Notice of Public Meeting



Board of Directors Meeting

3522 W. 306 Loop
San Angelo, Texas 76904

Notice is hereby given that a Regular Meeting of the Board of Directors will be held on
Tuesday, November 18, 2025, beginning at 12:00 p.m.

Meetings are held at 3522 W Loop 306, San Angelo, Texas 76904.

Members of the public may request access to the meeting by emailing Kellye.Hermes@texasleadership.net

A quorum of the Board of Directors will participate in the meeting and be audible to the public. Public members may submit comments on any agenda item(s) to Kellye Hermes before or during the consideration of the item. Items will not be discussed ort considered in the order printed on the agenda below. Suppose during the meeting that any item on the agenda should be held in executive or closed session. In that case, the Board will convene in such or closed session as permitted by and following the Texas Open Meetings Act, Texas Government Code Chapter 551.

Board Agenda 111825

TLC ACADEMY
DBA Texas Leadership Public Schools
Board of Directors
Meeting Agenda
3522 W. Loop 306,
San Angelo, Texas 76904
November 18, 2025
12:00 p.m.

Open Session:

1. **Roll Call, Establishment of Quorum, Pledge of Allegiance and Invocation**

2. **Those registered to speak**

3. **Approval of Minutes: October 29, 2025**

4. **Convene into Closed Session under Tex. Gov't Code § 551.074, Deliberations about Personnel and Section 551.076; and Deliberations Regarding Security Devices or Security Audits**

5. **Reconvene into Open Session**

6. **Action Items**
   a. **Finance/Human Resources**
      i. Texas Trust Bank – Update Account Signers
      ii. Depository Contract
      iii. 2025 Bond Issue – Refunding & Additional Funds

   b. **Academics**
      i. Targeted Improvement Plan (TIP)

   c. **Committee**
      i. School Health Advisory Council (SHAC)

   d. **Policy/Procedure**
      i. Leadership Succession
      ii. SB 1046 Religious Instruction by Private Entity

   e. **Contracts**
      i. Cedar Hill Security

7. **Administrator Reports and Updates**
   - Chief Executive Officer, Walt Landers
   - Chief of Staff/Business Officer, Lindsey McGuire
   - Chief Operation Officer, Scott White
   - Chief Academic Officer, Dan Dukes

8. **Adjournment**

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in an open meeting. TLC Academy reserves the video right or audiotapes of this public meeting for later rebroadcast or redistribution over cable, internet, DVD, CD, or audiotape. The notice for this meeting was posted in compliance with the Texas Open Meeting Act on November 12, 2025, at 4:00 pm.

BOARD OF DIRECTORS MEETING
3522 W. Loop 306
San Angelo, Texas 76904
Nov 18, 2025
12:00 p.m.
Sign In Sheet

Name	Title	Time In	In-Person or Virtual
Walt Landers	Board President / CEO/Founder	11:54	IP
Tommy Olive	Board Vice President	11:59	IP
Charity Vasquez	Board Secretary	11:59	~~IP~~ V
Ron Ledbetter	Board Member	→	
Bruce Binkley	Board Member	11:59	V
Bobbe Ynostrosa	Board Member	11:59	IP
Diana Chavarria	Child Nutrition Director		
Dan Dukes	Chief Academic Officer	11:50	IP
Amanda Duncan	State and Federal Programs Manager		
Monica Goodroe	Director of Human Resources		
Mark Hennesy	Director of Student Services	12:13	V
Kellye Hermes	Executive Assistant	11:45	IP
Jill Jones	District Security Coordinator	11:58	IP
Paula Kelly	Director of School Improvement	11:45	IP
Lindsey McGuire	Chief of Staff	11:45	IP
Curtis Milbourn	Director of Compliance	11:57	IP
Carla Montanez	Business Operations Mgr		
Jill Ramon	Dist Business Mgr		
Joel Smith	Director of Technology and AI	11:45	IP
Scott White	Chief Operations Officer	11:45	IP
Susan White	Executive Director of Curriculum and Instruction		
Bobby Gasaway		11:49	IP
CoCo Simpson	Parent (505) 681-6592	11:52	IP
Stacy Lind		12:01	IP

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Board of Directors Minutes
3522 W Loop 306
San Angelo, Texas 76904
Tuesday, November 18, 2025
12:00 p.m.

Open Session:

1. **Opening of the Meeting**
   Roll Call, Establishment of Quorum, Pledge of Allegiance and Invocation
   Walt Landers, Board President, called the meeting to order at 11:59 a.m.

   Present:
   - **Board of Directors:** Walt Landers, CEO/Board President; Tommy Olive, Board Vice-President; Charity Vasquez, Board Secretary; Bruce Binkley, Board Member; and Bobbe Ynostrosa, Board Member
   - **Executives, Staff and Others:** Lindsey McGuire, Chief of Staff/Chief Business Officer; Dan Dukes, Chief Academic Officer; Scott White, Chief Operations Officer; Paula Kelly, Director of School Improvement; and others.

   Absent:
   - **Board of Directors:** Ron Ledbetter, Board Member

2. **Public Comment (3 minutes/speaker)**
   No guests registered to speak.

3. **Approval of Minutes**
   A motion was made to approve the minutes for October 29, 2025, by Tommy Olive and seconded by Charity Vasquez. The board unanimously approved the Board Minutes for October 29, 2025.

4. **Closed Session (moved to the end of the meeting)**
   The board convened into closed session from 1:07 p.m. to 1:18 p.m. under Tex. Gov't Code § 551.074 (Deliberations about Personnel) after all action items and reports except the Leadership Succession Plan. No actions were taken during closed session.

5. **Reconvene to Open Session (moved to the end of the meeting)**

6. **Action/Discussion Items**
   a. **Finance/Human Resources**
      1. **Texas Trust Bank**
         Lindsey McGuire presented and recommended approval of the Board Resolution to update the account signers for the Texas Trust Bank account. After discussion, a motion was made by Bobbe Ynostrosa and seconded by Charity Vasquez. The board unanimously approved the Board Resolution to update the account signers for the Texas Trust Bank account.

      2. **Depository Contract**
         Lindsey McGuire presented proposals for depository services from Sonora Bank, First Financial Bank, Texas Bank, and Texas Capital. After discussion, a motion was made to approve the Depository Contract with First Financial Bank by Charity Vasquez and seconded by Bruce Binkley. Bobbe Ynostrosa abstained from the vote; all other board members present voted in favor to approve the Depository Contract with First Financial Bank.

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3. **2025 Bond Issue-Refunding & Additional Funds**

Lindsey McGuire presented and recommended approval of the Resolution of Borrower for the 2026 bond issue, including the issuance of $7.5 million in new debt. After discussion, a motion was made by Tommy Olive and seconded by Bobbe Ynostrosa. The board unanimously approved the Resolution of Borrower for the 2026 bond issue, including the issuance of $7.5 million in new debt.

b. Academics

Targeted Improvement Plan (TIP)

Paula Kelly presented and requested approval of the Targeted Improvement Plan (TIP). After discussion, a motion was made to approve the Targeted Improvement Plan (TIP) by Bruce Binkley and seconded by Tommy Olive. The board unanimously approved the Targeted Improvement Plan (TIP).

c. Committee

School Health Advisory Council (SHAC)

Paula Kelly presented and recommended approval of the Bylaws and Procedures of the School Health Advisory Council (SHAC). After discussion, a motion was made by Tommy Olive and seconded by Charity Vasquez. The board unanimously approved the Bylaws and Procedures of the School Health Advisory Council (SHAC).

