ALVIN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR BOARD MEETING
October 20, 2026
Official Agenda
6:00 PM

This meeting will be held in the Alvin ISD Administration Building Board Room located at
301 E. House Street
Alvin, TX 77511

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1. **Call Meeting to Order and Establish Quorum** **2**

ALVIN INDEPENDENT SCHOOL DISTRICT
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1. **Call Meeting to Order and Establish Quorum**
2. **Invocation and Pledge of Allegiance**
3. **Student and Faculty Commendations**
4. **Board of Trustees Report**
5. **Open Forum - Information Only**
6. **Presentations**
   A. Tax Increment Reinvestment Zone (TIRZ) Presentation
   B. Schematic Design for Manvel High School Expansion and Renovation Presentation
   C. HB 3 Goals Presentation
7. **Consent Agenda — Action Items**
   A. Request to Consider Approval of Board Minutes
   B. Request to Consider Approval of Proposal 2610CCP
   C. Request to Consider Approval of the Alvin High School Audio Enhancement Safety
   D. Request to Consider Approval of the E-Rate Funding Year 2026 Category 1 & 2 Non-Discount Share (20%)
   E. Request to Consider Approval of the JJAEP MOU 2026-2027
   F. Request to Consider Approval of Budget Amendment #3
   G. Request to Consider Approval of the Virtual Desktop Infrastructure (VDI) Replacement
8. **Request to Consider Approval of the 2026-2027 District and Campus Performance Objectives**
9. **Request to Consider Approval of the Local Improvement Plan for Harby Junior High**
10. **Request to Consider Approval of the 2027-2030 HB 3 Goals**
11. **Request to Consider Approval of a Board Resolution Between Alvin ISD and Communities in Schools**
12. **Request to Consider Approval of Interlocal Contract with the UT Regional Security Operations Center for TEA K-12 Cybersecurity Services**
13. **Request to Consider Approval of Employment of Personnel - Personnel Action Item**
14. **Closed Executive Session**
   A. 551.074 Discussing personnel or to hear complaints against personnel
   B. 551.089 Discussion of District-Wide Intruder Detection Audit Report Findings
15. **Possible Action From Closed Executive Session**
16. **Adjournment**

If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed or executive meeting or session of the Board of Trustees is required, then such closed or executive meeting or session as authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq., will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

<u>Texas Government Code Section</u>:

551.071	Private consultation with the board's attorney.
551.072	Discussing purchase, exchange, lease, or value of real property.

551.073	Discussing negotiated contracts for prospective gifts or donations.
551.074	Discussing personnel or to hear complaints against personnel.
551.075	To confer with employees of the school district to receive information or to ask questions.
551.076	Considering the deployment, specific occasions for, or implementation of, security personnel or devices.
551.082	Considering the discipline of a public school child, or complaint or charge against personnel.
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	Excluding witnesses from a hearing.

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

(a) In the open meeting covered by the Notice upon the reconvening of the public meeting; or
(b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.

On Wednesday, October 7, 2026, this Notice was made available to the public on the District website and an original copy of this Notice was posted on the bulletin board at the school district administration building at or before 5:00 p.m. on the said date.

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Norma Perez, Executive to the Superintendent & Board of Trustees

Alvin Independent School District

October 20, 2026

	AISD Board of Trustees
Agendum	Call Meeting to Order
Category	Call Meeting to Order
Resource Personnel	Dr. Rhonda Mason, Superintendent
Attachments	None
Rationale	**BOARD PRESIDENT:** I call this meeting of the Alvin Independent School District to order. Let the record show that a quorum of board members is present and that this meeting has been duly called, and that notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Texas Government code 551.
District Goal(s)	None
Budget Implications	None
Recommendation or Proposed Motion	None

2. **Invocation and Pledge of Allegiance** **6**

Alvin Independent School District

October 20, 2026

	AISD Board of Trustees
Agendum	Invocation and Pledge of Allegiance
Category	Invocation and Pledge of Allegiance
Resource Personnel	Dr. Rhonda Mason, Superintendent
Attachments	None
Rationale	The Invocation and Pledge of Allegiance will now be given.
District Goal(s)	None
Budget Implications	None
Recommendation or Proposed Motion	None

3. **Student and Faculty Commendations** **8**

Alvin Independent School District

October 20, 2026

	AISD Board of Trustees
Agendum	Accreditation Recognition
Category	Recognition
Resource Personnel	Chief Putnal, Alvin ISD Police Chief Renae Rives, Chief Communications Officer, Communications
Attachments	None
Rationale	The Texas Police Chiefs Association Foundation has notified the Alvin ISD Police Department that they achieved "Accreditation Status" for compliance with the Texas Law Enforcement Accreditation Program. They will present Chief Putnal and the Alvin ISD Police Department an official accreditation certificate.
District Goal(s)	
Budget Implications	None
Recommendation or Proposed Motion	I move that the Texas Police Chiefs Association Foundation present Chief Putnal with an official accreditation certificate.

Alvin Independent School District

October 20, 2026

	AISD Board of Trustees
Agendum	Student and Faculty Commendation
Category	Recognition
Resource Personnel	Dr. Rhonda Mason, Superintendent Renae Rives, Chief Communications Officer, Communications
Attachments	None
Rationale	Each month, we take time during our Board Meeting to recognize the students, staff, and community members who make Alvin ISD an extraordinary place to learn, work, and grow. Congratulations to the following: **<u>Student Commendations</u>** Alvin ISD is proud to announce that seven outstanding students have been recognized as National Merit Scholarship Program Semifinalists. Congratulations to the following students from Shadow Creek High School: **Nilay Arangil — nee-LAY uh-RAN-gill** **Nina Edillor — NEE-nuh eh-dee-LOR** **Soniru Koswatta — soh-NEE-roo koh-SWAH-tuh** **Nathan Lackey — NAY-thun LACK-ee** **Meaghan Mooney — MEG-un MOO-nee** **Eline Reji — EE-line REH-jee**

	Andres Sancho Fonseca — ahn-DRESS SAHN-choh fohn-SEH-kuh This prestigious honor is awarded to high school students who scored among the highest in the nation on the PSAT/NMSQT their junior year, representing the top 1% of test takers. National Merit Semifinalists now have the opportunity to continue in the competition for National Merit Finalist standing and earn scholarships that will be announced in the spring. **<u>Staff Commendations</u>** KPRC Channel 2's Houston Life named Walt Disney Elementary teacher Jo Meek as the show's Teacher of the Month for October! Ms. Meek was nominated for the honor by one of her students' parents, who shared with Houston Life how she consistently leads with kindness and compassion to meet the individual needs of each student in her classroom. The surprise aired during Houston Life on Friday, October 9! **Jo Meek**
District Goal(s)	Goal 4 – Communications and Stakeholder Engagement, Performance Objective 1
Budget Implications	None
Recommendation or Proposed Motion	That a commendation be presented to the students listed above.

4. **Board of Trustees Report** **12**

Alvin Independent School District

October 20, 2026

	AISD Board of Trustees
Agendum	Board of Trustees Report
Category	
Resource Personnel	Board of Trustees
Attachments	None
Rationale	Trustee Report from txEDCON, LTASB Visit, Board Training
District Goal(s)	None
Budget Implications	None
Recommendation or Proposed Motion	None

5. **Open Forum - Information Only** **14**

Alvin Independent School District

October 20, 2026

	AISD Board of Trustees
Agendum	Open Forum
Category	Open Forum
Resource Personnel	Dr. Rhonda Mason, Superintendent
Attachments	None
Rationale	We are now in the Open Forum portion of the agenda. If you would like to address the Board you should have completed the Public Participation Form and submitted it to the Superintendent's Secretary prior to the meeting according to Policy BED Local. After I call your name please come to the podium and state your name, address and the purpose for addressing the Board. Please understand that you will have 3 minutes to speak. If a translator is needed you will be given 6 minutes to speak. I ask that you also understand that the Board cannot take action on your request or comment at this time. However, the President or designee may refer the request to the Superintendent for review.
District Goal(s)	None
Budget Implications	None
Recommendation or Proposed Motion	None

6. **Presentations**

A. Tax Increment Reinvestment Zone (TIRZ) Presentation 16

Alvin Independent School District

October 20, 2026

	AISD Board of Trustees
Agendum	Tax Increment Reinvestment Zone (TIRZ) Presentation
Category	Presentation
Resource Personnel	Dr. Daniel Combs, Chief Financial Officer
Attachments	None
Rationale	Alvin ISD has been an active participant in the Tax Increment Reinvestment Zone (TIRZ) No. 2 dating back to 1999, as authorized by Chapter 311 of the Texas Tax Code. This TIRZ arrangement has been instrumental in the development of Shadow Creek Ranch and has benefited the community, as well as the participating entities, including Alvin ISD. The management of this arrangement, and planning for its conclusion in 2029, align directly with Board Goal 3, which focuses on the efficient management of district resources. Marsh Darcy Partners serves as the administrative and consulting firm for the City of Pearland's TIRZ No. 2. This evening, the Board will receive an update from Sue Darcy and Alan Mueller of Marsh Darcy Partners regarding the status of the TIRZ arrangement.
District Goal(s)	Board Goal 3: Financial Management
Budget Implications	As Presented
Recommendation or Proposed Motion	None

Alvin Independent School District

October 20, 2026

To	AISD Board of Trustees
Agendum	Presentation of the Schematic Design for Manvel High School Expansion and Renovation
Category	Business
Resource Personnel	Dr. Rhonda Mason, Superintendent Rory Gesch, Deputy Superintendent of Operations Bill VanWagner, Director of Planning and Construction Services
Attachments	
Rationale	PBK Architects developed the schematic design for the Manvel High School Expansion and Renovation
District Goals (s)	Goal 3 - Performance Objective 3.2
Budget Implications	None
Recommendation or Proposed Motion	None

Alvin Independent School District

October 20, 2026

	AISD Board of Trustees
Agendum	Request to Consider Approval of 2027-2030 HB 3 Board Adopted Goals
Category	Presentation
Resource Personnel	Dr. Kwabena Mensah, Deputy Superintendent of Academics Brent Shaw, Chief of Accountability and Assessment Dr. Aeniqua Flowers, Executive Director of School Improvement
Attachments	None
Rationale	Under Texas House Bill 3 (HB 3), school boards are required to adopt and monitor 5-year, quantifiable plans aimed at boosting student outcomes. This presentation outlines our district's specific annual targets in the three required focus areas; ● Early Childhood Literacy: Strategies and 5-year targets to improve 3rd-grade reading STAAR performance (reaching "Meets" grade level or above). ● Early Childhood Mathematics: Strategies and 5-year targets to improve 3rd-grade math STAAR performance (reaching "Meets" grade level or above). ● College, Career, and Military Readiness (CCMR): Measurable targets to ensure high school graduates are fully prepared for post-secondary success, military enlistment, or immediate career entry.
District Goal(s)	Board Goal 1: Teaching and Learning
Budget Implications	None
Recommendation or Proposed Motion	None

7. **Consent Agenda — Action Items** **22**

Alvin Independent School District

October 20, 2026

	AISD Board of Trustees
Agendum	Request to Consider Approval of Review Agenda Items A-I
Category	Consent Agenda – Action Items
Resource Personnel	Dr. Rhonda Mason, Superintendent
Attachments	Consent Agenda – Action Items
Rationale	Consent Agenda Items are presented for Board Approval: A. Request to Consider Approval of Board Minutes B. Request to Consider Approval of Proposal 2610CCP C. Request to Consider Approval for the Alvin High School AE Safety D. Request to Consider Approval of the E-Rate Funding Year 2026 Category 1 & 2 Non-Discount Share (20%) E. Request to Consider Approval of the JJAEP MOU 2026-2027 F. Request to Consider Approval of Budget Amendment #3 G. Request to Consider Approval of the Virtual Desktop Infrastructure (VDI) Replacement
District Goal(s)	
Budget Implications	As Presented
Recommendation or Proposed Motion	I move that the Board approve Consent Agenda Items A-G as presented.

A. Request to Consider Approval of Board Minutes 24

Alvin Independent School District

October 20, 2026

	AISD Board of Trustees
Agendum	Request to Consider Approval of the Board Minutes
Category	Review
Resource Personnel	Dr. Rhonda Mason, Superintendent
Attachments	None
Rationale	The Following Board Minutes are presented for approval: September 1, 2026 (Board Workshop) September 8, 2026 (Regular Meeting)
District Goal(s)	None
Budget Implications	None
Recommendation or Proposed Motion	I move that the Board approve the meeting minutes as presented.

Alvin Independent School District

October 20, 2026

To	AISD Board of Trustees
Agendum	Request to Consider Proposal 2610CCP
Category	Consent Agenda Action Item
Resource Personnel	Dr. Rhonda Mason, Superintendent Rory S. Gesch, Deputy Superintendent of Operations Mickie Dietrich, Director of Purchasing
Attachments	2610 Contractor Consultant Proposal Memo
Rationale	Policies and procedures have been established to provide for any and all Service Contract Proposals to be extended monthly for board award due to the total aggregates in any given category being over the $100,000 threshold pursuant of 44.031 (a) and 44.031(f). These are August's submissions for award by the board at the September board meeting. Under the guidance 44.031(a) (2), these contracts will be for a one (1) year term beginning the date the RFP is awarded by the board, with the option to renew for an additional two (2) years should all parties be in agreement for a NON-EXCLUSIVE AWARD.
District Goal(s)	Fiscal Responsibility
Budget Implications	None
Recommendation or Proposed Motion	I move that the Board of Trustees approves the RFP as presented

ALVIN INDEPENDENT SCHOOL DISTRICT

Mickie Dietrich
Director of Purchasing
Jennifer Ortiz
Contract Specialist

September 22, 2026

TO: Rory Gesch

FROM: Mickie Dietrich, Jennifer Ortiz

RE: Contract Submissions

- *Contractor Consultant Proposal (CCP)– #2610CCP RFP*

Policies and procedures have been established to provide for any and all Service Contract Proposals to be extended monthly for board award due to the total aggregates in any given category being over the $100,000 threshold pursuant of 44.031 (a) and 44.031(f). These are August's submissions for award by the board at the September board meeting.

All proposals and agreements were extended meeting the specified commodity code qualifications identified per contracts. The proposals and agreements were made available on the Alvin ISD Website, as well as, staff were informed of the proposal process and encouraged to contact vendors. Additionally, eighteen (18) packets were extended to vendors from the expiring 2310CCP and previous proposals, with two (2) responses from the expiring vendors.

We are requesting all proposals to be awarded as NON-EXCLUSIVE contracts as one by which multiple vendors may be designated as suppliers for the items covered under the terms of the contract for the duration of said contract.

Contracted Consultant Proposal (CCP)– #2610CCP RFP

Under the guidance 44.031(a) (2), these contracts will be for a one (1) year term beginning the date the RFP is awarded by the board, with the option to renew for an additional two (2) years should all parties be in agreement for a NON-EXCLUSIVE AWARD.

Contracted Service Providers will be used on an as needed basis throughout the District. The services and commodity codes included in the CCP are listed below:

COMMODITY CODE	SUB-CATEGORY DESCRIPTION
BLDGSECURT	Building Security
CHARTERTRIP	Charter Bus Service & Travel Agent
CONSULTADMIN	Consulting Service - Administrative, Board Training, Facilitate Community Advisory Council
CONSULCHEER	Consulting and Training for Student Cheer and Team Building

CONSULHEALWELL	Personnel Health Wellness
CONSULTINSR	Insurance Consulting
CONSULTRAFF	Traffic Consulting - Design Service
CONSULTWEATHER	Weather Support & Consultation Service Including Tropicwatch and Stormwatch
CTEMEATPROCESS	Meat Processing for CTE Agricultural Department
DECORMTGSUP	Decorations Meeting and Supplies
DECOREVENTPLAN	Decorations & Event Planning to Include Balloon Arches & Decorations
FAACCOMPAMI	Fine Arts - Accompanist Services
FACHOREOGR	Fine Arts - Choreography Band/Drill/Color Guard, Music Tuning Band Visual Design
FACLINICIAN	Fine Arts - Professional Services - Not Otherwise Classified including Clinicians, Private Music Lessons, Clinic Choir; Consult with Directors
FACOSTUMES	Fine Arts - Costumes and Accessories to include Alterations
FAEQUPSRV	Fine Arts – Misc Fine Arts General Supplies/Equipment Repair Services
FAMUSPROD	Fine Arts - Music Production Services Video Streaming/Taping; Writing of Music; Percussion Tech
FAPIANOTUN	Piano Tuning
FAPROFSTAFFDEV	Fine Arts Professional Staff Development
FATHEATSRV	Theatrical Services – Lighting, Staging, Video Taping, - Video Taping, Provide Streaming and Archives
FINAUDIT	Accounting Services - Auditing, A/P Auditing
INSTTRAIN	Instructional Training for Testing /PSAT/SAT/ACT
INSTTRNSGGP	Classroom Instructional Training within a Single group, Video Conference, Kickstart, Communities in Schools
MNTCONSLAND	Landscape Consulting / Maintenance and Repairs
MNTGENEREP	Generator Maintenance Repairs and Services
MNTMNTREPAR	Maintenance and Repair Services Not Otherwise Classified
NEWSWRITE	Newspapers Publications Advertising, Provide Athletic Reviews; Media Release
NUTREQUIP	Cafeteria and Kitchen Equipment and Installation Services
PHOTOGROUP	Photography Services
SECURITYSYS	Alarm Security & Surveillance Systems Installations & Monitoring
SERVASSEMBL	Assemblies – Student Programs; Theatre Groups; Authors Visits; Motivational Speaking; Student Training with Multi Groups in one setting
SERVCALIBRATE	Equipment Maintenance & repair to include Calibration
SERVDISCJOC	Disc Jockeys/Emcees - Music, uplighting, monogram, lasers, video, DJ services, party/prom set-up, Presentations/Entertainment/Educational
SERVJUDGES	Professional Services Judges - Auditions, Art Shows, Cheerleading, Sight Reading, Science Projects
SERVMEDIAMON	Media Monitoring
SERVPRODUCTS	Products Associated with Services Performed
SERVRECMGMT	Records Management to Include Shredding
SERVSECGUARD	Security Guard Services
SERVTRANSLA	Translation Services
SERVTRANSPORT	Private Transport as Deemed Necessary for Student Transport
SPEDAUTISMED	Educational and Related Services for Students with Autism
SPEDBILASSM	Bilingual Assessment/Diagnosis or Evaluations
SPEDDIAGSER	Diagnostician

SPEDINHOME	In-Home/Parent Training Services
SPEDINTERPRET	Interpreting Services
SPEDLSSPSER	Licensed Specialist in School Psychology
SPEDMUSTHER	Music Therapy Services
SPEDNURSERV	Skilled Nursing Services
SPEDOMSERV	Orientation and Mobility Services
SPEDOTSERV	Occupational Therapy Services
SPEDPTSERV	Physical Therapy Services
SPEDSIGNSERV	Sign Language Interpreting
SPEDSPEECH	Speech Language Pathology Therapy/Evaluation Services
SPEDVISSERV	Vision Services
SPEDVACCIN	Vaccination Program Services
STAFCONVO	General Staff Development - Convocations
STAFDEVCONSULT	Staff Development Consulting and Training; Meeting with staff to provide one on one training
STAFDEVINSTELEM	Staff Development Core Instructional Groups for Elementary
STAFDEVINSTSEC	Staff Development Core Instructional Groups for Secondary
STAFDEVPROFLEAD	Staff Development Professional Leadership
STAFMOTIVAT	Staff Development – Motivational Team Building / Leadership
STAFTRAININST	Staff Development - Instructional Based Training
STUDINCENT	Student Incentives – MoonWalks, Bounce Houses, Party Rentals
TECSERVICES	Staff Development - Instructional Based Training
TECTRNSERV	Computer Educational Training Services
TRANBODYFRA	Body and Frame Work (Including Undercoating)
TRANBUSMAINT	Buses School & Mass Transit, Maintenance & Repair
TRANGLASS	Glass Replacement a& Repair Services, Windshield and Window (Auto), (Including Window Tint)
TRANPAINT	Painting Vehicle
UILJUDGES	UIL Judges

Under the CCP process, we are requesting award for Forty-Two (42) qualified responding vendors for services outlined under the following commodity codes:

COMPANY NAME	CATEGORY	COMMODITY CODE	SUB-CATEGORY DESCRIPTION
Spencer Adams	Fine Arts	FAACCOMPAMI	Accompanist
All Source Recruiting Group Inc dba Ardor Health Solutions	Federal & Special Programs	SPEDSPEECH; SPEDOTSERV; SPEDPTSERV; SPEDLSSPSER; SPEDDIAGSER; SPEDVISSERV; SPEDNURSERV; SPEDSIGNSERV; SERVTRANSLA; SPEDBILASSM	Speech Language Pathology;
Jose G Aviles dba JGA Roofing Systems LLC	Maintenance	MNTMNTREPAR	Maintenance and Repair Services
Dylan Brasher	Fine Arts	FACLINICIAN	Clinician
Sarah Cabler dba Empower Counseling	Fine Arts	FACINICIAN; UILJUDGES; SERVJUDGES	Clinician; Adjudicator

Laci Cannon dba Khila and Laci Choreography, LLC	Fine Arts	FACHOREOGR	Choreography
Challenge Day LLC	Elementary Schools Assembly Program	SERVASSEMBL; FFSERVASSEMBL	Program with interactivities for students and adults for inclusivity and break down barriers
Craig Dunn Clark dba Craig's Kiln Services	Fine Arts	FAEQUPSRV	Fine Arts Equipment Repair Services
Convergent Building Systems	Maintenance	MNTMNTREPAR; SECURITYSYS	Life Safety Fire System Inspections/Service
Cynet Health Inc	Federal & Special Programs	SPEDSPEECH; FFSPEDSPEECH: SPEDBILASSMSPEDNURSERV	Speech Pathology; Bilingual Assessments/ Diagnosis; Skilled Nursing Services
Emily Dees	Fine Arts	FACLINICIAN	Clinician
DroneBlocks LLC	Curriculum	TECSERVICES; FFTECSERVICES; TECTRNSERV; SERVPRODUCTS	Curriculum & Platform Access Professional Development & Instructional Training
Empire Fire & Safety LLC	Maintenance	MNTMNTREPAR; MNTFIREPROT; MNTFIREQUIP; ENGIFIRPRO	Fire Alarm and Fire Sprinkler Installation, Inspection, Testing & Maintenance
Scott Fairdosi dba Hollon Productions LLC	Fine Arts	FACLINICIAN	Clinician
The Fantabulous Scientist Inc dba Mad Science of Houston	Elementary Schools Assembly Program	SERVASSEMBL; FFSERVASSEMBL	Science Presentations and Assemblies
Ibia Faucher dba Imfinite Strategy Partners LLC	Administration	STAFDEVPROFLEAD; STAFDEVCONSULT; STAFDEVINSTELEM; FFSTAFFDEVINSTELEM; STAFMOTIVAT; FFSTAFMOTIVAT; STAFTRAININST	Staff Development and Professional Training
Nicholas Gaitan	Fine Arts	FACLINICIAN; SERVASSEMBL	Performers during Rodeo Art
Genie Healthcare Inc	Federal & Special Programs	SPEDNURSERV	Skilled Nursing Service
Genserve LLC	Maintenance	MNTGENEREP; MNTMNTREPAR	General Maintenance Repair and Generator Repairs
Golding Touch Education Consulting LLC	Administration	STAFDEVINSTELEM; FFSTAFFDEVINSTELEM; STAFDEVINSTSEC; STAFMOTIVAT; FFSTAFMOTIVAT; STAFTRAININST; FFSTAFTRAININST	Staff Development and Professional Training

Kassandra Gonzales	Fine Arts	FACLINICIAN; FACHOREOGR	Clinician; Choreography
Connor Hardy	Fine Arts	FACLINICIAN; SERVJUDGES	Clinician / Judges
Hi Red Bird! LLC	Curriculum	SERVASSSEMBL	Educational Animal Presentations and Interactive Encounters
Cody Holmes	Fine Arts	FACCOMPAMI	Accompanist
F Conrad Hurdle dba FC Hurdle Consulting LLC	Administration	STAFDEVCONSULT	Staff Development Consulting
Christian Ibunez	Fine Arts	FACLINICIAN	Clinician
Katy Psychological Services PLLC	Federal & Special Programs	SPEDLSSPSER	Licensed Specialist in School Psychology
Lakeshore Learning Materials LLC	Administration	STAFCONVO; STAFDEVINSTELEM; FFSTAFFDEVINSTELEM; STAFPROFLEAD; STAFDEVINSTSEC; STAFMOTIVAT; FFSTAFMOTIVAT; STAFTRAININST; FFSTAFTRAININST	Staff Development and Professional Training
Lango LLC	Federal & Special Programs	SERVTRANSLA; SPEDINTERPRET; SPEDSIGNSERV; SERVJUDGES; STAFDEVCONSULT; STAFDEVPROFLEAD; STAFTRAININST; SERVPRODUCTS	Translation Services; Interpreting Services; Sign Language Interpreting; Judging; Staff Development; Professional Development; Instructional Training
Sandra Martin dba Turnt Tech Teacher LLC	Curriculum	TECTRNSERV; STAFTRAININST; FFSTAFTRAININST; SERVASSEMBL; STAFDEVCONSULT; FFSERVASSEMB; INSTTRNSGGP	TechTrain; Staff Train Instructional Training; Assemblies; Single Group Training
Hanie Mendoza	Fine Arts	FACLINICIAN; FACHOREOGR	Clinician; Choreography
Mamie Morlacci-Cook	Fine Arts	FACLINICIAN	Clinician
Pioneer Healthcare	Federal & Special Programs	SPEDLSSPSER; FFSPEDLSSPSER; SPEDMUSTHER; SPEDNURSERV; SPEDOMSERV; SPEDOTSERV; SPEDPTSERV; SPEDSIGNSERV; SPEDSPEECH; FFSPEDSPEECH; SPEDAUTISM	Licensed Specialist in School Psychology; Music Therapy; Skilled Nursing Service; Orientation and Mobility Services; Occupational Therapy Services; Physical Therapy Services; Sign Language Interpreting; Speech Language Pathology; Educational Related for Autism

Wendi Prater	Curriculum	CONSULTADMIN; SONSULHEALWELL; STAFCONVO; STAFDEVCONSULT; STAFDEVPROFLEAD; STAFMOTIVAT; FFSTAFMOTIVAT; STAFTRAININST; FFSTAFTRAININST; TECTRNSERV; SERVPRODUCTS; STAFDEVINSTELEM; FFSTAFDEVINSTELEM; STAFDEVINSTSEC	Professional Training; Professional Development; Instructional Training;
Tykeem Rainey	Fine Arts	FACHOREOGR	Choreography
Tamieko G Rogers dba Therapy Goals and Resolutions Behavioral Healthcare, PLLC (TGR Behavior)	Federal & Special Programs	CONSULHEALWELL	Licensed Professional Counseling / Direct Behavioral Health Service
Tim Salter	Fine Arts	FAACCOMPAMI	Accompanist
Stuntmasters Inc	Curriculum	INSTTRNSGGP; SERVASSEMBL; FFSERVASSEMBL	Assemblies
Kenan Taylor dba Career Educators	Curriculum	PHOTOGROUP; SERVASSEMBL; FFSERVASSEMBL; INSTTRNSCCP; SERVPRODUCTS	Goal Setting Program for Students
Daniel Anthony Venglar	Fine Arts	FACLINICIAN	Clinician
Jerry Lewis Wallace Jr dba Dr Jerry Wallace	Curriculum	SERVASSEMBL; FFSERVASSEMBL; INSTTRNSGGP; STAFDEVCONSULT; STAFMOTIVAT; FFSTAFMOTIVAT; STAFCONVO; CONSULADMIN	Assemblies; Professional Training; Professional Development; Instructional Training
Kendall Zwang dba Zwang Movement	Fine Arts	FACHOREOGR	Choreography

IN SUMMARY:

Contractor Consultant Proposals *– #2610CCP RFP – we have received Forty (42) qualified responses.*

Contract expiration date is October 2029, for proposals paid for with general funds. If Federal funds are used, contract expiration date is June 2027 or upon close of grant funding for the 2026-2027 school year.

Award is requested for the list of vendors meeting specifications outlined under the current Service Contract proposals and for the October 2026 contract submissions for the 2026-2027 School Year.

C. Request to Consider Approval of the Alvin High School Audio Enhancement Safety 34

Alvin Independent School District

October 20, 2026

	AISD Board of Trustees
Agendum	Alvin High School AE Safety
Category	Consent Agenda Action Item
Resource Personnel	Dr. Rhonda Mason, Superintendent Rory Gesch, Deputy Superintendent of Operations Heather Brown, Executive Director of Technology Services
Attachments	DSO_AHS_AESAFE_10.20.26_SD
Rationale	Alvin High School requires updated integrated safety and instructional communication systems. This capital request funds retrofitting the existing campus with Audio Enhancements, which will seamlessly integrate with the new construction (funded separately via that project's FF&E budget). This system will significantly enhance security by providing a silent alert that can be activated by staff from anywhere on campus, while also integrating with existing security systems and cameras to display alert locations clearly. Instructionally, the system will provide reinforced sound in every classroom for clear communication. Finally, this project establishes a centralized command unit, granting the Alvin ISD PD the ability to manage drills and alerts from their dispatch location with district-wide visibility.
District Goal(s)	Safety, Finance & Operations, & Teaching & Learning
Budget Implications	Non-budgeted capital allocation of $1,696,721.60
Recommendation or Proposed Motion	I move that the Board approve a non-budgeted capital budget allocation of $1,696,721,60 for the installation of Audio Enhancements at Alvin High School.

ALVIN INDEPENDENT SCHOOL DISTRICT

Heather Brown
Executive Director
Technology Services

September 23, 2026

To: Rory Gesch, Deputy Superintendent of Operations

From: Heather Brown, Executive Director of Technology Services

Subject: Consideration of and possible action to approve a non-budgeted capital budget allocation for the installation of Audio Enhancements at Alvin High School.

Background

The safety, security, and instructional effectiveness of our campuses remain our highest priority. To further these goals, Technology Services is proposing a comprehensive installation of Audio Enhancements at Alvin High School. This project will enhance security at the high school by providing a silent alert system that can be activated by teachers and staff from anywhere on the campus. Furthermore, it will provide reinforced sound in each instructional classroom, ensuring students receive clear communication regardless of their seating arrangement.

To ensure operational efficiency, this request funds retrofitting the existing campus. The system will seamlessly integrate with the new construction, which is funded separately through that project's FF&E budget.

Procurement and Scope of Work Details

The proposed scope of work includes the procurement and complete installation of the Audio Enhancement system. This system will integrate with our existing security and safety systems, as well as campus cameras, to provide a clear display of where alerts are located on the campus. Additionally, this installation serves as the beginning of a centralized command unit, which provides the Alvin ISD Police Department the ability to manage drills and alerts directly from their dispatch location, ensuring visibility into campus alerts from anywhere in the district.

Safety and Technology Building 2790
W. Highway 6
(281) 245-3010
Alvin, Texas 77511

Prepared For Alvin HS V6, Alvin Ind School District
Proposal ID# 152976
SAP Quote# 137160
September 3, 2026

SOLUTIONS PROPOSAL

Dear Alvin Ind School District,

I want to personally thank you for inviting us to submit a proposal to Alvin Ind School District!

When my mother, Claudia Anderson, founded Audio Enhancement over 40 years ago, we never imagined the impact our services would have on education today. Through customer feedback, we have grown from ofering classroom audio solutions to providing district-wide communication and safety technology. We have impacted over 4,500 districts, 43,000 schools, and over 1,300,000 classrooms across the world. We are excited for the opportunity to help you!

Our team focuses on hiring employees with a passion to make a diference in education. We look forward to developing a deeper partnership with Alvin Ind School District through building friendship and trust during the ongoing stages of your project.

It is our pleasure to submit this proposal to Alvin Ind School District. As with all proposals, revisions can be made at any time.

We look forward to your response and are available to answer any questions during the review process.

From all of us here at Audio Enhancement, thank you!

Sincerely yours,

Jeff Anderson
Audio Enhancement, CEO

Notice of Confidentiality: The contents of this proposal are intended solely for the use of the addressee and their organization and contains confidential and/or privileged information and may not be disclosed to any other party without written authorization from Audio Enhancement Inc.

COMPANY HISTORY

Making a Difference In Education

For more than forty years, Audio Enhancement®has served the schools throughout the United States, providing both classroom audio enhancement systems as well as integration services for classroom technology. Audio Enhancement is headquartered in Utah, and has facilities in Georgia and Florida.

Audio Enhancement was founded in 1978 by Claudia Anderson around the simple idea that "learning begins with hearing." Having two hearing impaired children; the first Audio Enhancement systems were designed specifically for the hearing impaired. Early in our history, technological advancements made it possible to also provide whole classroom sound systems, benefiting ali students. Audio Enhancement has been the innovator and leader in this field.

By 2004, it was clear that classroom audio enhancement systems were a key part of the overall technology landscape in the classroom. Based on our high leve! of support, outstanding customer service, and training that was provided for the audio systems, severa! school districts carne to us and requested that we expand our product offerings. Based on these requests, we undertook an initiative to increase our capabilities in order to provide a complete integrated technology package for the classroom. These offerings include display devices, control, video/audio playback devices and interactive technologies. By utilizing the principies developed over thirty years of providing classroom audio systems to the schools, we were able to provide both technical integration, teacher in-servicing, training, and professional development to help the schools ensure the success of their technology goals.

Moving the company forward, in 2008, Audio Enhancement was incorporated: Jeff Anderson, President and CEO, Jennifer Crum, CFO, Jeremy Anderson, CAO, and Justin Anderson, COO. Today, the Audio Enhancement product line improves student achievement, decreases teacher vocal fatigue and absenteeism, and creates positive student behavior. Audio Enhancement systems also increase focus and attention and supports classroom management.

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The Anderson Family

PRICING PROPOSAL

AUDIO ENHANCEMENT +
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Quote **137160**

Pricing Valid for 180 Days - March 2, 2027

Alvin Ind School District - Alvin HS V6

Classroom Equipment		$428,419.58
EPIC System School Equipment		$287,064.81
Services		$442,857.00
Software Licensing		$11,543.46
Contingency		$50,000.00
Training		$5,900.00
	Taxes	$0.00
	Shipping	$16,948.55
Alvin Ind School District Price		$1,242,733.40

By sending in a Purchase Order in response to this proposal, the customer is agreeing to the Audio Enhancement terms and conditions which can be viewed at Audioenhancement.com/terms.

