

# District Plan to Address Uncertified Teachers

House Bill 2 Compliance Plan (2025–2029)

Springlake-Earth Independent School District

Date: February 9, 2026

## **I. Purpose and Overview**

The purpose of this plan is to establish a structured and data-driven approach for reducing the number of uncertified teachers within Springlake- Earth ISD in compliance with House Bill 2, passed by the 89th Texas Legislature. The district will implement a multi-year strategy to support uncertified teachers in obtaining full certification, strengthen recruitment pipelines, and ensure all instructional staff meet state certification requirements by the 2029–2030 academic year.

## **II. Current Status and Data Review**

### 1. Baseline Data Collection:

- Review the Uncertified Teachers by District Report to identify the number and percentage of uncertified teachers by campus, grade level, and subject area.
- Analyze data from the Newly Certified and New Teacher Hires Dashboard to understand historical hiring and certification trends.

### 2. Primary Areas of Need:

- Identify high-need areas such as ESL, special education, secondary math/science, and CTE.
- Evaluate internal barriers to certification such as testing requirements, financial challenges, or limited program access.

## **III. Goals and Targets**

Year	Target % Reduction in Uncertified Teachers	Focus Areas
2025–2026	10%	Elementary/Secondary Core
2026–2027	20%	CTE
2027–2028	25%	Special Education, ESL
2028–2029	30%	Remaining uncertified staff
2029–2030	100%	All certified teachers

## **IV. Strategies for Compliance**

### ***A. Support for Current Uncertified Teachers***

1. Individual Certification Plans (ICPs): Each uncertified teacher will have an individualized plan outlining the pathway and timeline to full certification. Milestones include enrollment in an approved EPP, completion of exams, and mentorship pairing.
2. EPP Partnerships: Partner with West Texas A&M University and Region 17 Education Service Center to provide flexible certification pathways, cohort models, and field support for district teachers seeking certification.
3. Financial and Logistical Support: Offer tuition reimbursement or stipends for certification exams and coursework, and provide release time or flexible scheduling for required training and testing.
4. Mentorship and Coaching: Pair uncertified teachers with certified mentors and provide targeted coaching focused on TEKS-aligned instruction utilizing HQIM.

### ***B. Recruitment and Pipeline Development***

1. Grow-Your-Own (GYO) Pipeline:
  - Partner with local colleges to encourage paraprofessionals, substitutes, and high school students to pursue education degrees.
  - Continue to strengthen our “Future Educators” student organization and dual credit pathways.
2. Internship and Residency Programs: Partner with EPPs to host teacher residents and student teachers in high-need areas.
3. Strategic Recruitment:
  - Continue to attend University Job Fairs to recruit certified teachers.
  - Use TEA dashboards to identify districts producing newly certified teachers for recruitment and create recruitment incentives.

### ***C. Retention of Certified Teachers***

Implement mentorship programs for teachers in their first three years, provide ongoing professional development, and create recognition and advancement opportunities to improve retention.

## **V. Monitoring and Evaluation**

1. Annual Review and Reporting: Review progress each spring using TEA dashboards and HR data, adjusting annual targets based on hiring trends.
2. Accountability: Report progress to the School Board annually and include certification efforts in the District Improvement Plan.

## **VI. Timeline Summary**

<u>Year</u>	<u>Milestones</u>
2025–2026	Establish baseline data, finalize EPP partnerships, implement ICPs
2026–2027	Strengthen GYO pipeline and create certification cohorts
2027–2028	Midpoint review; increase incentives for certification completion
2028–2029	Final reduction phase; verify certification status of all teachers
2029–2030	Full compliance achieved; report to TEA

## **VII. EPP Partnership**

Proposed Partners:

- West Texas A&M University College of Education
- Region 17 Education Service Center EPP
- Texas Tech University College of Education

- Services include coursework, testing support, mentorship alignment, and certification tracking.
- Memorandum of Understanding (MOU) to be finalized by Spring 2026.

### **Board Approval and Signatures**

This plan was reviewed and approved by the Springlake- Earth ISD Board of Trustees on February 9, 2026.

Board President: \_\_\_\_\_

Superintendent: Dr. Denver Crum \_\_\_\_\_