Paula Kelly also presented and recommended approval of the Board Resolution for the School Health Advisory Council (SHAC). After discussion, a motion was made by Bruce Binkley and seconded by Charity Vasquez. The board unanimously approved the Board Resolution for the School Health Advisory Council (SHAC).

d. Policy/Procedure

1. **Leadership Succession Plan (moved to end after closed session)**

Walt Landers presented and recommended approval of the Leadership Succession Plan. After discussion, a motion was made by Charity Vasquez and seconded by Tommy Olive. The board unanimously approved the Leadership Succession Plan. In the event of an emergency or unplanned permanent absence of the CEO, Deputy Superintendent Lindsey McGuire will serve as Acting CEO; if the Deputy Superintendent is unable to serve, Assistant Superintendent Dan Dukes will serve as Acting CEO.

2. **SB 1046 Religious Instruction by Private Entity Policy**

Lindsey McGuire presented and recommended approval of the Religious Instruction by Private Entity Policy. After discussion, a motion was made by Bruce Binkley and seconded by Tommy Olive to oppose the policy. The board voted unanimously against the Religious Instruction by Private Entity Policy; the policy was not approved.

e. Contracts

Cedar Hill Security Contract

Bobby Gasaway presented and recommended approval of the security services contract for Cedar Hill to be provided by Ross National Security. After discussion, a motion was made by Bruce Binkley and seconded by Bobbe Ynostrosa. The board unanimously approved the security services contract for Cedar Hill to be provided by Ross National Security.

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7. **Administrator Reports**

Chief Executive Officer, Walt Landers:

- Teams doing great
- Bond Sale
- Legislative Updates
- S&P Rating Bump- Enrollment

Chief Business Officer, Lindsey McGuire:

- Audit
- Bond
- Upbeat Survey (teachers and families)
- HR- DPS Audit

Chief Operations Officer Report, Scott White:

- David Morales, District Director of Operations
- Aaron Bradbury, Asst. Director of Operations
- Annex in Abilene
- Close on State St and request the closure of the street

Chief Academic Officer Report, Dan Dukes:

- Sarah Hernandez received Principal of the Year Award by Region XV ESC; selected as one of three finalists for State Principal of the Year
- Texas Leadership of San Angelo Band competed in State UIL Competition
- Trinity Leadership Cedar Hill went to playoffs in football
- After Thanksgiving Break students will begin Middle of Year Assessments
- Prayer and Bible reading-1st Wednesday of the month
    - Power Up in West Texas and Arlington(prior to Leadership Assemblies)
    - Cedar Hill will continue Chapel
- Cedar Hill Teacher will receive an award from the Cowboys (NFL Team)

6. **Adjournment**

Motion to Adjourn: Tommy Olive
Second: Charity Vasquez
Vote: Unanimous
Adjourn: 1:20 p.m.

Accepted Date: 01/15/2026

Approved by: Signed by: Charity Vasquez, Board Secretary
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BOARD RESOLUTION OF
TLC ACADEMY

WHEREAS, the Board of Directors of TLC Academy ("TLCA") approved authorized signers on the Texas Trust CU accounts for Trinity Leadership of Arlington/Cedar Hill campuses.

WHEREAS, the Board desires to seeks approval for the following signers: Walt Landers, CEO/Founder; Lindsey McGuire, Deputy Superintendent/Business Officer; Mark Hennesy, Director; Jennie Ayers, Accountant; Shaquela Aubrey, Principal of Cedar Hill Elementary Campus; Ericha Prox, Principal of Cedar Hill Secondary Campus; and Amy Houst, Principal of Arlington Campus.

NOW, THEREFORE, the Board of Directors of TLC Academy, at a lawfully called meeting of the Board, held in compliance with the Texas Open Meetings Act, do hereby adopt the following Resolution:

BE IT HEREBY RESOLVED THAT:
The board approves only the following signers Walt Landers, CEO/Founder; Lindsey McGuire, Deputy Superintendent/Business Officer; Mark Hennesy, Director; Jennie Ayers, Accountant; Shaquela Aubrey, Principal of Cedar Hill Elementary Campus; Ericha Prox, Principal of Cedar Hill Secondary Campus; and Amy Houst, Principal of Arlington Campus.

PASSED AND APPROVED BY THE MAJORITY OF THE MEMBERS OF THE BOARD OF DIRECTORS OF TLC ACADEMY, ON THIS, THE 18th **DAY OF** November **2025.**

MEMBERS VOTING IN FAVOR:

Signed by:
Walt Landers
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Walt Landers

Signed by:
Tommy Olive, Board Vice-President
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Tommy Olive

Signed by:
Charity Vasquez, Board Secretary
438E21EE740E43B...
Charity Vasquez

DocuSigned by:
Bruce Binkley
0451683350D694D3...
Bruce Binkley

DocuSigned by:
Bobbe Ynostrosa, Board Member
8722B43C169241C...
Bobbe Ynostrosa

Absent
Ron Ledbetter

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CERTIFICATION

The above Resolution of TLC Academy was adopted at a duly constituted and properly noticed meeting of the Board of Directors held on 11/18/2025 at which a quorum was present, received the vote of a majority of the Directors in office.

By: Signed by: Charity Vasquez, Board Secretary
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Secretary

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RESOLUTION OF THE BOARD OF DIRECTORS OF TLC ACADEMY DBA TEXAS LEADERSHIP PUBLIC SCHOOLS AUTHORIZING A BORROWING FROM THE NEWARK HIGHER EDUCATION FINANCE CORPORATION TO FINANCE AND REFINANCE EDUCATIONAL FACILITIES, APPROVING THE ISSUANCE OF BONDS AND THE EXECUTION AND DELIVERY OF CERTAIN DOCUMENTS RELATED THERETO, AND CONTAINING OTHER MATTERS RELATED THERETO

WHEREAS, the Board of Directors (the "Board") of TLC Academy dba Texas Leadership Public Schools (the "Borrower") has determined that it is in the best interest of the Borrower to enter into a financing (i) to pay the costs of acquisition, construction, renovation and equipping of certain educational facilities described in **Exhibit A** attached hereto (the "Project"), (ii) refinance all or part of the Borrower's outstanding Tom Green County Cultural Education Facilities Finance Corporation Education Revenue Bonds (TLC Academy), Series 2013A (the "Series 2013A Bonds"); (iii) fund a debt service reserve fund, and (iv) to pay the costs of such financing; and

WHEREAS, Charters 53 and 53A, Texas Education Code, as amended (the "Act") authorize and empower the Newark Higher Education Finance Corporation (the "Issuer") to issue revenue bonds to finance the costs of an "educational facility," as defined in the Act; and

WHEREAS, the Borrower previously enter into a Master Trust Indenture and Security Agreement (the "Master Indenture") with BOKF, NA, as master trustee (the "Master Trustee") dated as of June 1, 2012, for the purpose of pledging revenues of the Borrower to secure the debt of the Borrower issued pursuant thereto; and