Audio Enhancement will invoice equipment at the time of shipment with payment due within terms. Services completed by Audio Enhancement will be invoiced upon substantial completion with payment due within terms.

If there are any questions about this process, please reach out to our Receivables Team 3 receivables@audionhancement.com

****Audio Enhancement will not be responsible for removal of existing equipment and cabling.****

DETAILED BILL OF MATERIALS

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Quote 137160

BoM 1

Part#	Product Name	Qty	Unit Price	Total
	Category : Classroom Equipment			
	System : Nurse 2-Way SAFE Extender System with Programming (MS-775)			
CK-4011	Classroom Wiring Kit - With (2) 75' Plenum Speaker Wires, 35' 3.5 Plenum Shielded, 50' Purple Cat6	1	$141.84	$141.84
WP-0001	Wall Plate, WPA-701, Ambient Mic with Decora Plate	1	$67.70	$67.70
ST-SP-9102	CS-12 Ceiling Speaker, Circle Cut In, Plenum Rated, Set of 2	1	$190.94	$190.94
	System : 4 Ceiling Speaker Optimum System with Programming			
ST-SP-0001	CS-12 Ceiling Speaker, Circle Cut In, Plenum Rated, Set of 4	138	$381.88	$52,699.44
CK-4011	Classroom Wiring Kit - With (2) 75' Plenum Speaker Wires, 35' 3.5 Plenum Shielded, 50' Purple Cat6	138	$141.84	$19,573.92
WP-0001	Wall Plate, WPA-701, Ambient Mic with Decora Plate	138	$67.70	$9,342.60
AM-3250.P	MS-700 Network Amp with Integrated XD Receiver with Programming	138	$2,089.38	$288,334.44
ST-XD-9026	XD Teacher Box with Teacher Pendant Microphone	138	$264.08	$36,443.04
	System : Cafeteria 70V Classroom System			
ST-XD-0601	XD Receiver with 3' Cat6	1	$463.55	$463.55
WP-0001	Wall Plate, WPA-701, Ambient Mic with Decora Plate	1	$67.70	$67.70
ST-PA-8010	Interactive Touch Controller Bundle	1	$375.00	$375.00
AC-0210	100' 3.5 Male to 3.5 Male Plenum Rated - Shielded	1	$121.68	$121.68
ST-XD-9052	XD Handheld Microphone Bundle for XD Teacher Box	1	$269.25	$269.25

DETAILED BILL OF MATERIALS

AUDIO ENHANCEMENT + Est. 1978

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Part#	Product Name	Qty	Unit Price	Total
	System : Exterior Enclosed SAFE Extender System with Programming (MS-775)			
PA-0086	Outdoor Enclosure for MS Devices	3	$248.81	$746.43
	System : Basketball Courts Zone (additional CZA & cabling in BOM)			
AC-0201	3' 3.5 Male to 3.5 Male - Shielded	1	$6.74	$6.74
WP-0001	Wall Plate, WPA-701, Ambient Mic with Decora Plate	1	$67.70	$67.70
	System : Swimming Pool Zone			
WP-0001	Wall Plate, WPA-701, Ambient Mic with Decora Plate	1	$67.70	$67.70
	System : Main Gym			
WP-0001	Wall Plate, WPA-701, Ambient Mic with Decora Plate	1	$67.70	$67.70
	System : Interior Enclosed SAFE Extender System with Programming (MS-775)			
PA-0086	Outdoor Enclosure for MS Devices	7	$248.81	$1,741.67
	System : Pendant Speaker Optimum System with Programming			
AC-0115	50' Cat6, Plenum Rated, Purple	3	$37.07	$111.21
AC-0200	50' 3.5 Male - 3.5 Male Plenum Rtd, Shielded	3	$46.06	$138.18
WP-0001	Wall Plate, WPA-701, Ambient Mic with Decora Plate	3	$67.70	$203.10
AM-3250.P	MS-700 Network Amp with Integrated XD Receiver with Programming	3	$2,089.38	$6,268.14
ST-XD-9026	XD Teacher Box with Teacher Pendant Microphone	3	$264.08	$792.24
	System : Black Box Room 70V Classroom System			
ST-XD-0601	XD Receiver with 3' Cat6	1	$463.55	$463.55
WP-0001	Wall Plate, WPA-701, Ambient Mic with Decora Plate	1	$67.70	$67.70

DETAILED BILL OF MATERIALS

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Part#	Product Name	Qty	Unit Price	Total
ST-XD-9026	XD Teacher Box with Teacher Pendant Microphone	1	$264.08	$264.08
	Miscellaneous			
AC-0201	3' 3.5 Male to 3.5 Male - Shielded	1	$6.74	$6.74
AC-3209	RJ45 To Screw Terminal Block Adapter	4	$5.15	$20.60
	Category : EPIC System School Equipment			
	System : Henry Meyers Bldg Hallway 1			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
	System : Henry Meyers Exterior 1			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
IN-0126	Surge Protector Wall Mount 4 Channel	1	$55.00	$55.00
IN-0127	Surge Protection Module, 75V Screw Term	1	$65.00	$65.00
	System : Henry Meyers Bldg Hallway 2			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
	System : SAFE Extender System with Programming (MS-775)			
XD-0782	SAFE Alert Badge Dongle for MS-500, MS-600 and MS-700	13	$46.80	$608.40
AM-3253.P	MS-775 Network Interface for SAFE Alert Extender with Programming (Requires PoE+)	13	$917.68	$11,929.84
	System : Kitchen			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
	System : Admin			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
	System : Bldg B Hallway			

DETAILED BILL OF MATERIALS

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Part#	Product Name	Qty	Unit Price	Total
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
	System : Admin Exterior			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
IN-0126	Surge Protector Wall Mount 4 Channel	1	$55.00	$55.00
IN-0127	Surge Protection Module, 75V Screw Term	1	$65.00	$65.00
	System : Bldg B Exterior			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
IN-0126	Surge Protector Wall Mount 4 Channel	1	$55.00	$55.00
IN-0127	Surge Protection Module, 75V Screw Term	1	$65.00	$65.00
	System : Bldg B Hallway 2			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
	System : CM Hallway			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
	System : MC Exterior 1			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
IN-0126	Surge Protector Wall Mount 4 Channel	1	$55.00	$55.00
IN-0127	Surge Protection Module, 75V Screw Term	1	$65.00	$65.00
	System : CM Hallway 2			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
	System : Field House Hallway			

DETAILED BILL OF MATERIALS

AUDIO ENHANCEMENT +
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Part#	Product Name	Qty	Unit Price	Total
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
	System : Field House Exterior			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
IN-0126	Surge Protector Wall Mount 4 Channel	1	$55.00	$55.00
IN-0127	Surge Protection Module, 75V Screw Term	1	$65.00	$65.00
	System : Arts Bldg Hallway			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
	System : Arts Bldg Exterior			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
IN-0126	Surge Protector Wall Mount 4 Channel	1	$55.00	$55.00
IN-0127	Surge Protection Module, 75V Screw Term	1	$65.00	$65.00
	System : LK Bldg Hallway			
AC-2118	Two-Screw Terminal Block for Cutover	1	$8.00	$8.00
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
	System : LK Exterior			
AC-2118	Two-Screw Terminal Block for Cutover	1	$8.00	$8.00
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
IN-0126	Surge Protector Wall Mount 4 Channel	1	$55.00	$55.00
IN-0127	Surge Protection Module, 75V Screw Term	1	$65.00	$65.00
	System : Stadium 1 First Floor			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00

DETAILED BILL OF MATERIALS

AUDIO ENHANCEMENT +
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Part#	Product Name	Qty	Unit Price	Total
	System : Stadium 2 Interior			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
	System : Stadium 1 Second Floor			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
	System : Stadium 1 Third Floor			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
	System : Performing Arts Hallway 1			
AC-2118	Two-Screw Terminal Block for Cutover	1	$8.00	$8.00
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
	System : Performing Arts Exterior 1			
AC-2118	Two-Screw Terminal Block for Cutover	1	$8.00	$8.00
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
IN-0126	Surge Protector Wall Mount 4 Channel	1	$55.00	$55.00
IN-0127	Surge Protection Module, 75V Screw Term	1	$65.00	$65.00
	System : Performing Arts Hallway 2			
AC-2118	Two-Screw Terminal Block for Cutover	1	$8.00	$8.00
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
	System : Nurse 2-Way SAFE Extender System with Programming (MS-775)			
XD-0782	SAFE Alert Badge Dongle for MS-500, MS-600 and MS-700	1	$46.80	$46.80
AM-3253.P	MS-775 Network Interface for SAFE Alert Extender with Programming (Requires PoE+)	1	$917.68	$917.68

DETAILED BILL OF MATERIALS

AUDIO ENHANCEMENT +
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Part#	Product Name	Qty	Unit Price	Total
	System : LGI Room			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
	System : Weight Room			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
	System : Library			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
	System : 4 Ceiling Speaker Optimum System with Programming			
XD-0782	SAFE Alert Badge Dongle for MS-500, MS-600 and MS-700	138	$46.80	$6,458.40
	System : Cafeteria 70V Classroom System			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
	System : Perf. Arts Seating 1			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
	System : Field 1			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
IN-0126	Surge Protector Wall Mount 4 Channel	1	$55.00	$55.00
IN-0127	Surge Protection Module, 75V Screw Term	1	$65.00	$65.00
	System : Field 2			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
IN-0126	Surge Protector Wall Mount 4 Channel	1	$55.00	$55.00

DETAILED BILL OF MATERIALS

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Part#	Product Name	Qty	Unit Price	Total
IN-0127	Surge Protection Module, 75V Screw Term	1	$65.00	$65.00
	System : Exterior Enclosed SAFE Extender System with Programming (MS-775)			
AC-2161	Power Over Ethernet Surge Protector	3	$101.75	$305.25
XD-0782	SAFE Alert Badge Dongle for MS-500, MS-600 and MS-700	3	$46.80	$140.40
AM-3253.P	MS-775 Network Interface for SAFE Alert Extender with Programming (Requires PoE+)	3	$917.68	$2,753.04
	System : Stadium 1 Exterior 2			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
IN-0126	Surge Protector Wall Mount 4 Channel	1	$55.00	$55.00
IN-0127	Surge Protection Module, 75V Screw Term	1	$65.00	$65.00
	System : EPIC Door Position Magnetic Switch System			
AC-2152	Hallway/Exterior EPIC Door Sensor Bundle for 1 Door	95	$140.15	$13,314.25
	System : Basketball Courts Zone (additional CZA & cabling in BOM)			
PA-1061.P	Viking E-30-IP-EWP VoIP Entry Phone with Programming	1	$759.26	$759.26
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
	System : Swimming Pool Zone			
PA-1061.P	Viking E-30-IP-EWP VoIP Entry Phone with Programming	1	$759.26	$759.26
AC-2178	Enclosed Protective Cover for Wall Plate	1	$87.25	$87.25

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AUDIO ENHANCEMENT + Est. 1978

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Part#	Product Name	Qty	Unit Price	Total
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
IN-0126	Surge Protector Wall Mount 4 Channel	1	$55.00	$55.00
IN-0127	Surge Protection Module, 75V Screw Term	1	$65.00	$65.00
	System : Main Gym			
PA-1061.P	Viking E-30-IP-EWP VoIP Entry Phone with Programming	1	$759.26	$759.26
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
	System : Gym Exterior 1			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
IN-0126	Surge Protector Wall Mount 4 Channel	1	$55.00	$55.00
IN-0127	Surge Protection Module, 75V Screw Term	1	$65.00	$65.00
	System : Gym Exterior 2			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
IN-0126	Surge Protector Wall Mount 4 Channel	1	$55.00	$55.00
IN-0127	Surge Protection Module, 75V Screw Term	1	$65.00	$65.00
	System : Locker Rooms 1			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
	System : Locker Rooms 2			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
	System : Stadium 1 Exterior 1			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
IN-0126	Surge Protector Wall Mount 4 Channel	1	$55.00	$55.00

DETAILED BILL OF MATERIALS

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Part#	Product Name	Qty	Unit Price	Total
IN-0127	Surge Protection Module, 75V Screw Term	1	$65.00	$65.00
	System : Interior Enclosed SAFE Extender System with Programming (MS-775)			
XD-0782	SAFE Alert Badge Dongle for MS-500, MS-600 and MS-700	7	$46.80	$327.60
AM-3253.P	MS-775 Network Interface for SAFE Alert Extender with Programming (Requires PoE+)	7	$917.68	$6,423.76
	System : Pendant Speaker Optimum System with Programming			
XD-0782	SAFE Alert Badge Dongle for MS-500, MS-600 and MS-700	3	$46.80	$140.40
	System : Black Box Room 70V Classroom System			
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
	System : Custom Headend			
EP-0058.P	EPIC Kiosk 2.0 with Programming	1	$2,530.00	$2,530.00
SP-0300	70V Ceiling Speaker, Circle Cut In	396	$124.80	$49,420.80
PA-0191	Volume Control 25/70V	68	$31.45	$2,138.60
SP-1036	Pro Audio JBL Control 447LP- Low Profle Speaker	9	$432.00	$3,888.00
ST-PA-9002.P	Barix Barionet 50 I/O Module with Programming Bundle	24	$538.40	$12,921.60
ST-SP-9351	Pendant Shroud Bundle , Set of 4 (Requires SP-0300)	4	$560.44	$2,241.76
SP-1028	70V Slanted, Square, Wall Mount Speaker	146	$64.02	$9,346.92
SP-1097	6.5" 70V Outdoor/Indoor Speaker 2-way	12	$240.00	$2,880.00
AC-2152	Hallway/Exterior EPIC Door Sensor Bundle for 1 Door	78	$140.15	$10,931.70
SP-1099	All-Weather Compact 2-Way Coaxial Loudspeaker with 6.5" LF	33	$640.00	$21,120.00
SP-1098	8" 2-way 70V Outdoor/Indoor Speaker	18	$545.00	$9,810.00

DETAILED BILL OF MATERIALS

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Part#	Product Name	Qty	Unit Price	Total
ST-AM-1028.P	CZA-1300 EPIC Common Zone Amplifer with Network Interface 1 X 300W 70V, 1U with Programming	1	$1,014.00	$1,014.00
XD-0780	SAFE Alert Duress Badge	100	$48.00	$4,800.00
AC-0152	CAT6A by the Foot, Plenum Rated - White	5000	$0.97	$4,850.00
	Category : Services			
	System : LK Bldg Hallway			
SE-0048	Cutover of Existing Common Zone	1	$2,995.00	$2,995.00
	System : LK Exterior			
SE-0048	Cutover of Existing Common Zone	1	$2,995.00	$2,995.00
	System : Performing Arts Hallway 1			
SE-0048	Cutover of Existing Common Zone	1	$2,995.00	$2,995.00
	System : Performing Arts Exterior 1			
SE-0048	Cutover of Existing Common Zone	1	$2,995.00	$2,995.00
	System : Performing Arts Hallway 2			
SE-0048	Cutover of Existing Common Zone	1	$2,995.00	$2,995.00
	System : Custom Headend			
SE-1002	EPIC Custom Map Development Services	1	$525.00	$525.00
SE-1047	Virtual Server Programming	1	$1,700.00	$1,700.00
SE-1024	Engineering and Design Services	1	$1,495.00	$1,495.00
SE-1038	EPIC Third Party Access Control Integration	1	$1,050.00	$1,050.00
SE-1041	EPIC Third Party Camera Integration	1	$1,050.00	$1,050.00
SE-0032	Inspection & Commissioning	34	$110.00	$3,740.00
SE-0093	Installation & Setup of SAFE Dongle	165	$27.50	$4,537.50
SE-0094	Setup of SAFE Alert Duress Badge	100	$55.00	$5,500.00
	Category : Software Licensing			
	System : Custom Headend			
EP-0009	EPIC System Platform License	1	$5,054.40	$5,054.40
EP-0010	SAFE System License	1	$3,994.10	$3,994.10

DETAILED BILL OF MATERIALS

AUDIO ENHANCEMENT +
Est. 1978

Quote **137160**

Part#	Product Name	Qty	Unit Price	Total
EP-0022	EPIC System Intercom Paging & Bells License (Requires EP-0009)	1	$1,460.16	$1,460.16
EP-0034	EPIC Phone Integration	1	$1,034.80	$1,034.80
	Category : Training			
	System : Custom Headend			
EP-0035	EPIC Administrator Training	1	$500.00	$500.00
EP-0019	EPIC Experience Training	1	$5,400.00	$5,400.00
	Category : Contingency			
	Miscellaneous			
SE-0067	Optional Contingency	500	$100.00	$50,000.00

DETAILED BILL OF MATERIALS

AUDIO ENHANCEMENT +
Est. 1978

Quote 137160

Additional BOM Items

Part#	Product Name	Qty	Unit Price	Total
	Category : Classroom Equipment			
SE-0083.	Install Supply Kit	143	$65.00	$9,295.00
	Category : EPIC System School Equipment			
AC-0004	18/2 Spooled Speaker Wire Plenum Rated Per Foot, White	81000	$0.71	$57,510.00
PA-0164	Black Surface Mount Box	3	$162.86	$488.58
	Category : Services			
SE-0002	Installation Labor Per Hour	30	$86.00	$2,580.00
SE-0037	Installation of 2-Way Intercom System	24	$453.00	$10,872.00
SE-0038	Installation of Common Zone Amplifer	44	$265.00	$11,660.00
SE-0012	Lift Rental	1	$550.00	$550.00
SE-0025	Travel Fee	1	$1,650.00	$1,650.00
SE-0073	Project Management Services	302	$120.00	$36,240.00
SE-1068	Installation of 70V Ceiling Speaker/Equipment	473	$180.00	$85,140.00
SE-0032	Inspection & Commissioning	302	$110.00	$33,220.00
SE-0080	Installation of Kiosk	1	$172.00	$172.00
SE-0081	Installation of Wallplate	148	$86.00	$12,728.00
SE-0079	Installation of AV/PA	3	$257.00	$771.00
SE-1071	Installation of Hallway/Exterior Door Sensor	173	$351.00	$60,723.00
SE-1072	Installation of 70V Wall Speaker/Equipment	146	$375.00	$54,750.00
SE-1073	Installation of 70V Outdoor Speaker/Equipment	63	$425.00	$26,775.00
SE-0093	Installation & Setup of SAFE Dongle	165	$27.50	$4,537.50
SE-0094	Setup of SAFE Alert Duress Badge	100	$55.00	$5,500.00
SE-0095	SAFE Alert Duress Badge Commissioning	1	$1,760.00	$1,760.00
SE-0035	Installation of Audio System	141	$416.00	$58,656.00

STATEMENT OF FEATURES

Project Information

Project Summary *

TX, Alvin Ind School District, Alvin HS, Audio, EPIC, SAFE

Request design team to design your school? *

Yes

Will this project be using a Contract? *

No

Will Audio Enhancement be Installing? *

Yes

Does this project utilize Davis Bacon rates or Prevailing Wage?

No

Site Status at Any Point During Implementation *

Retroft of an existing building

Are there any drawings or specifcations we are required to meet for this project? *

No

Are we reusing existing intercom speakers?

No

Will Audio Enhancement be Commissioning?

Yes

9858 S Audio Dr, West Jordan, UT 84081 • 800.383.9362 • AudioEnhancement.com

Deliver to: ALVIN ISD
2790 W. Hwy 6
Alvin, Texas 77511
Attention: H.Brown/J.Klentzmen

AHS Audio Enhancement Structured Cabling

Clearview Communications,LLC
3224 Three Sisters Circle
Pearland, TX. 77581
713. 530. 7646

Bid Date: 9/17/2026

Scope of Work:
Quote is for the Installation of the Structured cabling and Equipment to support the new Audio Enhancement system at AHS A Bldg., B Bldg,CM, FAC,PAC

Natotorium, Field House, Gym's and Football Stadium. Clearview Communications will provide will provide Labor and material for the Installtion of Cat6 data cables at each classroom as indicated on the drawi ll as equipment racks, wire managers and patch panels.
Audio Enhancement will provide Spea ker cable,PA-0191VC, AC-2152 Epic door sensors,WPA-701 wall microphone and Optimum Amplifiers
Clearview Communications will prov bor to install these Components.

LINE #	MANUFACTURER	PART #	DESCRIPTION	QTY	UNIT COST	EXTENDED COST
	LEGRAND		Blue Category 6 Plenum	53,00	0.3	20,670.0
1	SIEMENS	6CMP23B	Black Category 6 Keystone	400	$ 6.5	$ 2,620.0
2	LEGRAND	LK OR-	Black Icons for	400	$ 0.2	$ 0
3	LEGRAND	KS-BLK	Surface Mount single port	200	$ 3.2	$ 88.00
4	LEGRAND	PRTICON-	48 Port Patch Panel quick	15	$	$ 656.00
5	LEGRAND	00	66 Blocks with mounting bracket and	10	$ 142.48	341.0
6	LEGRAND	10600-SB1A-	2 POST	10	$	$ 3,471.4
7	LEGRAND	WH	6" Vertival wire managers single door with	20	$ 34.10	$ 0
8	COMTOP	OR-	2RU Horiz. Cable Mgr-- Double	20	$ 347.14	2,024.0
9	COMTOP	SPKSU48	12X5 Rack to	10	$	$ 2,200.8
10	COMTOP	66M1-50	CAT6 BLACK 10' PATCH	200	$ 733.75	1,050.0
13		OR-19-84-	CORD CAT6 BLACK 7'	200	$	$ 928.0
14	Clearview	Mis	Misc. Hardware, Cable Support, Electrical Conduit,	1	$ 1,800.00	1,800.0
15	Audio Enhancement	LABOR	Install speakers and	1168	$ 218.0	$ 254,624.
16	Audio Enhancement	LABOR	Install Volume Controls	68	$ 0	00
17	Audio Enhancement	LABOR	Epic Door Sensor for 1 door	95	$ 166.5	$ 11,322.0
18	Audio Enhancement	LABOR	Install WPA-701 Wall Decor	174	$ 223.0	$ 21,185.0
19			Install MS-700 Optimum Plate	174	$ 0	$ 0
					MATERIAL TOTAL	$ 52,661.40
					LABOR TOTAL	$ 401,326.80
					MATERIALS AND LABOR TOTAL	***$ 453,988.20***

Non-duplicative labor costs for installing the network infrastructure required to support the Audio Enhancement system.

Additional hardware required to support Audio Enhancement system.

D. Request to Consider Approval of the E-Rate Funding Year 2026 Category 1 & 2 Non-Discount Share (20%) 56

Alvin Independent School District

October 20, 2026

	AISD Board of Trustees
Agendum	E-Rate Funding Year 2026 Category 1 & 2 Non-Discount Share (20%)
Category	Consent Agenda Action Item
Resource Personnel	Dr. Rhonda Mason, Superintendent Rory Gesch, Deputy Superintendent of Operations Heather Brown, Executive Director of Technology Services
Attachments	DSO_ERateFY26_10.20.26_SD
Rationale	Alvin ISD uses the federal E-Rate program, administered by the Universal Service Administrative Company (USAC), to fund eligible network infrastructure at a substantial discount. For Funding Year 2026 (July 1, 2026 – June 30, 2027), the District's Category 1 & 2 requests were approved for network switching, transceivers, power supplies, and wireless access point management licenses. E-Rate will fund 80% of the eligible cost and FCC rules require the District to pay the remaining 20% non-discount share, which was not included in the adopted 2026–2027 budget. Securing this share allows the District to receive the federal funds and to refresh core network equipment that supports instruction, assessment, safety systems, and daily operations across all campuses.
District Goal(s)	Teaching & Learning & Finance & Operations
Budget Implications	Non-budgeted capital allocation of $400,000.00
Recommendation or Proposed Motion	I move that the Board approve a non-budgeted capital budget allocation of $400,000.00 to fund the District's 20% non-discount share of approved E-Rate Funding Year 2026 Category 1 & 2 network equipment for the 2026–2027 school year.

ALVIN INDEPENDENT SCHOOL DISTRICT

Heather Brown
Executive Director
Technology Services

September 23, 2026

To: Rory Gesch, Deputy Superintendent of Operations

From: Heather Brown, Executive Director of Technology Services

Subject: Consideration of and possible action to approve a non-budgeted capital budget allocation for the District's 20% non-discount share of approved E-Rate Funding Year 2026 Category 1 & 2 network equipment.

Background

Reliable, high-capacity network infrastructure is the foundation for instruction, assessment, campus safety systems, and daily operations across all Alvin ISD campuses and facilities. The District leverages the federal E-Rate program, administered by the Universal Service Administrative Company (USAC) under the Federal Communications Commission (FCC), to fund eligible network equipment at a substantial discount. For Funding Year 2026 (July 1, 2026 – June 30, 2027), the District submitted Category 1 & 2.

E-Rate provides an 80% discount on the approved eligible cost. FCC rules require every participating district to pay its own non-discount share; the federal discount cannot be received unless the District pays its 20% portion to the service provider.

Procurement and Scope of Work Details

The scope includes replacement network switching and supporting power and optical components for campus network closets, along with licensing for centralized management of wireless access points, sustaining network reliability for classroom devices, online testing, and building systems.

The District's 20% non-discount share was not included in the adopted 2026–2027 budget. Approving this allocation allows Technology Services to place orders, complete installation within the Category 2 service window, and file the required USAC forms so the District receives the full federal share.

Financial Consideration

Funding in the amount of $400,000.00 is requested as a non-budgeted capital allocation to pay the District's 20%, four federal dollars for every District dollar, non-discount share of approved E-Rate Funding Year 2026 Category 1 & 2 network equipment.

Safety and Technology Building 2790
W. Highway 6
(281) 245-3010
Alvin, Texas 77511

Alvin Independent School District

October 20, 2026

	AISD Board of Trustees
Agendum	Request to Consider Approval of JJAEP MOU 2026-2027
Category	Consent Agenda Action Item
Resource Personnel	Rory Gesch, Deputy Superintendent of Operations Trent Thrasher, Assistant Superintendent Administrative Services
Attachments	JJAEP MOU 2026-2027
Rationale	The Texas Education Code requires the development of a "Juvenile Justice Alternative Education Program". The Brazoria County Juvenile Justice Department provides juvenile probation officers, advisors, support staff, and the physical facility necessary to operate the program.
District Goal(s)	Goal 3 - Performance Objective 3.1
Budget Implications	
Recommendation or Proposed Motion	I move that the Board approve the JJAEP MOU 2026-2027 as presented.

INTERLOCAL COOPERATION AGREEMENT and MEMORANDUM OF UNDERSTANDING FOR BRAZORIA COUNTY JUVENILE BOARD
2026-2027 School Year

This Agreement is entered into by, between the Brazoria County Juvenile Board through their designated representatives, Kyle Teat, Chief Juvenile Probation Officer, or his successor for the benefit of the Brazoria County Juvenile Justice Department, and each of the undersigned INDEPENDENT SCHOOL DISTRICTS whose students are subject to placement in the Brazoria County Juvenile Justice Altemative Education Program, specifically Alvin ISO, Angleton ISO, Brazosport ISO, Columbia-Brazoria ISO, Damon ISO, Lansbury ISO, Pearland ISO, and Sweeny ISO:

WHEREAS, Section 37.011 of the Texas Education Code, requires the development of a "juvenile justice alternative education program• by the juvenile board of a county with a population greater than 125,000 and the Brazoria County Juvenile Board and the eight independent School Districts have heretofore established such a program; and

WHEREAS, the parties concur that the educational component of the Brazoria County Juvenile Justice Alternative Education Program can be administered most efficiently at a centralized location within County-owned premises utilized by the County's Juvenile Justice Department, and the parties desire to engage an independent contractor to provide the services necessary and desirable for the education of students assigned to the Brazoria County Juvenile Justice Altemative Education Program;

NOW, THEREFORE, pursuant to the Texas Education Code, it is mutually agreed by, between and among the parties as follows:

I.

The Brazoria County Juvenile Justice Alternative Education Program (BCJJAEP) shall be subject to a written operating policies and procedures approved by the Brazoria County Juvenile Board in cooperation with the participating independent school districts and submitted to the Texas Juvenile Justice Department for review and comment, the operational terms and conditions of which are set forth as the protein of the "Memorandum of Understanding" comprising Article IX of this Agreement. No additions, deletions, changes or variations to this agreement as defined

matters or educational responsibilities shall be effective unless such amendments are in written form and formally agreed to by the appropriate officers of the participating parties.

11.

Education Provider

2.01. The Angleton Independent School District shall provide administration, staff, curriculum and services of the educational aspects of the Program, thereby serving as a contractor of Brazoria County Juvenile Board.

2.02. Angleton Independent School District ("AISD") shall implement and carry out the educational program in accordance with law, including without limitation the academic and required elements set forth in Texas Education Code 37.011(d) (f) -(h), and with policies promulgated and/or adopted by the Brazoria County Juvenile Board (which shall meet Texas Juvenile Justice Department [TJJD] guidelines) in cooperation with the Superintendents (or their designees) of the participating school districts which shall serve as the BCJJAEP Advisory Board. Where such policies are silent, the educational program shall be administered according to policies and procedures otherwise in effect within the Angleton Independent School District and/or required by TJJD.

2.03. AISD shall prepare its educational program budget; which shall be timely reviewed and approved by representatives of all parties prior to commencement of the school year; shall employ and be responsible for educational personnel serving the campus and the Program; shall maintain all educational records applicable to the Program and correspond with assigned students' home districts with regard to status and ultimate disposition of each assigned student; and shall provide necessary currículum and other such responsibilities normally associated with administration and provision of education **services** in a disciplinary alternative education program pursuant to the Texas Education Code and regulations of the Texas Education Agency.

2.04. The parties concur that as many as three (3) full-time classroom teachers, including one certified in special education, and one paraprofessional may be necessary and advisable for the Program to accommodate the anticipated number of students to be served during the subject school year. Teacher, administrative, and paraprofessional payrolls, AISD employee benefits, specialized training, and educational supplies may be included in the

educational services budget. Any medica! needs shall be the responsíbllity of Brazoria County Juvenile Justice and not AISD. The educational servíces budget may be amended if needs change during the year, with written concurrence of the participating districts, however, nothing herein shall require AISD to amend íts budget, staffing or structure involuntarily, nor to incur added expenses without means of reimbursement.

2.05. In consideration or its contract services, AISD shall be paid a base price of **$312,465.00** for the **2026-2027** school year, for an educational program with capacity to accommodate □ students per day throughout the school year. Upon receipt of monthly statement for such services, Brazoria County on behalf of the Juvenile Board shall remit payment of no less than **$31,246.50.** for ten months, due and payable no later than the 15th of each month, with first payment due October 15 of this year, and all amounts remaining unpaid upon conclusion of the school year shall be paid in full by final payment due by the following July 15. This base price amount **$312,465.00** is to be drawn from the **$1,049,920.00** detailed in 4.01 as the "overall cost of the Program, including educational and non-educational services•.

2.06. In the event of maximization or over-utilization of the Program necessitating an increase in teaching staff or other unforeseen costs, AISD may revise its budget to cover such additional expenditures; and upon approval by the Juvenile Board (TEC 37.0081 (g)(1) such additional expenditures shall be authorized and the cost thereof be added to the contract price being paid to AISD. Conversely, should under-utilization of the Program or other unforeseen conditions present an opportunity for reduction of teaching staff without dlminíshlng necessary educational service, AISD rnay reduce its teaching staff assigned to the Program, whereupon the contract price to be paid to AISD, as well as the per-diem charges to the parties, will be reduced by the net amount of any costs thereby saved.

111.

Non-Educational Services

3.01. The Chief Juvenile Probation Officer, TAC 341.100(5) tac 341.100(20), Juvenile Board and the County of Brazoria shall provide staffing of juvenile probation officers, and such non-educational personnel as determined by the parties to be necessary and desirable for the Program, which may include a school nurse or medical counselors (if any), motivational facilitators

(if any), security personnel and other non-educational staff, and training thereof, and the physical plant, food service and supplies necessary for personal comfort, safety and security of all participants and personnel, and all other matters reasonably related to the BCJJAEP other than education. Juvenile Board and/or Chief Juvenile Probation Officer shall prepare a budget of operational and maintenance costs for non-educational services anticipated for full usage of the Program during the **2026-2027** school year, which shall be timely reviewed and approved by representatives of all parties prior to commencement of the school year. Financia! accounting of income and expenses incurred by the County, including the bookkeeping and monthly invoicing for the entire Program, shall be provided by the County Auditor and regularly shared to the school districts, this financia! accounting may be subjected to audit by the County's annual independent auditor upon reasonable request of any party hereto.

3.02. Throughout the Program, physical maintenance, utility expenses, and facility standards in compliance with the Americans with Disabilities Act, as well as nondiscriminatory physical real property accommodations necessary to comply with Section 504 of the Rehabilitation Act of 1973, shall all be the responsibility of Brazoria County, not the AISD nor any other participating school district.

IV.

Costs and Charges

4.01. For the year **2026-2027** school year covered by the Agreement, it is anticipated that the overall cost of the Program, including educational and non-educational services, will be **$1,049,920.00** of which at least **$25,000.00...** expected to be funded by food-service grants, and outside subsidies other than state reimbursements for mandatory placements; therefore, for a 180-day per school year with capacity to serve[a] students at any given time, in anticipation of an average **2** students/day (180 days of instruction/year), the average total local cost per student should be no more than **$125.00** per day.

