.
- Steady enrollment turnover as students graduate.
- Warm, welcoming campus environment with positive staff attitudes.
- Experienced teaching staff, with a majority holding advanced degrees.
- Good progress in student credit completion and US History EOC performance.
- Open-door administration and professional development opportunities for staff.

Needs and Challenges:

- Attendance rates need improvement to support academic success and graduation on time.
- Student participation in standardized tests (PSAT, SAT, ACT, ASVAB) and dual credit programs is low.
- English II EOC scores fall below the state average.
- Need to increase recruitment and retention of quality paraprofessionals, hindered by low pay.
- Better collaboration needed between alternative education program teachers (DAEP and SOC).
- Professional development should be more relevant and frequent, especially in low-performing subject areas.
- Students initially struggle adjusting to the smaller, more structured environment but improve over time.
- Enhance student engagement in academics and decision-making opportunities on campus.

Key Problem Areas:

- Poor attendance and motivation contribute to students not graduating with their cohort.
- Limited student involvement in state assessments and standardized testing.
- Difficulty attracting and retaining qualified paraprofessionals due to compensation issues.

Demographics

Demographics Summary

Crossroads High School continues to have a very diverse population of students. In 2014 - 2015 the At-Risk Population for Crossroads High School was 93.5%, economically disadvantaged was 52.2%. The ethnicity break down is as follows, African American at 13%, Hispanic 21.7%, White 50%, American Indian 4.3%, and two or more races was 10.9%. Staff ethnicity break down is as follows, African American is 19%, Hispanic 9.5%, White 61.9%, and Asian is 9.5%.

Perceptions

Perceptions Strengths

XR is starting to change the perception of the bad kid school to a place where students that do not like the typical high school or the traditional way of learning, can succeed and many times graduate early.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: XRHS has a reputation in the community as the "Bad kids school".
Root Cause: XR started as the alternative school for the district and students with attendance issues, discipline issues and/or were in danger of graduating were placed. Also DAEP is on the same campus as XRHS.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions

Student Data: Student Groups

- Homeless data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Teachers engage all students daily with TEKS-aligned, high quality instructional materials and assessments.

Performance Objective 1: Instructors will use on line curriculum program Edgenuity to facilitate student learning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will take core content classes in a hybrid model of online content and direct teach method. **Strategy's Expected Result/Impact:** STAAR EOC scores/ % Class Progress/ Graduation rates **Staff Responsible for Monitoring:** Counselors and Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The campus will utilize Response to Intervention (RTI), a comprehensive framework for addressing the individual and differentiated needs of students who are struggling academically or behaviorally. The framework is composed of Tier I (good instruction for all students), Tier 2 (specific interventions are implemented and progress is monitored), Tier 3 (more intense interventions are implemented and monitored), may include Section 504 and dyslexia services. If those three tiers are not sufficient, other options may be considered such as a referral for special education. **Strategy's Expected Result/Impact:** Progress reports **Staff Responsible for Monitoring:** Principal and Teachers **Targeted Support Strategy** **Funding Sources:** ,				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Develop and establish curriculum guidelines to implement HB5 requirements (Creation of Endorsement) **Strategy's Expected Result/Impact:** Personal graduation plans **Staff Responsible for Monitoring:** Dir. of College and Career Readiness, Principal, and Counselor **Funding Sources:**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Teachers engage all students daily with TEKS-aligned, high quality instructional materials and assessments.

Performance Objective 2: Implement small group sessions for those student having not successfully completed End Of Course exams to ensure progression of each learner.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will maintain academic contracts for core classes. **Strategy's Expected Result/Impact:** Credits earned, 6 Week report cards **Staff Responsible for Monitoring:** Teachers and Principal **Funding Sources:**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The campus will provide accelerated instruction to all students who do not demonstrate proficiency on STAAR EOCs by means of direct instruction, credit recovery, utilizing Edgenuity, tutorials, and summer school. **Strategy's Expected Result/Impact:** Compensatory education evaluation, Credits earned, 6 Week failure reports, Passing rates on TAKS/ STAAR EOC **Staff Responsible for Monitoring:** Principal, Curriculum Office, Counselors, Instructional Coach **Funding Sources:** ,				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Increase STAAR passing rates for English and Math EOCs, and continue to make improvements in US History and Biology EOCs. ELA I- 2024- 57% ELA II- 2024- 35% ALgebra I- 2024- 32% Biology - 2024- 88% US History - 2024- 87% Provide planning opportunity for these core content teachers. Using data from DMAC and STAAR teachers will plan best practice strategies to prepare for EOC exams in December and Spring. **Strategy's Expected Result/Impact:** Passing rates increase on STAAR EOCs **Staff Responsible for Monitoring:** Principal, Teachers and Curriculum Coordinator **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Increase the graduation rate from all subgroups to a minimum of 90%. **Strategy's Expected Result/Impact:** Percentage of students showing completion of high school requirements for graduation. **Staff Responsible for Monitoring:** Principal, Teachers, and Counselor **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:**				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Teachers engage all students daily with TEKS-aligned, high quality instructional materials and assessments.

Performance Objective 3: Offer highly recognized programs for at-risk 'alternative' high school students

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will continue to receive professional development to improve student learning, working with at-risk students, working with difficult students, differentiating instruction, and disaggregating data. **Strategy's Expected Result/Impact:** Staff development calendar, Summative evaluations **Staff Responsible for Monitoring:** Principal and Director of Secondary Curriculum **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** , ,				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Qualified supplies and services will be provided to students identified as homeless. Homeless eligibility and services will be coordinated through the CCISD Homeless Liaison. **Strategy's Expected Result/Impact:** Homeless documents **Staff Responsible for Monitoring:** CCISD Homeless Liaison **Funding Sources:**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide an English as a Second Language (ESL) program. Identify and serve students who meet the qualifications for ESL services. **Strategy's Expected Result/Impact:** TELPAS/ TAKS/ STAAR EOC results **Staff Responsible for Monitoring:** ESL Certified Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Identify students who qualify for dual credit classes. Allow students to participate in dual credit courses. **Strategy's Expected Result/Impact:** Participation increase in dual credit courses. **Staff Responsible for Monitoring:** Principal, Counselor, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide dyslexia services to students who meet the qualifications for these services. **Strategy's Expected Result/Impact:** Dyslexia student counts, Time logs for services **Staff Responsible for Monitoring:** Dyslexia Teacher **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:**				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide 504 services to students who meet the qualifications for these services. **Strategy's Expected Result/Impact:** 504 student counts, 504 meeting evaluations **Staff Responsible for Monitoring:** Counselor, Teachers **Targeted Support Strategy** **Funding Sources:**				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: 1) The campus will provide special education services to those students identified by an ARD committee to need an IEP. The campus will meet compliance requirements as outlined in the Performance Based Monitoring Analysis System and in the State Performance Plan. **Strategy's Expected Result/Impact:** SPP Indicator, PBMAS indicator, ARD documentation **Staff Responsible for Monitoring:** Principal, Special Education Teacher **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:**				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Teachers engage all students daily with TEKS-aligned, high quality instructional materials and assessments.

Performance Objective 4: Monitor the Crossroads HS attendance rate and drop-out rate.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will continue to provide an integrated program of educational and support services designed to improve the attendance and graduation rate of students who are pregnant or who are parents. Services may include, but are not limited to, government assistance, transportation services, child care, counseling services, parenting classes, home bound instruction when appropriate, and a self-paced curriculum. **Strategy's Expected Result/Impact:** Improved attendance rate Decrease in drop-out rate **Staff Responsible for Monitoring:** Campus Coordinators, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** ,				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase the campus attendance rate from 75% to 90%. **Strategy's Expected Result/Impact:** ADA reports average 90% for the year. **Staff Responsible for Monitoring:** Principal, Counselor, and Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Investigate more opportunities for students to participate in more opportunities for Fine Arts, PE/Wellness Activities, and 21st Century Workforce Development or Career and Technical Courses. **Strategy's Expected Result/Impact:** Student participation counts in more CTE courses, Fine Arts courses, and opportunities for students to participate in physical activity or wellness activities. **Staff Responsible for Monitoring:** Principal, Counselor, Teacher, CTE Teacher and Director. **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Teachers engage all students daily with TEKS-aligned, high quality instructional materials and assessments.

Performance Objective 5: Crossroads High School will foster an atmosphere where students' voices and ideas become part of the school's culture and climate.

Evaluation Data Sources: Staff and student surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a student council organization that actively seeks input and participation from the student body. The student council group will be led by student officers and operated by elected and volunteer student representatives. **Strategy's Expected Result/Impact:** Council participation numbers, minutes, recommended suggestions put into practice by the school **Staff Responsible for Monitoring:** Principal, Student Council sponsor **Funding Sources:**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Establish other extracurricular activities/clubs for students to be an active part of the school community **Staff Responsible for Monitoring:** Principal, Counselor, and Campus Staff				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Provide all teachers with equal access to current and future innovative, functional technological resources to support instructional practices for all students.

Performance Objective 1: Innovatively investigate, identify and generate potential funding sources, as well as maximize current sources.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop a comprehensive employee hiring process with a focused effort on hiring a diverse workforce who are connected to teaching at-risk learners. **Strategy's Expected Result/Impact:** Hire good teachers that are able to get through to our population. **Staff Responsible for Monitoring:** Principal, Campus Interview Committee **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:**				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Provide all teachers with equal access to current and future innovative, functional technological resources to support instructional practices for all students.

Performance Objective 2: Evaluate current spending and budget prioritization practices as well as create methods to formulate a fiscal effectiveness plan.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Enhance observations, walk-throughs, peer observations and the evaluation feedback process. **Strategy's Expected Result/Impact:** T-TESS reports **Staff Responsible for Monitoring:** Principal, DAEP Coordinator, and Curriculum Coordinators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide staff with updated equipment, web resources and a diverse array of professional development opportunities. **Strategy's Expected Result/Impact:** Teacher retention rates More effective teaching **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** ,				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: CCISD will retain and support high quality staff at all levels of the organization.

Performance Objective 1: Enhance our recruitment plan to attract a high quality diverse staff.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1. Participate in fund raising efforts which yield a high percentage of revenue to be kept by the campus. **Strategy's Expected Result/Impact:** Increase in funds available to improve instruction and attendance. **Staff Responsible for Monitoring:** All staff members. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 2. Conduct at least one fund raiser to supplement campus needs. **Strategy's Expected Result/Impact:** Increase funds available for incentive programs. **Staff Responsible for Monitoring:** All staff members. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:**				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: CCISD will retain and support high quality staff at all levels of the organization.

Performance Objective 2: Establish a comprehensive district support system to develop and retain employees.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Principal will monitor purchase requests and requisitions to ensure alignment with campus needs. **Strategy's Expected Result/Impact:** Needs assessment, Expense budget **Staff Responsible for Monitoring:** Principal, Campus **Funding Sources:**				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: CCISD will develop systems which target social emotional development for all students and staff.

Performance Objective 1: Evaluate current facilities to ensure they meet the emerging needs of the 21st century learner.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus principal will report facility needs to the assistant superintendent of operations in a timely manner to maintain longevity of the campus and its surroundings. **Strategy's Expected Result/Impact:** Maintenance reports **Staff Responsible for Monitoring:** Campus Principal **Funding Sources:**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus will conduct an annual facilities needs assessment. **Strategy's Expected Result/Impact:** Assessment reports, Repair logs **Staff Responsible for Monitoring:** Campus SBDM, Principal **Funding Sources:**				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: CCISD will develop systems which target social emotional development for all students and staff.

Performance Objective 2: Provide a safe and secure school environment for all employees and students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students and staff will participate in ten safety drills during the school year including fire, tornado, and shelter in place. **Strategy's Expected Result/Impact:** Documentation of drill logs **Staff Responsible for Monitoring:** Principal & DAEP Coordinator **Funding Sources:**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Maintain a fully functioning Emergency Operations Team that is trained in the latest drills and procedures. Provide annual training and professional development on security issues and the campus Emergency Operating Procedures. **Strategy's Expected Result/Impact:** EOT manual, Report logs **Staff Responsible for Monitoring:** Principal, Emergency Operations Team **Funding Sources:**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Support student safety, suicide prevention, bullying awareness programs as well as implementation of safe school's practices. **Strategy's Expected Result/Impact:** Program sign in sheets, Incident report logs **Staff Responsible for Monitoring:** All Campus Employees **Funding Sources:** ,				

No Progress Accomplished Continue/Modify Discontinue

Goal 5: Facilities will support future student enrollment, address safety and security, and allow for innovative instruction in a technological society.

Performance Objective 1: Develop a system whereby staff utilizes technology tools and resources to enhance instruction for students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will continue to focus on student engagement through a targeted approach of training and integrating technology software and hardware into daily instruction including but not limited to distance learning opportunities, virtual field trips, online course work, credit recovery software, and access to the Texas Virtual Schools Network. **Strategy's Expected Result/Impact:** Lesson plans **Staff Responsible for Monitoring:** Classroom Teachers **Funding Sources:**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase percent of students successfully completing digital/ distance learning courses for original credit. **Strategy's Expected Result/Impact:** 6 Week report cards, Failure logs **Staff Responsible for Monitoring:** Teachers **Funding Sources:**				

No Progress Accomplished Continue/Modify Discontinue

Goal 5: Facilities will support future student enrollment, address safety and security, and allow for innovative instruction in a technological society.

Performance Objective 2: Develop a system whereby staff utilizes technology to improve the efficiency of district services and enhance community partnerships.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase number of classrooms that meet the district technology standard for equipment-- Teacher computer, document camera and interactive monitor. **Strategy's Expected Result/Impact:** Classroom technology equipment count **Staff Responsible for Monitoring:** Principal, Instructional Tech Support, Teachers **Funding Sources:**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: Create community involvement opportunities that foster further academic success, personal excellence, and responsible citizenship.

Performance Objective 1: Develop and implement a plan to increase community partnerships.

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: The SBDM committee will meet at least four times a year to review programs and evaluate their effectiveness including those related to parental involvement.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: SBDM minutes **Staff Responsible for Monitoring:** Principal **Funding Sources:**				

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Create an active partnership with our Fort Hood Adopt A Unit.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Sign in sheets **Staff Responsible for Monitoring:** Principal, Ft. Hood Adopt A Unit **Funding Sources:**				

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Provide opportunities for community members/ organizations to foster and support the education of students (guest speakers, field trips, open house, carnival).	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Sign in sheets, Agendas, Logs, Field trip records **Staff Responsible for Monitoring:** Principal, Counselor, and Staff Volunteer for Student Council				

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Maintain and continue the positive relationship established with Extraco Bank. **Staff Responsible for Monitoring:** Principal and Special Programs Interventionist	Nov	Jan	Mar	June

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Create community involvement opportunities that foster further academic success, personal excellence, and responsible citizenship.

Performance Objective 2: Develop and implement a plan to facilitate two-way communication between the district and community partners.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will use Communities in School to assist in meeting student needs, to include helping student access community resources when appropriate and providing mentoring. **Strategy's Expected Result/Impact:** Attendance logs, Graduation rates, Drop out rates, CIS reports **Staff Responsible for Monitoring:** Counselor, Community In Schools Liaison **Funding Sources:**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Copperas Cove Independent School District

S.C. Lee Junior High School

2025-2026 Campus Improvement Plan



Mission Statement

District Mission

The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship.

Campus Mission:

The mission of S.C. Lee Junior High School is to educate and empower our students to become lifelong learners and responsible citizens, while providing a safe and orderly environment.

Vision Statement (SC LEE)
At SC Lee we will have schoolwide accountability to promote student success and growth academically and socially wih professionally developed teachers and staff

Vision

Vision

Copperas Cove ISD. . .

A Foundation of Excellence -

A Future of Success

Table of Contents

Comprehensive Needs Assessment 4
School Processes & Programs 4
Perceptions 6
Priority Problem Statements 8
Goals 9
Goal 1: Teachers will engage all students daily with TEK- aligned, high quality instructional materials and assessments. Teachers will have access to both current and emerging innovative, practical technologies to enhance instruction for all students. 9
Goal 2: CCISD will retain and support high quality staff at all levels of the organization 10
Goal 3: CCISD will develop systems which promote the social and emotional well-being of all students and staff. 11
Goal 4: Facilities will be designed and maintained to accommodate future student enrollment, enhance safety and security, and support innovative instructional practices. 13
Goal 5: Develop and expand opportunities that foster a personalized and engaging school culture for all stakeholders. 16
Goal 6: Establish a systematic process to identify and support students within the MTSS framework to promote academic success. 18
Goal 7: SC Lee will strengthen communication with stakeholders to foster collaborative partnerships that support ongoing student success. 20
Goal 8: Professional Learning Communities (PLCs) will prioritize data-driven instruction to inform teaching practices and improve student outcomes. 23

Comprehensive Needs Assessment

School Processes & Programs

School Processes & Programs Summary

When asked whether the campus is focused on improving student achievement and if there is a sense of urgency and commitment, responses pointed to efforts like the STAAR Blitz and discussions—especially within 8th grade—centered on student growth rather than just passing. However, the level of urgency varies across teams. Student recognition currently consists of semester awards, but daily announcements tend to focus on athletics, birthdays, and extracurriculars rather than academics. Staff suggested the need for more consistent academic visibility, such as department-based student spotlights or "student of the week" recognitions. They also recommended each subject area adopt clear systems for tracking progress and incorporating more cross-curricular collaboration.

In response to questions about professional development, staff shared that most current training is driven by district mandates and often lacks relevance to teachers' specific needs or interests. There are currently no teacher-led or cross-curricular training opportunities, though both were strongly suggested as ways to improve professional learning. Staff also expressed that some subjects, such as history, feel under-supported and would benefit from vertical alignment and greater collaboration. When asked about campus goals and how they're monitored, teachers noted that goals are not regularly communicated. They suggested posting them in work areas for increased visibility. While data sources such as ORF, MAP, CFAs, benchmarks, and grades are in use, there is a need for more intentional use of that data to guide instruction.

Feedback on special programs highlighted that while students benefit from resource and inclusion opportunities, these supports are inconsistent, especially when aides are frequently reassigned. The RTI system lacks a solid structure, and administrative demands limit focus on testing. In terms of instructional time, teachers advocated for bell-to-bell teaching, reduced hallway movement, and better class size management. They also noted that science and history often bear the brunt of non-instructional activities, and they recommended sharing these responsibilities more evenly. Finally, regarding classroom management, the school uses Capturing Kids' Hearts (CKH), including social contracts and "fouls," but concerns were raised about inconsistent application. Staff suggested streamlining hall pass procedures and ensuring all teachers uphold shared expectations.

School Processes & Programs Strengths

- **Focused Academic Efforts in Key Areas** – The STAAR Blitz demonstrates targeted attention toward improving student achievement, particularly in tested subjects.
- **Emphasis on Student Growth** – Discussions within some grade levels, focus on student growth rather than just passing, indicating a deeper commitment to learning outcomes.
- **Use of Multiple Data Sources** – The campus uses a variety of data sources (ORF, MAP, CFAs, benchmarks, grades) to assess and monitor student progress.
- **Inclusion and Resource Support** – Students have access to inclusion services and exposure to resource support, providing diverse learners with opportunities for success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Campus goals are unclear and not consistently communicated to staff, leading to a lack of alignment and focus across grade levels and departments.
Root Cause: Goals are not regularly presented, revisited, or posted in common workspaces, which limits staff awareness and ownership of campus priorities.

Problem Statement 2: Instructional time is frequently interrupted or inconsistently utilized, reducing the effectiveness of classroom instruction.
Root Cause: Hallway movement during class, uneven enforcement of bell-to-bell instruction, large class sizes, and the disproportionate assignment of non-instructional duties to certain subjects (e.g., science and history) all contribute to lost learning time.

Problem Statement 3: Professional development lacks relevance and impact for many teachers, resulting in missed opportunities for instructional improvement and collaboration.
Root Cause: District-mandated training dominates the schedule, and there is no current system for teacher-led or cross-curricular professional learning tailored to teacher needs or subject-specific support.

Perceptions

Perceptions Summary

Survey results <- a link to our survey results

A survey was sent to our committee members to provide a glow, a grow, and possible solutions for the provided grow. The linked document is the responses for the survey sent out.

The problem statements are the main high points of the responses, identifying the most common topics and a combined summary of possible solutions.

Perceptions Strengths

Culture and Climate:

- Welcoming new staff with "About Me" introductions.
- Employee Recognition
- Staff coming together in times of need

Supporting Students with Struggling Behavior:

- Counseling support provided
- Extreme behaviors are dealt with swiftly
- CKH
- Coaches help keep kids accountable

Reducing the Threat of Bullying:

- Stop It! Reporting System
- Statement forms and investigations
- CKH
- Positive Relationship
- Bullying taken seriously

Support for Inexperienced Teachers:

- Mentors/ICs
- Experienced staff help new staff

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Lack of communication with staff.
Root Cause: No formal "calendar" or weekly update/happenings, a lot of last minute info given out.

Problem Statement 2: Misbehavior. Teacher and Admin consistency with what is addressed and how it is addressed.
Root Cause: Lack of consistency among admin team for consequences, "favoritism", or allowed behaviors. Also, teachers are not consistent across the board with what behaviors are addressed and how they are address.

Problem Statement 3: New teachers not being supported.
Root Cause: The mentor program is a "check the block" program and no real mentoring occurs. IC's truly coach those new teachers.

Problem Statement 4: Lack of parent involvement.
Root Cause: No communication with the community.

Problem Statement 5: Student bullying and reporting.
Root Cause: Students may be unaware of how to report bullying.

Problem Statement 6: Staff feeling that no one is checking on them.
Root Cause: Lack of "intimate" conversations about the staff's well being.

Problem Statement 7: Unwanted behaviors in hot spots (hallways, bathrooms, cafeteria).
Root Cause: Lack of a set of norms for staff and Admin to follow. Also, staff and admin are often called away from their responsibilities.

Problem Statement 8: Staff having chronic absences, showing up late to work or back after lunch, dress code/code of conduct violations.
Root Cause: It is allowed, not seen, or possibly the mission supersedes the infraction.

Priority Problem Statements

Goals

Goal 1: Teachers will engage all students daily with TEK- aligned, high quality instructional materials and assessments. Teachers will have access to both current and emerging innovative, practical technologies to enhance instruction for all students.

Performance Objective 1: In-class dispersal and return of laptops to increase instructional engagement and usage.

Evaluation Data Sources: academic success, monitoring of loss

Goal 2: CCISD will retain and support high quality staff at all levels of the organization

Performance Objective 1: Support and learning will be fostered through more frequent staff and department meetings.

Evaluation Data Sources: retention percentage

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Scheduling and timing of meetings will be conducive to time already spent on contract **Strategy's Expected Result/Impact:** Impact on student performance and the value of the attendance related to student outcomes. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: CCISD will develop systems which promote the social and emotional well-being of all students and staff.

Performance Objective 1: Staff will integrate Capturing Kids' Hearts (CKH) strategies in classrooms and throughout the school environment at least 80% of the time

High Priority

Evaluation Data Sources: Walks and campus monitoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilization of provided resources **Strategy's Expected Result/Impact:** Diminished negative consequences **Staff Responsible for Monitoring:** Administration, Process Champions **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: CCISD will develop systems which promote the social and emotional well-being of all students and staff.

Performance Objective 2: Increase awareness of the MTSS

Evaluation Data Sources: Identification awareness and usage.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The staff will SEL huddle at least 1 time / grading period **Strategy's Expected Result/Impact:** Systems of support are utilized **Staff Responsible for Monitoring:** Administration / Counseling **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Facilities will be designed and maintained to accommodate future student enrollment, enhance safety and security, and support innovative instructional practices.

Performance Objective 1: Weekly door audits will be included as a standing agenda item in administrative meetings to ensure consistent monitoring and scheduling

Evaluation Data Sources: Administration meetings

Goal 4: Facilities will be designed and maintained to accommodate future student enrollment, enhance safety and security, and support innovative instructional practices.

Performance Objective 2: All Drills will be conducted throughout the year to increase awareness and preparedness

Evaluation Data Sources: Drill documentation

Goal 4: Facilities will be designed and maintained to accommodate future student enrollment, enhance safety and security, and support innovative instructional practices.

Performance Objective 3: Utilizing existing space to support future enrollment

Evaluation Data Sources: Master schedule and map

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Space will be converted to house new additions to the curriculum **Strategy's Expected Result/Impact:** Space, content and support alignment **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Classroom usage will be scheduled when staff is at PLC or conference **Strategy's Expected Result/Impact:** Support and space directed to content **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Goal 5: Develop and expand opportunities that foster a personalized and engaging school culture for all stakeholders.

Performance Objective 1: Implement the four core structural components of Capturing Kids' Hearts with daily consistency and fidelity across all classrooms.

High Priority

Evaluation Data Sources: Walk throughs - first 2 weeks, on-going with champions team

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilizing campus walks and the champions team, the campus will be evaluated for 80% compliance in the 4 structural components of CKH **Strategy's Expected Result/Impact:** Relationships, Less referrals, increased academic success, sense of belonging, decrease failure rate **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Administration will be present and leaders of the SEL framework for CKH and utilize collected data from campus walks to address improvements. **Strategy's Expected Result/Impact:** Campus wide CKH surveys include an increase in scores verifying the 4 core components.....greeting, social contract, good things and launch **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Staff will increase positive recognitions of students and peers **Strategy's Expected Result/Impact:** Create a positive and supportive workplace **Staff Responsible for Monitoring:** Everyone on campus can celebrate success **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: EOY award assemblies will be conducted to increase support, awareness and celebrations **Strategy's Expected Result/Impact:** Increase belonging and celebrations **Staff Responsible for Monitoring:** All Staff **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: Establish a systematic process to identify and support students within the MTSS framework to promote academic success.

Performance Objective 1: Enhance 5th-grade data documentation to ensure students are accurately identified for support prior to entering SC Lee.

Evaluation Data Sources: District spreadsheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students at SC Lee will be identified as needing intervention after 2 consecutive assessments resulting in below standard. **Strategy's Expected Result/Impact:** The student in need of intervention is identified and provided with extra support **Staff Responsible for Monitoring:** Administration, IC, Counseling **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilizing the district orange day calendar RTI committees will review the current and projected RTI candidates. **Strategy's Expected Result/Impact:** Identification and support **Staff Responsible for Monitoring:** Administration, counseling, ICs **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Establish a systematic process to identify and support students within the MTSS framework to promote academic success.

Performance Objective 2: Increase the system of support through guidance lessons, groups lessons, and individual counseling during school hours

High Priority

Evaluation Data Sources: Discipline reports, guidance reports

Goal 7: SC Lee will strengthen communication with stakeholders to foster collaborative partnerships that support ongoing student success.

Performance Objective 1: SC Lee will distribute a campus newsletter to stakeholders three times per grading period to provide updates and promote engagement.

High Priority

Evaluation Data Sources: Documentation of communication via skylerts and schoology

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilizing counseling, administration, IC and department platforms, the campus will provide updates to the parent and stakeholders **Strategy's Expected Result/Impact:** Communication is removed as an indicator of improvement **Staff Responsible for Monitoring:** Administration and counselors, campus communication liaison **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 7: SC Lee will strengthen communication with stakeholders to foster collaborative partnerships that support ongoing student success.

Performance Objective 2: Each grade level will provide a parent night each semester.

High Priority

Evaluation Data Sources: Administration, Counseling

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase stakeholder communication and awareness, the campus will provide a parent night each semester per grade level **Strategy's Expected Result/Impact:** Stakeholder information and awareness increases **Staff Responsible for Monitoring:** administration / counseling **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 7: SC Lee will strengthen communication with stakeholders to foster collaborative partnerships that support ongoing student success.

Performance Objective 3: Leadership community engagement event(s) to address high need social emotional limitations and possibilities

Evaluation Data Sources: Sign - in sheets, invites, agendas

Goal 8: Professional Learning Communities (PLCs) will prioritize data-driven instruction to inform teaching practices and improve student outcomes.

Performance Objective 1: Administration will implement targeted coaching cycles to address areas of low performance based on student data.

High Priority

Evaluation Data Sources: Walk-through evaluations

Goal 8: Professional Learning Communities (PLCs) will prioritize data-driven instruction to inform teaching practices and improve student outcomes.

Performance Objective 2: An agenda will be provided and followed for utilization in PLCs

High Priority

Evaluation Data Sources: IC / administration reflections and productivity

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The agenda will be utilized to keep the PLC targeted to DDI and MTSS **Strategy's Expected Result/Impact:** reteach and identification **Staff Responsible for Monitoring:** Administration and Instructional Coaches **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilizing the process champions, the 4 components to CKH will be modeled in PLCs **Strategy's Expected Result/Impact:** Increase understanding and usage of the CKH process as it is modeled **Staff Responsible for Monitoring:** Administration, leadership, all staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Copperas Cove Independent School District

Copperas Cove Junior High School

2025-2026 Campus Improvement Plan

Mission Statement

The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship.

Vision

Copperas Cove ISD...

A Foundation of Excellence -

A Future of Success

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 7
- School Processes & Programs 8
- Perceptions 9

Priority Problem Statements 11

Goals 12
- Goal 1: CCJHS goal is to adopt a CKH procedure manual for all staff to utilize as part of our campus culture vision. 12
- Goal 2: CCJHS will identify gaps of needed improvement and how this can be strategically used to gauge assessment outcomes. Our goal is to move from a C rated campus to a B by isolating our focus on Closing the gaps. 12
- Goal 3: CCJHS will provide timely and effective feedback with targeted DDI conversations and a strategic plan to ensure growth. Teachers will identify targeted gaps and identify how low assessment questions will be retaught. 12
- Goal 4: CCJHS will empower more teachers to sponsor or lead different organizations and initiatives. It is our goal to continue to build leadership capacity and support teacher growth. 13

Comprehensive Needs Assessment

Demographics

Demographics Summary

Copperas Cove Junior High School serves 812 students in grades 6–8, with a nearly even gender split and a racially diverse population. The school is located in a mid-sized suburban area and has a significant number of students identified as economically disadvantaged, at-risk, or in special education.

- **Race/Ethnicity:**
  - White: 288 (35.47%)
  - Hispanic/Latino: 276 (33.99%)
  - Black/African American: 117 (14.41%)
  - Two or More Races: 91 (11.21%)
  - Native Hawaiian/Pacific Islander: 27 (3.33%)
  - Asian: 9 (1.11%)
  - American Indian/Alaskan Native: 4 (0.49%)

Student Programs

- SPED: 213 (26.23%)
- Section 504: 131 (16.13%)
- Dyslexia: 130 (16.01%)
- Gifted & Talented: 53 (6.53%)
- Emergent Bilingual: 48 (5.91%)
- ESL: 34 (4.19%)

Student Indicators

- Economically Disadvantaged: 496 (61.08%)
- At Risk: 491 (60.47%)
- Military Connected: 307 (37.81%)
- Homeless: 17 (2.09%)
- Migrant: 7 (0.86%)
- Foster: 4 (0.49%)

Attendance

- **Overall Average:** 94.6%
- **Lowest Period:** 4th six weeks (Jan–Feb)
- **By Grade:**
  - 6th: 95.4%
  - 7th: 94.5%
  - 8th: 93.9%

- **By Gender:**
  - Female: 94.7%
  - Male: 94.4%
- **By Race:**
  - American Indian: 96.8%
  - Asian: 97.4%
  - Black: 95.3%
  - Hispanic: 94.4%
  - White: 94.4%
  - Two or More Races: 94.5%

Discipline

- **Total Referrals:** 1,740
- **Top Issues:**
  - Tardies (4+): 1,064
  - Skipping: 92
  - Physical Contact: 84
  - Refusal to Work: 84
- **By Gender:**
  - Male: 55.6%
  - Female: 44.4%
- **ISS by Race:**
  - Hispanic: 42.42%
  - White: 28.79%
  - Black: 19.70%
  - Other: 9.09%

Demographics Strengths

Improved Discipline Trends
- Office referrals decreased significantly from the previous year (from 3,658 to 1,740).
- Skipping and disruptive behavior incidents dropped sharply.
- Possible contributing factors: stricter enforcement of policies (e.g., cellphone/earbud ban), increased hallway monitoring.

Above-Average Attendance
- School-wide average attendance (94.6%) exceeds the Texas state average (93%).
- Strong attendance among 6th graders (95.4%) and American Indian students (96.8%).

Military-Connected Student Support
- 37.81% of students are military-connected, and attendance among this group is relatively high (95.1%).

Diverse Program Offerings
- Programs for Gifted & Talented, ESL, Dyslexia, and Special Education are well-represented, indicating a broad support structure.

Problem Statements Identifying Demographics Needs

Problem Statement 1: High Chronic Absenteeism: The school has a chronic absenteeism rate of 23%, which is higher than the statewide average of 20.3%. Rates are even higher among African American students (32.3%) and Hispanic students (25.3%), which may negatively impact academic performance and student engagement.
Root Cause: * Socioeconomic challenges (61% economically disadvantaged) * Limited parental engagement or awareness * Seasonal dips in attendance (notably in Jan-Feb) * Inconsistent enforcement of attendance interventions

Student Learning

Student Learning Summary

The presentation outlines the current strategies and data-driven insights used to support student achievement on a campus. It focuses on instructional practices, assessment comparisons, intervention strategies, and the effectiveness of the Response to Intervention (RtI) process. It also addresses the performance and support plans for Special Education (SPED) students.

Student Learning Strengths

1. **Instructional Support**:
    1. Use of direct instruction, aggressive monitoring, and checks for understanding.
    2. Implementation of Common Formative Assessments (CFAs) and a Campus Data Tracker.
2. **Intervention Strategies**:
    1. Math, Reading, and Science intervention classes.
    2. Before and after school tutorials.
    3. RtI meetings (once per grading period) involving admin, counselors, SPED and grade-level teams.
3. **Data-Driven Decision Making**:
    1. Regular review of student performance across MAP, STAAR, benchmarks, and report cards.
    2. Frequent adjustments to SPED students' Individualized Education Plans (IEPs).
4. **Collaborative Monitoring**:
    1. Teachers and administrators meet regularly to identify and support struggling students.
    2. Parent/guardian communication is emphasized for student progress.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Discrepancy between state assessments and local benchmarks/report cards.
Root Cause: Potential misalignment between curriculum, instruction, and assessment rigor due to continuous Changes in STAAR.

Problem Statement 2: Some students are not maintaining or improving scores year over year.
Root Cause: Interventions may not be sufficiently targeted or intensive; student needs may not be fully identified early.

Problem Statement 3: Effectiveness of RtI implementation is unclear.
Root Cause: Inconsistent placement criteria, unclear tracking of intervention outcomes, and possible delays in escalating support.

Problem Statement 4: SPED students underperform compared to non-SPED peers.
Root Cause: Academic and behavioral deficits, variability in instructional settings, and possibly insufficient differentiation or support.

School Processes & Programs

School Processes & Programs Summary

The campus demonstrates a strong commitment to improving student achievement through structured collaboration, data-driven instruction, and targeted interventions. Professional development is strategically planned based on needs assessments and is delivered both in-person and virtually. The campus has clear goals focused on closing achievement gaps and fostering student connections. Special programs are in place to support diverse learners, and classroom management is guided by the Capturing Kids' Hearts framework.

School Processes & Programs Strengths

1. **Data-Driven Instruction**:
    1. Regular PLC meetings with instructional coaches.
    2. Use of DMAC, STAAR, and MAP data to monitor student progress.
    3. RTI meetings to adjust student placement in interventions.
2. **Professional Development**:
    1. Needs-based planning for "orange days."
    2. Access to Region 12 and other educational agencies for ongoing learning.
3. **Student Support Programs**:
    1. Multiple learning environments for Special Education students.
    2. ESL support with LPAC involvement for struggling EB students.
    3. GT students now have enrichment opportunities during a dedicated period.
4. **Classroom Management**:
    1. Implementation of Capturing Kids' Hearts.
    2. Continuation of CHAMPS.
    3. Use of social contracts, positive referrals, and SEL integration.
    4. Emphasis on reflection and self-correction over punitive measures.
5. **Instructional Time Maximization**:
    1. Consistent routines and accessible materials to reduce downtime.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Inconsistent support for Special Education students during staff shortages.
Root Cause: Inclusion teachers are frequently reassigned to cover general education classes due to substitute shortages.

Problem Statement 2: Limited advanced learning opportunities for GT students.
Root Cause: Historically, GT students were not provided with differentiated or enriched instruction beyond the general education setting.

Problem Statement 3: Need for stronger student-teacher connections.
Root Cause: a. While social contracts and "Good Things" are implemented, deeper relational strategies may be underutilized or inconsistently applied. b. Disproportionate teacher involvement in events and activities outside of school hours.

Perceptions

Perceptions Summary

Staff was issued a Perceptions survey using Microsoft forms.

Summary of Most Common Responses

Category	Most Common Response
Safety – How safe do you feel working on campus?	Very safe
Culture – How would you rate the overall culture at CCJHS?	Somewhat Positive
Support – How supported do you feel by campus leadership?	Extremely supported
Morale – How would you describe staff morale at CCJHS?	Somewhat high
Voice – Do you feel your voice is heard and valued in decisions?	Yes
Communication – How effective is communication from leadership?	Very effective
Collaboration – How well do staff work across departments?	Pretty well
Respect – Are staff treated with respect and professionalism?	Most of the time
Inclusivity – How inclusive is the environment for diverse staff?	Very inclusive

Perceptions Strengths

Safety and Support are strong areas, with most staff feeling very safe and extremely supported.
Culture and Morale are generally positive but show room for improvement, with many rating them as “somewhat positive” and “somewhat high.”
Communication and Inclusivity are seen as strengths.
Collaboration and Respect are mostly positive but not universally consistent.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a lack of parent involvement.
Root Cause: Less interest by parents at the secondary but those who do want to get involved do not know how.

Problem Statement 2: While the district mentor program is great, better systems are needed for integrating new staff into campus processes.
Root Cause: There is a lack of an explicit system to integrate new staff.

Problem Statement 3: Some staff feel under-appreciated and under-recognized for their efforts.
Root Cause: There is a lack of peer involvement in recognition processes.

Priority Problem Statements

Goals

Goal 1: CCJHS goal is to adopt a CKH procedure manual for all staff to utilize as part of our campus culture vision.

Performance Objective 1: Utilize CKH resources and websites to build a comprehensive SEL program.

High Priority

Evaluation Data Sources: Counselor Walkthroughs, Discipline data, attendance data

Goal 1: CCJHS goal is to adopt a CKH procedure manual for all staff to utilize as part of our campus culture vision.

Performance Objective 2: Have discussions with staff consistently regarding the culture and their accountability in its establishment with the use of procedural playbook.

High Priority

Evaluation Data Sources: Procedure playbook, execution of procedures agreed upon by staff, observation of Good Things and Social Contracts

Goal 2: CCJHS will identify gaps of needed improvement and how this can be strategically used to gauge assessment outcomes. Our goal is to move from a C rated campus to a B by isolating our focus on Closing the gaps.

Performance Objective 1: Admin needing to become familiar with all aspects of Closing the Gaps and the main reporting categories used in this measure.

High Priority

Evaluation Data Sources: OnData Suite for demographic information, RTI to identify tiered students and the benefits of support, DDI conversations with IC's and teachers to plan reteach opportunities.

Goal 3: CCJHS will provide timely and effective feedback with targeted DDI conversations and a strategic plan to ensure growth. Teachers will identify targeted gaps and identify how low assessment questions will be retaught.

Performance Objective 1: Use DDI as a means of developing a plan for improvement. Focus on the impact made during lessons by identifying effective lesson internalization. Evaluate the planning documents and ask critical questions to ensure teacher understanding.

High Priority

Evaluation Data Sources: Assessment data, feedback cycles, walk through data using the waterfall document to suggest needed improvements, planning for after the assessment.

Goal 4: CCJHS will empower more teachers to sponsor or lead different organizations and initiatives. It is our goal to continue to build leadership capacity and support teacher growth.

Performance Objective 1: Speak with those teachers who already have leadership roles and have them recruit others to assist.

High Priority

Evaluation Data Sources: Faculty meeting agendas describe the need to step up, summative evaluations,

Copperas Cove Independent School District

Clements/Hollie Parsons Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps

Mission Statement

The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship.

The mission of Clements-Parsons Elementary School is to create life-long learners by providing a high quality education in a safe and nurturing environment while maintaining a cooperative and productive relationship with our families.

Vision

Copperas Cove ISD...A Foundation of Excellence - A future of Success.

Our vision at Clements-Parsons Elementary school is to have a learning community which empowers staff and students to:

- create
- think critically
- problem solve
- care about others and themselves
- contribute positively to society
- apply 21st century technology skills.

Value Statement

At Clements-Parsons Elementary, we believe every child is capable of learning, growing, and thriving. We value a safe, inclusive, and nurturing environment where high expectations, strong relationships, and meaningful learning experiences empower all students to reach their fullest potential.

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
1. Rich Cultural and Racial Diversity 6
2. High Military-Connected Population (37.78%) 7
3. Balanced Gender Distribution 7
4. Strong Inclusion of Emergent Bilinguals (15.11%) 7
5. Comprehensive Support Systems for Special Populations 7
6. Steady Attendance Rates 7
7. Significant Identification of At-Risk Students (48.17%) 7
Student Learning 9
School Processes & Programs 12
Perceptions 14
Priority Problem Statements 18
Goals 21
Goal 1: Teachers engage all students daily with TEKS-aligned, high-quality instructional materials and assessments. 21
Goal 2: CCISD will retain and support high quality staff at all levels of the organization. 29
Goal 3: CCISD will develop systems which target social-emotional development for all students and staff. 31
Goal 4: CCISD facilities will support future student enrollment, address safety and security, and allow for innovative instruction in a technological society. 37
Goal 5: CCISD will develop additional opportunities to increase a personalized culture of engagement. 38
Title I Personnel 40
Campus Funding Summary 41

Comprehensive Needs Assessment

Revised/Approved: July 15, 2025

Demographics

Demographics Summary

C. R. Clements-Hollie Parsons Elementary is a Kindergarten through 5th grade Title I campus in Copperas Cove ISD located in Copperas Cove, Texas. Our campus's peak student population for the 24-25 school year was 869 students. The campus serves students who also reside in Kempner, Texas. Additionally, there are eleven general education bus routes, 2 bilingual bus routes, and two special education bus routes, that bring students who do not live within walking distance to the campus.

Our campus serves a diverse and dynamic student population. Based on Fall 2025 PEIMS data, over 60% of our students are economically disadvantaged, nearly 50% are identified as at-risk, and 27.6% receive special education services. Our improvement plan targets equity in instruction, access to supports, and closing achievement gaps through targeted, data-informed actions.

About Staff:

C.R. Clements/Hollie Parsons Elementary consists of 102 staff members (58 teachers and 27 paraprofessionals), 9 RISE Teachers, 7 Office Staff Personnel, 3 Professional Support Staff, 2 Instructional Coaches, 2 Counselors, and 3 Campus Administrators.

This year, 2025-26, our new staff consists of 7 new to CPE (seasoned) teachers and 9 new paraprofessionals.

Within C.R. Clements/Hollie Parsons Elementary, we collaborate with staff and local community to identify students needing assistance through Child Find. CPE is committed to supporting the district focus for improved coordination of programs and services for students at risk of dropping out of school.

The race of the campus based on the Spring 2025 PEIMS report is as follows:

Race	Number	Percent
African American	125	14.9%
Hispanic	338	40.3%
White	251	29.9%
Pacific Islander	20	2.4%
Two or More Races	95	11.2%
Asian	15	1.8%
American Indian	3	.01%

Other Student Information:

Student Information	Number	Percent
Female	438	51.7%
Male	409	48.2%
English as a Second Language	26	3.07%
Emergent Bilingual (EB)	128	15.11%
Bilingual	85	10.04%
Free Lunch Participation	442	52.18%
Reduced Lunch Participation	80	9.45%
Gifted and Talented	35	4.13%
Special Education	234	27.63%
Dyslexia	73	8.62%
Homeless	6	0.71%
Foster Care	4	0.47%
At-Risk	408	48.17%
Economically Disadvantaged	522	61.63%
Military Connected	320	37.78%
Section 504	73	8.84%

Special Services:

Primary Disability	Number	Percent
Orthopedic Impairment	2	0.85%
Other Health Impairment	9	3.85%
Intellectual Disability	17	7.26%
Auditory Impairment	0	0.00%
Emotional Disturbance	6	2.56%
Learning Disability	121	51.71%
Speech Impairment	34	14.53%
Autism	39	16.67%
Traumatic Brain Injury	0	0.00%
Non-categorical Early Childhood	2	0.85%
Developmental Delay	4	1.71%

Instructional Setting	Number	Percent
Speech Therapy	32	13.68%
Mainstream	28	11.97%
Resource Room	136	58.12%
Self-Contained	38	16.24%

Attendance:

School Year	Percentage
2019 - 2020	94.60%
2020 - 2021	93.89%
2021 - 2022	92.13%
2022 - 2023	93.83%
2023 – 2024	94.21%
2024 – 2025	94.19%

The campus attendance rate has an average of 93.80% over the last six years. Our school stays consistently at the state average for attendance. Attendance is tracked daily, and numerous procedures are in place to respond to excessive tardies and/or absences. The campus follows district protocol when addressing absences to include phone calls and letters sent home from 10 and 15-day absences. Attendance Review Committees are also held when a student has accumulated 6 and 9 unexcused absences.

Teachers are asked to communicate with parents when a student is absent via phone calls, Schoology and/or district email. In addition, students were given attendance certificates at the end of year. As a safety precaution and to emphasize the importance of attendance, daily contact is made with parents/guardians if their child is absent and the parent has yet to notify the school of the absence by the PEIMS secretary.

Demographics Strengths

Clements/Parsons Elementary demonstrates strength in diversity, inclusion, and resilience, particularly through its support of multilingual learners, military-connected families, and students with diverse needs. The steady attendance, strong service structures, and broad cultural representation build a foundation for equity-driven instruction, community connection, and whole-child development.

