

# AGENDA

## **SPECIAL MEETING OF THE BOARD OF EDUCATION FORT STOCKTON INDEPENDENT SCHOOL DISTRICT**

**FRIDAY, APRIL 11, 2025 – 5:30 PM  
BOARD ROOM – 101 W DIVISION – FORT STOCKTON, TEXAS**

The Board may deliberate or act on any of the subjects listed on the following agenda. The President may change the order of items listed for the convenience of the Board. The Board may enter into a closed meeting to seek the advice and counsel of its attorney at any time during the meeting under the authority of Texas Government Code Chapter 551.071 regarding any item listed on the agenda of this meeting or in order for the attorney to provide legal assistance or advice to the Board.

### **1. CALL TO ORDER**

- A. Establishment of Quorum Flo Garcia, President
- B. Roll Call Ursula Sanchez, Secretary
- C. This meeting has been duly called and notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Chapter 551 of the Texas Government Code.
- D. Pledges of Allegiance Anastacio Dominguez, Vice-President
- E. Invocation Dr. Gabriel Zamora, Superintendent

### **2. OPEN FORUM AND PUBLIC COMMENTS**

### **3. ACTION ITEMS**

The Board may elect to Consider, Discuss, Table, Approve and/or Take Action on any of the items under this section.

- A. Select Provider LASO Bluebonnet Grant
- B. Athletic Director Applicant Review: Select Candidates for Virtual Screener Interviews

### **4. CLOSED SESSION**

In accordance with the Texas Open Meetings Act (Subchapters D and E of Chapter 551 of the Texas Government Code), the board will now enter into a closed meeting to deliberate subjects listed on this agenda authorized by Subchapter D. Any final action, decision, or vote on a subject deliberated in the closed meeting will be taken in an open meeting held in compliance with the Texas Open Meetings Act.

- A. Discuss the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee or to hear a complaint or charge against an officer or employee (551.074)
- B. Consultation with attorney (551.071)
- C. Discuss Athletic Director Candidates: Athletic Director Search is Confidential only the Identity of the Finalist will be revealed.

### **5. OPEN SESSION – Reconvene to take any necessary action as a result of Closed Session**

### **6. ADJOURNMENT**



# FORT STOCKTON INDEPENDENT SCHOOL DISTRICT

<b>Agenda Item:</b>  Select Provider LASO Bluebonnet Grant	<b>Meeting Date:</b>  April 11, 2025
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- ☒ Action
- ☒ Information
- ☒ Discussion

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## **Background:**

Mr. Alvarado recruited a committee of staff members that included teachers, curriculum specialists, and other key leaders. The interview and evaluated 4 different TEA approved providers. In the end, the committee voted to approve Education Elements as the Strong Foundations grant services provider.

## **Fiscal Implications:**

Grant funded.

## **Recommendations:**

Approve Education Elements as the TEA approved provider.

## **Suggested Motion:**

I move to approve the Education Elements proposal that will select them as the TEA approved provider for our Strong Foundation Planning and PLC Support.



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Ann Arbor, MI 48108  
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## ORDER FORM 2025-01

EE Partner:	Crystal Xu
Pricing Valid to:	04/15/2025
Type:	New Customer

### Customer Information

Organization Name:	Fort Stockton ISD
Customer Contact Name:	Dr. Gabriel Zamora, Superintendent Mr. Roy Alvarado, Assistant Superintendent, Curriculum & Instruction
Customer Phone:	432-336-4101
Customer Email:	roy.alvarado@fsisd.net, gabriel.zamora@fsisd.net

Billing Contact Name:	Maria Gomez
Billing Address:	1200 W. 17 <sup>th</sup> Street Fort Stockton, TX, 79735
Billing Phone:	432-336-4101
Billing Email:	maria.gomez@fsisd.net

*Invoices will be delivered via email.*

This **Order Form 2025-01** is subject to and incorporates the terms and conditions of the Master Services Agreement located at [<https://www.scholarus.com/msa-surveys-and-services>] (the “**Master Services Agreement**”) and is entered as of **April 07, 2025** between XanEdu Publishing, Inc. (DBA Education Elements and DBA Scholarus Learning), a Delaware corporation having its principal place of business at 4750 Venture Drive PMB#20 Ann Arbor, MI 48108 (“**Company**”) and **Fort Stockton Independent School District** (“**Customer**”). In the event of any conflict or inconsistency between this Order Form and the Master Services Agreement, this Order Form will prevail. Any capitalized term not defined in this Order Form will have the meaning given to it in the Master Services Agreement. Any terms and conditions in any purchase order or other ordering document issued by Customer that are inconsistent with or in addition to the terms and conditions of the Master Services Agreement and this Order Form are hereby rejected by the parties and will be deemed null and of no effect.

### Offering

Services Fees (See Appendix A for additional details)

Service Name	Service Description	Dates	Fees
Strong Foundations Implementation	Education Elements will provide technical assistance for the LASO Strong Foundations Implementation: Math Grant, supporting with differentiated support for coaching, observation and feedback, pacing, and professional development.	5/15/2025 - 06/30/2026	\$292,000.00
Strong Foundations Planning	Education Elements will provide product support and technical assistance for the LASO Strong Foundations Planning Grant: RLA building capacity in educators while developing an instructional framework and vision	5/15/2025 - 06/30/2026	\$80,000.00

**Total Fees:** **\$372,000.00**



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Payment Schedule

Payment Schedule	Amount	Invoice Date	Payment Due Date
Payment 1	\$186,000.00	Upon NOGA - tentative 05/01/2025	Net 30
Payment 2	\$186,000.00	01/01/2026	Net 30

Total Fees: \$372,000.00

Special Terms

1. None

By signing below, Customer hereby agrees (i) to be bound by the terms of this Order Form and of the Master Services Agreement and (ii) that this Order Form will be legally binding unless this Order Form is rejected by Company. The signatory below on behalf of Customer represents to Company that they (a) have full authority to bind Customer to this Order Form and the Master Services Agreement and (b) has read and understands this Order Form and the Master Services Agreement.

Acknowledged and Agreed

CUSTOMER: Fort Stockton ISD

COMPANY: XanEdu Publishing, Inc.

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Name: Dr. Gabriel Zamora

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_




APPENDIX A – Proposal

# Strong Foundations **RLA** Planning, **Math** Implementation & Campus **PLC** Support Proposal

Fort Stockton ISD  
March 21, 2025

## Our Understanding

Fort Stockton ISD serves nearly 2,2000 students across 5 schools, along with a virtual program. In the 2025-2026 school year, Fort Stockton ISD will participate in the Strong Foundations Planning Grant for Reading Language Arts, Strong Foundations Implementation in Texas Bluebonnet math, and Strong Foundations Implementation PLC Support.