4.02. a. It is therefore agreed that participating school districts shall pay to Brazoria County a per diem charge of **$125.00** per operational school day of assignment for each of its students placed in the Program due to *discretionary expulsion* under sale authority of Texas Education Code Section 37.007(b),(c),(f), or (i), so long as the student is not the subject of

juvenile court assignment or adjudication of a mandatorily expellable offense. Discretionary placements for expulsions are excepted but only for children under the age of 17 or otherwise within the jurisdiction of juvenile authorities. The student's home district at the initial time of any discretionary placement shall be responsible for payment of ali such charges, regardless of any attempt by or on behalf of the student to withdraw or transfer from that district during the assignment, unless and until another participating district actually enrolls the student and expressly accepts responsibility for payment to continue the placement.

b. A school district may elect to place a student in the Program who is required by its board of trustees or designee to attend an alternative education program under Subchapter 1 of the Education Code; however, this MOU does not provide for mandatory placement of all students to whom said Subchapter I would apply, *i.e.* registered sex offenders as contemplated by TEC 37.309(b). It is understood, desired, acknowledged and agreed by the parties that each school district shall maintain the discretion to place such a student in an appropriate disciplinary alternative education program (DAEP) of that district's choosing, the choice of which DAEP may include but shall not be limited to the Program of the BCJJAEP. In the event a district elects to place such a student into the Program, the district shall pay to Brazoria County a per-diem charge of **$125.00** per operational school day pursuant to Subparagraph 4.02(a) hereinabove in which to place the student as if due to a discretionary expulsion, in accordance with TEC 37.31O.

4.03 Brazoria County and/or the Juvenile Justice Department shall assume all costs of student placements assigned by ***court order,*** but may recover appropriate reimbursements from the State for serving those students whose criminal conduct subjects them to the mandatory provisions of Texas Education Code as provided in paragraph 4.04.

4.04 a. No costs will be charged to the school districts for students placed in the Program due to ***mandatory expulsion*** for criminal conduct per TEC 37.007(a), (d), or (e). State funds available through the Texas Juvenile Justice Department to support and defray the costs of educating the mandatory population of expelled students shall be solicited by the Juvenile Justice Department for the County and applied toward expenses of such assignments, including but not limited to any costs of special education services as contemplated at Article V hereinbelow.

In the event of protracted absence or disappearance of an assigned student, per-diem charges will continue to accrue for up to ten consecutive school days, until Brazoria County authorities deem the student an absconder or acknowledge loss of jurisdiction; however, as charges are assessed for each day of assignment, the Juvenile Justice Alternative Education Program staff and juvenile authorities will use their best efforts to enforce the actual attendance of students assigned. If a student is detained in Juvenile Detention, the Brazoria County Juvenile Justice Alternative Education Program will no longer bill for service once the child is temporarily enrolled in Angleton Independent School District as a resident of Juvenile Detention.

b. If after a student is placed in the Program due solely to a district's mandatory expulsion, the TJJD denies payment of state funds for such placement, the home district shall be notified and the parties shall continue to work together to utilize their best efforts to regain the state funding for the placement, so long as it appears in good faith to result from a bone fide and documentable mandatory expulsion pursuant to TEC 37.007(a), (d), or (e). regardless of disposition of criminal charges or juvenile justice. When written notice is received from the TJJD denying funding for a particular placement, the home school district shall assume responsibility for payment for the entirety of the placement as *if* the expulsion were discretionary, subject to reimbursement should state funds eventually be forthcoming; and upon receiving such notice of denial of funding by TJJD, or at any time in the event that: *(1)* the expelled student is not arrested nor referred to juvenile authorities for any offense listed in TEC 37.007(a), (d), or (e), and/or a determination is made that no deferred prosecution or formal court proceedings will be initiated against the student; *(2)* criminal charges and/or juvenile proceedings against the student result in acquittal or dismissal with prejudice; or *(3)* regardless of adjudication, no disposition is ordered by the court; the home district shall have the opportunity to review and reconsider the placement and the characterization and term of expulsion in light of such development, and may withdraw the student from the Program without incurring further expense.

4.05. Should additional outsíde funds (other than County and School District tax dollars) become available to help subsidize the Program, significantly reducing or reimbursing the actual County expenditures and thus lowering the local cost per student below the estimates

Hereinabove set forth at paragraph 4.01, the per-diem charges under paragraph 4.02 will be reduced and/or reimbursed accordingly.

4.06. "In the event a participating school district sustains an emergency closure and elects to apply for a waiver it shall advise the Program of such application, its progress and of any decision made thereon by the Texas Education Agency. Upon receipt of waiver funding, the district shall pay the per diem charge for any of its students who attended the program during the

closure. Each participating district shall appoint and maintain a contact person with whom the Program can communicate during emergency closures."

V.

Spec/al Educatlon

Beyond maintaining one special-education teacher on staff, to serve the regular BCJJAEP program, nothing herein shall require AISD, BCJJAEP, the County, or any school district to expend any additional resources necessary to address or accommodate any particular needs of special education services required by the Individuals with Disabilities Education Act (IDEA) or other law. These additional/extra costs shall remain the responsibility of the responsible school district recommending the placement, or in which the student is or was last regularly enrolled prior to juvenile court order. AISD and the responsible school district will work together to provide necessary and appropriate special education services on a case-by-case basis as the need arises, but all additional expense and liability shall be borne and/or reimbursed by the responsible school district, which shall hold AISD harmless for such costs and services. AII parties shall endeavor to comply with each special education student's current Individual Education Plan ("IEP") and facilitate the timely convening of federally mandated IEP meetings of the appropriate Admission, Review, & Dismissal ("ARO") committee.

The responsible school district shall provide AISD or designee of the Brazoria County Juvenile Justice Alternative Education Program with reasonable notice of a scheduled ARO meeting and permit a representative of the Brazoria County Juvenile Justice Alternative Education Program to participate in the meeting to the extent that the meeting relates to the potential placement of a student with disabilities who would be entitled to special education services in the Brazoria County Juvenile Justice Alternative Education Program. Should such

compliance be deemed by ARO committee to be impossible or incompatible with the educational mission of Brazoria County Juvenile Justice Alternativa Education Program, the student shall return to the student's home school district for necessary special education services to the extent legally permissible and practicable, unless otherwise agreed by and between the juvenile authorities and that district. The parties shall cooperate reasonably in seeking, obtaining and utilizing state funds (per par.4.04 hereinabove) and/or other subsidies that may be available to defray costs of such special education services. If after placement in the Brazoria County Juvenile Justice Alternative Education Program, **AISD** and/or BCJJAEP Program coordinator has concerns that the student's educational or behavioral needs cannot be met in the BCJJAEP, AISD, or designee shall immediately provide written notice of those concems to the district from which the student was expelled. The student's ARO committee shall meet to review the placement of the students in the BCJJAEP within five (5) business days or as soon thereafter as possible. The responsible district shall, in accordance with applicable federal law, provide AISD or designee with reasonable notice of the meeting, and a representative of the BCJJAEP may participate in the meeting, during which the BCJJAEP may **seek** a new psychological evaluation from an independent provider at the direction of the Chief Juvenile Probation Officer at the expense of Brazoria County Juvenile Justice Department. Following the evaluation but prior to a follow-up ARO, the Chief Juvenile Probation Officer, or their designee shall obtain parental consent as legally required, to determine the appropriateness of the student's placement in the Program following consideration of the results of such evaluation.

English as a Second Language services and instruction shall be provided by the Angleton Independent School District for JJAEP should a student require these services. These services shall be appropriate to address the needs of those students who speak English as a second language or who are non-English speaking and determined by a Language Proficiency Assessment Committee and the documentation is maintained by the JJAEP lead teacher.

VI.

Educational Accountabilities

For purposes of accountability under Chapter 39 of the Texas Education Code, a student enrolled *in* the Brazoria County Juvenile Justice Alternative Education Program shall be reported

as if the student were enrolled in a Disciplinary Alternative Education Program of the student's home district. The participating home district of each such student shall cooperate fully in making such reports and accepting such accountability. Ali PEIMS reporting requirements for the students placed in the program shall remain the responsibility of the home district, and all ADA funding entitlements generated from such data shall also remain with the home district, unless otherwise provided by law or regulation of the Texas Education Agency. Students who are not attending shall be withdrawn from Brazoria County Juvenile Justice Alternative Education Program for non-attendance according to the policy of the district to which the student's attendance is attributed, subject to applicable Court Order, if any.

VII.

Annual Scope

Nothing herein shall require AISD or any other participating school district with responsibility for underwriting or providing services or accommodating student placements beyond the scope of the school year term of this cooperative agreement. The BCJJAEP Program may be submitted to the Texas Juvenile Justice Department for approval pursuant to Section
37.011 of the Education Code, but should additional obligations be deemed required of the County and/or Juvenile Board for this Program to fully qualify under that statue, or regulations thereunder, the parties to this Agreement are under no contractual duty to share such additional obligations or expand the Program as it relates to non-educational components without mutual consent of all concerned.

The JJAEP Student Code of Conduct shall be adopted by the juvenile board and shall describe and define in writing the JJAEP behavior management system. (TAC 348.18)

VIII.

Indemnification

Only to the extent permitted by the Texas Constitution and other applicable Texas law, but without waiver or expansion of any immunity from liability or limits to exposure established by the Texas Tort Claims Act, each party to this Agreement will indemnify and hold harmless the other parties and their officers, employees and agents, from and against any and all claims

proximately caused by negligence, breach, or other actor omission by the indemnifying party or its officers, employees, or agents.

IX.

Memorandum of Understanding

9.01. The Brazoria County Juvenile Board and each of the participating school districts adopt this Agreement as their Memorandum of Understanding in compliance with the Texas Education Code (TEC Sections 37.010 and 37.011), whereby it is agreed and understood that no Court may order an expelled student to attend school as a condition of probation except by and through assignment to the Juvenile Justice Alternative Education Program as described and allowed under this Memorandum of Understanding and the parties hereby initiate the following operating policy guidelines:

9.02. The daily administration of ali aspects of the Juvenile Justice Alternativa Education Program other than educational services will be conducted by the Brazoria County Juvenile Justice Department under the direction of Chief Juvenile Probation Officer. The general hours of operation of the Brazoria County Juvenile Justice Alternative Education Program shall be 6:55 a.m. to 3:00 p.m.-- with extra duties and special programs (e.g. study hall, counseling, discipline class provided after 2:50 p.m. as needed throughout the year.

9.03. Students assigned to the Program due to expulsion under the mandatory provisions of TEC 37.007 and/or court order shall generally remain until completing a minimum of up to 65 successful days, and students who are placed a second or subsequent time into the Program shall generally be required to remain until completing up to 90 successful days. Students placed under a discretionary expulsion will generally complete a mínimum of up to 65 successful days in the program. Students placed by a school district under sole authority of TEC 37.0081 (e.g. *expulsion for nonschool Title 5 offenses, delinquent conduct, etc)* or TEC 37.309 *(removal of registered sex offenders)* are eligible for conditíonal assignments of up to 90 days, subject to capacity, but may be withdrawn at any time by the responsible district. The Brazoria County Juvenile Justice Alternative Education Program will conduct regularly scheduled progress reviews and communicate the progress with the sending district.

9.04. If a student admitted into the public school of a school district under Section 25.001(b) is expelled from a school for conduct for which expulsion is required under Section 37.007(a), (d), or (e), the juvenile court, the juvenile board, or the juvenile board's designee, as appropriate, shall:

(1} determine if the student is placed on probation under Section 54.04, Family Code, order the student to attend the Juvenile Justice Alternative Education Program in the county in which the student resides from the date of disposition as a condition of probation, unless the child is placed in a post-adjudication treatment facility;

(2) determine if the student is placed on deferred prosecution under Section 53.03, Family Code, by the court, prosecutor, or probation department, require the student to immediately attend the Juvenile Justice Alternative Education Program in the county in which the student resides for a period not to exceed six months as a condition of the deferred prosecution; and

(3) determine the conditions of the deferred prosecution or court-ordered probation, consider the length of the school district's expulsion order for the student; and

(4) provide timely educational services to the student in the juvenile justice alternative education program in the county in which the student resides, regardless of the student's age or whether the juvenile court has jurisdiction over the student (subject to exclusion of overage students expelled solely for serious misbehavior, as distinguished per Subparagraph 4.02[a]}.

9.05. Subject to exception arising under the foregoing provisions and the procedures set forth herein below, generally a student expelled by a school district and referred to juvenile court will be timely and automatically assigned to the Program for the duration of the term of expulsion, whether or not the provisions of Family Code Section 52.041(d} apply.

9.06. A student under juvenile court jurisdiction may be assigned and shall be admitted to the Program without necessity of expulsion, by appropriate court order.

9.07. The parties agree to comply with the following admission and discharge procedures:

1. If placement is initiated by school district expulsion:

(a) The school district in which the student is or was last enrollee shall deliver to the Brazoria County Juvenile Justice Department a copy of the order of expulsion and request admission into the Program. Such delivery shall be made no later than the second business day after the date a hearing is held pursuant to Texas Education Code Section 37.009, together with any other notice and information required under

Texas Education Code Section 37.010 and Family Code Sections 52.04 and 52.041.

(b) If the student's offense did not result *in* an arrest or referral, the probation officer assigned shall obtain a report from the appropriate law enforcement agency, if applicable, and secure a directive to apprehend for the student's immediate detention.

2. If the student is already under court supervision:

(a) The probation officer will decide whether to amend the conditions of probation or incorporate the Program as a condition of release from detention.

(b) If the conditions of probation are to be amended, the probation officer will prepare an amendment to the original order, including an order to participate in the Program and the code of conduct. The probation officer will request a court date as soon as practicable, and a Juvenile Court Judge will consider the amendment.

(c} Otherwise, the probation officer will prepare conditions of release and include an order to participate In the Program and the code of conduct.

3. If the student is not under prior court supervision:

(a) The probation officer will determine if a petition should be filed alleging the student is in need of supervision or has engaged in delinquent conduct.

(b) If a petition is not filed, the probation officer shall include in the child's conditions of release an order to participate in the Program and the code of conduct.

(c) If a petition is filed, the probation officer shall include with the disposition order an order to participate In the Program and the code of conduct.

4. Admission requirements:

(a) Upon referral of a student to the JJAEP by a school district, the sending district shall forward to the JJAEP administrator or designee the same records generally required to forward to another school when a student moves from one district to another. **No student shall be admitted into the Program until all of the student's records have been received.** Records that should be provided included without limitation the following:

> Order of Expulsion
> Complete Police / Offense Report
> Immunization records
> Copy of Birth Certificate
> Copy of Social Security Card
> Withdrawal grades, current class schedule
> Scholastic Achievement Record/Transcript incl. grade classification (imperative for high school)
> STARR series
> Attendance records

> Discipline records
> Special Education Records, incl. Manifestation Determination and most recent IEP and placement ARO
> Graduation Plan
> Copy of Free or reduce meal application

(b) The probation officer will conduct an admission conference with the student and a parent or guardian to review all the Program requirements and answer any questions.

(e) Brazoria County juvenile personnel will schedule a physical examination for the student through the Brazoria County Juvenile Justice Department. The student may be admitted to the Program prior to completion of the exam but will not participate in the physical training aspect of the Program until exam results are received. Students with reduced activity ability will be placed on a modified physical training regimen.

(d) A school district shall not make a discretionary assignment of a severely emotionally disturbed student for whom one-on-one in-school supervision has been necessary within the past year, unless the school district provides (at the school district's expense) a staff member to supervise that student one-one-one while in the Juvenile Justice Alternative Education Program. Severely emotionally disturbed students assigned through Court placement or as a result of mandatory expulsion shall be served through the Juvenile Justice Alternative Education Program without such additional obligation of the school district.

(e) A student with an intellectual disability who is found by judicial determination or ARO committee to lack responsibility for the pertinent misconduct, due to a substantial incapacity either to appreciate the wrongfulness of his conduct or to conform his conduct to the requirements of law (per Texas Family Code Section 55.51 or 20 use 1415), shall not be assigned to the Juvenile Justice Alternative Education Program for such misconduct, but may be subject to proceedings under Family Code Sections **55.52.**

5. Discharge requirements:

(a) At least three working school days prior to the completion of the student's placement in the Program, and no later than five working school days prior to any consideration of recommendation for early release, administrators for both the educational and non-educational services of the Program shall confer and coordinate between themselves and communicate with the student's school district regarding the impending or contemplated return of the student and any services necessary or advisable for successful transition. Discharge from said program will be at the discretion of the program administrator or designee and will be based upon overall operational necessity.

9.08. The parent/guardian shall be responsible for ensuring their child arrives on time to the Juvenile Justice Alternative Education Program each morning and for ensuring their child is promptly picked up at the conclusion of each JJAEP day. For purposes of the transportation plan required under TEC 37.011(k)(6), an expelled student's school district will coordinate provision of transportation services to the Program site in event of extreme hardship, as determined by the district, that hinders the parent/guardian's involvement. Brazoria County Juvenile Justice Alternative Education Program staff will be available to receive student arrivals at 6:55 a.m. The student shall be picked up at the end of the regular school day or in any event no later than 4:00
p.m. Court assignment to the Brazoria County Juvenile Justice Altemative Education Program for any student may result in a concurrent assignment of a minimum of 5 hours in a parenting class for the assigned student's parent(s) or guardian(s). Such class shall be held at the Brazoria County Juvenile Justice Altemative Education Program site in a manner that will not cause the intermingle of any adults with minors nor otherwise violate TJJD or FERPA regulations. Classes will include assistance in dealing with the assigned student's behavior and parent support structures. Parents/Guardians who fail or refuse to comply with parenting class assignment and attendance may be subject to a contempt of court order.

9.09. The parties agree to meet at least once every semester to discuss the progress of the Program and revise applicable Program guidelines to address any additional needs. The daily population of 36 juveniles will consist of mandatory and discretionary expulsions.

X.

Review and Renewal

10.01. This interlocal cooperation agreement and memorandum of understanding for the Brazoria County Juvenile Justice Alternative Education Program shall come under automatic reviews among representatives of all parties during **January** and **March** of each year. The review shall include, but not be limited to, any funding formulas or obligations by the school districts or Brazoria County.

10.02. The terms of this Agreement and MOU shall be for the **2026-2027** school year only, renewable thereafter on a year-to-year basis by written consent of all parties on or before August 1 of the following year.

This agreement hereby executed as authorized by action of Brazoria County Commissioner's Court, the Juvenile Board, and the Board of Trustees of each of the undersigned independent School Districts, by and through their respective officials as subscribed below.

□-

The Honorable Matt Sebesta, Jr.
County Judge

August25,2026
Date Signed

The Ho rabies Jeremy E. Warren
County Court at Law No. 3 Juvenile Board

08/13/26
Date Signed

Rhonda Masan, Superintendent
Alvin Independent School District

Date Signed

Alicia Press, Superintendent Angleton Independent School District

Date Signed

Danny Massey, Superintendent
Brazosport Independent School District

Date Signed

Steven Galloway, Superintendent
Columbia-Brazoria Independent School District

Date Signed

Brett Springston, Superintendent
Damon Independent School District

Date Signed

.15116

Mike Homann, Superintendent
Danbury Independent School District

Date Signed

Larry Berger, Superintendent Pearland
Independent School District

Date Signed

Terri Watkins, Superintendent
Sweeny Independent School District

Date Signed

F. Request to Consider Approval of Budget Amendment #3 78

Alvin Independent School District

October 20, 2026

	AISD Board of Trustees
Agendum	Request to consider Budget Amendment #3
Category	Consent Agenda Action Item
Resource Personnel	Daniel Combs, Ed.D., Chief Financial Officer
Attachments	Provided Memo
Rationale	Before the start of the fiscal year, the Board of Trustees adopts a functional-level budget for Alvin ISD. Budget Amendment #3 affords the Board the opportunity to authorize functional allocations and approve the associated resolution.
District Goal(s)	Board Goal 3: Fiscal Responsibility Board Goal 2: Attract and Retain High-Quality Teachers and Staff
Budget Implications	As presented
Recommendation or Proposed Motion	I move that the Board approve Budget Amendment #3 including functional allocations and the resolution as presented

ALVIN INDEPENDENT SCHOOL DISTRICT

Daniel Combs, Ed.D.
Chief Financial Officer

To: Dr. Rhonda Mason, Superintendent
Date: October 7, 2026
Re: Budget Amendment #3

Before the start of each fiscal year, the Board of Trustees adopts a functional-level budget for Alvin ISD. Budget Amendment #3 provides the Board the opportunity to authorize functional increases and the corresponding resolution as presented.

Expenditure & Allocations

The Board is asked to consider approving adjustments to budgetary allocations consistent with approved staffing levels and associated changes to the compensation plan as driven by HB2 and local initiatives.

Function Code	Requested Increase by Function
11	$ 2,005,837
12	$ 53,272
13	$ 13,125
21	$ 41,691
23	$ 216,179
31	$ 107,317
32	$ 2,316
33	$ 33,199
34	$ 176,031
35	$ 213,091
36	$ 18,529
41	$ 46,324
51	$ 242,429
52	$ 98,824
53	$ 50,956
61	$ 2,316

Alvin Independent School District

October 20, 2026

	AISD Board of Trustees
Agendum	Virtual Desktop Infrastructure (VDI) Replacement
Category	Consent Agenda Action Item
Resource Personnel	Dr. Rhonda Mason, Superintendent Rory Gesch, Deputy Superintendent of Operations Heather Brown, Executive Director of Technology Services
Attachments	DSO_VDI_10.20.26_SD
Rationale	The instructional effectiveness and digital reliability across our secondary campuses remain a top priority. In response to COVID-19 remote learning requirements, Technology Services deployed a Virtual Desktop Infrastructure (VDI) solution across 42 High School and Junior High classrooms. This system allowed students to remotely run process-heavy software applications, such as Adobe Visual Arts, Project Lead The Way (PLTW), and various STEM programs, both in class and from home. Since its initial implementation, enrollment in these specialized CTE, Fine ARTs, & STEM courses has expanded significantly. Due to increased student usage, the aging VDI environment is operating at maximum capacity and can no longer support the current processing load. Furthermore, the existing VDI environment reaches End-of-Life (EOL) in early 2027.
District Goal(s)	Teaching & Learning & Finance & Operations
Budget Implications	Non-budgeted capital allocation of $1,300,000.00
Recommendation or Proposed Motion	I move that the Board approve a non-budgeted capital budget allocation of $1,300,000.00 to replace the existing VDI environment with physical desktops.

ALVIN INDEPENDENT SCHOOL DISTRICT

Heather Brown
Executive Director
Technology Services

September 23, 2026

To: Rory Gesch, Deputy Superintendent of Operations

From: Heather Brown, Executive Director of Technology Services

Subject: Consideration of and possible action to approve a non-budgeted capital budget allocation for the replacement of Virtual Desktop Infrastructure (VDI) across High School and Junior High classrooms.

Background

The instructional effectiveness and digital reliability across our secondary campuses remain a top priority. In response to COVID-19 remote learning requirements, Technology Services deployed a Virtual Desktop Infrastructure (VDI) solution across High School and Junior High classrooms. This system allowed students to remotely run process-heavy software applications, such as Adobe Visual Arts, Project Lead The Way (PLTW), and various STEM programs, both in class and from home.

Since its initial implementation, enrollment in these specialized CTE, FIne Arts, & STEM courses has expanded significantly. Due to increased student usage, the aging VDI environment is operating at maximum capacity and can no longer support the current processing load. Furthermore, the existing VDI environment reaches vendor End-of-Life (EOL) in early 2027.

Technology Services has documented a significant increase in help desk tickets from teachers reporting operational lag, application freezes, and instructional disruptions during class time.

Procurement and Scope of Work Details

While a capital expenditure (CapEx) budget request was submitted for the 2026–2027 cycle, funding was not allocated. To prevent severe disruptions to CTE, Fine Arts, & STEM coursework prior to the system's EOL date, Technology Services proposes replacing the virtualized infrastructure with dedicated, physical high-performance desktop computers in all remaining VDI classrooms..

Transitioning to physical desktop computers will completely eliminate the failing VDI environment, instantly restore system performance for high-load applications, and eliminate the need for a costly emergency system refresh in January 2027.

Financial Consideration

Funding in the amount of $1,300,000 is requested as a non-budgeted capital allocation to procure, configure, and

install physical desktop computers and necessary peripheral hardware across all VDI secondary classrooms.

Safety and Technology Building
2790 W. Highway 6
(281) 245-3010
Alvin, Texas 77511

8. **Request to Consider Approval of the 2026-2027 District and Campus Performance Objectives** **85**

Alvin Independent School District

October 20, 2026

	AISD Board of Trustees
Agendum	Request to Consider Approval of 2026-2027 District and Campus Performance Objectives
Category	Approval
Resource Personnel	Brent Shaw, Chief of Accountability and Assessment Dr. Aeniqua Flowers, Executive Director of School Improvement Craig Rhodes, Executive Director of Secondary Schools Victoria Kwan, Executive Director of Elementary Schools
Attachments	2026-2027 District and Campus Performance Objectives
Rationale	Texas Education Code §11.253 requires that each District and Campus create an Improvement Plan, set performance objectives based on data from the Texas Academic Performance Report (TAPR) and periodically measure progress toward the performance objectives. The performance objectives that are created by each campus must be approved by the local Board of Trustees and must be included in the published Annual Report. The Board will receive progress updates on the district and campus Performance Objectives.
District Goal(s)	Board Goal 1:Teaching and Learning, Board Goal 2: Our Team, Board Goal 3: Finance and Operations Board, Goal 4: Safety and Care/Wellness, Board Goal 5: Communications and Stakeholder Engagement,
Budget Implications	None
Recommendation or Proposed Motion	I move that the Board approve the 2026-2027 Campus Performance Objectives as presented.

Alvin Independent School District

District Improvement Plan

2026-2027 Goals/Performance Objectives

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Mission Statement

Alvin ISD, a dynamic learning organization, is committed to excellence for each student and every program.

Vision

Each student, Every day.

Value Statement

- We believe students achieve their maximum potential when provided engaging learning opportunities.
- We believe parents expect excellence in educational experiences that will make each child's goals become achievable.
- We believe teachers create a safe and engaging learning environment that fosters the success of each student.
- We believe campus leaders establish a climate where everyone matters by creating a culture of pride and ownership in their schools.
- We believe the central office provides the foundation to equip staff with resources in a supportive environment so that each student has the opportunity to thrive.
- We believe the Board of Trustees engages the community to create an environment where excellence is prioritized to ensure each student reaches his or her maximum potential.

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District Improvement Plan Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: The district will improve the yearly District Attendance to 95.3%% in May 2027 from 95.2% in May 2026.

Performance Objective 2: The district will meet or exceed the HB 3 Goals in Early Childhood Literacy, Math Proficiency, and college, career, and military readiness (CCMR) in May 2027 from May 2026 (Reading - 65% or above, Math 60% or above, CCMR - 95% or above)

HB3 Goal

Performance Objective 3: The district will improve the Math STAAR Meets and Above to 56% and Masters to 27% in May 2027 from 54% and 25% in May 2026.

HB3 Goal

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Performance Objective 4: The district will improve the RLA STAAR Meets and Above to 66% and Masters to 33% in May 2027 from 64% and 31% in May 2026.

HB3 Goal

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: By June 2027, Alvin ISD will maintain an annual staff retention rate of 90% or higher for certified instructional personnel (teachers, counselors, librarians, and nurses), excluding retirees and deceased staff, as calculated by the end-of-year employment status reports.

Performance Objective 2: By August 2027, Alvin ISD will ensure that 100% of newly hired instructional staff hold valid state certifications at the time of their official employment start date, as verified by Human Resources employment records.

Performance Objective 3: On the Spring 2027 annual staff survey, Alvin ISD will achieve a 5% increase in positive employee experience responses regarding Human Resources and District processes compared to the 2025-2026 baseline data.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: Alvin ISD will maintain a Superior Achievement FIRST Rating on the annual Texas Education Agency financial accountability report released during the 2026-2027 fiscal year.

Performance Objective 2: By the close of the 2026-2027 fiscal year, the district will allocate funds to meet or exceed 100% of the state-mandated 3-year average spending requirements across all special programs, to be verified by quarterly expenditure reviews and the final EOY financial audit.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: By May 2027, increase the percentage of students reporting that they feel safe at school from the 2025-2026 baseline to at least five percentage points above baseline, as measured through the district student climate survey.

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Performance Objective 2: By June 2027, Alvin ISD will meet or exceed the annual state implementation target of 75% of staff trained for Youth Mental Health First Aid (YMHFA) and/or District-approved Mental Health Awareness Training for employees who regularly interact with students.

Performance Objective 3: By May 2027, increase the percentage of students reporting they have at least one trusted adult on campus from the 2025-2026 baseline by five percentage points.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: By June 2027, Alvin ISD will increase the total number of district engagement opportunities by adding at least 3 new events over the 2026-2027 baseline to strengthen family, staff, student, and community involvement, as verified by official district calendars and event flyers.

Performance Objective 2: By June 2027, Alvin ISD will increase the percentage of families and community members reached through district communication channels by 2%, as measured by digital engagement, email subscriptions, website traffic, social media engagement, and other communication analytics.

Performance Objective 3: By June 2027, Alvin ISD will increase documented community and family volunteer participation by 2%, creating additional opportunities for stakeholders to contribute to student and campus success.

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ADAPT Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: ADAPT will increase our overall attendance rate by 2% for the 2026-2027 school year.

Performance Objective 2: By the end of the 2026-2027 school year, ADAPT will ensure 95% of seniors return with progress toward their CCMR point.

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: Retain 85% of staff at the end of the 26-27 school year.

Performance Objective 2: Create a collaborative campus culture where staff feel valued, respected, and engaged in decision-making processes and collectively responsible for student learning, as evidenced by an overall satisfaction response of 80% or better on the district survey.

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Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: Ensure that 99% of the budget expenditures are directly aligned with campus goals and priorities, as documented through quarterly budget reviews and alignment reports by the end of the 2026-2027 school year.

Performance Objective 2: Increase the amount allocated in the budget for teacher technology that impacts student outcomes by 5%.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: Show a decrease in the number of classroom incidents related to safety or disruptions by 20% through proactive support

systems and consistent expectations by the end of the year.

Performance Objective 2: 75% of the students will have the opportunity to build social, emotional, and healthier choices before returning to their home campus.

Performance Objective 3: Increase the number of students and families who take advantage of the outside counseling services available.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: By the end of the year, establish at least one new partnership with a community organization or agency to provide supplemental educational, social, and mental health services for DAEP students and their families.

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Alvin Elementary Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: Alvin Elementary will increase in Domain I, Student Achievement, from a 77 to an 80.

Performance Objective 2: Alvin Elementary will increase the percentage of K-2 students reading on-level or above grade level to 85%.

Performance Objective 3: Alvin Elementary will meet or exceed HB3 goals for 3rd grade reading and math.

HB3 Goal

Performance Objective 4: Alvin Elementary will increase our overall attendance rate by 1% for the 2026-2027 school year.

Performance Objective 5: Alvin Elementary will increase the overall number of PreK and Kindergarten students knowing their letters and sounds by 10%.

Performance Objective 6: Alvin Elementary will increase Domain 2A from an 81 to an 86.

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: Alvin Elementary will continue to retain 95% of teachers as a result of building strong community, culture, and support.

Performance Objective 2: 90% of our families will report that campus discipline is enforced fairly on our end of the year survey.

Performance Objective 3: Alvin Elementary will provide professional learning opportunities for 100% of staff.

Goal 3: Finance and Operations

Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: Alvin Elementary will utilize 80% of campus budget to make purchases that align with our campus goals.

Performance Objective 2: Alvin Elementary will utilize 20% of our campus Title I budget to make technology purchases that align with our campus goals.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: Alvin Elementary will adhere to our campus-wide Discipline Plan that will result in a reduced number of office referrals by 20%.

Performance Objective 2: Alvin Elementary will increase the percentage of parents that feel staff members are responsive when students report bullying from 54% to 70%.

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Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: Alvin Elementary will ensure effective communication with stakeholders through the use of varied means of communication.

Performance Objective 2: Alvin Elementary families will be encouraged to participate in their child's education through a minimum of 15 opportunities during and after the school day.

Alvin High School Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: Increase average daily attendance from 93.2% in 2025-26 to 93.7% in 2026-27

Performance Objective 2: The percentage of all students scoring Meets Grade Level or Above on Algebra I STAAR EOC assessment will increase by 5% by the end of the 2026-27 school year.

Performance Objective 3: The percentage of all students scoring Meets Grade Level or Above on the English I and English II STAAR EOC assessments will increase by 5% by the end of the 2026-27 school year.

Performance Objective 4: Prepare students for post-secondary success by achieving a CCMR score of 88.

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Performance Objective 5: The percentage of all AP exams scored at 3 or higher will increase by 3% from 64% in the 2025-26 school year to 67% by the end of the 2026-27 school year.

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: Maintain a staff retention rate of 90 % or higher for certified instructional personnel, including teachers and counselors.

Performance Objective 2: Strengthen campus culture and morale as measured by a 5% increase in school satisfaction on the end of year staff surveys.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: Increase the number of technology devices available for student use by 100 devices to improve student engagement levels.

Performance Objective 2: AHS Leadership will meet monthly to ensure all budget expenditures support staff and student needs.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: Provide a safe school environment that meets the social, emotional and physical needs of 100% of staff and students.

Performance Objective 2: By the end of 2026-27 school year, the number of ADAPT placements will decrease by 10% from the previous school year.

Performance Objective 3: Provide at least 2 mental health support programs that are accessible to all students at Alvin High School.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: Increase community partnerships that provide educational experiences by 2 events over the previous school year while maintaining the current partnerships. 97

Performance Objective 2: Provide at least 3 opportunities for parents and community members to interact with AHS staff in order to promote communication and increase parent and community involvement.

Alvin Junior High School Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: Increase the number of students who score "Meets to Masters" on STAAR assessments by 3% by the end of the first semester and by a total of 7% by the end of the school year. While focusing on the percentage of students who moved backwards during the 2025-26 school year.

Performance Objective 2: To increase the overall average daily student attendance rate by .5% by the end of the current school year.

Performance Objective 3: Students in APA and MAP classes will achieve an 85% or higher mastery rate on campus and state-level assessments.

HB3 Goal

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

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Performance Objective 1: Teachers will be provided monthly professional development on specific topics to increase student engagement and classroom management plans.

Performance Objective 2: Alvin Jr. High will retain 95% of instructional staff through creating and fostering a positive and productive work environment.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: 50% of Campus budger will be used to provide additional resources for academic needs of students.

Performance Objective 2: Campus budget will be allocated to cover the cost of replaceing out-dated student technology.

Goal 4: Safety and Care/Wellness

Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: Decrease overall discipline referrals regarding "lates" on campus from the previous year by 5%. Ensuring that we have an effective campus-wide behavior system in place to address tardiness, which is used consistently.

Performance Objective 2:
Increase individual counseling sessions and small group counseling meetings by 15% to support students' academic and social-emotional wellness needs by the end of the school year.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: Increase parental involvement opportunities on campus by hosting a minimum of two opportunities each month for participation of campus events.