1. Rich Cultural and Racial Diversity

- With **over 70% of students identifying as Hispanic, African American, or Two or More Races**, the campus benefits from a wide range of cultural backgrounds.
- This diversity promotes global awareness, empathy, and inclusive teaching practices.

- It offers rich opportunities for multicultural education, heritage events, and bilingual engagement.

2. High Military-Connected Population (37.78%)

- Military-connected students often bring resilience, adaptability, and global perspectives.
- The presence of this group fosters a strong sense of community and patriotism on campus.
- Access to federal and military resources can enhance student support systems.

3. Balanced Gender Distribution

- A near-even split between **female (51.7%)** and **male (48.2%)** students supports equitable programming, extracurricular participation, and representation across learning experiences.

4. Strong Inclusion of Emergent Bilinguals (15.11%)

- A significant percentage of EB and bilingual students reflects the school's role in developing strong language learners.
- This offers an opportunity to strengthen dual-language programs, cultural pride, and second language acquisition strategies for all.

5. Comprehensive Support Systems for Special Populations

- The campus provides services to **over one-quarter of students in special education (27.63%)** and a sizable group under Section 504 (8.84%), showing a commitment to inclusive education.
- The use of varied instructional settings (mainstream, resource, self-contained, and speech therapy) indicates a flexible, individualized approach to student needs.

6. Steady Attendance Rates

- Attendance has remained relatively stable over six years, ranging from **92%–94%**, even through post-pandemic recovery years.
- This consistency suggests a positive school climate and strong relationships with families.

7. Significant Identification of At-Risk Students (48.17%)

- While high, this figure reflects proactive identification and monitoring efforts.
- It enables the campus to provide targeted academic and social-emotional interventions early.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The attendance rate continues to below 95% (below the state average).

Root Cause: Parent/Guardians lack communication regarding student absences consistently. Attendance review committees are being held, but there continues to be lack of follow through from district truancy office.

Problem Statement 2 (Prioritized): Of students receiving special education services, 51.71% are classified with a learning disability.
Root Cause: This may reflect instructional gaps in early literacy and foundational skills, particularly for at-risk and economically disadvantaged students.

Problem Statement 3 (Prioritized): With 27.63% of students receiving special education services--well above state averages.
Root Cause: There may be overidentification or a lack of early intervention practices, requiring a review of referral processes, instructional alignment, and inclusive practices.

Problem Statement 4 (Prioritized): Only 4.13% of students are identified as Gifted and Talented.
Root Cause: This suggests potential underidentification of high-achieving students from historically underserved groups, including economically disadvantaged, bilingual, and minority students.

Problem Statement 5 (Prioritized): With 15.11% of students identified as Emergent Bilinguals and only 3.07% in ESL programs.
Root Cause: There may be a mismatch in program placement or insufficient support for developing academic language proficiency across grade levels.

Problem Statement 6 (Prioritized): Nearly half the campus population (48.17%) is considered at-risk.
Root Cause: There is a critical need for multi-tiered systems of support (MTSS), including academic, behavioral, and emotional interventions.

Student Learning

Student Learning Summary

Students are assessed three times a year: BOY, MOY, and EOY. Kindergarten through third grade students are tested on mClass. Kindergarten through Fifth Grade are also assessed on NWEA MAP in Math, Reading, and Science. This school year, students were given an Oral Reading Fluency assessment to test phonic skills.

Kindergarten	BOY	MOY	EOY
Well Below Benchmark	38%	34%	30%
Below Benchmark	23%	13%	18%
At Benchmark	17%	31%	37%
Above Benchmark	22%	22%	20%
Students Tested	141	142	140

First Grade	BOY	MOY	EOY
Well Below Benchmark	39%	42%	28%
Below Benchmark	13%	11%	13%
At Benchmark	28%	26%	31%
Above Benchmark	20%	21%	24%
Students Tested	127	129	124
Second Grade	**BOY**	**MOY**	**EOY**
Well Below Benchmark	37%	43%	26%
Below Benchmark	15%	13%	13%
At Benchmark	36%	34%	31%
Above Benchmark	12%	10%	13%
Students Tested	138	134	132

STAAR RELEASED (Approaches) %:

Test	December 2024	March 2025
3rd RLA	65%	74%
3rd Math	26%	56%

Test	December 2024	March 2025
4th RLA	69%	81%
4th Math	67%	77%
5th Science	56%	53%
5th RLA	84%	80%
5th Math	82%	88%

RESPONSE TO INTERVENTION:

CPE embedded the layers of MTSS as required by the district. Response to intervention Tier model with Tier 1 as classroom instruction, Tier 2 as additional instruction time in a smaller group, and Tier 3 is designed for students not making progress in Tier 2. Regular data meetings and RTI meetings were held to address progress monitoring. Interventionists were instructed to use pull out intervention whenever possible. Dyslexia has become its own entity, but students serviced in Dyslexia are considered Tier 3 students as well as being covered under Section 504 and/or Special Education. All students who were identified as Dyslexia have begun the transition to Special Education. We have a large population of Dyslexia students and more students are qualifying due to students being screened in kindergarten and first grade.

GRADING AND FAILURE RATES:

The campus this year focused on common formative assessments, hoping to reflect student mastery of the TEKS. Continued monitoring of grades, with an emphasis on rigorous assessments, completed independently with only allowed accommodations for those students requiring them, to reflect actual student mastery levels will remain a focus. The district also created checkpoints for the students as a district comparing measure. The discrepancy between grades and student released STAAR scores has decreased, but continues to be a cause for concern. Alignment of expectations and appropriate levels of mastery are continuing PD topics. Parent communication continues to be an issue for students struggling academically. Teachers were required to hold face-to-face parent conferences. Administrators maintained consistent communication with parents of students that fell under the HB 1416 regulations. Failure letters were sent out more frequently by the campus administration to ensure parents were aware of their students' progress. Tutoring was provided by teachers for student in danger of failing.

Any new to K-3 teachers were required attend Reading Academy. Reading Academy taught teachers how to implement the best practices as it relates to the Science of Teaching Reading. Kindergarten through third grades uses Fundations for phonics, and kindergarten through second grades use Heggerty for phonological awareness.

Continued focus for the 2025-2026 school year will be on maintaining the instructional focus with fidelity to the Science of Reading, Sharon Wells, Bluebonnet (Eureka) math curriculum and Ph.D Science. There will also be a focus on instruction being delivered to our Special Education students and monitoring the resources and effectiveness in intervention.

Student Learning Strengths

- DDI has proven to help teachers narrow the focus and play for purposeful reteach
- K-2 students showed growth on mClass consistently. All student groups have shown growth throughout the year. There were dips in multiple groups from the EOY 2024 to the first released testing in 2024-25 school year, but all groups recovered and are trending higher.
- Special education students are provided with specially designed instruction and curriculum in resource settings to help bridge the achievement gap between them and their non-special education peers. This instruction is tailored to meet each student's unique learning needs and is aligned with their Individualized Education Program (IEP) goals.
- In resource classrooms, students receive targeted support in smaller group settings, which allows for more individualized attention and specialized teaching strategies. The curriculum is often modified or supplemented to ensure students can access grade-level content in a way that matches their current abilities.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): At BOY, 38% of Kindergarten students were well below benchmark, indicating a large portion of students starting school without foundational literacy skills.
Root Cause: High percentage of students enter Kindergarten significantly behind expectations.

Problem Statement 2 (Prioritized): Only 26% of 3rd graders met "Approaches" in Math in December 2024, rising to 56% in March 2025--but still indicating over 40% not on track.
Root Cause: Major gaps in Math performance, particularly in Grade 3. New curriculum was introduced in the 23-24 school year. Teachers implementing new curriculum may have been a factor in low student achievement.

Problem Statement 3 (Prioritized): Significant midyear increase in students "Well Below Benchmark."
Root Cause: "Well below" rose from 37% at BOY to 43% at MOY--highlighting potential mid-year instructional or assessment challenges.

School Processes & Programs

School Processes & Programs Summary

CURRICULUM AND INSTRUCTION

The district curriculum is aligned with the TEKS and ELPS. The campus recognizes the need for more rigorous instruction and has implemented unit assessments second through fifth grade. The district also implemented district checkpoints to monitor campus progress. In addition, the district implemented a common report card assessment for K – 2 and data trackers K – 5. The standards-based report cards in kindergarten through second grade serves as an alignment tool since all teachers are measuring student progress on the same level of skills. The use of common formative assignments/assessments, collaboratively selected by teachers, is intended to improve tier one instruction. Analysis of data, specifically on unit assessments, STAAR Released tests, ORF, mClass, and NWEA MAP results, provides a basis for reviewing student progress. Re-teaching, in whole group or small group, depending on data results, occurs after analysis of levels of progress. Use of the Instructional Focus Documents gives teachers valuable insight into the expected student performance levels. Unpacking of IFDs and backwards design are utilized to equip teachers to plan effectively. Classroom walkthrough forms, aligned with the district initiatives, have been developed to monitor fidelity of implementation and to improve instructional practices. Increasing numbers of walkthroughs is a focus of the district and campus in order to provide timely feedback to teachers.

TEACHER RETENTION

Teacher retention/turnover is identified as an area that impacts our campus annually. The campus and district are actively seeking ways to recruit the best teachers and to provide support for those teachers to grow as professionals and remain employed long-term. The district sponsored MORE mentor/mentee program provides a mentor for each teacher new to the campus and/or the profession. Collaboration, observations, and support are ongoing throughout the year, and for a second year for new to the profession teachers. The presence of the large military community in our area also affects teacher turnover. As of June 19, 2025, seven teachers will not be returning to our campus next year. One teacher retired, two left due to military PCS, and four left for other districts. As of June 19, 2025, four paraprofessionals will not be returning to the campus. The campus continues to work to build morale, set high standards of expectations, and consistent staff commitments.

CAMPUS RESPONSES TO NEEDS

In recent years, the campus has focused on gathering accurate data, monitoring student progress levels, analyzing data results, and making more data driven instructional decisions. However, work remains to be done in these areas. Weekly lesson internalization meetings occurred, facilitated by the ICs, to deepen understanding of the TEKS/scope and what students need to know and show to reach mastery levels. In addition to weekly planning, grade-levels will meet every other week for PLC. During PLCs, teachers collaborate with the ICs to develop rigorous lesson plans, participate in bite sized PD, and work on remediation plans. The campus continues to implement Data Driven Instruction to provide a focus on analyzing real time data and instructional implications.

In addition to the TEKS, ELPS are taught, monitored, and facilitated by the ESL Interventionist. The ESL interventionist utilized both a push-in and a pull-out model, depending on the level of student's English proficiency, to assist ESL students.

During the 2025-26 school year, the campus will continue to utilize the IFDs, TEKS specificity, and DDI to plan for reteach.

SUPPORT OF DISTRICT INITIATIVES AND SCHEDULE DEVELOPMENT

The district initiatives of The Science of Reading, Bluebonnet (formerly Eureka), Ph.D. Science, and Sharon Wells implementation will also offer structure and needed support to our campus. The campus also provides support for improving student achievement through a dedicated intervention period, and through highly qualified interventionists who provide service and support through consultation, push-in, and pull-out services. Tutoring for struggling students and individualized online programs to fill skill gaps are also provided. The newly developed schedule provides for 120 minutes RLA and 60 - 90 minutes of math instruction utilizing Sharon Wells or Bluebonnet (Eureka). In addition, thirty additional minutes of literacy instruction, tied specifically to the Fundations phonics program, is provided to students in grades K- 2 to solidify literacy acquisition in the primary grade levels. During 2021 – 2022 school year, Fundations was added to the third-grade schedule, and it continues to be helpful to our students. Transitions are also minimized with the new schedule so instructional time can be maximized.

GOALS

The goals of the campus are to increase instructional rigor, provide effective interventions, increase teacher retention, maximize instructional time, and to continue to integrate and use technology to enhance the instruction and student learning. Consequently, the campus will continue to reflect, adjust, learn and implement best practices to achieve higher levels of student performance on all measures.

School Processes & Programs Strengths

Some of the most notable school process and program strengths include:

- Vertically aligned and prepared scope and sequence
- Weekly Leadership Meetings
- Weekly Lesson Internalization meetings with grade levels
- DDI meetings focused on current data trends and instructional implications
- Academic RtI offer a time for interventionist and classroom teachers to determine student needs
- The use of paraprofessionals during intervention to assist with small group
- The addition of PLC to the master schedule has reduced PLC cancellation due to staff absences
- Lead for Impact initiatives to include walk throughs, coaching, district coaching

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student behavior shows a need for increased social/emotional support.
Root Cause: Students come from different households and experience different environmental factors that impact school.

Problem Statement 2 (Prioritized): Grade-level intervention groups need to be more fluid.
Root Cause: Lack of time to meet as a team to make needed adjustments.

Perceptions

Perceptions Summary

Parent Involvement

The teachers at C.R. Clements/Hollie Parsons Elementary are required to keep a parent communication log. As a Title I campus, teachers are required to have at least one documented annual parent teacher conference.

Our PCOC held monthly PAC meetings and recruited volunteers.

This year, CPE hosted Meet the Teacher, Title 1 Meeting, Literacy Family Night, monthly PTA meetings, student performances, Career Day, STEM Night, and Multicultural Night. The campus participated in the district's annual Trunk-or-Treat in October & PTO sponsored a movie night. CPE participated in a food drive for families and donated turkey meals to our impoverished families. Campus Information was channeled through the PTO Facebook page, the CCISD App, Thrillshare Alerts, and Schoology.

For the upcoming school year, the campus will increase family nights and parent/volunteer involvement.

CORE VALUES AND BELIEFS

Clements/Parson Elementary is a collaborative campus. In revisiting our mission, vision, and beliefs this year, teachers and staff overwhelmingly identified and emphasized the value of collaboration. Our goal is to take the culture and climate that has been established within the staff and use it as a vehicle to move us to higher levels of student achievement.

DISCIPLINE:

Analysis of discipline data reveals that behavior challenges still exist and have drastically changed from previous school years. Data still shows that teachers refer students to the office without conducting a classroom level investigation. Teachers struggle with differentiating between classroom and office referrals, as verified by office referrals that could/ should have been handled in the classroom. Also, multiple classroom referrals are submitted without moving to the next level and submitting an office referral. There appears to be hesitancy on the part of teachers in determining when a student should progress from repeated classroom referrals to an office referral.

Implementation of CHAMPS is strong in the beginning of the year, but it is observed that the implementation is less consistent during the year. As the year progresses, CHAMPS does not appear to be revisited and retaught in common areas and classrooms when needed. Reliance on assignment of consequences becomes more prevalent, as opposed to proactive re-teaching of behavior expectations, or reflection upon teacher behaviors and responses that could positively impact behavior.

The following interventions are in place to increase appropriate behaviors: Behavior RtI, Calm down areas in the classroom, Sensory Room, Social and Emotion Lessons, Counseling services, CHAMPS, PBIS, guidance lessons, and individual & small group counseling.

Each classroom teacher was given a Calm Down box which included different fidgets to meet all sensory needs. The Calm Down boxes were created based on the grade level. Calm Down boxes were not used as effectively this school year and the idea will need to be revisited.

The campus had 2 disciplinary removals to DAEP for the 2024 – 2025 school year.

	23-24	24-25	
Total Referrals	972	602	
Classroom	577		
Office/Teacher	395		
Office by Type:			
Physical Contact w/ Student	43	49	
Physical Contact w/ Adult	6	50	
Disruptive Behavior	91	29	
Noncompliance	72	14	
Disrespect	39	12	
Elopement	16		
Throwing Object(s)	1	1	
Horseplay	56	14	
Vape/Tabacco	0	0	
Assault on Employee	4		
Destruction of School Property	12	3	
Bullying		5	

Disciplinary decisions are made by the administrators based on the CCISD Code of Conduct after thorough investigation of incidents. The most common consequences assigned for inappropriate behaviors are principal detention, lunch detention, In School Suspension, referrals to counselors, restorative conferences, parent contact and collaboration, withdrawal of privileges, creation and implementation of a behavior plan, and/or intervention by a behavior support staff member.

Referral patterns indicate that referrals increase as the year progresses. Data shows that responses and interventions do not significantly increase teacher autonomy or decrease behaviors of concern. Training to address behaviors effectively, to increase teacher strategies and implementation of the behavior continuum, and to improve student responses, will lead to more academic time on-task and improved behavior.

Breakdown of Referrals by Grade Level:

Grade Level:	23-24	24-25	
Kindergarten	153	112	
First Grade	71	63	
Second Grade	137	86	

Grade Level:	23-24	24-25	
Third Grade	105	112	
Fourth Grade	95	100	
Fifth Grade	161	129	

BULLYING:

The strategies in place to reduce the threat of bullying are shared through guidance lessons and publicized on the CCISD and campus websites and Schoology pages. All teachers are trained in monitoring and addressing bullying concerns. Students are provided multiple outlets and encouraged to report and seek assistance if they are victims of bullying, or observe others being bullied. There is an annual Unity Day in October. The entire campus wears orange and makes a statement to Unify against Bullying. Procedures and responses to bullying situations are emphasized, taught, and reviewed. Although bullying continues to be an area of expressed concern by students and parents, investigations often reveal that issues are related to conflicts between peers and are two-sided. Counseling and restorative conferences are utilized to strengthen peer interactions. Bullying investigations are conducted when requested or needed. The Bully Reporter is an online anonymous system used to report suspected bullying and allows administration to fully investigate suspected bullying.

SAFETY:

Effective procedures are in place to promote safety. Expectations are set, and CHAMPS are taught for all common area. Safety procedures are taught to staff and students. Grade levels have radios to use in case of emergency. All drills are conducted and reviewed as required. Raptor is used to check-in visitors and office staff is trained on procedures to ensure campus security. In addition, this school year majority of the staff was trained in Mental Health First Aid. Annual EOP training was held.

Perceptions Strengths

- Both classroom and office referrals were reduced this school year.
- Implementation of Positive Office referrals were well received by staff.
- Staff don't report needing assistance with SEL curriculum.
- Master schedule has SEL built in.
- Most of the staff feel supported with student discipline.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a lack of follow through with the use of PBIS Rewards.
Root Cause: Not all teachers and staff understand the PBIS Rewards system.

Problem Statement 2 (Prioritized): Family Nights have low attendance.
Root Cause: Campus needs to advertise family nights sooner and more frequently.

Problem Statement 3 (Prioritized): The campus saw an increase in physical contact with staff and students this school year.
Root Cause: Students need to develop strong relationships with trusted adults on campus. Students that have the hardest behaviors struggle trusting adults.

Problem Statement 4 (Prioritized): There has been a lack of prioritizing SEL curriculum (Every Day Speech) and a lack of guidance lessons delivered by our couselors.
Root Cause: Counselors were too involved in behavior and discipline. SEL time was devoted to first thing in the morning according to the master schedule. Our kiddos that needed it the most were often tardy.

Problem Statement 5 (Prioritized): Frequent absences, tardies, and early checkouts are a chronic issue at CPE.
Root Cause: Parents need to be held responsible for students arriving late or allowing excessive absences to occur.

Priority Problem Statements

Problem Statement 1: The attendance rate continues to below 95% (below the state average).

Root Cause 1: Parent/Guardians lack communication regarding student absences consistently. Attendance review committees are being held, but there continues to be lack of follow through from district truancy office.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Of students receiving special education services, 51.71% are classified with a learning disability.

Root Cause 2: This may reflect instructional gaps in early literacy and foundational skills, particularly for at-risk and economically disadvantaged students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: With 27.63% of students receiving special education services--well above state averages.

Root Cause 3: There may be overidentification or a lack of early intervention practices, requiring a review of referral processes, instructional alignment, and inclusive practices.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Only 4.13% of students are identified as Gifted and Talented.

Root Cause 4: This suggests potential underidentification of high-achieving students from historically underserved groups, including economically disadvantaged, bilingual, and minority students.

Problem Statement 4 Areas: Demographics

Problem Statement 5: With 15.11% of students identified as Emergent Bilinguals and only 3.07% in ESL programs.

Root Cause 5: There may be a mismatch in program placement or insufficient support for developing academic language proficiency across grade levels.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Nearly half the campus population (48.17%) is considered at-risk.

Root Cause 6: There is a critical need for multi-tiered systems of support (MTSS), including academic, behavioral, and emotional interventions.

Problem Statement 6 Areas: Demographics

Problem Statement 7: At BOY, 38% of Kindergarten students were well below benchmark, indicating a large portion of students starting school without foundational literacy skills.

Root Cause 7: High percentage of students enter Kindergarten significantly behind expectations.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Only 26% of 3rd graders met "Approaches" in Math in December 2024, rising to 56% in March 2025--but still indicating over 40% not on track.

Root Cause 8: Major gaps in Math performance, particularly in Grade 3. New curriculum was introduced in the 23-24 school year. Teachers implementing new curriculum may have been a factor in low student achievement.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Significant midyear increase in students "Well Below Benchmark."

Root Cause 9: "Well below" rose from 37% at BOY to 43% at MOY--highlighting potential mid-year instructional or assessment challenges.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Student behavior shows a need for increased social/emotional support.

Root Cause 10: Students come from different households and experience different environmental factors that impact school.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Grade-level intervention groups need to be more fluid.

Root Cause 11: Lack of time to meet as a team to make needed adjustments.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: There is a lack of follow through with the use of PBIS Rewards.

Root Cause 12: Not all teachers and staff understand the PBIS Rewards system.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Family Nights have low attendance.

Root Cause 13: Campus needs to advertise family nights sooner and more frequently.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: The campus saw an increase in physical contact with staff and students this school year.

Root Cause 14: Students need to develop strong relationships with trusted adults on campus. Students that have the hardest behaviors struggle trusting adults.

Problem Statement 14 Areas: Perceptions

Problem Statement 15: There has been a lack of prioritizing SEL curriculum (Every Day Speech) and a lack of guidance lessons delivered by our couselors.

Root Cause 15: Counselors were too involved in behavior and discipline. SEL time was devoted to first thing in the morning according to the master schedule. Our kiddos that needed it the most were often tardy.

Problem Statement 15 Areas: Perceptions

Problem Statement 16: Frequent absences, tardies, and early checkouts are a chronic issue at CPE.

Root Cause 16: Parents need to be held responsible for students arriving late or allowing excessive absences to occur.

Problem Statement 16 Areas: Perceptions

Goals

Revised/Approved: August 1, 2025

Goal 1: Teachers engage all students daily with TEKS-aligned, high-quality instructional materials and assessments.

Performance Objective 1: By May 2026, the campus will increase teacher capacity by implementing weekly coaching cycles, regular observation and feedback, and weekly collaborative planning sessions, leading to measurable growth in student engagement, as evidenced by walk-through data and multiple measures of student data.

High Priority

Evaluation Data Sources: Weekly lesson internalization documentation
Administrative walk-through data
Student work samples

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide all teachers with high quality resources, targeted professional development and ongoing coaching focused on effective implementation of instructional materials and research based instructional strategies. **Strategy's Expected Result/Impact:** Teachers will demonstrate improved execution of instructional delivery that engages all students. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Classroom Teachers, Interventionists, Special Education Teachers, Teacher Leaders **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2, 6 - Student Learning 1, 2, 3 **Funding Sources:** Instructional Materials, Instructional Supplies, Substitutes - 199 - General Fund - $25,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct regular instructional walkthroughs using the T-TESS rubric and the Get Better Faster feedback model to provide timely, targeted feedback that supports teacher growth and improves instructional effectiveness. **Strategy's Expected Result/Impact:** Increased teacher clarity on state standards, enhancing instructional delivery, and student achievement **Staff Responsible for Monitoring:** Principals Assistant Principals Instructional Coaches **Title I:** 2.51, 2.52, 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2, 6 - Student Learning 1, 2, 3 **Funding Sources:** Supplies - 199 - General Fund - $2,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Prioritize protected time for grade-level planning, professional learning communities (PLCs), and data-driven instruction (DDI) to ensure aligned instruction, targeted interventions, and continuous improvement of teaching practices **Strategy's Expected Result/Impact:** Teachers will utilize strategies to plan with greater clarity and intentionality, leading to effective instructional delivery. **Staff Responsible for Monitoring:** Principal Assistant Principals Instructional Coaches **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2, 3, 4, 6 - Student Learning 1, 2, 3 **Funding Sources:** Instructional Supplies - 199 - General Fund - $3,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Of students receiving special education services, 51.71% are classified with a learning disability. **Root Cause**: This may reflect instructional gaps in early literacy and foundational skills, particularly for at-risk and economically disadvantaged students.

Problem Statement 3: With 27.63% of students receiving special education services--well above state averages. **Root Cause**: There may be overidentification or a lack of early intervention practices, requiring a review of referral processes, instructional alignment, and inclusive practices.

Problem Statement 4: Only 4.13% of students are identified as Gifted and Talented. **Root Cause**: This suggests potential underidentification of high-achieving students from historically underserved groups, including economically disadvantaged, bilingual, and minority students.

Problem Statement 6: Nearly half the campus population (48.17%) is considered at-risk. **Root Cause**: There is a critical need for multi-tiered systems of support (MTSS), including academic, behavioral, and emotional interventions.

Student Learning

Problem Statement 1: At BOY, 38% of Kindergarten students were well below benchmark, indicating a large portion of students starting school without foundational literacy skills. **Root Cause**: High percentage of students enter Kindergarten significantly behind expectations.

Problem Statement 2: Only 26% of 3rd graders met "Approaches" in Math in December 2024, rising to 56% in March 2025--but still indicating over 40% not on track. **Root Cause**: Major gaps in Math performance, particularly in Grade 3. New curriculum was introduced in the 23-24 school year. Teachers implementing new curriculum may have been a factor in low student achievement.

Problem Statement 3: Significant midyear increase in students "Well Below Benchmark." **Root Cause**: "Well below" rose from 37% at BOY to 43% at MOY--highlighting potential mid-year instructional or assessment challenges.

Goal 1: Teachers engage all students daily with TEKS-aligned, high-quality instructional materials and assessments.

Performance Objective 2: By May 2026, the campus will increase the percentage of Kindergarten-5th grade students meeting or exceeding expected annual growth percentiles by at least 10% on district assessment measures. (mClass, MAP, STAAR)

High Priority

Evaluation Data Sources: mClass Reading
MAP
STAAR
District data trackers

Strategy 1 Details	Reviews			
Strategy 1: Provide general education interventionist and paraprofessional interventionists to the intervention hour schedule	Formative			Summative
Strategy's Expected Result/Impact: Increased growth on grade-appropriate screeners Increased student achievement **Staff Responsible for Monitoring:** Prinicipal Assistant Principals Instructional Coaches Interventionist **Title I:** 2.52, 2.53 **Problem Statements:** Student Learning 1, 2, 3 **Funding Sources:** Interventionist, Intervention Paraprofessionals - 211 - Title I-A - $150,000	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement high-quality formative and summative assessments in reading and math to monitor student growth and use the results to inform instruction, reteaching, and intervention planning **Strategy's Expected Result/Impact:** Increased student growth across screeners Improved targeted instruction during intervention due to data driven strategies **Staff Responsible for Monitoring:** Principal Assistant Principals Instructional Coaches Teachers **Title I:** 2.51, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2, 4, 5 - Student Learning 1, 2, 3 **Funding Sources:** Instructional Materials, Instructional Supplies, Differentiated Instructional Resources - 199 - General Fund - 211 - Title - $25,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Of students receiving special education services, 51.71% are classified with a learning disability. **Root Cause**: This may reflect instructional gaps in early literacy and foundational skills, particularly for at-risk and economically disadvantaged students.
Problem Statement 4: Only 4.13% of students are identified as Gifted and Talented. **Root Cause**: This suggests potential underidentification of high-achieving students from historically underserved groups, including economically disadvantaged, bilingual, and minority students.
Problem Statement 5: With 15.11% of students identified as Emergent Bilinguals and only 3.07% in ESL programs. **Root Cause**: There may be a mismatch in program placement or insufficient support for developing academic language proficiency across grade levels.

Student Learning
Problem Statement 1: At BOY, 38% of Kindergarten students were well below benchmark, indicating a large portion of students starting school without foundational literacy skills. **Root Cause**: High percentage of students enter Kindergarten significantly behind expectations.
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Student Learning
Problem Statement 3: Significant midyear increase in students "Well Below Benchmark." **Root Cause**: "Well below" rose from 37% at BOY to 43% at MOY--highlighting potential mid-year instructional or assessment challenges.

Goal 1: Teachers engage all students daily with TEKS-aligned, high-quality instructional materials and assessments.

Performance Objective 3: By May 2026, the campus will increase the overall student attendance rate to at least 96%, with a reduction in chronic absenteeism by 10%, as measured by PEIMS attendance data.

High Priority

Evaluation Data Sources: Attendance Records
ARCs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Launch a campus-wide attendance and punctuality incentive programs (e.g., class rewards, perfect attendance recognition, weekly raffles). **Strategy's Expected Result/Impact:** Increased student attendance percentages (ADA) and decreased tardies **Staff Responsible for Monitoring:** Principal Counselors PEIMS Secretary Assistant Principals PCOC **Title I:** 2.51, 2.53 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 5 **Funding Sources:** Student Incentives - 199 - General Fund - $3,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop individualized attendance plans for students with low attendance trends, including goals and incentives (ARCs) **Strategy's Expected Result/Impact:** Increased student attendance **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors PEIMS Secretary Communities in Schools **Title I:** 2.51 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 5 **Funding Sources:** Student Awards, Incentives - 199 - General Fund - $1,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The attendance rate continues to below 95% (below the state average). **Root Cause**: Parent/Guardians lack communication regarding student absences consistently. Attendance review committees are being held, but there continues to be lack of follow through from district truancy office.
Perceptions
Problem Statement 5: Frequent absences, tardies, and early checkouts are a chronic issue at CPE. **Root Cause**: Parents need to be held responsible for students arriving late or allowing excessive absences to occur.

Goal 2: CCISD will retain and support high quality staff at all levels of the organization.

Performance Objective 1: By May 2026, the campus will retain at least 90% of teachers rated "Proficient" or higher on T-TESS and who demonstrate consistent student growth, through implementation of targeted professional development, leadership opportunities, and a supportive campus culture.

High Priority

Evaluation Data Sources: HR Records
Retention data
Coaching logs
TIA submission
Summative Evaluations
Mentor Documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish and implement a structured mentor program to support new and novice teachers through ongoing coaching, peer collaboration, and professional learning, with the goal of increasing teacher effectiveness, confidence, and retention. **Strategy's Expected Result/Impact:** Increased support for novice teachers Teacher retention **Staff Responsible for Monitoring:** Principal Assistant Principals Instructional Coaches Mentor Coordinator Mentors **ESF Levers:** Lever 2: Strategic Staffing				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement a consistent staff recognition program that celebrates excellence, boosts morale, and fosters a positive campus culture by acknowledging the contributions and achievements of all staff members. **Strategy's Expected Result/Impact:** Increase staff morale Increase staff retention **Staff Responsible for Monitoring:** Leadership team **ESF Levers:** Lever 2: Strategic Staffing **Funding Sources:** Supplies - 211 - Title I-A - $750				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement a structured system of instructional walkthroughs, timely feedback, and ongoing coaching cycles to support teacher growth, improve instructional practices, and increase teacher retention. **Strategy's Expected Result/Impact:** Teachers receiving targeted support will more than likely remain at CPE. **Staff Responsible for Monitoring:** Principal Assistant Principals Instructional Coaches **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: CCISD will develop systems which target social-emotional development for all students and staff.

Performance Objective 1: The campus will foster a positive and nurturing climate for all stakeholders.

High Priority

Evaluation Data Sources: Increased social-emotional regulation amongst students

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By May 2026, the campus will implement classroom SEL lessons, provide targeted small-group and individual guidance sessions for identified students, and integrate restorative practices campus-wide. **Strategy's Expected Result/Impact:** Increased social-emotional regulation Decreased discipline incidents **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1, 3, 4 **Funding Sources:** SEL Supplies/Subscriptions - 199 - General Fund - $7,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Student behavior shows a need for increased social/emotional support. **Root Cause**: Students come from different households and experience different environmental factors that impact school.

Perceptions
Problem Statement 1: There is a lack of follow through with the use of PBIS Rewards. **Root Cause**: Not all teachers and staff understand the PBIS Rewards system.
Problem Statement 3: The campus saw an increase in physical contact with staff and students this school year. **Root Cause**: Students need to develop strong relationships with trusted adults on campus. Students that have the hardest behaviors struggle trusting adults.

Perceptions
Problem Statement 4: There has been a lack of prioritizing SEL curriculum (Every Day Speech) and a lack of guidance lessons delivered by our couselors. **Root Cause**: Counselors were too involved in behavior and discipline. SEL time was devoted to first thing in the morning according to the master schedule. Our kiddos that needed it the most were often tardy.

Goal 3: CCISD will develop systems which target social-emotional development for all students and staff.

Performance Objective 2: The campus will increase student participation in SEL lessons and Restorative Practices' Instructional Strategies.

High Priority

Evaluation Data Sources: Everyday Speech Reports
Raptor Logs
Attendance Rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus has a developed a master schedule in which SEL instruction is staggered throughout the instructional day and CIRCLE time is scheduled at the end of the day. **Strategy's Expected Result/Impact:** More student participation due to varied times for SEL and Circles **Staff Responsible for Monitoring:** Counselors Assistant Principals Teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1, 3, 4, 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Block Schedule has been added to PLC schedule and counselors are part of the block schedule rotations. **Strategy's Expected Result/Impact:** Guidance Lessons will be delivered during the block PLC days. Students will be getting consistent guidance lessons. **Staff Responsible for Monitoring:** Counselors Principal Instructional Coaches **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The attendance rate continues to below 95% (below the state average). **Root Cause**: Parent/Guardians lack communication regarding student absences consistently. Attendance review committees are being held, but there continues to be lack of follow through from district truancy office.
School Processes & Programs
Problem Statement 1: Student behavior shows a need for increased social/emotional support. **Root Cause**: Students come from different households and experience different environmental factors that impact school.
Perceptions
Problem Statement 1: There is a lack of follow through with the use of PBIS Rewards. **Root Cause**: Not all teachers and staff understand the PBIS Rewards system.
Problem Statement 3: The campus saw an increase in physical contact with staff and students this school year. **Root Cause**: Students need to develop strong relationships with trusted adults on campus. Students that have the hardest behaviors struggle trusting adults.
Problem Statement 4: There has been a lack of prioritizing SEL curriculum (Every Day Speech) and a lack of guidance lessons delivered by our couselors. **Root Cause**: Counselors were too involved in behavior and discipline. SEL time was devoted to first thing in the morning according to the master schedule. Our kiddos that needed it the most were often tardy.
Problem Statement 5: Frequent absences, tardies, and early checkouts are a chronic issue at CPE. **Root Cause**: Parents need to be held responsible for students arriving late or allowing excessive absences to occur.

Goal 3: CCISD will develop systems which target social-emotional development for all students and staff.

Performance Objective 3: By May 2026, the campus will reduce total student behavior incidents by 25% compared to the 2024-2025 school year, through the implementation of proactive behavior supports, consistent campus-wide expectations, SEL instruction, and restorative practices.

High Priority

Evaluation Data Sources: Discipline data
Leadership team behavior tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish and communicate clear, consistent behavior expectations using a campus-wide behavior matrix (e.g., aligned to PBIS or CHAMPS). **Strategy's Expected Result/Impact:** Decreased Discipline Referrals Decreased Walkie Calls for Admin and Counselors **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors Teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 3, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Consistently implement the campus-wide strategies outlined in the CPE Campus Playbook **Strategy's Expected Result/Impact:** Decreased behavior incidents Increased student achievement Increased student attendance **Staff Responsible for Monitoring:** Principals Assistant Principals Instructional Coaches Counselors Teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1, 3, 4, 5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement proactive behavior supports with PBIS events/campus incentives and Positive Office Referrals **Strategy's Expected Result/Impact:** Decreased behavior incidents Increased student attendance Increased student achievement **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors Teachers **Problem Statements:** School Processes & Programs 1 - Perceptions 1, 3, 4, 5 **Funding Sources:** Supplies, Incentives, Subscriptions - 199 - General Fund - $5,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Student behavior shows a need for increased social/emotional support. **Root Cause**: Students come from different households and experience different environmental factors that impact school.

Perceptions
Problem Statement 1: There is a lack of follow through with the use of PBIS Rewards. **Root Cause**: Not all teachers and staff understand the PBIS Rewards system.
Problem Statement 3: The campus saw an increase in physical contact with staff and students this school year. **Root Cause**: Students need to develop strong relationships with trusted adults on campus. Students that have the hardest behaviors struggle trusting adults.
Problem Statement 4: There has been a lack of prioritizing SEL curriculum (Every Day Speech) and a lack of guidance lessons delivered by our couselors. **Root Cause**: Counselors were too involved in behavior and discipline. SEL time was devoted to first thing in the morning according to the master schedule. Our kiddos that needed it the most were often tardy.
Problem Statement 5: Frequent absences, tardies, and early checkouts are a chronic issue at CPE. **Root Cause**: Parents need to be held responsible for students arriving late or allowing excessive absences to occur.

Goal 4: CCISD facilities will support future student enrollment, address safety and security, and allow for innovative instruction in a technological society.

Performance Objective 1: Administration will use systems and processes to maintain safe facilities, equipment, and grounds to promote a welcoming and positive environment conducive for student learning.

High Priority

Evaluation Data Sources: Safety Inspection Reports
Work orders
Maintenance Completion Logs
Incident and Accident Reports
Walkthrough Observation Notes

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Work orders for facility needs will be processed through the work order system in a timely manner with follow through. **Strategy's Expected Result/Impact:** Safe and healthly facilities for students **Staff Responsible for Monitoring:** Principal Assistant Principals Principal's Secretary Multipurpose Secretary Lead Custodian				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Ensure the effective implementation of the campus Emergency Operations Plan (EOP) through staff training, regular drills, and ongoing review procedures to maintain a safe and responsive school environment. **Strategy's Expected Result/Impact:** Safe and secure campus environment for all **Staff Responsible for Monitoring:** EOP Administrator Assistant Principal Principal Director of Safety **Funding Sources:** Safety Supplies - 199 - General Fund - $2,500				

No Progress Accomplished Continue/Modify Discontinue

Goal 5: CCISD will develop additional opportunities to increase a personalized culture of engagement.

Performance Objective 1: CCISD will comply with all state and federal guidelines regarding instructional programs.

Evaluation Data Sources: Meeting agendas, sign in sheets and minutes

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure that all students and parents are informed of their rights and responsibilities: student handbook, Parent Involvement Policies, Annual Title I Meeting, PAC (Parent Advisory Council), School/Parent Compact, Campus Plan **Strategy's Expected Result/Impact:** Increased knowledge of rights and responsibilities by parents and students **Staff Responsible for Monitoring:** Principal, Assistant Principal, Parent Outreach Coordinator, Classroom Teachers **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: CCISD will develop additional opportunities to increase a personalized culture of engagement.

Performance Objective 2: All parents and community members will be active partners in the education of our children.

Evaluation Data Sources: Sign in sheets, surveys, collection of communication

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to assure communication between home and school with: monthly calendars, updated marques, website, Schoology posts, progress reports/report cards, surveys, parent teacher conferences, newspaper articles, Skyward Parent Portal, Skyward Messenger System **Strategy's Expected Result/Impact:** Increased parent involvement in campus activities Increased student achievement and growth Increased student participation in events **Staff Responsible for Monitoring:** Principal, Parent Outreach Coordinator **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Parent Resources - 211 - Title I-A - $3,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue opportunities for parents and community members to be actively involved in the programs of the school such as: PTA, Adopt-A-School, volunteer opportunities, Family Night functions, family daytime functions, Field Day, SBDM Committee, PAC Committee,, and Career Day **Strategy's Expected Result/Impact:** Increased parent involvement in campus activities Increased student achievement and growth Increased student participation in events **Staff Responsible for Monitoring:** PCOC **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Bea Gonzalez	ESL Interventionist		
Emily Verette Sellers	Parent Outreach Coordinator		
Esther Solis	Instructional Coach		
Lindsay Stroman	Intervention Paraprofessional		
Vacant	Intervention Paraprofessional		
Vacant	Intervention Paraprofessional		

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Materials, Instructional Supplies, Substitutes		$25,000.00
1	1	2	Supplies		$2,500.00
1	1	3	Instructional Supplies		$3,000.00
1	2	2	Instructional Materials, Instructional Supplies, Differentiated Instructional Resources	211 - Title	$25,000.00
1	3	1	Student Incentives		$3,000.00
1	3	2	Student Awards, Incentives		$1,000.00
3	1	1	SEL Supplies/Subscriptions		$7,000.00
3	3	3	Supplies, Incentives, Subscriptions		$5,000.00
4	1	2	Safety Supplies		$2,500.00
				Sub-Total	$74,000.00

211 - Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Interventionist, Intervention Paraprofessionals		$150,000.00
2	1	2	Supplies		$750.00
5	2	1	Parent Resources		$3,000.00
				Sub-Total	$153,750.00

Copperas Cove Independent School District

Fairview/Miss Jewell Elementary

2025-2026 Campus Improvement Plan

Mission Statement

The mission of Copperas Cove Independent School District is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship.

The mission of Fairview/Miss Jewell Elementary is to follow the CCISD mission and provide exceptional opportunities for every student through engaging instruction, strong relationships, and leadership development that promote academic success, personal growth, and responsible citizenship.

Vision

Copperas Cove Independent School District ... A Foundation of Excellence - A Future of Success

Value Statement

At Fairview/Miss Jewell Elementary we strive to create a positive campus environment.

One in which the community of learners;

including teachers, staff, students and families,

is encouraged to work toward higher achievements and lifelong learning.

Table of Contents

Comprehensive Needs Assessment 4
Needs Assessment Overview 4
Demographics 5
Student Learning 7
School Processes & Programs 9
Perceptions 11
Priority Problem Statements 13
Comprehensive Needs Assessment Data Documentation 14
Goals 15
Goal 1: Fairview/Miss Jewell Elementary will increase student achievement by maintaining reading passing rates above 80% across all tested grade levels and improving performance among students receiving special education services by providing targeted instructional support and progress monitoring throughout the year. 15
Goal 2: Fairview/Miss Jewell Elementary will recruit, develop, and retain high-quality, diverse staff by expanding access to relevant professional development and strengthening the mentoring program to better support students. 20
Goal 3: Fairview/Miss Jewell Elementary will ensure appropriate allocation of campus and Title I funding to support district and campus priorities and expanded staff development aligned to identified needs such as Leader in Me, CHAMPS, and behavior systems, which support the campus's high-needs population. 22
Goal 4: Fairview/Miss Jewell Elementary will foster safe, supportive environments for student success and leadership by building on restorative practices and Leader in Me systems already in use, increasing student participation in campus-wide initiatives such as PBIS and morning circles, addressing inconsistent engagement in upper grades, and strengthening communication and visibility of family and community partnerships. 23
Goal 5: Fairview/Miss Jewell Elementary will increase community involvement opportunities to support academic success, personal growth, and responsible citizenship by expanding family engagement beyond communication and increasing visibility and participation in school events, volunteerism, and community partnerships. 25
Title I Personnel 27
Campus Funding Summary 28
Addendums 29

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In order to complete our 2021-2022 needs assessment we formed four committees, one for each section of the needs assessment. Committees included...

Demographics - committee members were Tercelle Fly (Chair), Jodie Jost, Marcyne Bryan, Cindy Thornton, Alicia Pelkey, Ruth Bryan, Jamie King, Taniesha Johnson, Andy Remedies, and Adrianne Waters

Student Achievement - committee members were Kasey Carlton (Chair), Rebekah Shuck, Cynthia Robinson, Shelby Hudson, Kaylee Nicholson, Cassandra Chavira, Caity Jordan, Lindsey Feil, Jordan Hager, and Margie Shanahan

School Processes and Programs - committee members were Teresa Gorres (Chair), Stacy Carter, Alissa Murphree, Tara Kittinger, Michelle Coats, Julie Odum, Joann Mendez, Diana Pellegrino, Brenda Moro, and Cristine Ragland

Perceptions - committee members were Alanna Phillips (Chair), Amanda Brown, Olga Ortega, Ben Wadsworth, Holly Prax, Stephanie Ridenhour, Olivia Polsgrove, Courtney Liverpool, Jacqlyn Kodis, and Terri Smith

Committees met together on our campus professional development day and discussed the guiding questions for their respective sections of the campus needs assessment. Then they spent time gathering the necessary data and analyzing what the data showed for the campus. After analyzing the data, committees identified strengths and weaknesses of the campus and determined the root cause for the areas of weakesses. The last step the committees took was to organize the report into a PowerPoint presentation to submit for review by the administrative team. This information was then presented to the campus. The administrative team was responsible for inputting the data into the Plan4Learning format and documentation.

Problem statements and strategies for each section of the plan can be viewed in those individual sections of the needs assessment:

Demographics

Student Achievement

School Processes and Programs

Perceptions

Demographics

Demographics Summary

Fairview/Miss Jewell Elementary was established in 2001 when the Miss Jewell and Fairview Elementary schools merged into one complex to better serve the needs of our growing Pre-K through 4th grade students in Copperas Cove. During the 2007-2008 school year 5th grade was added to the campus and in 2014 Pre-kindergarten was moved to the Mae Stevens Early Childhood campus. Fairview/Miss Jewell Elementary now serves Kindergarten through 5th grade students. Fairview Elementary originally opened in 1961 and Miss Jewell Elementary opened it's doors in 1965.

The campus is predominantly a neighborhood school, located in the heart of the city. Copperas Cove is a growing town with a large military population (including retirees) due to it's proximity with Fort Cavazos, Texas - the largest military base in the country.