What We Understand About Fort Stockton FSISD		Why We Believe In Our Approach for Fort Stockton ISD FS
Fort Stockton ISD has an innovative and goal-oriented team that values autonomy and growth. The leadership team models the elements of collaboration and lifelong learning they seek to empower in students. FSISD will be implementing curricula across grade levels and subject areas.		<ul style="list-style-type: none"><li>• Education Elements will work with FSISD to create a cross-departmental Steering Committee to include and value all stakeholder groups.</li><li>• We facilitate protocols to help make change manageable for those closest to the work and leverage 7Cs, the only student perception survey predictive of student outcomes, to inform our work.</li></ul>
Beyond the requirements of the SFP and SFI Grants, FSISD needs a partner who will support campus leaders and teachers in internalizing RBIS and continue building leader capacity for high-quality observation and feedback cycles aligned with T-TESS and TIA.		<ul style="list-style-type: none"><li>• As experts in pedagogy and coaching, Ed Elements is equipped to support educators in understanding RBIS at both the conceptual and classroom look-for level.</li><li>• We'll facilitate coaching bootcamps and support for CDCs</li><li>• We'll sit side-by-side with educators across grades and subjects to help them grow</li></ul>
Fort Stockton ISD is a team of goal-driven educators. They need support that values and honors the actual classroom experience, internalizing the curricula with integrity and making thoughtful adjustments.		<ul style="list-style-type: none"><li>• Education Elements is a content-agnostic, neutral third-party provider committed to ensuring our support prioritizes what's best for students and educators—not a script or scripted PD.</li></ul>

This work is complex and requires deep expertise and both state and local context. Change can feel uneasy.



- We are educators supporting educators, balancing the urgency and joy in this work.
- Education Elements is committed to making sure each learning experience lifts educators from their day-to-day: listening, learning, and growing together.

## About Education Elements

Education Elements helps K-12 organizations pursue their biggest goals by delivering customized, transformative solutions tailored to their unique needs and culture. Working across 40+ states, we bring deep expertise in change management—spanning instructional practices, leadership, strategic planning, and school improvement—alongside comprehensive curriculum support, including development, customization, and print distribution. Our hands-on approach ensures that every initiative is actionable, sustainable, and designed to drive lasting improvements in student outcomes.

Education Elements strengthens school systems to be the top-rated choice for high-quality educational experiences by creating the conditions for students, staff, and families to thrive. We are a team of K-12 practitioners, who combine instructional expertise, research, and community perspectives, to help school systems transform strategic priorities to tangible outcomes, so you can focus on what matters. We approach each partnership by sharing proven strategies while deeply understanding the unique context of your district. We honor the goals, priorities, and vision of every leader with whom we work, and we help them to hone, articulate, and make those visions a reality. By embedding research-based practices, measures of progress, and our deep expertise into our solutions, we help you achieve the following:



**Develop Strategic  
Direction**



**Grow School &  
District Leaders**



**Deliver Exceptional  
Instruction**



**Differentiate  
Curriculum Materials**



**Drive Measurable  
School Improvement**

In Texas, we bring statewide expertise across TEA initiatives to help make the work your district do with one grant compliment and support the work holistically. Our TEA work includes:

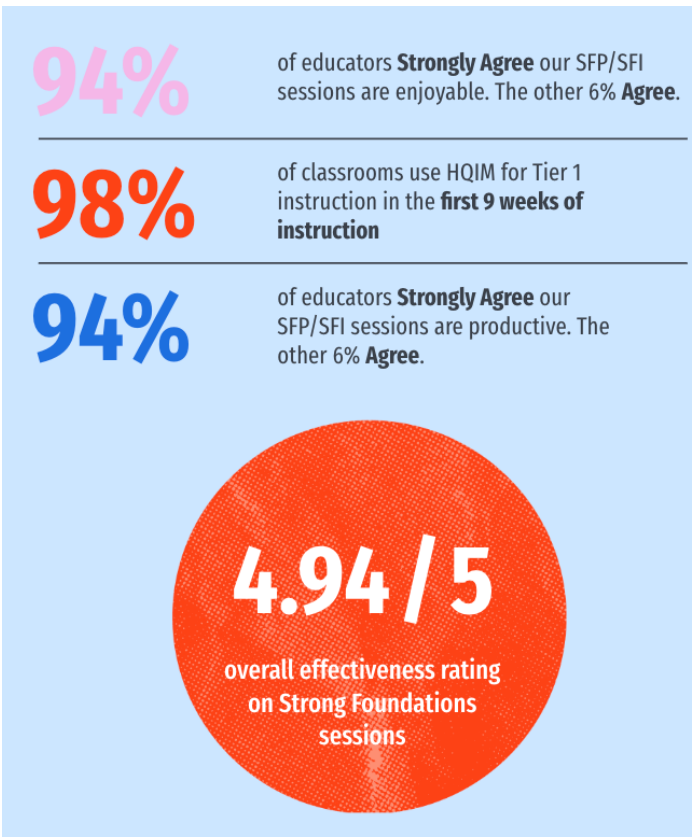
- Strong Foundations Planning
- Strong Foundations Implementation
- Strong Foundations Implementation PLC
- Blended Learning Grant Program
- TIA Student Perception Survey
- Cohort Leader Screener
- Texas Reading Academies
- Texas Virtual and Hybrid Program Accelerator and Continued Support
- School Action Fund
- Effective Schools Framework
- Resilient Schools Support Program

## Strong Foundations Experience

Education Elements is an approved technical provider for both LASO Strong Foundations Planning (SFP) and Strong Foundations Implementation Grants (SFI) to support the adoption and implementation of High-Quality Instructional Materials (HQIM). We provide Strong Foundations districts by serving as a trusted partner that works closely with you, bringing our contextual expertise to meet your district's unique needs. Our approach is rooted in integrity, capacity-building, and adaptability, ensuring systemic change that is both impactful and sustainable. We specialize in navigating complex changes by fostering buy-in for curriculum and instructional shifts and offering on-the-ground support to turn vision into action.

100% of educators **Strongly Agree** that our Strong Foundations support is effectively facilitated.