Performance Objective 2: Increase communication to keep stakeholders informed about campus goals, academics, student progress, and campus events once weekly via the e-news platform.

Barbara Bennett Elementary Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: Barbara Bennett Elementary will meet or exceed House Bill 3 reading and math goals, as well as campus goals for students in PK-5th.

HB3 Goal

Performance Objective 2: 80% of students in grades K-2 will be on or above grade level in reading.

Performance Objective 3: By the end of the 2026-2027 school year, the percentage of students in grades 5 (or relevant tested grades) who meet or exceed grade-level expectations on the STAAR Science assessment will increase by 5% in 2026 STAAR results.

Performance Objective 4: By the end of the 2026-2027 school year, the performance percentage of students receiving special education services will increase by 5% on 2027 STAAR Reading and Math.

100

Performance Objective 5: Barbara Bennett Elementary will improve from an 81 to an 85 in Domain III - Closing the Gaps.

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: Barbara Bennett will create and foster a positive climate which will result in a staff retention rate of at least 90%.

Performance Objective 2: 100% of teachers and staff will be provided professional learning opportunities that focus on improving Tier 1 instruction and student achievement.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: 100% of campus funds will be used to purchase resources that will support increases in student achievement.

Performance Objective 2: At least 20% of Title 1 funds will be used to provide additional instruction to students through the use of campus tutors and classroom teachers.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: The average student daily attendance will increase from 94.9% to 95.5% for the 2026-2027 school year.

Performance Objective 2: Barbara Bennett's campus behavior plan will be implemented and followed by 100% of the staff.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: Parents and community members will receive weekly communication from the campus that informs them of upcoming campus events, important information, procedures, and district events. 101

Performance Objective 2: Barbara Bennett will host a minimum of 8 community/parent involvement events throughout the school year.

Bel Sanchez Elementary Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: Student proficiency (Meets) on the annual state ELA and math exams will increase by 5 percentage points, ELA from 61% to 66%, and Math from 53% to 58% by the end of the 2026-2027 school year.

Performance Objective 2: To ensure that 75% of Bel Sanchez Elementary students in grades PK-2 are reading on grade level by the end of the academic year and are well-prepared for grades 3-5, focusing on sustainable practices for long-term literacy development.

Performance Objective 3: Bel Sanchez will meet or exceed House Bill 3 reading and math goals for grade 3 reading and math by increasing the percentage of students who meet or exceed grade-level expectations on STAAR Reading and Math by at least 5 percentage points compared to 2026 results.

Performance Objective 4: Sanchez Elementary will increase the Average Daily Attendance from 95.7% to 96%. 102

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: Bel Sanchez Elementary will cultivate a positive and supportive campus culture that promotes staff well-being and collaboration, resulting in a teacher and staff retention rate of at least 85%.

Performance Objective 2: Sanchez Elementary will provide 100% of instructional staff with professional development and support in curriculum, instruction, classroom management, and social-emotional learning.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: Campus administration will utilize up to $10,000 toward Reading and/or Math to increase student achievement.

Performance Objective 2: By May 2027, 100% of BSE teachers will participate in at least two professional learning sessions on evolving instructional technology.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: BSE will reduce the number of yearly referrals by 10% from 185 to 167 referrals using the levels of discipline chart designed by a committee.

Performance Objective 2: 80% of Sanchez Elementary parents and staff will report that supports are in place to assist students with social, emotional, and/or behavioral difficulties.

Performance Objective 3: 100% of the Sanchez staff will report being aware of the campus safety and security procedures.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students. 103

Performance Objective 1: BSE will increase parent involvement by hosting 'Parent Coffee and Conversation' events four times during the school year, increasing the frequency from the previous year.

Performance Objective 2: We will increase the active participation and engagement of Parent-Teacher Organization (PTO) members by 10% annually, fostering collaborative communication channels and involvement in our students' educational journey.

Bill Hasse Elementary Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: Hasse Elementary will increase the percentage of all students' achievement on STAAR performance levels at meets or master on math and reading STAAR assessments by 3% from the 2025-2026 school year.

HB3 Goal

Performance Objective 2: Hasse Elementary will increase the average daily attendance by at least 0.3% from the 2025-2026 school year.

Performance Objective 3: Hasse Elementary demonstrate well-rounded growth in students reading on grade level in grades K, 1, and 2, by at least 5% for 2026-2027 school year as compared to the 2025-2026 school year.

Performance Objective 4: Hasse Elementary will meet or exceed HB 3 goals for reading and math for the 2026-2027 school year.

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HB3 Goal

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: 100% of teachers will attend professional learning throughout the year.

Performance Objective 2: Hasse Elementary will work to retain at least 85% of teachers for the 2026-2027 school year.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: Hasse Elementary will utilize 70% of our Compensatory Ed. funds, Title funds, and general education funds to provide instructional resources and support to all students.

Performance Objective 2: 15% of our Campus budget will have allocations to ensure technology is being provided and updated for our campus.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: 100% of Hasse staff members will report that they are aware of campus safety and security procedures.

Performance Objective 2: Hasse will decrease the number of discipline occurrences by 5% from 2025-2026 school year.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: Hasse Elementary will provide a minimum of 6 opportunities for parent and community engagement.

Performance Objective 2: 100% of parents will report that students and staff treat each other with respect.

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Bob & Betty Nelson Elementary Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: Nelson Elementary will increase the percentage of all students scoring at the Meets or Masters performance levels on the Reading STAAR assessment by two percentage points when compared to the previous school year.

Performance Objective 2: Nelson Elementary will increase the percentage of all students scoring at the Meets or Masters performance levels on the Math STAAR assessment by five percentage points when compared to the previous school year.

Performance Objective 3: Nelson Elementary will meet or exceed HB3 Early Literacy and Math goals by increasing the percentage of Grade 3 students who meet or exceed grade-level expectations on STAAR Reading and Math by at least 3 percentage points compared to 2026 results.

HB3 Goal

Performance Objective 4: By May 2027, 75% of students in grades K-2 will read on or above grade level, as measured by DRA and district literacy assessments. 106

Performance Objective 5: Nelson Elementary will increase the Average Daily Attendance by .2% from the previous year.

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: Nelson Elementary surveys will show an increase of 2 percentage points in staff reporting being extremely satisfied with the campus.

Performance Objective 2: Nelson Elementary surveys will show an increase of 2 percentage points in staff being highly likely to recommend the campus to a friend or colleague.

Goal 3: Finance and Operations

Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: Nelson Elementary will allocate 85% of its initial Title I allotment for instructional support personnel.

Performance Objective 2: Nelson Elementary administrators will use input from campus and district department teams to ensure that budget expenditures align with campus instructional needs.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: Nelson Elementary surveys will maintain a minimum of 90% of students and staff reporting that the school is safe and that everyone in the building is aware of safety and security procedures.

Performance Objective 2: Nelson Elementary surveys will show a 5-percentage-point increase among students in grades 3-5 who report that they can control their emotions and resolve conflicts with peers.

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Performance Objective 3: Nelson Elementary surveys will show a 5-percentage-point increase in the percentage of students in grades 3-5 who report that their work is challenging most of the time.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: Nelson Elementary will provide weekly communication about campus activities, student learning expectations, and strategies for helping students at home.

Performance Objective 2: Nelson Elementary will provide monthly opportunities for family engagement throughout the school year.

Don Jeter Elementary Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: By May 2027, the percentage of students in Grades 3-5 achieving Meets Grade Level or Masters Grade Level in Reading Language Arts will be at least 60%, as measured by the Spring 2027 STAAR Reading Language Arts assessment.

HB3 Goal

Performance Objective 2: By May 2027, at least 70% of Kindergarten, Grade 1, and Grade 2 students will read at or above grade level, as measured by the Developmental Reading Assessment (DRA), in each grade level.

Performance Objective 3: Fifth-grade Science students will show a 10% increase in meets and masters on the 2027 STAAR test.

Performance Objective 4: The campus will meet or exceed HB3 goals in Reading and Math.

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HB3 Goal

Performance Objective 5: The campus will increase student attendance from 94.9% to 95.2%.

Performance Objective 6: By May 2027, the percentage of students in Grades 3-5 achieving Meets Grade Level or Masters Grade Level in Mathematics will be at least 60%, as measured by the Spring 2027 STAAR Mathematics assessment.

HB3 Goal

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: Don Jeter Elementary will create and foster a positive climate which will result in a teacher and staff retention rate of 90%.

Performance Objective 2: 100% of teachers and staff will be provided professional learning opportunities that focus on improving tier 1 instruction, formative assessment, and overall student achievement.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: 100% of the school budget will be used to support student progress and academic achievement.

Performance Objective 2: By May 2027, DJE will allocate 95% of its Title I funds to support evidence-based instructional strategies and professional development for staff, as verified by a budget review and quarterly expenditure reports.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: Decrease overall office referrals by 10% from the previous school year.

Performance Objective 2: By May 2027, Don Jeter Elementary will enhance student wellness and promote a safe, active learning environment by improving campus playground facilities, including the development of a student soccer field and walking/running track, to increase opportunities for structured physical activity, recess, and school-wide wellness initiatives.

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Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: DJE will offer a minimum of 5 opportunities for parents to participate in campus academic and cultural activities.

Performance Objective 2: DJE will communicate with stakeholders weekly in English and Spanish.

Dr. James "Red" Duke Elementary Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: Increase the percentage of Grades 3-5 students meeting grade-level expectations on the STAAR Mathematics assessment from 53.4% in Spring 2026 to 60.0% in Spring 2027.

Performance Objective 2: Increase the percentage of Kindergarten through Grade 2 students reading on or above grade level on the district DRA assessment from 76.0% in Spring 2026 to 82.0% in Spring 2027.

Performance Objective 3: Increase campus Average Daily Attendance (ADA) from 95.6% in 2025-2026 to 96.6% by the end of the 2026-2027 school year.

Performance Objective 4: Meet the HB3 Early Literacy Goal by increasing the percentage of Grade 3 students meeting grade-level expectations on the STAAR Reading assessment from 63.3% in Spring 2026 to 70.0% in Spring 2027. 110

HB3 Goal

Performance Objective 5: Meet the HB3 Early Mathematics Goal by increasing the percentage of Grade 3 students meeting grade-level expectations on the STAAR Mathematics assessment from 52.0% in Spring 2026 to 60.0% in Spring 2027.

HB3 Goal

Performance Objective 6: Increase the percentage of students meeting or exceeding projected academic growth in Reading and Mathematics as measured by NWEA MAP Growth and STAAR Academic Growth from 60.4% in Spring 2026 to 70.0% by Spring 2027.

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: Increase the percentage of teachers demonstrating proficiency or higher in TTESS Domains 2 and 3 from a campus average of approximately 96% in 2025-2026 to 98% by May 2027, with a specific focus on Dimensions 2.4 and 2.5.

Performance Objective 2: By May 2027, 90% of teachers will consistently implement campus instructional priorities, as evidenced through walkthrough data, PLC documentation, coaching cycles, and TTESS observations.

Performance Objective 3: Increase the professional staff retention rate from approximately 85% during the 2025-2026 school year to 95% during the 2026-2027 school year.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: By May 2027, 90% of teachers will effectively integrate district-approved instructional technology to enhance student engagement and learning, as evidenced through walkthroughs, TTESS observations, and PLC implementation discussions.

Performance Objective 2: Maintain 100% compliance with required campus operational procedures, including safety drills, emergency preparedness, required trainings, inventory management, and state and district compliance requirements throughout the 2026-2027 school year.

Performance Objective 3: Ensure that 100% of campus expenditures are aligned to Campus Improvement Plan goals, district priorities, and applicable funding source requirements throughout the 2026-2027 school year. 111

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: Reduce office discipline referrals from 894 in 2025-2026 to 805 or fewer by the end of the 2026-2027 school year.

Performance Objective 2: Increase the percentage of students in Grades 3-5 who report that adults at school treat students with respect from 78% in 2025-2026 to 90% by the end of the 2026-2027 school year.

Performance Objective 3: Increase the percentage of students who report that school rules are enforced fairly from 73% in 2025-2026 to 85% by the end of the 2026-2027 school year.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: Increase the percentage of families reporting satisfaction with campus communication and engagement from 86% in 2025-2026 to 92% by the end of the 2026-2027 school year.

Performance Objective 2: Increase the percentage of families participating in campus events and parent-teacher conferences by 15% over the 2025-2026 attendance totals by the end of the 2026-2027 school year.

Performance Objective 3: Increase the percentage of staff reporting that campus expectations and communication are clear, timely, and consistent from the 2025-2026 baseline to 90% on the annual staff survey.

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Dr. Ronald E. McNair Junior High Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: By May 2027, student performance on STAAR 6th-grade Math and district math benchmark assessments will show a minimum 10% increase in approaches, meets, and masters levels compared to 2026 results, with targeted growth for identified subgroups (emergent bilingual, special education, and economically disadvantaged students).

Performance Objective 2: Increase overall attendance (students and staff) by .5% compared to the previous year.

Performance Objective 3: By May 2027, 100% of content-area PLCs will regularly analyze assessment data, identify student learning gaps, implement targeted reteaching, and monitor student progress to ensure instructional decisions are based on student performance data.

Performance Objective 4: By May 2027, decrease the percentage of students performing at the Did Not Meet level on state assessments by at least 10%.
113

Performance Objective 5: Performance Objective: By May 2027, 50% of students identified as needing academic intervention will demonstrate documented growth toward grade-level standards.

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: Increase the teacher retention rate by at least 2% over the previous year.

Performance Objective 2: By May 2027, 100% of teachers new to the campus or profession will receive structured mentoring, onboarding, and support throughout the school year.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: By May 2027, RMJH will maximize the use of allocated campus funds by aligning 100% of expenditures with campus improvement goals, student achievement priorities, and identified needs as evidenced by budget reviews, purchase documentation, and campus improvement plan alignment.

Performance Objective 2: By May 2027, campus and department leaders will conduct monthly budget monitoring, maintaining expenditures within established budget parameters.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: By May 2027, ensure 100% of students have at least one identified trusted adult on campus

Performance Objective 2: At RMJH 100% of our staff will use the C.H.A.M.P.S. behavior model.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

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Performance Objective 1: By May 2027, increase parent/family participation in campus academic, extracurricular, and engagement opportunities by 10% from the previous year.

Performance Objective 2: By May 2027, all families will receive a weekly, accurate, and consistent communication regarding student learning, campus events, expectations, and opportunities for engagement.

E.C. Mason Elementary Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: E.C. Mason will increase the meets and masters level on all STAAR assessments by 3% from the 25-26 school year.

HB3 Goal

Performance Objective 2: By May 2027, E.C. Mason Elementary will meet or exceed HB3 Literacy and Math goals by increasing the percentage of Grade 3 students meeting grade-level expectations on STAAR Reading by at least 3 percentage points compared to 2026 results, as measured by STAAR.

HB3 Goal

Performance Objective 3: E.C. Mason will have at least 75% of K students and 85% of all 1st - 2nd grade students reading on or above grade level by the end of the 26-27 school year.

HB3 Goal

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Performance Objective 4: E.C. Mason will increase ADA by .2% from the 25-26 school year.

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: E.C. Mason will create and foster a positive work climate resulting in less that 10% staff turnover minus promotions.

Performance Objective 2: 100% of teachers and staff of E.C. Mason will attend high quality professional development that focuses on improving Tier 1 instruction and student achievement.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: 100% Compensatory education and general education funds will be utilized to provide instructional resources to all students.

Performance Objective 2: 100% of Title 1 funds will be utilized to provide additional staff and resources that will support the campus in meeting the social, emotional, and learning needs of students.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: 100% of E.C. Mason students will receive SEL guidance curriculum lessons.

Performance Objective 2: E.C. Mason Elementary will achieve 100% staff implementation of the campus behavior plan, resulting in a measurable decrease in discipline incidents as reflected in Skyward discipline reports and student/parent surveys.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: E.C. Mason will have the Communities in Schools program available to students and their families for the 26-27 school year. 116

Performance Objective 2: E.C. Mason Elementary will send weekly communication to parents in English and Spanish with a 95% on-time publication rate to communicate procedures, upcoming campus and district events, and academic information.

Performance Objective 3: E.C. Mason will host a minimum of 10 community and parent involvement events this school year with at least 2 focused on academic involvement and support for parents and students.

Fairview Jr. High School Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: Increase the number of students scoring at Meets or Above performance level on the Math, and Reading STAAR assessment by a minimum of 5% compared to the previous year, and increase Science by 1% compared to the previous year by May 2027.

HB3 Goal

Performance Objective 2: Increase daily student attendance from 94% in 2025-2026 to 94.3% in 2026-2027 (an increase of 0.3%).

Performance Objective 3: 85% of our APA math students will score at the meets level or above, and a minimum of 40% will master the STAAR math test by May 2027.

HB3 Goal

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Performance Objective 4: As a campus, 70% of our math students who scored meets or higher in 2025 and did not score meets or higher in 2026 will score meets or higher on the 2027 STAAR (28 out of 40) and 70% of our ELAR students who scored meets or higher in 2025 and did not score meets or higher in 2026 (33 out of 47) will score meets or higher on the 2027 STAAR..

Performance Objective 5: Improve Tier 1 instruction in 8th grade SS so that on 2027 STAAR a minimum of 26% of the students score at meets and above (increase of 5%) and minimum of 10% scores masters (increase of 2%). 2026 STAAR meets and above was 21%, masters was at 8%.

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: Increase campus teacher retention rate to 90% or higher by providing high hquality professional learning, targeted feedback, and ongoing instructional support.

Performance Objective 2: Foster a positive and supportive environment for faculty and staff by facilitating a minimum of two appreciation efforts each semester.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: FJH will utilize 100% of Compensatory Ed funds, and 100% of Title I funds to provide instructional resources and support to help students achieve identified goals.

Performance Objective 2: Ensure 100% of budget expenditures directly support CIP strategies, resulting in zero audit findings or compliance exceptions.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: Host a minimum of four targeted presentations or events throughout the school year that support students' successful transitions between elementary, middle, and high school; promote social-emotional well-being; raise awareness about the dangers of drug use; and emphasize the value of education and future readiness.

Performance Objective 2: Achieve 100% full-implementation status of the FJH PBIS framework and discipline plan, resulting in a positive school118 culture as measured by a 90% favorable response on safety and climate survey.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: FJH will have a minimum of 4 campus events that involve parents and/or the community.

Performance Objective 2: By May 2027, all families will receive a weekly, accurate, and consistent communication regarding student learning, campus events, expectations, and opportunities for engagement.

G.W. Harby Jr. High School Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: Increase student attendance by .3% compared to the prior year.

Performance Objective 2: Reading and writing teachers will increase STAAR scores to 90% at the Approaching performance level, 65% of students at the Meets performance level, and 35% at the Masters performance level.

Performance Objective 3: Math teachers will increase STAAR scores to 80% at the Approaches performance level, 55% at the Meets performance level, and 30% at the Masters performance level.

Performance Objective 4: Social Studies and Science teachers will increase STAAR Scores (when compared to the prior school) year by 20% at the Approaches performance level, 15% at the Meets performance level, and 9% at the Masters performance level.

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Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: Respond to trends in staff retention surveys and staff attraction surveys to maintain a 83% staff retention rate of all staff

Performance Objective 2: Teachers will have 10 total days of Professional Development offered though out the school year and PLC offered on campus on at a minimum of every two weeks to build instructional strategies and content knowledge.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: Monitor 199 Campus Accounts to be with 15% of district budget expenditures deadlines.

Performance Objective 2: Employ a Title 1 Math Interventionist to target students who did not meet on Math STAAR and identified sub-pops in Domain

Three of the school accountability system to meet the federal targets.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: Decrease fights and assaults by 10% previous year

Performance Objective 2: Decrease the number of lower level discipline infractions (specifically Student IDs and Tardies) by 15%.

Performance Objective 3: Provide the number of students participating in campus culture opportunities by 10%

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: Consistently send a weekly newsletter in English and Spanish to keep stakeholders informed about campus goals, academics, and campus events.
120

Performance Objective 2: Each semester, offer one new or additional opportunity for parents & guardians to visit campus during the before, after, or during the school day.

Performance Objective 3: Increase student and stakeholder perceptions of a positive school culture on end of year survey by 10% and maintaining a 90% and above positive rate for individual campus events.

Glenn York Elementary Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: By the end of the 2026-2027 school year, Glenn York Elementary 3rd grade students will score 80% meets and 55% masters on the STAAR Reading assessment and 80% meets and 46% masters on the STAAR Math assessment.

Performance Objective 2: 75% of Kindergarten students, 86% of 1st grade students will be on or above grade level in reading. 78% of 2nd grade students will be on and 44% will be above grade level in reading.

Performance Objective 3: By the end of the 2026-2027 school year, Glenn York Elementary will increase our attendance rate by 0.5%

Performance Objective 4: By the end of the 2026-2027 school year, our 4th and 5th grade Economically Disadvantaged students will show 10% growth on the reading and math STAAR test.

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Performance Objective 5: By May 2027, Glenn York Elementary will meet or exceed House Bill 3 Goals for Grade 3 Reading and Math by increasing the percentage of Grade 3 students meeting grade-level expectations on STAAR Reading and Math by at least 3 perentage points compared to 2026 results..

HB3 Goal

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: To achieve a staff retention rate of 90% or higher by the end of the 2026-2027 school year, Glenn York Elementary will implement initiatives to foster a positive and supportive work environment and professional development opportunities.

Performance Objective 2: All staff will receive professional development opportunities focused on strengthening Tier 1 instruction, improving student achievement, and building positive relationships by having 100% attendance at all offered district trainings, PLCs, and campus learning opportunities.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: 70% of campus funds will be maximized to improve student achievement through the purchase of core content supplies and behavioral/academic incentives/rewards.

Performance Objective 2: 30% of campus funds will have allocations to ensure technology is being provided and updated for our campus.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: On district surveys, 90% of Glenn York Elementary students and parents will report that "Glenn York provides a safe learning environment for all students."

Performance Objective 2: Glenn York will reduce office discipline referrals by 10% compared to the 2025-2026 school year.

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Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: Glenn York Elementary will provide a minimum of 10 opportunities for parent and community engagement, such as events, conferences and school support team meetings.

Performance Objective 2: Glenn York Elementary staff will effectively communicate with parents using a variety of methods a minimum of twice per week.

Performance Objective 3: Glenn York Elementary will collaborate with the PTO a minimum of 1 time per month in order to increase stakeholder engagement.

Hood-Case Elementary Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1:
Hood-Case will increase the scale score under student achievement in Domain I by 2 percentage points, Domains II-A and II-B by 3 percentage points, and Domain III by 5 percentage points, resulting in an overall rating score of 85B.

Performance Objective 2: Hood-Case Elementary will increase the percentage of K-2 students reading on or above grade level to 75% or greater.

Performance Objective 3: Hood-Case Elementary will meet or exceed the percentage of K-2 students on grade level math at 75% or higher.

Performance Objective 4: Hood-Case Elementary will continue the goal of increasing yearly ADA student attendance from 94.7% to 94.9%.

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Performance Objective 5: By May 2027, Hood-Case Elementary will meet or exceed HB3 Goals for Grade 3 Reading and Math by increasing the percentage of Grade 3 students meeting grade-level expectations on STAAR Reading and Math by at least 2 percentage points compared to 2026 results.

HB3 Goal

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: Hood-Case Elementary will foster a positive climate during the school year, resulting in an 85% retention rate among teachers and staff.

Performance Objective 2: 100% of teachers and staff will be provided with professional learning opportunities at least once per week, focused on improving Tier 1 instruction and increasing student achievement.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: Hood-Case Elementary will utilize 100% of our campus budget to make purchases that align with campus goals and our campus needs assessment.

Performance Objective 2: Hood-Case Elementary will use 100% of our Title I budget for instructional needs aligned with campus goals and our campus needs assessment.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: Hood-Case Elementary students and staff will practice one type of safety or security drill once per month.

Performance Objective 2: Hood-Case Elementary will continue to utilize the campus-wide Discipline Plan daily to help increase parent and staff perceptions to 85% or above, specifically in the areas of safety and behavior.

Performance Objective 3: Hood-Case Elementary will continue to maintain a goal of fewer than 100 discipline occurrences for the school year.

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Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: Hood-Case will continue to provide academic learning opportunities for students, parents, and the community through engaging parent involvement activities throughout the school year at least once per nine weks.

Performance Objective 2: Hood-Case Elementary will continue to gather input from HCE parents by providing a short campus survey once every nine weeks to help increase parent survey perceptions that are currently below 80%.

Performance Objective 3: By May 2027, Hood-Case Elementary will provide weekly communication to stakeholders using multiple platforms (email, newsletters, Class Dojo, website), achieving a 95% on-time publication rate.

Iowa Colony High School Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: By the end of the 2026-2027 school year, Iowa Colony will increase the percentage of all students achieving the Approaches or Above standard on the English II STAAR EOC from 75% to 82%, while raising the Master's level from 5% to 12%.

Performance Objective 2: By the end of the 2026-2027 school year, Iowa Colony will increase the percentage of Current Special Education (SPED) students performing at or above the Approaches Grade Level across core End-of-Course (EOC) exams (English I from 40% to 55%, English II from 42% to 55%, and Algebra I from 23% to 40%).

Performance Objective 3: By the end of the 2026-2027 school year, Iowa Colony will expand advanced conceptual understanding across all core subjects by increasing Master's performance in English I and II, Algebra I, Biology, and Social Studies by 7 percentage points overall.

Performance Objective 4: By May 2027, the percentage of students demonstrating CCMR readiness through local, state, and national assessment 125 benchmarks (including STAAR EOCs, TSI2, ACT/SAT, and AP/IB exams) will increase from 92% to 94% as measured by state accountability reports and local performance tracking.

Performance Objective 5: By the end of the 2026-2027 school year, total student enrollment in Advanced Placement (AP) courses will increase by 10%, and the percentage of students scoring a 3 or higher on AP exams will increase from 62.45% to 72%, while maintaining a minimum 85% Meets/Masters Grade Level standard on corresponding state and local benchmark assessments.

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: By the end of the 2026-2027 school year, Iowa Colony will increase campus teacher retention to at least 88% while achieving an 85% or higher positive response rate on annual staff feedback surveys regarding instructional support by delivering quarterly, targeted professional development in high-need instructional areas

Performance Objective 2: By the end of the 2026-2027 school year, 100% of educational aides and inclusion teachers will participate in a structured co-

teaching/support framework, completing at least 3 formal collaborative feedback cycles per year to maximize instructional support for high-need student populations.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: By the end of the 2026-2027 school year, campus leadership will prioritize and allocate at least 50% of Function 11 (Instructional) expenditures toward identified campus academic goals by conducting quarterly budget review meetings with instructional coaches.

Performance Objective 2: By the end of the 2026-2027 school year, the campus will strategically invest 15% of the overall campus budget into high-impact technology resources and device management protocols to enhance student learning experiences, boost teacher efficiency, and reduce repair costs.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: By the end of the 2026-2027 school year, Iowa Colony will decrease student disciplinary referrals related to bullying, harassment, and e-cigarette/substance possession by 15% while increasing student-reported feelings of campus safety and adult support to 85% or higher on annual school culture surveys. 126

Performance Objective 2: By the end of the 2026-2027 school year, 100% of identified At-Risk, highly mobile, and unaccompanied homeless youth will receive dedicated case management, resulting in an overall district student attendance rate increase of at least 0.5% and a reduction in chronic absenteeism

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: By the end of the 2026-2027 school year, Iowa Colony will resolve 100% of parent inquiries regarding critical issues (STAAR testing, attendance, and policy complaints) within 48 business hours, increasing positive parent response rates on annual communication feedback surveys from current baselines to 85% or higher.

Performance Objective 2: By the end of the 2026-2027 school year, Iowa Colony will decrease parent-reported safety and discipline concerns (including unaddressed bullying, racism, and biased treatment) by 20% through transparent reporting mechanisms and active parent-community safety committees.

Iowa Colony Junior High Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: Improve math performance in grades 6, 7, and 8 by increasing student achievement on the STAAR assessment in the Meets and Masters performance levels by 3%.

Performance Objective 2: Improve RLA performance in grades 6, 7, and 8 by increasing student achievement on the STAAR assessment in the Meets and Masters performance levels by 3%.

Performance Objective 3: Students in APA and/or MAP classes will demonstrate mastery on campus and state assessments at a rate of 50% or higher in Math, RLA, Social Studies, and Science.

Performance Objective 4: Increase the overall student attendance rate by .5% by the end of the 2026-2027 school year through targeted interventions and consistent monitoring.

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Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: Admin team will meet a minimum of once a month to calibrate walkthroughs and ensure that consistent feedback is being provided.

Performance Objective 2: Admin will ensure that 100% of teachers are certified in the areas they teach. We will recruit and interview candidates to ensure the highest quality candidates are selected.

Performance Objective 3: The administration team will work to highlight quality classroom lessons by spotlighting them weekly in the newsletter.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: Maintain quality financial management practices and meet monthly with the campus secretary and assistant principals to go over the budget.

Performance Objective 2: Raise money through campus-wide fundraisers at least 2 times per year to support student and teacher academic achievement and enhance the school environment.

Performance Objective 3: Provide instructional materials and student supplies needed for all core subjects.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: By the end of the 2026-2027 school year, reduce the number of tardy-related disciplinary referrals by at least 10%.

Performance Objective 2: By the end of the 2026-2027 school year, reduce the number of discipline referrals by 15%.

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Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: ICJH will open the campus for academic events a minimum of three times during the school year.

Performance Objective 2: ICJH will host informational meetings a minimum of two times per year regarding student academics.

Jackie Doucet Caffey Junior High Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: All core content classes will strive to improve academic performance by increasing the percentage of students at meets and above by at least 5% during the 2026-2027 school year as evidenced on the May 2027 STAAR assessment.

Performance Objective 2: The percentage of students in core content APA and MAP classes who achieve 'Masters' will increase by 5%, from 53% to 58% as evidenced by the May 2027 STAAR.

HB3 Goal

Performance Objective 3: Increase average daily attendance from 95.3% in 2025-2026 to 95.6 for the 2026-2027 school year, which means an ADA of 95.6.

Performance Objective 4: We will utilize campus instructional technology systems to ensure 90% of students actively engage weekly in digital collaborative projects, utilizing platform analytics to measure and improve critical thinking and creative problem-solving outcomes by the end of the 2026-2027 school year in support of developing well-rounded students. 129

Performance Objective 5: By June 2027, the percentage of Advanced Academic Students in the transition year who score "Mastery" on reading and math readiness benchmarks will increase from 70% to 75% for incoming 6th-grade students. Additionally, for students transitioning to high school in Algebra 1 and Geometry, the percentage will rise from 95% to 100%. These improvements aim to support overall student growth.

HB3 Goal

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: To encourage teachers and paraprofessionals to make a positive investment in our campus goals, including staff collaboration and student growth, incentives will be distributed to outstanding staff members 2-3 times every nine weeks.

Performance Objective 2: Our teaching staff will actively engage in monthly collaborative professional learning sessions offered on campus throughout

the 2026-2027 academic year that will serve to support the achievement of personal and professional goals resulting in a retention rate of 90%.

Performance Objective 3: To support the professional growth and development of all staff members, the campus will provide training opportunities 3-4 times a nine-week period.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: Conduct routine weekly reviews of both current and projected spending to ensure full alignment with the CIP.

Performance Objective 2: To guide planning for the upcoming fiscal year, a comprehensive quarterly assessment of the campus budget will be conducted.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

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Performance Objective 1: Reduce the number of days students are placed in ISS, OSS and DAEP by 10% from 762 in 2025-2026 to 686 by the end of the 2026-2027 school year.

Performance Objective 2: We will provide support for incoming 6th and 8th graders during the first and second semesters to help with their transition from 5th to 6th grade and from 8th to 9th grade.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: Every week, JCJH will connect with our stakeholders through a weekly newsletter to highlight positive updates and exciting developments from across our campus!

Performance Objective 2: We will host at least four family engagement events by the conclusion of the 2026-2027 school year.

Performance Objective 3: The teaching team at JCJH will provide positive reinforcement for students by maintaining weekly contact with at least 10

parents per teacher.

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Laura Ingalls Wilder Elementary Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: Wilder Elementary will increase the percentage of students scoring in the Meets or Masters performance levels to at least 72% in Math, 78% in Reading, and 60% in Science.

HB3 Goal

Performance Objective 2: Wilder Elementary will have at least 90% of Kinder, 92% of 1st Grade, and 90% of 2nd Grade students reading on or above reading level at the end of the school year.

Performance Objective 3: By May 2027, Wilder Elementary will meet or exceed HB3 Goals for Grade 3 Reading and Math by increasing the percentage of Grade 3 students meeting grade-level expectations on STAAR Reading and Math by at least 3 percentage points compared to 2026 results.

HB3 Goal

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Performance Objective 4: Wilder will increase student attendance from 96.5% to 96.7% overall for the year.

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: Wilder Elementary will retain 90% of teachers and staff through creating and fostering a positive work environment.

Performance Objective 2: 100% of teachers and staff will be provided professional learning opportunities that focus on improving tier 1 instruction as well as student achievement.

Performance Objective 3: Wilder teachers will increase the staff attendance rate from 96.2% to at least 96.7% (matching our student attendance rate).

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: One hundred percent (100%) of the instructional budget will be used to support learning and student achievement.

Performance Objective 2: At least 8% of the campus budget will have allocations to ensure technology is being provided and updated for our campus.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: There will be at least a 5% increase in the number of students reporting that adults at the school treat them with respect, as measured by our annual student school quality survey.

Performance Objective 2: The number of discipline occurrences will decrease by 3% from the previous year, resulting in increased instructional time.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

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Performance Objective 1: Campus will provide a minimum of 15 parent and community activities throughout the school year.

Performance Objective 2: At least 15% (an increase from 7%) of Wilder parents will complete the end-of-year school quality survey to provide valuable feedback. This will result in increased parental involvement and community support and will help influence campus-wide decisions.

Manvel High School Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: Increase the Average Daily Attendance from 94.8% (2025-26 school year) to 95% for the 2026-27 school year.

Performance Objective 2: Maintain the number of college, career and military ready graduates (CCMR) above 90% for the class of 2027.

HB3 Goal

Performance Objective 3: Increase the number of students performing at the meets and masters level on Algebra I and English STAAR Exams to 65% meets and 20% masters by the end of the 2026-2027 school year.