1. American Indian (5)
2. Asian (11)
3. African American (113)
4. Pacific Islander (12)
5. White (193)
6. Hispanic (145)
7. Multiracial (39)

Our largest student populations are White and Hispanic, with African American populations not too far behind and increasing. Our school population deals with a high mobility rate of 23%, likely due to the nearby military base and the number of military families.

Demographics Strengths

1. Attendance rate has continuously improved, especially in regards to chronic absenteeism where it has decreased from 25.7% to 20.6%.

2. Restorative Discipline techniques and the implementation of Leader In Me continue to assist in keeping office referrals low in number compared to previous years

3. Through the use of PLCs, DDIs, and vertical alignment collaboration and support among staff members has increased.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Goal attendance rate is currently at 93.6%, according to the 23-24 TAPR. While it does show increase, it is not quite attaining the district goal.
Root Cause: Implementation of incentives that are focused on incentivizing attendance

Problem Statement 2: Fairview/Miss Jewell has seen an increase in SPED population from 23% to 33% requiring more support in our SPED department.
Root Cause: Lack of SPED staff, both teachers and paraprofessionals, and increased training in comparison to the increasing SPED population.

Problem Statement 3: More consistency in discipline across the campus and staff is desired.
Root Cause: More training for returning staff and new hires that properly demonstrate consistent discipline standards that maintained and reinforced throughout the school year.

Student Learning

Student Learning Summary

Student learning data at Fairview/Miss Jewell Elementary demonstrates continued academic growth, particularly in reading and early literacy, with steady performance in math and science. Internal benchmarks and state assessments indicate that instructional systems are effectively supporting progress, although challenges remain in some areas, especially among specific subpopulations.

Reading continues to be a relative strength across the campus, with consistently high passing rates in all tested grades. Grade levels showed stable performance in reading growing from 83% to 86% passing rate overall, supported by strong Tier I instruction and ongoing intervention structures. Math performance across the campus was mostly stable, with two grade levels maintaining consistent passing rates year over year. However, fourth-grade math showed a significant decline, dropping from 69% passing in 2023 to 63% in 2024. This downward trend marks it as a priority area for instructional review. In science, student passing rates increased modestly from the previous year.

Early literacy data, measured through mCLASS, reflects strong growth in Kindergarten and first grade. Students showed development in key areas including phonemic awareness, decoding, and oral reading fluency, indicating effective foundational literacy instruction.

Fairview/Miss Jewell serves a large population of economically disadvantaged students (79.2%) and a high percentage of students receiving special education services (23.4%). These two groups continue to represent the greatest academic need. While many students in these populations achieved passing rates on STAAR and internal assessments, achievement gaps persist when compared to the overall campus average. Students receiving special education services often performed significantly below grade level expectations, although some individual growth was observed. Economically disadvantaged students performed closer to campus averages, especially in reading, but mastery rates remain lower than non-economically disadvantaged peers.

English Learners, who represent 6.3% of the student body, showed strong passing-level performance in reading (93%) and moderate results in math (71%). However, growth at higher proficiency levels remains limited, as evidenced in both TELPAS and STAAR outcomes.

In addition to STAAR, the campus uses MAP Growth and mCLASS to monitor student progress throughout the year. MAP data supports the patterns seen in STAAR, showing that most students met typical growth in reading, with a lower percentage meeting growth targets in math. MAP data was especially helpful in identifying specific gaps for special education and at-risk students. mCLASS results in early grades confirmed strong progress in foundational literacy skills, with the majority of students reaching grade-level benchmarks in phonics and phonemic awareness by the middle and end of the year benchmarks.

In summary, student learning outcomes reflect strong growth in reading, stable performance in most other tested areas, and a sharp decline in fourth-grade math. Foundational literacy instruction is effectively supporting early learning. The campus continues to serve a high-needs student population, and while many of these students are meeting passing standards, persistent achievement gaps—particularly for students with disabilities—indicate a continued need for

focused support and differentiated instruction.

Student Learning Strengths

1. Third and Fourth grade STAAR practice scores improved greatly from December to March.
2. School Progress (Growth report): Growth target was met in both reading and math for 2019.
3. Kindergarten and first grade showed significant growth according to the mCLASS data.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: As a whole, students in 4th grade math did not show growth according to the MAP and STAAR data (BOY to MOY 2023-2024 data).
Root Cause: Teacher turnover and inconsistency in instruction and expectations.

Problem Statement 2: Special Education students are not making desired progress.
Root Cause: An increase in the ratio of students to teachers and turnover of Special Education staff. Another factor for lack of improvement in math is the inconsistency of instruction.

School Processes & Programs

School Processes & Programs Summary

Explain the recruitment, hiring, placement, development, evaluation, and advancement of high-quality staff, including highly qualified paraprofessionals:

- Fairview/Jewell's highly qualified staff is recruited via job fairs, word of mouth, and online.
- We retain our employees by providing an exceptional mentoring program as well as staff support.
- We also provide professional developments that strive to meet the needs of staff and students so as to promote student achievement.

Describe how professional development is planned and the current impact it provides.

- Professional development times and dates are determined at the district level.
- The administration determines what professional developments are used based on campus needs.

Describe how PLCs or other leadership groups participate in decision-making.

- PLCs and grade level groups participate in decision making as relevant to student achievement.

Discuss methods used for seeking meaningful consultation from teachers and others on how best to improve student achievement.

- Data meetings provide the opportunity for teachers to consult with interventionists and others on ways to maximize student achievement.
- The committee would like to see more trainings on the programs used in intervention to include Read Live, etc. so that the classroom teachers are better prepared to assist with student placements during data meetings.

Discuss the well-rounded program of curriculum and instruction and how all students, especially those at-risk, are given opportunities to meet challenging state academic standards.

- Increasing the amount and quality of learning time: We have maximized instructional time across all grade levels with schedules.
- We have been provided many resources to maximize enrichment and acceleration

Explain anything significant with enrollment and participation in: special education, bilingual/ESL, gifted/talented, and dyslexia treatment.

- The process to enroll students in special education is a slow process. At this time there is one diagnostician able to test each child.
- The ESL program is working well at this time.
- The gifted and talented program is not being utilized.
- Dyslexia services are being provided consistently.

Include a statement on the status of programming in science, technology, engineering, art, and mathematics (STEM), as appropriate:

- The teachers and staff are integrating technology throughout the day in the classrooms. The forms used are: powerpoints, spirals, video clips, music, and more. Staff also have the technological resources of Studies Weekly, MAP testing, Zearn, Progress Learning, Ready Rosie, PlayPosit, XtraMath, Prodigy, PebbleGo, Tumble Books, Newsela, ReadWorks, and Epic.
- Computer lab time is not being utilized as the scheduling of instructional time has eliminated student's visits to the computer lab. This may become a problem when students are unfamiliar with using a mouse and standard desktop computer for testing.

School Processes & Programs Strengths

Fairview/Miss Jewell has many strengths. Some of the most notable school processes and programs strengths include:

1. The vertically aligned and prepared scope and sequence for the ELA and math curriculum.

2.We utilize and analyze the multiple data points to identify the root causes for student's needs on the campus, such as: MClass, Sharon Wells Assessments, STAAR results, ORF, MAP

3. The use of Restorative Discipline practices and Leader In Me has improved overall classroom behaviors as well as behaviors as a campus. Office referrals have decreased drastically over the past few school years decreasing from 175 total office referrals in the 22-23 school year to only 19 total office referrals in the 24-25 school year.

4) Data meetings offer a time for interventionists and classroom teachers to determine needs for students.

5) Implementation of regular PLCs provides vital collaboration time among grade levels and admin.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Utilize more collaboration on vertical alignment at lower and upper grades
Root Cause: The time constraints within the schedule, the lack of classroom coverage, and already existing meetings, such as PLCs, etc.

Problem Statement 2: The time constraints in the classroom are difficult for classroom teachers to adhere to and also ensure mastery of concepts taught.
Root Cause: The strict schedule for each classroom makes it difficult for a teacher to continue on a concept as the schedule mandates that they move on to the next topic or subject matter whether the students have grasped the concept or not; more time for re-teach is needed.

Problem Statement 3: Number of student referrals that meet the qualification for SPED has grown but the staffing has not grown to meet the growing population.
Root Cause: Budgetary constraints and lack of teachers and staff available.

Problem Statement 4: Student behavior shows a need for increased social/emotional support.
Root Cause: This is partly due to environmental and home factors impacting social/emotional health.

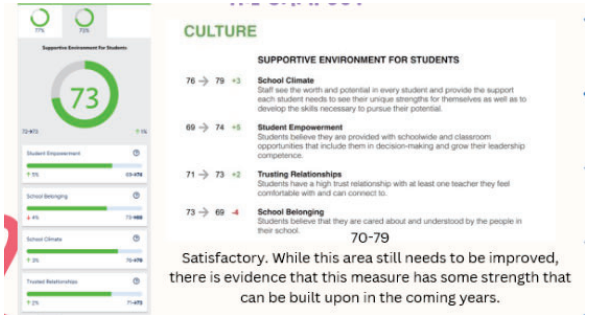
Perceptions

Perceptions Summary

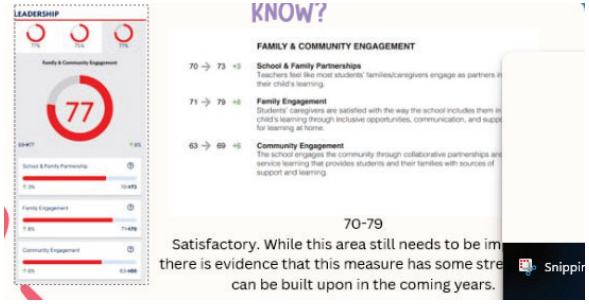
Perceptions data for Fairview/Miss Jewell Elementary was collected through surveys, focus groups, interviews, and reviews of campus communication and participation records. Staff rated the school's climate and culture in the 70–79% range, indicating a general sense of satisfaction with room for improvement. Teachers reported being involved in decision-making through CNA meetings, PLCs, staff meetings, and surveys. While restorative practices and Leader in Me are in place, staff expressed the need for clearer implementation structures and reported inconsistencies in access to lesson materials and pacing.



Student feedback indicated high levels of enjoyment in campus events such as PBIS celebrations, Field Day, and field trips. Participation is widespread, although PBIS incentives are underutilized in fifth grade. Students noted that Leader in Me lessons, morning circles, and restorative conversations helped them build stronger relationships and express themselves more effectively. Disruptive behavior remains a concern and continues to impact instructional time. Current behavior supports include behavior paraprofessionals, a Behavior Support Classroom (BSC), Buddy Rooms, a Rest and Reflect Room, and the use of the Zones of Regulation. There is no current mentoring or peer mediation system in place.



Parent surveys also reflected satisfaction in the 70–79% range. Families expressed appreciation for timely communication, including schoolwide emails and monthly calendars. New families responded positively to the clarity and frequency of information provided. Some feedback suggested including more visuals, such as photographs, in campus communications. Community partnership and volunteer participation were not reported in detail, limiting insight into current levels of engagement.



Overall, the campus maintains moderate satisfaction among staff, students, and families, with consistent systems for communication and participation, and established behavior and leadership practices in place. Behavior and instructional disruptions, implementation consistency, and limited reported community involvement are notable aspects of the current campus environment.

Perceptions Strengths

1. **Restorative Practices and Leader in Me Embedded in Daily Routines**
Morning circles, restorative conversations, and Leader In Me lessons are integrated into classroom practices, supporting relationship-building and emotional regulation.

2. Positive Student Engagement in Campus Activities
Students report high levels of enjoyment and participation in schoolwide events, including PBIS celebrations, Field Day, and field trips.

3. Established Behavior Support Structures
The campus has multiple systems in place to support student behavior, including the Behavior Support Classroom, behavior paras, Buddy Rooms, and the Rest and Reflect Room.

4. Consistent and Well-Received Parent Communication
Families receive regular communication through schoolwide emails and calendars, and new families have expressed appreciation for the clarity and frequency of updates.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Campus communication with families is effective but lacks engaging visual content.
Root Cause: While communication is consistent, family engagement beyond basic communication is limited, and there is minimal visibility or documentation of volunteer participation and community partnerships.

Problem Statement 2: Disruptive student behavior is interfering with instruction and lowering student engagement.
Root Cause: Incentive systems and behavior supports are in place but lack consistency across grade levels, and there is no mentoring or peer mediation program currently in use.

Problem Statement 3: Teachers report difficulty implementing Leader in Me and restorative practices consistently across classrooms.
Root Cause: There is no clear scope and sequence, pacing guidance, or centralized access to instructional materials for campuswide implementation.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Fairview/Miss Jewell Elementary will increase student achievement by maintaining reading passing rates above 80% across all tested grade levels and improving performance among students receiving special education services by providing targeted instructional support and progress monitoring throughout the year.

Performance Objective 1: During the 2025-2026 school year the number of students meeting standards and/or making a minimum of one year's growth on annual standardized testing will increase.

High Priority

Evaluation Data Sources: EOY STAAR
MClass
Benchmark Assessment System
MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Data Days: Data days will be scheduled at regular intervals in order to ensure that the entire teaching team is working to help students reach their greatest academic potential. These days will consist of discussions of all students and their individual education needs. **Strategy's Expected Result/Impact:** A formal meeting time, adhered to by all classroom teachers, special education teachers, interventionists, counselor and administration will enable discussion to take place and plans to be developed to help all students reach their highest academic potential. **Staff Responsible for Monitoring:** Principal Assistant Principal Interventionists Teachers Counselor **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Staffing, Materials, Training - 199 - General Fund - 639900101011101 - $28,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Data Day prescheduling: Tier documentation and names to discuss will be sent to administration and interventionists in advance so that an agenda for each meeting can be developed and all student needs are addressed during the data day. **Strategy's Expected Result/Impact:** Use of an agenda will ensure all students in need are addressed at meetings and will develop documentation of strategies attempted and success rates. **Staff Responsible for Monitoring:** Teachers Interventionists Principal **Funding Sources:** Personnel, Time - ... - $0				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Direct Instruction Time: Direct Instruction blocks will be set up and scheduled with no room for interruption. No pullouts will be conducted during the direct instruction time so that all students receive the same instruction. **Strategy's Expected Result/Impact:** Once direct instruction time is made sacred all students will receive the same academic instruction and student academic growth will increase. **Staff Responsible for Monitoring:** Principals Office Staff Teachers Interventionists **Funding Sources:** Master Schelule, Personnel - ... - $0				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Master Schedule: Master schedules will be developed in order to ensure academic time is sacred and interruptions are kept to a minimum. The schedule will minimize transitions and ensure that as much time as possible focuses on academic learning. **Strategy's Expected Result/Impact:** With a master schedule that minimizes transitions and is adhered to by teachers our students will have the most academic learning time possible each day. This will resort in higher academic success for students. **Staff Responsible for Monitoring:** Principal Assistant Principal **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Personnel - ... - $0				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Fairview/Miss Jewell Elementary will increase student achievement by maintaining reading passing rates above 80% across all tested grade levels and improving performance among students receiving special education services by providing targeted instructional support and progress monitoring throughout the year.

Performance Objective 2: During the 2025-2026 school year all sub-groups will increase their passing rate on the STAAR assessment.

Evaluation Data Sources: EOY STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Data Days: During data days sub-groups will be addressed and teachers will work together to determine how to help all students gain academic strengths. Collaboration will be utilized in order to meet the needs of special populations. **Strategy's Expected Result/Impact:** Student performance of special populations will be identified and discussed in order to determine what/if any professional development should be pursued for teachers. **Staff Responsible for Monitoring:** Principal Assistant Principal Classroom Teachers Special Education Teacher Counselor Interventionists **Funding Sources:** Personnel, Time - ... - $0				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 3) Tutorial Procedures: Teachers will offer after school tutorials based on student needs. Tutorials will show the following: 1) a clear connection to RTI 2) sign in and out data 3) skills checks and accountability for progress **Strategy's Expected Result/Impact:** Instruction during tutorials will be driven by student needs and connected with the classroom so that quality support can be provided for students in need. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Teachers **Targeted Support Strategy** **Funding Sources:** Personnel, Time - ... - $0				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Fairview/Miss Jewell Elementary will increase student achievement by maintaining reading passing rates above 80% across all tested grade levels and improving performance among students receiving special education services by providing targeted instructional support and progress monitoring throughout the year.

Performance Objective 3: By the end of the 2025-2026 school year we will achieve at least a 97% attendance rate at Fairview/Miss Jewell Elementary

Evaluation Data Sources: Attendance records
PEIMS records summary

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Attendance Tracker and Contacts: The PEIMS secretary will develop a system to make contact with parents of students who have significant attendance and/or tardiness issues in order to develop plans for better attendance. **Strategy's Expected Result/Impact:** Identifying and making contact with families as soon as attendance or tardiness issues are identified will enable the family to become partners in ensuring that students are at school whenever possible. Attendance meetings are conducted with parents of students that have persistent absences. **Staff Responsible for Monitoring:** Parent and Community Outreach Coordinator Principal **Funding Sources:** Personnel - ... - $0				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Attendance and Tardy Celebrations: The campus will schedule and conduct attendance celebrations every six weeks for students with no absences and no tardies. Competitions between classes focused on attendance will be conducted. **Strategy's Expected Result/Impact:** Students will be motivated to meet attendance expectations in order to participate in the celebrations. More regular attendance will result in less lost time from academic instruction and class time. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Grade Chairs Teachers **Funding Sources:** Personnel - 199 - General Fund				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Fairview/Miss Jewell Elementary will recruit, develop, and retain high-quality, diverse staff by expanding access to relevant professional development and strengthening the mentoring program to better support students.

Performance Objective 1: All teachers and instructional staff will participate in high quality professional development to maintain a 100% highly effective status for 2024-2025.

Evaluation Data Sources: Highly effective reports
Training records
Certification Records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Staff Development Calendar: A calendar will be developed in order to ensure professional growth opportunities for all staff members. **Strategy's Expected Result/Impact:** Teachers will know when professional development opportunities are available and will take part in all relevant professional development. **Staff Responsible for Monitoring:** Principal Assistant Principal Curriculum Coach Teachers **Funding Sources:** Personnel, paper - 199 - General Fund - 199E11639990101011101 - $0				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus Trainings: Provide training and opportunities for all staff members to gain knowledge on all aspects of the campus via collaborative training, vertical teams, faculty meetings, SBDM committee, IC meetings, PAC committee, grade level meetings, etc. **Strategy's Expected Result/Impact:** Providing opportunities for professional collaboration and learning from each other will allow the campus to take advantage of the expertise that is readily available through our current staff. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Instructional Coach **Funding Sources:** Personnel, Time - ... - $0				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Mentoring Program: The campus leadership team will develop and maintain a mentoring program providing new teachers with support and growth opportunities. Mentors will be assigned for two years for all teachers new to teaching. **Strategy's Expected Result/Impact:** New teachers to campus will receive support from master teachers and will grow and develop alongside our long time teachers. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Mentor Advisor Mentor Teachers **Funding Sources:** Personnel, Time - ... - $0				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Fairview/Miss Jewell Elementary will ensure appropriate allocation of campus and Title I funding to support district and campus priorities and expanded staff development aligned to identified needs such as Leader in Me, CHAMPS, and behavior systems, which support the campus's high-needs population.

Performance Objective 1: Campus funds, including Title I funds will be utilized to purchase materials and resources to improve instruction and improve student achievement.

Evaluation Data Sources: 2025-2026 Budget Documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Purchases will involve finding competitive pricing and the highest quality product or bidder. **Strategy's Expected Result/Impact:** Ensuring the highest quality products at the best price ensures that our funds are utilized to the best of our abilities. **Staff Responsible for Monitoring:** Principal Budget Secretary **Funding Sources:** Personnel - ... - $0				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Fairview/Miss Jewell Elementary will foster safe, supportive environments for student success and leadership by building on restorative practices and Leader in Me systems already in use, increasing student participation in campus-wide initiatives such as PBIS and morning circles, addressing inconsistent engagement in upper grades, and strengthening communication and visibility of family and community partnerships.

Performance Objective 1: Fairview/Miss Jewell will maintain safe facilities, equipment and grounds to promote a positive learning environment.

Evaluation Data Sources: District Facilities Plan Summary
Fairview/Miss Jewell Emergency Operations Plan
Discipline Records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Consistent Consequences: The campus will develop a behavioral continuum that can be followed in the classroom and the office. **Strategy's Expected Result/Impact:** All students will be held to consistent consequences and remaining in class will become the desired state. With more students remaining in class academic time will be increased. All staff will follow the discipline matrix in conjunction with restorative practices to address misbehavior. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers Counselor				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: EOP: Crisis management emergency operations plan will remain up to date. Updates will be made and training of staff will be completed in order to keep the campus safe **Strategy's Expected Result/Impact:** The school will remain safe and staff members will know expectations in any crisis. **Staff Responsible for Monitoring:** Principal Assistant Principal EOP team Staff **Funding Sources:** Safety - ... - 199 - $2,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teacher Support Training for Behavior Intervention: Teachers will receive training in Restorative Practices and will learn to implement these processes in responding to student misbehavior and in proactive relationship building through classroom community building circles. **Strategy's Expected Result/Impact:** Student behavior will improve as teachers learn to redirect student behavior and teach students how to accept accountability for their behavior. Relationships between teachers and students will improve as students learn the processes of the community building circles. **Staff Responsible for Monitoring:** Principal Assistant Principal Maintenance Staff **Funding Sources:** Training - 211 - Title I-A - 13629900101030101 - $8,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: The campus will adopt a Positive Behavior System to reward students for positive behavior and allow students to participate in campus events regularly. **Strategy's Expected Result/Impact:** By using a positive behavior incentive students will work to follow campus expectations regularly. Overall campus behavior will improve. **Staff Responsible for Monitoring:** All staff **Funding Sources:** Monitoring System for PBIS - 211 - Title I-A - 136299001010030101 - $3,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: The campus will implement the Leader in Me and the 7 habits to nurture student leadership, foster a culture of trust and boost academic success. **Strategy's Expected Result/Impact:** Students will develop leadership and life skills that will allow for growth socially/emotionally and academically. Students will take accountability of their learning and behavior, resulting in improvement in overall campus behavior and academic growth. **Staff Responsible for Monitoring:** All Staff **Funding Sources:** Leader In Me - 211 - Title I-A - $24,000				

No Progress Accomplished Continue/Modify Discontinue

Goal 5: Fairview/Miss Jewell Elementary will increase community involvement opportunities to support academic success, personal growth, and responsible citizenship by expanding family engagement beyond communication and increasing visibility and participation in school events, volunteerism, and community partnerships.

Performance Objective 1: Develop a plan where all parents and community members will be active partners in the education of our students.

Evaluation Data Sources: Meeting agendas, sign in sheets and minutes.
Schoology records
Conference records.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Family Nights: Themed family nights will be scheduled (including musical performances when appropriate). Event nights will be scheduled at the beginning of the school year and advertised heavily for two weeks prior to the event in order to maximize community and family involvement. **Strategy's Expected Result/Impact:** The advance calendar will allow teachers to plan for the event from the beginning of the year. Two weeks of heavy advertising will allow families to plan and take advantage of the nights more successfully. **Staff Responsible for Monitoring:** Principal Assistant Principal Parent and Community Outreach Coordinator Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use of Schoology to communicate with families and provide academic support for students. This can also be used to advertise upcoming events and send reminders to parents for these events. **Strategy's Expected Result/Impact:** Parents and students will have at home access to assignments, tutorials, and teacher communication. They will also be reminded of upcoming events. This will be particularly helpful for parents who work during the day. **Staff Responsible for Monitoring:** Teachers Principal Assistant Principal Office Staff **Funding Sources:** Personnel, Time - ... - $0				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Intervention Logs: All interventions will be documented through the online tracker. This includes times of service as well as services provided. **Strategy's Expected Result/Impact:** This documentation will be utilized for interventions provided to students, including phone calls home. This data will then help as teachers work with parents to develop individual plans for student achievement. **Staff Responsible for Monitoring:** Teachers Staff Principal Assistant Principal Counselor				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Encouraging Parental Involvement On Campus: Parents and families will be invited and encouraged to participate in campus activities - such as PAC, SBDM, Needs Asssessment, Family Nights, Parent Trainings, etc. In order to accomplish this campus documents will be available in other languages when needed. **Strategy's Expected Result/Impact:** Parental involvement will increase and families will become full partners in their student's education. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Teachers **Funding Sources:** Personnel, Time - ... - $0				

No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Allison Stephens	Interventionist		
Jeanya Anglin	Interventionist		
Shawquenterria Matthews	Parent Coordinator		
Shayvon Aguilar	Paraprofessional		

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Staffing, Materials, Training	639900101011101	$28,000.00
1	3	2	Personnel		$0.00
2	1	1	Personnel, paper	199E11639990101011101	$0.00
				Sub-Total	$28,000.00

211 - Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	3	Training	13629900101030101	$8,000.00
4	1	4	Monitoring System for PBIS	136299001010030101	$3,000.00
4	1	5	Leader In Me		$24,000.00
				Sub-Total	$35,000.00

...

Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Personnel, Time		$0.00
1	1	3	Master Schelule, Personnel		$0.00
1	1	4	Personnel		$0.00
1	2	1	Personnel, Time		$0.00
1	2	2	Personnel, Time		$0.00
1	3	1	Personnel		$0.00
2	1	2	Personnel, Time		$0.00
2	1	3	Personnel, Time		$0.00
3	1	1	Personnel		$0.00
4	1	2	Safety	199	$2,000.00
5	1	2	Personnel, Time		$0.00
5	1	4	Personnel, Time		$0.00
				Sub-Total	$2,000.00

Addendums

Fountas and Pinnell Benchmark Assessment System Data

Kindergarten

BOY



BOY		MOY	
Green	13	Green	41
Yellow	0	Yellow	15
Red	70	Red	32

Red- More than one reading level behind
Yellow- One reading level behind
Green- On or above level

MOY



First Grade

BOY



BOY		MOY	
Green	32	Green	15
Yellow	15	Yellow	7
Red	42	Red	67

Red- More than one reading level behind
Yellow- One reading level behind
Green- On or above level

MOY



Fountas and Pinnell Benchmark Assessment System Data

Second Grade

BOY



BOY		MOY	
Green	22	Green	29
Yellow	8	Yellow	13
Red	53	Red	45

MOY



Red- More than one reading level behind
Yellow- One reading level behind
Green- On or above level

Third Grade

BOY



BOY		MOY	
Green	51	Green	47
Yellow	8	Yellow	7
Red	32	Red	39

MOY



Red- More than one reading level behind
Yellow- One reading level behind
Green- On or above level

Fountas and Pinnell Benchmark Assessment System Data

Fourth Grade

BOY



BOY		MOY	
Green	39	Green	34
Yellow	7	Yellow	9
Red	30	Red	34

MOY



Red- More than one reading level behind
Yellow- One reading level behind
Green- On or above level

Fifth Grade

BOY



BOY		MOY	
Green	40	Green	37
Yellow	7	Yellow	13
Red	39	Red	35

MOY

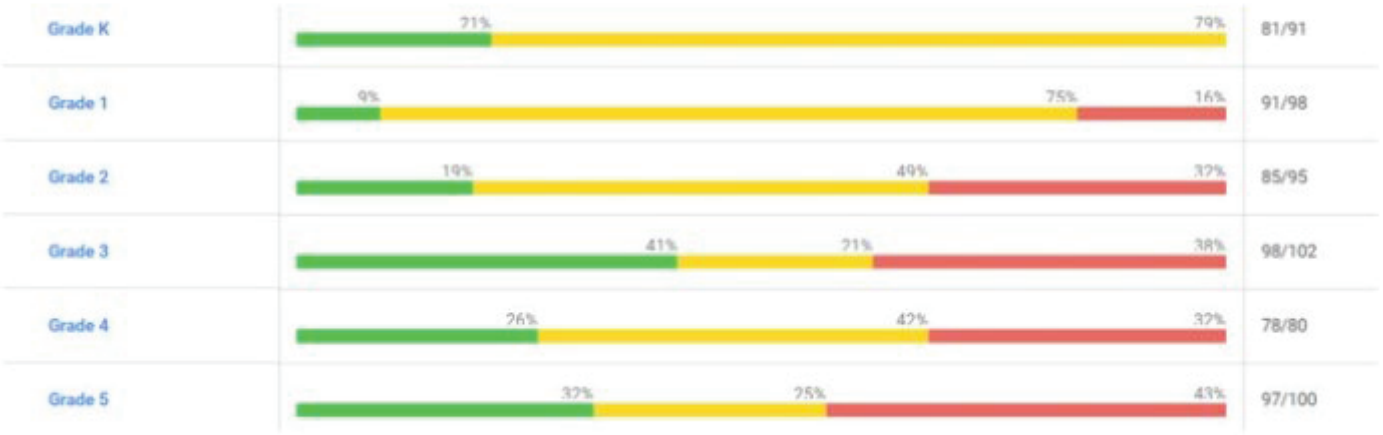


Red- More than one reading level behind
Yellow- One reading level behind
Green- On or above level

I-Ready Data

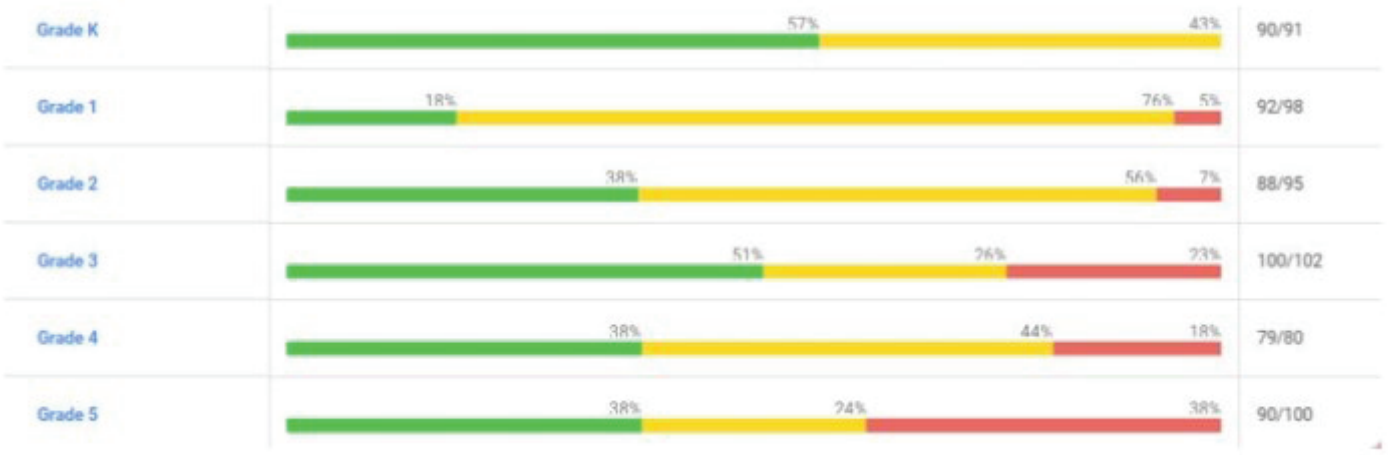
Reading-BOY 2019-2020

Red- two or more grade levels below
Yellow- One grade level below
Green- On or above grade level



Reading-MOY 2019-2020

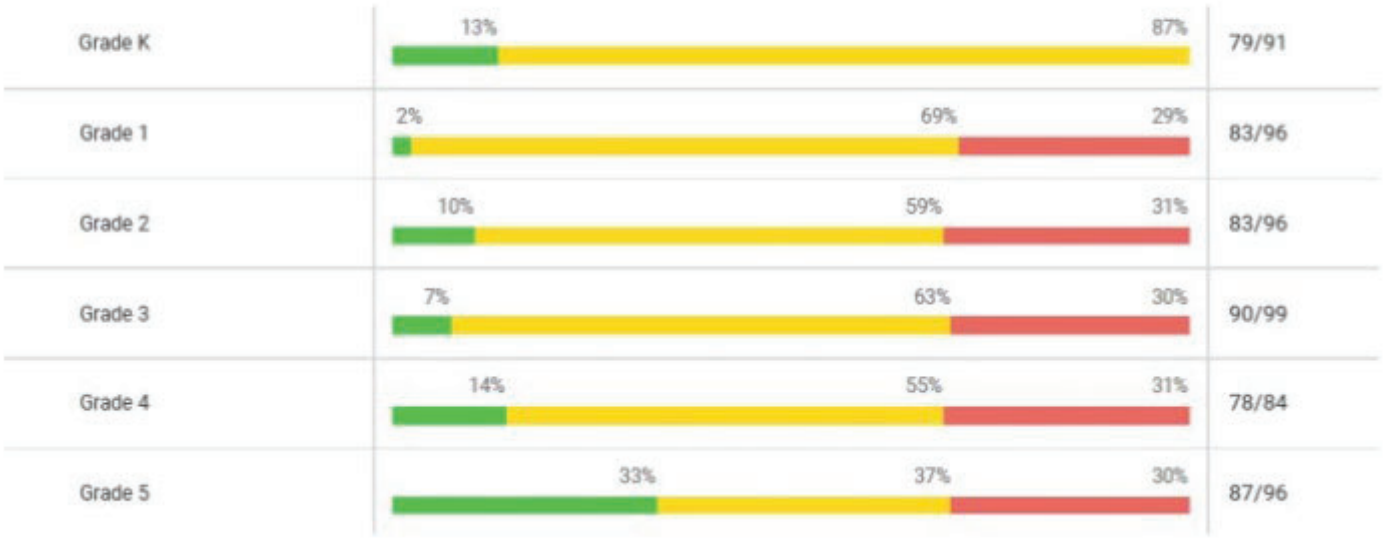
Red- two or more grade levels below
Yellow- One grade level below
Green- On or above grade level



I-Ready Data

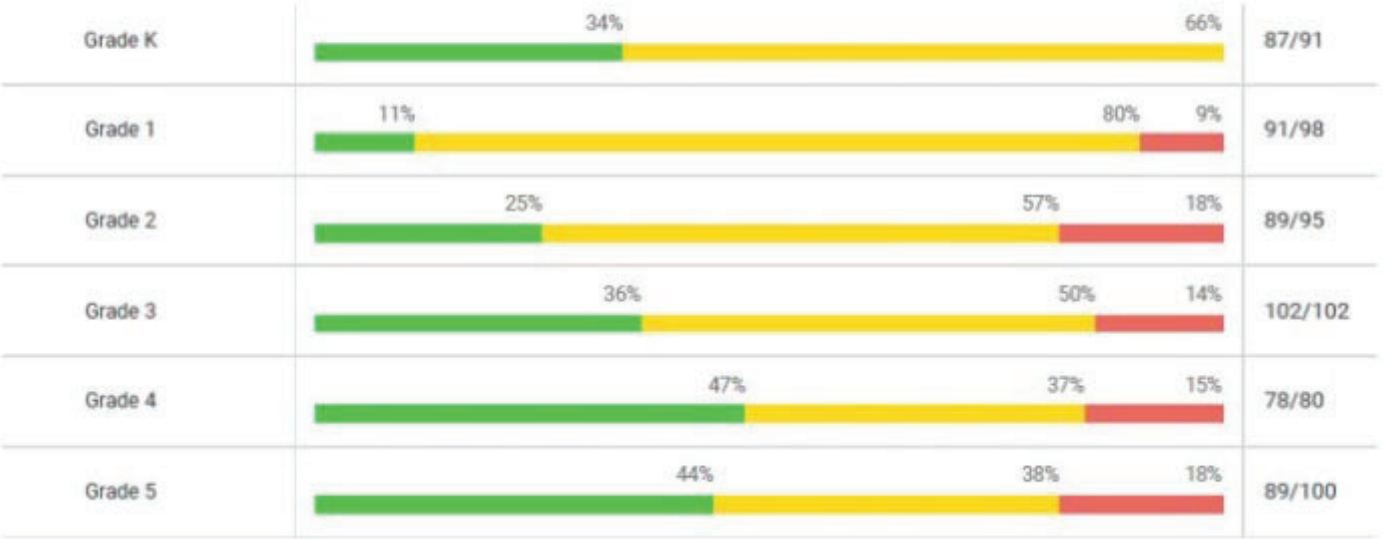
Math-BOY 2019-2020

Red- two or more grade levels below
Yellow- One grade level below
Green- On or above grade level

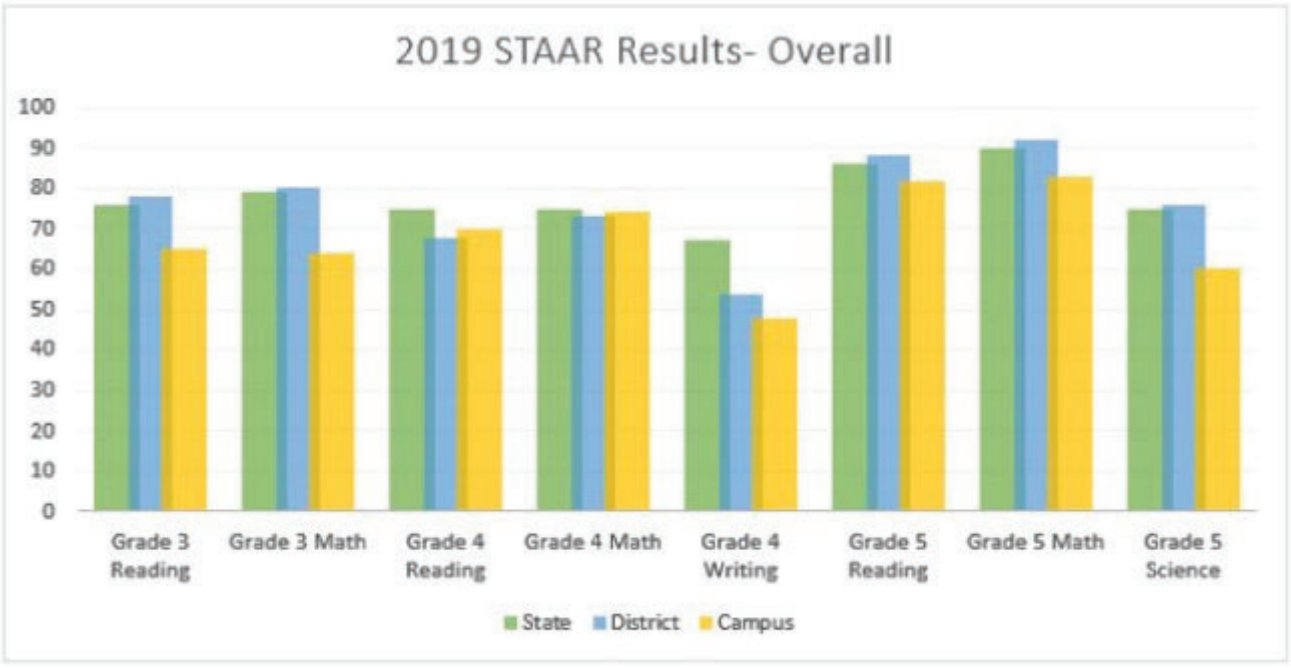


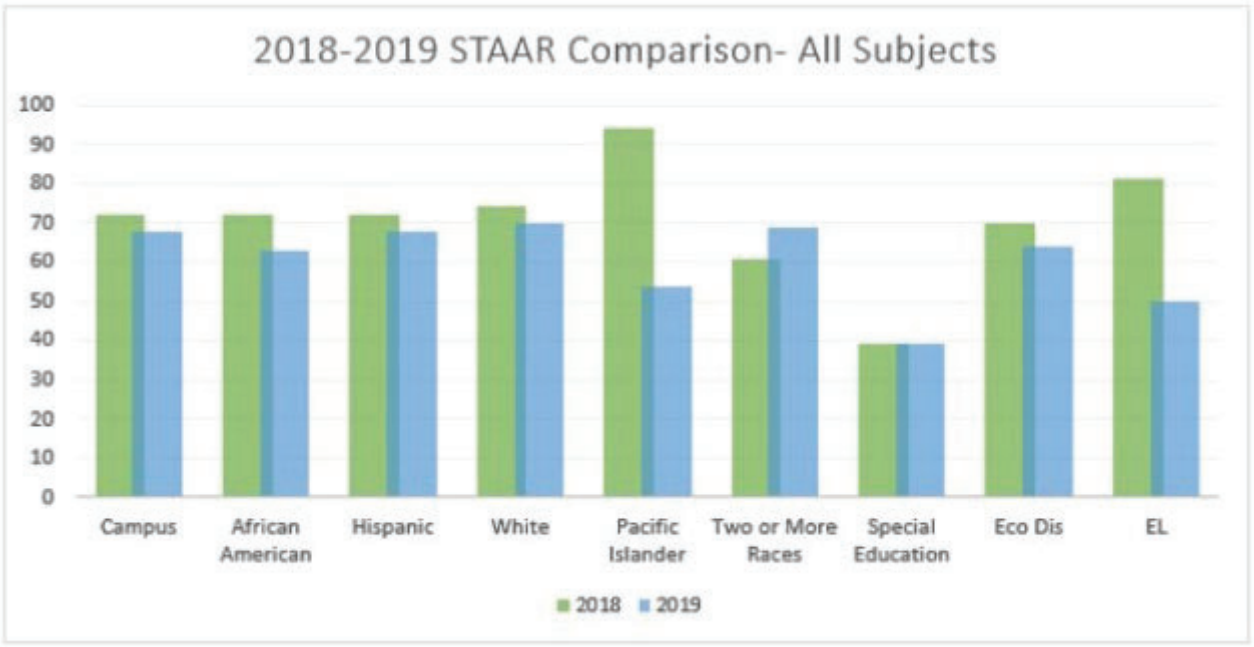
Math-MOY 2019-2020

Red- two or more grade levels below
Yellow- One grade level below
Green- On or above grade level

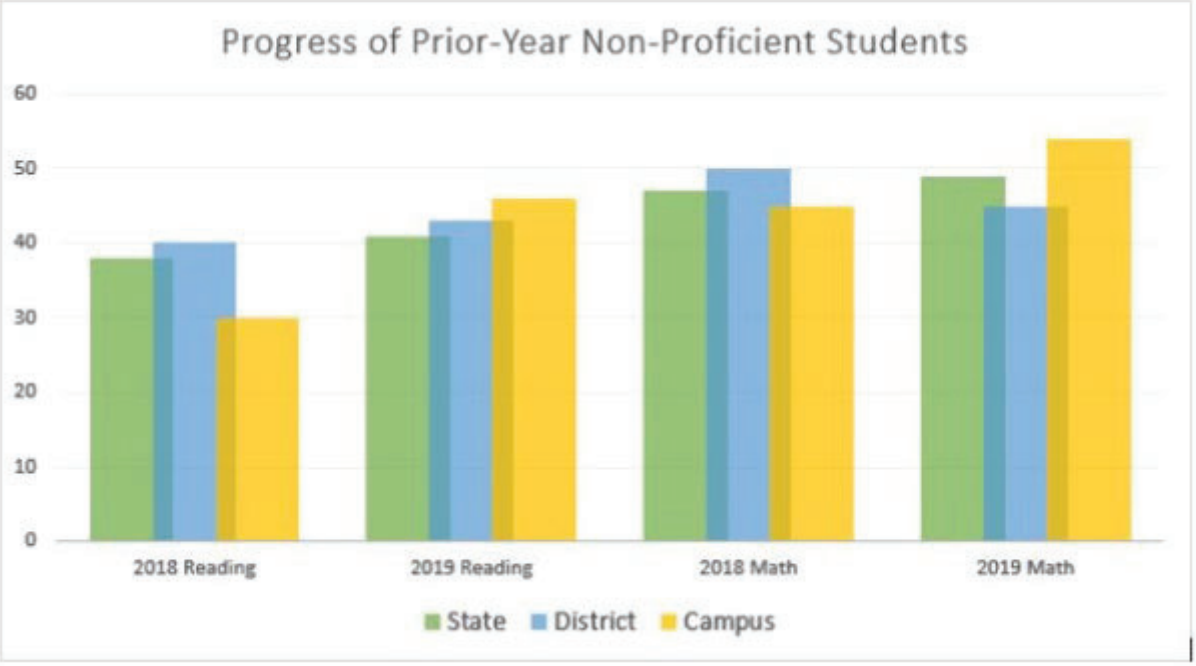


STAAR Data


2019 STAAR Results- Overall
100
90
80
70
60
50
40
30
20
10
0
Grade 3 Reading
Grade 3 Math
Grade 4 Reading
Grade 4 Math
Grade 4 Writing
Grade 5 Reading
Grade 5 Math
Grade 5 Science
State
District
Campus


2018-2019 STAAR Comparison- All Subjects
100
90
80
70
60
50
40
30
20
10
0
Campus
African American
Hispanic
White
Pacific Islander
Two or More Races
Special Education
Eco Dis
EL
2018
2019

STAAR Data



STAAR Academic Growth Scores 2018-2019

380

	Campus	African American	Hispanic	White	Two or More Races	Special Education	Eco. Dis.	English Learners
4th Reading	61	50	65	62	70	65	57	40
4th Math	66	63	69	69	60	77	61	42
5th Reading	81	85	71	87	81	63	82	*
5th Math	92	100	92	87	92	75	92	*

STAAR Academic Growth Scores 2019-2020

These are based on the blueprint taken in February

	Campus	African American	Hispanic	White	Two or More Races	Special Education	Eco. Dis.	English Learners
4th Reading	47	35	46	56		35	48	
4th Math	44	32	44	54		55	41	
5th Reading	69	73	65	67	75	41	73	
5th Math	79	83	76	73	88	55	82	

Copperas Cove Independent School District

Hettie Halstead Elementary

2025-2026 Campus Improvement Plan



Mission Statement

The mission of Copperas Cove Independent School District is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship.

The mission of Halstead is to prepare and inspire all students to achieve their potential through meaningful connections and rigorous learning opportunities.

Vision

VISION

Copperas Cove ISD...

A Foundation of Excellence..

A Future of Success

Hettie Halstead Elementary...