### What Our Partners Say About Us



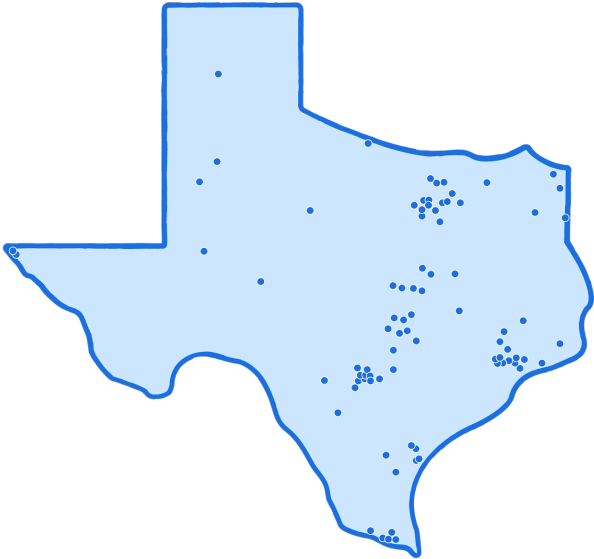
*“The Education Elements Strong Foundations team works in partnership with our district team to ensure that this work is customized to meet the needs and enhance the strengths of our district. We could not lead this work without our EE technical assistance. The Education Elements team serves as a truly responsive partner in developing our framework for success.”*

- **Holly Hughes, Asst Superintendent of Elementary Education, Clear Creek Independent School District**

*“Education Elements has provided our team targeted support to large system changes, making the impossible possible. They offer experience in instructional strategies, organizational design, expertise in HQIM, and expertise with TEA grants that have helped our team with the planning and launching of three HQIMs in one school year. We are truly grateful for our partnership with EE.”*

- **Dr. Dustin Binnicker, Former Asst Superintendent of Teaching, Leading and Learning, Waxahachie Independent School District**

Our Texas Partners



Aldine ISD	<u>International</u>
Alice ISD	<u>Leadership of</u>
Alief ISD	<u>Texas</u>
Anahuac ISD	Irion ISD
Amarillo ISD	Klein ISD
Arlington ISD	Kingsville ISD
Atlanta ISD	<u>La Joya ISD</u>
AYA Academy	Lake Travis ISD
Bastrop ISD	Leander ISD
Beaumont ISD	Lighthouse
Belton ISD	Academy
Brownfield ISD	Little Elm ISD
Burleson ISD	Longview ISD
Cedar Hill ISD	Lubbock ISD
Clear Creek ISD	Lytle ISD
Compass Rose	Maud ISD
ISD	Midland ISD
Conroe ISD	<u>Midway ISD</u>
Corpus Christi	Northside ISD
ISD	Pegasus School
Copperas Cove	of Liberal Arts
ISD	<u>Pharr-San Juan-</u>
Cumby ISD	<u>Alamo ISD</u>
Dallas ISD	Priority Charter
Denton ISD	Schools
Dilley ISD	Promesa
Donna ISD	Academy Charter
East Central	Schools
ISD	Reinvention
Edcouch-Elsa	Foundation
ISD	Robinson ISD
Edgewood ISD	Round Rock ISD
El Paso ISD	Sabinal ISD
ESC 11	San Marcos
ESC 13	CISD
ESC 19	Seguin ISD
ESC 20	School of
Everman ISD	Science and
Forney ISD	Technology
Frisco ISD	Shepherd ISD
Galena Park	Sinton ISD
ISD	South San
Garland ISD	<u>Antonio ISD</u>
George I.	<u>South Texas ISD</u>
Sanchez	Southwest ISD
Charter School	Spring Branch
Goose Creek	ISD
ISD	Taft ISD
Groesbeck ISD	Temple ISD
Harmony PS	Texas Education
Hawley ISD	Agency (TEA)
Hurst Euleess	Waskom ISD
Bedford ISD	Waxahachie ISD
Hutto ISD	<u>Wichita Falls ISD</u>



## Our Work Together

During the 25-26 school year, we will develop and equip Fort Stockton ISD with the skills and knowledge so that every student, staff, and family receives high-quality educational experiences. We will leverage our methodology to **differentiate curriculum implementation support** and by the end of our work together Fort Stockton Fort StocktonISD will:

- **Engage teachers in high-quality professional learning (HQPL)** focused on research-based instructional strategies (RBIS) in RLA and math with a strong practitioners len, refreshing RBIS in Math, and build knowledge on how best to internalize and implement HQIM by working with individual campuses to provide targeted, responsive support and maintain strategic alignment.
- **Develop an instructional framework** in language arts to drive key teaching and learning decisions within Fort Stockton Fort Stockton ISD.
- **Assess the current state** of instruction and develop a comprehensive school improvement plan for the SFI PLC campus, with supporting structures for all campuses.
- **Implement a strategic instructional framework rollout plan and evaluate the adoption of high-quality instructional materials (HQIM)** to achieve Fort Stockton ISD's instructional goals.
- **Enhance instructional coaches capacity** to support and grow teachers throughout the course of HQIM implementation





By the end of the project, we will support project teams to produce the following **TEA deliverables**:

Project Roadmap and Communications Plan	Instructional Framework	Implementation Plan +
<p>At the end of the Plan and Align phase, we will produce a Project Roadmap and Communications Plan that outlines the strategy for introducing the plan to the community.</p> <ul style="list-style-type: none"><li>• Introduction to the Instructional Framework</li><li>• Curriculum Information</li><li>• Professional Development Sessions</li><li>• Learning Systems and Structures</li></ul>	<p>At the end of the Design phase, we will produce an Instructional Framework.</p> <ul style="list-style-type: none"><li>• Introduction to the Instructional Framework</li><li>• Domain, Subdomain, and indicators</li><li>• Glossary</li><li>• Steering Team Information</li></ul>	<p>At the end of the phase, we will produce an Implementation Plan that highlights the approach to implementation of the Instructional Framework.</p> <ul style="list-style-type: none"><li>• Implementation Sprints</li><li>• Key Metrics for Success</li></ul>
Implementation Plan and Campus Action Plan		
<p>Our team will support LEAs in completing required deliverables, including the Strong Foundations Implementation Plan. We will produce an Implementation Plan that highlights the approach to implementation of the Instructional Framework.</p> <ul style="list-style-type: none"><li>• Implementation Sprints</li><li>• Key Metrics for Success + Key Fidelity of Implementation Metrics for Pre-Launch, Initial Implementation, and Deeper Implementation</li></ul>		

## Localized Phased Approach to Change Management

Our phased change management framework ensures that every plan translates into real action:

1. **Local Pulse** – Deep research, including surveys, interviews, and focus groups to capture a district's unique context.
2. **Build the Foundation** – Development of necessary knowledge and skills to design and implement the intended change.
3. **Design the Blueprint for Change** – A customized strategy built around district goals, drawing from over a decade of experience with hundreds of districts.
4. **Customized Action Plan** – Detailed implementation support with proactive barrier resolution to ensure sustainable change.
5. **Reflect and Iterate** - Creates cycles of continuous improvement in implementation support based on data points from key stakeholders.