Performance Objective 4: Increase the number of students performing at the meets and masters level on Biology and US History STAAR Exams to 80% meets and 45% masters by the end of the 2026-2027 school year.

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Performance Objective 5: Increase the number of students scoring at least a 3 on one or more AP exams by 5% by the end of the 2026-27 school year.

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: By the end of the 2026-2027 school year, improve staff perceptions of leadership communication, accessibility, and responsiveness by increasing favorable responses in campus climate surveys by 10 percentage points in these areas.

Performance Objective 2: By May 2027, increase overall staff satisfaction and recommendation ratings by 5% in overall campus satisfaction and a 5% in staff willingness to recommend Alvin ISD and Manvel High School as a workplace.

Performance Objective 3: Increase staff retention rate of professional and paraprofessional employees to 90% (excluding promotions)

Goal 3: Finance and Operations

Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: Each department will spend 85% of their allotted budget by February 2027 on instructional resources and staff professional learning based on our campus goals and instructional focus.

Performance Objective 2: By May 2027, MHS will implement a continuous resource monitoring and review process by conducting quarterly evaluations of campus expenditures and financial reports, and will make data-driven resource allocation or cost-efficiency adjustments to ensure district resources are aligned with campus goals, student needs, and operational priorities.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: By May 2027, decrease the percentage of students answering they disagree or strongly disagree about their post secondary readiness in the the student survey by 20%.

Performance Objective 2: By May 2027, improve student, parent, and staff perceptions of campus safety by implementing enhanced safety awareness, reporting, and bullying prevention initiatives, resulting in a 10% increase in positive survey responses related to school safety and bullying response. Survey results indicate opportunities to improve perceptions regarding bullying prevention, fair discipline, and overall campus safety.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: By the end of the 2026-2027 school year, MHS will host at least six stakeholder engagement opportunities (a combination of in-person and virtual events) to foster collaboration among parents, students, community members, and staff, resulting in increased participation, enhanced communication, and stronger community support for student success.

Performance Objective 2: By the end of the 2026-2027 school year, MHS will enhance its positive image and strengthen stakeholder engagement by sharing consistent, timely, and meaningful content through social media and digital communication platforms, resulting in a 15% increase in online engagement and improved stakeholder perceptions of school communication and involvement.

Manvel Jr. High School Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: Increase student daily attendance from 96.5% to 96.6% an increase of 0.1%

Performance Objective 2: By the end of the school year 2026-2027 special education students will meet or exceed Federal targets of 19% in Reading and 21% in Math on State Assessments, CBAs, and Interims.

Performance Objective 3: By the end of the 2026-2027 school year emergent bilingual students will meet or exceed Federal targets of 28% in Reading and 36% in Math on State Assessments, CBAs and Interims.

Performance Objective 4: By the end of the school year 2026-2027 6th grade math will increase the performance levels of Meets by 15% and 10% in Masters.

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Performance Objective 5: By the end of the school year 2026-2027 7th grade math will increase the performance levels of Meets by 10% and 6% in Masters.

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: Manvel Junior High will increase teacher attendance from 93% to 95%. An increase of 2%

Performance Objective 2: 100% of MJH teachers will attend 4 curriculum previews and all district and campus professional learning.

Performance Objective 3: Manvel JH will meet the staff retention rate of 90%.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: Increase the amount of tutors by 50%.

Performance Objective 2: Monitor Budget monthly ensure that 85% of budget is spent on instruction.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: Decrease overall discipline office referrals by 7%. weekly.

Performance Objective 2: Increase staff participation in all staff surveys by 50%.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

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Performance Objective 1: Increase daily positive campus events and information on Facebook, Twitter by 10% from the 2025-2026 school year.

Performance Objective 2: Increase parent participation in District survey by 50% from the 2025-2026 school year.

Performance Objective 3: Increase parent participation in Parents on Patrol by 25% compared to the 2025-2026 school year.

Mark Twain Elementary Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: Mark Twain will maintain in Domain 1- student achievement of 88+ and maintain an academic growth score of 85+.

HB3 Goal

Performance Objective 2: 85% of our PK-2 students will be on level in reading.

Performance Objective 3: 75% of 1st & 2nd grade students will leave on level in math.

Performance Objective 4: By May 2027, Mark Twain Elementary will meet or exceed HB3 Goals for Grade 3 Reading and Math by increasing the percentage of Grade 3 students meeting grade-level expectations on STAAR Reading and Math by at least 3 percentage points compared to 2026 results.

HB3 Goal

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Performance Objective 5: Mark Twain will increase our attendance rate by .2% from the previous year.

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: Mark Twain will continue to foster a positive climate where teachers and staff have a retention rate of 85%.

Performance Objective 2: 100% of teachers will be given the opportunity to participate in professional development throughout the school year that support student learning and promote student achievement.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: 70% of Campus budget will be used to provide additional resources for academic needs.

Performance Objective 2: 25% of Campus Title 1 budget will have allocations to ensure technology is being provided and updated for our campus.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: Mark Twain will decrease the number of referrals by 3% from the 25-26 school year.

Performance Objective 2: 80% of students will report positive feeling safe, confident, happy and challenged at school.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: Mark Twain will provide a minimum of 8 opportunities for parent and community engagement, such as parent meetings, family nights and Open House.

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Performance Objective 2: By May 2027, Mark Twain Elementary will communicate weekly with parents and the community using multiple platforms (email, newsletters, Class Dojo, website), achieving a 95% on-time publication rate.

Mary Burks Marek Elementary Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: Marek Elementary will increase in each of the three domains on the State Accountability system from the previous year.

Performance Objective 2: The campus will meet or exceed HB3 goals in Reading and Math in 3rd Grade.

HB3 Goal

Performance Objective 3: Mary Marek will increase students attendance from the 2024-2025 school year by .2%.

Performance Objective 4: At least 50% of our 3-5 grade At-Risk students will reach the "meets" standard of the 2026 STAAR assessment in both reading and math.

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Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: 100% of teachers and staff at Marek Elementary will be provided professional learning opportunities that focus on improving tier 1 instruction, creating common formative assessments, and overall student achievement.

Performance Objective 2: Mary Marek Elementary will create and foster a positive climate which will result in a teacher and staff retention rate of at least 90%.

Performance Objective 3: Mary Marek Elementary will remain a Capturing Kids Hearts "National Showcase School" designation for the 26-27 school year.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: Ensure that 100% of campus and activity fund expenditures are aligned to CIP priorities.

Performance Objective 2: Marek Elementary will utilize 100% of Title 1 funds to meet the social, emotional, and academic needs of students.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: The overall number of discipline referrals will decrease by 3% in the 2026-2027 school year compared to the previous year.

Performance Objective 2: Marek Elementary will increase the percentage of students who report that they can accurately identify their emotions and feelings in the school setting from 59% in 25-26 to 70% by the end of the 26-27 school year.

Performance Objective 3: To create well rounded students, Marek will register at least 50 students in grades 2-5 for the annual Alvin ISD UIL competition.

Goal 5: Communications and Stakeholder Engagement 141
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: Marek Elementary will host a minimum of six after hours events that involve parents throughout the 26-27 school year.

Performance Objective 2: At least 85% of parents will report that teachers communicate in a timely and helpful manner which will enhance information sharing and parental engagement.

Melba Passmore Elementary Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: By May 2027, Passmore Elementary will meet or exceed HB3 Goals for Grade 3 Reading and Math by increasing the percentage of Grade 3 students meeting grade-level expectations on STAAR Reading and Math by at least 3 percentage points compared to 2026 results.

Performance Objective 2: Passmore Elementary will increase student attendance from 94.8% to 96%.

Performance Objective 3: Passmore Elementary will increase 5% in approaches, meets, and masters STAAR Scores from the year before.

Performance Objective 4: At least 80% of K-2 students will read on or above grade level by the end of the 26-27 school year.

Performance Objective 5: Passmore will increase approaches. meets, and masters of our high focus and at-risk subpopulations on STAAR by 3%142

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: 90% of our staff members will not miss more than 10 days of school for the 26-27 school year.

Performance Objective 2: 100 % of content area classroom teachers will receive professional learning in planning and/or PLC each week.

Performance Objective 3: The number of discipline offenses will decrease by 10% in the 26-27 school year.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: 70% of campus funds and expenditures will be spent to maximize student achievement in reading and math.

Performance Objective 2: 100% of campus expenditures will be prioritized based on the campus needs assessment.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: 100% of Passmore staff members will report that "All school staff members are aware of the safety and security procedures" on the end of year Staff Qualtrics Survey.

Performance Objective 2: 95% of our parents will report that "All students are aware of the safety and security procedures" on the end of year Parent Qualtrics Survey.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: Passmore Elementary will provide a minimum of 12 opportunities for parents and community members to participate in campus activities.

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Performance Objective 2: By May 2027, Passmore Elementary will provide weekly communication to parents through E-News and other campus communication platforms, achieving a 95% on-time publication rate.

Meridiana Elementary Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: By the end of the 2026-2027 school year, Meridiana 3rd grade students will increase to 80% meets and 60% masters on the STAAR Reading assessment and 75% meets and 50% masters on the STAAR Math assessment.

Performance Objective 2: The number of Kindergarten students reading on or above grade level on the district DRA assessment will increase from 71% to 80% in Spring 2027.

Performance Objective 3: The percentage of 1st grade students reading on or above grade level on district DRA assessment will increase from 74% to 80% in Spring 2027

Performance Objective 4: The percentage of 2nd grade students reading on or above grade level on district DRA assessments will increase from 81% to 85% in Spring 2027 144

Performance Objective 5: By the end of the 2026-2027 school year, Meridiana 4rd grade students will increase to 82% meets and 50% masters on the STAAR Reading assessment and 80% meets and 52% masters on the STAAR Math assessment.

Performance Objective 6: By the end of the 2026-2027 school year, Meridiana 5th grade students will increase to 70% meets and 40% masters on the STAAR Reading assessment and 60% meets and 40% masters on the STAAR Math assessment.

Performance Objective 7: Increase campus Average Daily Attendance (ADA) from 95.9% in 2025-2026 to 96.2% by the end of the 2026-2027 school year.

Performance Objective 8: By May 2027, Meridiana Elementary will meet or exceed House Bill Goals for Grade 3 Reading and Math by increasing the percentage of Grade 3 students meeting grade level expectations on Staar Reading and Math by 4 percentage points compared to 2026 results.

HB3 Goal

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: Meridiana will retain 85% or or more of it's teaching staff at the end of the 26/27 school year.

Performance Objective 2: By May 2027, Meridiana Elementary will implement nine- week staff incentives recognizing collaboration, student growth, and dedication, acheieving at least 80% positive staff feedback on the campus culture survey.

Performance Objective 3: Meridiana Elementary will increase retention of new teachers and strengthen collaboration by implementing the "Everybody Grows" mentoring model, with 100% of new teachers participating in monthly check-ins, coaching cycles, and targeted professional learning.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: By the first instructional day of each semester, ensure 100% of classrooms have the instructional materials, technology, and supplies needed to begin teaching without interruption.

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Performance Objective 2: 100% of the school budget will be used to support student progress and academic achievement.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: Meridiana will decrease the number of discipline occurrences by 5% from the 2025-2026 school year

Performance Objective 2: By May 2027, ensure 100% of students have at least one identified trusted adult on campus, as measured through student surveys and advisory check-ins, strengthening relationships that support academic success and emotional well-being.

Performance Objective 3: By May 2027, increase the percentage of students who report feeling safe and supported at school from the current baseline to 90% or higher, as measured by the district climate survey, through monthly relationship-building activities, restorative practices, and campus-wide character education initiatives.

Performance Objective 4: By May 2027, Meridiana staff will implement Character Strong, Child Builders, and Adventure Bucks/Rewards on Wheels to reinforce positive character traits, with 100% of classrooms participating weekly, as measured by counselor and administrator logs.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: Meridiana Elementary is committed to hosting at least 6 dedicated opportunities throughout the school year to actively engage, connect, and collaborate with our families and community partners.

Performance Objective 2: 95% of parents will report that students and staff treat each other with respect.

Performance Objective 3: By May 2027, Meridiana will maintain a 95% on-time communication rate by sending a weekly campus newsletter, weekly teacher communication, and timely updates through SMORES, as monitored through communication logs and platform analytics.

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Nichols-Mock Elementary Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: Nichols Mock will have 60% of third, fourth, and fifth grade students achieving meets or higher on their reading STAAR tests and 75% of students achieve expected or accelerated growth. Nichols Mock will also have 50% of third, fourth, and fifth grade students achieve meets or higher on the math STAAR tests and 75% of students achieve expected or accelerated growth.

Performance Objective 2: 85% of students in grades K-2 will be on or above level in reading.

HB3 Goal

Performance Objective 3: Nichols Mock will meet or exceed House Bill 3 reading and math goals (49% in Math and 55% in Reading).

HB3 Goal

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Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: Nichols Mock will create and foster a positive climate which will result in a staff retention rate of 85%.

Performance Objective 2: 100% of teachers and staff will be provided professional learning opportunities that focus on improving Tier 1 instruction and student achievement.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: 25% of compensatory Education funds and general education funds will be utilized to provide instructional resources to all students.

Performance Objective 2: 35% Title 1 funds will be utilized to provide additional staff support to meet the social, emotional, and learning needs of

students.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: The average student daily attendance will increase from 94.7% to 95.2%.

Performance Objective 2: Nichols Mock's behavior plan will be implemented and followed by 100% of the staff.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: Parents and community members will receive weekly communication from the campus that informs them of upcoming campus events, important information, procedures, and district events.

Performance Objective 2: Nichols Mock will host a minimum of 10 community/parent involvement events throughout the school year. 148

Nolan Ryan Jr. High School Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: By May 2027, the overall percentage of students meeting grade level or Above will increase by at least 10% from the 2026 STAAR Results, with a focus on improving outcomes for our African American, Hispanic, and Special Education Students.

Performance Objective 2: By May 2027, the overall percentage of students scoring at Meets Grade Level or above on the STAAR Reading assessment will increase by at least 10% compared to the 2026 STAAR results, with a focus on improving outcomes for African American, Hispanic, and Emergent Bilingual students.

Performance Objective 3: By May 2027, the percentage of African American, Hispanic, Emergent Bilingual, and Special Education students achieving Meets Grade Level or above on the Grade 8 Science STAAR assessment will increase by at least 5 percentage points from the 2026 baseline.

Performance Objective 4: By May 2027, the percentage of African American and Hispanic students who meet grade level or above on the Grade 8 Social Studies STAAR assessment will increase by at least 3 percentage points from the 2026 baseline.

Performance Objective 5: By May 2027, Nolan Ryan Junior High will increase its average daily attendance rate from 96.7% to at least 97.0%

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: Nolan Ryan Junior High School will foster a continuous cycle of professional growth for classroom teachers, equipping them with data-driven instructional strategies, Impact Cycle methodologies, and Action Coaching tools necessary to deliver dynamic and engaging instruction--as evidenced by a 5% increase in student performance and teacher efficacy on campus-wide assessments and observation rubrics by May 2027.

Performance Objective 2: Nolan Ryan Junior High School will increase the teacher retention rate from 71% to 85% for the 2026-2027 school year.

Performance Objective 3: By May 2027, Nolan Ryan Junior High will achieve a staff retention rate of at least 90% and ensure that at least 85% of staff report feeling valued, supported, and provided meaningful opportunities to give feedback, as measured by campus and/or district staff surveys.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: By May 2027, Nolan Ryan Junior High will reduce unnecessary instructional supply purchases by 5% by implementing an inventory tracking system and a centralized ordering process.

Performance Objective 2: By June 2027, Nolan Ryan Junior High will increase budget alignment with academic priorities by ensuring that 90% of campus discretionary funds are allocated to identified CIP goals.

Performance Objective 3: By June 2027, Nolan Ryan Junior High will maintain monthly campus expenditures within +-5% of the district's percentage expenditure benchmarks through consistent monitoring and administrative oversight.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

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Performance Objective 1: By May 2027, Nolan Ryan Junior High will reduce discipline referrals related to unsafe or disruptive behaviors by 5% compared to the 2025-2026 school year through consistent implementation of Positive Behavioral Interventions and Supports (PBIS), CHAMPS and restorative practices.

Performance Objective 2: By May 2027, 100% of Nolan Ryan Junior High students will identify at least one trusted adult on campus whom they feel safe and comfortable approaching for academic, social, emotional, or personal support, as measured through student surveys and campus check-ins.

Performance Objective 3: By May 2027, 100% of staff will complete all required safety and wellness professional development (emergency drills, trauma-informed practices, and student safety protocols), and the campus will host at least two parent/community forums on school safety and wellness practices.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: NRJH will provide a minimum of 4 opportunities for families to engage with our campus teachers, staff, and administration in

both academic and non-academic settings.

Performance Objective 2: By May 2027, NRJH will strengthen and maintain consistent, multi-platform communication by posting at least 2 updates per week on campus social media, sending a weekly parent newsletter, and providing quarterly staff updates, ensuring that 90% of surveyed stakeholders report feeling informed and connected to the daily life and progress of the campus.

Performance Objective 3: By May 2027, NRJH will strengthen partnerships with local businesses, organizations, and community leaders by securing at least 2 new community partnerships, hosting a minimum of 2 community engagement events on campus, and increasing the number of student opportunities (e.g., mentorships, internships, sponsorships) by 20% compared to the 2025-2026 school year, to promote a shared investment in student success.

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Pomona Elementary Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: Pomona Elementary will increase the percentage of students reading on or above grade level in grades K-2 to the following: Kinder 90%, 1st 91%, and 2nd 92%.

Performance Objective 2: By May 2027, Pomona Elementary will meet or exceed HB3 Goals for Grade 3 Reading and Math by increasing the percentage of Grade 3 students meeting grade-level expectations on STAAR Reading and Math by 2 percentage points compared to 2026 results.

Performance Objective 3: By May 2027, Pomona Elementary will increase student attendance from 97% to at least 98%, as measured by attendance reports and attendance meeting documentation.

Performance Objective 4: 80% of third, fourth, and fifth-grade students will achieve meets or higher on the reading and math STAAR exam.

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Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: Pomona Elementary will create and foster a positive climate and retain 85% of teachers from the previous school year.

Performance Objective 2: 100% of teachers and staff will be provided professional learning opportunities that focus on improving Tier 1 instruction as well as student achievement.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: 30% of campus funds will be maximized to improve student achievement through the purchase of technology, teacher training, and behavioral/academic incentives/rewards.

Performance Objective 2: 70% of Campus budget will be used to provide additional resources for academic needs.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: Pomona Elementary will decrease overall office referrals by 10% from the previous school year.

Performance Objective 2: 100% of Pomona Elementary students will receive SEL lessons.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: Pomona Elementary will provide a minimum of 8 opportunities for parent and community engagement, such as events, parent meetings, conferences, and school support team meetings.

Performance Objective 2: By the end of the school year, 90% of Pomona Elementary classroom teachers will provide each student's parent or guardian with at least two meaningful, documented communications per quarter using varied communication methods.

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Performance Objective 3: Pomona Elementary will collaborate with PTO at least once per 9 weeks to develop and implement stakeholder engagement opportunities, with participation and feedback monitored through event attendance, communication data, and stakeholder surveys.

R.L. Stevenson Primary Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: Stevenson Primary will increase the attendance rate by .2%

Performance Objective 2: 60% of all Pre-K students will be able to recognize and name 15+ uppercase letters and 8+ uppercase sounds per district report card assessment guidelines.

Performance Objective 3: 72% of all Kinder students will be on or above level in reading.

Performance Objective 4: 75% of all First Graders will be on or above level in reading.

Performance Objective 5: 80% of all Second graders will be on or above level in reading.

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Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: Stevenson Primary will continue to foster a positive climate resulting in a retention rate of 85% or greater for teachers and staff .

Performance Objective 2: 100% of all teachers will be given the opportunity to participate in well rounded professional development throughout the school year that support student learning and promote student achievement.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: Campus budget will be used to provide additional resources for academic needs.

Performance Objective 2: Stevenson Primary will utilize 20% of campus budget to make purchases that will ensure technology is being provided and updated for our campus.

Performance Objective 3: Stevenson Primary will utilize 10% of campus budget to provide all students with well rounded education (Including makerspace, UIL activites, reading incentives, care readers and author visits on campus.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: Stevenson Primary will decrease the number of office referrals by 5% from the 25-26 school year.

Performance Objective 2: Students will receive weekly Character Strong SEL lessons.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

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Performance Objective 1: Stevenson Primary will provide a minimum of four opportunities for the parents and the community to be involved in school functions.

Performance Objective 2: Stevenson Primary will communicate weekly with parents and the community using a variety of mediums to send out information.

Performance Objective 3: Principal will have monthly meetings open to parents and community members to come and talk with Principal of upcoming events, concerns and suggestions

RISE Academy Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: Campus will increase the Average Daily Attendance by 0.2% from the previous year.

Performance Objective 2: Math and Reading scores will meet the current Interim Targets. Science and Social Studies will grow their meets or better by 10%.

Performance Objective 3: Meet or exceed CCMR target of 95%.

HB3 Goal

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

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Performance Objective 1: Retain teachers and staff at 95% previous to current year not counting retirees.

Performance Objective 2: 100% of teachers will be given the opportunity to participate in professional development throughout the school year that support student learning and promote student achievement.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: Invest in 100% of classrooms having one-to-one technology no more than 5 years old with the software needed to support Tier 1 instruction.

Performance Objective 2: Prioritize 75 % of expense on campus needs and goals to support staff development and student learning.

Goal 4: Safety and Care/Wellness

Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: Ensure the physical infrastructure of the campus is safe, well maintained, and conducive to learning, providing a comfortable and secure environment for students and staff as evidenced by 100% participation in related safety trainings and passing State Audit.

Performance Objective 2: Through weekly SEL lessons during Homeroom and RISE Time, RISE will support the social and emotional needs of students and staff through curriculum, training, and budget, as shown through a 10% growth in positive responses from the beginning of year survey to the end of year survey.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: Through weekly communication, RISE Academy will utilize email, social media accounts, phone calls, newsletters, teacher website or Google Classroom and Skyward to communicate and educate parents of the RISE way and how their student can be successful educationally.

Performance Objective 2: Provide 2 opportunities a semester for parents, students, and community to interact with RISE staff & students in order to promote a positive image of RISE to the community and increase parent and community involvement.

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Rodeo Palms Junior High Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: By May 2027, Rodeo Palms Junior High will increase the percentage of Special Education students in Grades 7 and 8 who perform at the Meets Grade Level standard on the STAAR Mathematics assessment from 18% in 2025-2026 to 28% in 2026-2027.

Performance Objective 2: By May 2027, Rodeo Palms Junior High will increase the percentage of students enrolled in Mathematics who perform at the Meets Grade Level standard on the STAAR Mathematics assessment from 49% in 2025-2026 to 57% in 2026-2027, while increasing the percentage of students who perform at the Masters Grade Level standard from 20% to 25%.

Performance Objective 3: By May 2027, Rodeo Palms Junior High will increase the percentage of Hispanic students who perform at the Meets Grade Level standard on the STAAR Reading assessment from 45% in 2025-2026 to 53% in 2026-2027 and increase the percentage of African American students who perform at the Meets Grade Level standard from 44% in 2025-2026 to 52% in 2026-2027.

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Performance Objective 4: By May 2027, RPJH will increase the campus's average daily attendance (ADA) rate by 0.2 percentage points from the 2026 baseline.

Performance Objective 5: By May 2027, RPJH will increase the percentage of 8th grade Emergent Bilingual students who achieve the Meets Grade Level performance standard on the STAAR Social Studies assessment by 5 percentage points from the 2026 semester exam baseline.

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: By May 2027, RPJH will build teacher capacity through ongoing professional learning, instructional coaching, and data-driven planning to strengthen classroom instruction, resulting in a 10 percentage-point increase in student performance on the STAAR Reading and Mathematics assessments from the 2026 baseline.

Performance Objective 2: By May 2027, RPJH will increase the campus teacher retention rate from the 2026 baseline to 80%.

Performance Objective 3: By May 2027, RPJH will strengthen its recruitment efforts by expanding outreach to universities, professional organizations, and community partners to increase the diversity of the campus applicant pool by 15% from the 2026 baseline, while increasing the number of applicants with five or more years of successful teaching experience.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: By May 2027, RPJH will improve fiscal stewardship by reducing unnecessary instructional supply purchases by 10% from the 2026 baseline through the implementation of an inventory management system and a centralized purchasing process.

Performance Objective 2: By June 2027, RPJH will increase budget alignment with academic priorities by ensuring that 90% of campus discretionary funds are allocated to identified CIP goals.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

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Performance Objective 1: By May 2027, RPJH will reduce discipline referrals related to unsafe and disruptive behaviors by 10% from the 2026 baseline through the consistent implementation of campus behavior expectations, restorative practices, and proactive student supports.

Performance Objective 2: By May 2027, RPJH will increase student participation in campus wellness and social-emotional learning (SEL) supports, including counseling services, Character Strong lessons, and student wellness activities, by 10% as measured by participation records, sign-in logs, and student surveys.

Performance Objective 3: By May 2027, RPJH will ensure that 100% of staff complete all required safety and wellness professional learning, including emergency procedures, trauma-informed practices, and student safety protocols, and will provide at least two opportunities for families and the community to engage in school safety and wellness initiatives.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: RPJH will provide a minimum of 4 opportunities for families to engage with our campus teachers, staff, and administration in both academic and non-academic settings.

Performance Objective 2: By May 2027, RPJH will strengthen communication with students, families, staff, and the community by posting at least two updates per week on campus social media, sending a weekly family newsletter, and providing regular staff updates, resulting in at least 85% of surveyed stakeholders reporting that they feel informed and connected to the campus.

Performance Objective 3: By May 2027, RPJH will strengthen partnerships with local businesses, organizations, and community leaders by establishing at least one new community partnerships, hosting a minimum of one community engagement events, and increasing student access to mentorships, sponsorships, career exploration, and other community-supported opportunities.

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Savannah Lakes Elementary Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: Savannah Lakes Elementary will increase the percentage of all students scoring at the Meets or Masters performance levels on the Reading STAAR assessment compared to the previous school year by 5%.

Performance Objective 2: Savannah Lakes Elementary will increase the percentage of all students scoring at the Meets or Masters performance levels on the Math STAAR assessment compared to the previous school year by 5%.

Performance Objective 3: By May 2027, Savannah Lakes Elementary will meet or exceed HB3 Goals for Grade 3 Reading and Math by increasing the percentage of Grade 3 students meeting grade-level expectations on STAAR Reading and Math by at least 3 percentage points compared to 2026 results.

HB3 Goal

Performance Objective 4: Savannah Lakes Elementary will increase the percentage of K-2 students reading at or above grade level to at least 80% by the end of the school year.

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Performance Objective 5: Savannah Lakes Elementary will increase the Average Daily Attendance by 0.2% from the previous year.

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: Savannah Lakes Elementary surveys will show an increase in the percentage of staff being satisfied with the campus by 3% by the end of the 26-27 school year.

Performance Objective 2: Savannah Lakes Elementary will show a 3% increase in staff attendance by the end of the 26-27 school year.

Performance Objective 3: Savannah Lakes Elementary will retain 85% of teachers from the previous year (not including retirements).

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: Savannah Lakes Elementary will allocate 85% of its initial Title I Budget for instructional support personnel.

Performance Objective 2: Savannah Lakes Elementary administrators will use input from campus and district department teams to ensure that 100% budget expenditures align with campus needs.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: Savannah Lakes Elementary surveys will maintain a minimum of 95% of students and staff reporting that the school is safe and that everyone in the building is aware of safety and security procedures.

Performance Objective 2: By the end of the school year, Savannah Lakes Elementary will see a 3% increase in parent survey responses indicating that adequate social, emotional, academic, and behavioral supports are available for students to help develop well rounded students.

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Performance Objective 3: Savannah Lakes Elementary will increase the percentage by 3% of students that report being unkind to others is not acceptable in this school.

Performance Objective 4: Savannah Lakes Elementary will decrease the number of discipline incidents reported to PEIMS by 3%.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: Savannah Lakes Elementary will provide weekly communication about campus activities, student learning expectations, and strategies for helping students at home.

Performance Objective 2: Savannah Lakes Elementary will provide a minimum of 8 opportunities for family engagement throughout the school year.

Performance Objective 3: Savannah Lakes Elementary will provide weekly opportunities for parents to volunteer on campus.

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Shadow Creek High School Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: Increase the number of students that show overall growth in ELA and Alg I by 6% on STAAR EOC (80% Domain II) by the end of the 2026-2027 school year. .

HB3 Goal

Performance Objective 2: Increase overall attendance from 96% in 2025-2026 to 96.2% in the 2026-2027 school year. .

Performance Objective 3: Increase the percentage of graduating seniors meeting CCMR from 94% in 2025-2026 to 95% in 2026-2027 school year.

Performance Objective 4: Increase SPED student performance in Algebra by 2% in Meets grade level for the 2026-2027 school year.

HB3 Goal 164

Performance Objective 5: Increase the number of SPED students that Meets grade level in US History by 15% on the STAAR EOC by the end of the 2026-2027 school year.

HB3 Goal

Performance Objective 6: Increase the percentage of students scoring a 3, 4 or 5 on an AP exam from 85% (2025-2026) to 87% by the summer of 2027.

HB3 Goal

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: Build a positive campus culture which encourages teamwork and relationship building, and will be evident on the staff survey with an 80% satisfaction or higher.

Performance Objective 2: By May 2027, increase overall staff satisfaction and recommendation ratings by 5% in overall campus satisfaction and a 5% in staff willingness to recommend Alvin ISD and Shadow Creek High School as a workplace.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: By the end of the 2026-2027 school year, campus leadership will prioritize at least 50% of Function 11 (Instructional) expenditures toward identified campus academic goals by conducting monthly budget review meetings with campus administration team.

Performance Objective 2: Purchase an additional two student laptop carts (60 laptops) to assist in student access to technology for classroom instruction by December 2026.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: Complete 100% of designated safety response protocol drills and fire drills by the end of May 2027.

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Performance Objective 2: Complete 100% of all staff safety trainings and required security measures by the end of May 2027. .

Performance Objective 3: By the end of the 26-27 school year, the number of aggressive behavior incidents (fights, assaults) will decrease by 10% from the previous year.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: Maintain effective/efficient communication with students, family and community members through weekly newsletters, social media, and web-based communication.

Performance Objective 2: Provide at least two in-person opportunities for parents, students, and community members to ask questions or provide feedback related to the activities and direction of the school.

Shirley Dill Brothers Elementary Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: Brothers will have 83% of third-grade students achieve meets or higher on the RLA STAAR test.
Brothers will have 80% of third-grade students achieve meets or higher on Math STAAR
Brothers will have 80% of fourth-grade students achieve meets or higher on the RLA STAAR test. (77% in 3rd 25-26)
Brothers will have 78% of fourth-grade students achieve meets or higher on Math STAAR (76% in 3rd 25-26)
Brothers will have 67% of the fifth-grade students achieve meets or higher on science STAAR tests. (last year 65%)
Brothers will have 75% of fifth-grade students achieve meets or higher on the Math STAAR test. (4th grade last year 73%)
Brothers will have 85% of fifth-grade students achieve meets or higher on the RLA STAAR test. (83% in 4th 25-26)

Performance Objective 2: Brothers will have 85% of students in 1st and 2nd grade reading on or above grade level.
Brothers will have 80% of kindergarten students reading on or above grade level.

Performance Objective 3: 90% of K-2 students will show a year's growth in reading according to DRA or iReady

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Performance Objective 4: Brothers will have 83% of third-grade students achieve meets or higher on the RLA STAAR test.
Brothers will have 80% of fourth-grade students achieve meets or higher on Math STAAR

Performance Objective 5: 100% of 4th- and 5th-grade GT students will achieve their growth measure on STAAR Math and RLA

Performance Objective 6: SBE will increase our end-of-year student attendance average from 96.8% to 97%.

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback.

Performance Objective 1: Brothers Elementary will retain 90% or more of teachers from the previous year.

Performance Objective 2: 100% of staff will receive professional learning opportunities focused on improving Tier 1 instruction, student achievement,

and relationships.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: Campus funds and fundraising efforts will be used to purchase additional academic resources where needed.

Performance Objective 2: Campus funds will be maximized to improve student achievement through the purchase of core content supplies, behavioral and academic incentives, and incentive rewards.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: In the district survey, 90% of Brother Elementary students and parents will report that "Brothers provides a safe learning environment for all students."

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Performance Objective 2: Brothers Elementary's campus behavior plan will be implemented and followed by 100% of the staff.

Performance Objective 3: Brothers Elementary's campus behavior plan will be implemented and followed by 100% of the staff.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: The campus will provide at least 15 parent and community activities throughout the school year.

Performance Objective 2: The campus leadership team will provide at least 2 parent and community activities focused on academics and SEL, including strategies and materials parents can use at home with their child.

Performance Objective 3: Specials, SPED, and Specialists will use a communication system to keep parents informed monthly in eNews and social media.

Walt Disney Elementary Goals 2026-2027

Goal 1: Teaching and Learning
Student academic performance on local, state, and national exams will reflect continuous improvement and excellence in learning.

Performance Objective 1: Walt Disney Elementary will have 90% of students achieve approaches, 60% of students achieve meets and 30% of students achieve masters on the Reading STAAR test. 90% of students will achieve approaches, 60% of students will achieve meets and 30% of students will achieve masters on the Math STAAR test. 90% of students will achieve approaches, 60 % of students achieve meets and 30% of students achieve masters on the Science STAAR test.

Performance Objective 2: Walt Disney Elementary will meet or exceed House Bill 3 goals for early literacy and math in all student categories.

Performance Objective 3: Walt Disney Elementary will increase student attendance from 94.7% to 95.2%.

Goal 2: Our Team
Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts through gaining meaningful feedback. 168

Performance Objective 1: Walt Disney Elementary will create and foster a positive climate and retain 85% of teachers from the previous school year.

Performance Objective 2: 100% of Walt Disney Elementary teachers will receive professional learning opportunities that focus on improving tier 1 instruction as well as student achievement.

Goal 3: Finance and Operations
Alvin ISD will be efficient managers of district resources and will prioritize expenditures through careful planning and alignment with identified goals.

Performance Objective 1: Walt Disney Elementary will use 100% of funds to support student instruction.