Through collaborative efforts, students at Halstead will feel empowered to acheive success through a safe school environment with supportive staff members who have value, compassion, and empathy.

Value Statement

VALUE STATEMENT

In Copperas Cove ISD

WE BELIEVE:

that Copperas Cove ISD is the district of choice for Central Texas

all students can be successful

in preparing all students for post-secondary success

in fostering character development in students to produce good citizenship

in developing a culture of success for all

innovation fosters enthusiasm in students and staff

in embracing diversity

in being good stewards of the taxpayer's dollar

we are committed to delivering educational programs and services that focus on rigor and relevance for student success

our staff is dedicated to excellence

our students feel connected to school and are excited about learning

good board relations are critical to success

in being the educational center for the community

in providing safe and secure schools for students and staff

in taking pride in being a Copperas Cove Bulldawg.

Hettie Halstead Elementary School Believes

Every student's unique social, emotional, and academic need shouls be recognized and supported

Table of Contents

Comprehensive Needs Assessment 5
Demographics 5
Student Learning 7
School Processes & Programs 12
Perceptions 13
Priority Problem Statements 14
Goals 15
Goal 1: Hettie Halstead Elementary will implement consistent, high-quality instructional practices and support systems across all grade levels to ensure every student experiences equitable, engaging, and standards-aligned learning opportunities that promote academic and personal growth. 15
Goal 2: Hettie Halstead Elementary will recruit and retain high-quality, diverse educators and staff by fostering a supportive, growth-oriented work environment that prioritizes professional development, recognition, and staff well-being. 25
Goal 3: Hettie Halstead Elementary will strategically allocate and utilize human, material, and community resources to maximize student academic growth, engagement, and well-being, ensuring all students receive the support they need to succeed. 30
Goal 4: Hettie Halstead Elementary will cultivate an inclusive, innovative learning environment that promotes equity and leverages community partnerships to improve student academic outcomes and personal growth. 33
Goal 5: Hettie Halstead Elementary will increase engagement of families, staff, and community partners in activities that support students' academic achievement, personal growth, and responsible citizenship, while formally acknowledging the contributions of community collaborators. 36
State Compensatory 39
Budget for Hettie Halstead Elementary 39
Personnel for Hettie Halstead Elementary 39
Title I Personnel 40
Campus Funding Summary 41

Comprehensive Needs Assessment

Demographics

Demographics Summary

Hettie Halstead Elementary is a Title I campus serving students in grades Kindergarten through 5th in a predominantly residential neighborhood. The school's location places it near emergency shelter housing, low-income housing developments, and a homeless shelter, as well as in close proximity to Fort Cavazos, contributing to a student population with unique and diverse needs. The campus currently enrolls approximately 400 students, with a mobility rate of 28%, a noticeable increase from the previous year's 24%. High student mobility, coupled with frequent absences and tardiness as reported by classroom teachers, presents ongoing challenges to instructional consistency and student achievement.

Demographically, the student body is nearly evenly split among African American, Caucasian, and Hispanic backgrounds, with smaller representations of Pacific Islander, Asian, and multiracial students. Gender distribution is also nearly even, with a slight majority of female students. Socioeconomic data reveal that 68.1% of students are economically disadvantaged, 50.5% are identified as At-Risk, and 0.8% are identified as homeless. In addition, the campus serves a significant number of students receiving specialized support, including 24.4% receiving Special Education services, 5.3% identified with Dyslexia, 4.3% English Learners, and 2.5% participating in Gifted and Talented programming.

Hettie Halstead's staff is composed of a diverse team of educators and support personnel, including 22 classroom teachers, 6 Special Education teachers, 4 interventionists, 2 specials teachers (PE and Music), and a range of paraprofessionals supporting instruction, special education, ISS, DAEP, and library services. The leadership team includes two full-time administrators, one instructional coach, and one counselor. The teaching staff is increasingly composed of alternatively certified educators, and three staff members currently hold master's degrees in education. Staff demographics reflect broad ethnic diversity; however, there is a noted gender imbalance with very few male staff members.

Despite the challenges associated with high mobility, economic disadvantage, and behavioral concerns—as evidenced in the documented referrals ranging from tardiness to physical altercations—Hettie Halstead is consistently described by its staff as a collaborative, caring environment. Survey responses often included words like *family*, *home*, and *the best place to work*. Staff members, including both certified teachers and paraprofessionals, consistently highlight a strong sense of support from campus leadership and a shared commitment to helping students succeed. This sense of unity and focus on student growth is a defining characteristic of the campus culture.

Demographics Strengths

Hettie Halstead Elementary serves a richly diverse student population that reflects the broader community in which it is located. One of the campus's greatest strengths lies in the diversity of its students and staff, creating a dynamic learning environment where multiple cultures, perspectives, and experiences are represented. With nearly equal representation among African American, Hispanic, and Caucasian students, and additional representation from Pacific Islander, Asian, and multiracial backgrounds, the school is well-positioned to foster cultural awareness, empathy, and inclusivity across the campus community.

The student body is also balanced in gender distribution, with only a slight majority of female students, ensuring a range of perspectives and opportunities for balanced peer engagement. The diversity of student needs, including 24.4% of students receiving Special Education services and 2.5% identified as Gifted and Talented, highlights the school's commitment to differentiated instruction and personalized learning pathways.

The staff at Hettie Halstead mirrors this diversity and brings a broad set of experiences to the educational setting. A growing number of alternatively certified teachers bring nontraditional backgrounds and fresh perspectives to instruction, enriching the learning experience for students. The presence of multiple support roles—including interventionists, special education paraprofessionals, and instructional aides—further demonstrates the campus's dedication to meeting students where they are and providing layered, responsive support.

A strong sense of community is another hallmark of the school. Staff consistently describe the campus as *family-oriented*, *supportive*, and *student-focused*. The overwhelmingly positive feedback from staff indicates a strong internal culture, one that prioritizes collaboration, support from administration, and shared accountability for student growth.

In addition, the school's proximity to Fort Cavazos provides a unique opportunity to support military-connected families and instill a sense of resilience and adaptability among students. The varied life experiences of students from military and transient housing backgrounds contribute to a well-rounded, globally aware student body.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Hettie Halstead Elementary's average student attendance rate remains below 95%, leading to lost instructional time and widening academic gaps.
Root Cause: Students lack timely, meaningful recognition for consistent attendance, and some may feel emotionally disconnected, uncertain if they will receive attention or care at school each day.

Student Learning

Student Learning Summary

How are K-3 students performing reading and math assessments?

Kindergarten: mClass data shows students are making gains. Across all classes, between beginning of year and middle of year assessing, approximately 10% of students made gains from below or well below grade level to benchmark or above grade level. The beginning of the year's testing shows that 55% of students were performing below or well below grade level, with 45% performing at benchmark or above grade level. At middle of year testing, this switched, with 45% of student performing below or well below grade level and 55% of students performing at benchmark or above grade level. Compared to Fairview Miss Jewell, our student demographics and enrollment are similar, and Fairview Miss Jewell saw approximately 10% of their kindergarten students move from at benchmark or above grade level to below or well below grade level. For math MAP testing, 51% of students performed below the median percentile, with 49% of students performing above. At middle of year testing, Halstead saw roughly an 8% decline in students performing above the median, making 59% students performing below the median percentile and 41% above. Compared to Fairview Miss Jewell, BOY percentages were similar, with FVJ having 59% of students performing below the median and 41% performing above the median. However, MOY testing shows they had approximately a 9% change in performance, with 58% performing below the median and 27% performing above the median.

Comparing MAP math data for Emerging Bilingual students, both kindergarteners scored 146 at the beginning of the year, which is slightly higher than the district average of 141, and above grade level norm, which is a score of 138. For the middle of the year testing, both students remained above the district average and grade level norm; grade level norm was 149.

Comparing MAP math data for students who receive speech services, all six students scored below the district average of 138, with only two students scoring above the grade level norm. For the middle of the year testing, only one student scored above the district average and grade level norm; grade level norm was 149. The other five students scored below the grade level norm. Two students made gains of 10+ points, while the others scored up or down from BOY with a less than five-point difference.

1st Grade 5th 6-weeks data for reading (PA screeners) indicate most students are performing as expected given daily instruction and int ervention time, with a handful of outliers performing under or above average. Screeners indicate ~22 mastering HFW. 28% of the students are mostly green with some yellow through Long Vowels. 59% of students are mostly green with some yellow through R-Controlled vowels. Using Eureka math assessments, many students are average on several skills. 77% of students were able to show mastery in reciting numbers forward from any given number between 1-120. Given that students receive grades on a 1-4 scale, “grades” typically align with progress, as most students are “working towards standards mastery” for the duration of the school year-higher performers are generally discussed during planning to determine if mastery or higher was met prior to the final 6 weeks.

2nd Grade Reading: The report card screeners indicate that 80% of the grade level students are on grade level or just below the current phonics pattern we are teaching. According to the EOY mClass data of 51 students with completed tests, 13% were above benchmark a nd 31% were at benchmark for their composite score. Of those 67 students, 31% scored well below and 24% scored below for their composite score. Our area of greatest need is Basic Comprehension with 49% of the 67 students scoring well below average.

2nd Grade Math: The Eureka fluency practice indicates that students are successful with their sprints. The end-of-module Eureka

assessments for the 5th six weeks indicate most students are successful with multiplication, division, and area. In the areas of 3-digit addition and subtraction, most students struggle with this concept. The concept of measurement, most second grade students also struggled.

3rd Grade Reading: Students scores from MClass, ORF, bi-weekly Shared Reading Passages, and 6 Minute Solution bi-weekly data re present their 6-week grades fairly, except for a few outliers. Some students in MClass and ORF do not align, nor do some of their scores from the bi-weekly Shared Read to the STAAR scores for Reading. The STAAR Reading scores are lower than what the students master in class. The construction of an SCR and ECR proves to be very difficult for them. A few are struggling with formulating their own thoughts and ideas for their responses. Others are finding it difficult to type their responses into the computer. The bi-weekly shared reading assessments, SCR, ECR and MClass growth assessments are shorter assessments that can be completed within a class period. We are finding that 60% of 3rd grade students struggle to complete the constructed responses in a timely manner. The released and real STAAR tests passages are much longer with 30+ more questions and many 3rdgrade students struggled with maintaini ng their focus and stamina during the test causing them to shut down and /or breakdown.

3rd Grade Math: The major assessments that 3rd grade math students take is the NWEA MAP tests, released STAAR tests, and the actual STAAR test. Students also take a SW assessment roughly every week. In third grade there are 58 students registered in the spring semester that will take the NWEA test. Of those 58 students 7 were not enrolled in time to take the fall MAP test and 1 was not enrolled to take the winter test, 2 scored above 80 in fall while 7 scored above an 80 in winter, 12 scored between 61-80 in fall and 11 scored that in winter, 14 scored between 41-60 in fall and 11 in winter, in fall 9 scored between 21-40 and 8 scored there in winter, and 14 scored below 21in fall and 20 scored below during winter. May testing has not been completed yet. When the December released STAAR test was given there were 68 students tested. Of those students, 2 got masters (78% or higher), 4 for meets (59%-77%), 17 got approaches (41%-58%) and 45 got not approaches (40% and below). For the March released there were 61 students enrolled that took the test. 3 students scored 78% or above, 9 scored 59%-77%, 22 scored 41%-58%, and 27 scored below a 41%.

K-2 DIBELS BOY & MOY DATA: Based on data analysis of DIBELS BOY & MOY for grades kindergarten through second grade, students in kindergarten showed the strongest overall growth. First grade showed increased skills in the measures of Composite Scores, Phonemic Awareness (PSF), Decoding (NWF-WRC), and Word Reading Fluency (WRF). Weaknesses for first grade were shown in the Spelling measure.

Further data analysis indicated strengths in second grade in measures of Letter Sounds (NWF-CLS), Word Reading (WRF), and Dec oding (NWF-WRD). Weaknesses for second grade were shown in the measures of Basic Comprehension (Maze) and Reading Fluency (ORF).

First grade categorical Composite Scores of students at (green) or above grade level (blue) together increased 13%, with further gains made in students below (yellow) and far below grade level (red) together down 8%. This data shows a forward progression in student skill development in all Composite Scores categories measured. Because of this and other beforementioned measure increases for the grade level, the Risk Indicator for first grade improved by 8% from BOY to MOY.

Lastly, second grade categorical Composite Scores with students well below grade level (red) and below grade level (yellow) increas ed by 2%. While BOY to EOY for students at grade level (green) and above grade level (blue) remained the same. This and other bef orementioned measures for the grade level resulted in the EOY Risk Indicator seeing a 2% increase from BOY.

5th Math – For the benchmarks:

There was a 8% increase for Approaches, 13% increase for Meets, 19% decrease for Masters from October to March for Hispanic.

There was a 25% decrease for Approaches, 38% increase for Meets, 0% increase for Masters from October to March for two or more races.

There was a 8% decrease for Approaches, 36% increase for Meets, 13% decrease for Masters from October to March for males.

There was a 13% decrease for Approaches, 15% increase for Meets, 3% increase for Masters from October to March for females.

There was a 0% increase/decrease for Approaches, 50% increase for Meets, 50% decrease for Masters from October to March for the EB population.

There was a 25% decrease for Approaches, 42% increase for Meets, 25% decrease for Masters from October to March for Section 504 students.

There was a 12% decrease for Approaches, 19% increase for Meets, 0% decrease for Masters from October to March for SPED.

There was a 4% decrease for Approaches, 17% increase for Meets, 0% decrease for Masters from October to March for ECD.

5th Reading – For the benchmarks:

There was a 13% increase for Approaches, 4% increase for Meets, 15% increase for Masters from October to March for Hispanic.

There was a 0% increase for Approaches, 12% decrease for Meets, 0% increase for Masters from October to March for two or more races.

There was a 6% increase for Approaches, 15% increase for Meets, 8% decrease for Masters from October to March for males.

There was a 16% increase for Approaches, 7% increase for Meets, 15% decrease for Masters from October to March for females.

There was a _% increase/decrease for Approaches, _% increase/decrease for Meets, _% increase/decrease for Masters from October to March for the EB population.

There was a 30% increase for Approaches, 20% increase for Meets, 5% increase for Masters from October to March for Section 504 students.

There was a 30% increase for Approaches, 4% increase for Meets, 15% decrease for Masters from October to March for SPED.

There was a 9% increase for Approaches, 5% decrease for Meets, 5% decrease for Masters from October to March for ECD.

3rd Reading: According to TEKScores from DMAC, 61% of students passed the December Benchmark and 67% of 3rd grade students passed the March Benchmark. Fairview/ Miss Jewel, a campus with similar demographics, had 59% of their students pass the December Benchmark and 68% of the students passed the March Benchmark.

4th Math: Based off the data from DMAC for the **December** benchmark compared to another elementary school in CCISD, Halstead is 6% higher for Not Approaches Low, 6% higher for Not Approaches High, 5% lower for Approaches Low, 5% lower for Approaches High, 6% higher for Meets and 1% higher for Meets. For the **March** benchmark Halstead was 14% higher for below standards, 14% lower for Approaches, 13% lower for Meets and 3% lower for Masters.

4th Reading for mClass ORF there is not comparative district mClass data

For benchmark scores: **October** - Approaches: 10% lower, Meets: 2% higher, Masters 2% higher. **December** – Approaches Low: 27% lower, Approaches High: 20% lower, Meets: 14% lower, Masters: 7% lower. **March**- Approaches Low: 3% lower, Approaches High: 21% lower, Meets: 22% lower, Masters: 1% lower.

5th Math

Based off the data from DMAC for the **December** benchmark compared to another elementary school in CCISD, Halstead is 9% higher for Not Approaches Low, 2% lower for Not Approaches High, 11% lower for Approaches Low, 11% higher for Approaches High, 12% lower for Meets and 4% higher for Meets. For the **March** benchmark Halstead was 3% lower for below standards, 7% higher for Approaches, 1% high er for Meets and 6% lower for Masters.

5th Reading for mClass ORF there is not comparative district mClass data

For benchmark scores: **October** – Approaches 22% higher, Meets 16% higher, Masters 13% higher. **December** – Approaches 4 % higher, Meets 3% higher, Masters 1% higher. **March** – Approaches 1 % lower, Meets 19% lower, Masters 21% lower

Student Learning Strengths

K-2 DIBELS BOY & MOY DATA: Based on data analysis of DIBELS BOY & MOY for grades kindergarten through second grade, students in kindergarten showed the strongest overall growth. First grade showed increased skills in the measures of Composite Scores, Phonemic Awareness (PSF), Decoding (NWF-WRC), and Word Reading Fluency (WRF). Weaknesses for first grade were shown in the Spelling measure.

Further data analysis indicated strengths in second grade in measures of Letter Sounds (NWF-CLS), Word Reading (WRF), and Dec oding (NWF-WRD). Weaknesses for second grade were shown in the measures of Basic Comprehension (Maze) and Reading Fluency (ORF).

First grade categorical Composite Scores of students at (green) or above grade level (blue) together increased 13%, with further gains made in students below (yellow) and far below grade level (red) together down 8%. This data shows a forward progression in student skill development in all Composite Scores categories measured. Because of this and other beforementioned measure increases for the grade level, the Risk Indicator for first grade improved by 8% from BOY to MOY.

Lastly, second grade categorical Composite Scores with students well below grade level (red) and below grade level (yellow) increas ed by 2%. While BOY to EOY for students at grade level (green) and above grade level (blue) remained the same. This and other bef orementioned measures for the grade level resulted in the EOY Risk Indicator seeing a 2% increase from BOY.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Based on our released STAAR reading data, writing is an area that all students struggle in. Students are having difficulty creating an effective well written response.
Root Cause: Limited opportunities provided to students through teacher modeling /facilitating and student discourse.

Problem Statement 2: Based on campus report card data, assessment data, and formative observations students are struggling with analyzing multistep problems.
Root Cause: The cause can be traced back to the "We Do" portion and giving students more opportunities for guided discourse.

Problem Statement 3: Based on campus released data, assessment data, and formative obs[illegible]ations students are struggling in 5th grade science to apply in class learning to

summative assessments.
Root Cause: The cause can be traced back to opportunities to learn and practice vocabulary.

School Processes & Programs

School Processes & Programs Summary

Our students are performing above average overall; however, there are areas where improvement is needed, such as raising test scores in specific grade levels and subjects, increasing student engagement, providing more advanced learning opportunities, and closing achievement gaps to ensure equitable success for all student groups.

The administrative team is well-informed about their teachers' strengths and involves them actively in placement decisions. They use data on teacher effectiveness alongside student needs to make thoughtful classroom assignments. Additionally, teachers participate in professional development opportunities designed to build their skills and better align with evolving student needs.

Professional learning for educators includes Region 12 and district training sessions like Orange Days, coaching sessions, Professional Learning Communities (PLCs), and specialized programs such as T.I.A. and the R.I.S.E. initiative. These opportunities support teacher growth and instructional leadership, fostering powerful teaching and learning practices.

New and struggling teachers receive targeted support through a mentor program that includes classroom observations, ongoing professional development on Orange Days, coaching sessions, PLC meetings, grade-level planning, and Response to Intervention (RTI) meetings.

School safety is a priority and is managed through comprehensive systems including regular emergency drills, the Raptor visitor management system, the Stop It reporting tool for safety concerns, locked doors, visitor badges, student safety partners, clear expectations for common areas, and the presence of a dedicated school officer.

School Processes & Programs Strengths

Our campus implements a strategic RTI (Response to Intervention) process to accurately identify student needs prior to initiating special education testing. This proactive approach helps ensure that students who may only require targeted support receive timely interventions, ultimately conserving district resources by reducing unnecessary testing.

The ESL department works diligently to identify all eligible students and provide them with the appropriate support to ensure language development and academic success.

Collaboration between Dyslexia and Special Education staff ensures that students identified with dyslexia receive individualized programming tailored to their unique needs, enhancing the effectiveness of instruction.

Additionally, students in Behavior Support Classes (BSC) and Life Skills programs are increasingly integrated into general education classrooms. This inclusive approach promotes exposure to diverse learning styles and encourages positive social interactions among all students, fostering a more supportive and equitable learning environment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Family Night events experience low and inconsistent participation from families.
Root Cause: Communication about event dates is not consistent or timely, and the events do not always include incentives such as food, which may impact attendance.

Problem Statement 2: Implementing SEL Circle Time consistently is challenging.
Root Cause: Student tardiness--either due to late school arrival or delayed return from breakfast in the cafeteria--disrupts the scheduled time for SEL activities.

Perceptions

Perceptions Summary

As part of our ongoing efforts to assess and improve the campus climate at HHE, staff were invited to provide feedback on their perceptions and experiences. The results of this feedback highlight several important strengths as well as areas for continued growth.

All staff members rated HHE at a 3 or higher on a 1–5 scale, indicating an overall positive perception of the school environment. Over 80% of responses included affirming descriptions of the campus, using words such as *welcoming*, *a good place to work*, and *a family*. These sentiments reflect a strong sense of community and a supportive work atmosphere that many staff members value.

While one response characterized the campus as "a work in progress," this perspective underscores the collective understanding that continuous improvement is essential. It aligns with our campus culture of growth and development.

The most frequently cited areas for improvement were behavior management, behavior support systems, and overall staff engagement. These themes suggest a need for more consistent behavioral expectations, stronger support structures for managing student behavior, and increased opportunities for staff collaboration and involvement.

Perceptions Strengths

The feedback gathered from staff reveals several key strengths that contribute to the positive culture at HHE. First and foremost, every staff member rated the campus at a 3 or higher on a 5-point scale, signaling an overall favorable perception of the school environment. This baseline of positivity reflects a shared sense of satisfaction and commitment among staff.

A particularly notable strength is the strong sense of community. More than 80% of responses included affirming descriptors such as *welcoming*, *a good place to work*, and *a family*. These responses highlight the relational foundation of the campus and suggest that staff feel valued, connected, and supported in their roles.

Additionally, the identification of HHE as "a work in progress" by one respondent illustrates a collective mindset of continuous growth. Rather than viewing challenges as setbacks, the staff appear to approach them as opportunities for reflection and improvement—demonstrating resilience and a forward-thinking perspective.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers feel unprepared and unsupported in managing student behavior, and current disciplinary measures are not effectively preventing repeat behaviors.
Root Cause: There is inconsistent training, reinforcement, and accountability across staff, leading to unclear expectations and uneven implementation of behavior management strategies.

Problem Statement 2: Staff feel their efforts and achievements in the classroom are not consistently recognized or celebrated.
Root Cause: Administrative time constraints limit opportunities for meaningful and timely staff recognition.

Priority Problem Statements

Goals

Goal 1: Hettie Halstead Elementary will implement consistent, high-quality instructional practices and support systems across all grade levels to ensure every student experiences equitable, engaging, and standards-aligned learning opportunities that promote academic and personal growth.

Performance Objective 1: By May 2026, 100% of teachers will implement campus-wide instructional frameworks (e.g., gradual release, academic discourse, writing scaffolds) as measured by lesson plan reviews, walkthroughs, and instructional rounds with at least 85% fidelity.

High Priority

Evaluation Data Sources: mClass data (DIBELS components)
MAP data
PA and Phonics Screener data
STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Host targeted PD sessions on each instructional framework (Gradual Release, Discourse, Writing Scaffolds). Include modeling and practice during sessions with teacher leaders or instructional coaches. **Strategy's Expected Result/Impact:** Student engagement, discourse quality, and writing performance will increase as tracked through rubrics and assessment data. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Classroom Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Improve our RtI practices by specifically targeting student needs. An intervention hour has been built into the schedule to allow for more flexible Tier groupings. **Strategy's Expected Result/Impact:** Data from universal screeners and progress monitoring tools will reflect more accurate and timely Tier placement, with students moving between tiers as appropriate. Teachers will use progress monitoring data to adjust instruction more frequently, resulting in faster response to student learning gaps. **Staff Responsible for Monitoring:** Administrators Intervention Teachers Classroom Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide ongoing, job-embedded coaching with specific feedback related to fidelity of implementation. **Strategy's Expected Result/Impact:** Teachers will report/ show greater confidence in implementing instructional frameworks effectively. **Staff Responsible for Monitoring:** Dyslexia Interventionists Principal Assistant Principal Instructional Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Dyslexia Reading Conference - 211 - Title I-A - $2,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Improve GT services for identified students. GT students attend at least one hour per week, dedicated time to work on and receive guidance on their Passion Projects and other GT related projects. **Strategy's Expected Result/Impact:** GT students are more likely to be engaged when they can focus on passion projects aligned with their interests and strengths. This can help in sustaining their curiosity and motivation. **Staff Responsible for Monitoring:** Grades 2-5 GT certified teachers **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Hettie Halstead Elementary will implement consistent, high-quality instructional practices and support systems across all grade levels to ensure every student experiences equitable, engaging, and standards-aligned learning opportunities that promote academic and personal growth.

Performance Objective 2: By March 2026, students in grades 3-5 will show a 20% increase in proficiency on extended constructed response (ECR) writing tasks and short constructed responses (SCR) as measured by campus writing rubrics and benchmark assessments aligned to STAAR.

High Priority

Evaluation Data Sources: MAP data, mClass, PA and Phonics Screener, CFAs as well as individualized discussions with teachers about student work and data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Closely monitor the following focus groups to ensure they reach or exceed expected growth on STAAR testing: *Hispanic and Two or More Races-Reading and Math Groups will be reviewed after each six weeks grading period to check progress. **Strategy's Expected Result/Impact:** Meet or exceed expected growth: Student achievement and student growth as indicated by school report card/TAPR reports MAP data Released STAAR data **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Lead Interventionist Classroom Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Small group instruction, tutorials, STAAR Saturdays	Formative			Summative
Strategy's Expected Result/Impact: Increase in student achievement and growth measures.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Classroom Teachers Interventionists **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Funding Sources:** Part Time Interventionist- Math - 211 - Title I-A - E11612100102030000 - $12,000, Interventionist- Reading - 211 - Title I-A - $64,000, Intervention Aide - 211 - Title I-A - $23,318				

Strategy 3 Details	Reviews			
Strategy 3: Improve our RtI practices by specifically targeting student needs. An intervention hour has been built into the schedule to allow for more flexible Tier groupings.	Formative			Summative
Strategy's Expected Result/Impact: Students will be served in Tier II and III according to their specific targeted need.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators Instructional Coach Intervention Teachers Classroom Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Increase consistent writing instruction by incorporating constructed responses, and extended constructed responses into the instructional day across instructional tiers. Social Studies has been absorbed into the RLA block as a complex text to give students authentic opportunities to respond to Studies Weekly	Formative			Summative
Strategy's Expected Result/Impact: Strengthen writing skills and competence across grade levels	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators Instructional Coach Classroom Teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide additional resources to work with students: CIS, volunteers, Adopt-a-Unit, Summit K12 for EB students/ **Strategy's Expected Result/Impact:** Increase student connections which will result in increased achievement **Staff Responsible for Monitoring:** Administrators Counselor Parent Liaison Classroom Teachers ESL Interventionist **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Parent Community Outreach Coordinator - 211 - Title I-A - $23,500, Parent Involvement Supplies - 211 - Title I-A - $2,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Hettie Halstead Elementary will implement consistent, high-quality instructional practices and support systems across all grade levels to ensure every student experiences equitable, engaging, and standards-aligned learning opportunities that promote academic and personal growth.

Performance Objective 3: By April 2026, 5th-grade science students will increase science vocabulary application scores on common formative assessments by 15%, as tracked in DMAC, through the use of daily vocabulary routines, visuals, and formative check-ins.

High Priority

Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will conduct daily circles with students. SEL curriculum will be built into the Science/Social Studies scope and sequence. Campus counselor facilitates lunch circles (restorative discipline) to provide students with social skills lessons. **Strategy's Expected Result/Impact:** Students will learn important social-emotional learning skills Healthy, respectful classroom cultures. Prevent behavior responses. Decrease in behavior responses Increase in self regulation Increased cooperation among students **Staff Responsible for Monitoring:** Administrators Counselor DAEP Teacher Behavioral Aid Classroom Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Consistent CHAMPS/PBIS implementation. Top Dawg, Bulldawg of the month, Positive office referrals, and school wide assemblies **Strategy's Expected Result/Impact:** Recognizing students for positive behaviors and achievements creates an environment where good behavior is valued and publicly acknowledged. When students see their peers celebrated, they are more likely to emulate these behaviors to gain similar recognition. Recognizing students in a school-wide setting strengthens their connection to the school, making them more likely to respect its rules and expectations. Feeling valued and appreciated can improve students' attitude toward school, decreasing their desire to act out or disrupt. **Staff Responsible for Monitoring:** ALL **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Counselor will present social skills and guidance lessons (both individual and small groups) proactively to target and prevent behavior difficulties. **Strategy's Expected Result/Impact:** Decreased behavior occurrences from 23-24. Increase in students' awareness of expectations and to better foster social skills. **Staff Responsible for Monitoring:** Counselor Administrators Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Hettie Halstead Elementary will implement consistent, high-quality instructional practices and support systems across all grade levels to ensure every student experiences equitable, engaging, and standards-aligned learning opportunities that promote academic and personal growth.

Performance Objective 4: By December 2025, SEL Circle Time will be implemented with 90% consistency across classrooms (tracked by teacher self-reporting and administrator spot checks), with tardiness mitigation strategies (e.g., breakfast procedures) in place to protect instructional time.

Evaluation Data Sources: Skyward Referral data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Each semester accolades will be given during the award assemblies for positive behavior. **Strategy's Expected Result/Impact:** Increased time on task **Staff Responsible for Monitoring:** Administrators Counselor Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students will earn Bulldawg Bucks, which can be spent at the mobile Bulldawg Buck store, or at special events. **Strategy's Expected Result/Impact:** Improved behavior and a decrease in office referrals. **Staff Responsible for Monitoring:** Admin Counselor Teachers **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Hettie Halstead Elementary will implement consistent, high-quality instructional practices and support systems across all grade levels to ensure every student experiences equitable, engaging, and standards-aligned learning opportunities that promote academic and personal growth.

Performance Objective 5: By May 2026, implement noise reduction strategies in the cafeteria, including teaching voice level expectations, using auditory/visual cues, providing positive incentives, and installing acoustic noise reduction panels, resulting in a 25% decrease in noise-related behavior referrals.

Evaluation Data Sources: PEIMS data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teaching and reinforcing cafeteria voice expectations through morning announcements, assemblies, and classroom discussions. Using visual and auditory cues (e.g., traffic light noise meters) to guide appropriate voice levels. Incentivizing positive behavior with class-based rewards Installing acoustic noise reduction panels on walls and ceilings to absorb excess sound and physically reduce echo and volume. Providing consistent staff supervision and praise for appropriate behavior during lunch. **Strategy's Expected Result/Impact:** Noise levels in the cafeteria will significantly decrease, creating a calmer, more orderly environment that supports positive behavior and student well-being. This will be evident through fewer behavior incidents during lunch, improved student and staff satisfaction (survey data), and measured reductions in decibel levels pre- and post-intervention. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Faculty/Staff				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Hettie Halstead Elementary will recruit and retain high-quality, diverse educators and staff by fostering a supportive, growth-oriented work environment that prioritizes professional development, recognition, and staff well-being.

Performance Objective 1: Halstead will fill and sustain 100% of certified instructional vacancies by partnering with Human Resources, attending recruitment fairs, and promoting campus culture through digital platforms.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Recruit and retain highly effective teachers through: Mentoring program; Peer Observations; Teacher handbook; District Job Fair; Online Application (TalentEd Recruit & Hire); Interview by campus committees. **Strategy's Expected Result/Impact:** Increased Retention Stronger New Teacher Support More Competitive Recruitment Enhanced Teacher Satisfaction **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Mentor Advisor **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools -				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Improve communication within grade levels, grade chairs and administrators through: Monthly grade chair meetings (3rd Tuesdays) Weekly Bulletins Bulletin Board in Teacher's Lounge Staff meetings every 1st & 3rd Wednesday Team building meetings 2nd Wednesday **Strategy's Expected Result/Impact:** Increased communication on all school focused events and academic success. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Grade Chairs **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Hettie Halstead Elementary will recruit and retain high-quality, diverse educators and staff by fostering a supportive, growth-oriented work environment that prioritizes professional development, recognition, and staff well-being.

Performance Objective 2: By March 2026, the percentage of staff who agree or strongly agree that they feel "valued and recognized for their contributions" will increase by 20%.

Evaluation Data Sources: Staff climate survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Celebrate staff achievements during faculty meetings and newsletters (e.g., "Staff Shout-Outs," "Teacher of the Month"). Include academic impact, student relationships, and peer-nominated recognitions. **Strategy's Expected Result/Impact:** Better support and retain staff. Impact on student growth and learning in a positive direction. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Mentor Advisor **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Reinforce the Positive Behavior Interventions and Supports (PBIS) framework. Post behavior expectations in classrooms and common areas and teach them explicitly at the beginning of the year and after breaks. Create and share a clearly defined behavior flowchart to help staff determine appropriate Tier 1-3 interventions. Train staff on when and how to use office referrals, minor behavior reports, and classroom-managed strategies. Deliver monthly mini-sessions or workshops focused on behavior management strategies (e.g., de-escalation, trauma-informed practices). Use discipline data to identify trends and adjust support plans. **Strategy's Expected Result/Impact:** Increased teacher confidence and consistency in managing behavior. A more positive, predictable school climate with clearer student expectations. Decrease in repeat behavioral referrals by at least 15%. Higher instructional time preserved due to fewer disruptions and removals. Improved student-teacher relationships and student self-regulation skills **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Classroom Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue with morning assemblies to foster a positive school climate by reinforcing behavioral expectations, celebrating student and staff achievements, promoting school-wide communication, and building a sense of community and belonging. **Strategy's Expected Result/Impact:** Increased student engagement and improved school culture, evidenced by higher attendance rates, a reduction in behavioral incidents, and more positive staff and student survey responses related to school climate and connectedness. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Social Committee **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Hettie Halstead Elementary will strategically allocate and utilize human, material, and community resources to maximize student academic growth, engagement, and well-being, ensuring all students receive the support they need to succeed.

Performance Objective 1: By May 2026, implement a campus-wide attendance recognition program that increases the percentage of students with 95% or higher attendance from current levels to at least 95%, tracked monthly through attendance reports.

Evaluation Data Sources: Monthly attendance reports showing percentage of students with 95%+ attendance

Records of students receiving attendance recognition (e.g., awards, certificates)

Student and parent surveys on awareness and motivation related to the attendance program

Comparison of attendance rates before and after program implementation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Engage community sponsors to contribute incentives or recognitions for students and classrooms with high attendance. **Strategy's Expected Result/Impact:** Improved student attendance rates across all grade levels, with at least 95% of students achieving a 95% or higher attendance rate by May 2026. This will lead to increased instructional time, reduced academic gaps, and higher student achievement, as measured by monthly attendance reports and year-end attendance data. **Staff Responsible for Monitoring:** Principal Principal's Secretary Instructional Coach **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Recognition system (e.g., certificates, shout-outs during assemblies, classroom incentives) for students meeting monthly and quarterly attendance benchmarks. Create classroom attendance trackers to visually reinforce daily attendance goals and friendly competition. **Strategy's Expected Result/Impact:** Improved student attendance rates across all grade levels, with at least 95% of students achieving a 95% or higher attendance rate by May 2026. This will lead to increased instructional time, reduced academic gaps, and higher student achievement, as measured by monthly attendance reports and year-end attendance data. **Staff Responsible for Monitoring:** Principal Principal's Secretary Instructional Coach Classroom teachers				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Hettie Halstead Elementary will strategically allocate and utilize human, material, and community resources to maximize student academic growth, engagement, and well-being, ensuring all students receive the support they need to succeed.

Performance Objective 2: By May 2026, provide ongoing professional development and coaching to 100% of staff on consistent behavior management practices and Tier 2/3 interventions, resulting in a 15% reduction in repeat behavioral referrals as recorded in the discipline database.

Evaluation Data Sources: PEIMS reports showing the number and frequency of repeat behavioral referrals

Classroom observations and walkthrough notes documenting consistent behavior management application

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hettie Halstead Elementary will participate in fund raising efforts which yield a high percentage of revenue to be kept by the campus. **Strategy's Expected Result/Impact:** Increase in funds in the student awards account which will be used to fund field trips and other student incentives. **Staff Responsible for Monitoring:** Principal Assistant Principal Principal's Secretary **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Hettie Halstead Elementary will cultivate an inclusive, innovative learning environment that promotes equity and leverages community partnerships to improve student academic outcomes and personal growth.

Performance Objective 1: Continue to implement research-based instructional strategies or technologies campus-wide that support differentiated learning and student engagement.

Evaluation Data Sources: Work Orders
Monthly Safety Audit Walks

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus principals will report facility needs to the deputy superintendent of operations in a timely manner to maintain longevity of the campus and its surroundings. **Strategy's Expected Result/Impact:** Facility reports **Staff Responsible for Monitoring:** Principal Assistant Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Maintain and conduct improvements to the campus facilities to present an environment that is conducive to learning, such as: Maintain a Clean / Neat Building, Outside Lighting, Security Cameras, Landscaping, Secure Entrances, Fencing **Strategy's Expected Result/Impact:** Parent / Community Comments, Maintenance Records on File **Staff Responsible for Monitoring:** Administrators, Lead Custodian, Custodians, Maintenance Department, All staff on campus **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Hettie Halstead Elementary will cultivate an inclusive, innovative learning environment that promotes equity and leverages community partnerships to improve student academic outcomes and personal growth.

Performance Objective 2: By March 2026, conduct equity audits and implement targeted interventions to reduce achievement gaps among student subgroups (e.g., At-Risk, EL, Special Education) by 10% on STAAR and MAP assessments.

Evaluation Data Sources: STAAR
MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students and staff will participate in 10 safety drills and 10 fire drills during the school year including fire, hold, secure, lockdown, evacuate, and shelter in place. Each semester the Fire Department will monitor one fire drill totaling two for the school year. **Strategy's Expected Result/Impact:** Records of drills, after action documentation Campus will be prepared to respond to an emergency **Staff Responsible for Monitoring:** Administrators, Counselors, Teachers, paraprofessionals, custodians, cafeteria workers **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Maintain a fully functioning Emergency Operations Team that is trained in the latest drills and procedures. Provide annual training and professional development on security issues and the campus Emergency Operating Procedures. **Strategy's Expected Result/Impact:** Emergency Operations Plan, Records of training during pre-service week, sign in sheets **Staff Responsible for Monitoring:** Administrators, Counselors, Teachers, Paraprofessionals, Custodians, Cafeteria Workers **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Support student safety, suicide prevention, bullying awareness & prevention programs, cyber bullying awareness as well as implementation of safe school's practices. Provide Stopit Training to students and staff. **Strategy's Expected Result/Impact:** Sign in sheets from trainings, reduction in discipline reports, reduction in bullying incidents **Staff Responsible for Monitoring:** Administrators, Counselors, Teachers, Paraprofessionals **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide a safe, orderly, and disciplined environment through review/revision/implementation of programs such as: Positive Behavior Support (PBIS team); Safe & Civil Schools Training; SEL curriculum; Behavioral RtI; CIS (Communities in Schools); ISS (In School Suspension); Home/School Compact; Restorative Discipline and daily Circle implementation. **Strategy's Expected Result/Impact:** Reduction in Office Referrals, Sign-In Sheets, social skill development. **Staff Responsible for Monitoring:** Administrators, Other professionals involved may include: Counselors, Classroom Teachers, CIS, ISS aide, PBIS Team **ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Promote an encouraging environment through activities such as: Positive Behavior Support (PBIS team); Bulldawg Buck System; Safe & Civil Schools Training; School-Wide Celebration for Academic Awards and Attendance; Communities in Schools; Teacher and Paraprofessional of the Month; Exchange Teacher of the Quarter; Volunteer Recognition; Field Day; Positive Behavior Field Trips, STAAR Strategy Incentives. **Strategy's Expected Result/Impact:** Wall Displays, Monthly Assemblies, Sign-In Sheets, Student Rosters, Students will display social/emotional competencies and be better able to focus on school. **Staff Responsible for Monitoring:** Administrators, Counselors, Classroom teachers, PE Teachers, CIS, Librarians, PBIS Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 5: Hettie Halstead Elementary will increase engagement of families, staff, and community partners in activities that support students' academic achievement, personal growth, and responsible citizenship, while formally acknowledging the contributions of community collaborators.

Performance Objective 1: By March 2026, increase family participation at Family Night events by 25% through improved communication strategies (e.g., timely reminders, multi-language messaging) and event incentives (e.g., food, family activities).

Evaluation Data Sources: Attendance logs from Family Night events showing participation numbers

Communication logs tracking frequency, timing, and channels of event announcements (emails, calls, flyers, social media)

Surveys or feedback forms from families on communication effectiveness and event satisfaction

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Supplement Schoology with fliers to go home. Utilize the marque and campus website. **Strategy's Expected Result/Impact:** Increase communication with parents in order to increase parent attendance at school activities. **Staff Responsible for Monitoring:** Administrators Office Manager Parent Liaison **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 5: Hettie Halstead Elementary will increase engagement of families, staff, and community partners in activities that support students' academic achievement, personal growth, and responsible citizenship, while formally acknowledging the contributions of community collaborators.

Performance Objective 2: Halstead will actively partner with community organizations to contribute to student success and school initiatives

Evaluation Data Sources: Documentation of new or ongoing community partnership agreements or activities linked to student success initiatives

Records of community partner involvement in school programs or events

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide parents with access to information (such as Schoology, campus website, mobile billboards by pick up lane, weekly calendars in student folders, availability of internet access, information of skills being taught to students, etc.) **Strategy's Expected Result/Impact:** Increase parent involvement in activities **Staff Responsible for Monitoring:** Administrators Counselor Parent Liaison Classroom Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide parents/guardians with after school parent trainings. **Strategy's Expected Result/Impact:** Improved partnerships between the school and community. Increase parent knowledge and comfort with social-emotional learning. **Staff Responsible for Monitoring:** Counselor **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 5: Hettie Halstead Elementary will increase engagement of families, staff, and community partners in activities that support students' academic achievement, personal growth, and responsible citizenship, while formally acknowledging the contributions of community collaborators.

Performance Objective 3: Showcase and communicate campus achievements, successful teaching practices, and student accomplishments to the community.

Evaluation Data Sources: Newspaper articles, Facebook posts, Thrillshare.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Turn in weekly articles and pictures from campus showing students engaged in learning and a variety of activities. **Strategy's Expected Result/Impact:** Strengthened perception of the campus and increased communication with the community. **Staff Responsible for Monitoring:** Parent Liaison Principal Assistant Principal Grade Chairs **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Partnership with Bubba's 33 to recognize students and teachers of the month. Awarding them with prizes to include a free meal at Bubba's 33. **Strategy's Expected Result/Impact:** Spotlight good behavior in order to encourage others to follow suite. **Staff Responsible for Monitoring:** Parent Liaison Principal Assistant Principal Grade Chairs **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Hettie Halstead Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Personnel for Hettie Halstead Elementary

Name	Position	FTE
Michelle Crabtree	Interventionist	1
Natasha Colon Chamorro	DAEP Teacher	1
Sarah Schoonover	Dyslexia Interventionist	1

Title I Personnel

Name	Position	Program	FTE
Karina Cruz	Aide	Parent & Community Outreach Coordinator	1
Melanie Malave	Instructional Aide	Intervention	1
Sarah Schoonover	Interventionist-Teacher	Intervention	1

Campus Funding Summary

211 - Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Dyslexia Reading Conference		$2,000.00
1	2	2	Interventionist- Reading		$64,000.00
1	2	2	Intervention Aide		$23,318.00
1	2	2	Part Time Interventionist- Math	E11612100102030000	$12,000.00
1	2	5	Parent Community Outreach Coordinator		$23,500.00
1	2	5	Parent Involvement Supplies		$2,000.00
				Sub-Total	$126,818.00

Copperas Cove Independent School District

House Creek Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation
Postsecondary Readiness

Mission Statement

The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship.

At House Creek Elementary, we will unlock the full potential of every student by having high expectations for student growth. We will utilize engaging and rigorous lessons to meet student needs, foster a student-centered culture, and provide an equitable learning environment. We will utilize our student data to gauge student growth and celebrate success.

MOTTO

One Team, One Dream!

Vision

Copperas Cove ISD . . .

A Foundation of Excellence -

A Future of Success

House Creek Elementary will inspire students to be responsible, respectful, and to be their best.

Value Statement

In Copperas Cove ISD

We Believe:

- that Copperas Cove ISD is the district of choice for Central Texas
- all students can be successful
- in preparing all students for post-secondary success

- in fostering character development in students to produce good citizens
- in developing a culture of success for all
- innovation fosters enthusiasm in students and staff
- in embracing diversity
- in being good stewards of the taxpayers' dollars
- we are committed to delivering educational programs and services that focus on rigor and relevance for students success
- our staff is dedicated to excellence
- our students feel connected to school and are excited about learning
- good board relations are critical to success
- in being the educational center for the community
- in providing safe and secure schools for students and staff
- in taking pride in being a Copperas Cove Bulldawg

The focus of House Creek Elementary is **LEARNING.**

Collaboration with home, school and the community creates the best possible **LEARNING** environment.

Table of Contents

Comprehensive Needs Assessment 5
Demographics 5
Student Learning 11
School Processes & Programs 21
Perceptions 23
Priority Problem Statements 25
Goals 26
Goal 1: Recruit and retain highly qualified staff members & increase staff diversity to better reflect student demographics 26
Goal 2: Reduce Behavioral Referrals and Improve Classroom Management 28
Goal 3: Provide teachers with High-quality, standards aligned instructional materials, and the time to plan for effective implementation using high yield strategies to address the needs of all students to improve Student Academic Achievement Across Reading, Math, and Science. 32
Goal 4: Increase Student Engagement, Attendance, and Sense of Belonging 36
Goal 5: Strengthen Staff Collaboration and Professional Growth 39
Campus Funding Summary 42

Comprehensive Needs Assessment

Demographics

Demographics Summary

House Creek Elementary is a well-established campus with over fourteen years of service, educating students from Kindergarten through 5th grade. As part of the Copperas Cove Independent School District, the school is located in the North side of Copperas Cove, Texas, and primarily serves students from the surrounding neighborhood as well as some rural routes. Transportation is provided through four general bus routes and two specialized routes for students receiving special education services, ensuring safe and reliable access to and from campus.