WHEREAS, the Borrower expects to pay certain expenditures (the "Reimbursement Expenditures") in connection with the Project prior to the issuance of indebtedness for the purpose of financing costs associated with the Project on a long-term basis;

WHEREAS, the Borrower reasonably expects that debt obligations in an amount not expected to exceed $20,000,000 will be issued and that certain of the proceeds of such debt obligations will be used to reimburse the Reimbursement Expenditures; and

WHEREAS, Section 1.150-2 of the Treasury Regulations require[s] the Borrower to declare its reasonable official intent to reimburse prior expenditures for the Project with proceeds of a subsequent borrowing; and

WHEREAS, the Borrower requests (the "Borrower Request") that the Issuer issue one or more series of bonds in the aggregate principal amount not to exceed $20,000,000 designated the Newark Higher Education Finance Corporation Education Revenue Bonds (TLC Academy) Series 2026A and Newark Higher Education Finance Corporation Education Revenue Bonds (TLC Academy) Taxable Series 2026B (the "Bonds"), and loan the proceeds of the sale of the Bonds to the Borrower for the purposes described above; and

WHEREAS, the Board now desires to (i) approve the submission of the Borrower Request to the Issuer with respect to the issuance of the Bonds; (ii) authorize the execution,

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delivery and performance by the Borrower of the Notes under the Master Indenture, the below-defined Loan Agreement and certain other documents necessary and appropriate to borrow the proceeds of the Bonds to finance the costs of the Project; (iii) delegate authority to certain individuals to price and deliver the Bonds; and (iv) take and authorize certain other actions in connection with the foregoing;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF DIRECTORS OF TLC ACADEMY DBA TEXAS LEADERSHIP PUBLIC SCHOOLS, as follows:

RESOLVED, the related to the Reimbursement Expenditures is made solely for purposes of establishing compliance with the requirements of Section 1.150-2 of the Treasury Regulations. This declaration does not bind the Borrower to make any expenditure, incur any indebtedness, or proceed with the Project; and

RESOLVED, that the action or directed action of the Borrower in connection with the submission of the Borrower Request to the Issuer with respect to the issuance of the Bonds is hereby approved; and

RESOLVED FURTHER, that the Board hereby appoints each of the President, the Vice-President, the Secretary, and the Chancellor/Chief Executive Officer, as the Authorized Representative of the Borrower; and

RESOLVED FURTHER, that the Board hereby authorizes the Authorized Representative to sell and deliver the Bonds subject to the following conditions: the aggregate principal amount of the Bonds shall not exceed $20,000,000 and the maximum maturity of the Bonds shall not exceed 40 years.

RESOLVED FURTHER, that the Board hereby authorizes the Authorized Representative to approve the form, terms and provisions of, and to execute and deliver, the Master Indenture Note (TLC Academy) Series 2026A and Master Indenture Note (TLC Academy) Series 2026B (the "Notes"), to be issued under the Master Indenture as amended and supplemented by the Supplemental Master Trust Indenture No. 6 (the "Supplemental Master Indenture"), payable to the Issuer and to be assigned to BOKF, NA, as Trustee for the Bonds (the "Bond Trustee"), as security for the Borrower's obligations under the Loan Agreement (defined below), and to approve the form, terms and provisions of, and to execute and deliver, the Master Indenture and the Supplemental Master Indenture, and further authorizes the Authorized Representative to consent to and approve such changes as he may deem necessary or appropriate to such documents, such approval to be conclusively evidenced by the execution and delivery of the Notes, the Master Indenture, and the Supplemental Master Indenture, by the Authorized Representative; and

RESOLVED FURTHER, that the Board hereby authorizes the Authorized Representative to approve the form, terms and provisions of the Trust Indenture and Security Agreement related to the Bonds (the "Indenture") between the Issuer and the Bond Trustee, pursuant to which the Bonds shall be issued, and further authorizes the Authorized Representative to consent to such changes as may be necessary or appropriate to such document and to certify to the Borrower's approval of the Indenture; and

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RESOLVED FURTHER, that the Board hereby authorizes the Authorized Representative to approve the form, terms and provisions of, and to execute and deliver, the loan agreement to be entered into between the Borrower and the Issuer related to the Bonds (the "Loan Agreement") pursuant to which the proceeds of the Bonds will be loaned to the Borrower, and the Borrower agrees to make the payments as set forth in the Loan Agreement, and further authorizes the Authorized Representative to consent to and approve such changes as he may deem necessary or appropriate to such documents, such approval to be conclusively evidenced by the execution and delivery thereof by the Authorized Representative; and

RESOLVED FURTHER, that the Board hereby authorizes the Authorized Representative to approve the form, terms and provisions of one or more Bond Purchase Agreement between the Issuer and the underwriters named therein, and to execute as accepted and approved by the Borrower, and the Authorized Representative may execute such certificates required under such agreements or under any other agreement, instrument or other document herein approved, and take all such other action, including consenting to such changes as he may deem appropriate or required, all in the name of and as the act and deed of the Borrower, as may be required to effect the transactions approved above; and

RESOLVED, that the Board hereby authorizes the Authorized Representative to authorize, approve and ratify the preparation and distribution of the Preliminary Official Statement and the Official Statement for the Bonds; and

RESOLVED FURTHER, that the Secretary of the Board of Directors (the "Secretary") is hereby authorized to execute and deliver any certificate or other document deemed necessary or desirable by the Authorized Representative and the Secretary in connection with the transactions authorized hereby, and to attest to the signature of the Authorized Representative on the documents authorized hereby to the extent required; and

RESOLVED FURTHER, that the Authorized Representative and the Secretary shall be and each is hereby expressly authorized, empowered and directed from time to time and at any time to approve and to do and perform all acts and things and to approve, execute, acknowledge and/or deliver, in the name and on behalf of the Borrower, any and all agreements, certificates, financing statements and other instruments, whether or not herein mentioned, as they may determine to be necessary or desirable in order to carry out the financing, construction and completion of the Project, the refinancing of the Series 2013A Bonds, the issuance, sale and delivery of the Bonds, the loan of the proceeds thereof to the Borrower, and the terms and provisions of this resolution and the documents described herein, such determination to be conclusively evidenced by the performance of such acts and things and the approval, execution, acknowledgment and/or delivery of any such agreements, certificates, financing statements or other instruments; and

RESOLVED FURTHER, that the Board hereby confirms, approves and ratifies all agreements signed by any officer of the Borrower and any action taken by any officer on behalf of the Borrower in connection with the issuance of the Bonds and the loan of the proceeds thereof to the Borrower.

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RESOLVED FURTHER, that the engagement of Jackson Walker LLP as bond counsel for the Borrower in connection with the issuance, sale and delivery of the Bonds is hereby approved, ratified and confirmed.

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PASSED AND APPROVED this 18th day of November, 2025.

TLC ACADEMY

By: Signed by: Charity Vasquez, Board Secretary
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Secretary, Board of Directors

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The Project

The Project consists of the following "educational facilities" (as defined in the Act):

- 5687 Melrose Ave. San Angelo, TX 76901
- 3209 North 10th Street, Abilene, Texas 79601
- 3250 State St., Abilene, Texas 79603
- 3302 State St., Abilene, Texas 79603

Targeted Improvement Plan (TIP) Executive Summary 2025–2026 School Year

This document provides a concise overview of Texas Leadership Public School(TLPS) District's Targeted Improvement Plan (TIP), a two-year commitment to accelerated student progress and exit from state intervention. The plan is structured to align with the requirements of the Texas Education Agency (TEA) and the Effective Schools Framework (ESF).