Performance Objective 2: Walt Disney Elementary will use 15% of Title 1 general supplies budget to ensure technology is upgraded and replaced to maintain a 1:1 device-to-student ratio.

Goal 4: Safety and Care/Wellness
Alvin ISD will provide and support safe instructional programs that represent the importance of public education within the community, and allow for a high quality education.

Performance Objective 1: 90% of parents and staff will report that Walt Disney Elementary is a safe and welcoming school.

Performance Objective 2: Walt Disney Elementary will reduce the number of yearly discipline referrals by 5%.

Goal 5: Communications and Stakeholder Engagement
Alvin ISD will actively engage stakeholders and the district communities in the education process of our students.

Performance Objective 1: Walt Disney Elementary will hold a minimum of 5 parent involvement events this school year.

Performance Objective 2: Walt Disney Elementary will communicate with stakeholders on a weekly basis to increase parental involvement and engagement.

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9. **Request to Consider Approval of the Local Improvement Plan for Harby Junior High** **171**

Alvin Independent School District

October 20, 2026

	AISD Board of Trustees
Agendum	Request to Consider Approval of Local Improvement Plan for Harby Junior High
Category	Approval
Resource Personnel	Brent Shaw, Chief of Accountability and Assessment Dr. Aeniqua Flowers, Executive Director of School Improvement
Attachments	2026-2027 Local Improvement Plan for Harby Junior High
Rationale	Domain III of the Texas Accountability System incorporates federal requirements established under the Every Student Succeeds Act (ESSA). Based on 2026 accountability results in Domain III, Harby Junior High was identified as a Targeted School for Improvement due to the performance of identified student groups on federal accountability measures. As a result of this identification, Harby Junior High is required to develop a Local Improvement Plan for Board approval. In developing the plan, campus leadership reviewed historical student performance data, identified root causes contributing to areas of need, and established measurable goals and targeted strategies designed to improve student outcomes during the 2026–27 school year. The District Academic, Curriculum and Accountability Departments will monitor, collaborate, and provide support to the campus on a weekly basis.
District Goal(s)	Board Goal 1: Teaching and Learning
Budget Implications	None
Recommendation or Proposed Motion	I move that the Board approve the 2026-2027 Local Improvement Plan for Harby Junior High as presented.

Grace Ward Harby Junior High School
Local Improvement Plan (LIP)

School Improvement Strategy:

Intensive Curriculum and Instruction Improvements

HJH has been identified as a Targeted Support School due to low student achievement among Hispanic and Continuously Enrolled students. Implementing quality curriculum and Tier 1 instruction will drive meaningful improvement. Curriculum and instructional improvements will directly impact student success.

Focused Priorities

1. Strengthen Tier 1 instruction and rigor
2. Improve data-driven instruction and progress monitoring
3. Implement targeted interventions for subgroups
4. Build instructional leadership capacity
5. Improve EB language acquisition and outcomes

Building Campus Leaders: Instructional Leadership Capacity

Objective: Strengthen campus leadership systems through principal coaching and Campus Instructional Leadership Team structures to build sustainable instructional leadership capacity aligned to Effective Schools Framework.

Evidence: Weekly Principal Check-In agendas; Monthly Principal Meeting agendas; Campus Improvement Meeting documentation; Leadership PD attendance records; weekly Instructional Leadership Team (ILT) agendas, PLC and Team planning agendas.

Capacity Building/Coaching: Principal operational support; Weekly Coaching; Accountability support; ESF PD; 7 STEPS Language Acquisition training.

Performance Management: Principal Supervisor one-on-one meetings; Side-by-side coaching; Formative reviews aligned to campus rating and distinction goals; Data tracking systems. If leadership systems are inconsistently implemented, coaching frequency increases.

Stakeholder Engagement: Monthly Campus Improvement Meetings with Accountability and Assessment. Weekly Priority visits with the Academic Support person, and bi-weekly meetings with the support person in Emergent Bilingual.

HQIM Implementation

Objective: Implement high-quality instructional materials in Math and Reading/Language Arts with fidelity while protecting Tier 1 instruction and aligning assessment and planning systems.

Implement AISD Math curriculum with Fidelity

Timeline: August 2025 – June 2026

Evidence: Curriculum-based assessment data; District Scope & Sequence planning artifacts.

Capacity Building/Coaching: Curriculum Previews PD; Leadership Instructional Focus Meetings, grade-level and Power PLC's, quality team planning meetings.

Performance Management: Learning walk observation data; Assessment alignment monitoring.

Stakeholder Engagement: Parent math engagement sessions.

Progress Monitoring and Adjustment Process

Objective: Implement a structured and ongoing progress monitoring system to ensure all action steps are implemented with fidelity and aligned to intended student outcomes. Campus leadership will monitor implementation through multiple data sources and leadership structures, including weekly Instructional Leadership Team (ILT) meetings, bi-monthly data reviews, Learning Walks, and progress monitoring of student performance data, including federally identified groups from Domain III of Hispanic and Continuously Enrolled.

Timeline: August 2025 – June 2026

Evidence:
Monitoring Structures and Frequency:
- Weekly Instructional Leadership Team (ILT) meetings
- Monthly data reviews aligned to STAAR, CBA, MAP, and TELPAS
- BiMonthly Learning Walks and instructional coaching cycles
- Ongoing PLC data discussions

Responsible Parties:
- Principal
- Assistant Principal
- Instructional Coaches
- Instructional Leadership Team

Data Sources Used to Monitor Progress:
- Campus Data Trackers
- STAAR-aligned assessments (mock, checkpoints, benchmarks)
- MAP assessments (BOY, MOY)
- TELPAS data
- Attendance and behavior data
- Learning Walk and coaching feedback data
- Program usage data (I-Ready, Imagine)

Adjustment Process if Benchmarks Are Not Met
Instructional Adjustments:
- Re-teach priority TEKS using small group or targeted intervention cycles
- Increase frequency of Tier 2 and Tier 3 interventions
- Adjust pacing guides to prioritize high-impact standards
- Provide targeted coaching and modeling for teachers

Student Support Adjustments:
- Regroup students based on updated data
- Increase intervention time during the school day
- Provide additional support for focus group (Hispanic, Continuously Enrolled, and SPED) students

Staffing and Implementation Adjustments:
- Provide targeted professional development aligned to identified needs
- Increase administrative monitoring of classrooms
- Reassign staff or utilize interventionists for high-need areas

Programmatic Adjustments:
- Modify or replace ineffective programs based on data
- Increase fidelity checks for implementation of instructional strategies

All adjustments will be documented and reviewed during leadership meetings to ensure continuous improvement and alignment to student outcomes.

LOCAL IMPROVEMENT PLAN FOR TARGETED CAMPUS_HARBY JH

Lever 1: Strong Leadership and Planning

STUDENT GROUP(S) THAT LED TO IDENTIFICATION:

- Domain 3 - Academic Achievement: Mathematics **31% Meets;** Subpopulation **Hispanic**
- Domain 3 - Academic Growth: Mathematics **54% Meets;** Subpopulation **Hispanic**
- Domain 3 - Student Success **38% Meets;** Subpopulation **Hispanic.**

FEDERAL IDENTIFIED TARGETS FOR EACH AREA:

- Domain 3 - Academic Status: Mathematics Target **39% Meets;** Subpopulation **Hispanic**
- Domain 3 - Academic Growth: Mathematics Target **64%Meets;** Subpopulation **Hispanic**
- Domain 3 - Student Success **41% Meets;** Subpopulation **Hispanic**

STUDENT AND CAMPUS GOALS ALIGNED TO ACCOUNTABILITY

- By May 2027, the percentage of Hispanic students at Harby Junior High achieving "**Meets Grade Level**" or "**Masters Grade Level**" on the state mathematics assessment will increase to at least **50%** from 31% in May 2026.
- By May 2027, the percentage of Hispanic students at Harby Junior High achieving "Academic Growth" on the state mathematics assessment will increase to at least **75%** from 54% in May 2026.
- By May 2027, the percentage of Hispanic students at Harby Junior High achieving "**Meets Grade Level**" or "**Masters Grade Level**" on all STAAR tests will increase to at least **62%** from 38% in May 2026.

STRATEGIES THAT THE CAMPUS WILL UNDERTAKE TO ADDRESS THE DEFICITS

- Data wall tracking by teacher and individually by administrator for sub pop (unit tests, district tests)
- Focused Intervention Instruction with most experienced math teachers leading during intervention time for hispanic sub pop at the approaches performance level (math)
- Focused small group instruction by Priority Standard with Title 1 Math Interventionist through pull out schedule for current 8th and 7th grade sub-pop students (math)
- Individual Student data trackers as a whole campus in all core content classes
- Additional PLC time built into schedule for math team to have longer windows for Professional Learning Community and collaboration (math)
- Title 1 Math Tutor push in schedule to math classes with highest density of targeted sub-pop during initial instruction
- Daily use of Clipboard formative assessment data collection (math)
- Targeted Small-Group Instruction by classroom teacher based on Common Formative Assessments, daily formative assessments, and district-created tests.
- Math support team aiding with Student Data trackers after Common Formative Assessment
- Monitor groups for all the sub pop for all tested areas in Eduphoria
- Social Studies and Science Instructional Coaches will push into classes with large numbers of the target population.
- Social Studies Teachers will create HUB questions and student explorations during PLC. Social Studies teachers will use the Annotating Quotes cards once per unit as given and with other quotes used during small group instruction.
- Use of Word Walls for Science and Social Studies students by unit.
- Use of Primary and secondary sources during Social Studies as laid out in the "Unit at a Glance."

PERSON(S) RESPONSIBLE FOR MONITORING CHECKPOINT AND PROVIDING FEEDBACK:

- William Teal
- Michelle Arrington
- Heather Perez
- Areclie Altamirano
- Mandy Day
- Rachel Sanders
- Fulvia Shaw
- Dr. Shandra Hobb
- Dr. Aeniqua Flowers
- Rita Garcia
- All Math teachers (Charlie Dorbin, Amy Aaron, Ashley Pardue, Melissa Moore, Nikki Garcia, Amanda Biever, Katlyn Airola)
- Jon Yancy & 8th grade social studies teachers (Chris Broward, Mirah Horn, Joshua Garcia)
- Leslie Ham & 8th grade Science Teachers (Caleb Neel & Daniel Wise)

HOW WILL FEEDBACK BE PROVIDED?

- Professional Learning Communities
- Professional Developments
- Walkthroughs
- Planning Meetings
- Data meetings

PERSON(S) RESPONSIBLE FOR SUPPORT?

- William Teal
- Areclie Altamirano
- Mandy Day
- Rachel Sanders
- Fulvia Shaw
- Dr. Shandra Hobb
- Dr. Aeniqua Flowers
- Tiffany Pinnex
- Virginia Lively

HOW WILL SUPPORT BE PROVIDED?

- Math instructional Coach and Title 1 Math Interventionist will support with identification and data tracking
- Administration will use “Creative Scheduling” to allow more opportunities for “Power PLCs” to occur
- Title 1 Interventionist, Math Coach, Administration will assist Math teachers and students completing student data trackers after math assessments
- Arranging Professionals Developments for all new to campus teachers
- Administrators & Instructional coaches leading PLCs for departments
- Administrators & Instructional coaches leading Plannings for departments
- Arranging Intervention groups based on sub pop and performance levels

WHAT DATA SOURCES WILL BE USED TO TRACK IMPLEMENTATION (DATE AND ASSESSMENTS):

- Sign in sheets for PLCs, Planning, Professional Development, Data wall completion
- Small group documentation (teacher and instructional coaches)
- Table below shows the assessment dates
- Title 1 pull-out tutorial attendance
- Data Walls for Social Studies, Science, & Math
- Title 1 Tutor tutor logs
- Word Walls (by unit) for Science & Social Studies
- Annotation cards for Social Studies

MEASURES OF SUCCESS (TARGETED GOALS FOR EACH CHECKPOINT):

- At Common Formative Assessment (Unit test) #2, 38% of Hispanic subpopulation will reach meets (scaled score from campus assessment)
- At CBA #1 (October 21), 43% of Hispanic subpopulation will reach meets
- At Common Formative Assessment (Unit test) #3 or 4, 46% of Hispanic subpopulation will reach meets (scaled score from campus assessment)
- By Mid term (December 15th), 49% of Hispanic subpopulation will reach meets or master

- At Check point #1 for Social Studies and Science, 41% of Hispanic subpopulation will reach meets (scaled score from campus assessment)
- At Check point #2 for Social Studies and Science(October 21), 49% of Hispanic subpopulation will reach meets (scaled score from campus assessment)
- At Checkpoint #3 for Social Studies and Science, 56% of Hispanic subpopulation will reach meets (scaled score from campus assessment)
- By Mid term (December 15th), 61% of Hispanic subpopulation will reach meets or master for Social Studies and Science

(*link to Weige worksheet*)

Data Sources

Math	All grade levels	
CHECKPOINT 1	DATA GOAL • 38% Meets on Unit 2 test Mid Sept	MEET/DID NOT MEET •
	ADJUSTMENTS NEEDED AFTER ASSESSMENT DATA? •	
CHECKPOINT 2	DATA GOAL • 43% Meets on CBA #1	MEET/DID NOT MEET •
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	
CHECKPOINT 3	DATA GOAL • 46% Meets on Unit test #3 or #4 Mid November	MEET/DID NOT MEET •
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	
Check point 4	DATA GOAL • 49% Meets on Mid term	•
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	

Science	8th grade	
CHECKPOINT 1	DATA GOAL • 41% Meets on Unit 1 test Universe Mid Sept	MEET/DID NOT MEET •
	ADJUSTMENTS NEEDED AFTER ASSESSMENT DATA? •	
CHECKPOINT 2	DATA GOAL • 49% Meets on CBA #1 - October 5	MEET/DID NOT MEET •
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	
CHECKPOINT 3	DATA GOAL • 56% Meets on Unit test #3 or #4 Mid November	MEET/DID NOT MEET •
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	

Check point 4	DATA GOAL • 62% Meets on Mid term December Test	•
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	

Social Studies	8th grade	
CHECKPOINT 1	DATA GOAL • 41% Meets on CBA #1 Sept 24	•
	ADJUSTMENTS NEEDED AFTER ASSESSMENT DATA? •	
CHECKPOINT 2	DATA GOAL • 49% Meets on Unit 2 test (Am rev) 10/21	•
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	
CHECKPOINT 3	DATA GOAL • 56% Meets on Nov 11th CBA #2	•
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	
Check point 4	DATA GOAL • 62% Meets on Mid term December test	•
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	

Lever 5: Effective Instruction

Professional Development sessions needed to complete this work

- APS Strategy (thinking on paper)
- Rules Strategy for Science & Social Studies
- 7 Steps (5-7 focus) District Training
- Backward design
- Small Group Instruction/Classroom procedures
- Instructional Focus review

Dates of observation and feedback cycles

- Math Observation Cycles: Sept 15, Oct 6, Nov 10, Dec 1
- Social Studies Observation Cycles: Sept 15, Oct, 15, Nov 1, Dec 1
- Science Observation Cycles: Sept 15, Sept 29, Nov 1, Dec 1

Description of the reallocation of resources (time, funding, staffing) that are needed to implement the school improvement strategy

- Title 1 Math Interventionist

- Title 1 Tutoring with tutor
- Pep Rally Schedules with Math getting additional PLC Time
- Coverage for teachers that need to attend additional professional development

Description of additional actions the school system will take if the plan is not successfully implemented

- Accountability for Teachers
- Finding high-quality substitutes when needed

LOCAL IMPROVEMENT PLAN FOR TARGETED CAMPUS_HARBY JH

Lever 1: Strong Leadership and Planning

STUDENT GROUP(S) THAT LED TO IDENTIFICATION:

- Domain 3 - Academic Achievement: Mathematics **38% Meets;** Subpopulation **Continuously Enrolled**
- Domain 3 - Academic Growth: Mathematics **57% Meets;** Subpopulation **Continuously Enrolled**
- Domain 3 - Student Success **43% Meets;** Subpopulation **Continuously Enrolled**

FEDERAL IDENTIFIED TARGETS FOR EACH AREA:

- Domain 3 - Academic Status: Mathematics Target **49% Meets;** Subpopulation **Continuously Enrolled**
- Domain 3 - Academic Growth: Mathematics Target **67% Meets;** Subpopulation **Continuously Enrolled**
- Domain 3 - Student Success **48%** Meets; Subpopulation **Continuously Enrolled**

STUDENT AND CAMPUS GOALS ALIGNED TO ACCOUNTABILITY

- By May 2027, the percentage of Continuously Enrolled students at Harby Junior High achieving "**Meets Grade Level**" or "**Masters Grade Level**" on the state mathematics assessment will increase to at least **50%** from 38% in May 2026.
- By May 2027, the percentage of Continuously Enrolled at Harby Junior High achieving "Academic Growth" on the state mathematics assessment will increase to at least **77%** from 57% in May 2026.
- By May 2027, the percentage of Continuously Enrolled at Harby Junior High achieving "**Meets Grade Level**" or "**Masters Grade Level**" on all STAAR tests will increase to at least **58%** from 42% in May 2026.

STRATEGIES THAT THE CAMPUS WILL UNDERTAKE TO ADDRESS THE DEFICITS

- Data wall tracking by teacher and individually by administrator for sub pop (unit tests, district tests)
- Focused Intervention Instruction with most experienced math teachers leading during intervention time for hispanic sub pop at the approaches performance level (math)
- Focused small group instruction by Priority Standard with Title 1 Math Interventionist through pull out schedule for current 8th and 7th grade sub-pop students (math)
- Individual Student data trackers as a whole campus in all core content classes
- Additional PLC time built into schedule for math team to have longer windows for Professional Learning Community and collaboration (math)
- Title 1 Math Tutor push in schedule to math classes with highest density of targeted sub-pop during initial instruction
- Daily use of Clipboard formative assessment data collection (math)
- Targeted Small-Group Instruction by classroom teacher based on Common Formative Assessments, daily formative assessments, and district-created tests.
- Math support team aiding with Student Data trackers after Common Formative Assessment
- Monitor groups for all the sub pop for all tested areas in Eduphoria
- Social Studies and Science Instructional Coaches will push into classes with large numbers of the target population.
- Social Studies Teachers will create HUB questions and student explorations during PLC. Social Studies teachers will use the Annotating Quotes cards once per unit as given and with other quotes used during small group instruction.
- Use of Word Walls for Science and Social Studies students by unit.

- Use of Primary and secondary sources during Social Studies as laid out in the "Unit at a Glance."

Lever 2: Strategic Staffing

PERSON(S) RESPONSIBLE FOR MONITORING CHECKPOINT AND PROVIDING FEEDBACK:

- William Teal
- Michelle Arrington
- Heather Perez
- Areclie Altamirano
- Mandy Day
- Rachel Sanders
- Fulvia Shaw
- Dr. Shandra Hobb
- Dr. Aeniqua Flowers
- Rita Garcia
- All Math teachers (Charlie Dorbin, Amy Aaron, Ashley Pardue, Melissa Moore, Nikki Garcia, Amanda Biever, Katlyn Airola)
- Jon Yancy & 8th grade social studies teachers (Chris Broward, Mirah Horn, Joshua Garcia)
- Leslie Ham & 8th grade Science Teachers (Caleb Neel & Daniel Wise)

HOW WILL FEEDBACK BE PROVIDED?

- Professional Learning Communities
- Professional Developments
- Walkthroughs
- Planning Meetings
- Data meetings

PERSON(S) RESPONSIBLE FOR SUPPORT?

- William Teal
- Areclie Altamirano
- Mandy Day
- Rachel Sanders
- Fulvia Shaw
- Dr. Shandra Hobb
- Dr. Aeniqua Flowers
- Tiffany Pinnex
- Virginia Lively

HOW WILL SUPPORT BE PROVIDED?

- Math instructional Coach and Title 1 Math Interventionist will support with identification and data tracking
- Administration will use "Creative Scheduling" to allow more opportunities for "Power PLCs" to occur
- Title 1 Interventionist, Math Coach, Administration will assist Math teachers and students completing student data trackers after math assessments
- Arranging Professionals Developments for all new to campus teachers
- Administrators & Instructional coaches leading PLCs for departments
- Administrators & Instructional coaches leading Plannings for departments
- Arranging Intervention groups based on sub pop and performance levels

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Lever 4: High Quality Instructional Materials & Assessments

WHAT DATA SOURCES WILL BE USED TO TRACK IMPLEMENTATION (DATE AND ASSESSMENTS):

- Sign in sheets for PLCs, Planning, Professional Development, Data wall completion
- Small group documentation (teacher and instructional coaches)
- Table below shows the assessment dates
- Title 1 Pull out attendance
- Data Walls for Social Studies, Science, & Math
- Title 1 Tutor tutor logs
- Word Walls (by unit) for Science & Social Studies
- Annotation cards for Social Studies

MEASURES OF SUCCESS (TARGETED GOALS FOR EACH CHECKPOINT):

- At Common Formative Assessment (Unit test) #2, **41%** of Continuously Enrolled sub population will reach meets (scaled score from campus assessment)
- At CBA #1 (October 21), **48%** of Continuously Enrolled sub population will reach meets
- At Common Formative Assessment (Unit test) #3 or 4, **53%** of Continuously Enrolled sub population will reach meets (scaled score from campus assessment)
- By Mid term (December 15th), **59%** of Continuously Enrolled sub population will reach meets or master

- At Check point #1 for Social Studies and Science, **41%** of Continuously Enrolled sub population will reach meets (scaled score from campus assessment)
- At Check point #2 for Social Studies and Science(October 21), **47%** of Continuously Enrolled sub population will reach meets (scaled score from campus assessment)
- At Checkpoint #3 for Social Studies and Science, **52%** of Continuously Enrolled sub population will reach meets (scaled score from campus assessment)
- By Mid term (December 15th), **58**% of Continuously Enrolled sub population will reach meets or master for Social Studies and Science

(*link to Weige worksheet*)

Data Sources

Math	All grade level	
CHECKPOINT 1	DATA GOAL • 41% Meets on Unit 2 test Mid Sept	•
	ADJUSTMENTS NEEDED AFTER ASSESSMENT DATA? •	
CHECKPOINT 2	DATA GOAL • 48% Meets on CBA #1	•
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA?	

	•	
CHECKPOINT 3	DATA GOAL • 53% Meets on Unit test #3 or #4 Mid November	•
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	
Check point 4	DATA GOAL • 59% Meets on Mid term	•
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	

Science	8th grade	
CHECKPOINT 1	DATA GOAL • 41% Meets on Unit 1 test Universe Mid Sept	MEET/DID NOT MEET •
	ADJUSTMENTS NEEDED AFTER ASSESSMENT DATA? •	
CHECKPOINT 2	DATA GOAL • 47% Meets on CBA #1 - October 5	MEET/DID NOT MEET •
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	
CHECKPOINT 3	DATA GOAL • 52% Meets on Unit test #3 or #4 Mid November	MEET/DID NOT MEET •
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	
Check point 4	DATA GOAL • 58% Meets on Mid term December Test	•
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	

Social Studies	8th grade	
CHECKPOINT 1	DATA GOAL • 41% Meets on CBA #1 Sept 24	•
	ADJUSTMENTS NEEDED AFTER ASSESSMENT DATA?	

	•	
CHECKPOINT 2	DATA GOAL • 47% Meets on Unit 2 test (Am rev) 10/21	•
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	
CHECKPOINT 3	DATA GOAL • 52% Meets on Nov 11th CBA #2	•
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	
Check point 4	DATA GOAL • 58% Meets on Mid term December test	•
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	

Lever 5: Effective Instruction

Professional Development sessions needed to complete this work

- APS Strategy (thinking on paper)
- Rules Strategy for Science & Social Studies
- 7 Steps (5-7 focus) District Training
- Backward design
- Small Group Instruction/Classroom procedures
- Instructional Focus review

Dates of observation and feedback cycles

- Math Observation Cycles: Sept 15, Oct 6, Nov 10, Dec 1
- Social Studies Observation Cycles: Sept 15, Oct, 15, Nov 1, Dec 1
- Science Observation Cycles: Sept 15, Sept 29, Nov 1, Dec 1

Description of the reallocation of resources (time, funding, staffing) that are needed to implement the school improvement strategy

- Title 1 Math Interventionist
- Title 1 Tutoring with tutor
- Pep Rally Schedules with Math getting additional PLC Time
- Coverage for teachers that need to attend additional Professional Developments

Description of additional actions the school system will take if the plan is not successfully implemented

- Accountability for Teachers
- Finding high quality substitutes when needed

LOCAL IMPROVEMENT PLAN FOR TARGETED CAMPUS_HARBY JH

Lever 1: Strong Leadership and Planning

STUDENT GROUP(S) THAT LED TO IDENTIFICATION:

- Domain 3 - Academic Achievement: Mathematics **27% Meets;** Subpopulation **Emergent Bilingual**
- Domain 3 - Academic Growth: Mathematics **54% Meets;** Subpopulation **Emergent Bilingual**
- Domain 3 - Student Success **33% Meets;** Subpopulation **Emergent Bilingual**

FEDERAL IDENTIFIED TARGETS FOR EACH AREA:

- Domain 3 - Academic Status: Mathematics Target **36% Meets;** Subpopulation **Emergent Bilingual**
- Domain 3 - Academic Growth: Mathematics Target **62% Meets;** Subpopulation **Emergent Bilingual**
- Domain 3 - Student Success **37% Meets;** Subpopulation **Emergent Bilingual**

STUDENT AND CAMPUS GOALS ALIGNED TO ACCOUNTABILITY

- By May 2027, the percentage of Emergent Bilingual students at Harby Junior High achieving "**Meets Grade Level**" or "**Masters Grade Level**" on the state mathematics assessment will increase to at least **47%** from 27% in May 2026.
- By May 2027, the percentage of Emergent Bilingual students at Harby Junior High achieving "Academic Growth" on the state mathematics assessment will increase to at least **77%** from 54% in May 2026.
- By May 2027, the percentage of Emergent Bilingual students at Harby Junior High achieving "**Meets Grade Level**" or "**Masters Grade Level**" on all STAAR tests will increase to at least **50%** from 37% in May 2026.

STRATEGIES THAT THE CAMPUS WILL UNDERTAKE TO ADDRESS THE DEFICITS

- Data wall tracking by teacher and individually by administrator for sub pop (unit tests, district tests)
- Focused Intervention Instruction with most experienced math teachers leading during intervention time for hispanic sub pop at the approaches performance level (math)
- Focused small group instruction by Priority Standard with Title 1 Math Interventionist through pull out schedule for current 8th and 7th grade sub-pop students (math)
- Individual Student data trackers as a whole campus in all core content classes
- Additional PLC time built into schedule for math team to have longer windows for Professional Learning Community and collaboration (math)
- Title 1 Math Tutor push in schedule to math classes with highest density of targeted sub-pop during initial instruction
- Daily use of Clipboard formative assessment data collection (math)
- Targeted Small-Group Instruction by classroom teacher based on Common Formative Assessments, daily formative assessments, and district-created tests.
- Math support team aiding with Student Data trackers after Common Formative Assessment
- Monitor groups for all the sub pop for all tested areas in Eduphoria
- Social Studies and Science Instructional Coaches will push into classes with large numbers of the target population.
- Social Studies Teachers will create HUB questions and student explorations during PLC. Social Studies teachers will use the Annotating Quotes cards once per unit as given and with other quotes used during small group instruction.
- Use of Word Walls for Science and Social Studies students by unit.

- Use of Primary and secondary sources during Social Studies as laid out in the "Unit at a Glance."
- Use of TELPAS Strategies Steps 5-7 three times per week in Math, Social Studies, and Science.
- Language Objectives aligned to the ELPS in lesson plans and posted daily.

Lever 2: Strategic Staffing

PERSON(S) RESPONSIBLE FOR MONITORING CHECKPOINT AND PROVIDING FEEDBACK:

- William Teal
- Michelle Arrington
- Heather Perez
- Areclie Altamirano
- Mandy Day
- Rachel Sanders
- Fulvia Shaw
- Dr. Shandra Hobb
- Dr. Aeniqua Flowers
- Rita Garcia
- All Math teachers (Charlie Dorbin, Amy Aaron, Ashley Pardue, Melissa Moore, Nikki Garcia, Amanda Biever, Katlyn Airola)
- Jon Yancy & 8th grade social studies teachers (Chris Broward, Mirah Horn, Joshua Garcia)
- Leslie Ham & 8th grade Science Teachers (Caleb Neel & Daniel Wise)

HOW WILL FEEDBACK BE PROVIDED?

- Professional Learning Communities
- Professional Developments
- Walkthroughs
- Planning Meetings
- Data meetings

PERSON(S) RESPONSIBLE FOR SUPPORT?

- William Teal
- Areclie Altamirano
- Mandy Day
- Rachel Sanders
- Fulvia Shaw
- Dr. Shandra Hobb
- Dr. Aeniqua Flowers
- Tiffany Pinnex
- Virginia Lively

HOW WILL SUPPORT BE PROVIDED?

- Math Instructional Coach and Title 1 Math Interventionist will support with identification and data tracking
- Administration will use "Creative Scheduling" to allow more opportunities for "Power PLCs" to occur
- Title 1 Interventionist, Math Coach, Administration will assist Math teachers and students completing student data trackers after math assessments
- Arranging professional development for all new-to-campus teachers
- Administrators & Instructional coaches leading PLCs for departments
- Administrators & Instructional coaches leading planning for departments
- Arranging Intervention groups based on sub-population and performance levels

WHAT DATA SOURCES WILL BE USED TO TRACK IMPLEMENTATION (DATE AND ASSESSMENTS):

- Sign in sheets for PLCs, Planning, Professional Development, Data wall completion
- Small group documentation (teacher and instructional coaches)
- Table below shows the assessment dates
- Title 1 Pull out attendance
- Data Walls for Social Studies, Science, & Math
- Title 1 Tutor tutor logs
- Word Walls (by unit) for Science & Social Studies
- Annotation cards for Social Studies

MEASURES OF SUCCESS (TARGETED GOALS FOR EACH CHECKPOINT):

- At Common Formative Assessment (Unit test) #2, **30%** of Emergent Bilingual sub population will reach meets (scaled score from campus assessment)
- At CBA #1 (October 21), **36%** of Emergent Bilingual sub population will reach meets
- At Common Formative Assessment (Unit test) #3 or 4, **42%** of Emergent Bilingual sub population will reach meets (scaled score from campus assessment)
- By Mid term (December 15th), **47%** of Emergent Bilingual sub population will reach meets or master

- At Check point #1 for Social Studies and Science, **37%** of Emergent Bilingual sub population will reach meets (scaled score from campus assessment)
- At Check point #2 for Social Studies and Science(October 21), **42%** of Emergent Bilingual sub population will reach meets (scaled score from campus assessment)
- At Checkpoint #3 for Social Studies and Science, **46%** of Emergent Bilingual sub population will reach meets (scaled score from campus assessment)
- By Mid term (December 15th), **50**% of Emergent Bilingual sub population will reach meets or master for Social Studies and Science

(*link to Weige worksheet*)

Data Sources

Math	All grade level	
CHECKPOINT 1	DATA GOAL • 30% Meets on Unit 2 test Mid Sept	•
	ADJUSTMENTS NEEDED AFTER ASSESSMENT DATA? •	
CHECKPOINT 2	DATA GOAL • 36% Meets on CBA #1	•
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	
CHECKPOINT 3	DATA GOAL • 42% Meets on Unit test #3 or #4 Mid November	•
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	
Check point 4	DATA GOAL • 47% Meets on Mid term	•
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	

Social Studies	8th grade	
CHECKPOINT 1	DATA GOAL • 37% Meets on CBA #1 Sept 24	•
	ADJUSTMENTS NEEDED AFTER ASSESSMENT DATA? •	
CHECKPOINT 2	DATA GOAL • 42% Meets on Unit 2 test (Am rev) 10/21	•
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	
CHECKPOINT 3	DATA GOAL • 46% Meets on Nov 11th CBA #2	•
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	
Check point 4	DATA GOAL • 50% Meets on Mid term December test	•
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	

Science

CHECKPOINT 1	DATA GOAL • 37% Meets on Unit 1 test Universe Mid Sept	MEET/DID NOT MEET •
	ADJUSTMENTS NEEDED AFTER ASSESSMENT DATA? •	
CHECKPOINT 2	DATA GOAL • 42% Meets on CBA #1 - October 5	MEET/DID NOT MEET •
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	
CHECKPOINT 3	DATA GOAL • 46% Meets on Unit test #3 or #4 Mid November	MEET/DID NOT MEET •
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	
Check point 4	DATA GOAL • 50% Meets on Mid term December Test	•
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	

Lever 5: Effective Instruction

Professional Development sessions needed to complete this work

- **APS Strategy (thinking on paper)**
- **Rules Strategy for Science & Social Studies**
- **7 Steps (5-7 focus) District Training**
- **Backward design**
- **Small Group Instruction/Classroom procedures**
- **Instructional Focus review**

Dates of observation and feedback cycles

- **Math Observation Cycles: Sept 15, Oct 6, Nov 10, Dec 1**
- **Social Studies Observation Cycles: Sept 15, Oct, 15, Nov 1, Dec 1**
- **Science Observation Cycles: Sept 15, Sept 29, Nov 1, Dec 1**

Description of the reallocation of resources (time, funding, staffing) that are needed to implement the school improvement strategy

- Title 1 Math Interventionist
- Title 1 Tutoring with tutor
- Pep Rally Schedules with Math getting additional PLC Time
- Coverage for teachers that need to attend additional Professional Developments

Description of additional actions the school system will take if the plan is not successfully implemented

- Accountability for Teachers
- Finding high quality substitutes when needed

LOCAL IMPROVEMENT PLAN FOR TARGETED CAMPUS_HARBY JH

Lever 1: Strong Leadership and Planning

STUDENT GROUP(S) THAT LED TO IDENTIFICATION:

- Domain 3 - Academic Achievement: Reading **15%Meets;** Subpopulation **Former SPED**
- Domain 3 - Academic Achievement: Mathematics **23% Meets;** Subpopulation **Former SPED**
- Domain 3 - Student Success **15% Meets;** Subpopulation **Former SPED**

FEDERAL IDENTIFIED TARGETS FOR EACH AREA:

- Domain 3 - Academic Achievement: Reading **38% Meets;** Subpopulation **Former SPED**
- Domain 3 - Academic Achievement: Mathematics **44% Meets;** Subpopulation **Former SPED**
- Domain 3 - Student Success **42% Meets;** Subpopulation **Former SPED**

STUDENT AND CAMPUS GOALS ALIGNED TO ACCOUNTABILITY

- By May 2027, the percentage of Former SPED students at Harby Junior High achieving **"Meets Grade Level"** or **"Masters Grade Level"** on the state mathematics assessment will increase to at least **50%** from 15% in May 2026.
- By May 2027, the percentage of Former SPED students at Harby Junior High achieving "Academic Growth" on the state mathematics assessment will increase to at least **55%** from 23% in May 2026.
- By May 2027, the percentage of Former SPED students at Harby Junior High achieving "**Meets Grade Level**" or "**Masters Grade Level**" on all STAAR tests will increase to at least **52%** from 15% in May 2026.