STAFF DEMOGRAPHICS:

The dedicated team at House Creek Elementary includes 83 staff members who support the academic and social development of our students. This team is comprised of 45 classroom teachers, 20 paraprofessionals, and an instructional coach who guides instructional practices. The campus is further supported by 5 office staff, a parent community outreach coordinator, a military and family life counselor, a speech pathologist, a nurse, a librarian, a campus diagnostician, a compliance facilitator, a counselor, and 3 campus administrators. Together, these professionals collaborate to create a nurturing and effective learning environment.

The race composition of the staff on the campus is listed below:

RACE	NUMBER	PERCENT
American Indian / Alaskan Native	0	0%
Asian	2	2%
Black / African American	7	8%
Native Hawaiian / Pacific Islander	1	1%
White	48	58%
Two or More	6	7%
Hispanic/Latino	19	23%

The gender Identity of staff members is listed below:

GENDER	NUMBER	PERCENT
Male	9	11%
Female	74	89%

According to a staff survey where 76 staff members responded, 41% have taught more than 10 years and 28% are new to the profession having taught 1-2 years. Of the paraprofessional staff that responded, 64% are certified. 67 staff members stated that they plan to return to House Creek and 9 staff members plan on leaving for various reasons.

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STUDENT DEMOGRAPHICS:

The race of the students on campus based on the Fall 2024 PEIMS report are as follows:

RACE	NUMBER	PERCENT
American Indian / Alaskan Native	1	.16%
Asian	6	1%
Black / African American	118	19%
Native Hawaiian / Pacific Islander	10	2%
White	202	32%
Hispanic/Latino	197	32%
Two or More	88	14%

The gender identity of students is displayed in the chart below:

GENDER	NUMBER	PERCENT
Male	296	48%
Female	326	52%

Students from lower socioeconomic status statistically need intervention assistance in the areas of behavior, academics, and speech. Within House Creek Elementary, we collaborate with staff, parents, and utilize local resources, such as Child Find, to identify student needs and implement assistance or services. House Creek Elementary is committed to supporting the district focus on coordinating programs and services for students at-risk of dropping out.

Student Identifying Indicators are displayed in the chart below:

INDICATOR	NUMBER	PERCENT
English as a Second Language (ESL)	22	4%
Emergent Bilingual	25	4%
Free Meals	250	40%
Reduced - Price Meals	54	7%
Gifted and Talented	43	7%

INDICATOR	NUMBER	PERCENT
Special Education	180	29%
Dyslexia	71	11%
Homeless	11	2%
Foster Care	2	.32%
Economically Disadvantaged Total	306	49%
At-Risk	230	37%
Military Connected	379	61%
Section 504	24	4%
Immigrant	3	.48%
Intervention Indicators	110	18%
Transfer Students	13	2%

Identified Student Special Education Services are displayed in the table below:

DISABILITY	NUMBER	PERCENT
Auditory Impairment	0	0
Intellectual Disability	9	5%
Emotional Disturbance	3	2%
Learning Disability	94	52%
Speech Impairment	31	17%
Autism	32	18%
Noncategorical Early Childhood	5	3%
Speech Therapy	28	16%
Resource Room	121	67%
Mainstream	8	4%
Self-Contained	23	13%
Developmental Delay	1	.56%

****

ATTENDANCE:

The campus attendance rate is averaged at 94.4%. Attendance is taken at 9:30am and is tracked daily. Students are counted tardy after 8:00am and absent if they haven't arrived by 9:30am. If students are excessively absent, the campus follows district protocol to include phone calls, letters sent home, and attendance review committee (ARC) meetings that are scheduled when students reach 6 and 9 unexcused absences. Truancy is filed after 10 unexcused absences. Parents are encouraged to notify the school via phone, in-person, email, or skyward online documentation of the student's absent beforehand. Absences are excused for health appointments and extracurricular activities that occur during the day off-campus. Students are allotted 5 absences excused with parent notification.

****

MOBILITY:

At the time of the campus snapshot, House Creek Elementary had an enrollment of 622 students. Throughout the year, 108 students either enrolled or withdrew, resulting in a campus mobility rate of 19%. This mobility is influenced by several factors, including military family relocations, alternative education options such as online and homeschooling, and families moving to housing developments outside the city or school zone. Additionally, the campus currently serves 13 transfer students who reside outside the designated attendance zone.

****

DISCIPLINE:

All teachers at House Creek Elementary participate in CHAMPS behavior management training during pre-service, typically held in early August. To promote positive student behavior, the campus implements a variety of interventions, including behavior Response to Intervention (RTI), social-emotional learning (SEL) lessons, counseling services, CHAMPS strategies, Positive Behavioral Interventions and Supports (PBIS) events and incentive trips, guidance lessons, character awards, and scheduled circle times to address and resolve classroom or community concerns.

Beginning in the 2018–2019 school year, the campus introduced incentive field trips to reward students who demonstrated positive behavior, specifically those with no office referrals, no unexcused absences, and maintaining a grade average of 70 or above. This initiative continues through the 2024–2025 school year; however, the current eligibility criterion focuses solely on students having no office referrals during the specified time period. Attendance and academic performance are no longer requirements for participation in the incentive trips.

Longitudinal data reveals that behavioral incidences have increased as indicated in the data table below:

DISCIPLINE OFFENSES BY TYPE	2022-2023	2023-2024	2024-2025
TOTAL:	784	786	1149
CLASSROOM:	521	531	753
OFFICE:	263	255	396

OFFICE REFERRAL TYPES	2024-2025
Conduct Code Violations	21
Fighting	2
Biting	3
Cheating	2
Computer Misuse	4
Dress Code	1
Disrespect	18
Disruptive Behavior	77
Destruction of School Property	2
Foul Language / Cussing	9
Skipping	2
Horseplay	14
Inappropriate Exposure	3
Leaving Campus Without Permission	1
Leaving Class Without Permission	9
Lying	1
Non-Compliance	78
Physical Contact With Adult	5
Physical Contact With Student	99
Persistent Misconduct	10
Possession of Other's Property	10
Prohibited Item	2
Rude Gestures	1
Sleeping In Class	2
Threat	12
Throwing Objects	2
Violation of Stay Away Agreement	6

Demographics Strengths

House Creek Elementary proudly serves a diverse student population representing a wide range of ethnicities, races, religions, and abilities. This diversity enriches the learning environment and fosters inclusivity and cultural awareness among students and staff. 430

Additionally, the district's RISE program actively supports the professional growth of paraprofessionals on campus by providing pathways for them to transition into teaching roles. This initiative strengthens the campus by promoting internal leadership development and enhancing instructional capacity. These teachers are also provided a mentor for their 1st two years.

The student population, in spite of high mobility rate, is fairly constant in terms of ethnicity, number of participants in special programs, and the number of economically disadvantaged students.

Teachers are involved in collaboration with special education, counselor, interventionists, IC, and administrators for ongoing evaluation and analysis of students' data. This has allowed us to improve targeted instruction and adjust services as needed more efficiently for students. This has also improved student growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There was a significant increase in the number of referrals (both office and classroom) compared to the previous years.
Root Cause: Lack of classroom management strategies being utilized to mitigate disruptive behaviors in addition to teacher training & SEL time is not scheduled at a time conducive to all students being present to receive instruction.

Problem Statement 2: Student attendance and tardiness results in loss of instructional time for students and impacts student learning. .
Root Cause: The percentage of students that perceive their teachers do not care about then indicates the culture may be the root cause. Little incentives for students to want to come to school.

Problem Statement 3: The campus serves a high number of Special Education, at-risk, and economically disadvantaged students creating challenges in support and resource allocation.
Root Cause: Staff knowledge of best practices in supporting special populations in Tier I instruction needs improvement. Accessibility of intervention resources and training on those resources is lacking.

Student Learning

Student Learning Summary

The campus received recognition as a National Blue Ribbon School from the United States Department of Education in 2024 for the 2023-2024 school year. The recognition lasts for five years.

2024 Accountability Ratings:

Student Achievement - B

School Progress - B

Closing the Gaps - B

Overall Campus Rating - 82

***** Distinctions & Awards ****

Post Secondary Readiness

Texas Honor Roll

Purple Star Campus

Blue Ribbon Campus

Crest Counseling Award

US News Best Schools, #367/6000

TIA - 24 teachers in 2 years

ES2S Team of the Year

****

2024-2025 STUDENT LEARNING:

Students are tested at the beginning, middle, and end of year in the following areas:

GRADE LEVEL	ASSESSMENTS ADMINISTERED
Kinder 1st Grade	mCLASS Reading MAP Math

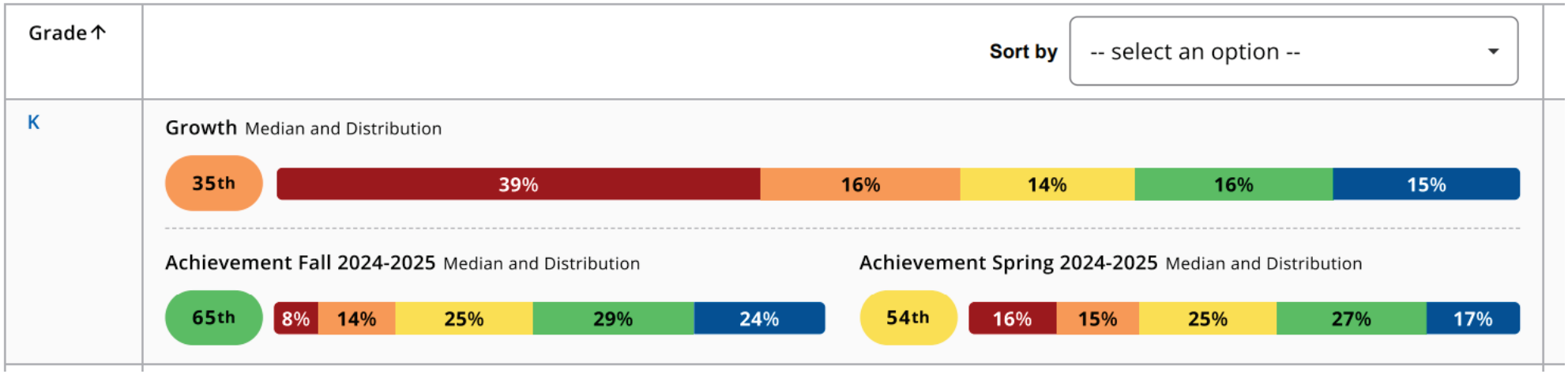
GRADE LEVEL	ASSESSMENTS ADMINISTERED
2nd Grade	mCLASS Reading MAP Math MAP Science
3rd Grade 4th Grade	mCLASS Reading MAP Math MAP Science STAAR Reading STAAR Math
5th Grade	mCLASS Reading MAP Math MAP Science STAAR Reading STAAR Math STAAR Science

DATA SUMMARIES:

Practice STAAR assessments were administered in December of 2024 and March of 2025.

Below are the end of year student achievement assessment results.

MATH MAP DATA:

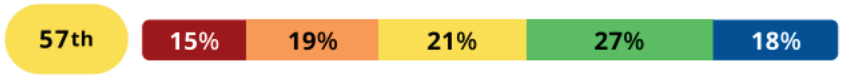


Grade 1

Growth Median and Distribution



Achievement Fall 2024-2025 Median and Distribution



Achievement Spring 2024-2025 Median and Distribution

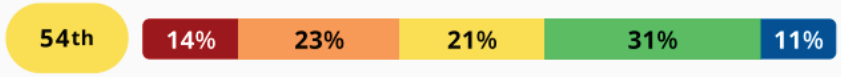


Grade 2

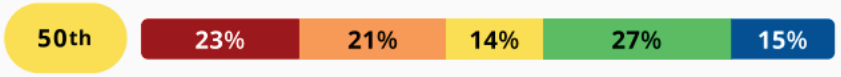
Growth Median and Distribution

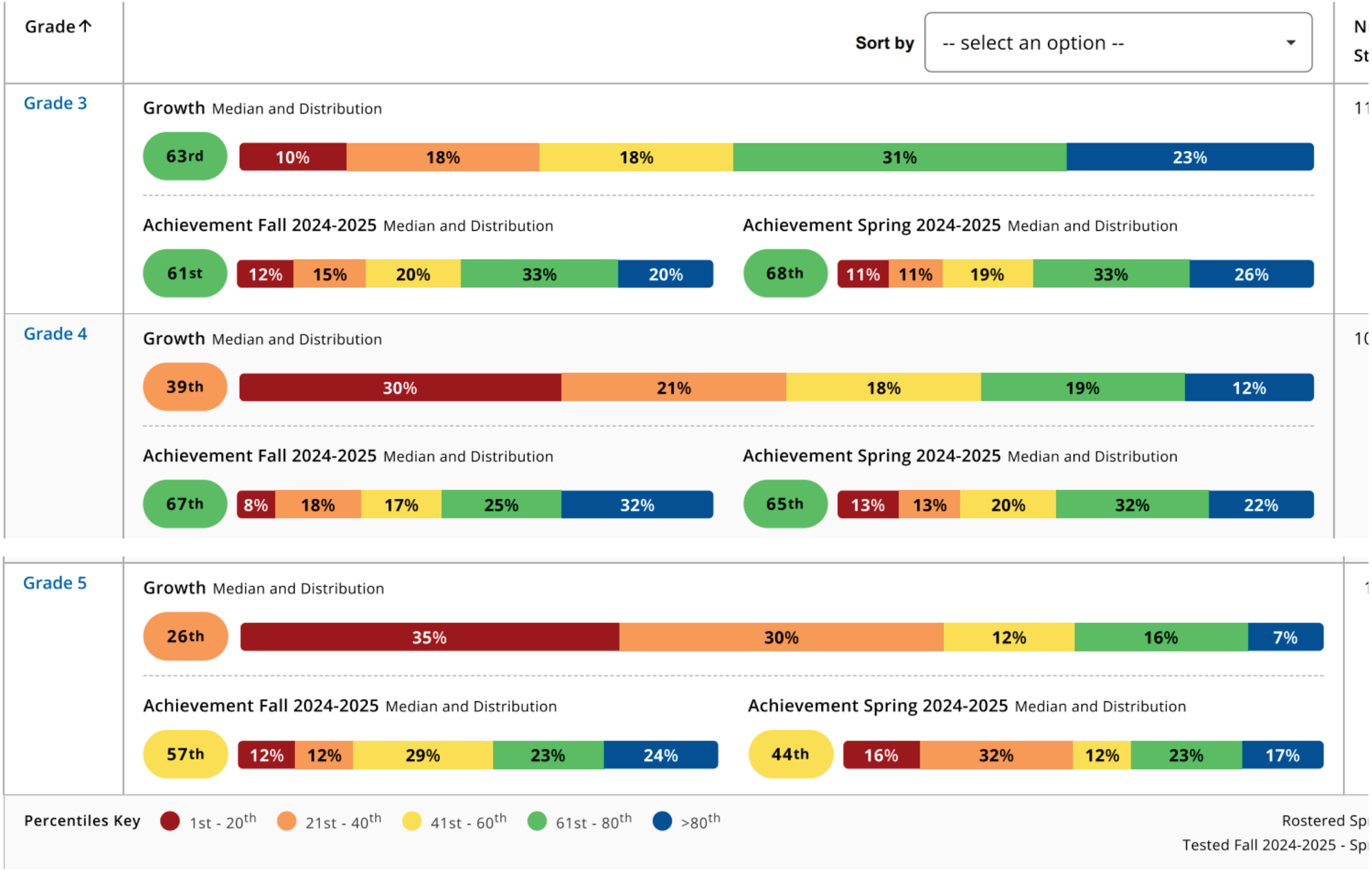


Achievement Fall 2024-2025 Median and Distribution

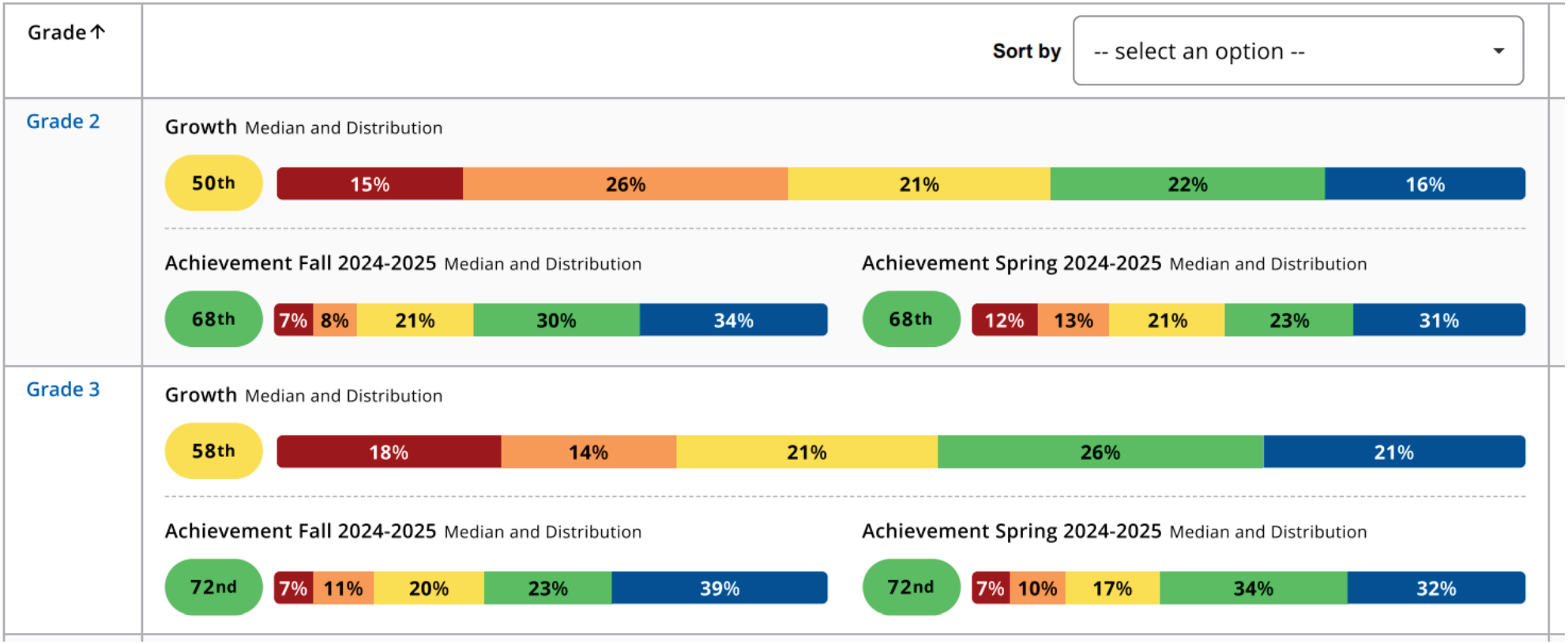


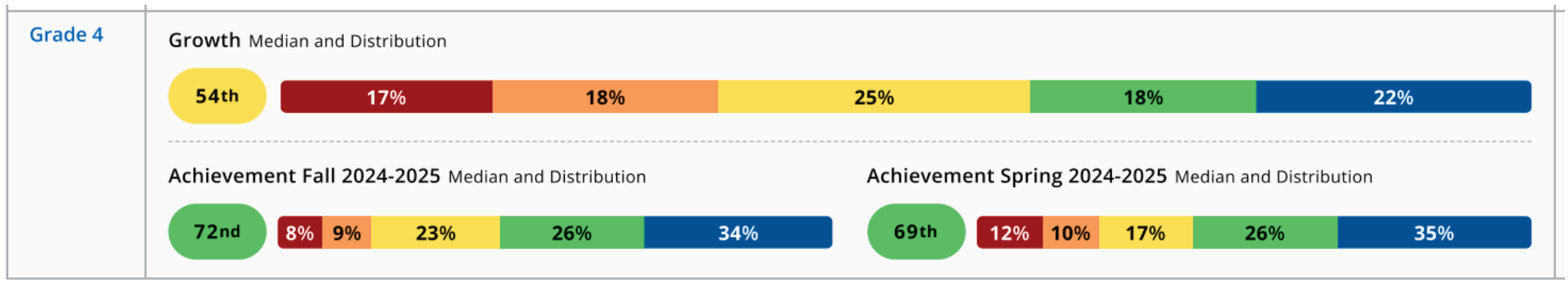
Achievement Spring 2024-2025 Median and Distribution

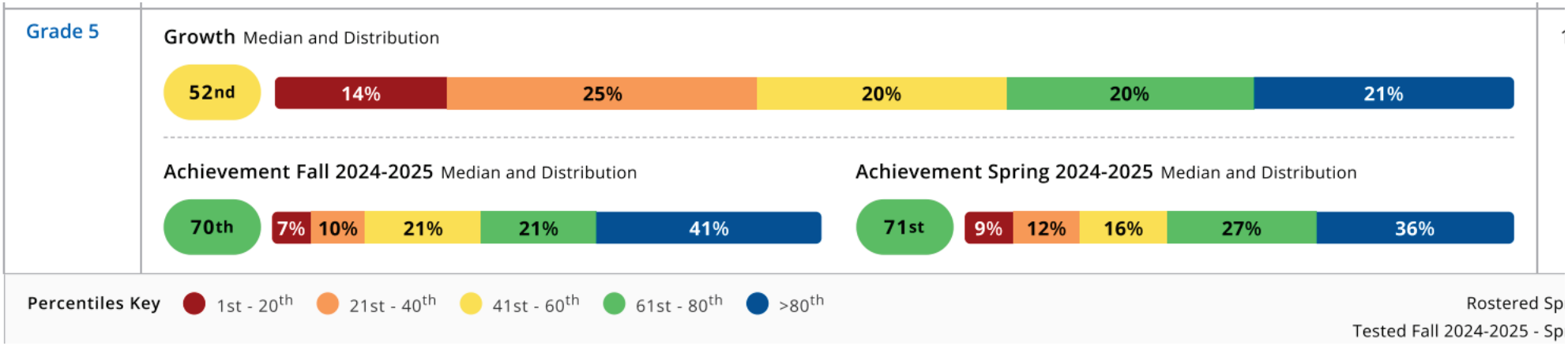




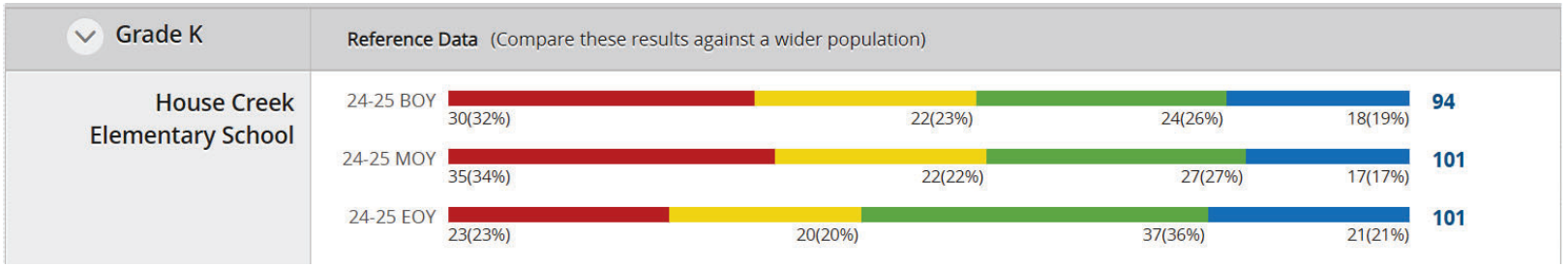
SCIENCE MAP DATA:

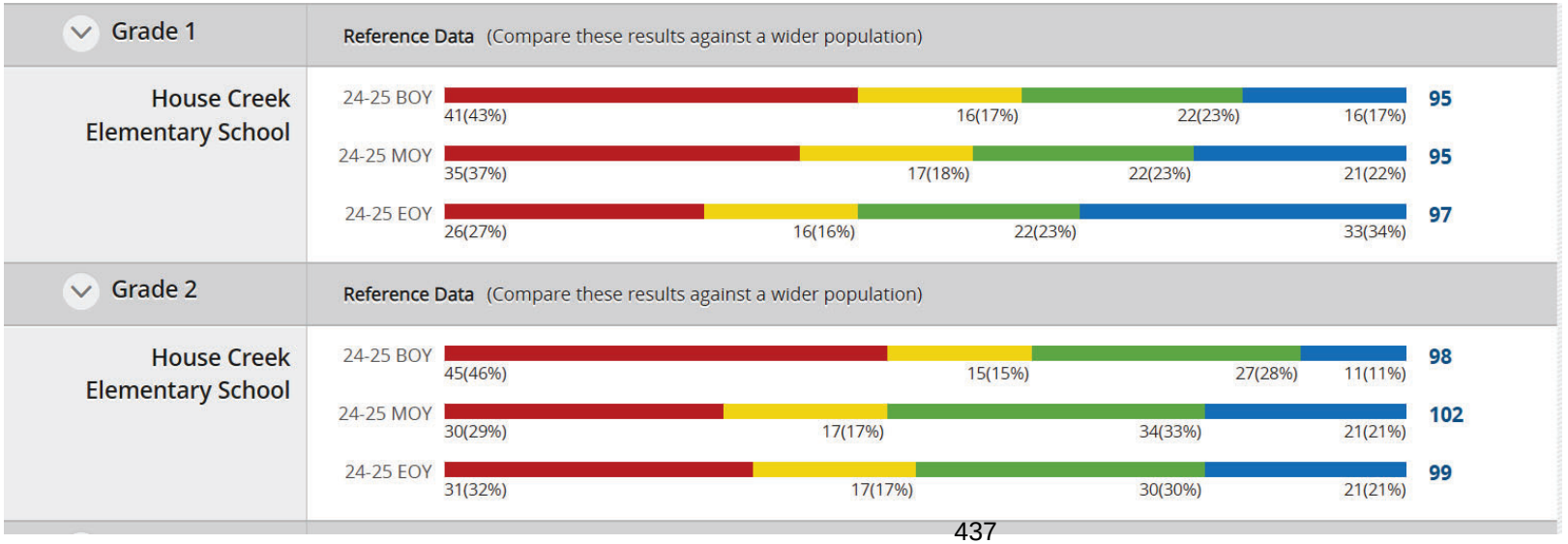

Grade ↑
Sort by
-- select an option --
Grade 2
Growth Median and Distribution
50th
15%
26%
21%
22%
16%
Achievement Fall 2024-2025 Median and Distribution
68th
7%
8%
21%
30%
34%
Achievement Spring 2024-2025 Median and Distribution
68th
12%
13%
21%
23%
31%
Grade 3
Growth Median and Distribution
58th
18%
14%
21%
26%
21%
Achievement Fall 2024-2025 Median and Distribution
72nd
7%
11%
20%
23%
39%
Achievement Spring 2024-2025 Median and Distribution
72nd
7%
10%
17%
34%
32%

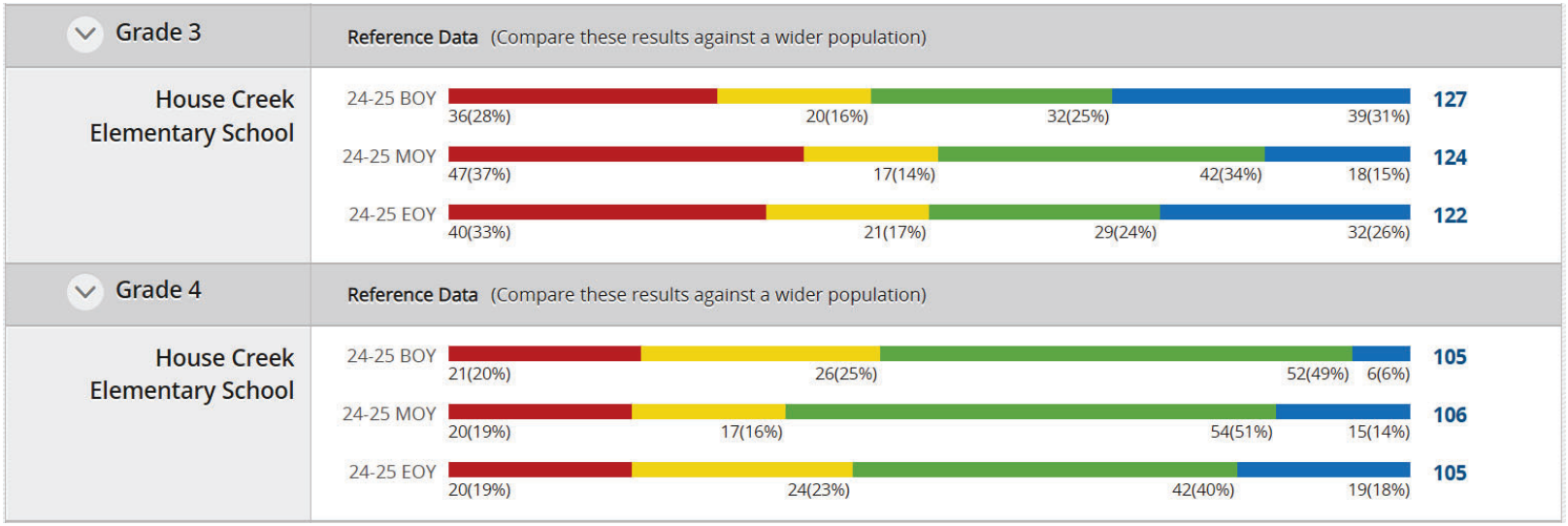

Grade 4
Growth Median and Distribution
54th
17%
18%
25%
18%
22%
Achievement Fall 2024-2025 Median and Distribution
72nd
8%
9%
23%
26%
34%
Achievement Spring 2024-2025 Median and Distribution
69th
12%
10%
17%
26%
35%

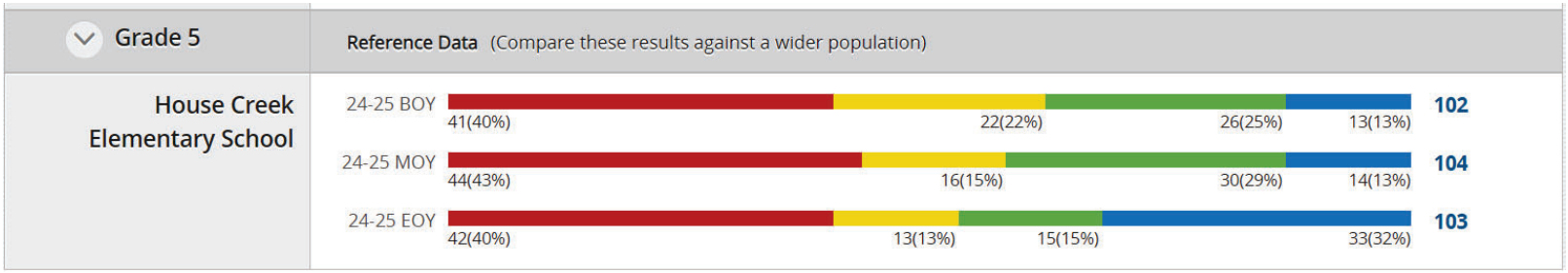


READING mCLASS DATA:









When compared to other campuses of relative size, we have outperformed, or performed very closely in comparison on benchmark testing and practice STAAR assessments.

STAAR RESULTS:

3rd Grade Math:

Sub-population	Students	Approaches Grade Level		Meets Grade Level		Masters Grade	
	Tested	#	%	#	%	#	
All Students	121	104	86	75	62	39	

3rd Grade Reading:

Sub-population	Students	Approaches Grade Level		Meets Grade Level		Masters Grad	
	Tested	#	%	#	%	#	
All Students	121	101	83	72	60	40	

4th Grade Math:

Sub-population	Students	Approaches Grade Level		Meets Grade Level		Masters Gra	
	Tested	#	%	#	%	#	
All Students	110	87	79	63	57	31	

4th Grade Reading:

Sub-population	Students	Approaches Grade Level		Meets Grade Level		Masters Grad	
	Tested	#	%	#	%	#	
All Students	111	95	86	61	55	22	

5th Grade Math:

Sub-population	Students	Approaches Grade Level		Meets Grade Level		Masters Grade	
	Tested	#	%	#	%	#	
All Students	105	74	70	46	44	25	

5th Grade Reading:

Sub-population	Students	Approaches Grade Level		Meets Grade Level		Masters Grade	
	Tested	#	%	#	%	#	
All Students	105	88	84	64	61	38	

5th Grade Science:

Sub-population	Students	Approaches Grade Level		Meets Grade Level		Masters Grade	
	Tested	#	%	#	%	#	
All Students	106	68	64	26	25	7	

GRADING AND FAILURE RATES:

When analyzing data, most students' performance on state assessments correlates with their performance on local benchmark assessments. Report card grades, however, show some discrepancies between grades earned in class and results from STAAR and benchmark assessments. Common grading opportunities are identified in the scope and sequences provided by the district. Students who are at risk of failing are recognized and served through Response to Intervention (RTI) services. Students who have failed a grade level are invited to summer school, in addition to tutoring as a remediation strategy. These are times when students learning gaps are identified and material is retaught to fill those gaps.

RESPONSE TO INTERVENTION:

The Response to Intervention (RTI) program at House Creek Elementary is aligned with the state's Multi-Tiered System of Supports (MTSS) framework, providing a structured approach to meeting diverse student learning needs.

Tier 1 represents high-quality, evidence-based classroom instruction accessible to all students. Tier 2 involves supplemental support through additional small-group or pull-out services for students who require targeted assistance beyond the core instruction. Tier 3 offers intensive, individualized intervention for students who do not demonstrate adequate progress in Tier 2.

Placement within intervention tiers for reading and math is determined by current assessment data, including measures from MAP and mCLASS. The majority of students receiving Tier 2 and Tier 3 interventions participate in pull-out small group sessions during designated campus intervention times. For students with specialized needs, such as those identified with dyslexia or English as a Second Language (ESL) requirements, alternative interventions are provided to address their unique learning gaps. Notably, the campus has seen an increase in identified dyslexia cases, particularly following early screening in kindergarten and first grade. Dyslexia services are now managed within the special education framework, with eligibility and service decisions made through Admission, Review, and Dismissal (ARD) meetings.

To support effective implementation of RTI, the campus dedicates time for professional learning communities (PLCs), grade-level data meetings, RTI planning sessions, and after-school tutoring. These collaborative efforts focus on analyzing student data, planning targeted instruction, and closing achievement gaps.

Student Learning Strengths

House Creek Elementary offers a range of supports and resources designed to enhance student learning and close achievement gaps. After-school tutorials are available on designated days (Tuesdays and Thursdays) to provide additional academic support. The campus also implements a dedicated intervention hour, known as WIN (What I Need) time, ensuring all students receive targeted instruction tailored to their individual needs.

Teachers actively engage in grade-level Professional Learning Communities (PLCs) and Data Driven Instruction where they analyze student data and collaboratively plan focused interventions and instructional strategies. Technology is integrated into both instruction and assessments, supporting differentiated learning and real-time progress monitoring.

This year, all new staff members and teachers participating in the RISE program completed the rigorous Texas Reading Academies, further strengthening literacy instruction campus-wide. Additionally, teachers received specialized training in PhD Science and the Sharon Wells math program, enhancing content knowledge and instructional practice.

The campus prioritizes structured time for key collaborative and instructional activities, including grade-level lesson internalization and data-driven instruction (DDI), regular grade-level PLC meetings, academic and behavioral RTI meetings held every five weeks, and grade-level tutorials in reading and math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Lack of campus knowledge of resources available for Intervention time.
Root Cause: Teachers and paraprofessionals do not always know what resources are available on the campus for use during tiered instruction. There is also a lack of training on best practices and how to use these resources effectively.

Problem Statement 2: The staff survey indicates that students' social emotional skills are below average for their age, and a significant majority of teachers feel they do not have enough of a dedicated time to teach SEL lessons. There is also a lack of implementation and SEL instruction.
Root Cause: Time allotted for this during the school day on the schedule is not conducive to capturing all of the students.

Problem Statement 3: Students in Tier 2 tend to remain there indicating grade level based WIN time is not leading to significant gains.
Root Cause: Teachers are not always able to identify the students gap or particular need before tier 2 placement . The student's instructional gap may not be being filled with the particular intervention being offered or there is lack of proper scaffolding of instruction to bring the student up to grade level. interventions are often workbook or computer based rather than multisensory.

School Processes & Programs

School Processes & Programs Summary

PROFESSIONAL PRACTICES:

House Creek Elementary fosters the development of instructional leaders through a comprehensive mentorship program, the appointment of grade-level leaders, and participation in the district's RISE initiative. Staff are regularly recognized for their contributions, reinforcing a culture of excellence. The campus employs structured literacy and evidence-based instructional practices aligned with the science of reading.

Teachers engage in ongoing, curriculum-specific professional development opportunities, including programs such as LETRS, Fundations, Wilson Reading System, Sharon Wells, Eureka Math, Blended Learning, and the Texas Reading Academy. Additionally, training sessions on behavior, trauma, and resilience are offered to support holistic student needs. Professional development days are strategically scheduled within the district's work calendar to ensure consistent growth and collaboration.

PROGRAMS, PROCEDURES, AND OPPORTUNITIES FOR STUDENTS:

House Creek offers a variety of programs designed to address both academic and behavioral needs, including intervention services, a behavior support classroom, a sensory room, and academic tutoring. A campus-wide student data tracking system is used to monitor progress toward learning goals. Teachers, interventionists, and administrators collaborate regularly to analyze this data and adjust instruction accordingly.

The district provides grade-level curriculum aligned with TEKS and ELPS standards. Educators follow structured scope and sequence guides across core subjects—reading, math, science, and social-emotional learning—to ensure consistency and rigor. Instructional practices such as shared reading and the use of complex texts further support literacy development. Classroom walkthroughs are conducted to offer feedback and guide effective curriculum implementation.

To ensure all students meet challenging academic standards, the campus delivers a well-rounded curriculum with targeted intervention and enrichment opportunities. Academic tutoring is available for students in grades 1–5. Identified students receive additional support through push-in and pull-out models facilitated by intervention staff and paraprofessionals. Gifted and talented students participate in "Genius Hour" during intervention time and are invited to present their work at the district's annual showcase each spring.

Positive behavior interventions and supports (PBIS) are implemented campus-wide to promote a safe and respectful learning environment. Incentives such as "Creek Cash," positive office referrals, and behavior reward field trips recognize students who demonstrate exemplary behavior. The "House Creek Heroes" program highlights a weekly character trait, with teachers selecting homeroom students who embody those values.

At House Creek, we embrace an "all hands on deck" approach to student success. Our support staff play an integral role in delivering academic and behavioral supports that ensure every student has the opportunity to thrive.

School Processes & Programs Strengths

House Creek Elementary has established a range of systems designed to support high-quality teaching and foster a positive, collaborative environment. Teachers benefit from ongoing, relevant professional development opportunities that focus on effective, research-based instructional strategies. Programs such as RISE and the campus mentorship initiative provide additional support for staff growth and leadership development. Regular data-driven meetings, along with dedicated grade-level and independent planning time, allow educators to reflect on student progress and refine instruction accordingly. The implementation of designated professional development and planning days further supports intentional,

focused collaboration. A detailed and comprehensive curriculum in both math and reading ensures instructional consistency and alignment with state standards. The campus culture is both positive and supportive, contributing to a strong sense of community and professional respect. This commitment to excellence is reflected in the recognition of three teachers who earned the Teacher Incentive Allotment this past year in addition to 21 the year prior. On the behavioral side, the campus has responsive behavioral staff and a variety of positive behavior incentive systems in place to reinforce and celebrate student success, contributing to a safe and encouraging learning environment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Limited differentiated Instruction and small group support. Intervention groups get stifled when staff members are pulled to cover other classroom areas.
Root Cause: Lack of centers and small group instruction , which may hinder differentiated instruction and targeted support for students. Staff members submitting last minute absences not allowing for adequate time for a substitute to pick up the job so instructional paras are pulled from intervention support to substitute rather than splitting the class.

Problem Statement 2: Teachers are unable to consistently use designated conference period time during the day to meet with parents, plan instruction, or make phone calls.
Root Cause: Conference time is usually booked to attend required meetings on campus.

Problem Statement 3: Inconsistent implementation of behavior management strategies across classrooms is leading to increased behavioral incidents and teacher burnout.
Root Cause: Teachers do not consistently give out creek cash across grade levels, perhaps due to lack of teacher buy in and inconsistent rewards system.

Perceptions

Perceptions Summary

Student Experience and Safety

Students at the high-end report feeling supported by their teachers, having meaningful friendships (76%), and engaging in learning at school (69%). However, only 33% report feeling consistently happy at school, and just 26% express a strong desire to attend regularly. Despite these lower sentiment figure s, HCE maintains a strong 95% attendance rate.

To ensure a safe and secure environment, the school conducts regular safety drills, maintains a visible presence of a school marshal, and conducts weekly door audits to ensure all entry points are secure.

Discipline and Student Behavior

Disciplinary incidents have significantly decreased over the past two years. Principal detentions dropped from 105 in the 2022–2023 school year to 35 last year, and further down to 28 this year. In-school suspensions (ISS) also declined, from 30 in 2022–2023 to 17 last year. This year, we recorded 63 full-day ISS and 32 partial-day ISS.

In terms of student safety and conduct reporting, 63 reports were submitted through the Stop It app, resulting in 24 stay-away agreements.

Parent Engagement and Communication

HCE received a parent satisfaction rating of 4.47 out of 5 stars. While only 11% of parents are currently involved in the PTA, 13% expressed interest in joining, and 76% are not currently involved. A strong majority of parents (93%) feel that their children are safe and welcomed at HCE—an increase of 2% from the previous school year.

However, communication remains an area for growth. Parents have expressed a preference for email (58%) and face-to-face communication (33%) over platforms like Schoology (1%). Many parents are unable to attend school events due to scheduling conflicts with work and would appreciate more advanced notice of upcoming events.

Staff Experience and Professional Development

HCE received a staff satisfaction rating of 4.4 out of 5 stars. Most teachers feel supported by administration (79%), experience a sense of belonging (84%), enjoy collaboration with their team (76%), and express passion for teaching (93%).

Between 61% and 63% of staff feel they are provided with appropriate professional development (PD) opportunities and access to helpful instructional programs. However, some staff have expressed that PD sessions are not always aligned with their current instructional needs and that there is insufficient preparation time on orange days.

Perceptions Strengths

Strengths:

Based on our student survey results, students felt that their teachers liked them and reported that they like to come to school. Students reported that they learn a lot and have friends at school. Of the students that completed the survey, 76% feel they have friends at school. 69% of students feel like they learn a lot at school. Our campus was rated a 4.4 out of 5 based on our staff survey (72 staff members completed the perceptions survey). 79% of staff members "agree" that their administrators are supportive and work together efficiently. 84% of teachers "agree" that they have a sense of belonging. 76% of staff surveyed feel their team works efficiently together and handles issues professionally. 93% of staff members surveyed love to teach and see the results of their work with students.

Based on our parent survey results, 93% of parents feel their child is safe at school.

93% of parents feel welcome at House Creek. There was a 2% increase in these results from the previous school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Limited Student Emotional Engagement: Despite high overall attendance, only 33% of students always feel happy at school, and just 26% always feel they want to come to school, indicating a gap in emotional connection and motivation.
Root Cause: Perceived lack of care from the school as only 57% of students feel that the school cares about them, which may undermine student trust and emotional safety, despite existing safety measures. This indicates a lack of relationships being built with students.

Problem Statement 2: Inadequate Professional Development and Support Programs
Root Cause: PD sessions are not always aligned with current staff instructional needs.

Problem Statement 3: Low Parent Involvement and Ineffective communication with parents.
Root Cause: Inconsistency in communications from staff in the most effective method for parents.

Problem Statement 4: Ongoing behavioral issues despite reduced referrals.
Root Cause: Lack of time for effective SEL instruction and restorative practices.

Priority Problem Statements

Goals

Goal 1: Recruit and retain highly qualified staff members & increase staff diversity to better reflect student demographics

Performance Objective 1: Increase recruitment and retention of staff by 5% within 2 years.

Evaluation Data Sources: PIEMS reporting on staff recruited and retained.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Partner with universities and teacher preparation programs with diverse candidate pools and invite them to our job fairs. **Strategy's Expected Result/Impact:** Increase recruitment of staff from diverse ethnic groups. **Staff Responsible for Monitoring:** Admin team **ESF Levers:** Lever 2: Strategic Staffing				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Encourage staff members to participate in the staff recruitment incentive program by providing them with information on this incentive periodically. **Strategy's Expected Result/Impact:** Current staff will encourage certified teachers they know and connect with to join the House Creek CCISD teaching team. **Staff Responsible for Monitoring:** Admin team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Ensure specialized and individualized training opportunities for all teachers, staff, and content areas throughout the school year and on gold days. **Strategy's Expected Result/Impact:** Meaningful and impactful professional development for all teachers and staff will result in student gains. **Staff Responsible for Monitoring:** Principal, assistant principals, Instructional coach, Mentor Advisor **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Funding Sources:** membership dues principals and counselor - 199 - General Fund - $1,310, principal, assistant principal & counselor travel - 199 - General Fund - $4,750, Librarian conference & travel - 199 - General Fund - $1,400, Staff PD opportunities - 199 - General Fund - $1,300				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Reduce Behavioral Referrals and Improve Classroom Management

Performance Objective 1: Decrease office referrals by 20% in the next academic year.