I. Overview and Core Strategy

This section introduces the plan's scope, governing body approval, and the central strategy to drive improvement.

- Identified Campuses: TLCA Abilene (Campus District Code Number [CDCN] 226801004) and Trinity Leadership (CDCN 226801003).
- Plan Submission: Developed and submitted by the District Coordinator of School Improvement (DCSI), Paula Kelly.
- Board Approval: The plan is to formally present for Board Approval on November 18, 2025, following stakeholder presentation.
- Core Strategy (ESF Lever 1 & 5): The strategy is Intensive Curriculum & Instruction Improvements, aligned with ESF Lever 1: Strong Core Instruction and ESF Lever 5: Strong Instructional Leadership.
- Program/Vendor: The strategy is implemented through Strong Foundations Implementation (Bluebonnet Math curriculum and Local Accountability System Option 3 [LASO 3] Grant), supported by Great Minds Leadership and coaching. District is actively applying for the LASO Cycle 4 School Improvement - Curriculum & Instruction Support Grant (SI CISG) and ~~Leadership & Instructional Foundations for Texas (LIFT)~~ for implementation for the 2026-2027 school year to aid with effective implementation of Bluebonnet English Language Arts (ELAR) and Mathematics curriculum.
- Key Support Staff: Dedicated support staff includes the Chief Academic Officer (CAO), Executive Director of Curriculum and Instruction, Director of Academics & Instructional Support, District Math Coordinator (Lead) K-8, and Directors of Teaching and Learning.

II. Student Outcome Goals (2025–2026)

The district has set ambitious, accelerated goals for the State of Texas Assessments of Academic Readiness (STAAR) performance, aiming to secure a minimum of 2.0 points in Domain I ("Meets Grade Level or Above" standard) for each campus.

Campus (CDCN)	Metric	Current Performance	2025-2026 Goal (2.0 Point Target)
TLCA Abilene (226801004)	ELA/Reading Meets Goal	45%	**49%**
	Math Meets Goal	29%	**39%**
	Domain III Academic Achievement Points	19/32	**25/32** (Increase by 6 points)
Trinity Leadership (226801003)	ELA/Reading Meets Goal	38%	**46%**
	Math Meets Goal	12%	**20%**
	Domain III Academic Achievement Points	10/32	**18/32** (Increase by 8 points)

Note: The interim target for the Student Success Status (SSS) component, measuring progress toward College, Career, and Military Readiness (CCMR), is 73%.

III. Capacity Building and Milestones

This section summarizes the professional development and implementation timeline necessary to execute the plan with fidelity.

- **Instructional Materials:** The plan mandates fidelity to SBOE-approved High-Quality Instructional Materials (HQIM) (e.g. Bluebonnet, Savvas/MyPerspectives, McGraw Hill).
- **Assessments:** Assessment cycles include weekly selection tests/exams, routine IXL diagnostics (Beginning of Year [BOY], Middle of Year [MOY], End of Year [EOY]), and the STAAR Interim Assessment (February).
- **Capacity Building:** Administrative leaders receive LEAD training and Strong Foundations Implementation (SFI) (8 hours at BOY). Teachers receive bi-weekly observation and feedback cycles, weekly lesson rehearsals (for targeted support), and weekly Professional Learning Communities (PLCs). Special Populations support emphasizes Multi-Tiered System of Support (MTSS) tiered instruction and just-in-time

intervention training, specially with emphasis on small group instruction after the presentation of the main lesson.

Key Milestones (SY 2025-2026):

- **August 2025:** All teachers complete initial HQIM training and weekly PLC schedules are finalized.
- **September 2025:** Instructional leaders conduct HQIM Fidelity Walkthroughs, and BOY IXL Diagnostics are administered and analyzed in PLCs.
- **October - December 2025:** Biweekly observation/feedback cycles are maintained; District leadership reviews fidelity and progress data quarterly.
- **December 2025: MOY** Check with IXL Diagnostics is conducted, and leadership reviews results against interim targets.
- **February 2026:** Administration of the STAAR Interim Assessment in Reading Language Arts (RLA) and Math to inform instructional adjustments.
- **March - May 2026:** Focused, differentiated support and intervention are provided to close gaps identified by MOY/Interim data prior to the spring STAAR administration.
- **March 2026**: Contingent upon award notification, the district will initiate the planning process for the implementation of the ~~LASO Cycle 4 TIEF~~ and SI-CISG grants to be in place for SY 2026-2027.
- **June - August 2026:** EOY Review of Diagnostics and STAAR results is conducted, informing the 2026-2027 plan iteration

NOTE: The district will follow a similar milestone progress form 26-27 if required by the state. The district will review Final performance to rebalance goals and set timelines for continued improvement.

IV. Performance Management & Resources

The district utilizes a continuous performance management cycle to monitor progress and commits the necessary resources to ensure strategy success.

- **Monitoring Method:** Campus Leadership meets monthly in Principal/Assistant Principal (AP) PLCs. District Leaders hold formal quarterly check-in math meetings.
- **Responsible Team:** Oversight is shared by the DCSI, CAO, Executive Director of Curriculum and Instruction, Director of Academics, Directors of Teaching and Learning, and the District Math Coordinator.
- **Data Sources:** Progress is evaluated using data from IXL (Reading Language Arts [RLA] and Math) Benchmark data, MCLASS BOY/MOY/EOY review, formal Teacher Performance Appraisal System (TTESS) review, HQIM Walkthrough data (via Looker Studio), and STAAR/End of Course (EOC) results.
- **Reporting:** Performance reports are shared quarterly via a local dashboard with the Executive team (Oct, Jan, Late Mar, Jun).
- **Estimated Cost: $375,000**
- **Source/Contingency:** The primary source of funds is LASO 3 and Title 1.

Things to Consider Prior to Starting Workbook

This workbook is meant to support local TIP and TAP development. Differences between the two will be noted within each directive. The workbook serves as planning tool to assist you when filling out the form link for the TAP/TIP you're in. Modify the cells as needed - the workbook attempts to follow the form logic as closely as possible. During the submission, you will complete one submission per strategy and then complete additional submissions as needed until all TIPs and TAPs are complete.

Please note that student outcome goals for all individual campuses and districtwide/consortium, for all individual campuses, will be on different forms

Directions

1. Fill out the workbook PRIOR to the official link (or choose your own draft tool).
2. If there is criteria for success, it will be posted at the top.
3. Note that not all tabs need to be filled out - this depends on the strategy selected.
4. Items highlighted yellow indicate they only apply to certain strategies so read carefully.
5. Read each tab/sheet carefully.

* DENOTES THAT CAUSED CHANGES ARE OUTLINED IN RED

Things to Consider Prior to Starting Workbook

This workbook is meant to support both TIP and TAP development. Differences between the two will be notated within each sheet/tab. The workbook serves as planning tool to assist you when filling out the form link for the TAP/TIP turn in. Modify the cells as needed - the workbook attempts to follow the form logic as closely as possible. During the submision, you will complete one submission per strategy and then complete additional submissions as needed until all TIPs, and TAPs are complete.