STRATEGIES THAT THE CAMPUS WILL UNDERTAKE TO ADDRESS THE DEFICITS

- Data walls, but with specific identification for the teacher and department to identify Former SPED
- Tuesday and Thursday Intervention pull outs with RLA, Social Studies, & Science Instructional Coaches
- Teacher Small Group inclusion after assessments by classroom teacher
- Advanced Academics (Horn) Specialist monitor students at Meets and Masters to ensure consistent scores and respond if scores declining
- Monitor Group in Eduphoria
- Individual Goal setting with RLA, Science, Social Studies IC and Advanced Academics Specialist

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Lever 2: Strategic Staffing

PERSON(S) RESPONSIBLE FOR MONITORING CHECKPOINT AND PROVIDING FEEDBACK:

- William Teal
- Michael Powell
- Mandy Day
- Fulvia Shaw
- Dr. Shandra Hobb
- Dr. Aeniqua Flowers
- Miriah Horn
- Coylee Harness

HOW WILL FEEDBACK BE PROVIDED?

- Administrators & Instructional coaches leading PLCs for departments
- Arranging Professionals Developments for all new to campus teachers
- Data trackers provided to Instructional Coaches

PERSON(S) RESPONSIBLE FOR SUPPORT?

- William Teal
- Michael Powell
- Mandy Day
- Rachel Sanders
- Fulvia Shaw
- Dr. Shandra Hobb
- Dr. Aeniqua Flowers
- Miriah Horn
- Coylee Harness
- Classroom teachers (Mary Fields, Kayla Johnson, Keri Bargas, Mary Whitlock, Michael Powell, Rachel Sanders, Kyriaki Vrettos, Gloria Sidney, Jocelyn Engelhardt)
- Jon Yancy
- Leslie Ham

HOW WILL SUPPORT BE PROVIDED?

- Identification
- Data trackers
- Time for Instructional Coaches and Advanced Academic Specialist

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Lever 4: High Quality Instructional Materials & Assessments

WHAT DATA SOURCES WILL BE USED TO TRACK IMPLEMENTATION (DATE AND ASSESSMENTS):

- Sign in sheets for goal setting with students
- Sign in sheets for individual tutoring with students by IC
- Small group anecdotal notes by individual reading teachers
- Writing CBA #1, Reading CBA, Unit 3 assessment data

MEASURES OF SUCCESS (TARGETED GOALS FOR EACH CHECKPOINT):

- 30% CBA1, 38% NW1 Unity Assessment, 45% 2U2 Unit Assessment

(*Link to Weige worksheet*)

Data Sources

RLA	GRADE LEVEL	
CHECKPOINT 1 Writing CBA #1 Sept 22	DATA GOAL • 30% Meets or better	MEET/DID NOT MEET •
	ADJUSTMENTS NEEDED AFTER ASSESSMENT DATA? •	
CHECKPOINT 2 Read CBA Oct 8	DATA GOAL • 38% Meets or better	MEET/DID NOT MEET •
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	
CHECKPOINT 3 W & R Unit 3 Nov 18	DATA GOAL • 45% Meets or better	MEET/DID NOT MEET •
	ADJUSTMENTS NEEDED AFTER CHECKPOINT DATA? •	

Lever 5: Effective Instruction

Professional Development sessions needed to complete this work

- Rules Strategy (thinking on paper)
- Individual Data trackers and goal setting for IC and AA
- Backward design

Dates of observation and feedback cycles

Observations

- Sept 18, 2026
- October 14, 2026
- November 18, 2026

Feedback

- September 29, 2026
- October 20, 2026
- December 1, 2026

Description of the reallocation of resources (time, funding, staffing) that are needed to implement the school improvement strategy

- Additional time for Instructional Coach and Advanced Academic Specialist

Description of additional actions the school system will take if the plan is not successfully implemented

- Accountability Conversations
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10. **Request to Consider Approval of the 2027-2030 HB 3 Goals** **197**

Alvin Independent School District

October 20, 2026

	AISD Board of Trustees
Agendum	Request to Consider Approval of 2027-2030 HB 3 Board Adopted Goals
Category	Approval
Resource Personnel	Dr. Kwabena Mensah, Deputy Superintendent of Academics Brent Shaw, Chief of Accountability and Assessment Diane Peltier, Chief Academic Officer
Attachments	2027-2030 HB 3 Goals
Rationale	House Bill 3 requires school boards to adopt detailed plans to achieve goals in two key areas: · Early Childhood Literacy and Mathematics (EC-LM) proficiency for 3rd grade students; and · College, Career, and Military Readiness (CCMR) The district and each campus are required to set specific, quantifiable, annual goals in these areas for five years. The Early childhood plans are required to include: ● Annual goals for student growth on 3rd grade math and reading STAAR; ● Annual targets for students in each group evaluated under Closing the Gaps domain; and ● Targeted professional development for classroom teachers. The CCMR plans are required to include: ● Annual goals for student growth on CCMR readiness indicators evaluated under the student achievement domain; and ● Annual targets for students in each group evaluated under Closing the Gaps domain. The Board will receive progress updates on the HB 3 Board Goals in Quarterly Reports.

District Goal(s)	Board Goal 1: Teaching and Learning
Budget Implications	None
Recommendation or Proposed Motion	I move that the Board approve the 2027-2030 HB 3 Board Adopted Goals as presented.

ALVIN ISD Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 63% in June 2026 to 68% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
63%	65%	66%	67%	68%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	63%	61%	57%	69%	82%	71%	55%	51%	25%
2027 Goal	65%	63%	59%	71%	84%	73%	57%	53%	32%
2028 Goal	66%	64%	60%	72%	85%	74%	58%	54%	38%
2029 Goal	67%	65%	61%	73%	86%	75%	59%	55%	39%
2030 Goal	68%	66%	62%	74%	87%	76%	60%	56%	40%

EC Literacy Targeted Professional Development Plan

1) Teachers and administrators who have not completed the HB3 Texas Reading Academy will participate this school year.
2) Executive Director, Curriculum Coordinators and Instructional Coaches will provide specific feedback for teacher growth.
3) Time will be allocated in curriculum previews to support teacher's development on focused instruction, small group instruction, writing and comprehension standards.
4) iReady usage and growth reports will be monitored to support literacy development and ensure student goals are met.

ALVIN ISD Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 58% in June 2026 to 63% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
58%	60%	61%	62%	63%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	58%	49%	54%	67%	80%	65%	56%	45%	24%
2027 Goal	60%	51%	56%	69%	83%	67%	58%	48%	33%
2028 Goal	61%	52%	57%	70%	85%	68%	59%	50%	41%
2029 Goal	62%	53%	58%	71%	86%	69%	60%	51%	42%
2030 Goal	63%	54%	59%	72%	87%	70%	61%	52%	43%

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EC Math Targeted Professional Development Plan

1) Monitor progress on priority standards through unit tests and analysis of student work during Instructional Coaches meetings and during campus PLCs
2) Ensure the Problem Solving Model is applied as student expectations are taught, learned, and practiced
3) At semester, IC's time will be reallocated to support students with unfinished learning through small group instruction
4) Ensuring Imagine Math lesson goals are met by assigned checkpoints

ALVIN ELEMENTARY Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 55% in June 2026 to 60% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
55%	57%	58%	59%	60%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	55%	-	56%	53%	-	-	69%	59%	36%
2027 Goal	57%	-	58%	60%	-	-	71%	61%	38%
2028 Goal	58%	-	59%	66%	-	-	72%	62%	39%
2029 Goal	59%	-	60%	67%	-	-	73%	63%	40%
2030 Goal	60%	-	61%	68%	-	-	74%	64%	41%

EC Literacy Targeted Professional Development Plan

1) Teachers will intervene with students at a designated time during the school day to provide Tier 2 interventions.
2) Campus instructional coaches will provide guidance, professional development and coaching support for individual teacher growth.
3) Curriculum previews and planning focus will include small group instruction, intervention/enrichment of high priority and hard to teach standards.

ALVIN ELEMENTARY Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 49% in June 2026 to 60% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
49%	54%	58%	59%	60%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	49%	-	41%	74%	-	-	34%	42%	27%
2027 Goal	54%	-	47%	76%	-	-	45%	46%	34%
2028 Goal	58%	-	53%	77%	-	-	54%	50%	41%
2029 Goal	59%	-	54%	78%	-	-	55%	51%	42%
2030 Goal	60%	-	55%	79%	-	-	56%	52%	43%

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EC Math Targeted Professional Development Plan

1) Campus instructional coaches will provide guidance, professional development and coaching support for individual teacher growth.
2)Curriculum previews and planning focus will include small group instruction, intervention/enrichment of high priority and hard to teach standards.
3) Teachers will intervene with students at a designated time during the school day to provide Tier 2 interventions.

BILL HASSE ELEMENTARY Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 49% in June 2026 to 57% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
49%	52%	55%	56%	57%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	49%	-	52%	45%	-	-	-	41%	8%
2027 Goal	52%	-	54%	56%	-	-	-	44%	26%
2028 Goal	55%	-	55%	66%	-	-	-	46%	38%
2029 Goal	56%	-	56%	67%	-	-	-	47%	39%
2030 Goal	57%	-	57%	68%	-	-	-	48%	40%

EC Literacy Targeted Professional Development Plan

1) All K-3 grade teachers and administrators are receiving continued PD supporting HB3 Texas Reading Academies and best literacy practices.
2) Campus instructional coaches will provide guidance and support for specific teacher growth.
3) Focus for curriculum previews, planning for Tier 1, interventions, including small group instruction and high priority standards.

BILL HASSE ELEMENTARY Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 49% in June 2026 to 60% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
49%	54%	58%	59%	60%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	49%	-	56%	45%	-	-	-	41%	16%
2027 Goal	54%	-	58%	56%	-	-	-	46%	29%
2028 Goal	58%	-	59%	67%	-	-	-	50%	41%
2029 Goal	59%	-	60%	68%	-	-	-	51%	42%
2030 Goal	60%	-	61%	69%	-	-	-	52%	43%

EC Math Targeted Professional Development Plan

1) All K-3 grade teachers and administrators are receiving continued PD supporting HB3 Texas Reading Academies and best literacy practices.
2) Campus instructional coaches will provide guidance and support for specific teacher growth.
3) Focus for curriculum previews, planning for Tier 1, interventions, including small group instruction and high priority standards.

MARK TWAIN ELEMENTARY Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 58% in June 2026 to 63% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
58%	60%	61%	62%	63%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	58%	-	59%	62%	-	-	54%	56%	29%
2027 Goal	60%	-	61%	64%	-	-	56%	58%	34%
2028 Goal	61%	-	62%	66%	-	-	57%	59%	38%
2029 Goal	62%	-	63%	67%	-	-	58%	60%	39%
2030 Goal	63%	-	64%	68%	-	-	59%	61%	40%

EC Literacy Targeted Professional Development Plan

1) All K-3 grade teachers have participated in HB3 Texas Reading Academies or currently are if new to the grade level.
2) Campus instructional coache will provide guidance and support for specific teacher growth.
3) Planning will include a modeling component to ensure various parts of the literacy framework are being implemented at the level of the TEKS.

MARK TWAIN Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 62% in June 2026 to 67% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
62%	64%	65%	66%	67%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	62%	-	67%	54%	-	-	74%	59%	29%
2027 Goal	64%	-	69%	61%	-	-	76%	61%	35%
2028 Goal	65%	-	70%	67%	-	-	77%	62%	41%
2029 Goal	66%	-	71%	68%	-	-	78%	63%	42%
2030 Goal	67%	-	72%	69%	-	-	79%	64%	43%

EC Math Targeted Professional Development Plan

1) All K-3 grade teachers have participated in HB3 Texas Reading Academies or currently are if new to the grade level.
2) Campus instructional coache will provide guidance and support for specific teacher growth.
3) Planning will include a modeling component to ensure various parts of the literacy framework are being implemented at the level of the TEKS.

E.C. MASON ELEMENTARY Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 62% in June 2026 to 67% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
62%	64%	65%	66%	67%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	62%	62%	59%	53%	-	-	43%	49%	27%
2027 Goal	64%	64%	61%	60%	-	-	46%	51%	33%
2028 Goal	65%	65%	62%	66%	-	-	48%	52%	38%
2029 Goal	66%	66%	63%	67%	-	-	49%	53%	39%
2030 Goal	67%	67%	64%	68%	-	-	50%	54%	40%

EC Literacy Targeted Professional Development Plan

1) Campus instructional coaches will provide guidance and support for specific teacher growth.
2) Teachers will intervene with students at a designated time during the school day to provide Tier 2 interventions.
3) Teachers will meet in collaborative teams and track student progress in reading standards and adjust Tier 1 and 2 instruction based on student needs.

E.C. MASON ELEMENTARY Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 52% in June 2026 to 60% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
52%	**55%**	**58%**	**59%**	**60%**

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	52%	43%	53%	47%	-	-	56%	39%	32%
2027 Goal	55%	45%	55%	60%	-	-	58%	45%	37%
2028 Goal	58%	46%	56%	67%	-	-	59%	50%	41%
2029 Goal	59%	47%	57%	68%	-	-	60%	51%	42%
2030 Goal	60%	48%	58%	69%	-	-	61%	52%	43%

EC Math Targeted Professional Development Plan

1) Campus instructional coaches will provide guidance and support for specific teacher growth.
2) Attend curriculum previews and district trainings on specific TEKS instruction.
3) Teachers will intervene with students at a designated time during the school day to provide Tier 2 interventions.
4) Teachers will meet in collaborative teams and track student progress in math standards and adjust Tier 1 and 2 instruction based on student needs.

MELBA PASSMORE ELEMENTARY Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 56% in June 2026 to 61% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
56%	58%	59%	60%	61%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	56%	-	51%	62%	-	-	38%	48%	25%
2027 Goal	58%	-	53%	64%	-	-	43%	50%	32%
2028 Goal	59%	-	54%	66%	-	-	48%	51%	38%
2029 Goal	60%	-	55%	67%	-	-	49%	52%	39%
2030 Goal	61%	-	56%	68%	-	-	50%	53%	40%

EC Literacy Targeted Professional Development Plan

1) Reading teachers will undergo "at bats" during planning to learn how to teach the standards correctly.
2) Campus instructional coaches will provide guidance and support for specific teacher growth.
3) SpEd teachers will keep and maintain a separate data wall.

MELBA PASSMORE ELEMENTARY Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 51% in June 2026 to 60% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
51%	**55%**	**58%**	**59%**	**60%**

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	51%	-	40%	62%	-	-	54%	42%	20%
2027 Goal	55%	-	47%	65%	-	-	56%	46%	31%
2028 Goal	58%	-	53%	67%	-	-	57%	50%	41%
2029 Goal	59%	-	54%	68%	-	-	58%	51%	42%
2030 Goal	60%	-	55%	69%	-	-	59%	52%	43%

EC Math Targeted Professional Development Plan

1) Campus instructional coaches will provide guidance and support for specific teacher growth
2) SpEd teachers will keep and maintain a separate data wall.
3) Math planning will include "at-bats" to discuss how to teach the standard.

WALT DISNEY ELEMENTARY Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 52% in June 2026 to 63% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
52%	60%	61%	62%	63%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	52%	-	40%	68%	-	-	39%	41%	14%
2027 Goal	60%	-	45%	70%	-	-	44%	44%	26%
2028 Goal	61%	-	49%	71%	-	-	48%	46%	38%
2029 Goal	62%	-	50%	72%	-	-	49%	47%	39%
2030 Goal	63%	-	51%	73%	-	-	50%	48%	40%

EC Literacy Targeted Professional Development Plan

1) Campus Instructional Coaches will guide discussions with teachers based on students goals and growth.
2) Teachers will attend monthly vertial alignment meetings to support their teaching.
3) Teachers will actively participate in weekly planning with Instructional Coaches to improve Tier 1 instruction.

WALT DISNEY ELEMENTARY Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 50% in June 2026 to 63% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
50%	60%	61%	62%	63%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	50%	-	43%	66%	-	-	45%	40%	14%
2027 Goal	60%	-	48%	68%	-	-	50%	45%	29%
2028 Goal	61%	-	53%	69%	-	-	54%	50%	41%
2029 Goal	62%	-	54%	70%	-	-	55%	51%	42%
2030 Goal	63%	-	55%	71%	-	-	56%	52%	43%

EC Math Targeted Professional Development Plan

1) Campus Instructional Coaches will guide discussions with teachers based on students goals and growth.
2) Teachers will attend monthly vertial alignment meetings to support their teaching.
3) Teachers will actively participate in weekly planning with Instructional Coaches to improve Tier 1 instruction.

HOOD-CASE ELEMENTARY Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 54% in June 2026 to 59% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
54%	56%	57%	58%	59%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	54%	-	45%	67%	-	-	34%	49%	29%
2027 Goal	56%	-	47%	69%	-	-	41%	51%	34%
2028 Goal	57%	-	49%	70%	-	-	48%	52%	38%
2029 Goal	58%	-	50%	71%	-	-	49%	53%	39%
2030 Goal	59%	-	51%	72%	-	-	50%	54%	40%

EC Literacy Targeted Professional Development Plan

1) Teachers will intervene with students at a designated time during the school day to close learning gaps and provide Tier 2 interventions
2) All ELA teachers will be provided differentiated coaching and professional development on the guided reading model
3) Campus instructional coaches will provide guidance and support for specific teacher growth
4) All Kinder - 3rd grade teachers and administrators will complete The HB3 Texas Reading Academies.

HOOD-CASE ELEMENTARY Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 60% in June 2026 to 65% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
60%	62%	63%	64%	65%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	60%	-	57%	67%	-	-	55%	59%	29%
2027 Goal	62%	-	59%	69%	-	-	57%	61%	35%
2028 Goal	63%	-	60%	70%	-	-	58%	62%	41%
2029 Goal	64%	-	61%	71%	-	-	59%	63%	42%
2030 Goal	65%	-	62%	72%	-	-	60%	64%	43%

EC Math Targeted Professional Development Plan

1) Teachers will intervene with students at a designated time during the school day to close learning gaps and provide Tier 2 interventions
2) Teachers will implement guided math at least 2 times per week in order to provide small group instruction for all students
3) All teachers will be provided additional training, monitoring, and feedback on sheltered intructional teaching strategies
4) Teachers will meet with Instructional coaches at least one time a week to plan instruction

DON JETER ELEMENTARY Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 56% in June 2026 to 61% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
56%	58%	59%	60%	61%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	56%	63%	46%	-	-	-	39%	51%	21%
2027 Goal	58%	65%	48%	-	-	-	44%	53%	30%
2028 Goal	59%	66%	49%	-	-	-	48%	54%	38%
2029 Goal	60%	67%	50%	-	-	-	49%	55%	39%
2030 Goal	61%	68%	51%	-	-	-	50%	56%	40%

EC Literacy Targeted Professional Development Plan

1) Campus instructional coaches will provide guidance and support for specific teacher growth
2) Grade level PLC Cycle participation
3) Vertical alignment awarenss
4) On going data analysis and student data tracking
5) Strategic planning and collaboratin

DON JETER ELEMENTARY Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 50% in June 2026 to 60% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
50%	54%	58%	59%	60%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	50%	44%	47%	-	-	-	39%	39%	33%
2027 Goal	54%	46%	50%	-	-	-	47%	45%	37%
2028 Goal	58%	47%	53%	-	-	-	54%	50%	41%
2029 Goal	59%	48%	54%	-	-	-	55%	51%	42%
2030 Goal	60%	49%	55%	-	-	-	56%	52%	43%

EC Math Targeted Professional Development Plan

1) Campus instructional coaches will provide guidance and support for specific teacher growth
2) Grade level PLC Cycle participation
3) Vertical alignment awarenss
4) On going data analysis and student data tracking
5) Strategic plannning and collaboration

MARY MAREK ELEMENTARY Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 61% in June 2026 to 66% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
61%	63%	64%	65%	66%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	61%	52%	58%	-	64%	-	46%	48%	-
2027 Goal	63%	54%	60%	-	71%	-	48%	50%	-
2028 Goal	64%	55%	61%	-	78%	-	49%	51%	-
2029 Goal	65%	56%	62%	-	79%	-	50%	52%	-
2030 Goal	66%	57%	63%	-	80%	-	51%	53%	-

EC Literacy Targeted Professional Development Plan

1) Teachers will intervene with students at a designated time during the school day (WIN) to close learning gaps and provide Tier 2 interventions. This intervention will include Tier 2 support from daily Title 1 tutors.
2) All ELA teachers will be provided differentiated coaching and professional development on the guided reading model.
3) Campus instructional coaches will provide guidance and support for specific teacher growth.

MARY MAREK ELEMENTARY Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 54% in June 2026 to 60% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
54%	56%	58%	59%	60%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	54%	33%	61%	-	73%	-	62%	39%	-
2027 Goal	56%	39%	63%	-	79%	-	64%	45%	-
2028 Goal	58%	44%	64%	-	85%	-	65%	50%	-
2029 Goal	59%	45%	65%	-	86%	-	66%	51%	-
2030 Goal	60%	46%	66%	-	87%	-	67%	52%	-

EC Math Targeted Professional Development Plan

1) Teachers will intervene with students at a designated time during the school day (WIN) to close learning gaps and provide Tier 2 interventions. This intervention will include Tier 2 support from daily Title 1 tutors.
2) Teachers will implement guided math in their classroom daily.
3) Teachers will meet with math instructional coach weekly to plan for meaningful instruction.

LAURA WILDER ELEMENTARY Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 71% in June 2026 to 76% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
71%	73%	74%	75%	76%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	71%	54%	85%	85%	89%	-	70%	39%	31%
2027 Goal	78%	56%	87%	87%	91%	-	72%	43%	35%
2028 Goal	79%	57%	88%	88%	92%	-	73%	46%	38%
2029 Goal	80%	58%	89%	89%	93%	-	74%	47%	39%
2030 Goal	81%	59%	90%	90%	94%	-	75%	48%	40%

EC Literacy Targeted Professional Development Plan

1) Teachers will intervene with students during Intervention time to close learning gaps and provide Tier 2 interventions
2) Teachers will implement small group instuction daily
3) Teachers will use CFAs to guide instruction
4) Campus instructional coaches will provide guidance and support for specific teacher and student growth.

LAURA WILDER ELEMENTARY Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 66% in June 2026 to 75% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
66%	72%	73%	74%	75%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	66%	50%	70%	85%	83%	-	80%	39%	23%
2027 Goal	72%	52%	72%	87%	85%	-	82%	45%	32%
2028 Goal	73%	53%	73%	88%	86%	-	83%	50%	41%
2029 Goal	74%	54%	74%	89%	87%	-	84%	51%	42%
2030 Goal	75%	55%	75%	90%	88%	-	85%	52%	43%

EC Math Targeted Professional Development Plan

1) Teachers will intervene with students during Intervention time to close learning gaps and provide Tier 2 interventions
2) Teachers will implement guided math in their classroom daily
3) Meet with coaches weekly to plan for instruction
4) Teachers will use CFAs to guide instruction

SAVANNAH LAKES ELEMENTARY Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 59% in June 2026 to 64% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
59%	61%	62%	63%	64%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	59%	46%	69%	-	-	-	83%	50%	40%
2027 Goal	61%	48%	71%	-	-	-	85%	52%	42%
2028 Goal	62%	49%	72%	-	-	-	86%	53%	43%
2029 Goal	63%	50%	73%	-	-	-	87%	54%	44%
2030 Goal	64%	51%	74%	-	-	-	88%	55%	45%

EC Literacy Targeted Professional Development Plan

1) All RLA teams will meet a minimum of 3 times a month in PLC to focus on small group instruction/Guided Reading, data, and student growth
2) Campus instructional coaches will provide targeted coaching cycles to 3rd grade teachers
3) Campus instructional coaches will model hard to teacher TEKS in weekly planning sessions
4) Students will participate in targeted intervention 4 days/wk

SAVANNAH LAKES ELEMENTARY Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 58% in June 2026 to 63% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
58%	60%	61%	62%	63%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	58%	45%	72%			-	75%	45%	28%
2027 Goal	60%	47%	74%	-	-	-	77%	48%	30%
2028 Goal	61%	48%	75%	-	-	-	78%	50%	32%
2029 Goal	62%	49%	76%	-	-	-	79%	51%	35%
2030 Goal	63%	50%	77%	-	-	-	80%	52%	38%

EC Math Targeted Professional Development Plan

1) Campus instructional coaches will provide coaching cycles and support through planning sessions for specific teacher growth
2) Attend curriculum previews and district trainings on specific TEKS instruction
3) All math teams will meet with instructional coaches at least 3 times a week during PLC
4) Weekly planning sessions with coaches and additonal planning sessions for staff as needed

GLENN YORK ELEMENTARY Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 77% in June 2026 to 82% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
77%	79%	80%	81%	82%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	77%	73%	71%	84%	86%	69%	76%	58%	24%
2027 Goal	79%	75%	73%	86%	88%	71%	78%	60%	31%
2028 Goal	80%	76%	74%	87%	89%	72%	79%	61%	38%
2029 Goal	81%	77%	75%	88%	90%	73%	80%	62%	39%
2030 Goal	82%	78%	76%	89%	91%	74%	81%	63%	40%

EC Literacy Targeted Professional Development Plan

1) GL PLC Cycle Participation
2) Teachers trained on enhanced curriculum structure to support teacher learning and student engagement
3) Campus instructional coaches will provide guidance and support for specific teacher growth
4) Teachers will focus on how to scaffold instruction down to meet diverse learning needs, providing targeted support before systematically building students back up to grade-level mastery.

GLENN YORK ELEMENTARY Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 67% in June 2026 to 72% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
67%	69%	70%	71%	72%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	67%	61%	58%	72%	77%	69%	68%	42%	18%
2027 Goal	69%	63%	60%	74%	81%	71%	70%	46%	30%
2028 Goal	70%	64%	61%	75%	85%	72%	71%	50%	41%
2029 Goal	71%	65%	62%	76%	86%	73%	72%	51%	42%
2030 Goal	72%	66%	63%	77%	87%	74%	73%	52%	43%

EC Math Targeted Professional Development Plan

1) Campus instructional coach will provide guidance and support for specific teacher growth
2) Grade level PLC Cycle Participation
3) At least 2 teachers will attend CAMT
4) Teachers will use student data to intentionally design and drive targeted small group instruction to meet specific learning needs.

JAMES "RED" DUKE ELEMENTARY Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 64% June 2026 to 69% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
64%	66%	67%	68%	69%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	64%	61%	52%	-	75%	-	33%	49%	35%
2027 Goal	66%	63%	54%	-	77%	-	41%	51%	37%
2028 Goal	67%	64%	55%	-	78%	-	48%	52%	38%
2029 Goal	68%	65%	56%	-	79%	-	49%	53%	39%
2030 Goal	69%	66%	57%	-	80%	-	50%	54%	40%

EC Literacy Targeted Professional Development Plan

1) Science of Reading and evidence-based literacy practices
2) Data-driven small-group instruction and differentiation
3) Collaborative planning and PLC data analysis
4) Progress monitoring and targeted intervention

JAMES "RED" DUKE ELEMENTARY Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 53% in June 2026 to 60% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
53%	56%	58%	59%	60%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	53%	42%	36%	-	75%	-	33%	38%	12%
2027 Goal	56%	44%	45%	-	82%	-	45%	44%	29%
2028 Goal	58%	45%	53%	-	85%	-	54%	50%	41%
2029 Goal	59%	46%	54%	-	86%	-	55%	51%	42%
2030 Goal	60%	47%	55%	-	87%	-	56%	52%	43%

EC Math Targeted Professional Development Plan

1) Mathematical discourse, conceptual understanding, and problem-solving
2) Data-driven small-group instruction and differentiation
3) Collaborative planning and PLC data analysis
4) Progress monitoring and targeted intervention

MERIDIANA ELEMENTARY Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 80% in June 2026 to 85% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
80%	82%	83%	84%	85%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	80%	75%	85%	82%	-	-	92%	69%	11%
2027 Goal	82%	77%	87%	84%	-	-	94%	71%	26%
2028 Goal	83%	78%	88%	85%	-	-	95%	72%	38%
2029 Goal	84%	79%	89%	86%	-	-	96%	73%	39%
2030 Goal	85%	80%	90%	87%	-	-	97%	74%	40%

EC Literacy Targeted Professional Development Plan

1) Campus instructional coaches will provide guidance and support for specific teacher growth
2) Teachers will intervene with students at a designated time during the school day to provide Tier 2 interventions
3) Teachers will meet in collaborative teams and track student progress in reading standards and adjust Tier 1 and 2 instruction based on student needs.

MERIDIANA ELEMENTARY Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 73% June 2026 to 78% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
73%	**75%**	**76%**	**77%**	**78%**

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	73%	69%	73%	73%	-	-	75%	56%	11%
2027 Goal	75%	71%	75%	75%	-	-	77%	58%	29%
2028 Goal	76%	72%	76%	76%	-	-	78%	59%	41%
2029 Goal	77%	73%	77%	77%	-	-	79%	60%	42%
2030 Goal	78%	74%	78%	78%	-	-	80%	61%	43%

EC Math Targeted Professional Development Plan

1) Campus instructional coaches will provide guidance and support for specific teacher growth
2) Attend curriculum previews and district trainings on specific TEKS instruction.
3) Weekly planning sessions with coaches and additonal planning sessions for staff as needed.
4) Spiral Review, Number Talks, Guided Math instruction, and alignment with Alvin ISD Math Pact, will be present in all classes.
5) Teachers are providing common formative assessments to help guide small group instruction, and responsive teaching that will be monitored by IC's and administration.

SHIRLEY BROTHERS ELEMENTARY Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 81% June 2026 to 86% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
81%	83%	84%	85%	86%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	81%	75%	85%	74%	90%	-	72%	76%	55%
2027 Goal	83%	77%	87%	76%	92%	-	74%	78%	57%
2028 Goal	84%	78%	88%	77%	93%	-	75%	79%	58%
2029 Goal	85%	79%	89%	78%	94%	-	76%	80%	59%
2030 Goal	86%	80%	90%	79%	95%	-	77%	81%	60%

EC Literacy Targeted Professional Development Plan

1) 2nd/3rd grade teachers will plan together in PLCs.
2) Campus instructional coaches will provide guidance and support for specific teacher growth.
3) Students will participate in targeted intervention and intervention four times/week.
4) Student will track their progress and set goals after unit and district assessments.

SHIRLEY BROTHERS ELEMENTARY Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 78% in June 2026 to 83% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
78%	80%	81%	82%	83%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	78%	59%	80%	89%	90%	-	67%	61%	67%
2027 Goal	80%	61%	82%	91%	92%	-	69%	63%	69%
2028 Goal	81%	62%	83%	92%	93%	-	70%	64%	70%
2029 Goal	82%	63%	84%	93%	94%	-	71%	65%	71%
2030 Goal	83%	64%	85%	94%	95%	-	72%	66%	72%

EC Math Targeted Professional Development Plan

1) Campus instructional coaches will provide guidance and support for specific teacher growth
2) 2nd/3rd grade level teams will develop common assessments.
3) Students will participate in targeted intervention and intervention four times/week.
4) Student will track their progress and set goals after unit and district assessments.

POMONA ELEMENTARY Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 80% June 2026 to 85% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
80%	82%	83%	84%	85%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	80%	74%	79%	86%	84%	-	78%	68%	21%
2027 Goal	82%	76%	81%	88%	86%	-	80%	70%	30%
2028 Goal	83%	77%	82%	89%	87%	-	81%	71%	38%
2029 Goal	84%	78%	83%	90%	88%	-	82%	72%	39%
2030 Goal	85%	79%	84%	91%	89%	-	83%	73%	40%

EC Literacy Targeted Professional Development Plan

1) Weekly Content Collaboration literacy planning sessions will be implemented with teachers in order to plan for effective Tier 1 instruction across all classrooms.
2) Weekly PLC's will be implemented to drive intervention instruction in order to fill in literacy gaps with students.
3) Teachers attend quarterly curriculum previews to support their learning of hard to teach TEKS and improve student engagement.
4) Campus instructional coaches will provide guidance and support for specific teacher growth.

POMONA ELEMENTARY Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 72% in June 2026 to 77% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
72%	**74%**	**75%**	**76%**	**77%**

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	72%	65%	79%	67%	84%	-	72%	60%	7%
2027 Goal	74%	67%	81%	69%	86%	-	74%	62%	29%
2028 Goal	75%	68%	82%	70%	87%	-	75%	63%	41%
2029 Goal	76%	69%	83%	71%	88%	-	76%	64%	42%
2030 Goal	77%	70%	84%	72%	89%	-	77%	65%	43%

EC Math Targeted Professional Development Plan

1) Weekly Content Collaboration math planning sessions will be implemented with teachers in order to plan for effective Tier 1 instruction across all classrooms.
2) Weekly PLC's will be implemented to drive intervention instruction in order to fill in mathematical gaps with students.
3) Teachers attend quarterly curriculum previews to support their learning of hard to teach TEKS and improve student engagement.