Evaluation Data Sources: Skyward discipline referral count

Strategy 1 Details	Reviews			
Strategy 1: By the end of the 2024-2025 school year, 100% of staff will implement a consistent behavior management plan, aligned with the school-wide behavior matrix, as measured by classroom observations, participation levels in PBIS events, and consistent use of Creek Cash.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Decrease in office referral numbers **Staff Responsible for Monitoring:** Discipline Officer				

Strategy 2 Details	Reviews			
Strategy 2: Expand behavior incentive field trips tied to positive behavior and passing grades.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Use referral data to identify common issues and provided targeted interventions.	Formative			Summative
Strategy's Expected Result/Impact: More frequent reteach and modeling of expected student behaviors along with practice time for students. **Staff Responsible for Monitoring:** Behavior Coordinator, Counselor, teachers	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Schedule regular RTI behavior meetings to support students with repeated referrals.	Formative			Summative
Strategy's Expected Result/Impact: Increase in knowledge of strategies to support students that are repeat offenders. **Staff Responsible for Monitoring:** Admin team, Counselor, Behavior Coach **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Create a more conducive schedule for implementation of SEL lessons and provide a strategic time for these to take place throughout the day. Increase social emotional learning by consistently integrating SEL lessons in classrooms weekly and utilize counselors and the military and family life counselor to provide small group or individual support. **Strategy's Expected Result/Impact:** Increase in level and amount of instruction for SEL. Increased feedback to teachers on SEL implementation. **Staff Responsible for Monitoring:** Admin team, Counselor, teachers, Instructional coach **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Reduce Behavioral Referrals and Improve Classroom Management

Performance Objective 2: Ensure 100% teacher participation in Capturing Kids Hearts and restorative practices with students.

High Priority

Evaluation Data Sources: walkthroughs, positive office referrals count

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strengthen teacher behavior management training by conducting mandatory Capturing Kids Hearts & CHAMPS refresher workshops before the school year and throughout the year as needed. **Strategy's Expected Result/Impact:** Increase in level of teacher and student accountability for how to treat one another, meeting expectations, and improved student academic outcomes. **Staff Responsible for Monitoring:** Admin, Counselor, Instructional Coach **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Offer coaching sessions with campus administrators focused on classroom management. **Strategy's Expected Result/Impact:** Improved strategies and practice time for implementing lessons while targeting specific classroom management strategies. Improved student behavior. **Staff Responsible for Monitoring:** Admin, Counselor, Instructional Coach, teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Reduce Behavioral Referrals and Improve Classroom Management

Performance Objective 3: Strengthen and expand PBIS, SEL, and restorative practices through professional development and enhancement of classroom management training and de-escalation strategies.

High Priority

Evaluation Data Sources: sign in sheets for PD, referral counts

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement Capturing Kids Hearts and provide an SEL time that ensures the teacher has time to implement SEL lessons. **Strategy's Expected Result/Impact:** Improved student culture and an increase in student achievement. **Staff Responsible for Monitoring:** Admin team, counselor, teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Provide teachers with High-quality, standards aligned instructional materials, and the time to plan for effective implementation using high yield strategies to address the needs of all students to improve Student Academic Achievement Across Reading, Math, and Science.

Performance Objective 1: Increase percentage of students meeting grade-level proficiency in STAAR Reading and Math by 3% within one year.

High Priority

HB3 Goal

Evaluation Data Sources: benchmark assessment, released and actual STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hold bi-monthly grade-level data meetings to analyze MAP, mCLASS, and benchmark results, then adjust instruction and interventions based on data trends. **Strategy's Expected Result/Impact:** Analyze data to plan intentionally and address students' learning gaps. **Staff Responsible for Monitoring:** Instructional Coach, Admin team, teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to offer before/ after-school tutorials on designated days. **Strategy's Expected Result/Impact:** Increase percentage for Closing the gaps. **Staff Responsible for Monitoring:** Admin team , Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** tutors - 211 - Title I-A - $10,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Provide teachers with High-quality, standards aligned instructional materials, and the time to plan for effective implementation using high yield strategies to address the needs of all students to improve Student Academic Achievement Across Reading, Math, and Science.

Performance Objective 2: Reduce the number of students in Tier 3 RTI interventions by 5% through effective Tier 1 and 2 supports.

Evaluation Data Sources: Progress monitoring & benchmark data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Revise intervention schedules to minimize pulling staff from instruction and prioritize uninterrupted intervention blocks, especially during WIN time. **Strategy's Expected Result/Impact:** Students will not miss services because a staff member was pulled to cover an absent staff members class. **Staff Responsible for Monitoring:** Administration, Substitute Coordinator **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue training in Texas Reading Academies, Sharon Wells math program, and PhD Science. In addition, adjust required professional development based on teacher'sindividual areas of need. **Strategy's Expected Result/Impact:** Increase teacher knowledge and application of the Science of teaching reading and best practices. Increase knowledge and application in the delivery of the curriculum in these areas. **Staff Responsible for Monitoring:** Admin team, instructional Coach, teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Supplemental instructional materials - 199 - General Fund - $2,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Train all providers on the effective implementation and use of resources available for interventions & insure all providers have the resources necessary to intervene or enhance their curricular knowledge. Consistent curriculum implementations: STR, Sharon Wells, Eureka Math & PHD Science. Allow for professional development opportunities off campus. **Strategy's Expected Result/Impact:** Increase in student growth in intervention and decrease in referrals for TIER 2. **Staff Responsible for Monitoring:** Admin, Instructional Coach, teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Instructional materials & general supplies - 199 - General Fund - $15,000, Music supplies - 199 - General Fund - $1,000, PE supplies - 199 - General Fund - $1,000, counselor supplies - 199 - General Fund - $2,000, copy paper, card stock - 199 - General Fund - $6,000, substitutes - 199 - General Fund - $2,500, instructional materials and general supplies - 211 - Title I-A - $12,600, Library books & reading materials - 199 - General Fund - $10,620, Student resources and materials - 199 - General Fund - $10,000				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Provide teachers with High-quality, standards aligned instructional materials, and the time to plan for effective implementation using high yield strategies to address the needs of all students to improve Student Academic Achievement Across Reading, Math, and Science.

Performance Objective 3: Engage families in academic support

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Communicate student progress regularly with parents via preferred channels (email, phone, and face-to-face). **Strategy's Expected Result/Impact:** Increased in the positivity of our campus culture. Parents will feel more welcome and part of the team. **Staff Responsible for Monitoring:** Admin team, Counselor, Teachers **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Offer workshops and resources for families to support learning at home. **Strategy's Expected Result/Impact:** Improved parent participation in trainings that will help them improve their participation with their students. Improved parent knowledge and abilities to assist their child with learning at home. **Staff Responsible for Monitoring:** Parent community outreach coordinator, Admin team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** resources for parent check out & use, training supplies & snacks, conference for PCOC To learn best practices for increasing parent engagement - 211 - Title I-A - $1,750				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Increase Student Engagement, Attendance, and Sense of Belonging

Performance Objective 1: Utilize Capturing Kids Hearts to Improve campus culture and building relationships with students in an effort to increase student-reported happiness at school by a minimum of 10% by the end of the next school year.

Evaluation Data Sources: Student survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue "House Creek Heroes" character recognition each week. **Strategy's Expected Result/Impact:** Students take pride in being recognized for their efforts to have good character. **Staff Responsible for Monitoring:** Counselor **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Improve communication about events and updates to students and parents. Host events at varied times to accommodate working families. **Strategy's Expected Result/Impact:** Increased participation level in events. **Staff Responsible for Monitoring:** Admin team & PCOC **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement student advisory groups to gather feedback on school climate. **Strategy's Expected Result/Impact:** Student leaders gather feedback from their peers and share with the administrative team. Empowers students to participate in improving our school culture. **Staff Responsible for Monitoring:** Admin, Counselor, ES2S Sponsor, Student Council sponsor **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Use surveys to monitor student engagement and happiness quarterly. **Strategy's Expected Result/Impact:** Use as a method to monitor progress and growth in this area. Make adjustments as needed throughout the year as needed. **Staff Responsible for Monitoring:** Counselor **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Increase Student Engagement, Attendance, and Sense of Belonging

Performance Objective 2: Increase attendance rates to a minimum of 96%.

High Priority

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement attendance incentives for classes with the highest attendance. **Strategy's Expected Result/Impact:** Create competition between classes to increase their daily attendance rate thus increasing attendance. **Staff Responsible for Monitoring:** Principal, Assistant Principals, PIEMS **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Student rewards/incentive trips - 461 - Campus Activity Fund - $10,000, Academic Field trips - 199 - General Fund - $1,500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Strengthen Staff Collaboration and Professional Growth

Performance Objective 1: Ensure 90% of teachers report using designated conference time for planning or parent communication.

Evaluation Data Sources: parent communication logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Limit required meetings during conference periods. **Strategy's Expected Result/Impact:** Increase in planning time for teachers **Staff Responsible for Monitoring:** Admin team				

No Progress Accomplished Continue/Modify Discontinue

Goal 5: Strengthen Staff Collaboration and Professional Growth

Performance Objective 2: Increase staff satisfaction to at least 90% of respondents.

Evaluation Data Sources: Staff surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct regular PD needs assessments each six weeks. **Strategy's Expected Result/Impact:** PD will be more targeted to the teacher and campus needs as reflected by walkthroughs and teacher surveys. **Staff Responsible for Monitoring:** Admin, Instructional Coach **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Celebrate staff accomplishments regularly (scheduled) and achievements. Ensure the implementation of staff shout outs. **Strategy's Expected Result/Impact:** Increase in staff moral **Staff Responsible for Monitoring:** Admin, Counselor, Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Use observations and feedback sessions to support instructional growth of teachers and increased student achievement. **Strategy's Expected Result/Impact:** Improved teacher and student performance. **Staff Responsible for Monitoring:** Admin, Instructional Coach. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				


No Progress
Accomplished
Continue/Modify
Discontinue

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Staff PD opportunities		$1,300.00
1	1	3	membership dues principals and counselor		$1,310.00
1	1	3	Librarian conference & travel		$1,400.00
1	1	3	principal, assistant principal & counselor travel		$4,750.00
3	2	2	Supplemental instructional materials		$2,000.00
3	2	3	counselor supplies		$2,000.00
3	2	3	Student resources and materials		$10,000.00
3	2	3	copy paper, card stock		$6,000.00
3	2	3	substitutes		$2,500.00
3	2	3	Instructional materials & general supplies		$15,000.00
3	2	3	Library books & reading materials		$10,620.00
3	2	3	PE supplies		$1,000.00
3	2	3	Music supplies		$1,000.00
4	2	1	Academic Field trips		$1,500.00
				Sub-Total	$60,380.00

211 - Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	2	tutors		$10,000.00
3	2	3	instructional materials and general supplies		$12,600.00
3	3	2	resources for parent check out & use, training supplies & snacks, conference for PCOC To learn best practices for increasing parent engagement		$1,750.00
				Sub-Total	$24,350.00

461 - Campus Activity Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	1	Student rewards/incentive trips		$10,000.00
				Sub-Total	$10,000.00

Copperas Cove Independent School District

J.L. Williams/Lovett Ledger Elementary

2025-2026 Campus Improvement Plan

Mission Statement

District: The mission of Copperas Cove ISD is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship.

Campus: At Williams Ledger Elementary, our mission is to nurture every child's academic potential, foster strong social skills, and cultivate a foundation of character and integrity.

Vision

District: A Foundation of Excellence, A Future of Success

Campus: At Williams Ledger Elementary, we envision a school where students grow academically, socially, and ethically, supported by a caring community committed to their overall success.

Value Statement

We Believe:

- that Copperas Cove ISD is the district of choice for Central Texas
- all students can be successful
- in preparing all students for post-secondary success
- in fostering character development in students to produce good citizens
- in developing a culture of success for all
- innovation fosters enthusiasm in students and staff
- in embracing diversity
- in being good stewards of the taxpayers' dollars
- we are committed to delivering educational programs and services that focus on rigor and relevance for student success
- our staff is dedicated to excellence
- our students feel connected to school and are excited about learning
- good board relations are critical to success
- in being the educational center for the community
- in providing safe and secure schools for students and staff
- in taking pride in being a Copperas Cove Bulldawg

We Value:

COMMUNITY: We work together toward common goals.

INTEGRITY: We choose our thoughts and actions based on honesty, fairness, respect, and ethics.

COURAGE: We take risks and try new things in order to grow.

EMPATHY: We listen and consider others' thoughts, feelings, and experiences.

CONFIDENCE: We believe in our mission and trust in our own abilities.

TENACITY: We work hard, persevere through challenges, and focus on improvement.

Table of Contents

Comprehensive Needs Assessment 5
Demographics 5
Student Learning 7
School Processes & Programs 11
Perceptions 13
Priority Problem Statements 15
Goals 16
Goal 1: Teachers engage all students daily with TEKS-aligned, high-quality instructional materials and assessments. 16
Goal 2: CCISD will retain and support high quality staff at all levels of the organization. 20
Goal 3: CCISD will develop systems which target social-emotional development for all students and staff. 22
Goal 4: Facilities will support future student enrollment, address safety and security, and allow for innovative instruction in a technological society. 25
Goal 5: Develop additional opportunities to increase a personalized culture of engagement. 27
Campus Funding Summary 29

Comprehensive Needs Assessment

Demographics

Demographics Summary

Williams Ledger Elementary is a mid-sized elementary campus located in Copperas Cove ISD, serving approximately 636 students in grades Kindergarten through Fifth Grade. Our campus is proud to serve a diverse student population, both culturally and socioeconomically, and we are committed to meeting the unique needs of every learner.

Our student body reflects a wide range of racial and ethnic backgrounds. The largest groups represented include White (29.4%), Hispanic/Latino (26.4%), Black/African American (23.4%), and Middle Eastern/North African (13.5%), with additional representation from Asian, Native Hawaiian/Pacific Islander, and American Indian/Alaskan Native backgrounds. The campus population is fairly evenly split by gender, with approximately 49% male and 51% female students.

Williams Ledger serves several student groups with specialized needs. Currently, 62.4% of our students are identified as economically disadvantaged, and 51.7% are considered at-risk. Special Education students make up 26.6% of the population, while 4.9% are Emergent Bilinguals and 6.0% participate in Gifted and Talented services. While no students are currently identified as homeless, we remain vigilant in supporting families in transition.

Our average daily attendance rate for the 2024–2025 school year is 94.15%, with slightly lower attendance in kindergarten at 91.62%. Attendance rates improve in upper grades, reaching 95% in fifth grade. Our mobility rate increased from 18.77% last year to 20.55% this year.

Discipline trends show variation by grade level. A total of 364 classroom referrals and 363 office referrals have been documented year-to-date. Fourth grade had the highest number of classroom referrals (110), while first grade had the highest number of office referrals (83). Discipline patterns across all grade levels suggest the need for continued implementation of proactive behavior supports, consistent classroom management systems, and social-emotional learning strategies.

The teaching staff at Williams Ledger is primarily composed of early-career educators, with 54.1% having 1–5 years of experience. An additional 20.8% have 11–20 years of experience, 12.7% have over 20 years, and 10.4% have 6–10 years. This presents an opportunity for building a strong culture of mentorship, collaboration, and growth to align instructional practices with the needs of our diverse student population.

Class sizes and student-to-teacher ratios vary by grade level, with an average class size and student-to-teacher ratio of 17-1.

Overall, Williams Ledger is a vibrant and dynamic campus with a wide range of student strengths and needs. Our story is one of diversity, commitment, and growth, and we remain focused on building systems that support academic success, social-emotional development, and equitable outcomes for all students.

Demographics Strengths

- **Cultural and Ethnic Diversity**
  Williams/Lovett serves a racially and ethnically diverse student population, with substantial representation across White (29.4%), Hispanic/Latino (26.4%), Black/African American (23.4%), and Middle Eastern/North African (13.5%) groups. This diversity provides a rich cultural environment and opportunities for students to develop global awareness and inclusive mindsets.

- **Staff Experience and Capacity for Growth**
  While over half (54.1%) of teachers are in their first five years of teaching, a solid 32.5% of staff bring 11+ years of experience. This combination of early-career enthusiasm

and seasoned expertise offers a strong foundation for mentorship, collaboration, and instructional development.

- **Increased Student Attendance Across Most Grade Levels**
  The campus maintains a year-to-date average daily attendance rate of 94.15%, with attendance in grades 1–5 consistently above 94%. This is an overall increase from 94.05% last year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students in upper elementary grades, particularly fourth and fifth grade, account for a disproportionately high number of discipline referrals, especially classroom referrals (110 in 4th grade and 68 in 5th grade). This pattern suggests a need for more consistent behavior systems and increased student engagement.
Root Cause: Inconsistent implementation of proactive behavior management strategies and limited opportunities for social-emotional learning and interventions may contribute to student disengagement and increased behavioral incidents in older grades.

Student Learning

Student Learning Summary

How are our students doing overall in STAAR-tested grades and subjects (RLA, Math, Science)?

Reading/Language Arts (RLA):

- **Grade 3: 47% met grade level, below the state (72%) and district (75%) averages.**
- **Grade 4: 50% met grade level, also below the state and district averages.**
- **Grade 5: 53% met grade level, a modest improvement from prior years, aligning more closely with state averages.**

Math:

- **Grade 3: 41% met grade level, well below state (68%) and district (71%) performance.**
- **Grade 4: 44% met grade level.**
- **Grade 5: 49% met grade level, showing notable gains compared to prior years.**

Science:

- **Grade 5: 27% met grade level, significantly below state and district levels, suggesting this area is an urgent need.**

How are our students performing compared to other schools?

Compared to similar elementary schools in the district, Williams-Ledger is performing:

- **Below district averages in all tested areas.**
- **Growth data from MAP shows mixed results. For example, in Math, only 34% of 1st graders and 44% of 2nd graders met their projected growth goals.**
- **Conditional growth percentiles are low in some grades (e.g., 3rd grade Math: 1st percentile), indicating that even when accounting for expected growth, students are not progressing as quickly as peers.**

How are our subgroups performing?

By Race/Ethnicity:

- **Hispanic and African American students generally score lower than White peers in both RLA and Math.**
- **Economically Disadvantaged Students: 36% met grade level in Math; 33% in Reading.**
- **English Learners: Range from 41%-70% approaches level in Reading/Math, but only 20%-30% at Meets.**

By Disability Status:

- **Students with Disabilities (SWD): Performance lags significantly, with only 30% or less meeting grade level in most tested areas.**

By Gender:

- **Females slightly outperform males in Reading, while performance is more even in Math.**

How are formative results used to improve learning?

Based on survey responses:

- **Progress monitoring tools like screeners, trackers, and small group data are being used to identify needs.**

- **Planning and PLCs are used to align instruction and adjust based on formative data.**
- **Teachers value intervention time, suggesting it's key to growth when implemented intentionally.**

However, there is also variability in how data is used consistently and systematically across grade levels.

How are our youngest learners (PreK–3rd) performing in ELA and Math?

ELA (MClass Data):

- **1st Grade: 40% well below benchmark, only 18% above benchmark.**
- **2nd Grade: 40% well below benchmark, 17% above.**
- **3rd Grade: 28% well below, 24% above—showing some improvement by 3rd grade.**

Math (MAP):

- **1st Grade: Conditional growth percentile = 33, with only 34% meeting their growth target.**
- **2nd Grade: 44% met growth, better than 1st but still a concern.**

Programs and Interventions:

RtI Implementation:

- **Teachers report grouping during intervention hour based on data.**
- **RTI is used, but feedback suggests inconsistency in effectiveness and lack of clarity in how students are selected or progress monitored.**

Programs:

- **Read Live: Rated "Very Beneficial" by multiple staff.**
- **Everyday Speech: Seen as “Somewhat Beneficial,” but less consistent in impact.**

Conclusion:

Williams-Ledger is making gains in some areas, particularly in 5th-grade performance. However, gaps remain between our school and district/state averages—especially in science and early literacy/math. Subgroups such as SWD, ELs, and economically disadvantaged students are disproportionately behind. While formative assessments and interventions are being used, the implementation varies, and a more systematic RtI structure may be needed. Focusing on high-impact Tier 1 instruction and strengthening data-driven interventions will be critical next steps.

Student Learning Strengths

1. Positive Growth in 5th Grade Math and Reading:

- STAAR data shows 5th-grade students outperforming younger grades, with 53% meeting grade level in Reading and 49% in Math—above 3rd and 4th grade performance.
- This suggests effective instruction and support systems are in place by the time students reach upper elementary.

2. Strong Use of Data Tools and Planning Structures:

- Teachers report regularly using screeners, trackers, and formative assessments to guide instruction.
- PLCs and planning time are valued for aligning instruction and adjusting based on student need.

3. Intervention Time is Widely Valued:

- The intervention hour is seen as a dedicated and meaningful time for small group or one-on-one support, allowing targeted skill reinforcement and acceleration.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: A significant percentage of students in 1st through 3rd grade are performing well below benchmark in foundational literacy skills, limiting their ability to access grade-level content as they progress through school.
Root Cause: Inconsistent foundational skill development in early grades due to varied instructional strategies and implementation of early literacy programs. Gaps in phonics and fluency instruction as reflected in MClass data (e.g., 40% of 1st graders well below benchmark). Intervention efforts are not always differentiated or timely enough to close these early skill gaps.

School Processes & Programs

School Processes & Programs Summary

At Williams/Ledger Elementary, multiple systems and programs are in place to support the whole child—academically, emotionally, and behaviorally—while promoting a positive, safe, and engaging school culture.

Social-Emotional Learning (SEL) and Student Support
SEL is embedded into daily routines through structured circle time and a variety of resources including Juan Pablo, Everyday Speech, and calming strategies like yoga. These resources have contributed to positive social-emotional development, though some teachers noted barriers such as time constraints and inconsistent student engagement. Teachers also leverage counseling services and calming spaces as reactive strategies when students experience emotional dysregulation.

Behavioral Systems
Behavior is proactively supported through the PBIS framework, including Cub Cash incentives, monthly celebrations, and recognition systems like the Cub Den store and Paw Pride. When behavioral challenges arise, the campus employs a tiered system involving classroom redirection, office referrals, and support from designated behavior response staff, including the counselor and administration. Staff expressed a desire for increased clarity and consistency in reactive behavior systems.

Attendance and Engagement
To encourage strong daily attendance, the campus implements programs such as “Beat the Bell,” morning clubs, and public recognition of grade-level attendance. These efforts aim to create a sense of belonging and accountability, with celebrations fostering positive habits and routines.

Family and Community Involvement
Family engagement opportunities include PTO, science nights, open house, volunteer opportunities, and family-focused events such as festivals and student performances. Staff expressed appreciation for these efforts but also recommended expanding activities such as family movie nights or monthly game nights to further strengthen school-family partnerships.

Professional Learning and Staff Development
Teachers reported access to impactful professional development through PLCs, curriculum training (such as Eureka), Reading Academies, and opportunities to observe colleagues. Targeted support is available through instructional coaches, and there is strong interest in PD related to building classroom community, SEL, behavior management, and student engagement. Leadership supports also include morale-boosting efforts such as treat carts, shout-outs, team meetings, and open-door communication with administration.

Support for New and Struggling Teachers
New and struggling teachers are supported through mentoring, access to instructional coaching, collaborative team structures, and structured planning days. Teachers reported feeling supported both professionally and personally, which contributes to a positive working environment.

School Safety and Campus Procedures
Safety protocols are well-established, including regular drills, staff supervision, and clear routines reinforced with students. Additional supports include AED devices, trained school marshals, and safety reminders incorporated into the daily structure. Staff highlighted the importance of consistently reinforcing expectations campus-wide and communicating safety concerns promptly.

Campus Culture and Recognition
A strong sense of community is cultivated through staff celebrations, student recognition programs, and shared traditions like the Christmas party, “Staff of the Week,” and seasonal campus-wide events. Student achievements are acknowledged through intercom shout-outs, certificates, and incentive-based programs. Suggestions to enhance culture included planning time for celebration events and introducing new recognition systems like a digital “Hall of Fame.”

This analysis reflects a campus committed to meeting diverse student needs through a layered system of support and a staff that values collaboration, continuous improvement, and a positive school culture.

School Processes & Programs Strengths

- **Positive Behavior Interventions and Supports (PBIS):**
  The campus-wide implementation of PBIS is a clear strength. Staff consistently referenced the use of Cub Cash, monthly incentives, and the Cub Den store as effective tools for promoting positive behavior. These proactive systems create consistency, structure, and motivation for students.

- **Supportive School Culture and Staff Morale:**
  Teachers reported feeling supported through open communication with leadership, staff celebrations, and programs like "Staff of the Week," treat carts, and recognition events. These efforts contribute to a positive work environment and strong staff cohesion.

- **Professional Development Aligned to Instructional Needs:**
  Staff noted the availability of high-impact professional learning through PLCs, instructional coaching, and curriculum-specific training. There is strong teacher interest in continued growth, particularly in areas such as SEL, behavior management, and student engagement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Despite a well-established PBIS system for positive reinforcement, there is inconsistency and confusion around reactive behavior strategies and disciplinary follow-through.
Root Cause: Teachers indicated uncertainty about procedures following referrals and noted a lack of clarity around when and how to escalate behavioral incidents. This may stem from gaps in training, inconsistent communication, or an absence of a clearly outlined behavior response framework.

Perceptions

Perceptions Summary

School Environment and Daily Operations
Overall, the school is viewed as a positive, welcoming place where staff and students feel supported. Staff describe the campus as collaborative, with strong systems in place to promote positive behavior and emotional support. Parents express appreciation for communication efforts and the number of family engagement events hosted throughout the year. The school consistently "does business" with a student-centered mindset and a warm, inclusive approach.

Student and Staff Experience
Students report a strong sense of support from both adults and peers. According to the Panorama student survey, 85% of students feel they have supportive relationships with teachers, family, and friends. Additionally, 69% of students report putting forth high effort in class, and 72% say they work hard to pay attention and complete assignments. These data suggest students are motivated and committed to learning.

However, emotion regulation remains a challenge, with only 40% of students demonstrating strong emotional self-management. Students also reported relatively frequent experiences of challenging emotions such as sadness, loneliness, and worry. These findings align with teacher perceptions, which showed similar concerns in areas like grit (44%), self-efficacy (46%), and emotion regulation (54%).

Staff surveys show that teachers overwhelmingly want to teach at WLE and feel a strong sense of camaraderie. Many noted appreciation for leadership accessibility, shared celebrations, and collaborative planning time. Teachers feel supported in their daily responsibilities and noted a desire for continued professional learning opportunities, particularly around SEL, classroom management, and inclusive practices.

Safety and Belonging
Survey feedback reflects that both students and staff generally feel safe at school. Teachers emphasized the consistency of safety procedures and routines, while students highlighted supportive relationships as key to feeling secure. That said, staff identified a need to continue strengthening behavior response systems and conflict resolution tools. Teachers expressed interest in expanding proactive and restorative practices to address rising emotional needs and prevent recurring behavioral conflicts.

Parent and Community Involvement
Parents feel welcomed on campus and appreciate opportunities to engage in school events. Family engagement strategies include Open House, Fall Festival, Literacy and Math Nights, musical programs, and volunteer opportunities. Parents noted strong communication from the school and a desire for more direct involvement in decision-making and goal setting, especially as it relates to student achievement.

Perceptions Strengths

- **Strong relationships and sense of belonging:** High student and staff satisfaction with interpersonal support.
- **Staff morale and collaboration:** Teachers feel valued and supported, with a willingness to grow professionally.
- **Family engagement:** Robust schedule of events and open-door communication builds trust with parents.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While students report feeling supported by adults and peers, many still struggle with managing challenging emotions and resolving conflict. Emotion regulation scores (40% favorable) and teacher ratings on student grit and self-efficacy suggest that a significant number of students lack the tools to persevere through emotional or

academic challenges.

Root Cause: The emotional needs of students are increasing, yet current Tier 1 SEL and conflict resolution practices may not be implemented with consistency or depth across all classrooms. Additionally, staff may not feel fully equipped to facilitate restorative conversations or emotional coaching in real-time.

Priority Problem Statements

Goals

Goal 1: Teachers engage all students daily with TEKS-aligned, high-quality instructional materials and assessments.

Performance Objective 1: By the end of the 2025-2026 school year, 100% of students will make at least one year's growth in reading and math.

High Priority

HB3 Goal

Evaluation Data Sources: universal screener data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide ongoing professional development on the district's Tier 1 Reading and Math curriculum. **Strategy's Expected Result/Impact:** Increased teacher confidence and fidelity in implementing high-quality instructional materials. Increased student achievement and growth on designated universal screeners. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Classroom Teachers, Interventionists, Special Education Teachers **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Support Staff (Instructional Coach, Interventionist, Instructional Paraprofessional, Part-Time Tutor) - 211 - Title I-A - $170,000, Teacher Professional Development - 199 - General Fund - $2,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Facilitate weekly PLC meetings focused on TEKS alignment, lesson internalization, and data analysis. **Strategy's Expected Result/Impact:** Teachers will collaboratively plan aligned instruction and make data-informed decisions, improving instructional consistency. Increased student achievement and growth on designated universal screeners. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Classroom Teachers, Interventionists, Special Education Teachers **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Use universal screener data (e.g. phonics screeners, mCLASS, MAP, Released STAAR Benchmark) for BOY, MOY, and EOY progress monitoring. Utilize the data to differentiate instruction. **Strategy's Expected Result/Impact:** Teachers will be able to identify student progress and adjust instruction to support growth. Increased student achievement and growth on designated universal screeners. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Classroom Teachers, Interventionists, Special Education Teachers **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide high quality evidence-based instructional resources for each content area to support Tier 1, 2, and 3 instruction. **Strategy's Expected Result/Impact:** Increased student achievement and growth on designated universal screeners. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Classroom Teachers, Interventionists **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Instructional Supplies - 199 - General Fund - $8,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Conduct regular classroom walkthroughs and provide actionable feedback. **Strategy's Expected Result/Impact:** Instructional practices will improve, and areas of need will be addressed in a timely manner. Increased student achievement and growth on designated universal screeners. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Implement data-driven tiered intervention plans for students not on track to meet growth targets. **Strategy's Expected Result/Impact:** Targeted supports will close gaps and help more students meet growth expectations. Increased student achievement and growth on designated universal screeners. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Classroom Teachers, Interventionists **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: CCISD will retain and support high quality staff at all levels of the organization.

Performance Objective 1: By the end of the 2025-2026 school year, WLE will retain 90% or more of its staff by strengthening mentorship, providing targeted professional development and ongoing coaching, and celebrating staff contributions through ongoing recognition and support.

High Priority

HB3 Goal

Evaluation Data Sources: end-of-year retention data and staff surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Pair new staff with mentors and hold monthly mentor check-ins. **Strategy's Expected Result/Impact:** New staff will feel supported and confident, increasing job satisfaction and retention. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Campus Mentor Coordinator **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide differentiated coaching cycles based on teacher needs. **Strategy's Expected Result/Impact:** Teachers will refine instructional practices and increase student engagement. Increased student achievement and growth on designated universal screeners. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches **Title I:** 2.52, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Identify teachers with strengths in specific instructional areas and build capacity as teacher leaders by providing opportunities to lead campus professional development and share best practices. **Strategy's Expected Result/Impact:** Builds internal capacity, empowers staff, and fosters a culture of collaboration and excellence. Increased student achievement and growth on designated universal screeners. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Classroom Teachers, Interventionists, Special Education Teachers **Title I:** 2.52, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Recognize staff through shout-outs, appreciation events, and staff spotlights. **Strategy's Expected Result/Impact:** Morale will improve, and staff will feel valued and motivated to stay. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Counselors **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 461 - Campus Activity Fund - $5,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Administer and respond to staff climate surveys mid-year and end-of-year. **Strategy's Expected Result/Impact:** Leaders will identify and address concerns, building a stronger campus culture. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Counselors **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: CCISD will develop systems which target social-emotional development for all students and staff.

Performance Objective 1: By the end of the 2025-2026 school year, WLE will reduce total behavior incidents (including walkie calls, classroom referrals, and office referrals) by 10% through implementation of daily SEL practices, consistent behavior expectations, and staff training on proactive behavior strategies.

High Priority

HB3 Goal

Evaluation Data Sources: counselor lesson logs, Everyday Speech analytics, discipline data, culture rubrics, and classroom observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Deliver daily Tier 1 instruction in social, communication, and emotional skills using an evidence-based district-approved SEL curriculum. **Strategy's Expected Result/Impact:** Students will gain tools for managing emotions, resolving conflict, and building resilience. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors **Title I:** 2.53, 2.531, 2.533 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Everyday Speech SEL Curriculum - 211 - Title I-A - $5,800				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Train staff in trauma-informed practices, behavior expectations, de-escalation techniques, and behavior response strategies. **Strategy's Expected Result/Impact:** Staff will respond to behavior more consistently and effectively. Decreased discipline referrals and walkie calls and increased student and staff satisfaction. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors **Title I:** 2.53, 2.531, 2.533 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Use common language and routines as outlined in the Culture Playbook and Behavior Matrix.	Formative			Summative
Strategy's Expected Result/Impact: Schoolwide expectations will be reinforced, improving campus culture. Decreased discipline referrals and walkie calls and increased student and staff satisfaction.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors **Title I:** 2.53, 2.533 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: Track behavior data weekly to identify trends and provide early interventions.	Formative			Summative
Strategy's Expected Result/Impact: Early interventions will reduce repeat behaviors and support at-risk students. Decreased discipline referrals and walkie calls and increased student and staff satisfaction.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors **Title I:** 2.53, 2.533 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
Strategy 5: Deliver monthly counselor-led guidance lessons and targeted SEL groups.	Formative			Summative
Strategy's Expected Result/Impact: Students will gain tools for managing emotions, resolving conflict, and building resilience. Decreased discipline referrals and walkie calls and increased student and staff satisfaction.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors **Title I:** 2.53, 2.531 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Reward students for positive behavior using a PBIS system of recognition and incentives. **Strategy's Expected Result/Impact:** Students will be motivated to meet behavior expectations, contributing to a more respectful and responsible school environment. Decreased discipline referrals and walkie calls and increased student and staff satisfaction. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Teachers, Paraprofessionals, Support Staff **Title I:** 2.53, 2.533 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Rewards and Incentives - 211 - Title I-A - $5,000				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Facilities will support future student enrollment, address safety and security, and allow for innovative instruction in a technological society.

Performance Objective 1: By the end of the 2025-2026 school year, WLE will conduct quarterly safety audits, maintain 100% compliance with district safety protocols, and increase student access to instructional technology by 15% to support innovative, future-ready learning environments.

High Priority

HB3 Goal

Evaluation Data Sources: safety audits, technology usage logs, and inventory reports

Strategy 1 Details	Reviews			
Strategy 1: Conduct monthly safety drills and review emergency procedures with staff.	Formative			Summative
Strategy's Expected Result/Impact: Improved campus preparedness and consistent adherence to safety protocols. **Staff Responsible for Monitoring:** Principal, Assistant Principals, EOP Team	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Ensure 100% staff completion of safety and emergency training.	Formative			Summative
Strategy's Expected Result/Impact: Staff will respond confidently and appropriately in emergency situations. **Staff Responsible for Monitoring:** Principal, Assistant Principals, EOP Team	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Maintain and monitor technology inventory for equitable access.	Formative			Summative
Strategy's Expected Result/Impact: Students will have reliable access to devices to support blended learning. Increased student achievement and growth. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Librarian, DTAC Representatives **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Technology Supplies - 199 - General Fund - $1,000	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide teacher training on integrating technology into instruction. **Strategy's Expected Result/Impact:** Increased student engagement and use of digital tools to enhance instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Librarian, DTAC Representatives **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: By the end of the 2025-2026 school year, WLE will improve its average daily attendance rate by 2 percentage points.

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Monitor attendance daily and implement tiered interventions for at-risk students.	Formative			Summative
Strategy's Expected Result/Impact: Improved attendance for students with chronic absenteeism.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Recognize students for perfect and improved attendance each grading period.	Formative			Summative
Strategy's Expected Result/Impact: Motivation and reinforcement for consistent school attendance.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Rewards and Incentives - 211 - Title I-A - $1,000				

Strategy 3 Details	Reviews			
Strategy 3: Host monthly engagement events (e.g., family nights, student showcases).	Formative			Summative
Strategy's Expected Result/Impact: Stronger home-school connections and increased stakeholder involvement.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers, Support Staff **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Supplies for Engagement Events - 211 - Title I-A - $2,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Celebrate staff and student successes in newsletters and on social media. **Strategy's Expected Result/Impact:** Builds a positive school identity and increases community pride. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Teachers, Support Staff **ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Make daily 8:00 a.m. calls to parents of students who are not present and request students arrive prior to 9:30 a.m. attendance time. **Strategy's Expected Result/Impact:** Improved attendance for students with chronic absenteeism. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Office Staff **ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Host morning clubs. **Strategy's Expected Result/Impact:** Improved attendance. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Teachers, Support Staff **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Supplies for Clubs - 211 - Title I-A - $1,000				

No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Teacher Professional Development		$2,500.00
1	1	4	Instructional Supplies		$8,000.00
4	1	3	Technology Supplies		$1,000.00
				Sub-Total	$11,500.00

211 - Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Support Staff (Instructional Coach, Interventionist, Instructional Paraprofessional, Part-Time Tutor)		$170,000.00
3	1	1	Everyday Speech SEL Curriculum		$5,800.00
3	1	6	Rewards and Incentives		$5,000.00
5	1	2	Rewards and Incentives		$1,000.00
5	1	3	Supplies for Engagement Events		$2,000.00
5	1	6	Supplies for Clubs		$1,000.00
				Sub-Total	$184,800.00

461 - Campus Activity Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	4			$5,000.00
				Sub-Total	$5,000.00

Copperas Cove Independent School District

Martin Walker Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: A

Distinction Designation

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Mission Statement

The mission of Copperas Cove Independent School District is to provide exceptional opportunities for each student through exemplary instructional which inspires academic success, personal excellence, and responsible citizenship.

The mission of Martin Walker Elementary School is to be a destination campus that nurtures students' growth, character and resiliency with relentless compassion and innovation daily.

Vision

Copperas Cove Independent School District will be the premier public school district focusing on the education of the whole child.

Value Statement

We believe that all students can excel when provided with high expectations for both academic achievement and exemplary behavior, partnered with a supportive environment at school and at home.

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 11
School Processes & Programs 13
Perceptions 15
Priority Problem Statements 17
Goals 18
Goal 1: Teachers engage all students daily with TEKS-aligned, high-quality instructional materials and assessments. 18
Goal 2: CCISD will retain and support high quality staff at all levels of the organization. 25
Goal 3: CCISD will develop systems which target social-emotional development for all students and staff. 27
Goal 4: Facilities will support future student enrollment, address safety and security, and allow for innovative instruction in a technological society. 32
Goal 5: Develop additional opportunities to increase a personalized culture of engagement. 34
Title I Personnel 36
Campus Funding Summary 37

Comprehensive Needs Assessment

Demographics

Demographics Summary

During the 4th 6 weeks overall most grade levels see a decline in attendance, possibly due to cold and flu season, returning from Christmas Break. Proper hygiene practices could be practiced in SEL/Circle lessons.

Kindergarten has a steady increase in office referrals throughout the year. In the second half of the year, we saw an increase in office referrals across grade levels. Most of the referral reasonings were due to disrespect, disruptive behavior, and physical contact with other students.

Most of our teaching experience is in the 1-5 year range, following in the 21+ year range. This could be seen as a negative for lack of experience, but a positive for new ideas and collaborating with experienced teachers.

Attendance				
Kindergarten				
1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks
96.06	93.91	92.75	89.27	94.13
1st Grade				
1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks
94.88	95.05	95.45	91.76	95.84
2nd Grade				
1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks
96.32	95.35	95.62	93.34	95.07
3rd Grade				
1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks
97.05	97.19	95.93	94.82	96.16
4th Grade				
1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks
97.08	96.20	94.37	92.83	94.99
5th Grade				
1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks
93.67	96.01	95.11	94.40	95.40

Discipline					
Kindergarten					
	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks
Total Office Referrals	14	24	38	27	62
Girls	4	14	28	19	33
Boys	10	10	10	8	29
Top Two Referral Types	Physical Contact with Student/ Disruptive Behavior	Physical Contact with Student/ Disruptive Behavior	Disruptive Behavior/ Physical Contact with Student	Disruptive Behavior/ Physical Contact with Student	Disruptive Behavior/ Physical Contact with Student
1st Grade					
	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks
Total Office Referrals	6	4	3	5	5
Girls	3	0	1	0	0
Boys	3	4	2	5	5
Top Two Referral Types	Conduct Code Violation /Throwing Objects	Physical Contact with Student/ Disruptive Behavior	Physical Contact with Student/ Disruptive Behavior	Throwing Objects/ Physical Contact with Students	Disruptive Behavior/ Physical Contact with Student

2nd Grade					
	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks
Total Office Referrals	2	2	5	3	9
Girls	1	2	3	1	3
Boys	1	0	2	2	6
Top Two Referral Types	Disruptive Behavior	Disruptive Behavior/ Physical Contact with Student	Disrespect/ Physical Contact with Student	Disruptive Behavior/ Refusing to Work	Disruptive Behavior/ Disrespect
3rd Grade					
	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks
Total Office Referrals	5	7	5	8	10
Girls	2	4	3	0	1
Boys	3	3	2	8	9
Top Two Referral Types	Physical Conduct with Student/ Horseplay	Physical Contact with Student/ Disruptive Behavior	Stealing/ Conduct Code Violation	Disruptive Behavior/ Horseplay	Physical Contact with Student/ Non Compliance

4th Grade					
	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks
Total Office Referrals	15	14	10	13	9
Girls	3	0	1	3	2
Boys	12	14	9	10	7
Top Two Referral Types	Physical Contact with Student/ Refusing to Work	Disruptive Behavior/ Disrespect	Disruptive Behavior/ Disrespect	Conduct Code Violation/ Disrespect	Disruptive Behavior/ Conduct Code Violation
5th Grade					
	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks
Total Office Referrals	9	4	9	7	16
Girls	3	0	0	0	0
Boys	6	4	9	7	16
Top Two Referral Types	Disruptive Behavior/ Physical Contact with Student	Horseplay/ Non-Compliance	Conduct Code Violation/ Physical Contact with Student	Physical Contact with Student/ Disruptive Behavior	Disruptive Behavior/ Physical Contact with Student

Diversity							
	White	Hispanic	Two or More Races	Black	Native Hawaiian	Asian	American Indian
# of Students	154	104	38	41	10	8	0
Percent	43.38	29.30	10.70	11.55	2.82	2.25	0

Special Populations						
	At-Risk	Homeless	Eco Dis	Special Education	Gifted Education	Emergent Bilingual
#of Students	176	14	197	95	27	20
Percent	49.58	3.94	55.49	26.76	7.61	5.63

Class Sizes						
	KG	1st	2nd	3rd	4th	5th
Average Class Size	62	55	65	59	60	54

Teacher Years of Experience				
	1-5	6-10	11-20	21+
Number of Teachers	15	6	6	9
Percent	42%	17%	17%	25%

Demographics Strengths

Demographic strengths include strong attendance in the upper grades, as 3rd and 4th grades consistently maintained attendance rates above 94% and 2nd grade remained consistently strong, hovering around 95% or higher across all six weeks. Campus attendance is up over one percentage point above the precious school year while students with high absenteeism show lower unexcused absences than the year before. Campus initiatives, such a Beat the Bell, the Atten-DANCE with prizes, classroom Spud prizes, and targets to high absenteeism students supported the attendance growth this year.

Referral counts in 1st and 2nd grades were consistently low, while other grade levels decreased steadily throughout the year. Effective interventions and positive behavior supports, including Honey Money Events support low referral rates in areas.

The school serves a racially and ethnically diverse student body, with a mix that can foster inclusion and multicultural awareness.

42% of teachers have 1-5 years of experience, bringing new energy and ideas, while 25% have over 21 years, offering depth and mentorship.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance is inconsistent amongst grade levels and throughout different times of the year and, although rising, still lower than the campus goal.
Root Cause: Some families may not fully understand the impact of even a few missed days, especially in early grades like Kindergarten, where academic rigor may feel less urgent; Certain times of year when contagious illness is higher than normal can lead to more often and prolonged absences.

Problem Statement 2 (Prioritized): Repeated referral types of disruptive behavior and physical contact across all grade levels.
Root Cause: Inconsistent behavior expectations and reinforcement from both the classroom teachers and the behavior team.

Student Learning

Student Learning Summary

Staff at Martin Walker meet to plan instruction weekly with the Instructional Coach and every three weeks with grade level or same subject peers in PLC. Staff also meets weekly in DDI to assess one piece of data. In the survey, all felt this time was greatly used collaborating with the IC, interventionists and administration team and was beneficial for preparing for long term instruction and helped teachers be able to focus on differentiating and targeting instruction. The time is very data driven and student focused.

Martin Walker tracks student learning through the use of data trackers. The data trackers show information such as: MAP Scores, STAAR and benchmark scores, fluency, and early literacy screening. This data is used in both planning time and when creating Intervention groups.

Staff felt intervention was a time when students were receiving instruction targeted to their specific needs in a small group setting. This helped students grow academically.

Martin Walker Staff and administration are discussing finding a new way of using student data to increase student learning by having students track their own data. The staff believes while student ownership of setting goals may be challenging for younger students, many feel giving a sense of ownership will motivate students to take accountability of their learning. Students will be able to set a goal, put forth effort into meeting set goals, and physical or digital class displays and trackers will increase student motivation and achievement.

STAAR assessments show meets and masters numbers trending up on many assessments, with approaches scores for most assessments in the 80s.

Local data shows a continuing need for explicit phonemic awareness, phonics, and fluency instruction in the lower grades as well as targeted support in those areas for students in 3rd-5th grade not mastering those skills.