			
<b>Capture Local Pulse</b>	<b>Build the Foundation</b>	<b>Design the Blueprint for Change</b>	<b>Implement Action</b>
Understand the unique context and align on goals of the project	Provide learning to develop the foundational knowledge needed to design and implement change	Design a customized strategy that includes outcomes and metrics.	Develop a detailed implementation plan to ensure sustainable change.

We create a calendar of our work together during our first month of partnership to ensure we maximize in-person support aligned with the district calendar as well as STAAR testing window. Based on our approach, Fort Stockton ISD should expect **22 visits** with approximately **79 days of onsite time**. To see a sample of a detailed approach please see below.

**Workstream #1: District Strategy and Implementation** *We work with district leaders (prioritizing relevant Asst. Supts. and CCDs) to align overarching strategy for curriculum implementation, which includes setting implementation goals and crafting action plans that spell out highest-leverage decisions. We will work with your team to make curriculum adjustments and can provide RLA 3-5 assessment items for STAAR alignment at no additional cost. The district team will be provided support in project and change management to ensure strong multi-year responsive planning for implementation. Fidelity Metrics can include:*

- Establish clear expectations defining what fidelity of implementation looks like for Texas Bluebonnet K-5 RLA, K-5 Math, 6-Algebra I math based on different teacher experiences
- Establish measurement and attainable metrics for year 1 implementation through the lens of fidelity, effectiveness, and impact

Phase & Timing	During this phase we will	Touchpoints	Outputs
Capture Local Pulse	<ul style="list-style-type: none"><li>Align on goals and project roadmap</li></ul>	Kickoff Call	Project Roadmap Teaming Structures

June- Aug	<ul style="list-style-type: none"> <li>• Ensure shared understanding of responsive planning and our process</li> <li>• Establish clear expectations defining implementation fidelity for year 4 at Fort Stockton ISD for Texas Bluebonnet K-5 RLA, K-5 math, and 6-Algebra I math.</li> <li>• Establish measurement and attainable metrics for year 4 implementation through the lens of fidelity, effectiveness, and impact</li> <li>• Provide side-by-side support to make pacing adjustments and include RLA 3-5 STAAR aligned assessment items as needed</li> </ul>	Begin Monthly Project Team Calls	HQIM Implementation Goals and Progress Monitoring Plan
		District Steering Team Summer Strategy + Pacing and School Improvement Plan Session  2 Days	
<b>Build the Foundation</b>  Sep- Dec	<ul style="list-style-type: none"> <li>• Facilitate monthly project calls to align on project goals, implementation metrics, and high quality deliverables</li> <li>• Meet with the Steering Team to evaluate progress of implementation</li> </ul>	Monthly Project Team Calls	Sign-In and Exit Tickets
		District Steering Team Strategy Session #2  1 Half Day	Session Slides  <b>Final Deliverable:</b> Implementation Plan
<b>Design the Blueprint for Change</b>  Jan- Apr	<ul style="list-style-type: none"> <li>• Facilitate monthly project calls to align on project goals, implementation metrics, and high quality deliverables</li> <li>• Meet with the Steering Team to evaluate progress of implementation</li> <li>• Connect with selected teachers/ principals to provide feedback on strategy, materials, progress, etc.</li> </ul>	Monthly Project Team Calls	Sign-In Sheets, Exit Surveys, Session Slides, Current State Analysis Report, Multi-Year Implementation Plan, Action Plans
		District Steering Team Strategy Session #3  1 Half Day	
<b>Implement Action</b>  May- July	<ul style="list-style-type: none"> <li>• Facilitate monthly project calls to align on project goals, implementation metrics, and high quality deliverables</li> <li>• Meet with the Steering Team to evaluate progress of implementation</li> </ul>	Monthly Project Team Calls	Sign-In Sheets, Exit Surveys, Session Slides
		District Steering Team Strategy Session #4  1 Full Day	
		Project Retrospective + Closeout	

**Workstream #2: Instructional Leadership Capacity Building** *We work with campus curriculum directors, likely in differentiated ways, to build capacity to support and grow teachers throughout the course of HQIM implementation. Through turnkey and coaching models, the instructional leaders such as coaches, district leaders, and school leaders will have multiple learning series aligned with the curriculum internalization, RBIS, PLCs, change management, and coaching cycle practice labs to ensure leaders are provided timely, relevant, and research-based learning focused on practice.*

**Effectiveness Metrics can include:**

- 100% of leaders are clear on how to plan, prepare, and facilitate a lesson internalization in PLC
- 90% of leaders are consistently and publicly celebrating the small wins on a weekly basis around implementation in the classroom
- 100% of instructional coaches are identifying the highest leverage actionable next steps in coaching cycles

Phase & Timing	During this phase we will	Touchpoints	Outputs
<b>Capture Local Pulse</b>  <i>June- Aug</i>	<ul style="list-style-type: none"> <li>Align on goals and project roadmap</li> <li>Ensure shared understanding of responsive planning and our process</li> <li>Establish clear expectations defining implementation fidelity for year 4 at Fort Stockton ISD for Texas Bluebonnet K-5 RLA, K-5 math, and 6-Algebra I math.</li> </ul>	Summer Kickoff with Coaches  2 Days	Coaching Roadmap, Learning Scope
<b>Build the Foundation</b>  <i>Sep- Dec</i>	<ul style="list-style-type: none"> <li>Build the capacity of instructional coaches and instructional leaders to provide actionable feedback, model lesson, and internalization process through a differentiated cohort support.</li> <li>Train coaches on key functions (using TEA-provided observation tools, supporting data-driven instruction, etc.)</li> <li>Provide space to reflect on and further application of learning shared during monthly PD</li> </ul>	Monthly Virtual Problem of Practice  4 Calls	Rehearsal Protocols, Coaching Cycle Guidance, Session Slides, Sign in sheet for each session, Exit survey for each session
		Monthly Professional Development  2 Half Days	
<b>Design the Blueprint for Change</b>  <i>Jan- Apr</i>	<ul style="list-style-type: none"> <li>Build the capacity of instructional coaches and instructional leaders to provide actionable feedback, model lesson, and internalization process through a differentiated cohort support.</li> <li>Train coaches on key functions (using TEA-provided observation tools, supporting data-driven instruction, etc.)</li> <li>Provide space to reflect on and further application of learning shared during monthly PD</li> </ul>	Monthly Virtual Problem of Practice  4 Calls	Rehearsal Protocols, Coaching Cycle Guidance, Session Slides, Sign in sheet for each session, Exit survey for each session
		Monthly Professional Development  3 Half Days	