BOB AND BETTY NELSON ELEMENTARY Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 60% in June 2026 to 65% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
60%	62%	63%	64%	65%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	60%	-	51%	69%	-	-	-	59%	31%
2027 Goal	62%	-	53%	71%	-	-	-	61%	38%
2028 Goal	63%	-	54%	72%	-	-	-	62%	39%
2029 Goal	64%	-	55%	73%	-	-	-	63%	40%
2030 Goal	65%	-	56%	74%	-	-	-	64%	41%

EC Literacy Targeted Professional Development Plan

1) Grade-level professional learning teams will meet 3 times per month and follow specific agendas that include time to create campus formative assessments, analyze data, and create intervention groups and instructional strategies to ensure all students show growth on the STAAR assessment.
2) Staff will maintain a physical data wall which will be used to collect and compare a student performance and monitor progress over the school year.
3) Teachers will collaborate with their professional learning community and instructional coach a minimum of 3 times per month with a focus on priority standards, how to deliver instruction, how to assess learning, and how to intervene when a student is not achieving expectations.
4) The literacy instructional coach will provide monthly modeling, professional development, and coaching support in the areas of phonics and guided reading.
5) Campus administrators will complete weekly classroom observations during small group instruction time and provide specific feedback in STRIVE.

BOB AND BETTY NELSON ELEMENTARY Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 59% in June 2026 to 64% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
59%	61%	62%	63%	64%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	59%	-	51%	69%	-	-	-	57%	42%
2027 Goal	61%	-	53%	71%	-	-	-	59%	44%
2028 Goal	62%	-	54%	72%	-	-	-	60%	45%
2029 Goal	63%	-	55%	73%	-	-	-	61%	46%
2030 Goal	64%	-	56%	74%	-	-	-	62%	47%

EC Math Targeted Professional Development Plan

1) Grade-level professional learning teams will meet 3 times per month and follow specific agendas that include time to create campus formative assessments, analyze data, and create intervention groups and instructional strategies to ensure all students show growth on the STAAR assessment.
2) Staff will maintain a physical data wall which will be used to collect and compare a student performance and monitor progress over the school year.
3) Teachers will collaborate with their professional learning community and instructional coach a minimum of 3 times per month with a focus on priority standards, how to deliver instruction, how to assess learning, and how to intervene when a student is not achieving expectations.
4) The math instructional coach will provide instructional support and interventions to 3rd grade students identified as at-risk in math.
5) Campus administrators will complete weekly classroom observations during small group instruction time and provide specific feedback in STRIVE.

BEL SANCHEZ ELEMENTARY Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 68% in June 2026 to 73% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
68%	70%	71%	72%	73%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	68%	67%	64%	-	-	-	68%	63%	22%
2027 Goal	70%	69%	66%	-	-	-	70%	65%	30%
2028 Goal	71%	70%	67%	-	-	-	71%	66%	38%
2029 Goal	72%	71%	68%	-	-	-	72%	67%	39%
2030 Goal	73%	72%	69%	-	-	-	73%	68%	40%

EC Literacy Targeted Professional Development Plan

1) Campus instructional coaches will provide guidance and support for specific teacher growth.
2) Focus for curriculum previews includes small group instruction and hard to teach standards.

BEL SANCHEZ ELEMENTARY Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 52% June 2026 to 60% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
52%	55%	58%	59%	60%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	52%	57%	49%	-	-	-	43%	43%	17%
2027 Goal	55%	59%	51%		-	-	49%	47%	29%
2028 Goal	58%	60%	53%	-	-	-	54%	50%	41%
2029 Goal	59%	61%	54%	-	-	-	55%	51%	42%
2030 Goal	60%	62%	55%	-	-	-	56%	52%	43%

EC Math Targeted Professional Development Plan

1) Campus academic coach will prove guidance and support for teacher growth through PLC's and Grade Level Planning
2) Monitor Imagine Math data and progress towards goals

NICHOLS MOCK ELEMENTARY Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 54% in June 2026 to 59% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
54%	56%	57%	58%	59%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	54%	52%	54%	-	-	-	-	37%	0%
2027 Goal	56%	54%	56%	-	-	-	-	42%	29%
2028 Goal	57%	55%	57%	-	-	-	-	46%	38%
2029 Goal	58%	56%	58%	-	-	-	-	47%	39%
2030 Goal	59%	57%	59%	-	-	-	-	48%	40%

EC Literacy Targeted Professional Development Plan

1) Campus instructional coaches will provide guidance and support for specific teacher growth.
2) Curriculum previews will focus on developing teacher instructional practices in low-performing STAAR standards.
3) Teachers will receive explicit professional development over tier 1 instructional strategies during PLCs.
4) Classroom and special education teachers will develop an individual action plan after each major assessment to meet the individual needs of students.
5) Teachers will use CFAs to guide instruction.

NICHOLS MOCK ELEMENTARY Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 41% June 2026 to 60% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
41%	50%	58%	59%	60%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	41%	36%	46%	-	-	-	-	23%	13%
2027 Goal	50%	40%	50%	-	-	-	-	40%	29%
2028 Goal	58%	44%	53%	-	-	-	-	50%	41%
2029 Goal	59%	45%	54%	-	-	-	-	51%	42%
2030 Goal	60%	46%	55%	-	-	-	-	52%	43%

EC Math Targeted Professional Development Plan

1) Campus instructional coaches will provide guidance and support for specific teacher growth.
2) Curriculum previews will focus on developing teacher instructional practices in low-performing STAAR standards.
3) Teachers will receive explicit professional development over tier 1 instructional strategies during PLCs.
4) Classroom and special education teachers will develop an individual action plan after each major assessment to meet the individual needs of students.
5) Teachers will use CFAs to guide instruction.

BARBARA BENNETT ELEMENTARY Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 58% in June 2026 to 63% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
58%	60%	61%	62%	63%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	58%	63%	43%	-	-	-	50%	29%	29%
2027 Goal	60%	65%	46%	-	-	-	52%	38%	34%
2028 Goal	61%	66%	49%	-	-	-	53%	46%	38%
2029 Goal	62%	67%	50%	-	-	-	54%	47%	39%
2030 Goal	63%	68%	51%	-	-	-	55%	48%	40%

EC Literacy Targeted Professional Development Plan

1) All K-5 students will receive daily, targeted, Tier 2 intervention to close learning gaps.
2) Campus instructional coaches will provide guidance and support for specific teacher growth.
3) Focus for curriculum previews includes small group instruction and hard to teach standards.
4) Students will set academic goals and track their data after every assessment.

BARBARA BENNETT ELEMENTARY Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 62% in June 2026 to 67% by June 2030.

Yearly Target Goals

2026 Data	2027 Goal	2028 Goal	2029 GOAL	2030 Goal
62%	64%	65%	66%	67%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	EB (Current & Monitored	Eco Dis	Special Ed (Current)
2026 DATA	62%	63%	42%	-	-	-	60%	33%	35%
2027 Goal	64%	65%	48%	-	-	-	62%	42%	38%
2028 Goal	65%	66%	53%	-	-	-	63%	50%	41%
2029 Goal	66%	67%	54%	-	-	-	64%	51%	42%
2030 Goal	67%	68%	55%	-	-	-	65%	52%	43%

EC Math Targeted Professional Development Plan

1) Campus academic coach will prove guidance and support for teacher growth through PLC's and Grade Level Planning
2) Students will set academic goals and track their data after every assessment.
3) Students will participate in targeted intervention and enrichment four times/week.

ALVIN ISD CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 81% in August 2025 to 98% by August 2030.

Yearly Target Goals

2025 (Baseline)	2026 DATA	2027 GOAL	2028 GOAL	2029 GOAL	2030 GOAL
81%	87%	95%	96%	97%	98%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	High Focus	EB (Current & Mont.)	Eco Dis	Special Ed (Current)	Cont. Enrolled
2026 DATA	87%	84%	85%	91%	96%	83%	84%	89%	84%	90%	91%
2027 Goal	95%	93%	95%	95%	97%	95%	95%	95%	95%	91%	95%
2028 Goal	96%	95%	96%	96%	98%	96%	96%	96%	96%	94%	96%
2029 Goal	97%	97%	97%	97%	99%	97%	97%	97%	97%	96%	97%
2030 Goal	98%	98%	98%	98%	100%	98%	98%	98%	98%	98%	98%

ALVIN HS CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 79% in August 2025 to 98% by August 2030.

Yearly Target Goals

2025 (Baseline)	2026 DATA	2027 GOAL	2028 GOAL	2029 GOAL	2030 GOAL
79%	84%	95%	96%	97%	98%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	High Focus	EB (Current & Mont.)	Eco Dis	Special Ed (Current)	Cont. Enrolled
2026 DATA	84%	59%	83%	87%	-	85%	83%	85%	83%	89%	88%
2027 Goal	95%	85%	94%	95%	-	94%	95%	95%	95%	90%	95%
2028 Goal	96%	90%	96%	96%	-	96%	96%	96%	96%	93%	96%
2029 Goal	97%	94%	97%	97%	-	97%	97%	97%	97%	96%	97%
2030 Goal	98%	98%	98%	98%	-	98%	98%	98%	98%	98%	98%

MANVEL HS CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 79% in August 2025 to 98% by August 2030.

Yearly Target Goals

2025 (Baseline)	2026 DATA	2027 GOAL	2028 GOAL	2029 GOAL	2030 GOAL
79%	91%	95%	96%	97%	98%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	High Focus	EB (Current & Mont.)	Eco Dis	Special Ed (Current)	Cont. Enrolled
2026 DATA	91%	90%	90%	97%	95%	-	88%	96%	88%	87%	95%
2027 Goal	95%	95%	95%	98%	96%	-	95%	97%	95%	90%	96%
2028 Goal	96%	96%	96%	99%	97%	-	96%	98%	96%	93%	97%
2029 Goal	97%	97%	97%	100%	98%	-	97%	99%	97%	96%	98%
2030 Goal	98%	98%	98%	100%	99%	-	98%	100%	98%	98%	99%

SHADOW CREEK HS CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 84% in August 2025 to 98% by August 2030.

Yearly Target Goals

2025 (Baseline)	2026 DATA	2027 GOAL	2028 GOAL	2029 GOAL	2030 GOAL
84%	87%	95%	96%	97%	98%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	High Focus	EB (Current & Mont.)	Eco Dis	Special Ed (Current)	Cont. Enrolled
2026 DATA	87%	81%	80%	98%	97%	73%	79%	92%	79%	89%	91%
2027 Goal	95%	95%	95%	99%	98%	95%	92%	94%	93%	90%	95%
2028 Goal	96%	96%	96%	100%	99%	96%	94%	96%	95%	93%	96%
2029 Goal	97%	97%	97%	100%	100%	97%	96%	97%	97%	96%	97%
2030 Goal	98%	98%	98%	100%	100%	98%	98%	98%	98%	98%	98%

IOWA COLONY HS CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 87% in August 2025 to 98% by August 2030.

Yearly Target Goals

2026 (Baseline)	2026 DATA	2027 GOAL	2028 GOAL	2029 GOAL	2030 GOAL
87%	87%	94%	96%	97%	98%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	High Focus	EB (Current & Mont.)	Eco Dis	Special Ed (Current)	Cont. Enrolled
2026 DATA	87%	85%	87%	92%	92%	91%	87%	84%	86%	97%	90%
2027 Goal	94%	92%	94%	95%	94%	95%	94%	95%	93%	98%	95%
2028 Goal	96%	94%	96%	96%	96%	96%	96%	96%	95%	99%	96%
2029 Goal	97%	96%	97%	97%	97%	97%	97%	97%	97%	100%	97%
2030 Goal	98%	98%	98%	98%	98%	98%	98%	98%	98%	100%	98%

RISE CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 97% in August 2025 to 98% by August 2030.

Yearly Target Goals

2025 (Baseline)	2026 DATA	2027 GOAL	2028 GOAL	2029 GOAL	2030 GOAL
97%	93%	95%	96%	97%	98%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	Asian	Two or More Races	High Focus	EB (Current & Mont.)	Eco Dis	Special Ed (Current)	Cont. Enrolled
2026 DATA	93%	-	94%	94%	-	-	93%	-	92%	-	94%
2027 Goal	95%	-	95%	95%	-	-	95%	-	95%	-	95%
2028 Goal	96%	-	96%	96%	-	-	96%	-	96%	-	96%
2029 Goal	97%	-	97%	97%	-	-	97%	-	97%	-	97%
2030 Goal	98%	-	98%	98%	-	-	98%	-	98%	-	98%

11. **Request to Consider Approval of a Board Resolution Between Alvin ISD and Communities in Schools** **248**

Alvin Independent School District

October 20, 2026

	AISD Board of Trustees
Agendum	Board Resolution
Category	Action Item
Resource Personnel	Dr. Rhonda Mason, Superintendent Diane Peltier, Chief Academics Officer Elizabeth Sassin, Executive Director of Federal Programs
Attachments	Grant Resolution
Rationale	AISD has partnered with Communities in Schools to write a continuation grant for 2026-2027 that supports the CIS programs at Alvin Junior High, Harby Junior High and Iowa Colony High School. Students served in this program have improved attendance, behavior, and academic outcomes.
District Goal(s)	Goal 1 - Academic Performance Goal 3 - Safety/Wellness
Budget Implications	None
Recommendation or Proposed Motion	I move that the Board approve the Board Resolution between Alvin ISD and Communities in Schools as presented.

RESOLUTION FOR DISTRICT APPROVAL OF THE SUBMISSION OF A GRANT PROPOSAL BY ALVIN ISD BOARD OF TRUSTEES TO THE OFFICE OF THE GOVERNOR FOR THE JUVENILE JUSTICE AND YOUTH DIVERSION PROGRAM, FY2027.

WHEREAS, Alvin ISD Board of Trustees finds it in the best interest of the citizens of Alvin and Iowa Colony that the Alvin Junior High, Harby Junior High and Iowa Colony High School Juvenile Justice and Youth Diversion Program be operated for the 2026-2027 school year; and

WHEREAS, Alvin ISD Board of Trustees agrees to provide applicable matching funds for the said project as required by the Office of the Governor grant application; and

WHEREAS, Alvin ISD Board of Trustees agrees that in the event of loss or misuse of the Office of the Governor funds, Alvin ISD Board of Trustees assures that the funds will be returned to the Office of the Governor in full.

WHEREAS, Alvin ISD Board of Trustees designates Diane Peltier, Chief Academics Officer, as the grantee's authorized official. The authorized official is given the power to apply for, accept, reject, alter or terminate the grant on behalf of the applicant agency.

WHEREAS, Alvin ISD Board of Trustees designates Cheryl Ryan, Executive Director of Finance, as the grantee's financial officer. The financial officer is given the power to submit financial and/or programmatic reports or alter a grant on behalf of the applicant agency.

NOW THEREFORE, BE IT RESOLVED that Alvin ISD Board of Trustees approves submission of the grant application for the Alvin Junior High, Harby Junior High and Iowa Colony High School Juvenile Justice and Youth Diversion Program to the Office of the Governor.

Signed by:

_____ Dr. Rhonda Mason, Superintendent

_____ AJ Johnson, Board President

_____ Cory Scott, Board Secretary

Passed and Approved this 20th day of October, 2026.

Grant Number: 53858-02

12. **Request to Consider Approval of Interlocal Contract with the UT Regional Security Operations Center for TEA K-12 Cybersecurity Services** **252**

Alvin Independent School District

October 20, 2026

	AISD Board of Trustees
Agendum	Interlocal Contract (ILC) with UT-RSOC for DIR STS Managed Security Services – TEA K-12 Cybersecurity Initiative
Category	Consent Agenda Action Item
Resource Personnel	Dr. Rhonda Mason, Superintendent Rory Gesch, Deputy Superintendent of Operations Heather Brown, Executive Director of Technology Services
Attachments	DSO_AISD_UTRSOC_ILC_10.20.26.SD
Rationale	Protecting District data and systems remains a top priority. Through the Texas Education Agency (TEA) K-12 Cybersecurity Initiative, the State of Texas provides school systems with no-cost cybersecurity services delivered through the Texas Department of Information Resources (DIR) Shared Technology Services (STS) Managed Security Services (MSS) program, in partnership with The University of Texas at Austin Regional Security Operations Center (UT-RSOC). In-scope services include managed Endpoint Detection and Response (EDR), Network Detection and Response (NDR), email security, vulnerability scanning, and Texas Cybersecurity Framework assessments. An Interlocal Contract (ILC) must be executed before the District can request and receive these services. Participation extends 24/7 monitoring and incident response capacity at no additional local cost.
District Goal(s)	Finance & Operations, Safety, Teaching & Learning
Budget Implications	None. In-scope services are state-funded through TEA and DIR at no cost to the District.
Recommendation or Proposed Motion	I move that the Board approve the Interlocal Contract with UT-RSOC to receive in-scope services from DIR's STS Managed Security Services (MSS) program as part of the TEA K-12 Cybersecurity Initiative, and authorize the Superintendent or designee to execute the contract.

INTERLOCAL COOPERATION CONTRACT
BETWEEN
UNIVERSITY OF TEXAS AT AUSTIN
AND
Alvin ISD

RELATING TO THE USE OF THE UT AUSTIN REGIONAL SECURITY OPERATIONS CENTER (RSOC) SERVICES

THIS INTERLOCAL COOPERATION CONTRACT ("Agreement") is entered into by and between Alvin ISD ("RSOC Customer") and THE UNIVERSITY OF TEXAS ("UT"), acting through the University of Texas Regional Security Operations Center ("RSOC") (referred to individually as a "Party" and collectively as the "Parties"), pursuant to the authority granted and in compliance with the provisions of the Interlocal Cooperation Act, Texas Government Code, Chapter 791. This AGREEMENT is created to give effect to the intent and purpose of Chapter 2063, Texas Government Code, concerning Regional Security Operations Centers, including Sections 2063.601 through 2063.605 and authorizes RSOC Customer to participate in the RSOC operated by UT. RSOC Customer acknowledges and agrees that this Agreement is with UT and, therefore, RSOC Customer does not have privity of contract with any other UT service provider(s). The RSOC shall use reasonable efforts to provide the services (the "Services") described in the Service Description.

SECTION I – CONTRACTING PARTIES

RSOC CUSTOMER: Alvin ISD

PERFORMING AGENCY: University of Texas at Austin

UT Contract No.: RSOC_ILC_0585

SECTION II – STATEMENT OF SERVICES TO BE PERFORMED

2.1 Effect of AGREEMENT and General Process

Per Government Code Section 2063.604, DIR and its university partner may include, but is not obligated to, provide the following security services through the RSOCs:

real-time network security monitoring to detect and respond to network security events that may jeopardize this state and the residents of this state;
alerts and guidance for defeating network security threats, including firewall configuration, installation, management, and monitoring, intelligence gathering, and protocol analysis;
immediate response to counter network security activity that exposes this state and the residents of this state to risk, including complete intrusion detection system installation, management, and monitoring for participating entities;
development, coordination, and execution of statewide cybersecurity operations to isolate, contain, and mitigate the impact of network security incidents for participating entities; and
cybersecurity educational services.

This Agreement is between UT and RSOC Customer and does not replace or supersede any other contracts for services, such as those offered by DIR. The terms of relevant DIR Shared Services Contracts, where applicable, will apply to this Agreement and will remain in full force and effect except as may be expressly modified by any amendment to the specific DIR Shared Services Contract. Such amendments will automatically apply to this Agreement with no further action by the Parties.

SECTION III – RSOC CUSTOMER PARTICIPATION

3.1 RSOC Customer Specific Requirements

RSOC Customer shall notify UT, in writing prior to execution of this Agreement, of all RSOC Customer-specific requirements ("RSOC Customer-Specific Legal Requirements") that pertain to any part of RSOC Customer's business that is supported by UT under this Agreement. The Parties intend that if the Parties agree such RSOC Customer-Specific Requirements will be coordinated between the Parties as part of the Services. RSOC Customer shall use commercially reasonable efforts to notify UT, in writing, of any changes to RSOC Customer-Specific Requirements that may, in any way, impact the performance, provision, receipt and use of Services. If necessary to facilitate UT compliance, RSOC Customer shall provide written interpretation to UT of any RSOC Customer-Specific Requirements. Should any RSOC Customer-Specific Requirements that are amended after the execution of this Agreement impede or otherwise impact the ability of UT to perform the services provided for herein, UT may terminate this Agreement immediately without further obligation to the RSOC Customer.

3.2 RSOC Responsibilities

The RSOC is responsible for:
security monitoring tools;
monitoring of security events;
notification of security events that require follow-up; and
reporting.

3.3 RSOC Customer Responsibilities

Where appropriate, RSOC Customer shall support the following:

Software currency standards are established for the environment. RSOC Customers are expected to remediate applications to comply with the standards.
Ensure network connectivity and sufficient bandwidth to meet RSOC Customer's needs.
Collaborate with the RSOC to establish and leverage standard, regular change windows to support changes to enterprise systems.
Allocate appropriate resources to perform the installation and support of the RSOC tools to enable RSOC to provide the services.
Coordinate with the RSOC to facilitate the uninterrupted collection of the data required for the RSOC to perform the services.
Collaborate with RSOC to develop and maintain the incident escalation matrix and make personnel available to act on a RSOC reported incident or alert.
Coordinate with the RSOC to act on planned and unplanned upgrades, maintenance, or other system changes within a mutually agreed upon timeframe.

Engage with the RSOC to act on reported incidents within a mutually agreed upon timeframe.

RSOC Customer acknowledges that any failure on its part to follow the above recommendations may place its own data and operations at risk.

3.4 RSOC Customer Equipment and Facilities

Any use by UT of RSOC Customer Equipment and/or Facilities shall be limited to the purpose of fulfilling the requirements of this Agreement. RSOC Customer will retain ownership of RSOC Customer Equipment.

3.5 Security

RSOC Customer agrees to comply with security recommendations provided by UT in connection with the Services, as communicated from time to time by UT. RSOC Customer agrees to inform UT of any RSOC Customer-specific security considerations. RSOC Customer acknowledges that any failure on its part to follow the above recommendations may place its own data and operations at risk. RSOC Customer accepts the risks and liabilities associated with failure to follow RSOC recommendations where UT and/or its service provider(s) determine that such recommendations would have prevented or mitigated an issue. UT and/or its service provider(s) accept no responsibility for the risk or liability incurred due to a RSOC Customer's decision not to follow UT's recommendations. Additionally, failure to comply with security standards, policies, and procedures may lead to the suspension or termination of the availability of certain Applications and services. UT will notify RSOC Customer of non-compliance.

SECTION IV

4.1 PRICING

The RSOC program is fully funded by the Texas Department of Information Resources (DIR) through legislative appropriations. As such, all RSOC services described in this agreement are provided to RSOC Customers free of charge, and no costs shall be incurred by the RSOC Customer for participation.

In accordance with Texas Government Code § 791.011(d)(3), each Party paying for the performance of governmental functions or services must make those payments from current revenues available to the paying Party.

In the event that legislative appropriations are reduced or eliminated such that DIR can no longer fund the RSOC program, this Agreement may be renegotiated to include a mutually agreed upon cost recovery model through an amendment to this Agreement. No charges will be made to the RSOC Customer without prior written agreement and approval from both parties.

4.2 PAYMENT FOR SERVICES

No payment is required from RSOC Customers under the current RSOC funding model. If in the future, RSOC services require a cost recovery due to a change in funding, the RSOC Customer shall not be billed or invoiced unless a new agreement is signed by both parties that outlines the scope, cost, and terms of payment.

Any future changes proposed must be reviewed and approved in writing by the RSOC Customer prior to invoicing. The Customer shall not be obligated to pay any charges that are not explicitly authorized in advance.

SECTION V – TERM AND TERMINATION OF CONTRACT AND SERVICES

5.1 Term and Termination of Agreement

The term of this Agreement shall commence upon execution of this Agreement by the last party to execute this Agreement and shall continue for an initial term of one (1) year. This Agreement shall automatically renew for successive one (1) year terms unless either Party provides notice of termination in accordance with Sections 5.2 and 6.4.

This Agreement is contingent on the continued appropriation of sufficient funds to pay the amounts specified in the RSOC Customer's Requests for Services, including the continued availability of sufficient relevant state funds if applicable. Continuation of the Agreement is also contingent on the continued statutory authority of the Parties to contract for the Services.

5.2 Termination of Services

Either Party may terminate this Agreement by giving the other Party sixty (60) calendar days' written notice in accordance with Section 6.4 of this Agreement.

SECTION VI – MISCELLANEOUS PROVISIONS

6.1 Public Information Act Requests

Under Chapter 552, Texas Government Code (the Public Information Act), information held by UT in connection with the RSOC is information collected, assembled, and maintained for UT. If RSOC Customer receives a Public Information Act request for information that RSOC Customer possesses, RSOC Customer shall respond to the request as it relates to the information held by RSOC Customer. Responses to requests for confidential information shall be handled in accordance with the provisions of the Public Information Act relating to Attorney General Decisions. Neither Party is authorized to receive or respond to Public Information Act requests on behalf of the other, but both Parties agree to inform the other Party upon receipt and prior to responding to a Public Information Act Request related to this Agreement or the services contemplated herein.

6.2 Confidential Information

Each Party shall maintain the confidentiality of information to the same extent that and with the same degree of care used to protect their own confidential information. UT acknowledges that RSOC Customer may be legally prohibited from disclosing or allowing access to certain confidential data in its possession to any third party, including UT.

UT and RSOC Customer shall determine whether:

RSOC Customer is subject to the Family Educational Rights and Privacy Act of 1974 (FERPA) regulations at 34 Code of Federal Regulations Part 99;

RSOC Customer receives Federal tax returns or return information and must comply with the requirement of IRS Publication 1075 and Exhibit 7 to IRS Publication 1075; or

RSOC Customer is subject to any other requirements specific to the provision of Services.

The Parties shall negotiate in good faith to determine the ability of and mechanisms for UT to receive data or information protected by such regulations.

6.3 Ownership of Data

The RSOC Customer will retain full ownership of the data the RSOC Customer provides to UT. UT is permitted to use such data as necessary to perform the Services under this Agreement.

Upon termination of this Agreement, UT will make commercially reasonable efforts to remove RSOC Customer-provided data from UT's active operational systems within thirty (30) days, except where retention is required by applicable law, UT policy, security operations practices, or system backup retention schedules.

6.3.1 FERPA

This Section 6.3.1 applies only if and to the extent that the RSOC Customer provides data subject to the Family Educational Rights and Privacy Act of 1974 (FERPA). For purposes of this Agreement, UT acknowledges its obligations to comply with FERPA, including but not limited to the obligation to maintain confidentiality of student education records. If applicable, RSOC Customer may designate UT as a "School Official", as an outside service provider used by the RSOC Customer to perform institutional services, only to the extent that access to the records is required to carry out the obligations under this Agreement. The Parties understand that any unauthorized disclosure of confidential student information may violate FERPA and its implementing regulations. Disclosure of confidential student information received under this Agreement to a third party is not authorized. Upon termination of this Agreement, UT will make commercially reasonable efforts to return or remove confidential information maintained in active systems within thirty (30) days, unless retention is required by applicable law, UT policy, security operations practices, or system backup retention schedules.

6.4 Notification Information

Notice given pursuant to this Agreement shall be in writing and shall be given by United States certified or registered mail, return receipt requested, addressed to the appropriate party as set forth below:

RSOC Customer's Primary Contact for Agreement

Name: [Required - click to fill in]
Title: [Required - click to fill in]

Address: [Required - click to fill in]
Telephone: [Required - click to fill in]
Email: [Required - click to fill in]

UT's Primary Contact for Agreement

Name: Jeremy Carter
Title: Regional Security Operations Center Manager
Address: 101 E 21st St. Stop S5500 ATTN: UT RSOC, Austin TX 78712
Telephone: 512-232-6001
Email: jeremy@utexas.edu

6.5 Binding Effect

The Parties hereto bind themselves to the faithful performance of their respective obligations under this Agreement.

6.6 Amendments

This Agreement may not be amended except by written document signed by the Parties hereto or as specified within this Agreement or the attachment being amended.

6.7 Conflicts between Contracts

If the terms of this Agreement conflict with the terms of any other contract between the Parties, the terms of this Agreement shall govern with respect to RSOC Services unless the Parties expressly agree in writing that another agreement supersedes this Agreement for those Services.

6.8 Responsibilities of the Parties

The Parties shall comply with all federal, state, and local laws, statutes, ordinances, rules and regulations and with the orders and decrees of any courts or administrative bodies or tribunals in any manner affecting the performance of the Agreement. The parties do not intend to create a joint venture. Each Party acknowledges it is not an agent, servant or employee of the other. Each Party is responsible for its own acts and deeds and for those of its agents, servants and employees. Notwithstanding the foregoing, UT will cooperate with RSOC Customer in all reasonable respects to resolve any issues pertaining to federal or state funding in connection with this Agreement. RSOC Customer shall comply with all policies, procedures, and processes as provided by UT.

In the event that RSOC Customer actions, failure to perform certain responsibilities, or requests outside the scope of Services result in direct and measurable additional costs to UT, the Parties agree to coordinate in good faith to address such costs. Any such costs will be communicated in advance and will not be incurred without prior discussion and mutual understanding between the Parties. UT and RSOC Customer shall also coordinate and plan for situations where conflicts, delays, or competing resource demands may arise during the term of this Agreement.

6.9 Audit Rights of the State Auditor's Office

In accordance with Section 2262.154, Texas Government Code and other applicable law, the Parties acknowledge and agree that:

the state auditor, the Parties 'internal auditors, and if applicable, the Office of Inspector General of RSOC Customer or their designees may conduct audits or investigations of any entity receiving funds from the state directly under the Agreement or indirectly through a subcontract under the Agreement;

that the acceptance of funds directly through this Agreement or indirectly through a subcontractor under the Agreement acts as acceptance of the authority of the state auditor, under the direction of the legislative audit committee, the Parties 'internal auditors, and if applicable, the Office of Inspector General of RSOC Customer or their designees to conduct audits or investigations in connection with those funds; and

that the Parties shall provide such auditors or inspectors with access to any information considered relevant by such auditors or inspectors to their investigations or audits.

6.10 General Terms

Except as expressly provided herein, no provision of this Agreement will constitute or be construed as a waiver of any of the privileges, rights, defenses, remedies or immunities available to either Party. The failure to enforce or any delay in the enforcement of any privileges, rights, defenses, remedies, or immunities available to either Party by law will not constitute a waiver of said privileges, rights, defenses, remedies, or immunities or be considered as a basis for estoppel. Except as expressly provided herein, neither Party waives any privileges, rights, defenses, remedies or immunities available to it.

This Agreement will be construed and governed by the laws of the State of Texas. Venue for any action relating to this Agreement is in Texas state courts in Austin, Travis County, Texas, or, with respect to any matter in which the federal courts have exclusive jurisdiction, the United States District Court for the Western District of Texas, Austin Division. If one or more provisions of this Agreement, or the application of any provision to any Party or circumstance, is held invalid, unenforceable, or illegal in any respect, the remainder of this Agreement and the application of the provision to other Parties or circumstances will remain valid and in full force and effect.

6.11 Liability

Neither Party shall have a duty to defend or indemnify the other Party for claims arising out of or relating to the Services, except as otherwise provided by law.

The RSOC Customer understands that, while RSOC services will likely improve and support the cybersecurity posture of the RSOC Customer, there is no guarantee provided or asserted in any way that this service can or will block all attacks or prevent all breaches. In the event of a successful attack and/or breach, the RSOC Customer understands that, based on many factors, including system settings, user behaviors, and the availability of log and other information, it may not be possible to stop, or identify the source of, a compromise or breach. Furthermore, through this service, it may not be possible to determine the precise number of records affected in the event of a breach.

6.12 Signatory Warranty

Each signatory warrants requisite authority to execute the Agreement on behalf of the entity represented.

SECTION VII – CERTIFICATIONS

The undersigned Parties hereby certify that:

the matters specified above are necessary and essential for activities that are properly within the statutory functions and programs of the affected agencies of State Government;

this Agreement serves the interest of efficient and economical administration of State Government; and

the Services, supplies or materials in this Agreement are not required by Section 21, Article 16 of the Constitution of Texas to be supplied under contract given to the lowest responsible bidder.

IN WITNESS WHEREOF, the Parties have signed this Agreement effective on date of last signature below.

RSOC CUSTOMER: Alvin ISD

By: _____
Printed Name:
Title:
Date:

PERFORMING AGENCY: UNIVERSITY OF TEXAS AT AUSTIN

By: _____
Printed Name:
Title:
Date:

13. **Request to Consider Approval of Employment of Personnel - Personnel Action Item** **263**

Alvin Independent School District

October 20, 2026

	AISD Board of Trustees
Agendum	Request to Consider Personnel Items-Requested Personnel
Category	Personnel/Action
Resource Personnel	Dr. Rhonda Mason, Superintendent Dr. Johnny Briseno, Associate Superintendent of HR Syreeta Presley, Executive Director of HR Natalie Hoskins, Director of HR
Attachments	Memo related to personnel
Rationale	Requested personnel actions
District Goal(s)	Teachers and Staff
Budget Implications	None
Recommendation or Proposed Motion	I move that the Board approve the requested personnel items as presented

14. **Closed Executive Session** **265**

Alvin Independent School District
October 20, 2026

	AISD Board of Trustees
Agendum	Closed Executive Session
Category	Closed Session
Resource Personnel	Dr. Rhonda Mason, Superintendent
Attachments	None
Rationale	The Board will now enter into a Closed Executive Session to discuss the following: 551.074 Discussing personnel or to hear complaints against personnel 551.089 Discussion of District-Wide Intruder Detection Audit Report Findings
District Goal(s)	None
Budget Implications	None
Recommendation or Proposed Motion	None

A. 551.074 Discussing personnel or to hear complaints against personnel
B. 551.089 Discussion of District-Wide Intruder Detection Audit Report Findings

15. **Possible Action From Closed Executive Session**
16. **Adjournment**

If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed or executive meeting or session of the Board of Trustees is required, then such closed or executive meeting or session as authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq., will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

Texas Government Code Section:

551.071	Private consultation with the board's attorney.
551.072	Discussing purchase, exchange, lease, or value of real property.
551.073	Discussing negotiated contracts for prospective gifts or donations.
551.074	Discussing personnel or to hear complaints against personnel.
551.075	To confer with employees of the school district to receive information or to ask questions.
551.076	Considering the deployment, specific occasions for, or implementation of, security personnel or devices.
551.082	Considering the discipline of a public school child, or complaint or charge against personnel.
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	Excluding witnesses from a hearing.

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

(a) In the open meeting covered by the Notice upon the reconvening of the public meeting; or
(b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.

On Wednesday, October 7, 2026, this Notice was made available to the public on the District website and an original copy of this Notice was posted on the bulletin board at the school district administration building at or before 5:00 p.m. on the said date.

_____
Norma Perez, Executive to the Superintendent & Board of Trustees