Please note that student outcome goals, for all indivdual campuses, and closure/reassignment, for all indivdual campuses, will be on different forms.

Directions

1. Fill out the workbook PRIOR to the official link (or choose your own draft to
2. If there is criteria for success, it will be posted at the top.
3. Note that not all tabs need to be filled out - this depends on the strategy selected.
4. Items highlighted yellow indicate they only apply to certain strategies so read carefully.
5. Read each tab/sheet carefully.

* UPDATES THAT CAUSED CHANGES ARE OUTLINED IN RED

Question/Prompt	Please select the type of plan you are submitting
Additional Instructions	Targeted Improvement Plan (TIP) or Turn Around Plan (TAP)
Answer	TIP

Question/Prompt	List (select) campuses to which this strategy will apply	Name of the staff member employed by the school system completing this plan submission	Email	What role applies to the person completing this submission?
Additional Instructions	226801			Please select/type one of the following: Superintendent, District Coordinator of School Improvement (DCSI), Other (if other, please specify)
Answer	Texas Leadership of Abilene 226801003 Trinity leadership 226801005	Paula Kelly	paula.kelly@texasleadership.net	DCSI

Criteria for Success

Did the LEA meet statutory requirements for stakeholder engagement, and has the board approved the plan?

·The district assures that the Campus Intervention Team (CIT) conducted a public meeting at each campus identified for school improvement with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the targeted improvement plan.

·The district assures that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.

·The board conducted a hearing regarding the plans for each campus identified for school improvement.

·The board posted the plan on the district website prior to the hearing.

·The plan is approved by the board.

·Written comments from stakeholders, if any, are attached.

ASSURANCES ARE THE SAME FOR BOTH TIP/TAP

Question	List or copy and paste all SI - identified campuses below	I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in Section 39A.053 of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.)	I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.	I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.	I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.	I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each targeted improvement plan, and the board posted the plan(s) on the district website prior to the hearing.	Board approval date with optional upload of public comments
Additional Instructions	List all SI campuses in the district	Choose one of the following: ESF Diagnostic and Local Classroom Review, Locally Conducted Needs Assessment, Texas Strategic Leadership Landscape Analysis	For locally conducted assessments only	Yes or No	Yes or No	Yes or No	Record the board approval date for each campus
Answer(s)	Abilene	**You will give this assurance at the time of submission through the Qualtrics Survey.**	**You will give this assurance at the time of submission through the Qualtrics Survey.**	**You will give this assurance at the time of submission through the Qualtrics Survey.**	**You will give this assurance at the time of submission through the Qualtrics Survey.**	**You will give this assurance at the time of submission through the Qualtrics Survey.**	
		Local Needs Assessment		yes, 30 Oct	yes, 30 Oct	18 Nov, 12:00 PM	

Question	List or copy and paste all SI - identified campuses below	I assure that all campuses included in this plan have set campus-wide goals for ELA/Reading and Math STAAR performance rates and scaled score goals for Domain III components (Academic Achievement, Growth Status, ELP Status, and Student Success Status) for the 2025–2026 school year.
Additional Instructions	List all SI campuses in the district	Yes or No
Answer(s)		You will give this assurance at the time of submission through the Qualtrics Survey.

YOU WILL FILL OUT A SEPARATE SURVEY TO INPUT YOUR STUDENT OUTCOME GOALS for each campus required to submit a TIP or TAP. THE QUESTIONS YOU WILL BE ASKED IN THAT SURVEY ARE LISTED BELOW.

Question	Please select campus you are reporting Student Outcome Goals for.	If the campus you are reporting Student Outcome Goals for is not available in the list above, please enter the campus(es) CDCN number in the field below.	Enter the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.
Additional Instructions	List all SI campuses in the district	Please, ensure the CDCN number is complete with leading zeros when applicable. Example: Campus 235467 should be entered as 00235467	(Please enter a percentage, for example if the goal is 85%, please enter 85).	(Please enter a percentage, for example if the goal is 85%, please enter 85).	(Please enter a percentage, for example if the goal is 85%, please enter 85).	(Please enter a percentage, for example if the goal is 85%, please enter 85).	(Please enter a percentage, for example if the goal is 85%, please enter 85).	(Please enter a percentage, for example if the goal is 85%, please enter 85).

Answer(s)	TLCA Abilene	226801004	Current 45 must get to 49 for 2 points(drop) or 53 for 3 points	Current 29 must get to 48 for 3 points or 39 for 2 points (drop)	19/32 currently would like to increase by 6 to 25/32	13/32 Currently would like to grow to 16/32	NA this year	12/12 currently 73% is interim target 93% is long term
	Trinity Leadership	226801003	Current 38 must get to 46 for 2 points (increase) or 53 for 3 points	Current 12 Must get to 20 for 2 points or 48 for 3 points	10/32 would like to increase to by 8 to 18/32	NA	4/4 Currently - methodology changes - be prepared for drop in this area - we will measure composite growth over domain	12/12 currently 73% is interim target 93% is long term
			Goals for this year as set by District team in June of 2025.					
			Build Domain 1 scale scores to close the gap between current level and next passing level by one half the					
			San Angelo will move from 71 to 76					
			Midland will move from 53 to 62					
			Trinity Leadership will move from 56 to 63					
			Abilene will move from 65 to 68					

Criteria for Success

Does the plan increase the quality of instructional materials to be used at the campus and provide adequate time and support for teachers to internalize materials and reflect on student performance?

- The campus will increase the quality of the instructional materials to be used at the campus (if not already implementing SBOE-approved HQIM or OER).
- The district has allocated sufficient instructional time for delivery of HQIM and has a calendar with a minimum of 165 instructional days.
- The campus will have weekly (at a minimum) high-quality PLCs to support instructional delivery and respond to student outcomes
- The PLC protocol includes time for lesson internalization and student work analysis.

ONLY COMPLETE THIS SECTION IF YOU NAMED INTENSIVE CURRICULUM AND INSTRUCTION SUPPORTS AS YOUR SCHOOL IMPROVEMENT STRATEGY

Question	List or copy and paste all SI - identified campuses below	Please select the adopted curriculum	Is this the curriculum that will be implemented for the duration of the plan?I	What new curriculum will be adopted?	When will the district adopt the new curriculum?	How many instructional minutes per week are required/recommended for implementation of this curriculum?	How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?	How many instructional days are included in the 2025-2026 calendar?	If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?	Please describe the assessment plan for the impacted campus(es)	Will the campus(es) implement a PLC structure?	How will PLCs be organized (by grade level, content area, etc.)?	How frequently will PLCs occur?	Who will facilitate PLCs?	Who is required to attend PLCs?	Please describe the PLC protocol to be used
Additional Instructions	List all SI campuses in the district excluding Texas Partnership schools	This question will be asked by grade bands: K-5 Math, K-5 RLA, 6-8 Math, 6-8 RLA, 9-12 Math (Algebra 1, Algebra 2, Geometry), 9-12 RLA	Yes or No Select yes, go to column G Select no, go to column E							District Assessment Calendar						
	Stacy Lind															
	TLCA Abilene	K-5 Math - Bluebonnet	Yes	None	N/A	450	400	175	NA	Students take mid-module and end-of-module assessments in alignment with the Bluebonnet curriculum. BOY, MOY, and EOY IXL benchmark diagnostic assessments are taken to provide growth reports, along with overall student levels. For Grades 3-5, students will take the STAAR Interim assessment in February. For grades 3-5, STAAR test is taken in accordance with the TEA-approved testing window.	Yes	At the Elementary level PLCs are organized by grade level. At the Secondary level, PLCs are grouped by common planning time. We also do individual PLCs at the Secondary level when it is a specific content PLC.	2 x per month for PLC 2 x per month for MTSS meetings.	Director of T & L (Willhelm) and campus principal work together. Usually the PLC is run by the D of T & L in Abilene.	Classroom teachers, SpEd teachers & aides depending upon the content of the PLC.	- The PLC date is communicated by a Google invite (usually 2 x per month) - An agenda & training materials are provided for the PLC - Norms for PLCs are established at the beginning of the year & visible for meeting - PLCs are usually held in the conference room or in teacher's classrooms. - We often have teachers teaching their peers over a subject they are proficient or experienced in and are willing to share.