Student Learning Strengths

In all STAAR grades, MWE is above the district average on the most recent benchmarks in all subjects. Preliminary STAAR results show that the campus are above average comparative to the district. This data also shows meets and masters numbers trending up on many assessments, with approaches scores for most assessments in the 80s.

All grade levels, 2nd-5th, scored on or above grade level expectations on the Science MAP for Middle of the Year. According to mClass Middle of the Year scores, all grade levels grew in either the number of students on level or above level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There are students in all grade levels still not mastering skills necessary for comprehension of texts.
Root Cause: Scheduling difficulties for targeted small groups as well as lack of time for remediation during tier 1 instruction.

Problem Statement 2 (Prioritized): About 15% of students in each grade level performing below standards on STAAR assessments.
Root Cause: Lack of prerequisite skills needed to access grade level content.

School Processes & Programs

School Processes & Programs Summary

Teachers report that SEL is beneficial to their classrooms, though sometimes feels rushed due to time constraints or students are missing it due to coming in late. There are many attendance incentives in place, including: attenDANCE, beat the bell, underground dress up days, SPUD trackers, and ribbons. Teachers submit early attendance at 8:00am so phone calls can be made home before 9:30.
The procedures in place to promote safety include: drills, closed and locked doors, use of RAPTOR, walkie talkies, red emergency backpacks carried outside, safety vests for staff members outside, and a school marshal.
Proactive strategies to support behavior include: mentor program, counseling groups, PBIS, classroom SEL, the behavior team, behavior meetings, positive office referrals, school-wide use of CHAMPS, and breaks for students.
Reactive strategies include: calling codes for behavior support (staff push in to support or remove the student), ISS, counseling groups, parent contact, classroom and office referrals, and behavior RTI.
Families are welcomed to be involved via PTA and various events such as: family nights, grade level performances, award ceremonies, bring your dad to school day, “How We Teach Reading,” grandparents day, as well as daily opportunity to join their student for lunch. Ideas to increase attendance at these events are to provide concessions or a food truck, and more digital advertising.
Teacher growth is supported by coaching cycles, PD from the district as well as staff meetings, PLCs, reading academies, curriculum PD for PhD Science and Eureka. Teachers report that coaching cycles and blended learning PD have had the greatest impact on their students.
Teachers are most interested in PD on SEL, de-escalation of behaviors in the classroom, and managing behavior related to disabilities. A few teachers are very interested in PD on aggressive monitoring- this may be subject-based, though.
The leadership team provides supports a positive campus community through: woot woot cart, coffee delivery, dress up days, BOY pool party, Sunshine Committee, December to Remember, staff of the week, and an open-door policy.
Students are celebrated through Author of the Week, AttenDANCE, Top Dawg/specials/counselor awards, positive office referrals, GEM awards, student woot woot, birthday announcements, work being displayed in hallways and lockers, MWE values board, and honey money events.

School Processes & Programs Strengths

The following are noted as strengths in this area:

Attendance incentives
Student Celebrations
SEL in the classroom
Family nights and events
Positive place to work- staff morale is high (due to admin support professionally as well as activities to support morale)
Proactive strategies to support behavior
Coaching cycles
Staff PD

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Through both proactive and reactive strategies to support problematic behavior, students who are consistently following school expectations are not celebrated or rewarded as often or publicly, while persistent misbehaviors still inhibit learning time.
Root Cause: Inconsistencies with honey money dissemination and event planning; inconsistencies with use of behavior matrix; need for PD and coaching cycles on addressing misbehaviors

Problem Statement 2 (Prioritized): Students are missing valuable classroom circle and SEL time.
Root Cause: Students arriving late to class (past 7:40) due to transportation and spending time at breakfast.

Perceptions

Perceptions Summary

- **Overall School Climate**:
  The majority of staff view MWE as a supportive, safe, and student-centered environment.
    - 60% rated MWE as an *excellent* place to work.
    - 35% gave it a *good* rating.
    - 5% gave it an *average* rating.
- **Staff Morale and Purpose**:
    - 73% *strongly agree* and 25% *agree* that MWE staff are positive, passionate, and driven by a clear sense of purpose.
    - Only 2% were neutral.
- **Leadership Accessibility**:
    - 73% *strongly agree* and 23% *agree* they can meet with leadership to discuss concerns.
    - 4% were neutral.

Perceptions Strengths

Results show that MWE is Supportive, Safe, and Student-Centered; specifics are noted below.

Supportive:

Woot woot cart
Teacher appreciation week
Monthly games
Underground spirit days
Sunshine committee lunches
Food trucks
Support staff (aides for PLC days, Kristina, BSC, Rolfe, Newton, Swank, Turner)

Safe:

Door policies, school marshal, sign in procedures, gates are locked, drills

Student Centered:

Data meetings
PLC

DDI
Intervention
Honey Money events
Attendance incentives
Counseling groups
Mentor program
Self-care day
Tutorials
UIL
Read live
Family nights
Music performances
Robotics

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Honey Money Events are becoming more "school wide" events, diminishing the power of the campus currency.
Root Cause: Inconsistent use of Honey Money; Honey Money given as an award for other things than behavior; events to spend money on are prices too low for Campus and Grade Level events

Priority Problem Statements

Problem Statement 1: Attendance is inconsistent amongst grade levels and throughout different times of the year and, although rising, still lower than the campus goal.

Root Cause 1: Some families may not fully understand the impact of even a few missed days, especially in early grades like Kindergarten, where academic rigor may feel less urgent; Certain times of year when contagious illness is higher than normal can lead to more often and prolonged absences.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Repeated referral types of disruptive behavior and physical contact across all grade levels.

Root Cause 2: Inconsistent behavior expectations and reinforcement from both the classroom teachers and the behavior team.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There are students in all grade levels still not mastering skills necessary for comprehension of texts.

Root Cause 3: Scheduling difficulties for targeted small groups as well as lack of time for remediation during tier 1 instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: About 15% of students in each grade level performing below standards on STAAR assessments.

Root Cause 4: Lack of prerequisite skills needed to access grade level content.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students are missing valuable classroom circle and SEL time.

Root Cause 5: Students arriving late to class (past 7:40) due to transportation and spending time at breakfast.

Problem Statement 5 Areas: School Processes & Programs

Goals

Goal 1: Teachers engage all students daily with TEKS-aligned, high-quality instructional materials and assessments.

Performance Objective 1: The campus will increase teacher capacity through consistent implementation of professional development, observation and feedback practices, coaching, and collaboration, resulting in a increase in student engagement.

High Priority

Evaluation Data Sources: Professional development sign-in sheets and agendas
Meeting sign-in sheets and agendas
Instructional walkthrough and observation data
Lesson internalization documents
Coaching logs and implementation feedback
Student engagement trend reports or observation summaries

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide all classroom teachers with targeted professional development and ongoing coaching focused on effective implementation of instructional materials and evidence-based engagement strategies. **Strategy's Expected Result/Impact:** Teachers will demonstrate improved instructional practices that actively engage students. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Teacher Leaders **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Instructional Materials, Instructional Supplies, Substitutes - 199 - General Fund - $25,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct regular instructional walkthroughs using the TTESS Rubric and Get Better Faster Feedback Model and provide timely feedback to teachers. **Strategy's Expected Result/Impact:** Increased student engagement observed in classrooms, as measured by walkthroughs. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Supplies - 199 - General Fund - $100				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Prioritize grade level planning, PLCs, and Data-Driven Instruction (DDI) time to enhance teacher effectiveness. **Strategy's Expected Result/Impact:** Teachers will plan with greater clarity and intentionality, leading to improved instructional delivery. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Instructional Supplies - 199 - General Fund - $1,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There are students in all grade levels still not mastering skills necessary for comprehension of texts. **Root Cause**: Scheduling difficulties for targeted small groups as well as lack of time for remediation during tier 1 instruction.

Student Learning
Problem Statement 2: About 15% of students in each grade level performing below standards on STAAR assessments. **Root Cause**: Lack of prerequisite skills needed to access grade level content.

Goal 1: Teachers engage all students daily with TEKS-aligned, high-quality instructional materials and assessments.

Performance Objective 2: The campus will increase the average student growth percentile for all students in grades K-5 in Reading and Math, as measured by grade-appropriate assessments.

High Priority

Evaluation Data Sources: STAAR Math and Reading, MAP math, mClass Reading
District level trackers
Growth reports within instructional programs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide part-time interventionists and paraprofessional interventionists for differentiated intervention hour scheduling. **Strategy's Expected Result/Impact:** Accelerated student growth on district level screeners Increased student achievement and growth on assessments **Staff Responsible for Monitoring:** Principal Instructional Coach Interventionists **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Instructional Paraprofessionals, Part-Time interventionists - 211 - Title I-A - $93,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct assessments to track student achievement and growth through the continuum of reading skills and utilize the data to differentiate instruction. **Strategy's Expected Result/Impact:** Accelerated student growth on district level screeners Increased student achievement and growth on assessments **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Classroom Teachers Interventionists Special Education Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Instructional Materials, Instructional Supplies, Differentiated Instruction Sources - 199 - General Fund - $15,000, Tutoring - 211 - Title I-A - $8,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There are students in all grade levels still not mastering skills necessary for comprehension of texts. **Root Cause**: Scheduling difficulties for targeted small groups as well as lack of time for remediation during tier 1 instruction.
Problem Statement 2: About 15% of students in each grade level performing below standards on STAAR assessments. **Root Cause**: Lack of prerequisite skills needed to access grade level content.

Goal 1: Teachers engage all students daily with TEKS-aligned, high-quality instructional materials and assessments.

Performance Objective 3: The campus will improve their Average Daily Attendance by at least .5%, resulting in a campus ADA of 96.4% or higher.

Evaluation Data Sources: Attendance records
Attendance tracking for targeted students

Strategy 1 Details	Reviews			
Strategy 1: Implement campus-wide celebrations and incentives to promote high student attendance.	Formative			Summative
Strategy's Expected Result/Impact: Increased student attendance	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal Counselor PEIMS Secretary **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** Student Awards, Incentive Activities - 199 - General Fund - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: Implement 8:00am phone calls to parents of students who are not present. Phone call will ask parents to please bring the child/children to school prior to 9:30am attendance time.	Formative			Summative
Strategy's Expected Result/Impact: Increased student attendance	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal PEIMS Secretary **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Develop and implement targeted attendance improvement plans, including goals and incentives, for individual students, classrooms, and/or grade levels with low attendance trends. **Strategy's Expected Result/Impact:** Increased student attendance **Staff Responsible for Monitoring:** Principal Assistant Principal PEIMS Secretary **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** Student Awards, Incentive Activities - 199 - General Fund - $500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Attendance is inconsistent amongst grade levels and throughout different times of the year and, although rising, still lower than the campus goal. **Root Cause**: Some families may not fully understand the impact of even a few missed days, especially in early grades like Kindergarten, where academic rigor may feel less urgent; Certain times of year when contagious illness is higher than normal can lead to more often and prolonged absences.

Goal 2: CCISD will retain and support high quality staff at all levels of the organization.

Performance Objective 1: The campus will achieve a 90% teacher retention rate through mentoring, coaching, and recognition initiatives.

Evaluation Data Sources: HR Records
Retention Trend Reports
Coaching Logs
Mentor Forms
Staff Recognition Logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a structured mentoring program that pairs all first- and second-year teachers with experienced mentor teachers for regular coaching, planning support, and reflection. **Strategy's Expected Result/Impact:** Increased support for early-career teachers, leading to stronger retention. **Staff Responsible for Monitoring:** Principal Mentor Coordinator Mentors **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Launch a campus-wide staff recognition initiative that includes shout-outs, milestone celebrations, and staff appreciation events. **Strategy's Expected Result/Impact:** Leadership Team **Staff Responsible for Monitoring:** Staff feel valued, which boosts morale and contributes to retention. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Funding Sources:** Supplies - 211 - Title I-A - $250				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Use walkthroughs and staff self-assessments to identify needs and implement targeted coaching cycles. **Strategy's Expected Result/Impact:** Teachers receiving support show improved practice and are more likely to remain at the school. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: CCISD will develop systems which target social-emotional development for all students and staff.

Performance Objective 1: The campus will encourage and develop a positive and nurturing climate for students and staff.

Evaluation Data Sources: Student and Staff Surveys
Walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Engage students in morning classroom circles, daily SEL lessons, and targeted counseling lessons. **Strategy's Expected Result/Impact:** Increased social emotional awareness and regulation among students. **Staff Responsible for Monitoring:** Principal Counselor **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2 **Funding Sources:** SEL supplies, SEL books - 199 - General Fund - $2,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Students are missing valuable classroom circle and SEL time. **Root Cause**: Students arriving late to class (past 7:40) due to transportation and spending time at breakfast.

Goal 3: CCISD will develop systems which target social-emotional development for all students and staff.

Performance Objective 2: The campus will increase student attendance at morning classroom community and social skills building time.

Evaluation Data Sources: Raptor Tardy Logs
On Campus (cafeteria) Tardy Logs
Campus Calendar

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hold a prize drawing each six weeks for students with no tardies. **Strategy's Expected Result/Impact:** Decrease in tardies **Staff Responsible for Monitoring:** Principal Counselor PEIMS Secretary **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor students remaining in the cafeteria at 7:40 a.m. and create targeted plans to address habitual lateness. **Strategy's Expected Result/Impact:** Decrease in tardies Increased time in SEL and other classroom community building activities **Staff Responsible for Monitoring:** Principal Counselor PEIMS Secretary **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Students are missing valuable classroom circle and SEL time. **Root Cause**: Students arriving late to class (past 7:40) due to transportation and spending time at breakfast.

Goal 3: CCISD will develop systems which target social-emotional development for all students and staff.

Performance Objective 3: The campus will reduce behavior incidents (e.g., walkie calls, classroom referrals, office referrals) by 10% throughout the school year.

High Priority

Evaluation Data Sources: Walkie Call Logs
Skyward Discipline Reports
Leadership Team Behavior Tracker
Surveys

Strategy 1 Details	Reviews			
Strategy 1: Disaggregate behavior data weekly to review and modify interventions and goals.	Formative			Summative
Strategy's Expected Result/Impact: Decreased Discipline Referrals Decreased Walkie Calls Decreased Counselor Calls **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Consistently implement the strategies outlined in the Martin Walker Culture Playbook. **Strategy's Expected Result/Impact:** Increased consistency and fidelity in applying positive culture strategies across all grade levels and classrooms Reduction in behavior referrals and disciplinary incidents Higher student engagement and social-emotional growth **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Instructional Coach **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 **Funding Sources:** Signage - 199 - General Fund - $250				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide proactive behavior supports, including Positive Office Referrals, Bee Academy, PBIS incentives, and the Mentor Program. **Strategy's Expected Result/Impact:** Reduction in negative office referrals and disciplinary incidents Improved student engagement and social-emotional skills Enhanced relationships and support for students participating in the Mentor Program **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor **Problem Statements:** Demographics 2 **Funding Sources:** Supplies, Incentives - 199 - General Fund - $1,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Repeated referral types of disruptive behavior and physical contact across all grade levels. **Root Cause**: Inconsistent behavior expectations and reinforcement from both the classroom teachers and the behavior team.

Goal 4: Facilities will support future student enrollment, address safety and security, and allow for innovative instruction in a technological society.

Performance Objective 1: The campus will maintain safe facilities, equipment, and grounds to promote a positive learning environment.

Evaluation Data Sources: Facility safety inspection reports
Work order and maintenance request completion logs
Safety incident and accident reports
Staff and student survey feedback on safety and environment
Campus walkthrough observation notes

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Report facility needs through the work order system in a timely manner. **Strategy's Expected Result/Impact:** Safe and secure facilities for students **Staff Responsible for Monitoring:** Principal Assistant Principal Principal's Secretary				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Facilities will support future student enrollment, address safety and security, and allow for innovative instruction in a technological society.

Performance Objective 2: The campus will improve the effectiveness of classroom technology integration.

Evaluation Data Sources: Classroom walkthroughs
Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide ongoing professional development focused on integrating technology into daily instruction. **Strategy's Expected Result/Impact:** Teachers will feel more confident and skilled in using technology to enhance instruction, leading to more student-centered and engaging learning experiences. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach, **Funding Sources:** PD Supplies - 199 - General Fund - $100				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: The campus will increase quality of communication with parents and community members.

Evaluation Data Sources: Parent and Staff Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase effective school-wide communication through Facebook postings, monthly calendars, the marquee, the campus website, Thrillshare, flyers, and a monthly principal newsletter. **Strategy's Expected Result/Impact:** Increased parent involvement in campus activities Increased student achievement and growth Increased student participation in events **Staff Responsible for Monitoring:** Principal Campus Webmaster Receptionist Parent Community Outreach Coordinator **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Parent Community Outreach Coordinator and POC Supplies - 211 - Title I-A - $25,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: The campus will increase family and community presence in the school.

Evaluation Data Sources: Parent and Staff Surveys
Attendance Reports for Family Events
Community Member Raptor Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Host a variety of events both during and after school hours that invite families and community partners into the school environment. **Strategy's Expected Result/Impact:** Increase in the number of family and community members attending school events Build trust Strengthen partnerships **Staff Responsible for Monitoring:** Principal Parent Community Outreach Coordinator **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Event supplies - 211 - Title I-A - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct Parent/Teacher conferences at least once a year. **Strategy's Expected Result/Impact:** Increased parent understanding of their child's academic progress, behavior, and individual needs Stronger home-school collaboration Improved student outcomes. **Staff Responsible for Monitoring:** Principal Parent Community Outreach Coordinator **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Katy Paap	Instructional Paraprofessional		
Linda Fewell	Parent Outreach Coordinator		1.0
Sharon Phillips	Part Time Interventionist		
Stephanie Horsley	Instructional Paraprofessional		
Stephanie Horsley	Instructional Paraprofessional		
Teresa Rodriguez	Part Time Interventionist		

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Materials, Instructional Supplies, Substitutes		$25,000.00
1	1	2	Supplies		$100.00
1	1	3	Instructional Supplies		$1,000.00
1	2	2	Instructional Materials, Instructional Supplies, Differentiated Instruction Sources		$15,000.00
1	3	1	Student Awards, Incentive Activities		$1,000.00
1	3	3	Student Awards, Incentive Activities		$500.00
3	1	1	SEL supplies, SEL books		$2,000.00
3	3	2	Signage		$250.00
3	3	3	Supplies, Incentives		$1,000.00
4	2	1	PD Supplies		$100.00
				Sub-Total	$45,950.00

211 - Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Instructional Paraprofessionals, Part-Time interventionists		$93,000.00
1	2	2	Tutoring		$8,000.00
2	1	2	Supplies		$250.00
5	1	1	Parent Community Outreach Coordinator and POC Supplies		$25,000.00
5	2	1	Event supplies		$5,000.00
				Sub-Total	$131,250.00

Copperas Cove Independent School District

Mae Stevens Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: B

Mission Statement

District: The mission of Copperas Cove Independent School District is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship.

Campus: The mission of Mae Stevens Early Learning Academy is to support the early learning community in a save, respectful, and nurturing environment focused on helping children enjoy their learning, achieve their potential, and become lifelong learners. We are committed to the families we serve, providing skills training, support and encouragement. We maintain an inclusive environment which acknowledges, respects and values children from diverse family and cultural backgrounds.

Vision

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

Mae Stevens Early Learning Academy...

-Every classroom in our school is safe, consistent, and positive.

-When walking through the hallways, you will see students and staff smiling and enjoying learning together.

-Students will look forward to coming to school each day because they have been taught how to be successful in school.

-Even on challenging days, students know that teachers will love and encourage them and will never give up on them.

Value Statement

Serving Copperas Cove Independent School District's Pre-Kindergarten population.

To help realize our vision, we prioritize the following core beliefs and actions:

-Our students are inherently good, well-meaning beings. They want to do their best.

-Our students learn more when they feel safe, supported and connected to their school community. Time that we dedicate to building positive culture through

our routines and procedures will increase our students' social and emotional well-being.

-Our students learn more when the expectations teachers have of them are consistent, positively reinforced and developmentally appropriate.

-Strong relationships are a key lever in student learning. We must build deep and authentic relationships not only with our students, but also with their parents.

*This campus is a Title I School Wide campus.

Table of Contents

Comprehensive Needs Assessment 5
Needs Assessment Overview 5
Demographics 6
Student Learning 11
School Processes & Programs 15
Perceptions 18
Priority Problem Statements 22
Comprehensive Needs Assessment Data Documentation 24
Goals 26
Goal 1: Mae Stevens Early Learning Academy will actively engage both teachers and students in educational experiences that foster meaningful learning. 26
Goal 2: Mae Stevens Early Learning Academy will recruit, support and retain a high quality and diverse staff. 36
Goal 3: Mae Stevens Early Learning Academy will optimize resources to enhance student success. 37
Goal 4: Mae Stevens Early Learning Academy facilities will support innovation, equity, student performance, and community partnerships. 39
Goal 5: Mae Stevens Early Learning Academy will create community involvement opportunities that foster further academic success, personal excellence, and responsible citizenship in our students. 42
Goal 6: Mae Stevens Early Learning Academy will create an environment where technology is purposefully infused in all aspects of our district. 49
Campus Funding Summary 50

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The 2024 - 2025 needs assessment was completed with input from all staff members at Mae Stevens Early Learning Academy.

Four committees were developed and assigned to delve into available data and resources. This data was analyzed in order to determine the needs and strengths for the campus. All teachers were placed on committee as members. Paraprofessionals were assigned to provide support and information to each of the committees, as needed.

Three campus wide meetings were conducted (see the plan notes for details) and all committees met as needed to discuss, collect, and utilize data as they developed campus strengths and needs.

This year's committees included:

Demographics

Perceptions

Student Learning

Processes and Programs

Committees collected data and information (including input from other staff members and stakeholders) and then identified campus strengths and needs. After identifying the strengths and needs, the committees helped to develop strategies to address and support the campus needs for the 2024 - 2025 needs assessment and complete the Campus Improvement Plan for the 2025 - 2026 school year.

Demographics

Demographics Summary

Mae Stevens Early Learning Academy is an early childhood program geared toward providing each child with a high-quality early childhood education that includes age-appropriate opportunities to learn and grow as an individual who respects and values the uniqueness of others as they explore and discover their world. We provide a distinctive blend of learning and play in a safe and nurturing environment.

Mae Stevens Early Learning Academy is the steppingstone to young students and their future education. We are a part of the Copperas Cove Independent School District located in a neighborhood in Coryell County. Our entire school has the wonderful privilege of servicing Pre-K grade level students. There are 318 students ranging in age from 4 yrs-5yrs in general education and 3yrs-5yrs in special education. Mae Stevens Early Learning Academy offers an open enrollment full day program for our 4 yrs. old students only who turn 4yrs on or before September 1 and meet at least one of the following criteria:

*Is unable to speak and comprehend the English language

*Is educationally disadvantaged

*Is a homeless child, a defined by 42 U.S.C. Sections 11434a, regardless of the residence of the child of either parent of the child, or the child's guardian or other person having lawful control of the child.

*Is the child of an active-duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority.

*Is the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty.

*Is or has ever been in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Section 262.201, Family Code; or

*Is the child of a person eligible for the Star of Texas Award as:

* a peace officer under Section 3106.002, Government Code.

* a firefighter under Section 3106.003, Government Code; or

*An emergency medical first responder under Section 3106.004, Government Code

As of 2/22/25, there have been 114 referrals put into Skyward for students by teachers. The break-down is as follows:

Classroom Referrals 57 from General Education and 57 from SPED

Physical Contact with Adult

Physical Contact with Student

Classroom Disruption

Non-Compliance/Insubordination

Throwing Objects

Threat

Biting

Discipline issues are affecting students and learning because as the student is acting out the teacher must stop lessons to handle that issue or call for assistance. The teacher then must start the lesson over for the students that are left on the carpet. It is difficult to get attention and involvement back on track after an incident has stolen focus. The student that must be corrected or leave the classroom is now missing out on the lesson. That affects their self-esteem, participation and learning readiness in the classroom because they begin to fall further behind their peers.

Discipline is affecting students with their social skills. The student that has the discipline problem lacks the social skills needed to be successful in expressing their wants, needs or frustrations so they are acting out. It affects how their peers start to view them and interact with them. The student with the issues does start to realize this issue and will further act out because now they are feeling isolated and alone.

What support systems are in place to assist these students?

*Our coworkers with ideas they may use or suggest

*Buddy Rooms

*Behavior interventionist aid

*SEL interventionist aid

*Counselor

* Principal and assistant principal

*Academic Interventionist aide

Teacher and Staff ratios to students

We have 22 teachers with active classrooms. Our class size average is 14 students to 1 teacher (each of our classrooms have at least 2 adults (2 classrooms have 3 adults).

Our student to teacher ratio is 14 students to 1 teacher

Our student support staff ratio is 7 students to 1 adult staff member

Attendance issues:

There have been more attendance issues over the last 3 years due to covid. No strategies are in place to address attendance, other than perfect attendance recognition, ribbons, and conducting ARC meetings. Tardies are not given much thought since it is not the students' fault for their tardiness, unexcused absences are tracked, and letters are sent out for meetings regarding attendance to come up with an attendance plan to make attendance a priority. Calls, emails, and text messages are sent to parents/guardians of students who are absent daily. ARC meetings are held.

Staff Information

Our staff includes 21 teachers, 1 rise candidate, 1 DOI candidate, 31 paraprofessionals, 5 non-instructional paraprofessionals, 2 administrators, 1 counselor, 4 clerical ,1 nurse, 1 MFLC, 3 cooks, 3 custodians, and 4 cafeteria monitors.

Teachers and staff have various skills, training, and certification that are a benefit to our students. These trainings and skills include being CPR/first aid/anaphylaxis/AED/epinephrine auto injector certified, science of teaching reading, restorative discipline, Dan St. Romain social and emotional skills training, Spec Ed certified, early childhood certified, SAMA trained, P.E. certified, ESL certified, Fundations and Heggerty trained, CLI, conscious discipline, Restorative Discipline, PBIS, write out of the box, Dr. Jean, balanced literacy, TCHATT training, classroom management, SLO student growth measures for T-TESS, teacher mentor training, handle with care, champs, disruptive destructive and disengaged, sign language certified, kindergarten connection PLAY course, positive behavior principles, bilingual certified,

student management, classroom management.

There are 23 teachers on our campus that are either traditional or alternative certified.

Traditional Certified: 8 teachers (32% of teaching staff)

Alternative Certified: 13 teachers (68% of teaching staff)

DOI: 1 Teacher

Rise: 1 Teacher

Mae Stevens School is currently facing multiple interconnected challenges that impact the areas of special education, attendance, and social-emotional learning for prekindergarten students. Our current enrollment is 318 students with 18.87% being special education. This does not include speech services or other serviced students.

A primary concern is the need for more special education (SPED) paraprofessionals, due to the need to support students with disabilities. As the number of students needing services has grown and new diagnoses occur throughout the year, the existing staff is stretched too thin. The current strain on teachers and aides contributes to burnout, reduced effectiveness, and limited opportunities to provide inclusive, high-quality support.

In addition to staffing concerns, the school is also struggling to meet its attendance goals. With an attendance rate of only 91.4%, chronic absenteeism has become a barrier to consistent learning and academic growth. Some staff believe contributing factors include a general misunderstanding of Mae Stevens as an elementary school, limited parental involvement, and a lack of awareness regarding the academic rigor and importance of prekindergarten. Although we are well aware that attendance rates have been effected in all schools since the incidence of COVID. Many families are unprepared for the expectations of pre-K, and although the school continues to provide communication and education on this, families have not always heard the message or internalized the need for high attendance. Parents/ guardians do not communicate what issues they are facing and why their students are not making it to school. To improve attendance, the school holds regular Attendance Review Committee (ARC) meetings, introduces incentives for good attendance, increases family engagement, and implement early intervention strategies for at-risk students. Parents do need to understand that prekindergarten is not mandatory and should have the option to withdraw if they are not able to make attendance requirements. Additionally, the school is considering more direct communication from district leadership, such as videos or in-person messaging from the superintendent, to highlight the critical importance of daily attendance for young learners.

The school also faces a gap in providing developmentally appropriate social-emotional learning (SEL) and counseling lessons for prekindergarten students. Without structured SEL instruction, students can struggle with emotional regulation, social skills, and classroom

behavior. This issue stems from limited access to a SEL curriculum designed specifically for early childhood, a lack of teacher training in this area, and an overemphasis on academic preparation at the expense of emotional development. To address these challenges, the school would like to adopt the age-appropriate SEL programs like Everyday Speech. We are currently using Dan St. Romain's approach, Restorative Discipline, PBIS, and Conscious Discipline. Play-based activities and regular counseling sessions will help reinforce key social and emotional skills, preparing students to manage their feelings and interact positively with peers.

Demographics Strengths

1. The student population has had less violent behaviors throughout the 2024 - 2025 school year. Students are coming with more social skills and more experience in the general world then we had seen during the COVID years.

2. The campus staff is very diverse and students can find staff members who look like them on campus.

3. Teachers are cross training and becoming certified in both general education and special education.

4. Realizing we have an area for potential growth, we have developed attendance awards to encourage students to attend whenever possible.

5. We have developed staff positions including one to provide crisis intervention when students are having behavior challenges and another to provide social emotional lessons when students are not in crisis and are ready to learn.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Mae Stevens staff often feels they are not successfully meeting the needs of special education students.
Root Cause: There is a belief that more staff will fix issues with student needs, however budget restraints mean thinking outside the box is going to be necessary to meet student needs.

Problem Statement 2 (Prioritized): Absences at Mae Stevens Early Learning Academy are causing students to lose academic and social emotional learning copportunities.
Root Cause: In most cases Mae Stevens Early Learning Academy is the first exposure our students have to many viruses and germs. This means that students are susceptible to illness and in addition, many families do not understand the need for continual attendance.

Problem Statement 3 (Prioritized): Mae Stevens Early Learning Academy is in need of age-appropriate counseling lessons in pre-k to help students understand and express emotions, develop social skills, and navigate social situations.
Root Cause: Classrooms have strong social emotional lessons that are age appropriate and when we find programs that work we disperse them to all classrooms. This means we will have to determine what programs are available for counseling that are not already in use in classrooms.

Student Learning

Student Learning Summary

When analyzing and comparing the available scores (Begining of Year and Middle of Year) for Mae Stevens Early Learning Academy during the 2024 - 2025 school year to the scores from the Beginning of Year and Middle of Year scores of 2023 - 2024, it was noted that all Beginning of Year skills' scores were higher this year except in Rapid Vocabulary by just one percent. At Middle of the Year, half the scores were lower than Middle of the Year of the previous year and the half the scores were higher than Middle of the Year of the previous year.

1. Rapid Letter Naming:

BOY: Increased from 44% in 2023 - 2024 to 49% in 2024 - 2025

MOY: Increased from 74% in 2023 - 2024 to 79% in 2024 - 2025

2. Rapid Vocabulary:

BOY: Decreased from 50% in 2023 - 2024 to 49% in 2024 - 2025

MOY: Decreased from 65% in 2023 - 2024 to 52% in 2024 - 2025

3. Syllabication:

BOY: Increased from 7% in 2023 - 2024 to 12% in 2024 - 2025

MOY: Decreased from 43% in 2023 - 2024 to 39% in 2024 - 2025

4. Onset Rime

BOY: Increased from 9% in 2023 - 2024 to 11% in 2024 - 2025

MOY: Increased from 37% in 2023 - 2024 to 41% in 2024 - 2025

5. Alliteration

BOY: Increased from 1% in 2023 - 2024 to 7% in 2024 - 2025

MOY: Stayed the same at 14% both school years

6. Rhyming 1:

BOY: Increased from 6% in 2023 - 2024 to 7% in 2024 - 2025

MOY: Increased from 30% in 2023 - 2024 to 34% in 2024 - 2025

7. Listening:

BOY: Increased from 25% in 2023 - 2024 to 30% in 2024 - 2025

MOY: Increased from 40% in 2023 - 2024 to 50% in 2024 - 2025

8. Words in a Sentence:

BOY: Stayed the same at 7%

MOY: Decreased from 25% in 2023 - 2024 to 24% in 2024 - 2025

9. Rhyming 2

BOY: Increased from 9% in 2023 - 2024 to 14% in 2024 - 2025

MOY: Increased from 38% in 2023 - 2024 to 41% in 2024 - 2025

10. Rote Counting

BOY: Increased from 13% in 2023 - 2024 to 18% in 2024 - 2025

MOY: Decreased from 45% in 2023 - 2024 to 42% in 2024 - 2025

11. Shape Naming:

BOY: Increased from 47% in 2023 - 2024 to 57% in 2024 - 2025

MOY: Increased from 74% in 2023 - 2024 to 79% in 2024 - 2025

12: Number Discrimination:

BOY: Increased from 48% in 2023 - 2024 to 53% in 2024 - 2025

MOY: Decreased from 71% in 2023 - 2024 to 68% in 2024 - 2025

13. Number Naming:

BOY: Increased from 38% in 2023 - 2024 to 43% in 2024 - 2025

MOY: Increased from 70% in 2023 - 2024 to 75% in 2024 - 2025

14. Shape Discrimination:

BOY: Increased from 54% in 2023 - 2024 to 70% in 2024 - 2025

MOY: Increased from 79% in 2023 - 2024 to 81% in 2024 - 2025

15. Counting Sets:

BOY: Increased from 35% in 2023 - 2024 to 37% in 2024 - 2025

MOY: Decreased from 67% in 2023 - 2024 to 58% in 2024 - 2025

16. Operations:

BOY: Increased from 8% in 20223 - 2024 to 12% in 2024 - 2025

MOY: Decreased from 27% in 2023 -o 2024 to 24% in 2024 - 2025

17. Letter-Sound Correspondence:

BOY: Increased from 0% in 2023 - 2024 to 20% in 2024 - 2025

MOY: Increased from 81% in 2023 - 2024 to 88% in 2024 - 2025

18. Social Emotional:

BOY: Increased from 85% in 2023 - 2024 to 98% in 2024 - 2025

MOY: Increased from 82% in 2023 - 2024 to 87% in 2024 - 2025

19. Early Writing:

BOY: Increased from 76% in 2023 - 2024 to 89% in 2024 - 2025

MOY: Increased from 80% in 2023 - 2024 to 88% in 2024 - 2025

Student Learning Strengths

1. In Rapid Letter Naming, students made a 5% increase from Beginning of Year testing to Middle of Year testing.

2. We now have an aligned scope and sequence to our progress reports and report cards.

3. The fundations program is being utilized with fidelity and ensures daily practice of skills which has helped to increase student success in writing skills.

4. The hegerty program is being utilized with fidelity and ensures daily practice of skills which has helped to increase student success in literacy skills.

5. Phonological skills of onset rime, rhyming, and letter-sound correspondence have increased.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Absences at Mae Stevens Early Learning Academy are causing students to lose academic and social emotional learning opportunities.
Root Cause: In most cases Mae Stevens Early Learning Academy is the first exposure our students have to many viruses and germs. This means that students are susceptible to illness and in addition, many families do not understand the need for continual attendance.

Problem Statement 2 (Prioritized): Mae Stevens Early Learning Academy teachers are not using Seesaw or Boom Cards programs consistently because they do not feel confident

in the use of the computer programs.
Root Cause: Training has been provided prior to class loading and so teachers can't experience the program in real time. Follow up training time has not been located when teachers are able to practice utilizing the program with their classes loaded.

Problem Statement 3: Technology opportunities have not been found to meet the Pre-K guideline X.A.3 (Child uses digital learning applications and programs to create digital products and express their own ideas.
Root Cause: Teachers do not feel confident in the programs that they have been trained on and so no new programs have been introduced.

School Processes & Programs

School Processes & Programs Summary

Mae Stevens offers a variety of programs designed to support the academic and social-emotional needs of its students, so we have looked for areas that can benefit from ongoing improvement.

The Academic and Behavior RtI program is vital for identifying students needing additional support, and while behavior improvements are evident, continued collaboration between teachers and interventionists is needed for further academic progress.

The Military Family Life Counselor (MFLC) program provides crucial support to students from military families.

The Physical Education program helps develop motor skills and physical health.

The Literacy/Library program is essential for fostering a love of reading, but can be further differentiated to meet the varying developmental needs of students, including those with IEPs or language barriers.

The Art program nurtures creativity and fine motor skills but could benefit from greater integration with subjects like STEAM, while ensuring sufficient resources for all students.

Programs like Fundations and Heggerty are critical for early literacy but must be adapted to support the diverse needs of students, especially those with learning challenges.

Counseling services are important for students, especially those with learning challenges. Counseling services are important for students' social-emotional development and we would like to work on tailoring them to more specifically age-appropriate needs and include engaging, hands-on activities.

While all of these programs are beneficial, they will get even better when we work on collaboration, resource allocation, and integration across subjects. This will enhance their effectiveness and ensure they meet the diverse needs of all students at Mae Stevens.

Mae Stevens recognizes the importance of providing strong support services for teachers to ensure effective learning environments for all students.

One key area is inclusion support, which is vital for creating a collaborative atmosphere where both general education teachers and special education staff can work together seamlessly. An area of opportunity exists in creating more structured opportunities for communication and planning. The school has made efforts to facilitate collaboration by holding regular meetings, such as the "orange day" sessions, where teachers and paraprofessionals come together to share updates on student progress and discuss strategies for students with IEPs. These meetings have proven helpful but could benefit from being more consistent and including all special education staff that work with the students to ensure that all students, particularly those with special needs, receive the attention and support they deserve. Increasing the frequency and structure of these collaborative meetings would foster a more cohesive educational experience for both students and staff.

Currently, teachers and paraprofessionals have time only while in the presence of students to discuss student goals, progress, and classroom activities. There is a concern in the lack of dedicated time for teachers and paraprofessionals to communicate and collaborate throughout the week without students. Due to scheduling constraints, teachers and paraprofessionals often find it difficult to meet and plan together, which hinders the effectiveness of their support efforts. To address this issue, the school could consider adjusting duty rosters and introducing structured planning time. For example, a "Friday Specials Planning Time" could be used as a consistent opportunity for teachers and paraprofessionals to check in, align expectations, and plan for the upcoming week. Additionally, extending the clock-in and clock-out times for both teachers and paraprofessionals by 15 minutes could provide short but valuable opportunities for daily communication. These small adjustments could significantly improve the quality of collaboration and ensure that all staff members

are on the same page when supporting students, particularly those with diverse needs.

Many educators at Mae Stevens have expressed a desire to expose student to more STEAM-focused activities, recognizing the importance of fostering curiosity, creativity, and problem-solving skills in your learners. However, there are curently insufficient resources and structured time dedicated to these areas. Introducing more STEAM-based lessons and hands-on activities would provide students with opporunities to explore science, technology, engineering, art, and math in an engaging way. This would not only spark their curiosity but also help them develop critical thinking skills, preparing them for future academic success.

Technology plays a crucial role in supporting and enhancing STEAM lessons, as well as other special programs for Pre-K students. Interactive learning tools like tablets, smartboards, and educational apps can engage students and reinforce key concepts in literacy, social-emotional development, and math. Digital platforms such as Seesaw can help track student progress in RtI and behavioral support, allowing teachers to monitor growth and adjust interventions as needed. Additionally, technology can support counseling and emotional development through mindfulness apps and social-emotional learning games. By integrating these digital tools, Mae Stevens can further enrich the learning experience, ensuring that both students and families are better supported in their educational journey.

In conclusion, Mae Stevens has made notable progress in key areas such as RtI, specials, and behavior support. The RtI program has shown improvements in both academic and behavioral outcomes, while specials like PE, art, and literacy continue to foster creativity and physical development. Behavior management has also seen positive strides this year. However, there are still opportunities for growth in areas like collaboration, inclusion support, and STEAM integration. Enhancing communication and planning time for teachers and paraprofessionals will strengthen the support system for all students, while further integration of STEAM activities across the curriculum will encourage curiosity and critical thinking. Additionally, providing more structured inclusion support from the special education team and school provided materials can help ensure that all students, particularly those with speical needs, are fully engaged and supported in their learning journey. With these improvements, Mae Stevens can continue to build on its successes and provide an even more comprehensive and inclusive educational experience.

School Processes & Programs Strengths

1. Social Emotional Learning- integrating Dan St. Romaine's techniques, Restorative Discipline, and Conscious Discipline into SEL programs in Pre-K creates an environment where children can learn, grow, and thrive emotionally and socially. This strengthens their overall development and prepares them for future success in school and life.

2. Fundations-it lays the groundwork for reading, writing, and spelling by focusing on phonemic awareness, letter recognition, and sound-symbol relationships. It offers a structured, hands-on approach that engages children, builds early literacy skills, and sets them on the path to future academic success. By strengthening these foundational skills, Fundations helps ensure that children are prepared for more advanced literacy concepts as they progress through school.

3. Heggerty- is highly effective in Pre-K because it focuses on building phonemic awareness, a critical skill for learning to read and write. The program’s consistent, interactive, and developmentally appropriate activities help Pre-K students develop the foundational skills they need to

succeed in literacy. By fostering phonemic awareness, improving listening and memory skills, and engaging students in fun, short daily lessons, Heggerty helps prepare children for future reading and writing success.

4. RTI- Academic and Behavior- Academic and behavior RTI has helped identify and address early learning and behavioral challenges, ensuring that all children receive the support they need to succeed. By providing tiered interventions, it allows teachers to offer targeted, individualized instruction for students who need extra help, whether in academics or behavior. This proactive approach prevents small issues from becoming larger problems, fostering a positive learning environment. RTI also supports the development of social-emotional skills, which are essential for both academic achievement and positive interactions with peers and adults.

5. Family Engagement-Strategies such as regular communication through updates or apps, parent-teacher conferences, and family workshops keep parents informed and involved. Volunteering in the classroom and providing home learning activities encourage parents to actively participate in their child's education. Culturally responsive practices also ensure that families feel valued, fostering a strong partnership between home and school to promote the child's growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Mae Stevens continues to work toward a fully inclusive SpEd program with support, guidance and excellent communication between special education and general education.
Root Cause: The transition into a new program, with little time to prepare, did not allow for the campus to determine all roadblocks or to assess what challenges might be discovered as we learned to mainstream students into the general education classrooms.

Problem Statement 2 (Prioritized): Mae Stevens has insufficient time for teachers and paraprofessionals to communicate and collaborate to produce and utilize the most effective lesson planning, student support, and overall classroom cohesion in the Pre-K program.
Root Cause: Scheduling constraints and budgeting constraints have not allowed us to find collaboration time because these scheduled times take away from direct teaching and academic time.

Problem Statement 3: Mae Stevens currently has a lack of intentional focus on STEAM (Science, Technology, Engineering, Art, and Math) learning opportunities.
Root Cause: Limited access to materials, resources and academic time has combined with our literacy focus to cause the campus to put these subjects behind other more immediate needs.

Perceptions

Perceptions Summary

After gathering information from surveys, we have found that most of our staff feel that our school is a fun and enjoyable place to work. Most teachers feel supported by administration and are given ample opportunities for professional development, although some teachers feel that professional development needs to focus more on the new initiatives by the district, such as inclusion and mainstreaming. Many teachers feel that focusing more professional development on these areas will have a greater effect on teachers through more enjoyment of work and feeling more adequate at meeting the new expectations. All teachers feel safe at school and most feel valued by others on campus.

Surveys also show that staff feels Mae Stevens is an enjoyable place to work and they receive adequate support from campus administration and the teachers on campus. Staff also feels that the campus works as a team and that they have the tools needed to do their job. Most paraprofessionals feel that the staff development they receive helps them to do their jobs.

Surveys show that parents also have a positive view of MSELA. One request that parents have is to be offered more books for their children but responses to event surveys show that parents who are getting involved and attending activities are enjoying the planned activities and appreciate the extra work that parents and staff dedicate to have these events.

Although our committee feels that parent communication is a strength, a parent mentioned that it would be helpful for our campus to connect to the thrill share text messaging feature to send out messages for quick reminders of important

events like other schools in our district. Another parent mentioned in our committee meeting that the amount of paperwork sent home was overwhelming, especially when you have multiple students in the district. The parent would like to see a newsletter once a month instead of ones sent weekly. Maybe consider a monthly letter sent out with all the events for the month, then followed up with emails and text messages about important events such as pictures, field trips, open house, etc.

Not only do parents hold a high opinion of MSELA, but the community does as well. Community members who have visited our school say that they enjoyed the visit and love the atmosphere. Our PCOC does a great job of creating community involvement and those community members enjoy being here.

Similar to last school year, student attendance and parent use of skyward continue to be perceived as an issue. Attendance continues to be an issue and some staff members feel that families do not respect the fact that Mae Stevens is a school and attendance is important. The perception that families feel the school is more like daycare is one that some teachers feel has not been changed through current issues.

Our PCOC continues to advocate for parent involvement and will continue to find ways to increase parent involvement and communication.

During the 2024-2025 school year volunteer hours broke down in this manner...

Month	Number of Volunteer Visits	Number of Volunteer Hours
August	11	75
September	27	65
October	39	122

Month	Number of Volunteer Visits	Number of Volunteer Hours
November	35	58
December	24	96
January	9	16
February	34	94
March	29	96
April		
May		
Total	208	622

Perceptions Strengths

1. Parent Involvement: We are fortunate to have strong parent involvement that plays a critical role in enhancing the learning experience and creating a supportive atmosphere for our students. Parents actively participate in school activities, events, and decision-making processes, ensuring their voices are heard and valued. According to recorded numbers, this year we have already seen an increase in parent engagement and involvement compared to last year.

2. Communication with Parents: Effective communication is a cornerstone of our success. We prioritize clear, consistent, and transparent communication with parents to keep them informed about school events, academic progress, and other important updates. Our school uses weekly Counselor newsletters, flyers, and the Thrill Share app to keep the parents informed. We use the Thrill share app to communicate through email and voice messaging of all important events happening at school. Teachers also work closely alongside parents to keep them informed of their child's emotional, behavioral, and academic progress through parent /teacher conferences, phone calls, emails, progress reports, report cards, weekly newsletters, and positive office referrals.