<b>Implement Action</b> <i>May- July</i>	<ul style="list-style-type: none"> <li>Build the capacity of instructional coaches and instructional leaders to provide actionable feedback, model lesson, and internalization process through a differentiated cohort support.</li> <li>Train coaches on key functions (using TEA-provided observation tools, supporting data-driven instruction, etc.)</li> <li>Provide space to reflect on and further application of learning shared during monthly PD</li> </ul>	Monthly Virtual Problem of Practice  1 Call	Rehearsal Protocols, Coaching Cycle Guidance, Session Slides, Sign in sheet for each session, Exit survey for each session
		Monthly Professional Development  1 Half Day	

**Workstream #3: Professional Learning** *We deliver professional development to teachers to build their baseline, general knowledge on how best to internalize and implement HQIM by utilizing existing district professional learning days through intentional design and turnkey capacity building to ensure timely, relevant, and research-based professional learning experiences for teachers and leaders. The professional learning sessions seek to provide clarity of expectation, build knowledge and skills aligned with implementation, and model the mindsets around change needed for sustainable impact.*

**Effectiveness Metrics can include:**

- 85% strong agree and agree the professional learning provided is relevant to continuous improvement in my classroom/ school
- 85% strongly agree and agree that professional learning provides clarity around expectations around implementation

Phase & Timing	During this phase we will	Touchpoints	Outputs
<b>Capture Local Pulse</b>  <i>June- Aug</i>	<ul style="list-style-type: none"> <li>Align on goals and project roadmap for each professional development session</li> <li>Ensure shared understanding of responsive planning and our process</li> <li>Establish clear expectations defining implementation fidelity for year 4 at Fort Stockton ISD for Texas Bluebonnet K-5 RLA, K-5 math, and 6-Algebra I math.</li> <li>Design and deliver teacher-facing professional development to support internalization of and instruction using HQIM</li> </ul>	Curriculum Launch Professional Development <ul style="list-style-type: none"> <li>Texas Bluebonnet K-5 RLA</li> <li>Texas Bluebonnet K-4 Math</li> <li>Texas Bluebonnet 6-Algebra I</li> </ul>	Sign-In and Exit Tickets  Session Slides  Session Exit Surveys
<b>Build the Foundation</b>  <i>Sep- Dec</i>	<ul style="list-style-type: none"> <li>Design and deliver teacher-facing professional development mid-year to support internalization of and instruction using HQIM and implementation data to ensure differentiation for participants</li> </ul>	Curriculum Day Professional Development <ul style="list-style-type: none"> <li>Texas Bluebonnet Math</li> </ul>	Sign-In and Exit Tickets  Session Slides  Session Exit Surveys

<b>Design the Blueprint for Change</b>  <i>Jan- Apr</i>	<ul style="list-style-type: none"> <li>Design and deliver teacher-facing professional development mid-year to support internalization of and instruction using HQIM and implementation data to ensure differentiation for participants</li> </ul>	Curriculum Day Professional Development <ul style="list-style-type: none"> <li>Texas Bluebonnet K-5 RLA</li> <li>Texas Bluebonnet Math</li> </ul>	Sign-In and Exit Tickets  Session Slides  Session Exit Surveys
		Curriculum Day Professional Development <ul style="list-style-type: none"> <li>Texas Bluebonnet K-5 RLA</li> <li>Texas Bluebonnet Math</li> </ul>	Sign-In and Exit Tickets  Session Slides  Session Exit Surveys
		Curriculum Day Professional Development <ul style="list-style-type: none"> <li>Texas Bluebonnet Math</li> </ul>	Sign-In and Exit Tickets  Session Slides  Session Exit Surveys

**Workstream #4: School-Based Support:** *We work with individual campuses (leaders and teachers) to provide targeted, responsive support and maintain strategic alignment throughout the course of HQIM implementation. The idea of these support days is to help provide some autonomy to building leaders to identify and match support to implementation goals. This will drive ownership and capacity of leaders to lead the HQIM implementation at the building level. Leaders and their leadership team can work together to design the support they want to provide to teachers based on building context. We also provide direct support to teachers through lesson internalization, looking at student work, and modeling lessons. This learning model ensures must-dos are completed across all buildings and may-do's are given flexibility and autonomy. During an onsite support day, it might look like having our team members do co-observations with a leader, co-lead a PLC, and debrief the experience with a coach, and create coaching next steps together with an academic leader. Effectiveness metrics can include:*

- 100% of leaders are clear on how to diagnose needs and match support accordingly.
- 90% of classrooms have teachers using HQIM materials consistently.
- 100% of teachers find the support effective in improving their execution of their specific curriculum.

Phase & Timing	During this phase we will	Touchpoints	Outputs
<b>Build the Foundation</b>  <i>Aug- Dec</i>	<ul style="list-style-type: none"> <li>Support School Leaders with individual coaching and co-observation DDI conversations</li> <li>Design and deliver full days support structure based on school needs.</li> <li>Conduct product advisor walkthroughs using product-specific forms or learning walks forms</li> </ul>	K-Algebra I Math -15 Days	Sign-In and Exit Tickets
		K-5 ELA -6 Days	Support Day Agenda
		2.5 Learning and Implementation Walk Days	Action Steps
		2.5 Learning and Implementation Walk Days	HQIM Implementation Coaching Plan
<b>Design the Blueprint for Change</b>  <i>Jan- May</i>	<ul style="list-style-type: none"> <li>Support School Leaders with individual coaching and co-observation DDI conversations</li> <li>Design and deliver a full day structure based on school need.</li> <li>Conduct product advisor walkthroughs using product-specific forms.</li> </ul>	15 Principal Check In Calls (3 per school)	
		K-Algebra I Math -8 Days	Sign-In and Exit Tickets
		K-5 ELA - 4 Days	Support Day Agenda
		2.5 Learning & Implementation Walk Days	Action Steps
		2.5 Learning & Implementation Walk Days	HQIM Implementation Coaching Plan
		15 Principal Check In Calls (3 per school)	