	K-5 RLA - Savvas/MyView	Yes	None	N/A	K-2: 600, 3-5: 450	400	175	NA	Students take a weekly Progress Check assessment in alignment with the Savvas MyView curriculum. For grades K-2, the mCLASS reading diagnostic (along with applicable dyslexia screener) is given BOY, MOY, and EOY. Grade K-2 students also take a phonics benchmark through our phonics curriculum, Really Great Reading (RGR), at BOY, MOY, and EOY to support the phonics intervention program through RGR. For grades 3-5, BOY, MOY, and EOY IXL benchmark diagnostic assessments are taken to provide growth reports, along with overall student reading and writing levels. For Grades 3-5, students will take the STAAR Interim assessment. For grades 3-5, STAAR test is taken in accordance with the TEA-approved testing window.	Yes					
	6-8 Math - Bluebonnet	Yes	None	N/A	6th- 450, 7th&8th - 375	6th: 496 7/8th:248	175	NA	Students take mid-module and end-of-module assessments in alignment with the Bluebonnet curriculum. BOY, MOY, and EOY IXL benchmark diagnostic assessments are taken to provide growth reports, along with overall student levels. Students will take the STAAR Interim assessment in February. STAAR test is taken in accordance with the TEA-approved testing window.	Yes					
	6-8 RLA - Savvas/MyPerspectives	Yes	None	N/A	6th- 450, 7th&8th - 375	248	175	NA	Students take a weekly "Selection Test" reading comprehension assessments in alignment with the Savvas MyView curriculum, along with unit exams every six weeks. BOY, MOY, and EOY IXL benchmark diagnostic assessments are taken to provide growth reports, along with overall student reading and writing levels. Students will take the STAAR Interim assessment in February. STAAR test is taken in accordance with the TEA-approved testing window.	Yes					

Answer(s)																
		9-12 Math - McGraw Hill	Yes	None	N/A	225 min	248	175	NA	BOY, MOY, and EOY IXL benchmark diagnostic assessments are taken to provide growth reports, along with overall student levels. Algebra I students will take the STAAR Interim in February. Algebra I students take EOC STAAR in December or April.	Yes	?				
		9-12 RLA - Savvas/MyPerspectives	Yes	None	N/A	225 min	248	175	NA	BOY, MOY, and EOY IXL benchmark diagnostic assessments are taken to provide growth reports, along with overall student levels. English I & English II EOCs are taken in December or April. English I and English II STAAR Interim assessments are taken in February.	Yes	? Angela Buller Any guidance here?				
								175								
	Trinity Leadership	K-5 Math - Bluebonnet	Yes	None	N/A	450		175	NA	Students take mid-module and end-of-module assessments in alignment with the Bluebonnet curriculum. BOY, MOY, and EOY IXL benchmark diagnostic assessments are taken to provide growth reports, along with overall student levels. For Grades 3-5, students will take the STAAR Interim assessment in February. For grades 3-5, STAAR test is taken in accordance with the TEA-approved testing window.	Yes	We meet in Core Content	Two times	Teachers rotate the facilitation of PLC, Administration will facilitate when needed.	All Core teachers and an administrator (1 time per week)	Our teachers meet collaboratively during two 45 minute sessions weekly. Teachers discuss: Celebrations for the teacher/team/ students, Lesson internalization/Lesson tuning protocol/ Instructional strategies/TEKS alignment success based on assessments*(We are working toward the last measurement this school year.)
		K-5 RLA - Savvas/MyView	Yes	None	N/A	K-2: 600, 3-5: 450		175	NA	Students take a weekly Progress Check assessment in alignment with the Savvas MyView curriculum. For grades K-2, the mCLASS reading diagnostic (along with applicable dyslexia screener) is given BOY, MOY, and EOY. Grade K-2 students also take a phonics benchmark through our phonics curriculum, Really Great Reading (RGR), at BOY, MOY, and EOY to support the phonics intervention program through RGR. For grades 3-5, BOY, MOY, and EOY IXL benchmark diagnostic assessments are taken to provide growth reports, along with overall student reading and writing levels. For Grades 3-5, students will take the STAAR Interim assessment. For grades 3-5, STAAR test is taken in accordance with the TEA-approved testing window.	Yes					

	6-8 Math - Bluebonnet	Yes	None	N/A	6th- 450, 7th&8th - 375		175	NA	Students take mid-module and end-of-module assessments in alignment with the Bluebonnet curriculum. BOY, MOY, and EOY IXL benchmark diagnostic assessments are taken to provide growth reports, along with overall student levels. Students will take the STAAR Interim assessment in February. STAAR test is taken in accordance with the TEA-approved testing window.	Yes					
	6-8 RLA - Savvas/MyPerspectives	Yes	None	N/A	6th- 450, 7th&8th - 375		175	NA	Students take a weekly "Selection Test" reading comprehension assessments in alignment with the Savvas MyView curriculum, along with unit exams every six weeks. BOY, MOY, and EOY IXL benchmark diagnostic assessments are taken to provide growth reports, along with overall student reading and writing levels. Students will take the STAAR Interim assessment in February. STAAR test is taken in accordance with the TEA-approved testing window.	Yes					
	9-12 Math - McGraw Hill	Yes	None	N/A	225 min		175	NA	BOY, MOY, and EOY IXL benchmark diagnostic assessments are taken to provide growth reports, along with overall student levels. Algebra I students will take the STAAR Interim in February. Algebra I students take EOC STAAR in December or April.	Yes					
	9-12 RLA - Savvas/MyPerspectives	Yes	None	N/A	225 min			NA	BOY, MOY, and EOY IXL benchmark diagnostic assessments are taken to provide growth reports, along with overall student levels. English I & English II EOCs are taken in December or April. English I and English II STAAR Interim assessments are taken in Feburary.	Yes					

Criteria for Success

s the proposed strategy likely to move the campus to a C or better OR CSI exit in two years or less?

·The school improvement strategy selected would reasonably improve student outcomes quickly enough that the campus would not be escalated to a sanction under Texas Education Code (TEC), Section 39A.111.