3. Community Involvement: Our school is deeply connected with the local community. We actively engage with local organizations, businesses, and individuals to create opportunities for our students and families. We do this through our Parent and Community Outreach Coordinator, Mrs. Sandra Ziehlke. She reaches out to involve school and non-school connected people and organizations to get them involved

in our school. This involvement enriches educational experiences and helps create a strong support network. Some of the community involvement this year is as follows but not limited to, school organizations such as the Bulldawgs football players, CCISD High School band members, CCJH and SC LEE Jr. High bands and CCHS Early Childhood program as well as student lessons on handwashing. Other Copperas Cove and local businesses have contributed items and volunteered time to our students such as, Chuck-e-Cheese, Popeyes Chicken, Bubbas 33, Canes Chicken, Kona Ice, Copperas Cove Police and Fire Department and several others.

4. Effective Parent and Community Outreach Coordinator: A standout strength is our Parent Community Outreach Coordinator, who serves as a vital link between the school and families. Mrs. Ziehlke's role in facilitating communication, addressing concerns, and organizing school activities has been instrumental in strengthening our school community and connecting a partnership with our outside community.

5. Great Leadership: Our leadership team is highly effective in guiding the school towards its goals. Their vision, decision-making, and ability to inspire both staff and parents contribute to the overall success of our school. Our Principal Mrs. Miller and Assistant Principal Ms. Peacock foster an environment of collaboration, support, and continuous improvement. We are fortunate that our school has leaders that have the teacher's best interest at heart and work to ensure that the climate of our school is as nurturing as possible. Not to mention a super fun place to work.

6. Great Specials Team- Our Specials team works hard to make specials a diverse, academic, and positive learning environment. The activities in these classes are age appropriate, closely connected to the pre-k guidelines, and to what we are teaching in our classrooms. Our students enjoy going to specials and having fun with all the differentiated instruction and engaging lessons. This group of ladies work hard to make it fun, and it shows.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Mainstreaming efforts have come with many more challenges than were first identified and meeting campus needs has been more difficult than anticipated.
Root Cause: Resources are limited (both monetary and staffing) while needs are high. Thinking outside the box has not been as successful as we want and we will need to continue being creative.

Problem Statement 2 (Prioritized): Mae Stevens needs to begin a systematic approach to advertising campus involvement for families and communities and making sure visitors feel welcome and valued.
Root Cause: Involvement in schools throughout the nation has gone down since COVID and we have not found the key to getting families and community back on campus and

involved.

Problem Statement 3: Staff inclusion for celebrations, new programs and decision making needs to be well advertised so that all staff members can get involved and feel included.
Root Cause: Efforts to include staff members in new activities have not been successful due to the need for outside hours involvement.

Priority Problem Statements

Problem Statement 1: Mae Stevens staff often feels they are not successfully meeting the needs of special education students.

Root Cause 1: There is a belief that more staff will fix issues with student needs, however budget restraints mean thinking outside the box is going to be necessary to meet student needs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Mainstreaming efforts have come with many more challenges than were first identified and meeting campus needs has been more difficult than anticipated.

Root Cause 2: Resources are limited (both monetary and staffing) while needs are high. Thinking outside the box has not been as successful as we want and we will need to continue being creative.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Absences at Mae Stevens Early Learning Academy are causing students to lose academic and social emotional learning copportunities.

Root Cause 3: In most cases Mae Stevens Early Learning Academy is the first exposure our students have to many viruses and germs. This means that students are susceptible to illness and in addition, many families do not understand the need for continual attendance.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Mae Stevens Early Learning Academy teachers are not using Seesaw or Boom Cards programs consistently because they do not feel confident in the use of the computer programs.

Root Cause 4: Training has been provided prior to class loading and so teachers can't experience the program in real time. Follow up training time has not been located when teachers are able to practice utilizing the program with their classes loaded.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Mae Stevens Early Learning Academy is in need of age-appropriate counseling lessons in pre-k to help students understand and express emotions, develop social skills, and navigate social situations.

Root Cause 5: Classrooms have strong social emotional lessons that are age appropriate and when we find programs that work we disperse them to all classrooms. This means we will have to determine what programs are available for counseling that are not already in use in classrooms.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Mae Stevens needs to begin a systematic approach to advertising campus involvement for families and communities and making sure visitors feel welcome and valued.

Root Cause 6: Involvement in schools throughout the nation has gone down since COVID and we have not found the key to getting families and community back on campus and involved.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Mae Stevens has insufficient time for teachers and paraprofessionals to communicate and collaborate to produce and utilize the most effective lesson planning, student support, and overall classroom cohesion in the Pre-K program.

Root Cause 7: Scheduling constraints and budgeting constraints have not allowed us to find collaboration time because these scheduled times take away from direct teaching and academic time.

Problem Statement 7 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Other additional data

Goals

Goal 1: Mae Stevens Early Learning Academy will actively engage both teachers and students in educational experiences that foster meaningful learning.

Performance Objective 1: Develop and provide an age appropriate, research based, curriculum focusing on literacy instruction based on purposeful, planned and playful activities.

Evaluation Data Sources: Formative and Summative Assessments
Lesson Planning
Observations and Walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Maintain a master schedule (including transitions) and daily schedules focusing on pre-kindergarten guidelines and purposeful, planned and playful learning opportunities for pre-kindergarten students. **Strategy's Expected Result/Impact:** Appropriate student behavior and high academic results during CIRCLE assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal/IC and Campus Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue scheduling weekly guidance lessons, focusing on age appropriate social emotional needs, with the counselor as part of the specials rotation. Station activities will be implemented where students can practice the skills they are learning. **Strategy's Expected Result/Impact:** Students will gain social emotional skills at a faster rate and discipline issues will be impacted creating fewer referrals. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Title I:** 2.52, 2.53, 2.531, 2.533 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 **Funding Sources:** Center materials - 199 - General Fund - $250				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The specials schedule will be explored with a goal of adding a STEAM class to the rotation. The campus will think outside the box to determine how this academic subject can be incorporated on some level during the specials sessions. **Strategy's Expected Result/Impact:** If achieved the students will gain exposure to the STEAM areas and students will gain earlier exposure to these important learning areas. **Staff Responsible for Monitoring:** Administration, Classroom Teachers, Specials Teachers **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Mae Stevens Early Learning Academy is in need of age-appropriate counseling lessons in pre-k to help students understand and express emotions, develop social skills, and navigate social situations. **Root Cause**: Classrooms have strong social emotional lessons that are age appropriate and when we find programs that work we disperse them to all classrooms. This means we will have to determine what programs are available for counseling that are not already in use in classrooms.

School Processes & Programs

Problem Statement 2: Mae Stevens has insufficient time for teachers and paraprofessionals to communicate and collaborate to produce and utilize the most effective lesson planning, student support, and overall classroom cohesion in the Pre-K program. **Root Cause**: Scheduling constraints and budgeting constraints have not allowed us to find collaboration time because these scheduled times take away from direct teaching and academic time.

Goal 1: Mae Stevens Early Learning Academy will actively engage both teachers and students in educational experiences that foster meaningful learning.

Performance Objective 2: 100% of Mae Stevens Early Learning Academy students, including all special populations and student sub-groups, will show positive growth in academic and social/emotional achievement.

Evaluation Data Sources: End of Year assessments through CIRCLE testing

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize the District Homeless Liaison to provide services to identified homeless students. Ensure policies and procedures for homeless students are distributed to parents. **Strategy's Expected Result/Impact:** Providing for the basic needs of students will enable them to focus on academics and social emotional learning. **Staff Responsible for Monitoring:** Counselor, District Homeless Liaison, Parent Community Outreach Coordinator, Registrar **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct routinely scheduled meetings, utilizing Data Driven Instruction strategies and student work samples, focusing on reteaching lessons and small group instruction. Scheduled meetings will include PLCs, Pods, and SpEd PLCs and team meetings for classroom teams. **Strategy's Expected Result/Impact:** EOY CIRCLE assessments will illustrate student growth for all students. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **Title I:** 2.51, 2.52, 2.53, 2.531 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Academic RtI will continue to be offered to students who are identified as performing below grade level expectations. The campus will continue to think outside the box for staff members who can offer RtI services as the campus does not have an assigned interventionist. Once academic RtI service providers are identified they will begin participating in the Data Day meetings in order to foster communication and better services. **Strategy's Expected Result/Impact:** Students functioning below grade level will be identified and receive consistent services with fidelity. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Teachers (classroom and specials). **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Special Education training opportunities will be provided for general education teachers on campus. Teachers will be able to request trainings and administrators will work to incorporate the trainings into available slots for professional development. Data will be collected to see which trainings are taken advantage of by which teachers. **Strategy's Expected Result/Impact:** Teachers who take advantage of training opportunities will feel more confident and see greater improvements in their classroom students. **Staff Responsible for Monitoring:** Administration, Counselor and Staff **Title I:** 2.51, 2.52, 2.53, 2.531, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Perceptions 1 **Funding Sources:** Funding for identified trainings - 199 - General Fund - $2,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Teachers will utilize professional development days to present topics that they have attended professional development sessions on. Campus leaders will present the professional development and lead round table discussions so that the campus team can benefit from the experience of co-workers. **Strategy's Expected Result/Impact:** Staff will develop leadership skills as they provide training and attendees will develop new skills. Funding will be saved as information and staff development is brought back to campus by those attending. **Staff Responsible for Monitoring:** Staff members who attend professional development meetings, administrators and the rest of the staff. **Title I:** 2.51, 2.52, 2.53, 2.534 **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Original funding will be for staff members attending away trainings so this will have no additional cost - 199 - General Fund - $0				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: The master schedule will be developed incorporating scheduled time for classroom teachers to meet with their assigned classroom aide for collaboration. **Strategy's Expected Result/Impact:** Scheduling collaboration time for teachers and aides will strengthen the academic experience for students in the classroom as both adults will know what is expected from each other and will be able to support each other throughout the workday. **Staff Responsible for Monitoring:** Administration, Classroom Teachers and Aides **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Mae Stevens staff often feels they are not successfully meeting the needs of special education students. **Root Cause**: There is a belief that more staff will fix issues with student needs, however budget restraints mean thinking outside the box is going to be necessary to meet student needs.

School Processes & Programs

Problem Statement 2: Mae Stevens has insufficient time for teachers and paraprofessionals to communicate and collaborate to produce and utilize the most effective lesson planning, student support, and overall classroom cohesion in the Pre-K program. **Root Cause**: Scheduling constraints and budgeting constraints have not allowed us to find collaboration time because these scheduled times take away from direct teaching and academic time.

Perceptions

Problem Statement 1: Mainstreaming efforts have come with many more challenges than were first identified and meeting campus needs has been more difficult than anticipated. **Root Cause**: Resources are limited (both monetary and staffing) while needs are high. Thinking outside the box has not been as successful as we want and we will need to continue being creative.

Goal 1: Mae Stevens Early Learning Academy will actively engage both teachers and students in educational experiences that foster meaningful learning.

Performance Objective 3: Ensure a safe and nurturing learning environment for staff and students.

High Priority

Evaluation Data Sources: Skyward Referral Data
Workers Comp Claims

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Finalize and publish a Mae Stevens Handbook (including a playbook section with staff expectations for routines and procedures). **Strategy's Expected Result/Impact:** All staff members will know campus and administration expectations and a lower incidence of behavior accelerations from students, as well as a higher consistency on how behaviors are dealt with on campus. **Staff Responsible for Monitoring:** Principal, Assistant Principal/IC, Counselor, Classroom Teachers and Behavior Interventionist **Title I:** 2.51, 2.52, 2.53, 2.534 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide a balanced, comprehensive, developmentally appropriate guidance program, including social emotional training, counseling, and guidance lessons, as well as responsive services, individual support, and TCHATT referrals. **Strategy's Expected Result/Impact:** Decreased office referrals and increas in academic achievement. **Staff Responsible for Monitoring:** Counselor, Classroom Teachers, Behavior Interventionist, and Social Emotional Paraprofessional **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.535 **Problem Statements:** Demographics 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Mae Stevens staff often feels they are not successfully meeting the needs of special education students. **Root Cause**: There is a belief that more staff will fix issues with student needs, however budget restraints mean thinking outside the box is going to be necessary to meet student needs.
Problem Statement 3: Mae Stevens Early Learning Academy is in need of age-appropriate counseling lessons in pre-k to help students understand and express emotions, develop social skills, and navigate social situations. **Root Cause**: Classrooms have strong social emotional lessons that are age appropriate and when we find programs that work we disperse them to all classrooms. This means we will have to determine what programs are available for counseling that are not already in use in classrooms.

Goal 1: Mae Stevens Early Learning Academy will actively engage both teachers and students in educational experiences that foster meaningful learning.

Performance Objective 4: Provide opportunities for students to take part in real-world experiences and gain background knowledge of the world around them.

Evaluation Data Sources: Data on Field Trips
Data on School Experiences brought to campus
Data on Organizations providing services to campus

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will attend field trips and have available experiences brought to the campus (such as Ag programs, petting zoos, and community helpers) to gain opportunities to see the world and how it relates to their lives. **Strategy's Expected Result/Impact:** Students will gain background knowledge for their learning experiences. **Staff Responsible for Monitoring:** Administrators, Parent Community Outreach Coordinator, Pod leaders, Field Trip Committee **Title I:** 2.52, 2.53, 2.532 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Entrance Fees, Lunches - 199 - General Fund - $2,400				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Mae Stevens Early Learning Academy will recruit, support and retain a high quality and diverse staff.

Performance Objective 1: Provide a comprehensive support system to recruit, educate, develop, and retain employees.

Evaluation Data Sources: Job satisfaction surveys
Documentation on Training and Instructional Rounds
Retention rates of staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement paraprofessional onboarding practices (including training meetings and classroom observation) to ensure that paraprofessionals hired both at the beginning of the school year and throughout the school year are prepared to provide all services on campus. **Strategy's Expected Result/Impact:** Paraprofessionals will feel more job satisfaction and perform better in the classroom. **Staff Responsible for Monitoring:** Principal, Assistant Principal/IC, Teacher Leaders and Principal's Secretary **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 1 - School Processes & Programs 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Mae Stevens staff often feels they are not successfully meeting the needs of special education students. **Root Cause**: There is a belief that more staff will fix issues with student needs, however budget restraints mean thinking outside the box is going to be necessary to meet student needs.

School Processes & Programs
Problem Statement 2: Mae Stevens has insufficient time for teachers and paraprofessionals to communicate and collaborate to produce and utilize the most effective lesson planning, student support, and overall classroom cohesion in the Pre-K program. **Root Cause**: Scheduling constraints and budgeting constraints have not allowed us to find collaboration time because these scheduled times take away from direct teaching and academic time.

Goal 3: Mae Stevens Early Learning Academy will optimize resources to enhance student success.

Performance Objective 1: Investigate, identify, and generate potential funding sources, as well as maximize current funding sources.

Evaluation Data Sources: Annual Budget
Education Foundation Grants Record

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Participate in 3 campus fun-raising efforts to yield a high percentage of revenue to be kept by the campus and utilized for student activities. **Strategy's Expected Result/Impact:** Student activity funds will be available to support the local budget. **Staff Responsible for Monitoring:** Principal's Secretary, Registrar, Classroom Teachers and Students **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Mae Stevens Early Learning Academy will optimize resources to enhance student success.

Performance Objective 2: Evaluate current spending and budget prioritization practices, as well as create methods to formulate a fiscal effectiveness plan.

Evaluation Data Sources: Annual Budget

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitor purchase requisitions to ensure alignment with campus needs, district policies and growth objectives. **Strategy's Expected Result/Impact:** Money will be more readily available for instructional programs that are in need and proven to make a positive impact. **Staff Responsible for Monitoring:** Principal and Principal's Secretary **Title I:** 2.51, 2.53 **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Mae Stevens Early Learning Academy facilities will support innovation, equity, student performance, and community partnerships.

Performance Objective 1: Provide and maintain clean and inviting age-appropriate facilities.

Evaluation Data Sources: Walk-through Data
Skyward Attendance Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teach students to take responsibility and pride in their environment through classroom responsibilities and service projects. **Strategy's Expected Result/Impact:** Students will learn to take responsibility for their materials and environment. **Staff Responsible for Monitoring:** Classroom Teachers and Classroom Paraprofessionals **Title I:** 2.51, 2.53, 2.535 **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Mae Stevens Early Learning Academy facilities will support innovation, equity, student performance, and community partnerships.

Performance Objective 2: Maintain safe facilities, equipment, and grounds to promote a positive, age appropriate, learning environment at Mae Stevens Early Learning Academy.

High Priority

Evaluation Data Sources: Incident Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus principals will report facility needs to the Assistant Superintendent of Operations in a timely manner to maintain longevity of the campus and surroundings. **Strategy's Expected Result/Impact:** The school building and grounds will be maintained at a high level of appearance and safety. **Staff Responsible for Monitoring:** Principal, Assistant Principal/IC, Principal's Secretary, and Custodial Staff **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus will work collaboratively with the custodial staff and maintenance department to identify and repair problems in a timely manner. **Strategy's Expected Result/Impact:** The school building and grounds will be maintained at a high level of appearance and safety. **Staff Responsible for Monitoring:** Principal, Principal's Secretary, Head Custodian, and Maintenance **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Staff and Students will participate in 10 safety drills during the school year: including fire, tornado, and shelter in place drills and safety audits will be conducted regularly on the campus, including doors and cameras. **Strategy's Expected Result/Impact:** Records of drills and audits will be available **Staff Responsible for Monitoring:** Principal, Assistant Principal/IC, and all staff **ESF Levers:** Lever 3: Positive School Culture				


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 5: Mae Stevens Early Learning Academy will create community involvement opportunities that foster further academic success, personal excellence, and responsible citizenship in our students.

Performance Objective 1: Increase family and community involvement in the academic growth and social development of students.

High Priority

Evaluation Data Sources: Family Involvement Numbers

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide networking opportunities for parents, volunteers and the community to share and learn ideas to help in the development of their child's education and school, through SBDM/PAC, committees, guest speakers, field trips, family nights, etc. **Strategy's Expected Result/Impact:** Parents, families, and community members will feel welcome and join in with activities on campus. **Staff Responsible for Monitoring:** Principal and Parent Community Outreach Coordinator **Title I:** 2.535 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide materials, training, and resources (i.e. written articles, newsletters, and workshops) for families. Topics to include are - behavior, academic knowledge, social emotional development, school resources, transition to kindergarten, etc. Parent workshops will be planned but can be changed as needs are identified. **Strategy's Expected Result/Impact:** Parents will gain skills and resources to help their children at home, as well as be aware of involvement opportunities at school. **Staff Responsible for Monitoring:** Parent Community Outreach Coordinator, Counselor, Principal and all staff **Title I:** 2.51, 2.53, 2.532, 2.535 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The campus will utilize the new Marquee sign to provide involvement opportunities for student families and to provide information to families about upcoming events and campus needs. **Strategy's Expected Result/Impact:** Once staff is trained and the sign is being utilized, families will be reminded of campus opportunities to get involved and family involvement will increase. **Staff Responsible for Monitoring:** Administrators, Parent Community Outreach Coordinator and Secretaries **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Mae Stevens Early Learning Academy will create community involvement opportunities that foster further academic success, personal excellence, and responsible citizenship in our students.

Performance Objective 2: CCISD and Mae Stevens Early Learning Academy will create community involvement opportunities that foster further academic success, personal excellence, and responsible citizenship in our students.

Evaluation Data Sources: Meeting Agendas
Sign in sheets and Minutes
LPACs
ARDs
RtI Meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct multiple family engagement opportunities (both during the day and in evenings) such as an art night, math night, science night, literacy night, bring you mom and dad to school day, etc. **Strategy's Expected Result/Impact:** The home-school connections will strengthen, resulting in student progress asnd family involvement. **Staff Responsible for Monitoring:** Parent Community Outreach Coordinator, Family Engagement Committee, and parents **Title I:** 2.52, 2.531, 2.532, 2.535 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Ensure compliance with the requirements of Title IX (Sexual Discrimination): notice, student handbooks, parent rights booklets. **Strategy's Expected Result/Impact:** The needs of all students and staff members will be met. **Staff Responsible for Monitoring:** Title IX Coordinator, Principal and Campus Staff **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Ensure compliance with the requirements of Title VI (Civil Rights). **Strategy's Expected Result/Impact:** The needs of all students and staff will be met. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Ensure all students and parents are informed of their rights and responsibilities: student handbook, Parent Involvement Policies, Annual Title I Meeting, PAC, School/Parent Compact, Campus Plan **Strategy's Expected Result/Impact:** The needs of all students and staff will be met and the school will remain in compliance. **Staff Responsible for Monitoring:** Principal, Parent Community Outreach Coordinator, and staff **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Mae Stevens Early Learning Academy will create community involvement opportunities that foster further academic success, personal excellence, and responsible citizenship in our students.

Performance Objective 3: Mae Stevens Early Learning Academy will achieve at least a 94% attendance rate.

High Priority

Evaluation Data Sources: Skyward Attendance Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue a PBIS plan to encourage attendance and appropriate behavior at school. The system should reward both students and families as they are both responsible for positive changes and attendance. **Strategy's Expected Result/Impact:** Prevent unnecessary absences and increased attendance rates. **Staff Responsible for Monitoring:** Principal, Assistant Principal/IC, Parent Community Outreach Coordinator, Classroom Teachers, PEIMS Secretary, Counselor and Families **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All classrooms will provide a positive reward for the entire class on days when 100% of students in the classroom are in attendance. The Master Schedule will be developed in a way that a 10 minute additional recess period can be achieved. The 10 minutes can be developed to add to the regular recess session and not interfere with other classroom recess schedules. The school will develop a school bulletin board to document successful 100% days and rewards will be given daily in each class - whether it is the extra recess or another reward (deemed an appropriate substitution by the Administration). **Strategy's Expected Result/Impact:** Placing a greater emphasis on attendance at the classroom level will encourage students and raise the attendance rate across the campus. **Staff Responsible for Monitoring:** Principal, Assistant Principal/IC, PEIMS secretary and Classroom Teachers and Aides **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Classrooms in each POD with the highest attendance rate for the six weeks will be recognized at the awards assembly and receive an incentive award for their high attendance rate. The rewards for each six weeks will be agreed upon by staff - and can include: movie and a popcorn, popsicle party, etc. **Strategy's Expected Result/Impact:** Competition will encourage all students to attend school on all possible days and attendance rates will rise. **Staff Responsible for Monitoring:** Administration, PEIMS secretary, Budget Secretary, Classroom Teachers and Aides, and students. **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 **Funding Sources:** Rewards for each six weeks - 461 - Campus Activity Fund - $400				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: All students with perfect attendance for the semester will be entered in a drawing for an age appropriate bike. This reward will be advertised from day 1 on the campus in order to encourage families to get their students to school each day possible. **Strategy's Expected Result/Impact:** Placing a greater emphasis on attendance at the classroom level will encourage students and raise the attendance rate across the campus. **Staff Responsible for Monitoring:** Principal, Assistant Principal/IC, PEIMS Secreatary (donated bikes from the Women of the MOOSE Lodge) **Title I:** 2.51, 2.53, 2.531 **Problem Statements:** Demographics 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Absences at Mae Stevens Early Learning Academy are causing students to lose academic and social emotional learning copportunities. **Root Cause**: In most cases Mae Stevens Early Learning Academy is the first exposure our students have to many viruses and germs. This means that students are susceptible to illness and in addition, many families do not understand the need for continual attendance.

Goal 6: Mae Stevens Early Learning Academy will create an environment where technology is purposefully infused in all aspects of our district.

Performance Objective 1: All classrooms will be equipped with working technology for interactive learning that enhances academic teaching and teachers will feel confident in the use of technology.

Evaluation Data Sources: Classroom Inventory Lists
Training Records (Including Sign In Sheets)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop a pre-service training program (with year long follow-up for all teachers to review all technology software available to them (including boom cards and seesaw). **Strategy's Expected Result/Impact:** Teachers will feel more confident in their technology use and will utilize available resources to a greater extent. **Staff Responsible for Monitoring:** Principal, Assistant Principal/IC, Technology Department, and Campus Technology Representative **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Center materials		$250.00
1	2	4	Funding for identified trainings		$2,000.00
1	2	5	Original funding will be for staff members attending away trainings so this will have no additional cost		$0.00
1	4	1	Entrance Fees, Lunches		$2,400.00
				Sub-Total	$4,650.00

461 - Campus Activity Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	3	3	Rewards for each six weeks		$400.00
				Sub-Total	$400.00

Board of Trustees

Date of Meeting: December 15, 2025

Item Type: Action

Item Name	Approval of Recommended Library Books for Purchase
District Goal	Teaching and Learning: Actively engage both teachers and students in comprehensive and consistent educational experiences that foster meaningful learning.
Summary (Purpose/ Objective)	The Board of Trustees is asked to approve the attached list of library books for purchase at the elementary, junior high, and high school levels. These titles were requested by CCISD librarians and have been available for parental review on the CCISD website since October 8, 2025. This action aligns with the requirements of SB 13 and ensures compliance with state law for library material review and selection.
Fiscal Impact	Expenditures will be made from budgeted library funds for the 2025–2026 school year. The total purchase cost is based on approved vendor pricing and is within allocated campus library budgets.
Administrative Recommendation	Administration recommends approval of the attached list of library books for purchase to support literacy, curriculum needs, and student choice across all grade levels.
Attachments	CCISD Board Proposed Book Purchases November 2025 final (Elementary & High School)

Contact Person: Amanda Crawley, Deputy Superintendent of Instructional Svcs. E-Mail Address: crawleya@ccisd.com

revised 12.12.2018

Title	Genre	ISBN	Author	CCISD Level
Baby Foxes	NF	978-1-644-87573-5		Elementary
The Bad Guys in Let the Games Begin	Graphic Novel	978-0-8000-3770-3		Elementary
The Bad Guys in Look Who's Talking	Graphic Novel	978-0-8000-4906-5		Elementary
The Bad Giys in One Last Thing	Graphic Novel	978-0-8000-6517-1		Elementary
The Bad Guys in the Others	Graphic Novel	978-0-8000-3300-2		Elementary
Badger VS. Bobcat	NF	978-1-644-87760-9		Elementary
Bald Eagle VS. Stellar's Sea Eagle	NF	979-88-930402-8-9		Elementary
Becoming Boba	F	978-1-339-00554-6		Elementary
Pizza and Taco Best Christmas Ever	Graphic Novel	978-0-593-70349-6		Elementary
Beware the Bite	NF	979-88-9577087--0		Elementary
Dog Man Big Jim Begins!	Graphic Novel	978-0-8000-7195-0		Elementary
Diary of a Wimpy Kid Big Shot!	F	978-0-8000-0957-1		Elementary
Black Bear Vs. Mpuntain Lion	NF	979-88-930426-8-9		Elementary
Black Mamba vs. Caracal	NF	979-88-86878-24-0		Elementary
Bog Bodies	NF	979-88-925053-0-7		Elementary
Brachiosaurus	NF	978-1-623-10589-1		Elementary
The Brightest Night: The Graphic Novel	Graphic Novel	978-0-8000-1060-7		Elementary
Bug Snacks: How Eating Insects Can Change the World	NF	978-1-464-24908-2		Elementary
Burmese Python vs. Sun Bear	NF	979-88-86874-57-0		Elementary
Caitlin Clark	B	979-88-930452-7-7		Elementary
Caleb Williams	B	978-1-482-47241-7		Elementary
Captain America: The Ghost Army	Graphic Novel	1-338-77589-8		Elementary
Cat on the Run in Cucumber Madness!	F	978-0-8000-5333-8		Elementary
Cat on the Run in Hidden Layers!	F	978-0-8000-7969-7		Elementary
Christian McCaffery	B	979-88-930452-8-4		Elementary
Claudia and the Bad Joke	Graphic Novel	978-0-8000-5446-5		Elementary
Pizza and Taco Coolest Club Ever!	Graphic Novel	978-0-593-81451-2		Elementary
Cottonmouth vs. Snapping Turtle	NF	979-88-930402-9-6		Elementary
Crumble	Graphic Novel	978-0-8000-7465-4		Elementary
The Dark Secret: The Graphic Novel	Graphic Novel	978-0-7804-8176-3		Elementary
Darkstalker: A Graphic Novel	Graphic Novel	978-0-8000-9451-5		Elementary
Allosaurus vs. Stegosaurus: Prehistoric Showdown	NF	979-87-656-6922-8		Elementary
Giganotosaurus vs. Argentinosaurus: Prehistoric Showd	NF	979-87-656-6923-5		Elementary
Spinosaurus vs. Suchomimus: Prehistoric Showdown	NF	979-87-656-6924-2		Elementary
T. Rex vs. Ankylosaurus: Prehistoric Showdown	NF	979-87-656-6925-9		Elementary
Triceratops vs. Edmontosaurus: Prehistoric Showdown	NF	979-87-656-6926-6		Elementary
Velociraptor vs. Protoceratops: Prehistoric Showdown	NF	979-87-656-6927-3		Elementary
Dinosaurs	Graphic Novel	978-0-8000-7735-8		Elementary
Dinosaurs Before Dark	Graphic Novel	978-0-7804-9645-3		Elementary
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Among Ghosts		9780593813751	By Rachel Hartman	High School
Truth Is: A Novel		9781419776830	By Hannah V. Sawyerr	High School
Tall Water		9780063090163	By SJ Sindu	High School
In the Name of Freedom: A Political Dissident's Fight for Human Rights in the NBA and Around the World		9781668078365	By Enes Kanter Freedom	High School
The Martians: The True Story of an Alien Craze that Captured Turn-of-the-Century America		9781324090663	By David Baron	High School
Wish You Were Her		9781250335562	By Elle McNicoll	High School
If Looks Could Kill		9781534470811	By Julie Berry	High School
The Lighthouse at the Edge of the World		9781250805584	By J.R. Dawson	High School
Flip!		9781250179517	Written and illustrated by Ngozi Ukazu	High School
Of Flame and Fury		9780374393427	By Mikayla Bridge	High School
Moonsick		9781250353115	By Tom O'Donnell	High School
The Magician of Tiger Castle		9780593952306	By Louis Sachar	High School
You Are the Detective: The Creeping Hand Murder		9780593836019	By Maureen Johnson	High School
I Wish I Didn't Have to Tell You This: A Graphic Memoir		9781536215533	Written and illustrated by Eugene Yelchin	High School
Roar of the Lambs		9781250381736	By Jamison Shea	High School
Wild Song		9798765662632	By Candy Gourlay	High School
The Intelligence Explosion		9781250355027	By James Barrat	High School
The Secret Astronomers		9780593692677	By Jessica Walker	High School
Lou with the Band		9781536230116	By Alexandra Leigh Your	High School
Red Threads: A Graphic Novel		9781419763021	Written and illustrated	High School
The Dead of Summer		9781546125877	By Ryan La Sala	High School
Thorn Season		9780063427792	By Kiera Azar	High School
The Dysfunctional Family's Guide to Murder		9798217030170	By Kate Emery	High School
Cry Out Loud		9780593125533	Written and illustrated	High School
The American Civil War	YA	9781499478716	Brewer, Paul	High School
Apple Black. Volume 3,Instruments of vengeance.Book 1	YA	9780760394212	Oguguo, Odunze	High School
Apple Black. Volume 3,Instruments of vengeance.Book 2	YA	9780760394229	Oguguo, Odunze	High School
Apple Black. Volume 3,Instruments of vengeance.Book 3	YA	9780760394236	Oguguo, Odunze	High School
Apple Black. Volume 3,Instruments of vengeance.Book 4	YA	9780760394243	Oguguo, Odunze	High School
Autism	YA	9781917187060	Eason, Sarah	High School
Auto mechanic	YA	9781917187305	Small, Cathleen	High School
The basics of heat	YA	9781499477993	Clark, John O. E	High School
The basics of light	YA	9781499478020	Clark, John O. E	High School
The basics of magnetism	YA	9781499478051	Cooper, Christopher	High School
The basics of mechanics	YA	9781499478082	Clark, John O. E	High School
The basics of nuclear physics	YA	9781499478143	Cooper, Christopher	High School
The basics of sound	YA	9781499478112	Cooper, Christopher	High School
Being Bullied --Stories from Survivors	45785	9781917509008	Eason, Sarah	High School
Bipolar disorder	YA	9781917187107	Eason, Sarah	High School
Boxed out	YA	9798765611371	Duncan, J. B	High School
Carpenter	YA	9781917187336	Small, Cathleen	High School
Chef	YA	9781917187367	Small, Cathleen	High School
Chibi world : a beginner's step-by-step guide for drawing adorable minis	45722	9780760386101	Piuuvy	High School
Cloud computing	45722	9781916949546	Roberts, Kelly	High School
Communism : from Marxism to North Korea	45722	9781916949584	Webb, Alex	High School
Cosmetologist	YA	9781917187398	Small, Cathleen	High School
Cystic fibrosis	YA	9781917187183	Eason, Sarah	High School
Democracy : from Ancient Greece to the American Dream	45722	9781916949621	Webb, Alex	High School
Depression	YA	9781917187268	Eason, Sarah	High School
Developing social awareness	45785	9781917187480	Sanderson, Jennifer	High School
Dictatorship : from Roman rule to modern suppression	45722	9781916949669	Webb, Alex	High School
Dogs don't break hearts	YA	9781459420076	Burgoine, 'Nathan	High School

Down syndrome	YA	9781917187220	Eason, Sarah	High School
Draw manga style : kawaii cuties	45722	9780760386118	Ranauro, Ilaria	High School
Electrician	YA	9781917187428	Small, Cathleen	High School
Exploring building trade careers	YA	9798765644164	Robison, Greg	High School
Exploring engineering careers	YA	9798765644171	Morkes, Andrew	High School
Exploring environmental sciences careers	YA	9798765644188	Howard, Sherry	High School
Exploring gaming industry careers	YA	9798765644195	Howard, Sherry	High School
GPS	45722	9781916949348	Roberts, Kelly	High School
Having Anxiety --Stories from Survivors	45785	9781917187886	Eason, Sarah	High School
Having Body Dysmorphia --Stories from Survivors	45785	9781917187923	Eason, Sarah	High School
Having Depression --Stories from Survivors	45785	9781917187961	Eason, Sarah	High School
How to draw kawaii manga characters	45785	9780760398395	Misako Rokkusu	High School
How to draw kawaii manga fashion	45785	9780760398401	Misako Rokkusu	High School
Learning to be self-aware	45785	9781917187527	Sanderson, Jennifer	High School
Learning to self-manage	45785	9781917187565	Sanderson, Jennifer	High School
Line drive to love	YA	9781459419599	Jendrick, Angel	High School
Lonely in Happy Town	YA	9781459420045	Mielke, Kristopher	High School
Managing your relationships	45785	9781917187602	Eason, Sarah	High School
Manga fantasy : a beginner's step-by-step guide for drawing anime and manga	45722	9780760386088	Harris, Scott	High School
Manga heroes : a beginner's step-by-step guide for drawing anime and manga	45722	9780760386095	Harris, Scott	High School
The massively multiplayer world of ghosts. Volume 1,The king of cheating.Book 1	YA	9780760394335	Fong, Oscar	High School
The massively multiplayer world of ghosts. Volume 1,The king of cheating.Book 2	YA	9780760394342	Fong, Oscar	High School
The massively multiplayer world of ghosts. Volume 1,The king of cheating.Book 3	YA	9780760394359	Fong, Oscar	High School
The massively multiplayer world of ghosts. Volume 1,The king of cheating.Book 4	YA	9780760394366	Fong, Oscar	High School
Missing mascot	YA	9798765611364	Duncan, J. B	High School
Monarchy : from Dark Age ruler to modern monarch	45722	9781916949706	Webb, Alex	High School
Multiple sclerosis	YA	9781917187145	Eason, Sarah	High School
Networks	45722	9781916949386	Roberts, Kelly	High School
Numbers game	YA	9798765611357	Duncan, J. B	High School
On the line	YA	9798765611401	Duncan, J. B	High School
Panic at practice	YA	9798765611388	Duncan, J. B	High School
Parliamentary government : from the Viking Althing to modern Parliament	45722	9781916949744	Webb, Alex	High School
Plumber	YA	9781917187459	Small, Cathleen	High School
The Revolutionary and Napoleonic wars	YA	9781499478686	Sommerville, Donald	High School
Socialism : from the Industrial Revolution to the trade union	45722	9781916949782	Webb, Alex	High School
Spotted	YA	9781978598102		High School
Summer with Sunil	YA	9781459419292	Lister, Alison	High School
Touch screens	45722	9781916949461	Roberts, Kelly	High School
Voice recognition	45722	9781916949508	Roberts, Kelly	High School
Warfare in the 18th Century	YA	9781499478655	Westwell, Ian	High School
Warfare in the 19th century	YA	9781499478747	Westwell, Ian	High School
Warfare in the ancient world	YA	9781499478563	Brewer, Paul	High School
Warfare in the late 20th Century	YA	9781499478839	Grant, R. G	High School
Warfare in the Medieval world	YA	9781499478594	Marshall, Chris	High School
Warfare in the Renaissance world	YA	9781499478624	Brewer, Paul	High School
Wi-Fi	45722	9781916949423	Roberts, Kelly	High School
Win or lose	YA	9798765611395	Duncan, J. B	High School
World War I	YA	9781499478778	Sommerville, David	High School
World War II	YA	9781499478808	Sharpe, Mike	High School

Board of Trustees

Date of Meeting: December 15, 2025

Item Type: Action

Item Name	Purchase of Six K-5 Elementary Playgrounds (Lea Park & Play BuyBoard #781-25, $2,693,185.68 - Fund Balance)
District Goal	Facilities: Facilities will support innovation, equity, student performance, and community partnerships.
Summary (Purpose/ Objective)	Copperas Cove ISD is committed to providing safe, inclusive, and developmentally appropriate learning environments for all students. The installation of six new playgrounds for each of our K-5 campuses, supports this commitment by addressing critical needs related to accessibility, safety, equity, and student well-being.
Fiscal Impact	$2,693,185.68 - Fund Balance
Administrative Recommendation	Approve the purchase of six playgrounds for K-5 elementary campuses.
Attachments	Lea Park & Play Quote, BuyBoard #781-25

Contact Person: Dr. Jimmy Shuck, Deputy Superintendent

E-Mail Address: jimmy@ccisd.com

Quote

ADDRESS
Copperas Cove ISD
Copperas Cove, TX 76522 US

SHIP TO
TBD
Sample Proposal

QUOTE # 35077
DATE 11/13/2025
EXPIRATION DATE 12/19/2025

SALES REP
Dylan Domizio

DESCRIPTION	QTY	RATE	AMOUNT
Note This proposal is based on a district-wide renovation scope covering six (6) campuses in total. All pricing reflects bulk scope rates, which provide more favorable pricing than current BuyBoard contract pricing. Pricing shown expires Dec 19th. Any changes to the scope, quantities, campuses included, or project structure may result in adjustments to the pricing provided in this proposal.	1	0.00	0.00
Little Tikes Commercial Little Tikes Commercial Playgrounds Custom Designed for Copperas Cove ISD to include: (1) 2-5 Unit with Swings (1) 5-12 Unit with swings All items per Drawing #25017625	6	188,620.00	1,131,720.00T
Freight Freight	6	6,149.00	36,894.00T
Installation:Installation Installation of Above LTC Equipment	6	35,560.00	213,360.00T
USA Shade Shade Structure - Hip and Ridge - Structure Size: 40x40 - Entry Height: 12 - Mounting Style: RCB - Number of Posts: 4 - Number of Fabric Tops: 1 - Fabric Type: Shadesure - Fabric Color: TBD - Steel Color: TBD - Wind load: 90 MPH - Snow load: 5 Lbs./Sq. Ft. PLEASE NOTE: Permits, permit fees, plans, engineered drawings, and surveying are not included. Sealed engineered drawings that are required, but not included, will result in an additional cost to Purchaser.	12	16,091.51	193,098.12T
Freight	6	3,500.00	21,000.00T

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1105 Hampshire Ln, Richardson, TX 75080
(972) 690-8163 | (800) 237-4739 Toll Free | Info@LeaParkAndPlay.com | www.LeaParkAndPlay.com

DESCRIPTION	QTY	RATE	AMOUNT
Installation:Shade Installation of Shades	6	27,056.62	162,339.72T
Poured in Place Poured In Place Rubber Safety Surfacing Substrate: Compacted Stone Total Sq. Footage: Approx. 3,600 Surfacing Thickness: 2.25" - 3.75" Colors: 50/50 Price is based on a square foot minimum. Price includes material, delivery and installation. Price does not include sub-base preparation, filter fabric, compacted base, or security for work performed. Price is good for 90 days. Please Note: It is the customer's responsibility to verify that the square footage and thickness of the safety surfacing being quoted is accurate according to the project plans and/or specifications. If changes are made to the size of the play area or the playground equipment being installed, this quote will need to be revised and the price per unit is subject to change based on the new specifications.	6	90,535.64	543,213.84T
Shawgrass Shawgrass playground specific artificial turf safety surfacing. - Turf Type: Playsafe 50 Select Plus - Pile Height: 1.5" - Infill Type: Silica Sand - Area: Approx. 3,820 SF - Perimeter: Approx. 260 - Substrate: Stone - Border Type: Concrete Please Note: It is the customer's responsibility to verify that the square footage and thickness of the safety surfacing being quoted is accurate according to the project plans and/or specifications. If changes are made to the size of the play area or the playground equipment being installed, this quote will need to be revised and the price per unit is subject to change based on the new specifications.	6	84,040.00	504,240.00T
Mobilization Tasks that are directly related to startup job costs	6	8,000.00	48,000.00T
Line Locating Private utility line locating service	6	1,200.00	7,200.00T
Dumpster Dumpsters for Shipping Materials / Crates and General Construction	6	1,800.00	10,800.00T
Concrete Concrete Borders and Single Path Sidewalk for Each Playground to include: 2-5 - Approx. 575 Sf of Sidewalk Approx. 170 Ln Ft of Border 5-12 - Approx. 600 ln ft Side Walk Approx. 175 Ln Ft of Border	6	32,450.00	194,700.00T
Discount Bulk Scope Better than BuyBoard Discount	6	-62,230.00	-373,380.00T

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DESCRIPTION	QTY	RATE	AMOUNT
BuyBoard BuyBoard Discount for contract listed as "Parks and Recreation Equipment, Products and Installation Services, No. 781-25"	1	0.00	0.00T
Note Pricing above does not include removal and disposal of any existing playground equipment or surfacing. Costs for this per campus was provided and would be an additional cost if needed. Initial _____.	1	0.00	0.00
Note Pricing Above Does Not Include Driller Fees. If Abnormal Substrate or Rock is Found and Driller Services are needed Additional Cost will Apply. Initial _____.	1	0.00	0.00
Terms:Package Pricing This pricing is based on the full scope of work as outlined and is offered as a package deal. Any modifications to the scope, including the removal or reduction of services, will result in a revision of the pricing. The quoted rates are contingent upon the agreed bulk scope and are subject to change if the overall package is altered. Initial _____.	1	0.00	0.00T
Terms:Terms TERMS: Net % 30 days, 50% down payment required. Payment in full required on orders under $5,000 (Does not apply to government customers). Financing available upon request. Tax Exempt/Resale Certificate Required. A 3% fee will be added for any payments by credit card on orders over $5,000. Initial _____. PLEASE NOTE: Customer is required to verify that quantities, colors, and mounting styles are accurate according to the project plans and/or specifications for all equipment and safety surfacing. DELIVERY: Delivery is approximately TBD after order is received and approved. Installation date TBD (if included). Customer is responsible for offloading the truck if we are not providing installation. Initial _____. INSTALLATION: Please Note that installation is not included unless otherwise noted above. If installation is included, price assumes that the site has been prepared and that grade slope does not exceed 1 - 2% in any direction. Grade work and drainage improvements/lines are not included unless specifically listed above. Please turn off sprinkler systems 1 week prior to installation to avoid site damage due to wet ground. Installation is only available Monday-Friday during standard daytime business hours. Initial _____. DISCLAIMER: Unless specifically listed in the quote above, payment/performance bonds, permits, prevailing wages, sealed engineered drawings, TDLR registration/inspection, and 3rd party safety audits are Not Included in this agreement and, if required, are the responsibility of the customer. Initial _____. ROCK CLAUSE: In the event that soil or rock conditions are such to prevent normal installation time and procedures, the customer will be responsible for additional equipment, labor expenses and delay costs required to complete the installation. Should the situation arise, the problem will be discussed with the customer prior to incurring any additional cost. Initial _____.	1	0.00	0.00T

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DESCRIPTION	QTY	RATE	AMOUNT

UNDERGROUND UTILITY CLAUSE: The customer hereby agrees that Lea Park & Play, Inc. and it's subcontractors, are not liable for damage done to underground utilities on the site unless the customer has had these lines accurately marked prior to installation. The customer further agrees that without properly marked utility lines, the customer shall be responsible for costs incurred to repair any damaged utilities. It shall be the sole responsibility of the customer to mark, have marked, or hire a professional to establish all utility locations prior to Lea Park & Play, Inc. starting the project. Initial _____.

A purchase order or signed quote is required. Pricing quoted is based on our standard insurance certificate. Unless specifically listed in the quote above, installation, payment/performance bonds, permits, sealed engineered drawings, and 3rd party safety audits are Not Included in this agreement and, if required, are the responsibility of the customer. Customer is responsible for repair of any unmarked underground utility lines damaged during construction. Financing available upon request. A 3% fee will be added for payment by credit card.

SUBTOTAL	2,693,185.68
TAX	0.00
TOTAL	**$2,693,185.68**

THANKS FOR CONSIDERING OUR PRODUCTS!

Accepted By

Accepted Date

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