### Workstream #5: Strong Foundations Planning for RLA

Phase & Timing	During this phase we will	Touchpoints	Outputs
<b>Capture Local Pulse</b>  <i>June- Aug</i>	<ul style="list-style-type: none"> <li>Align on goals and project roadmap</li> <li>Ensure shared understanding of responsive planning and our process</li> <li>Introduce a governance structure for creating and implementing the Instructional Framework</li> <li>Create the communications plan</li> </ul>	Kickoff Call and begin Monthly Project Team Calls	Project Roadmap
		Steering Team Strategy Session: Roadmap Development	Teaming Structures
			Communications Plan



<b>Build the Foundation</b>  <i>Sept- Dec</i>	<ul style="list-style-type: none"> <li>Review additional district data to get a full picture of the current district context</li> <li>Explore and begin to implement research-based instructional strategies for RLA</li> </ul>	Monthly Project Team Calls	Collective Learning Series
		Learning Walks Data from SFI walks	Sign-In and Exit Tickets
		RLA Learning Series 2 days	Learning Walk Guide, Learning Walk Tool, Learning Walk Dashboard
<b>Design the Blueprint for Change</b>  <i>Jan- April</i>	<ul style="list-style-type: none"> <li>Build out the Instructional Framework draft</li> <li>Gather feedback on Instructional Framework Draft</li> <li>Gather Data on Instruction and incorporation of RBIS</li> </ul>	Monthly Project Team Calls	Instructional Framework Draft
		Instructional Framework Design Session Onsite	Learning Walk Dashboard Updated
		Instructional Framework Design Session [Virtual, 90 mins]	
<b>Implement Action</b>  <i>May- June</i>	<ul style="list-style-type: none"> <li>Identify metrics for fidelity, effectiveness, and impact</li> <li>Finalize the implementation plan</li> <li>Develop systems and processes for a data culture to support continuous improvement</li> </ul>	Monthly Project Team Calls	<b>Final Deliverable:</b> Instructional Framework
		Instructional Framework Deliverable Finalized and Shared	<b>Final Deliverable:</b> Implementation Plan
		Implementation Planning Session Onsite	
		Project Retro and Closeout Call with SFI	

## Workstream #6: Teacher Mentor

Phase & Timing	During this phase we will	Touchpoints	Outputs
<b>Build the Foundation</b>  <i>Aug- Dec</i>	<ul style="list-style-type: none"> <li>Establish the strategy and program design for the Ft. Stockton teacher mentor program to ensure alignment to talent strategy and academic goals.</li> <li>Share different teach mentor models aligned with best practices within Texas and outside of the state</li> </ul>	Alignment and Strategy Session  1 Day Onsite	Sign-In and Exit Tickets  Teacher Mentor Program Strategy One-Pager



<b>Design the Blueprint for Change</b>  <i>Jan- May</i>	<ul style="list-style-type: none"><li>Design implementation plan for the teacher mentor program to ensure strong rollout for both mentors, mentees, and leaders.</li></ul>	Implementation Strategy Session	Sign-In and Exit Tickets
		1 Day Onsite	Teacher Mentor Implementation Coaching Plan
		Flexible Support Calls	
		6 calls	

Project Governance

In order to successfully manage a scope of work of this size, we recommend a project governance and management structure that will ensure clear communication, engage the school and district community, and adequately inform decision-makers. This structure is a key component of our successful track-record of change management. Our suggested structure identifies **three teams** that will be involved during various parts of the project:

Team	Accountabilities	Guidance and Anticipated Expectations
<b>Project Sponsor</b>	Signs off on major deliverables and clears organizational barriers for project success	<b>1 Leader</b>  2-5 hours per month
<b>Project Team</b>	Is responsible for day-to-day management of the project, including overseeing planning, logistics, and communication in partnership with the Education Elements team, and elevating decisions.	<b>1-2 Leaders</b>  4-10 hours per month
<b>Steering Team</b>	Makes key decisions in relation to the project, elevates needs to the Cabinet Team. Committee of district, school, student, family, and community representatives who design and refine major deliverables. The Steering Team always includes Cabinet Team members.	<b>Up to 20 people</b>  2-5 hours per month

Pricing

The pricing for the work is \$372,000 which is roughly 50% of the SFP, SFI, and 100% of SFI PLC grant allocation. The full cost of the work is roughly \$511,000 but Ed Elements is investing in our partnership through a 28% discount because we believe in the vision of the Fort Stockton ISD team.

Our pricing is inclusive of all expenses (e.g. workshop materials, project management, travel costs). If the award amount is different or Fort Stockton ISD has other budget requirements, we will adjust the scope of work and proposal collaboratively.

- Pricing is valid until April 15, 2025.
- We are excited to get this work started. In order to prepare for projects, we have internal work to ensure our team is ready to go and staffed for your project. Work will start no sooner than 2 weeks after the contract signing and may take up to 30 days.
- This project is scheduled to start in May 2025 and end in July 2026. If the project kickoff needs to be changed due to contract signing delays, we will adjust our timeline with you upon signature. This

delay may impact the timeline of your project delivery. Once we establish the official timeline and the project begins, we will work with your team to schedule calls and adjust in-person and virtual sessions as needed. It is very important to us that we deliver quality work while maintaining a schedule that is agreeable to both your district and our team. If work delivery is delayed solely due to scheduling conflicts within your organization, we reserve the right to revisit contracting terms.

- Any use of Tripod survey technology requires clients to accept the Tripod Terms of Use [<https://www.scholarus.com/tripod-user-terms>] in writing ahead of time.

## Sample Detailed Approach

We create a calendar of our work together during our first month of partnership to ensure we maximize in-person support aligned with the district calendar as well as STAAR testing window. Based on our approach, Fort Stockton ISD should expect approximately **22 visits**.