·There is appropriate support dedicated to strategy implementation and capacity building:

+There is a team/organization with a track record of success in systems building and rapidly improving student outcomes dedicated to supporting the campus in strategy implementation (an ESC, SAPL vendor, program-vetted vendor, etc.); OR

+If district or campus staff members are named as the capacity builder, there is evidence that these staff members:

-Have a track record of success in school turnaround

-At least 50% of their role is dedicated to the implementation of the strategy on the campus (cannot be current principal or AP, unless role was added specifically to support SI)

Question	To which campus or campuses does this strategy apply?	Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.	Which, if any, grants has your school system been awarded to support this strategy?	Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?	Please name any organizations you are currently working with to build capacity and support strategy implementation.	How many district staff members will you be reporting capacity building information for?	What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?	5.5 Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).
Additional Instructions	List all SI campuses in the district	Please write one of the following: Accelerating Campus Excellence (ACE) Model Closure/reassign Improve Graduation Rate Intensive Curriculum & Instruction Improvements School Model Change (excluding ACE) Turnaround Partnership (SB 1882)	Strong Foundations Implementation (LASO 3), Strong Foundations Implementation School Improvmeent PLC (LASO 3), Instructional Leadership (LASO 3), ESF- focus Support Grant 24-26, School Action Fund Planning (Restart), School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Reassign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Our school system does not intend to apply for a grant to support this strategy, Other (must enter grant into text box)	PLC Support, School Improvement Curriculum and Instruction Support Grant, School Action Fund Planning (Restart), School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Reassign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Effective Schools Framework Focsued Support Grant 24-26, Our school system does not intend to apply for a grant to support this strategy, Other (must enter grant into text box)	SAPL list, ESCs, District Staff, Other (must include name)	You can report up to 15 district staff members.	**ONLY COMPLETE IF DISTRICT STAFF NAMED (column F on this page)**	**ONLY COMPLETE IF THE ORGANIZATION NAMED (column F on this page) IS NOT AN ESC OR ON THE STATE APPROVED PROVIDER LIST (SAPL).**
Answer(s)						6		
	Stacy Lind can					PJ	100%, Distric tMath	
						STacy Lind	25%, District Director,	
	TLCA Abilene	Intensive Curriculum &	Strong Foundations	~~Considering LIFT PLC Support?~~	Great Minds	Susan	40%, Executive Director,	
	Trinity Leadership	Intensive Curriculum &	Strong Foundations	SI CISC (26-27)	Great Minds			
	MIdland					Stacy Wilhelm	50%, Director of	
						Angie Buller	50%, Director of	

					Dan Dukes	10%. Chief Academic	

Criteria for Success

Does the plan ensure that administrators and teachers receive appropriate job-embedded training?
Administrators responsible for the campus (including the principal and principal manager) receive upfront/initial training on key elements of the school improvement strategy.
Teachers receive upfront/initial training on key elements of the school improvement strategy.
Teachers receive an observation and feedback round from an instructional leader or coach at least biweekly.
The observation tool includes research-based instructional strategies (RBIS) look fors.
The observation tool includes look fors related to implementation of approved curriculum.
The capacity building/professional development (PD) plan matches the current state of talent at the campus.
+There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that are new (in their first two years) to their role.
+There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that do not have a demonstrated track record of success.
+There is a plan to differentiate and/or increase support for uncertified teachers.

ONLY COMPLETE IF YOU CHOSE INTENSIVE C&I SUPPORTS AS A SCHOOL IMPROVEMENT STRATEGY OR NAMED DISTRICT STAFF AS BUILDING CAPACITY OR SUPPORTING STRATEGY

Question	List or copy and paste all SI - identified campuses below	Removed several columns	Please describe your planned training/PD sessions (and who delivers and attends) for: -Principal manager -Principal -Other campus admin (assistant principals,	How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?	What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?	How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	What capacity building supports related to supporting students in special populations will teachers and administrators receive?
Additional Instructions	List all SI campuses in the district excluding Texas Partnership, ACE, or Graduation Rate						
Answer(s)							
	TLCA Abilene		LEAD training, SFI—strong foundations implementation for Principal manager, Principals, and other campus administration- 8 hours	Math coaches: identify new and struggling teachers, have more frequent lesson rehearsals and coaching support via lesson internalization, sesion are held weekly	Great Minds presented a fidelity check to Principal,s turned it into a Google form so that our math coach and DTL are documented on form and are aligned to GM rubric	Goal across the district is bi-weekly, adjusted as needed based on teacher support needs.	Teachers will be trained in small group instruction; MTSS tiered instruction was introduced and is a district initiative for 25-26; Teachers will receive training in just in-time intervention for supplemental instruction. Teachers also use IXL with bi-weekly formative assesments to update supecifics student neds on individual skill plans; those are targeted and individualied based on student needs
	Trinity Leadership		Principals: received 8 hours at BOY				
			Teachers received, 2 PD sessions at BOY led by Great minds and recieved routine/ongoing PLC support monthly with Great minds coach, receive 4 learning walks, allign learnin walks day before PLs session for effective an dintentional coaching				

Criteria for Success
How will the strategy be implemented? -Milestones include all activities needed to fully implement the program or strategy, covering planning and implementation stages. -Milestones include all upfront capacity building, implementation action steps, and ongoing support and coaching touchpoints, and student assessment cycles. -Milestones cover, at a minimum, the two school years that the campus is required to implement the plan.

Question	List or copy and paste all SI - identified campuses below	Please share the key milestones for this strategy through August 2026 for TIP, and keymilestones through August 2027 for TAP. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.
Additional Instructions	List all SI campuses in the district	Timeframe is, at minimum, through end of SY 26-27 for TIP and through end of SY 27-28 for TAP.
Answer(s)		
	TLCA Abilene	August 2025: All teachers complete initial HQIM training and weekly PLC schedules are finalized.
	Trinity Leadership	September 2025: Instructional leaders conduct HQIM Fidelity Walkthroughs; BOY IXL Diagnostics are administered and analyzed in PLCs.
		October - December 2025: Biweekly observation/feedback cycles are maintained; District leadership reviews fidelity and progress data quarterly.
		December 2025: Mid-Year Check with MOY IXL Diagnostics; District and Campus leadership review results against interim targets.
		February 2026: Administration of the STAAR Interim Assessment in RLA/Math to inform 5th-6 weeks/6th-6 weeks instructional adjustments.
		March - May 2026: Focused, differentiated support and intervention provided to close gaps identified by MOY/Interim data prior to the spring STAAR administration.
		June - August 2026: End-of-Year Review of EOY Diagnostics and STAAR results, informing the 2026-2027 plan iteration.
		August 2026: Validate success criteria, from previous year, adjust any plans based on previous year alignment. All teachers complete initial HQIM training and weekly PLC schedules are finalized.
		September 2026: Instructional leaders conduct HQIM Fidelity Walkthroughs; BOY IXL Diagnostics are administered and analyzed in PLCs.
		October - December 2026: Biweekly observation/feedback cycles are maintained; District leadership reviews fidelity and progress data quarterly.
		December 2026: Mid-Year Check with MOY IXL Diagnostics; District and Campus leadership review results against interim targets.
		February 2027: Administration of the STAAR Interim Assessment in RLA/Math to inform 5th-6 weeks/6th-6 weeks instructional adjustments.
		March - May 2027: Focused, differentiated support and intervention provided to close gaps identified by MOY/Interim data prior to the spring STAAR administration.

		June - August 2027: End-of-Year Review of EOY Diagnostics and STAAR results, confirming plan exit plan.