Fall 2025		
Visit #	Estimated Timing	Touchpoints
1	June/July	Summer Strategy Session #1 (1 day) Summer Strategy + Pacing Work (1 day) Coaching Session (1 days)
2	Summer: July	Curriculum Kick Off PD Math K-5 RLA K-5 Math 6-Algebra 1
3	Week of Aug 18th	School Support Days
4	Week of Aug 25th	School Support Days August 29- PD (Math)
5	Week of Sept 9th	Coaching Session Learning Walks & Product Walks
6	Week of Sept 15th	School Support Days
7	Week of Sept 29th	School Support Days
8	Week of Oct 6th	School Support Days
9	Week of Oct 14th	District Strategy Learning Walks & Product Walks Coaching Session
10	Week of Oct 27th	School Support Days

11	Week of Nov 3rd	School Support Days Coaching
12	Week of Nov 10th	School Support Days
13	Week of Dec 8th	School Support Days

Spring 2026		
Visit #	Estimated Timing	Touchpoints
14	Week of Jan 5th	Mid Year Training Math and RLA
15	Week of Jan 19th	Coaching Session Learning Walks & Product Walks
16	Week of January 26th	School Support Days
17	Week of Feb 16th	School Support Days Feb 9th- PD (math &RLA)
18	Week of Mar 2nd	District Strategy Coaching Session Learning Walks & Product Walks
<b>Spring Break</b>		
19	Week of Mar 23rd	School Support Days
<b>STAAR Testing Windows Starts</b>		
20	Week of April 13th	Coaching Session Learning Walk & Product Walk
21	Week of April 20th	School Support Days
22	Week of May 4th	District Strategy School Support Days
<b>Close Out</b>		

## Meet the Team

Our team of passionate, mission-driven experts bring years of experience in change management, district strategy, leadership, professional learning, and curriculum development. We are committed to improving outcomes for all. Through our strategic guidance, systemic change management, and personalized action plans, we help your district sustain growth and achieve long-term success. Some of our team members and bios are included below. You will have dedicated consultants, a senior consultant, and a client success manager to support on-time and high-quality deliverables.



**Amy Miller** is a 29-year veteran of Texas public education. She began her career as a high school social studies teacher and has held many leadership roles in various districts north of Houston. Amy led Klein ISD’s Teaching and Learning department as the Executive Director of Curriculum Design and Delivery and the Chief Academic Officer. While working in Klein ISD, Amy had the opportunity to participate with The Holdsworth Center, a non-profit organization that believes in developing strong education leaders. Through this partnership, she worked on vision casting and strategic planning, leading the development of a leadership pipeline. Additionally, the Texas Education Agency recognized Klein ISD’s Multilingual Community Engagement Plan, Promise 2 Purpose United, as a model program for the state. In Cleveland ISD, Amy served as the Director of Administrative Services. There, she worked with other district leaders to develop infrastructures and systems for the fastest-growing school district in Texas. Amy has four daughters and enjoys spending time with her husband, cooking, reading, and traveling.



**Micaela McDade** has extensive experience teaching all levels of secondary Reading Language Arts, serving as an instructional coach, and leading initiatives as a district- level academic coach in Dallas ISD. Micaela has written curriculum for one of the largest districts in the nation and worked with teams on rolling out large scale initiatives for 200+ schools. Micaela truly believes that education is the great equalizer and should be personalized for all stakeholders as often as possible. Micaela lives and has taught and coached in Dallas, TX and tries to bring a little bit of sunshine everywhere she goes. Her work as a facilitator brings joy and change management practices, while holding educators accountable for making lasting improvements for student academic outcomes. She holds her MA in Educational Leadership.



**Justo Yanez** is a Research Consultant with over a decade of experience in education, spanning roles in teaching, school leadership, and research. He has led multidisciplinary teams, spearheaded data-driven initiatives, and supported K-12 schools and districts in achieving strategic goals. Previously, he served as a Founding Assistant Principal at IDEA Public Schools and as Director for Equity and Partnerships at Upstream Education, where he led efforts to enhance curriculum, foster educational equity, and improve student outcomes. In Fall 2025, Justo will begin doctoral studies in Curriculum and Instruction at the University of South Florida's College of Education, focusing on literary studies and social and ecological justice.



**Julia Temple** has a degree in Policy Analysis and Management and minors in Education and Human Development from Cornell University. She has worked in Public Policy with the New York State Department of Education, as a Policy Analyst, a State Policy Advocacy, and as a Research Associate for K-12 Education at Hanover Research. Julia's expertise with survey design and analytics will be used in supporting schools and the district overall in making sense of their data as it relates to district priorities.



**Carie Spannagel** has an extensive background in education, having served as a teacher, instructional coach, principal, and district administrator. Her passion lies in inquiry-driven instructional practices that promote student adaptability and innovation. Carie is a system-thinking leader focusing on strategic thinking and change management. Carie holds a BBA in Marketing, an MA in Teaching, an MS in Educational Leadership, and a Doctorate in Leadership and Learning in Organizations from Vanderbilt University, where her research focused on supporting campus leaders in deeper learning schools.





**Jason Broussard** is a Partner on the Client Success Team that works with school districts to implement and sustain innovative, equitable systems that drive school improvement and high-quality instruction. With over 20 years in education, he brings a human-centered, heart-conscious approach to solving complex challenges, ensuring every student receives the education they deserve. Jason's perspective on education evolved after seven years in traditional school settings when he joined a turnaround school focused on project-based learning. This transformative experience led him to become a founding teacher at Dallas ISD's first school-choice high school dedicated to personalized learning. He later took on a district-wide leadership role, supporting over 300 campuses in implementing instructional models to enhance student outcomes. Jason holds a B.A. in History, an M.S. in Instructional Design, and an M.Ed. in Educational Leadership and Policy Studies. Originally from West Texas, he now lives in Dallas with his family. Jason oversees the internal team to ensure project deliverables are high-quality and work is delivered on-time. He provides internal teammates feedback and manages internal systems.



**Courtney Flanders** is a Partner on the Texas team, based in Dallas, TX. She supports business development and TEA alignment across the state. Prior to his work, Courtney was a high school English teacher, campus teacher of the year, and instructional coach. In 2014, she founded and led Dallas ISD's first personalized learning high school, funded in partnership with the Bill and Melinda Gates Foundation through the NGSI Grant. She holds a M. Ed in Urban Leadership from SMU, as well as a B.A. in Magazine Journalism and a B.S. in Political Science from Syracuse University.