Criteria for Success

Has the district outlined a performance management plan that ensures the strategy will be implemented with fidelity?

-There is a plan for plan performance management, including superintendent and other key leadership review of metrics and progress at a semesterly cadence.

-The response describes:

+Who will review progress towards milestones,

+How frequently progress is reviewed,

+How progress data will be collected, and

+How it is shared with district leadership and other relevant stakeholders

Question	List or copy and paste all SI - identified campuses below	Please describe how district and campus leaders will monitor the successful implementation of this plan.	Who will be responsible for reviewing progress towards the milestones described in the previous section?	How frequently will progress toward milestones be reviewed?	How will milestone progress data be collected?	How will milestone progress data be shared with district leadership and other relevant stakeholders?
Additional Instructions	List all SI campuses in the district					
Answer(s)		Campus Leadership will meet monthly in Principal and AP PLC meetings, and will go over aspects of the school improvement plan to guage progress. District Leaders will hold quarterly check-in meetings with Principals, Math Coaches, Directors of Teaching and Learning, and	DCSI, Chief Academic Officer, Executive Director of Curriculum and Instruction, Director of Academics, District Math Coach	monthly at PLCs and quarterly at the district reivew meetings	IXL (Math[K-8} and RLA[3-8] Benchmark data, MCLASS BOY/MOY/EOY review, Formal TTESS review, Review Looker Studio HQIM Walkthrough data, STAAR/EOC results for 26-27 planning;	District has developed local Dashboard, will be shared with Executive team quarterly update (Oct, Jan, Late Mar, Jun)
	TLCA Abilene					
	Trinity Leadership					

Criteria for Success			
Has the district identified all resources needed to implement the SI strategy? -The description lists all additional costs associated with implementing the school improvement strategy (e.g., stipends, instructional materials, training/professional development costs, costs for additional staff positions created to implement the strategy, etc.) -Each cost described includes the source of funds.			
Question	**List or copy and paste all SI - identified campuses below**	**Please share the required costs to implement plan and source of funds**	**If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?**
Additional Instructions	List all SI campuses in the district		
Answer(s)			
	TLCA Abilene books K-8	$ 18,557.40	EMAT Laso 3, without, grants, adjust internal operations costs to cover learning
	Trinity books K - 8	$ 23,809.60	EMAT Laso 3, without, grants, adjust internal operations costs to cover learning
	Math Coaches - Internal	$ 149,516.28	Title 1 Funds
	Great Minds Coaching AB	$ 36,417.00	Laso Grant
	Great Minds Coaching CH	$ 36,417.00	Laso Grant
	Stipends Abilene	$ 45,000.00	Laso Grant
	Stipeds CH/AR	$ 65,000.00	Laso Grant
	TOTAL COST	$374,717.28	

Question	List or copy and paste all SI - identified campuses below	(Optional) Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents.
Additional Instructions	List all SI campuses in the district	
Answer(s)		

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STATE OF TEXAS §
§
COUNTY OF TOM GREEN §

TLC ACADEMY DBA TEXAS LEADERSHIP PUBLIC SCHOOL
BOARD RESOLUTION FOR THE CREATION OF A
LOCAL STUDENT HEALTH ADVISORY COUNCIL

WHEREAS, Texas Education Code Section 12.104 (b)(3)(DD) and Section 28.004 require open-enrollment charter schools to create a local student health advisory council, hereinafter referred to as the "SHAC"; and

WHEREAS, the purposes of the SHAC are (1) to assist Texas Leadership Public School (TLPS) in ensuring that local community values are reflected in the school's health education instruction, and (2) to make recommendations before TLPS changes its health education curriculum or instruction; and

WHEREAS, the Board of Directors must appoint at least five members to the SHAC, a majority of which must be persons who are parents of students enrolled in TLPS and who are not employed by TLPS;

WHEREAS, the Board of Directors may also appoint one or more persons from each of the following groups or a representative from a group other than a group specified:

1. Classroom teachers employed by TLPS;
2. School counselors certified under Education Code Chapter 21, Subchapter B, employed by TLPS;
3. School administrators employed by TLPS;
4. TLPS students;
5. Health-care professionals licensed or certified to practice in this state, including medical or mental health professionals;
6. The business community;
7. Law enforcement;
8. Senior citizens;
9. The clergy;
10. Nonprofit health organizations
11. Local domestic violence programs; and

WHEREAS, the Board of Directors desires for the SHAC to operate cooperatively and effectively as an advisory body for the benefit of students.

BE IT THEREFORE RESOLVED THAT a majority of the members of the Board of Directors at a lawfully called board meeting posted and held pursuant to the Texas open meetings law hereby adopts the following resolutions:

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SECTION 1. The Board of Directors hereby appoints the following members to the SHAC:

SCHOOLS (Parent Representatives, non-employees)	First Name	Last Name
San Angelo Elementary	Adriana	Picazo
San Angelo JH	Ashley	Richey
San Angelo HS	James	Carnes
San Angelo (Parent at large)	Kayla	Galvan
San Angelo (Parent at large)	Amanda	Razani
Midland Elementary/JH	Ashley	Wymore
Midland HS	Stormie	Gomez
	Brandy	Valdez
Cedar Hill Elementary	Frederick	Thornton
District and Campus Administrators		
Chief Academic Officer	Dan	Dukes
District Admin, SHAC Administrative Liaison	Paula	Kelly
District Director, Curriculum	Stacy	Lind
District Nurse	Diana	Torres
District Counselor Representative	Krista	Kain

SECTION 2. The Board of Directors hereby adopts the enclosed SHAC Bylaws and Operational Procedures and directs the SHAC to comply with its terms as well as to comply with applicable state law and local policy pertaining to the SHAC's operation.

PASSED AND APPROVED BY THE MAJORITY OF MEMBERS OF THE BOARD OF DIRECTORS OF TEXAS LEADERSHIP PUBLIC SCHOOL, ON THE 18TH DAY OF NOVEMBER, 2025.

PASSED AND APPROVED UNANIMOUSLY BY THE ATTENDING MEMBERS OF THE BOARD OF DIRECTORS OF TLC ACADEMY, CHARTER HOLDER OF TEXAS LEADERSHIP PUBLIC SCHOOLS, ON THIS, THE 18th DAY OF NOVEMBER, 2025.

Directors voting in favor of the Resolution:

Signed by:
F43583426 9F848B...
Walt Landers, Board President

Signed by:
Tommy Olive, Board Vice-President
D9A92DD7388742...
Tommy Olive, Board Vice-President

Signed by:
Charity Vasquez, Board Secretary
439E21EE740E43B...
Charity Vasquez, Board Secretary

DocuSigned by:
Bobbe Ynostrosa, Board Member
5722B43C109241C...
Bobbe Ynostrosa, Board Member

DocuSigned by:
Bruce Binkley
0451695501894D5...
Bruce Binkley, Board Member

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The undersigned, being the Secretary of the Corporation, hereby certifies that the foregoing represents a true copy of a Resolution of the Directors of the Corporation, duly held on November 18, 2025, which Resolution is in full force and effect and has not been revoked or amended.

Signed by:
Charity Vasquez, Board Secretary
439E21EE740E438...

Charity Vasquez, Board Secretary

(SHAC Bylaws and Operating Procedure)