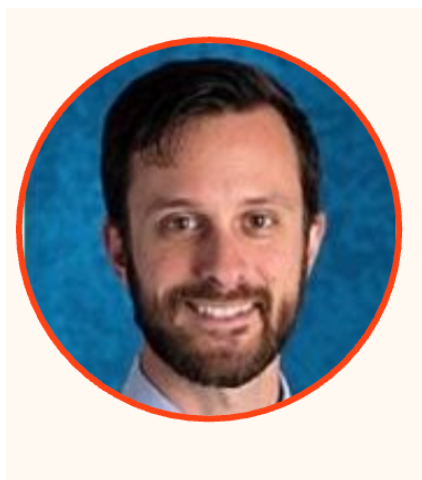
**Crystal Xu Rose** is a Partner on the Texas team. She started her career in Houston, but has since worked with districts of various sizes across the US to implement systems to enhance teaching and learning outcomes for all students. She has deep experience evaluating and implementing various HQIM, such as Eureka, Amplify, IM, Carnegie, IntoReading, and EL through the lens of local context and implementation integrity. Crystal's career began in the classroom, where she expanded AP access for all students by embedding 21st-century skills into a blended learning environment grounded in standards alignment, student discourse, and grade-level text accessibility. As a founding school leader, she designed instructional culture, structures, and policies to create affirming and personalized learning environments that prepare students for choice-filled futures. Crystal holds a B.S. in Economics and International Affairs from Georgia Tech and an MBA from Rice University and the Education Entrepreneurship.



**Logan Falley** is a former educator and lifelong advocate for enhancing learning experiences through a human-centered approach. He began his career teaching high school in Peru and transitioned into leadership roles in experiential learning, outdoor education, and study abroad. With over a decade of experience across diverse educational ecosystems, Logan combines curiosity and compassion to foster meaningful change in schools. Outside of work, he enjoys spending time in nature as a commercial backpacking guide and avid rock climber where he shares his passion for connecting with self through nature with others.



**Chelle Minnihan** has a background in curriculum design, data-driven instruction, and personalized learning and is passionate about making education more equitable and accessible for all learners. She has partnered with districts across the state of Texas to lead HQIM implementation efforts at every level—district leaders, school administrators, instructional coaches, and teachers—ensuring alignment and sustainable impact. She is a coach who sits side-by-side with educators, helping them internalize lessons, make thoughtful MTSS adjustments, and plan their next actions. Outside of work, she enjoys reading, playing board games, and spending time outdoors.



**Wes Noyes** brings 10 years of classroom experience and several years working in higher education to focus on building equity and creating the best possible learning experience for both students and educators alike. Wes brings a wealth of experience to his projects and is passionate about serving the communities he works with. Wes holds a Master's in Education and is a thoughtful coach of others, continually aiming to both bring joy and hold others accountable. When he's not project planning, he's probably chasing his 2-year-old around a hiking trail.

# Appendix: Letters of Recommendation

Stephanie Heimbuch  
Assistant Superintendent of Teaching, Learning, and Innovation  
Waxahachie Independent School District  
[sheimbuch@wisd.org](mailto:sheimbuch@wisd.org)  
March 4, 2025

To Whom It May Concern,

I'm pleased to recommend Education Elements for their incredible support in Strong Foundations Planning and Implementation. Their expertise has been pivotal in helping our district drive real, lasting change at a systems level.

Education Elements understands the unique challenges of medium and large districts, bringing a strategic, hands-on approach to help align priorities and streamline instructional improvements. They don't just advise; they roll up their sleeves and work alongside district leaders to make big goals a reality.

Their development of a Language Arts Instructional Vision and Framework has been particularly impactful. With a strong focus on vertical alignment from PK-12 and inclusive support for special populations, they ensure that all students receive high-quality instruction. Their vision sets ambitious but achievable targets, raising the bar while equipping educators with the tools they need to succeed.

One of Education Elements' standout strengths is their commitment to inclusive, data-driven decision-making. Through focus groups, strategic data collection, and in-depth analysis, they help districts get a clear, honest picture of their current state and create thoughtful plans for improvement.

They also have a rare ability to balance urgency with joy. Change can be overwhelming, but their team fosters a culture of engagement and empowerment, ensuring that educators feel supported and energized throughout the process. They build capacity within teams so that the work is sustainable long after their direct involvement.

If your district is looking for a strategic partner that delivers results while making the journey meaningful and engaging, I highly recommend Education Elements. Their impact has been invaluable, and I'm confident they will bring the same expertise and dedication to any district they support.

Sincerely,



Stephanie Heimbuch  
Assistant Superintendent of Teaching, Learning, and Innovation  
Waxahachie Independent School District



Amanda Crawley  
Deputy Superintendent of Instructional Services  
Copperas Cove ISD  
[crawleya@ccisd.com](mailto:crawleya@ccisd.com)

March 6, 2025

To Whom It May Concern,

I am pleased to provide this letter of recommendation for Education Elements in recognition of their support in Strong Foundations Planning and Implementation. Their expertise and strategic approach have played a key role in strengthening the capacity of instructional leaders through targeted coaching, ensuring both immediate progress and long-term sustainability.

Education Elements brings a deep understanding of the complexities within large and medium-sized districts. Their team effectively navigates organizational structures, stakeholder dynamics, and instructional priorities to support systemic improvements that are both practical and scalable. Their work is grounded in real-world application, equipping instructional leaders with tools, structures, and coaching that help translate vision into action.

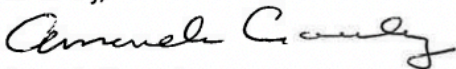
A particularly valuable aspect of their support has been in helping instructional leaders implement their district's comprehensive Instructional Vision and Framework. Through coaching and capacity building, they have contributed to stronger vertical alignment from PK-12, promoting greater consistency in instructional practices across grade levels. Their expertise in supporting students from special populations has helped ensure that all learners have access to high-quality instruction. By offering strategic guidance and practical resources, Education Elements has supported instructional leaders in making meaningful, sustainable progress.

One of their strengths is their commitment to inclusivity and data-driven decision-making. Through comprehensive data collection and thoughtful analysis, they help instructional leaders gain a clearer understanding of their district's instructional landscape. This approach enables districts to identify gaps and make informed decisions that align with the needs of educators and students alike.

Additionally, Education Elements fosters a culture of both urgency and engagement in the change process. Through coaching and professional learning, they support instructional leaders in managing and sustaining instructional improvements in a way that is both strategic and achievable. By combining thoughtful planning, collaborative facilitation, and hands-on coaching, they help leaders build the confidence and capacity needed to implement lasting change.

I recommend Education Elements for their expertise, professionalism, and dedication to instructional improvement. Their instructional leader capacity building in support of Strong Foundations Implementation has been valuable, and any district seeking a thoughtful, experienced partner for instructional leadership development would benefit from their collaboration.

Sincerely,



Amanda Crawley  
Deputy Superintendent of Instructional Services  
Copperas Cove ISD